

Tips for Helping at Home

- Talk about weight, collect a small group of objects. Work together to figure out which is the heaviest and which is the lightest.
- Weigh fruit at the grocery store together.
- As you are cooking, ask your child to help with the filling, measuring, and leveling off measuring cups and spoons.
- Ask your child to estimate length in practical terms. For example, how many chairs can fit along one side of a table.



How to help when your student gets stuck. . .

- What do you need to find out?
Student should be specific.
- What information do you have?
- What strategies are you going to use?
- Does that make sense?
- How do you know?
- How did you get answer?
- Does your answer seem reasonable?
- What else is there to do?

Mathematical Emphasis

Investigation 1

- * Developing a sense of heavier and lighter by feel
- * Developing language to describe and compare weights
- * Learning to use a balance
- * Comparing weights of objects using a balance
- * Representing the results of weight comparisons

Investigation 2

- * Developing language to describe and compare capacity
- * Comparing capacity
- * Measuring and comparing capacity using nonstandard units
- * Collecting and keeping track of data

Investigation 3

- * Developing language to describe and compare lengths
- * Comparing lengths directly
- * Measuring and comparing length using nonstandard units
- * Ordering lengths
- * Representing measurements with numbers, concrete materials and pictures

Websites

<http://cms.everett.k12.wa.us/math/FirstGrade>

<http://www.abc.net.au/countusin/games/game15.htm> - Capacity

http://nlvm.usu.edu/en/nav/frames_asid_286_g_1_t_4.html?open=activities - non-standard measurement



Bigger,
Taller,
Heavier,
Smaller

Measurement

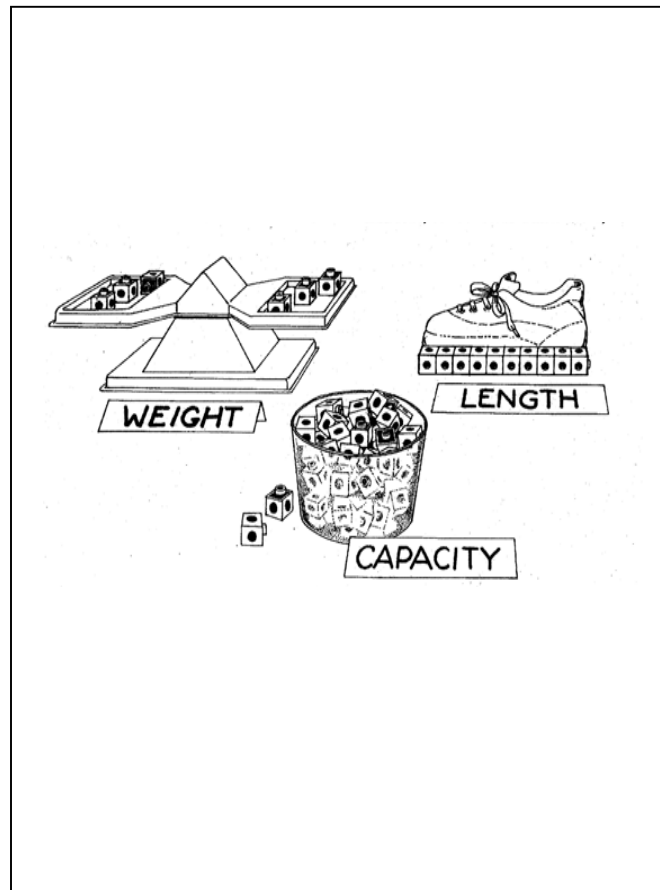


Vocabulary

- Capacity—the amount of space inside a container
- estimate—approximate number
- balancing—making items equal in weight
- comparison—looking at the likenesses and differences in two different items
- non-standard units—measuring with “spoonfuls” or “hands”, etc.

Online Glossary

<http://www.amathsdictionaryforkids.com/>



Classroom Needs

- Plastic bags with handles
- Plastic cups, knives, spoons, tubs, bottles,
- Funnels
- Newspaper
- Food coloring
- Empty containers
- Masking tape

Wright, Tracey. Investigations in Number, Data, and Space: Bigger, Taller, Heavier, Smaller. Dale Seymour Publications, 1998.

Game

Ten Turns

Materials:

one number cube (1—6)
counters

Players: 2

How to Play:

1. Roll the number cube. What number did you roll? Take that many counters to start your collection. Write the number you rolled and total number you have (for the first turn your numbers are the same).
2. On each turn, roll the number cube and take that many counters. Find the total number of counters you and your partner have together.
3. After each turn, write the number you rolled and the new total.

Variations:

- Roll two number cubes
- Play for fewer turns or more turns.

