

Name: Betty Kincannon

Grade Level/Subject: 1st Grade Math

Topic: Pumpkin Math

Objectives:

Students will have a beginning understanding of measuring length.

Students will be able to use the terms longer than, shorter than, and equal to when comparing the lengths of two objects.

Objectives (P.A.S.S.):

Standard 2: Number Sense

2. Compare and Order Objects

a. Compare objects by size and quantity

Materials: I Like Pumpkins by Jerry Smath

Pumpkin

Yarn

Scissors

Masking Tape

Pencil

Pumpkin Book reproducible from Celebrate the Months
for October from Creative Teaching Press (one per
student)

Introduction:

Read the book I Like Pumpkins to the class and discuss it with the class. Talk about how pumpkins in the book were alike and how they were different. Let the students talk about their experiences with pumpkins.

Instruction process:

1. Show the class the pumpkin and explain that you are going to use the pumpkin to do several activities in the next few days.

2. Put masking tape around the pumpkin and tell the students that they are going to try to estimate the distance it is around the pumpkin at the place where the masking tape is on the pumpkin. (Can use the term circumference)
3. Have each student cut a piece of yarn from a ball of yarn that they think will fit around the pumpkin exactly or equal to the length of the masking tape.
4. After each student has their piece of yarn, gather the students around the pumpkin. When they come to the group gathering have them bring their string and their Pumpkin Book.
5. Each student measures the pumpkin with their string and records the results on page one in their Pumpkin Book. (Page one has the question “How big around is your pumpkin?” and the response statement “My string was too short, just right, or too long.) As we go through process of measuring our strings, we talk about the correct process of measuring and if we think our string is too long, too short, or just right.
6. After each student has measured the pumpkin with their string, the students compare the length of their string to the length of their classmates’ strings. (I demonstrate how in order to get a more accurate comparison the strings have to be placed side by side and have to have a common starting place.) As the students partner up and compare their strings I encourage them to use the terms shorter than, longer than, or about equal to as they discuss their results.

Closure:

Discuss with the class what they have experienced using the terms: longer than, shorter than, about equal to, shortest, longest, too long, and too short.

Assessment:

Observe students as they measure the pumpkin and as they interact with the other students to determine if they are able to measure correctly and to use the correct language in their comparisons.

Modifications:

Special needs students may require help in finding the correct response statement to circle in their Pumpkin Book. Physical handicapped students may require help to measure the pumpkin or to compare their string to a classmates' so adjustments should be made to fit their specific need.

Reflection:

My students enjoyed doing this activity and were adept in the process of measuring and comparing their strings and using the correct language to talk about their comparisons at the conclusion of this activity.