

You Are the Ruler – Measuring In The Garden

OVERVIEW: No need to drag those measuring tools out to the garden when you are planting seeds. Teach your students about nonstandard measurement and have them use their fingers and feet to measure.

OBJECTIVE: The student will be able to

- use nonstandard measuring techniques to plant seeds in the garden.

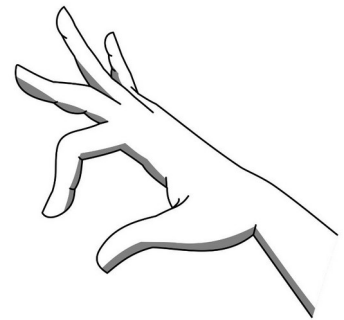
GRADES: 1-4

MATERIALS:

Rulers

Yardsticks

You Are the Ruler worksheet for each student



PROCEDURE:

Measuring planting depth:

Have the students measure parts of their fingers so they can easily figure the planting depth for seeds. Most seeds are planted between $\frac{1}{4}$ inch and 2 inches deep.

Ask the students to first measure the length of the fingernail on their pinky finger and record it on the measuring sheet. How long is it?

Next ask the students to measure from the tips of index fingers to the first joint. How long is it?

Then ask the students to measure the length of their index finger. How long is it?

And ask the students to measure the reach from their thumb to their little finger. How long is it?

When the students go out to the garden, have them use their fingers to figure the planting depth for the seeds.

Measuring spacing between plants:

Have students measure their feet so they can easily figure the spacing between plants. Most plants are planted between 8 inches and 3 feet apart.

Ask the student to place his/her shoe beside a yardstick or ruler to measure how long it is.

Next ask the student how long two of his/her shoes are. Then ask the student how long three of his/her shoes are.

When the students go out to the garden, have them use their feet to figure the spacing between plants.

EVALUATION:

Students correctly use nonstandard measuring techniques to plant in the garden.

New Jersey Learning Standards

Math: 1:MD.A,C 2:MD.A,B,D 3:MD.A,B 4:MD.A,B



Name _____

You Are the Ruler Worksheet

1. My pinky fingernail is _____ long.

2. From the tip of my index finger to the first join is
_____ long.

3. My index finger is _____ long.

4. My shoe is _____ long.

5. Two of my shoes are _____ long.

6. Three of my shoes are _____ long