

How Big Is A Foot?

by Rolf Myller

| Parts of the Lesson | Materials Needed |
|---|---|
| <p>I. Pre-activity (Pre-assessment)</p> <p>1. Have children trace one foot on colored paper, cut it out and make a graph by placing feet on a large sheet of graph paper marked in square inches, with heels exactly on the zero line.</p> <p>2. Put a length of masking tape on the floor and measure out 6 feet (heel to toe) for each person, with a strip of tape labeled with each person's name to show "six feet."</p> | <p>I. Pre-activity</p> <p>1. <u>Pieces of colored paper, markers</u> for writing names, <u>scissors</u>, and <u>glue sticks</u> for affixing feet to chart paper. (Staples carries tablets of <u>chart paper marked in 1-in squares</u>.) or make your own. Have a zero line, a dotted line at 6" & a solid line at 12". (For fun go to a shoe store and trace the biggest and smallest shoe they have, for comparison purposes.)</p> <p>2. <u>A roll of masking tape and markers</u> for writing children's names on tape.</p> |
| <p>II. Read the Book (Talking points)</p> <p>Book is an easy reader, but a small size for showing a whole group. Think about acting out the story. Impromptu fun. To be politically correct, choose girls for roles like prime minister or apprentice. King's foot must be big, apprentice's foot small. Jailer, Queen, sculptor have very small roles.</p> | <p>II. Read or act out the book. At least one copy of <u>the book</u>. If you decide to act it out, have <u>scripts</u> for key characters and simple <u>props</u> like Burger King crowns, a key ring for the jailer, plastic tools for the apprentice, a "sculptor's foot" that is EXACTLY 12 inches long (the King's foot).</p> |
| <p>III. Do the Math (Activities)</p> <p>Discuss approximate measures: paper clip is 1 in, small sticker is cm, show a 1 ft ruler and a yardstick (3 ft.) Measure common items and find out how big they are. Find things about 1,2,3,6,9,12 in; 2,3,6 ft; 1 cm.</p> | <p>III. Provide a <u>pile of household items</u> for kids to measure, (napkins, forks, soap, peanuts, spatula, Cheezits, etc.) But let them search for other items in the room. <u>Rulers and yardsticks</u> for each table, <u>Measuring tapes</u> to find larger objects.</p> |
| <p>IV. Wrap Up (Debrief) Estimate sizes of things "Is a man 6 in tall or 6 ft tall?" If available, use trundle wheel to estimate distances across the room, from desk to window, etc.</p> | <p>IV. Wrap Up <u>Trundle wheel</u> is optional, but fun for estimating and counting out longer distances. (Walk around the school yard; take a walk around the block.)</p> |