

Margarita Chavez 10/27/2025

Lesson Title: Measuring with Nonstandard Units to PreK students ages 4-5

Objective:

Students will demonstrate an understanding of measurement by using nonstandard units (connecting cubes) to measure and compare the lengths of various classroom objects. Students will use mathematical language to describe their observations (longer, shorter, taller, smaller). Teacher will speak in both English and Spanish because majority of class is Spanish speaking.

Materials:

- Pictures: cat yawning and shark with open mouth
- Connecting cubes (nonstandard units)
- Large puppet and five small puppets
- Classroom objects to measure (e.g., guitar, mop, book, pencil, block)
- Chart paper and markers for recording measurements

Procedure:

1. Introduction:

Ask students if they remember the book read two weeks ago called “Actual Size” which discussed the measurements of different animals. Remind students that book was about measuring with a ruler. Then show students two pictures—one of a cat yawning and one of a shark with its mouth open. Ask, “Which one looks bigger?” Encourage discussion about size and comparison.

Remind students that they have used a ruler before to measure objects. Ask, “What can we do if we don’t have a ruler?” Guide them to the idea of using nonstandard measurement tools like cubes.

2. Modeling:

Show a large puppet and five small puppets. Ask students to predict how many cubes tall each puppet might be. Demonstrate measuring one puppet using connecting cubes.

3. Hands-On Practice:

Have students sit at their tables in small groups. Provide each group with cubes and several classroom objects (e.g., a guitar, mop, or book).

Students measure each object using cubes, count the number of cubes, and compare their findings with classmates.

4. Discussion:

Gather students together to discuss which objects were the longest, shortest, or about the same length. Record their results on chart paper. Encourage them to use descriptive measurement language.

Assessment:

- Observe students during measurement activities to ensure they are aligning cubes correctly and counting accurately.
- Ask students to explain their reasoning when comparing lengths.
- Review group discussion responses for correct use of measurement vocabulary (e.g., longer, shorter, taller).

GELDS Alignment:

- **CD-MA4.4a:** Demonstrates an understanding of measurement by using nonstandard units to measure objects.
- **CD-MA4.4b:** Compares objects using measurable attributes (longer/shorter, taller/smaller).
- **CLL8.4a:** Uses language to describe and discuss mathematical concepts and relationships.