

Math 6 - Act. 15: Metric Rhyme

Summary

After exploring the metric measurement system, students will repeat a chant that combines vocabulary with actions to help reinforcement concepts just learned.

Materials

Meterstick
Crayon
Pencil

Background for Teachers

Meter refers to distance. Liter refers to volume. Gram refers to weight.

In this lesson, the students will learn a chant that combines vocabulary with actions to help all learning modalities.

The United States uses an inch-pound system of measurement derived (in England) from older measurement units originating in the 1200's. This system is also known as the English system or customary system. The United States is the only large country using the customary system, though two smaller countries use it as well. People in other countries use the Metric system. The Metric system was created in France in the 1790's.

Interesting Fact

The ancient Mediterranean systems used body measurements for linear measurements. Weight units were determined by how much a human or animal could carry.

Intended Learning Outcomes

5. Make mathematical connections.

Instructional Procedures

Invitation to Learn

Who knows how big a millimeter is? Is a kilometer bigger or smaller than a mile? (smaller). Did you know that the United States is only one of three countries in the world that use customary units of measure? What do the rest use?

Instructional Procedures

Have the students sit at their desk and look at their metersticks. Have them measure the width of their finger. How big is it? What do the lines on your meterstick represent?

Have them measure the very tip of their pencil on the meterstick. What measurement do they come up with?

Have them measure across their desk, and then the width of the classroom door. What measurements do they come up with?

If they take their pencil tip, how many dots can they put side by side across the width of their fingertip?

How many fingertips span the length of a brand new, unused crayon?

About how many brand new, unused crayons, will go across the width of the door?

Once the students gather all this information, talk to them about the fact that they will be using estimates to create a picture in their head. We know that everyone's fingertip isn't exactly the same size, but we could find the average, and this would be our "about the same size" measurement.

Teach the Metric Rhyme:

“I say millimeter, you say pencil tip.” Students hold up pencil tip.

“I say centimeter, you say fingertip.” Students hold up fingertip.

“I say decimeter, you say brand new crayon.” Students hold up crayon.

“ I say meter, you say width of door.” Students hold hands apart about the width of a door.

“I say kilometer, you say ten minute walk.” Students make a walking motion with their arms.

Curriculum Integration

Math/Science—Let them know that most science projects will only be accepted if the student has used metric measurements. Why do they think this is required?

Extensions

Possible Extensions/Adaptations

Have them convert measurements. Convert millimeters to meters, etc.

Homework & Family Connections

How many tools for measurement can you find around your house? Examples could be:

Measuring spoons and cups—cooking

Rain gage—measures rain

Thermometer—measures temperature

Bathroom scales—weight

Electricity, water, and gas meters

Watches and clocks—time

Barometer—atmospheric pressure

Yardstick—measuring a yard

Fingers—pinch, as in pinch of salt

Clock—seconds, minutes, hours

Assessment Plan

Hold up objects and ask the students what that object should be measured in.

Watch as they do their metric rhyme, have them play Simon Says with it. The last one standing gets to be Simon.

Authors

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