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EDU 336

Environment Plan

Environment Plan Title: Measure up!

Materials Needed: growth chart (can be store bought. If creating own growth chart, paper, pencil, ruler or tape measure, tape, and markers will be needed), assortment of nonstandard materials to use to measure such as blocks or pencils, pencils, rulers

Age Group: 4-5 year olds (pre-k)

Standards:

H.1.1 Recognize that people, including self, are growing and developing

MTH.3.3 Use standard or nonstandard measurement techniques to measure objects

Objectives:

The learner will **discover** that items are different heights and that people grow over time.

The learner will **use** standard and nonstandard measurement to measure items on the growth chart.

Learning Area:

1. This learning area needs to be hung or taped on a wall at approximately child height. It should be in a place that has a lot of space and materials so learners can work freely and with many objects. (The closet door, by the reading corner, by the math table)
2. This area will be introduced to learners as part of a math lesson. The learners will be taught about the concept that everyone grows and everything has its own measurement. Learners will then be measured one by one on the chart and talk about their different heights. Afterward, learners will be encouraged in their small groups to measure how tall they are with different objects and measure the height of other objects around the room using the growth chart.
3. There are many ways in which learners can use this item. They can use it to measure themselves, other objects, chart growth, and see height differences amongst each other.

Since this item is simply a chart on the wall, learners can use it at any time to see how much they have grown or to measure something.

4. This growth chart is very versatile for any level of learner. Lower learners can do simple measurements such as saying the object is 5 (inches), and higher up learners can calculate the differences in growth (I was this tall, now I am this tall. I grew this much.) So the chart is really for all learners because no matter their math skill set, they can still measure and see growth.
5. Some open-ended questions that may be asked to prompt thought or concept understanding in a small group exercise with this chart are:
 - a. How tall is (name)?
 - b. Is he/she taller than (name)?
 - c. Are there any children that are the same height?
 - d. How many blocks tall is (name)?
 - e. How many toy cars tall is (same name)?
 - f. Are they more blocks or more cars tall? Why?
 - g. How tall is one block?
 - h. How tall are three blocks?
 - i. What if we stacked the three blocks a different way? Are they still the same height? Why or why not?
 - j. Which do you think is closer to five inches (blank) or (blank)?
- Any measurement related questions can be asked to the learners, but the important idea is to keep them open and allow the child to explain themselves and their reasoning.
6. New vocabulary words to go with this space:
 - a. Equal
 - b. Inch
 - c. Foot
 - d. Measure
 - e. Ruler
 - f. Height

Assessment:

Learners will be assessed on their participation in measuring objects, their ability to identify different heights, and their ability to measure different objects.

Learners will be taught about the concepts of growth and height and that everything has its own measurement. After measuring themselves and talking about the differences, learners will be allowed to measure different objects on the chart as well as measure their height with nonstandard measuring tools.

Reflection:

I implemented my environment plan today, and it could not have gone any better! Going in, I wasn't really sure how I was going to introduce the environment, but after starting, I immediately knew what I was going to say and how I was going to introduce it. I started off by showing a ruler and asking the kids if they knew what it was. Next, I introduced the concept of inches and showed that on the ruler. After inches I pointed out that 12 inches makes a foot and I showed that on my growth chart. Finally, I measured the kids and they figured out how tall they were and then they measured the height of other objects.

I think this space worked really well because all of the kids were engaged and seemed to be very excited about measuring objects. When it was time to quit, some kids actually didn't want to quit measuring and go sit down. So they were super excited when I said I would be leaving the chart there for them to use at any time they want. The kids also really grabbed on to the concepts of inch and foot which I think were due to my constant repetition. One thing that I wish I would have done differently is not compare the child's heights. At one point I said that a child was shorter than the others in her group and she started to cry, so I felt bad about that. To fix this I also pointed out that she was the same height as another child in the class which helped her to stop crying. Another thing that I implemented that wasn't in my lesson plan was the use of rulers. The rulers were a great visual for the kids to see the differences between feet and inches. I think using the rulers helped their learning a ton! Overall, this lesson went great, and the kids all had fun measuring different items around the classroom. I can't wait to see if they continue to use this measuring chart in the future!