



# FIRST GRADE MATH

## GRADE



## MEASUREMENT

**KEEP SCROLLING TO  
TAKE A LOOK INSIDE  
THIS RESOURCE!**

# Why?

## Lucky to Learn MATH

This is the hands-on, standards-aligned, collaborative, and engaging math resource you've been looking for!

This resource can be used as a supplement to any math program, or as a complete curriculum.

Includes: teaching slides, lesson plans, math chats, mini lessons, collaborations, worksheets, assessments, exit tickets, anchor charts, and more!

**Is your current math curriculum dull and lifeless?**

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

1

2

3

**Wanting your students to love math?**

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

**Looking for resources that are easy to prep?**

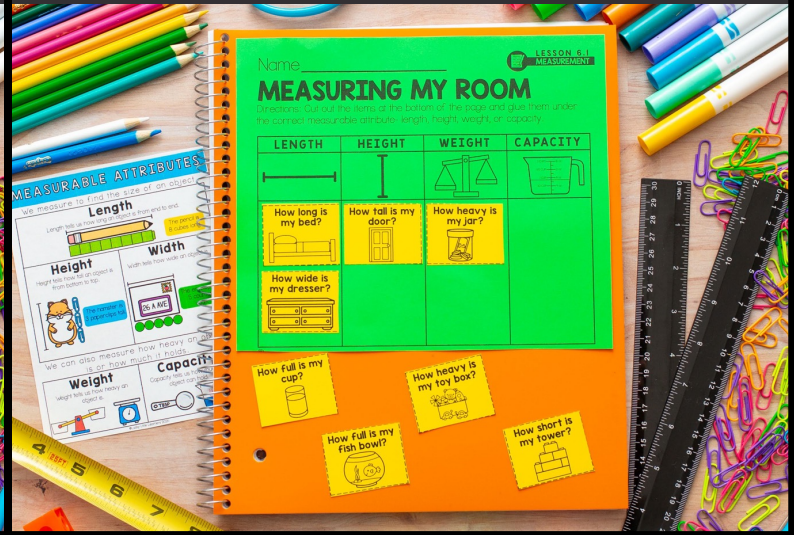
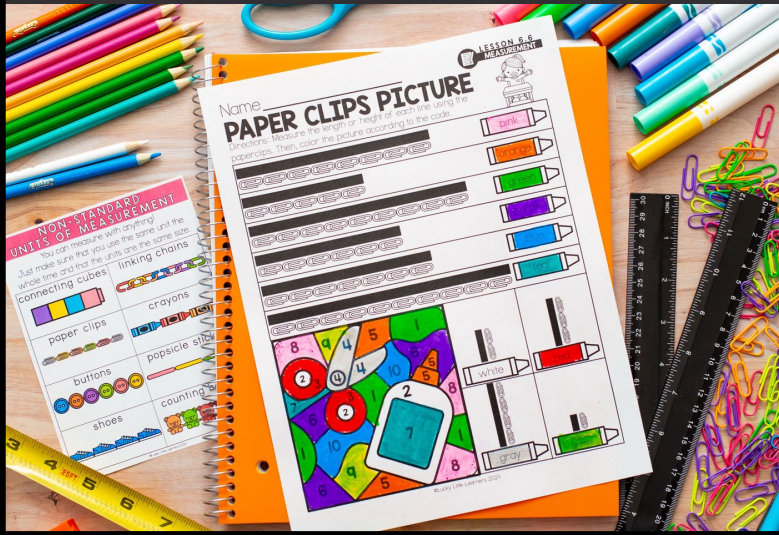
The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.



# PERFECT FOR...

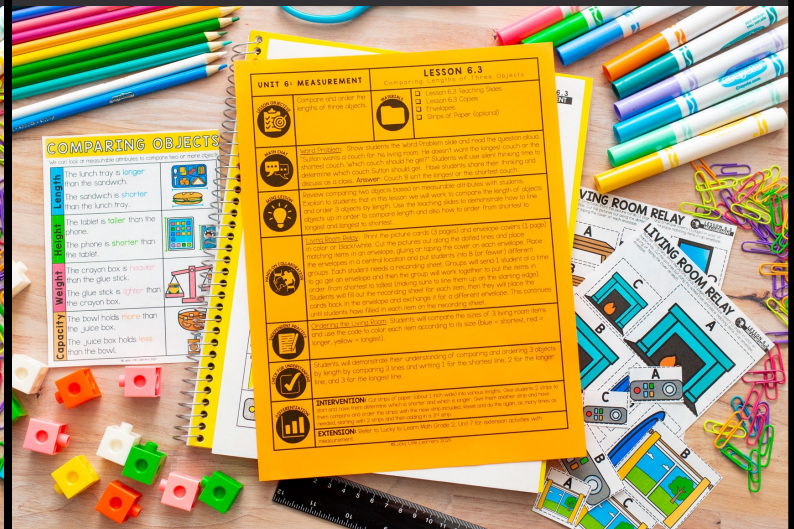
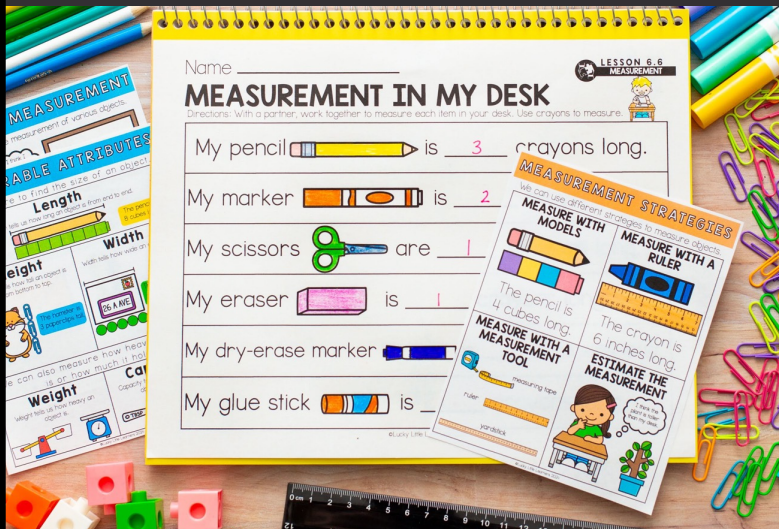
Math block

Supplemental practice



Hands-on learning

Easy lesson planning



Number talks

Social Studies integration



# UNIT MATERIALS



## Anchor Charts

## Binder cover

### NON-STANDARD UNITS OF MEASUREMENT

You can measure with anything! Just make sure that you use the same unit the whole time and that the units are the same size.

connecting cubes	linking chain
paper clips	crayons
buttons	popsicle sticks
shoes	counting bears

### USING A RULER

We use a ruler to measure length. Always measure from zero or the first line (not the edge of the ruler) when possible.

Find the length of an object by counting the numbers edge to edge.  
**This pencil is 5 inches long.**

**This marker is 7 inches long.**

**This tape dispenser is 3 inches long.**

Lucky to Learn  
**MATH**  
UNIT 6  
**MEASUREMENT**  
MEASUREMENT AROUND ME

Lucky to Learn  
**MATH**  
UNIT 6  
**MEASUREMENT**  
MEASUREMENT AROUND ME

## Pre & Post Assessment

## Collaborative Games

Name \_\_\_\_\_ Date \_\_\_\_\_

### MEASUREMENT ASSESSMENT

Circle the picture that is measuring **height**. How many units long is the marker?

Circle the object that is **shortest**. Color the line that is **longer** than the pen.

Color the toothbrush with the correct measurement. 5 paperclips long. 4 paperclips long.

Circle the correct answer to fill in the blank. The feather is \_\_\_\_\_ than the books. a. longer b. heavier c. lighter

Circle the object you would need the **most** to measure the length of the skateboard. a. sticks b. bears c. chains

Name \_\_\_\_\_

### MEASUREMENT ASSESSMENT

Measure each piece of candy. Then, color to order them by length. (red, blue, green)

Measure the pencil with paperclips. Then, measure the pencil with paper clips.

Estimate how many buttons long the line is. Draw a line that is 9 cubes long.

The line is about \_\_\_\_\_ buttons long.

Color the cubes to measure the objects and write shorter or longer to complete the sentences.

The pen is \_\_\_\_\_ cubes \_\_\_\_\_ than the crayon. (shorter or longer)

### MEASURE MY GARAGE BUMP GAME

Directions: Each player needs 30 connecting cubes of the same color and 1 spinner to share. On your turn, put a cube on the garage item that shows that length in cubes. If the other player drops there, you can bump it off! If you already have a cube there, you can add a second to the spot (it cannot be bumped). The first player to run out of cubes wins!

### RULER RULES ROUNDUP

Directions: Each player needs 20 connecting cubes of the same color, a game board, and 1 die to share. Put your game pieces on any space on the game board and take turns rolling a die and moving that many spaces. Look for the object you have to turn. If you can measure it with a ruler, place your cube on a space left on the board. If you cannot measure it with a ruler, you can bump it off! If you already have a cube there, you can add a second cube to the spot (it cannot be bumped). The first player to run out of cubes wins!

bus	nail	elephant	remote	glue	banana
hand	hand	hand	hand	hand	hand
piano	piano	piano	piano	piano	piano
acorn	acorn	acorn	acorn	acorn	acorn
whistle	whistle	whistle	whistle	whistle	whistle
ladder	ladder	ladder	ladder	ladder	ladder
farm	farm	farm	farm	farm	farm
bicycle	bicycle	bicycle	bicycle	bicycle	bicycle
cup	cup	cup	cup	cup	cup
roller coaster	roller coaster	roller coaster	roller coaster	roller coaster	roller coaster
orange	orange	orange	orange	orange	orange
candy	candy	candy	candy	candy	candy

## Make A Ruler

## Independent Work

Name \_\_\_\_\_

### MAKE MY OWN RULER

Directions: Cut out the ruler pieces on the dotted lines. Glue the ruler together by gluing the flap behind part one of the ruler. Then, glue each 1-inch jersey tile in number order onto the ruler.

**RULER PART ONE**

**RULER PART TWO**

**1 INCH TILES**

1	2	3	4	5	6
7	8	9	10	11	12

Name \_\_\_\_\_

### CLASSROOM ESTIMATION

Directions: Using a small paper clip, estimate the length or height of each class picture. Then, measure each object using the small paper clips.

OBJECT	ESTIMATE	MEASURE
BACKPACK	_____ paper clips	_____ paper clips
TEACHER	_____ paper clips	_____ paper clips
BOOKSHELF	_____ paper clips	_____ paper clips
TABLET	_____ paper clips	_____ paper clips
STUDENT	_____ paper clips	_____ paper clips

### SWINGING INTO MEASUREMENT

Directions: Measure the length of each line using small paper clips. Write your measurement on the line. Then, color the picture according to the code.

_____ paper clips long	purple
_____ paper clips long	pink
_____ paper clips long	red
_____ paper clip long	orange
_____ paper clips long	gray
_____ paper clips long	yellow
_____ paper clips long	light blue
_____ paper clips long	green

# MEASUREMENT

## UNIT OVERVIEW

### WEEK ONE

**LESSON 6.1**

I can describe measurable attributes of objects.

**LESSON 6.2**

I can compare the measurable attributes of two objects.

**LESSON 6.3**

I can compare and order the lengths of three objects.

**LESSON 6.4**

I can measure length using non-standard units of measurement.

**LESSON 6.5**

I can measure and compare lengths using non-standard units of measurement.

### WEEK TWO

**LESSON 6.6**

I can measure length using non-standard units of measurement.

**LESSON 6.7**

I can estimate and measure length using non-standard units of measurement.

**LESSON 6.8**

I can measure, compare, and order lengths of objects using non-standard units of measurement.

**LESSON 6.9**

I can make and use my own measuring tools.

**LESSON 6.10**

I can measure length using non-standard units of measurement.

# MATH UNIT ICONS



These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

**UNIT 6: MEASUREMENT**

**LESSON 6.1**  
Measurable Attributes

- Lesson 6.1 Teaching Slides
- Lesson 6.1 Copies
- Measurement Tools (optional)

**Describe measurable attributes of objects.**

**Mystery Number:** Show students the Mystery Number slide. Students will use silent thinking time to figure out how many of the items shown would fit inside of a reading life tissue box. Discuss as a class. **Answer:** 5 of the items shown would likely fit in the tissue box (dominoes, glue stick, sponge, envelopes, and a can of food).

Review concepts of comparing sizes (from kindergarten). Have students share what they might do to find out for sure if an item would fit in the tissue box. Introduce the concept of measurement and teach students about measurable attributes. Go over length, height, width, weight, and capacity using the teaching slides. Print the 4 Corners of My Room posters in color or black/white and place them in 4 spots around the room. Show students the picture on each teaching slide for this activity. Students will carry out the activity. After each item:

**4 CORNERS OF MY ROOM**

**Teacher Directions:** Print the 4 Corners of My Room posters in color or black/white. Write and place them around the room (preferably in 4 corners). You will show students an image on the teaching slides and they will carry out one of the 4 posters to show what measurable attribute they think is being shown. Discuss as a class.

**Bedroom Clean-Up:** Walk the room and place the cards on the floor. Cut the cards apart and easily view them. Student will place the item's task card. The measurable attribute for the item is shown.

**Measuring My Room:** Student will glue them under the correct capacity. If time allows, students will demonstrate to the class the picture that shows the item.

**INTERVENTION:** Show students an image on the teaching slides and they will carry out one of the 4 posters to show what measurable attribute they think is being shown. Discuss as a class.

**EXTENSION:** Refer to Luck measurement.

**LENGTH OR WIDTH**

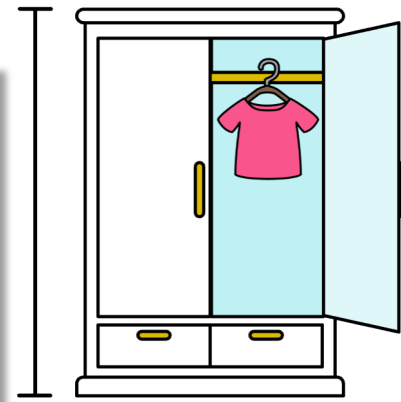


## 6.1 MINI-LESSON

### LET'S LEARN!

Let's practice together!

Is it length/width, height, weight, or capacity?

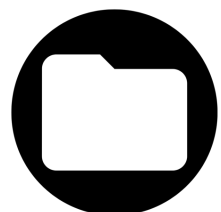


NEXT

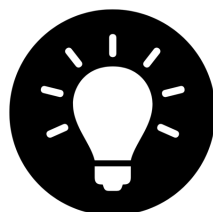
# ICON KEY



OBJECTIVE



MATERIALS



MINI LESSON



MATH CHAT



HANDS-ON COLLABORATION



INDEPENDENT PRACTICE

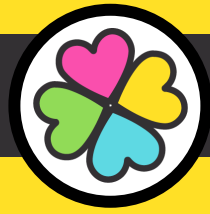


CHECK FOR UNDERSTANDING



DIFFERENTIATION

# LESSON PLANS





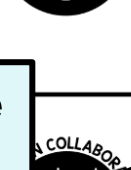





Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

UNIT 6: MEASUREMENT		LESSON 6.2 Comparing Attributes of Two Objects	
 <p><b>LESSON OBJECTIVE</b></p>	Compare the measurable attributes of two objects.	 <p><b>MATERIALS</b></p>	<input type="checkbox"/> Lesson 6.2 Teaching Slides <input type="checkbox"/> Lesson 6.2 Copies <input type="checkbox"/> Manipulatives (optional)
 <p><b>MATH CHAT</b></p>	<p><u>True or False:</u> Show students the True or False slide and read the prompt aloud, "This shows the dishwasher's height. True or false?" Students will use silent thinking time to determine if the statement is true or false. Have students vote for their answer and discuss as a class. <b>Answer:</b> True. Height shows us how tall something is from the bottom to the top.</p>		
 <p><b>MTNT-LESSON</b></p>	<p>Review measurable attributes and introduce what it means using those attributes. Discuss each measurable attribute vocabulary that fits what we are comparing (e.g. taller, shorter, longer, heavier, lighter, or more). Play Musical Measurement with students by playing music and having them dance and mingle. When the music stops, have students pair up with the nearest friend and try to figure out who is taller and who is shorter. If you feel like your students are ready for something more advanced, you can have them determine whose foot is longer, whose hand is shorter, etc. Look at each pair as a class and discuss. Continue as time allows.</p>		
 <p><b>COLLABORATIVE HANDS-ON TASKS</b></p>	<p><u>Comparing in the Kitchen:</u> Print the station cards (4 pages) in color or black/white. Cut apart and create 4 stations around the room (2 cards at each station). Print a cover and booklet pages for each student, cut apart, and staple booklets together. Students will walk the room with a partner and visit each station card. They will draw a picture of each item in the boxes provided and fill in the blank with a comparing word to complete the sentence.</p>		
 <p><b>INDEPENDENT PRACTICE</b></p>	<p><u>Cooking Comparisons:</u> Students will complete each of the missing word using the words provided. Students will determine what is being measured so that they know which word to use (e.g. taller, shorter, longer, heavier, lighter, or more). Each word can be used more than once as they use them.</p>		
 <p><b>CHECK FOR UNDERSTANDING</b></p>	<p>In order to demonstrate understanding of comparing the measurable attributes of two objects, students will follow the directions in each box and circle the correct object.</p>		
 <p><b>DIFFERENTIATION</b></p>	<p><b>INTERVENTION:</b> Give students manipulatives and prompt them to use the manipulatives to create something longer, taller, or shorter than something else (i.e. a book, a cup, a line, etc. Focus on length and height since those are the measurable attributes used throughout this unit).</p> <p><b>EXTENSION:</b> Refer to Lucky to Learn Math Grade 2, Unit 7 for extension activities with</p>		

Skill-focused mini lesson

Collaborative hands-on tasks

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

Differentiation ideas

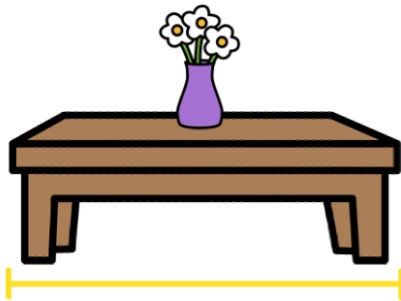


## 6.3 MINI-LESSON

### LET'S LEARN!

In today's lesson, we are going to focus on comparing objects by their length.

What do we already know about length?



NEXT 



### I WILL BE ABLE TO...

Compare and order the lengths of three objects.



NEXT 

**Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme**

# MINI LESSONS



## 6.9 MINI-LESSON

### LET'S LEARN!

Let's practice identifying objects!  
Could we measure this real-life object with a ruler?



fire truck



Why or why not?



Provides instruction & scaffolded practice with the skill.

NAME \_\_\_\_\_

### MAKE MY OWN RULER

Cut out the ruler pieces on the dotted lines. Glue the ruler together by gluing the flap behind part one. Then, glue each 1-inch jersey tile in number order onto the ruler.

**RULER PART ONE**

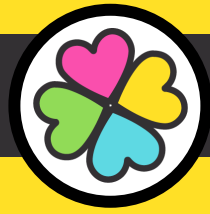
**RULER PART TWO**

**1 INCH TILES**

1	2	3	4	5	6
7	8	9	10	11	12

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# COLLABORATION




LESSON 6.7  
MEASUREMENT

Name \_\_\_\_\_

## MEASURE IN MY CLASSROOM



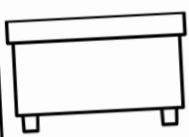
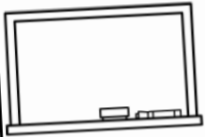


Directions: Color the unit you will use to measure each classroom object. Write your estimate, then use your non-standard unit to measure each real-life object with a partner.

MY UNIT:

 connecting cubes

 linking chains

 markers

OBJECT	ESTIMATE	MEASURE
 STUDENT DESK	about _____ units long	_____ long
 DOOR	about _____ units long	_____ units long
 TEACHER DESK	about _____ units long	_____ units long
 WHITE BOARD	about _____ units long	_____ units long
 CHAIR	about _____ units long	_____ units long
 TRASH CAN	about _____ units long	_____ units long

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**Hands-on activities for students to practice the skill in fun ways with partners and groups**

# INDEPENDENT WORK






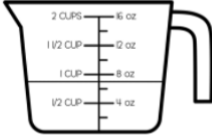
Name \_\_\_\_\_



LESSON 6.1  
MEASUREMENT

## MEASURING MY ROOM

Directions: Cut out the items at the bottom of the page and glue them under the correct measurable attribute- length, height, weight, or capacity.

LENGTH	HEIGHT	WEIGHT	CAPACITY
			



How long is my bed?



How heavy is my toy box?



How full is my cup?



How tall is my door?



How wide is my tower?



How short is my tower?

How wide is my dresser?

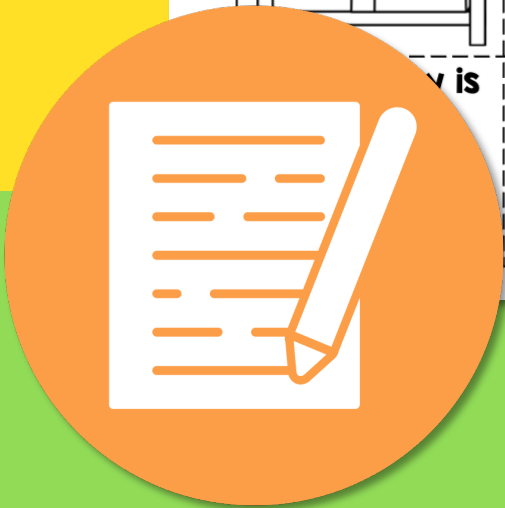


How full is my fish bowl?

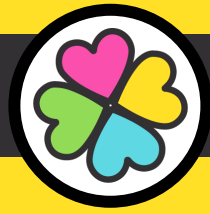


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Worksheets that align with the lesson theme provide opportunities for student independence and mastery.



# CHECK UNDERSTANDING



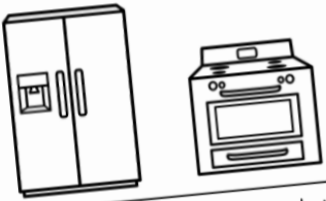
LESSON 6.3  
MEASUREMENT

Name \_\_\_\_\_

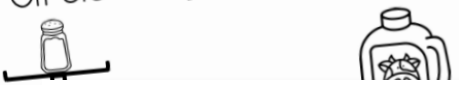
## CHECK FOR UNDERSTANDING

Directions: Follow the directions in each box below.


1. Circle the shorter object.




2. Circle the heavier object.



3. Circle the object that holds less.



4. Circle the longer object.




\_\_\_\_ / 4


LESSON 6.3  
MEASUREMENT


Name \_\_\_\_\_


## CHECK FOR UNDERSTANDING

Directions: Use a ruler to measure each school supply to the nearest inch. Write your measurement on the line.

 \_\_\_\_\_ inches long

 \_\_\_\_\_ inches long

 \_\_\_\_\_ inches long

 \_\_\_\_\_ inches long

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Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!

# EXAMPLE MATERIALS



UNIT 6: MEASUREMENT	LESSON 6.3 Comparing Lengths of Three Objects
	Compare and order the lengths of three objects.
	<b>Word Problem:</b> Show students the word Problem slide and read the question aloud, "Sutton wants a couch for his living room. He doesn't want the longest couch or the shortest couch. Which couch should he get?" Students will use silent thinking time to determine which couch Sutton should get. Have students share their thinking and discuss as a class. <b>Answer:</b> Couch B isn't the longest or the shortest couch.
	Review comparing two objects based on measurable attributes with students. Explain to students that in this lesson we will work to compare the length of objects and order 3 objects by length. Use the teaching slides to demonstrate how to line objects up in order to compare length and also how to order from shortest to longest and longest to shortest.
	<b>Living Room Relay:</b> Print the picture cards (3 pages) and envelope covers (1 page) in color or black/white. Cut the pictures out along the dotted lines and place matching items in an envelope, gluing or taping the cover on each envelope. Place the envelopes in a central location and put students into 8 (or fewer) different groups. Each student needs a recording sheet. Groups will send 1 student at a time to go get an envelope and then the group will work together to put the items in order from shortest to tallest (making sure to line them up on the starting edge). Students will fill out the recording sheet for each item, then they will place the cards back in the envelope and exchange it for a different envelope. This continues until students have filled in each item on the recording sheet.
	<b>Ordering the Living Room:</b> Students will compare the sizes of 3 living room items and use the code to color each item according to its size (blue = shortest, red = longer, yellow = longest).
	Students will demonstrate their understanding of comparing and ordering 3 objects by length by comparing 3 lines and writing 1 for the shortest line, 2 for the longer line, and 3 for the longest line.
	<b>INTERVENTION:</b> Cut strips of paper (about 1 inch wide) into various lengths. Give students 2 strips to start and have them determine which is shorter and which is longer. Give them another strip and have them compare and order the strips with the new strip included. Repeat and do the again, as many times as needed starting with 2 strips and then adding in a 3rd strip.
	<b>EXTENSION:</b> Refer to Lucky to Learn Math Grade 2, Unit 7 for extension activities with measurement!

Name \_\_\_\_\_

LESSON 6.3 MEASUREMENT

## LIVING ROOM RELAY

Directions: Work with a group to put each set of items in order by length. Write the letters in the column for the shortest item, the longer item, and the longest item. Once everyone in your group has recorded the answers, put the cards back in the envelope and exchange it for a new envelope. Continue until all items have been put in order!

LIVING ROOM ITEM	SHORTEST	LONGER	LONGEST
COFFEE TABLE			
TV			
FIREPLACE			
RUG			
FRAME			
SHELF			
WINDOW			
REMOTE			

LESSON 6.3 MEASUREMENT

## LIVING ROOM RELAY

Teacher Directions: Print the picture cards (3 pages) and envelope covers (1 page) in color or black/white. Cut the pictures out along the dotted lines and place matching items in an envelope, gluing or taping the cover on each envelope.

Name \_\_\_\_\_

LESSON 6.3 MEASUREMENT

## ORDERING THE LIVING ROOM

Directions: Compare the sizes of each item you might find in a living room. Use the code to color each item according to its size.

shortest longer longest

Name \_\_\_\_\_

LESSON 6.3 MEASUREMENT

## CHECK FOR UNDERSTANDING

Directions: Compare the lengths of the lines and write 1 (shortest), 2, or 3 (longest) beside each line to put them in order by length.

NON-STANDARD UNITS OF MEASUREMENT

You can measure with anything!

Just make sure that you use the same unit the whole time and that the units are the same size.

connecting cubes 	linking chains 
paper clips 	crayons 
buttons 	popsicle sticks 
shoes 	counting bears 

## MATH CHAT EXPECTATIONS

- BE RESPECTFUL**  
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- THINKING TIME**  
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.
- TRY YOUR BEST**  
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!
- STRATEGIES**  
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.
- LET'S CHAT!**  
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).

## MATH CHAT HAND SIGNALS

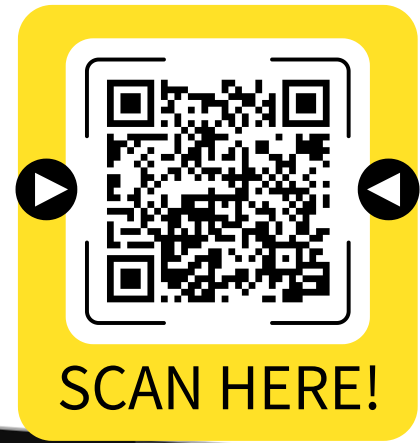
	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

## MATH CHAT CATEGORIES

<b>MYSTERY NUMBER</b>	Clues will be given and students have to figure out the number that is missing.
<b>TRUE OR FALSE</b>	Students will decide if the equation given is true or false.
<b>WORD PROBLEM</b>	Students will work out word problems.
<b>THINK ABOUT IT</b>	Students will solve thought-provoking math problems.
<b>MATH IS FUN</b>	Students will solve challenging math problems in a fun way!

# Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with **our weekly newsletter** created just for teachers like you.



**RESEARCH DRIVEN MUST-HAVES**

**SEASONAL FUN**

**VIRAL FAVES**

**DECOR & MORE**

**IN THIS CLASSROOM**

- WE ARE KIND
- WE ARE HELPFUL
- WE ARE IMPORTANT
- WE ARE
- WE DON'T GIVE UP
- WE CAN DO HARD THINGS
- WE HAVE LOTS OF FUN

**FREE**

**IN THE LOOP**

- Community Idea: Conference Advice
- On The Blog: Growth Mindset Tips
- Featured Download: Goal Mountain
- Let's Get Social: [Bean Ghosts](#)
- Video Tip: [Growth Mindset Tips For Students](#)
- New & Hot In AA
- Sunday Funnies

Hey there and happy Sunday!

## About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.