

This book follows an inch worm who measures birds of all kinds from their tails to their beaks. It lends itself to practicing measuring different lengths with the same tool.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK-MATH



Children will:

- ◆ Understand basic measurement and comparative language
- ◆ Begin to compare and measure lengths using non-standard units

Teachers will:

- ◆ Prompt children to make measurements
- ◆ Use measurement words

TEACHING TIP

Toddlers are just beginning to notice differences in measurements, such as a tall tree versus a short tree, or a big truck versus a little car. Children may use their bodies or objects around them to try basic measuring or comparison activities. For example, while in a sandbox, a young child may use their finger to draw short and long lines in the sand. We can encourage measuring by using words to help toddlers compare and understand what measurements mean.

1. INTRODUCE

- ◆ *“(Hold up one finger) You can measure anything around you with your fingers, feet, or a tool – that might tell you how long something is. Today, we are going to read *Inch by Inch*, and we’ll see how an inchworm uses its body to measure and maybe try it out ourselves.”*

2. READ THE BOOK

- ◆ Pause occasionally to narrate how the inchworm is measuring the different birds.
- ◆ Prompt children to measure the birds with their own bodies (i.e., fingers) or objects (i.e., string) too.

Use Measurement Words

Read: “One, two, three, four, five inches.”

Narrate: “The robin wanted to find out how long its tail is. The inch worm started at one end of the tail and moved its body to see how many inches long it is.”

Prompt: “The robin’s tail was five inches long! I wonder how many (Child)’s fingers long it is. (*Prompt children to measure using their body, providing support as needed*). Wow, it’s two fingers long!”

Read: “My tail is five inches long.”

Narrate: “The inchworm is an inch. It moved up and down the robin’s tail five times, so that means it measured five inches.”

Comment: “You can use your fingers and feet to measure too, just like the inchworm.”

Read: “The tail of the pheasant.”

Narrate: “The inchworm is using its body to find out how tall, big, and how long the bird’s bodies are.”

Comment: “Let’s try measuring the tail too. How many fingers long is the tail? Let’s find out (*help children measure with their fingers*).”

3. REVIEW

- ◆ “The inchworm used its body to measure the different birds. I wonder how you can use your fingers or other objects to measure what’s around you!”

4. KEEP IT GOING

- ◆ Encourage children to measure objects around the learning environment with nonstandard tools of measurement, like parts of their body or everyday objects. For example, use blocks to measure the side of a table or a child’s foot along a rug to see how many of their feet make up the length of the rug. Later, you can try introducing standard measurement tools like measuring cups, rulers, or scales.