

Estimate then Exact

As Tall as My Teacher - Lesson 1



For the Classroom:

- Group structure - small group
- Location - school garden, where okra is growing
- Approximate time - 20 minutes

Standards:

- CCSS.MATH.CONTENT.2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.
- CCSS.MATH.CONTENT.2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- CCSS.MATH.CONTENT.2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Materials:

- Post-it notes (4 per child), pencil (1 per child)
- Chart paper (4), marker (1)
- Measuring tapes, rulers, and assorted measuring tools (1 of each)
- Step ladder (1)
- Gloves (2 pairs)



Procedures:

1. Engage: “One of the reasons okra is special is that it grows taller than most of our plants growing in the garden!”
2. Explore:
 - a. “Look at this okra growing! How tall do you think the tallest stem is? Write your initials and your estimate (with units) on a post-it note and when I say go, come stick it on the chart paper labeled “stem.” Provide time for children to think and write before saying “go.”
 - b. “Now, let’s measure. Put your finger on your nose if you think you know what tool we should use.” Select students to share and prompt the other students to snap if they agree.
 - c. Assist selected students in measuring the tallest stem. The students measuring may want to wear gloves and keep some distance from the plant since okra plants can be itchy. They also may need a step ladder to reach the top. Write the actual measurement on the chart paper.
 - d. “Which estimate was the closest to the actual measurement? How close was it?” Give snaps to the student with the closest measurement!
 - e. Repeat for the biggest leaf (in inches), the biggest flower (in inches), and the longest fruit (in inches).

Lesson Created by Jenna Mobley for Georgia Organics