

Material Preparation

MATERIALS

- doll (approx. 12" to 18")
- bowl or container
- 20 1" wooden blocks
- butcher paper
- masking tape
- crayon or marker

For each child:
Ask Me About Blocks sticker

PREPARE IN ADVANCE

- Cut a 6' length of butcher paper.
- Place the 20 1" blocks inside the bowl or container.

SET UP THE LESSON AREA

- Tape the 6' length of butcher paper horizontally on the wall, in the classroom high enough to accommodate the children's and the teacher's heights. (See below.)
- Gather the markers or crayons, container of 20 1" blocks and the doll.



OBJECTIVE

Children will compare and contrast their height to others.

EXCITE

Gather the children in the ECHOS lesson area. Hold the doll in your arms. **Can you imagine that I used to be the same size as this doll? I grew *taller* and taller.**



INTRODUCE

1. **You already know how to use blocks to measure. Let's measure this doll.** Place the doll on the floor and ask one or two of the children to measure the doll by placing one-inch blocks from her feet to the top of her head. **Let's count the number of blocks. This doll is ___ inches long. We can also measure the doll's *height*.**
2. Stand up the doll. **Do you think the height will be the same? Let's find out. I am going to use the chart on the wall to mark the doll's height.** Choose one child to help you hold the doll in place, place your hand just above the doll's head and draw a line with the marker, about 4" long. Remove the doll and write the word "doll" above the line.
3. **Let's quickly build a stack of blocks to see how *tall* this doll is. Count with me.** Place one block on top of another until you reach the line.
4. **How many blocks tall is the doll? Is the doll's length the same as her height?** Listen to the children's responses.



- To see how tall I am now, I will mark my own height.** Stand up with your back against the chart paper on the wall. Place your hand just above your head and draw a line with the marker, about 4" long. Write your name above the line.
- Let's compare heights. Who is taller? Is the doll taller than I am?** Listen to the children's responses. **Who is shorter?** Listen to the children's responses. **Would you like to know how tall you are?** Listen to the children's responses.



EXPLORE

- Today we are going to make a measurement chart to record how tall we are.** Ask one child to stand with his/her back against the wall. **I'm going to use this marker to draw a line on the paper at the top of your head.** Draw a line about 4" long and write the child's name just above the line. **Everyone will get a turn.** Repeat the procedure with each child in the group.
- Now let's look at our measurement chart.** Point to the teacher's height and choose a child's height. **Who is taller?** Listen to the children's responses. **Yes, I am taller than _____.** **We can also say that _____ is shorter than I am.**
- Point to the doll's height and choose another child's height. **Who is taller?** Listen to the children's responses. **Yes, _____ is taller than the doll. We can also say that the doll is shorter than _____.** Repeat the process with all children in the group.



NOTE: Some children may become upset when their height is compared to others; especially if they are shorter than another child. Avoid comparing heights between children; focus only on comparing the heights of the teacher, the doll, and children who are the same height.

- If you have two children with the same height, point to the two heights and ask children to come up and stand back to back. **What do you notice about these two heights?** **Yes, they are the same height. Good job comparing heights!**



INTERACT

Interact to accommodate children's individual needs and strengths. Use these suggested strategies as needed:

- During the **EXPLORE** activity, if one or more children are in a wheelchair, measure the children while they are sitting down, or, if possible, ask them to lie down to measure how long they are.
- For further practice, compare the heights of other objects in the room, such as a bookshelf or a chair. Use words like *tall* and *taller*.

OUTCOMES

1. Regroup the children in the ECHOS lesson area. **What did we discover today?**
Listen to the children's responses. Use suggested prompts to elicit key concepts and vocabulary. Encourage responses from everyone.
 - **What did we measure today?**
 - **How did we measure?**
 - **Which children are the same height?**

2. Give each child an *Ask Me About Blocks* sticker.



Remind the children to tell their family something they have learned about measuring.

VOCABULARY

- height
- tall/taller