

Measure it with a hop, skip and a jump

Explore measurement through how we use our bodies everyday to move and cover distances

Big Idea

Exercise everyday is one way to keep your body healthy

Standards

1.A.ECa Follow simple one-, two- and three-step directions.	Students will follow simple verbal cues as they complete the tasks.
6.A.ECd Connect numbers to quantities they represent using physical models and informal representations.	Students will begin to develop skills about 1-1 correspondence with each physical movement.
7.B.ECa Practice estimating in everyday play and everyday measurement problems.	Students will begin to explore the idea of estimating using their own feet to measure distance.
19.A.ECa Engage in active play using gross- and fine-motor skills.	Students will be exploring physical movements using gross motor skills.
19.A.ECb Move with balance and control in a range of physical activities.	Students will develop greater accuracy balance and control of physical movements.

Material

- Ruler or meter stick
- Chart/paper
- Marker
- Masking tape
- Chalk/tape

Setup

Clear a wide-open space for physical movement with no tripping hazards or a small space can be used for physical movement in place.

Directions

1. Use tape to mark off a start and finish for stepping out. You will be counting the number of steps from point to point, so 2-3 meters (6-9 feet) is just fine unless you have children who are very good at counting.
2. Choose a movement style that you wish to use such as a skip, a tip-toe, a regular step, a hop, or a jump.
3. Have the children measure the size of the step chosen by making tape or chalk marks on the floor. Obviously, each child's step size will be different, but what we're looking for is a basis for comparing one type of movement to another.

4. Have a child travel from start to finish using the chosen step. Count the steps needed to travel this distance and write down the number. You may want to use simple drawing to illustrate the moves so that the children can “read” the results.
5. Choose another step and repeat the process. This time, however, stress a comparison of the length of the step and the resulting number of steps required. Experiment with a number of movements. Do the children begin to realize, that the movements with the fewest number of steps are not necessarily the fastest ways to travel? Giant steps don’t get you there as fast as running even if your feet don’t touch the ground as many times. And, by the way, which moves are the most fun? Why not conclude, with a free for all? Everyone choose a move and all step out together!

Investigation Questions:

Q. Which is faster ... steps, a hop, a skip, or a jump?

Q. Which has the bigger number? The number of hops or steps.

*Q. Which movement requires the least number of steps to travel from point to point?
The most?*