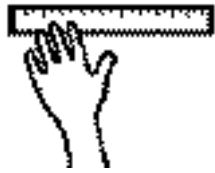


**MATHEMATICS:**

**MEASUREMENT**



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

---

**OBJECTIVE**

---

**TEACHING ACTIVITIES**

---

1. Student will identify objects that are larger/smaller, taller/shorter, longer/shorter.

1. Have the students make comparisons identifying “larger” with the following objects:
  - a. Milk cartons
  - b. Balloons
  - c. Ice cream cartons
  - d. Dishes
  - e. Shoe boxes
  - f. Attribute blocks
  - g. Playground balls
2. Have the students identify objects in the room that are “larger” or “smaller” than the given object.
3. Have the students sort large and small flannel board shapes.
4. Make a large shape on the chalkboard. Have the students make a shape that is smaller next to it.
5. Demonstrate the concept of “taller” by using 3 students of different heights, standing them back to back and making the statement “Billy is taller than Sam.”
6. Make a class list of very tall objects (trees, buildings, etc.), and have the students make statements about a common object compared to objects in the class list.
7. Outline student figures on butcher paper and have them arrange the figures in order from tall to short. Make comparative statements.
8. Have the students build towers with blocks designating “taller” and “shorter”.
9. Have the students cut out pictures of buildings, people, etc. and put them on paper. Then have them draw a circle around the taller objects.
10. Develop the vocabulary for “longer” by using 2 pieces of a candy bar, one longer than another, to elicit which piece the student would want (the longer one).
11. Demonstrate the concept of longer by showing the students how to measure one object against another. One end of the object must “line up” with the other object.

---

**RESOURCES/MATERIALS**

---

Items as specified in activities

E-1



OBJECTIVE	TEACHING ACTIVITIES
(Continued)	
12.	Model finding things “longer” by holding up an object and identifying objects in the classroom that are longer.
13.	Have the students compare and make a list of things longer than other things. Examples include: a. Teacher’s shoe vs. student’s shoe. b. Girl’s hair vs. boy’s hair. c. Cuisenaire rods. d. Bead strings. e. Adult arms vs. student arms. f. Paint brushes.
14.	Have the students make and compare clay “worms”, making a statement such as “Sally’s worm is longer than mine.”
15.	Measure shadows several times a day on a sidewalk by drawing an outline in chalk. Compare the lengths of the shadows.
16.	Develop worksheets to demonstrate the concept of longer, longest, shorter, shortest, taller, tallest.
17.	Arrange a Community Based Instruction to a grocery store to locate products of various sizes, (the largest box of Frosted Flakes). Have the students demonstrate finding the shortest check out line.
18.	Place several blocks in front of the students. Make sure that some of the blocks are larger and others are small. Ask them to give you all the small blocks. Repeat the activity, asking for the large blocks.
19.	Show the students a piece of paper that has large and small circles drawn on it. Tell the students to point to the circles that are large and then to those that are small. Have students color the large circles one color and small circles a different color. Give them a blank piece of paper and a crayon or pencil. Tell them to draw large circles on the paper. Repeat the activity by asking them to draw small circles on the other side of the paper.



OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

(Continued)

20. Plan an activity that requires planting large and small seeds in flower pots. Place large and small flower pots on a table. Provide potting soil and the miniature gardening tools that the students will need to plant the seeds. Tell them to plant a small seed in a small pot and a large seed in a large pot. Repeat this activity, using plants that need to be transplanted.
21. Give the students a box of various size crayons. Tell them to place all of the long crayons in one pile and all of the short crayons in another.
22. Place an oversized shirt on a student. Tell him/her to button the shirt, by beginning with the small buttons and progressing to the larger buttons. Do not point out that the smaller buttons are on the collars and sleeves. Let the students figure it out for themselves. Teacher could sew buttons of a variety of sizes on the shirt to further emphasize this concept.
23. Plant some bean seeds in a paper cup and place them on a sunny windowsill. It is important to plant the seeds on different days. Tell the students to look in the cups each day. At the end of a specified period of time, ask the students to point out the bean plants that have grown tall.
24. Place a variety of tall and short bottles on the table. Tell them to place all of the tall ones in a specific area and all of the short ones in another area. Repeat this activity until the students do it correctly each time. (Use caution with glass bottles.)
25. Plan a tasting party. Prepare the food that will be used for the party, (carrot sticks, celery, cucumber sticks, etc.), by cutting them into short and long pieces. Put the pieces of each separate vegetable in a bowl and place the bowls so that they are easily accessible to the student. Tell them to find the bowl of carrot sticks and to choose a short one. If they correctly pick out a short piece of carrot, tell them they may eat it.



Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

(Continued)

26. Place a yardstick and a ruler in front of the students. Stand both objects on end and point out that the yardstick is much longer than the ruler. Mix up several yardsticks and rulers and tell the students to pick out the short sticks and then the long ones.

E-1



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify objects that are thick or thin.	1. Plan a cooking activity for the students. Prepare food with a consistency that changes from thin to thick (making butter from cream). At the start of the activity, point out the thin consistency of the cream. Have the students beat the cream until it becomes the consistency of butter. Point out how thick the cream has become. Use the butter as part of a meal or snack for the students. 2. Bake bread with the students. When the bread has cooled, tell the students that you want them to cut it into thick and thin slices. Demonstrate, when necessary. 3. Purchase unsliced bread. Explain that the bread must be cut thin if it is to fit into the standard size toaster. Ask them to cut a thin slice of bread and to place it in the toaster. 4. Give the students several 3 x 5 cards with lines drawn on them. Pre-draw the lines, using a Magic Marker with a thick felt tip to draw the lines on some cards and a ball point pen with an extra fine point to draw the lines on the others. Mix up the 3 x 5 cards and tell the students to pick out all of the cards with thick lines and place them in one pile and place the cards with the thin lines in another pile. 5. Provide the students with two paintbrushes of different widths. Have the students paint thin lines and thick lines, such as a thick line for a tree trunk and thin lines for branches.
----- RESOURCES/MATERIALS ----- Cream Un sliced bread 3 x 5 cards Felt tip marker Ball point pen Paintbrushes of 2 different widths Peanut butter	6. Have the students practice spreading skills with peanut butter and use the terms “thick” and “thin” to cue how much peanut butter to put on the bread. Use chocolate syrup for thin consistency and peanut butter for thick consistency items to spread.



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
3. Student will measure an object to determine its length to the nearest inch.	<ol style="list-style-type: none"><li>1. Discuss and demonstrate the use of a ruler.</li><li>2. Demonstrate and train the use of the side of the ruler indicating inches. Emphasize that a ruler is one foot and a foot is 12 inches. Instruct the students to find the side with 12 inches.</li><li>3. Give the students a worksheet containing lines of various lengths. Demonstrate marking the beginning of the lines with an X. Discuss “corner” of the ruler. Have the students locate the corner where the zero would be written. Chant: “Put the corner of the ruler on the X.”</li></ol>

ADAPTATION:

*Color code the corner of the ruler with a bright color. Have the students position the ruler and slide their finger to the end of the line and state the number of inches.*

4. Introduce the abbreviation for inches. Cue: “Make a baby eleven inches in the air.”
5. Have students then write answers at the end of the lines measured.
6. Practice measuring objects in the room while emphasizing the use of the corner of the ruler as a beginning point.
7. Have the students work in pairs to cut string/yarn that are the lengths of various body parts, such as neck, calf, wrist, foot, and thumb. Tape string from each body part to the board, label the body parts, and measure the string in inches.
8. Divide the class into several teams for a relay. Give each team with a ruler. Prepare a list of objects to be measured, (a table, brick, eraser, book, chair, etc.). Give each team a list of objects. Using the lists provided by the teacher, the first student should measure the first item on the list, write down his answer, and return the list to the next student on the team. This student



Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

(Continued)

- does the same thing for the second item on the list, etc., until all items on the list have been measured. The first team finished with the most correct answers is the winning team.
9. Have each student select an object to be measured from a box. Choose one student to start the game by having him/her measure an object and then choosing another student. The two students should then compare the lengths of their objects. The one with the longer object remains standing. Another student is chosen, and the game continues. The winner is the last student standing.
  10. Have the students measure and mark off various designated lengths on strips of paper and cut.

-----  
RESOURCES/MATERIALS  
-----



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
4. Student will measure an object to determine its length to the nearest centimeter.	<ol style="list-style-type: none"><li>1. Demonstrate and train the students to identify the side of the ruler which designates centimeters. Introduce the abbreviation for centimeters.</li><li>2. Give the students with a worksheet containing lines of various lengths. Cue the students to mark lines at the beginning with an X. Chant: "Put the corner of the ruler on the X." Instruct the students to position the ruler, slide their finger to the end of the line and identify the number of centimeters by responding verbally or with number cards. Have the students write answers at the end of the lines.</li><li>3. Practice measuring objects in the room, while emphasizing using the corner of the ruler at the beginning point.</li><li>4. Utilize activities #7-10 in the previous objective, but measure in centimeters.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

- |   |  |
|---|--|
| 5. Student will measure to the nearest half inch. | <ol style="list-style-type: none"><li>1. Have students walk one-half of the way across the room, down the hall, etc. Explain that they must stop in the middle.</li><li>2. Display an enlarged ruler marked in inches on the chalkboard or overhead projector. Draw a line that does not stop at the number, but continues half way to the next. Demonstrate that it stops “in the middle”. Train writing <math>1/2</math>.</li><li>3. Practice with various lines on the board. Emphasize the concept of number of whole inches and <math>1/2</math>.</li><li>4. Relate the concept to age. “When you are more than 6, but not 7, you can say you are <math>6\ 1/2</math>.”</li><li>5. Give the students with a worksheet containing lines that measure to the half inch. Slide your finger to locate the number of inches. Cue: “It didn’t stop at the number, it made it half way. Write <math>1/2</math>.”</li></ol> |
|---|--|

ADAPTATION:

*Have the students write the last whole numeral above itself on the ruler and  $1/2$  in the extra space.*

7. Trim  $1/2$ ” of your own hair and have the students take turns measuring it. Emphasize that you cut less than 1”.
8. Provide the students with gummy worms (candy) to stretch to various lengths. Have them measure the worms, take a bit and measure again.
9. Have the students practice measuring objects in the room.
10. Provide the students with strips of paper to mark off and cut various measured amounts.

ADAPTATION:

*Provide a template notched to  $1/2$  inch.*

---

RESOURCES/MATERIALS

---

Worksheet  
Enlarged ruler  
Candy – “gummy worms”  
Strips of paper



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
6. Student will develop an awareness of liquid volume.	1. Have the students use measuring cups $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{1}{3}$ in cooking activities and water play.  Refer to Science (Meal Preparation).  2. Serve soft drinks to students from a variety of containers. (12 oz. can, 20 oz. bottle, 1 liter, 2 liter, 3 liter).

RESOURCES/MATERIALS

$\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{1}{3}$  measuring cups



T.E.K.S. 111.12 (K.9)

The student recognizes characteristics of shapes and solids.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
7. Student will identify objects as “heavy” or “light”.	<ol style="list-style-type: none"><li data-bbox="808 443 1351 625">1. Display an empty milk container and a container that is filled with sand. Instruct the students to “Pick up the cartons”. Encourage them to use the terms “heavy” and “light” as they describe the weight of the carton that they pick up.</li><li data-bbox="808 625 1351 684">2. Have the students compare rocks, books, and empty vs. full aerosol cans.</li></ol>

RESOURCES/MATERIALS

- Empty milk containers
- Sand
- Rocks
- Books
- Aerosol cans



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify scales as a measure of weight.	<ol style="list-style-type: none"><li data-bbox="813 472 1382 527">1. Have the students visit the school clinic to be weighed on the scales.</li><li data-bbox="813 533 1382 621">2. Give the students the opportunity to visit the school cafeteria and to observe the use of scales in food preparation.</li><li data-bbox="813 627 1382 835">3. During Community Based Instruction, have the students purchase fresh produce. Tell them that they are to buy one pound of apples and/or two pounds of oranges. Demonstrate how to use the scale in the produce department to determine if they have selected the proper amount.</li><li data-bbox="813 842 1382 957">4. Have the students address letters to a friend or a grandparent. Take them to the post office and ask the clerk to weigh the letter to determine how much it will cost to mail it.</li></ol>

RESOURCES/MATERIALS

- Doctor's office scales
- Food preparation scales
- Produce scales
- Postal scales



T.E.K.S. 111.12 (K.11)

The student uses time and temperature to compare and order events, situations, and/or objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
9. Student will identify a thermometer as a measure of temperature.	<ol style="list-style-type: none"><li data-bbox="813 472 1385 558">1. Have the school nurse visit the class and discuss temperature and the use of a thermometer.</li><li data-bbox="813 562 1385 617">2. Display and demonstrate different types of thermometers and their various uses.</li><li data-bbox="813 621 1385 953">3. Place a thermometer on a hook outside the school building. Once a week, following recess, take a 1/2" x 12" strip of red construction paper and fold it down to mark the temperature <u>level</u>. (Don't be concerned with the numbers.) Each week, measure the temperature and add a strip to a graph and have the students determine if it is "warmer" or "colder" than last week. After several months, numbers can be added to record the temperature, as well.</li><li data-bbox="813 957 1385 1110">4. Let students measure and chart the temperature of a variety of containers of water that you have prepared at different temperatures. (Teacher should measure the boiling water, if it is used.)</li></ol>

RESOURCES/MATERIALS

Different types of thermometers



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
10. Student will identify various temperatures.	<ol style="list-style-type: none"><li>1. Make an outdoor temperature chart that indicates the type of outdoor clothing the students should wear for certain temperature ranges. For example, draw a large thermometer on a piece of tagboard. Next to the appropriate temperature areas, place pictures of the clothing the students might wear, (10° – 50° indicates cold weather clothing, coats, gloves, etc.). Tell the students to match the temperature reading on the outdoor thermometer with the same temperature on the temperature chart in the classroom to determine the types of outdoor clothing which are suitable.</li><li>2. Ask the students to provide various types of clothing in a “closet”. Imitate the weather man and give the weather report. Instruct the students to practice responding appropriately to verbal cues (in the high 90’s; temperature is currently 30°”, etc.)</li><li>3. Have the students identify activities they are involved in during cold or hot temperature, (sledding, skating, swimming, biking, etc.). Instruct the students to match thermometers with corresponding pictures depicting various temperatures.</li><li>4. Use a large thermometer to demonstrate the rise and fall of mercury. Have the students observe what happens to a thermometer when placed in a glass of hot water. Remove from the water and watch the mercury fall as the thermometer cools.</li><li>5. Have the students gather pictures depicting hot and cold items or scenes. Let the class sort the pictures into Hot/Cold categories and place them on a divided poster on the bulletin board. Use class discussion to elicit clues for deciding how to determine the appropriate category.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

(Continued)

6. Fill a jar with water and food coloring. Place a straw through the opening. Seal the opening around the straw with clay. Set the jar in the sun and watch the water rise up the straw according to the temperature. Remove the jar from the sunshine and observe the water as it cools and recedes. Discuss how the straw is like a thermometer.
7. Have the students sort pictures of food items into groups according to the temperature at which they are served.



T.E.K.S. 111.12 (K.11)

The student uses time and temperature to compare and order events, situations, and/or objects.

Area: Measurement

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

11. Student will acquire prerequisite calendar skills.	Refer to Science (Calendar).
--	------------------------------

---

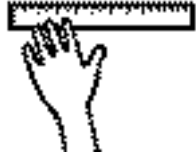
RESOURCES/MATERIALS

---



**MATHEMATICS:**

**MEASUREMENT**



T.E.K.S. 111.12 (K.9)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
1. Student will measure to the nearest foot, use the symbol ('), and state that 1 foot equals 12 inches.	1. Introduce the concept of 1 foot by using footprint cutouts exactly 1 foot in length. 2. Assist the students in measuring large objects in the room by laying footprints end to end. 3. Have the students take turns laying on the floor while others use footprints to determine their height. 4. Demonstrate that each footprint is exactly equal to one ruler. Discuss and chant: "1 foot – 12 inches." 5. Have a scavenger hunt to find objects exactly 1 foot in length or height. 6. Demonstrate and practice using a finger to hold one's place when using a ruler to measure objects of 1 foot and over. 7. Demonstrate and practice writing lengths, using (') and (").

RESOURCES/MATERIALS

Footprints – each 1 foot in length



T.E.K.S. 111.14 (15)

The student uses non-standard units to describe length, weight, and capacity.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
2. Student will measure to the nearest yard.	<ol style="list-style-type: none"><li>1. Show the students a yardstick. Discuss the length of the yardstick as one yard, three feet, or thirty-six inches.</li><li>2. Pass out yardsticks and have each student measure their desk or work table.</li><li>3. Form teams with two on each team. Ask one person to stand on a line. The person on the line will throw an object such as a straw, paper clip, or bean bag. The other person will estimate the length and then measure the distance.</li><li>4. Demonstrate and practice using a finger to hold one's place when using a yardstick to measure objects over 1 yard in length.</li><li>5. Demonstrate and practice writing lengths using abbreviations, "yd.," "ft.," and "in."</li></ol>

RESOURCES/MATERIALS

- Yardsticks
- Straw
- Paper clip
- Bean bag



T.E.K.S. 111.14 (1.7)

The student uses non-standard units to describe length, weight, and capacity.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify $1/2$ foot as equivalent to 6”.	<ol style="list-style-type: none"><li>1. Challenge students to find the middle of the ruler.</li><li>2. Demonstrate dividing a candy bar into halves: “2 pieces – one for you and one for me. We each get <math>1/2</math>.”</li><li>3. Place a plastic ruler on the edge of a table and karate chop it into 2 pieces – “one for you and one for me.”</li><li>4. Measure each piece to emphasize <math>1/2</math> foot – 6”.</li><li>5. Have the students use rulers to locate objects in the room which are <math>1/2</math> foot in length or height.</li></ol>

RESOURCES/MATERIALS

Plastic ruler  
Candy bar



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
4. Student will measure liquids, using measuring cups marked in fractional portions.	1. Refer to Science (Meal Preparation). 2. Take the students to a washing machine and point out that washing clothes requires adding a specific amount of detergent. Show the students how to pour the detergent into a measuring cup and then into the washing machine. Emphasize the marks on the measuring cup and tell the students that you are filling the cup according to the directions on the detergent box. Emphasize that the amount of detergent the students measure into the cup for use in the clothes washer should not exceed the amount specified on the box. Demonstrate the complete activity and have them imitate the actions. Practice until the students are able to perform the activity as independently as possible.  <i>Note: Extend the activity by allowing the students to add liquid bleach and/or fabric softener.</i>

RESOURCES/MATERIALS

- Measuring cups
- Detergent
- Clothes
- Washing machine
- Bleach
- Fabric softener



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify the number of cups in a pint and the number of pints in a quart.	<ol style="list-style-type: none"><li data-bbox="803 472 1385 651">1. Discuss the process of measuring volume. Use water (or rice) to determine how many milk cartons fill a fruit jar, how many fruit jars fill a pail, how many pails fill a box. The students should estimate under the guidance of the teacher.</li><li data-bbox="803 651 1385 745">2. Display milk cartons of appropriate sizes marked cup, pint, and quart. Discuss the vocabulary with the students.</li><li data-bbox="803 745 1385 871">3. Have the students work in pairs. Instruct them to pour water from one container to another after estimating how many it will take to fill the container.</li><li data-bbox="803 871 1385 1050">4. Have the students fill cup containers with rice (or water) and ask them to estimate how many cups it will take to fill the pint container. Have a volunteer come pour the rice (water) into the pint, refill the cup and pour again. Repeat with pints to quarts.</li><li data-bbox="803 1050 1385 1142">5. Arrange for Community Based Instruction at a grocery store to demonstrate food items purchased in quarts and pints.</li></ol>

RESOURCES/MATERIALS

- Water
- Rice
- Milk cartons of various sizes
- Fruit jar
- Pail
- Box
- Measuring cup



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
6. Student will recognize the ounce and its abbreviation as a unit of measurement.	<ol style="list-style-type: none"><li>1. During Community Based Instruction to the grocery store, assign students to locate five different types of food that are sold by the ounce. Provide cue cards for them to match the words “ounce” and “oz” with packages of food, etc.</li><li>2. Engage the students in food preparation activities. Point out containers whose contents are measured in ounces.</li></ol>

RESOURCES/MATERIALS

Different types of food



T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
7. Student will identify which is the larger – an ounce or a pound.	Pass around a one pound object and a one ounce object. Have the students feel and compare the weight of each item. Then use a scale to further demonstrate the difference in the weight of the objects. Objects may be a bag of candy (1 lb. and 1 piece), fruit, coffee, rocks, etc.

RESOURCES/MATERIALS

Scales

One pound object (bag of candy)

One ounce object (piece of candy)



T.E.K.S. 112.3 (1.9)

The student uses age-appropriate tools and models to verify that organisms and objects can be observed, described, and measure.

Area: Measurement

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

8. Student will read a thermometer with a graduation of one and use the symbol for degrees ( $^{\circ}$ ).

1. Demonstrate the concept with an enlarged thermometer, counting from the top number which has been colored by ones, until the colored portion stops.
2. Provide the students with worksheets with set temperatures for practice.
3. Use a large garden thermometer to determine outside temperature.
4. Develop a daily calendar to record the temperature.

ADAPTATION:

*Use a numeral chart to 100 to aid students in counting forward from 50, 60, 70, etc.*

5. Prepare various hot and cold liquids. Insert thermometers and have the students practice reading the thermometers.

---

RESOURCES/MATERIALS

---

Enlarged thermometer  
Temperature worksheets  
Large garden thermometer  
Daily calendar  
Numeral chart



T.E.K.S. 110.2 (A)

The student learns the vocabulary of school such as numbers, shapes, colors, directions, and categories.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
9. Student will determine the number of days in a given month.	<ol style="list-style-type: none"><li>1. Provide the students with a calendar worksheet or pre-numbered calendars. Ask: "How many days in (<u>month</u>)?", and cue: "Look at the last number."</li><li>2. Hang a calendar on the wall. Develop the concept of "on the last day of the month, these are things we do" (pay bills, change personal calendars, etc.). Ask, "What is the date of the last day of (<u>month</u>)?"</li></ol>

***ADAPTATION:***

*Demonstrate how to use the knuckles of the hand to determine the number of days in a given month. Point to the knuckle of the pointer finger. Begin with January and say the months in order by pointing to knuckle, then valley, etc. Months designated by knuckles have 31 days, those designated by valleys have 30 days.*

**RESOURCES/MATERIALS**

Wall calendar  
Calendar worksheets  
Pre-numbered calendars



T.E.K.S. 113.2 (K.3)

The student understands the concept of chronological order.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
10. Student will determine the day of the week, when given the day of the month.	1. Provide personal calendars and cue: “(Month) number. Put your finger on it. What day of the week is (month) number?” Slide your finger up. Read.” 2. Provide practice using relevant dates (birthdays, holidays, C. B. I. days, etc.).

RESOURCES/MATERIALS

Personal calendars



T.E.K.S. 113.2 (K.3)

The student understands the concept of chronology.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
11. Student will determine the date of the month, when given the day.	<ol style="list-style-type: none"><li data-bbox="779 441 1390 682">1. Practice counting first, second, third, fourth, and fifth with students. Use the visual cue of lowering a raised arm and pushing the hand forward on each word as it is spoken. Pattern pointing to the numerals on the calendar while counting first, second...etc., and moving the hand down the rows.</li><li data-bbox="779 682 1390 1018">2. State the ordinal/day of the week and ask, "What's the date?" Demonstrate how to locate the day of the week and move the pointer finger down to the first numeral and then begin the counting sequence. Example: "Find the third Tuesday." Train the students to find the word "Tuesday" and then point to the first number under "Tuesday". Proceed down the row while counting "first" (Tuesday), "second", "third".</li><li data-bbox="779 1018 1390 1144">3. Provide the students with gummed stars. Make a list of dates to which the students can attach the stars. Stars serve as reminders.</li><li data-bbox="779 1144 1390 1327">4. Hand out "Winner Cards" (i.e., calendars with stars attached in various patterns). State the ordinals/days of the week, randomly selected, until a player "Bingos". Give the students the opportunity to express "date", (3<sup>rd</sup> Tuesday) needed to win.</li></ol>

ADAPTATION:

*Demonstrate the concept of first, second, third by opening corresponding drawers of a four drawer file cabinet and slamming shut while saying: "first", "second", "third".*

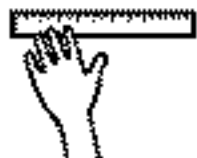
-----  
RESOURCES/MATERIALS  
-----

Four drawer file cabinet  
Enlarged calendar  
Copy of calendars  
Gummed stars



**MATHEMATICS:**

**MEASUREMENT**



Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
<p>1. Student will measure objects to the nearest <math>\frac{1}{4}</math> inch.</p>	<ol style="list-style-type: none"> <li>1. Use an enlarged ruler to show exactly <math>\frac{1}{2}</math>".</li> <li>2. Instruct the students to use a pencil point to show 2 "_", 5 "_", etc.</li> <li>3. Discuss what can be done if a line doesn't stop at a number and doesn't make it to <math>\frac{1}{2}</math>. Explain the need for another fraction.</li> <li>5. Demonstrate with an enlarged ruler: "2 and a little more; write one (slash) four, say one fourth."</li> <li>6. Provide the students with worksheets with lines to measure to <math>\frac{1}{4}</math>". Cue the students with the chant. Have them provide verbal answers and practice writing answers.</li> <li>7. Provide worksheets with lines measuring to the inch, half inch, and quarter inch. Students should differentiate between lengths and provide answers.</li> <li>8. Discuss what can be done if a line doesn't stop at <math>\frac{1}{2}</math> and it doesn't make it to the next number. Explain the need for another fraction.</li> <li>9. Demonstrate with an enlarged ruler: "2 <math>\frac{1}{2}</math> and a little bit more; write three (slash) four, say three fourths."</li> <li>10. Provide the students with worksheets containing lines to measure to <math>\frac{3}{4}</math>". Cue the students with the chant. Have them provide verbal answers and practice writing answers.</li> <li>11. Provide worksheets with lines measuring to the inch, half inch, and quarter inch. Students should measure lengths and write/indicate answers.</li> <li>12. Have the students measure objects and state answers to the nearest <math>\frac{1}{4}</math>".</li> </ol>

---

**RESOURCES/MATERIALS**


---

Consumer Economics, A Pacemaker Program,

Fearon Education, Pittman Learning, Inc.

Enlarged ruler

Worksheets

---

***ADAPTATION:***


---

*Use rulers marked in quarter-inch increments only.*

*Provide the students with a cue card showing 1,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .*



T.E.K.S. 111.17 (5.11)

The student applies measurement concepts.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
2. Student will measure to the nearest 1/2" with a seamstress tape measure.	1. Have the students measure themselves or a partner to determine waist size, arm length, chest size, neck size, etc., to determine clothing sizes, using a seamstress tape measure.

RESOURCES/MATERIALS

Seamstress tape measure



T.E.K.S. 111.17 (5.11)

The student applies measurement concepts.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
3. Student will measure using a metal tape measure.	<ol style="list-style-type: none"><li data-bbox="779 394 1390 772">1. Have a student stand next to a wall. Ask him/her to stand up straight, place your hand on top of his/her head and hold it in position against the wall. Tell the student to move away. Point out to him/her that the height where your hand is represents how tall he/she is. Place a pencil mark where your hand is. Give the student a metal measuring tape and ask him/her to measure how tall he/she is by measuring the distance from the floor to the pencil mark.</li><li data-bbox="779 772 1390 1050">2. Plan a class project that requires the students to measure long boards with a measuring tape, (shelves made from boards and cinder blocks). Demonstrate the appropriate way of holding the measuring tape against the one edge of the board and assist students in marking the correct length of board needed for the project. Cut the board and complete the project, offering help when needed.</li><li data-bbox="779 1050 1390 1171">3. Have the students measure a classroom bulletin board and use the measurement to cut the proper length of paper necessary to cover it.</li><li data-bbox="779 1171 1390 1230">4. Provide the students the opportunity to measure various classrooms.</li></ol>

ADAPTATION:

*Use an ultrasonic measuring device.*

-----  
**RESOURCES/MATERIALS**  
-----

Metal tap measure  
Ultrasonic measuring device  
Boards  
Paper to cover bulletin board



Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
4. Student will measure to the nearest $\frac{1}{8}$ inch.	<ol style="list-style-type: none"> <li>1. Teach the students to count by 2's to 8.</li> <li>2. Instruct the students to use a pencil point to show the lines on a ruler that represent <math>\frac{1}{4}</math>" and <math>\frac{3}{4}</math>".</li> <li>3. Ask the students to show 2 "_", <math>\frac{3}{34}</math>", 4 "_", etc. on a ruler.</li> <li>4. Demonstrate that a line or object may not always reach the <math>\frac{1}{4}</math>", <math>\frac{1}{2}</math>", or <math>\frac{3}{4}</math>" marks. It may be necessary to count the lines to measure to the nearest eighth of an inch. Practice chanting "Little line one, little line two...little line seven, next number."</li> <li>5. Practice writing a fraction to go with the chant:            Little line one = <math>\frac{1}{8}</math>            Little line two = <math>\frac{2}{8}</math> (or student identifies it as <math>\frac{1}{4}</math>)            Little line three = <math>\frac{3}{8}</math>            Little line four = <math>\frac{4}{8}</math> (or student identifies it as <math>\frac{1}{2}</math>)            Little line five = <math>\frac{5}{8}</math>            Little line six = <math>\frac{6}{8}</math> (or student identifies it as <math>\frac{3}{4}</math>)            Little line seven = <math>\frac{7}{8}</math></li> <li>6. If the students do not identify the lines representing quarter inches, have them count by 2's while looking at the top number of the fraction. Have them count again, raising one finger each time a number is said. When the top number of the fraction is reached, write down the number of fingers raised. Repeat the procedure for the bottom number.             Example:             6 count by 2's : 2, 4, 6, (3 fingers) = 3             8 count by 2's : 2, 4, 6, 8 (4 fingers) = 4</li> </ol>

## RESOURCES/MATERIALS

Ruler  
 Strips of paper



Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

(Continued)

ADAPTATION:

*Provide students cue cards to match lines with fractional portion. If discrimination of lines is the problem and counting is necessary, a cue card showing reductions may be used.*

7. Provide the students with strips of paper and have them measure, mark and cut strips to requested lengths.



T.E.K.S. 111.17 (5.11)

The student applies measurement concepts.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
5. Student will measure to the millimeter.	<ol style="list-style-type: none"><li>1. Use an enlarged ruler to show the lines between numbers on the centimeter side of a ruler.</li><li>2. Have the students practice pointing to and counting lines.</li><li>3. Discuss that centimeters are like inches and that sometimes the object or line being measured does not stop at the number.</li><li>4. Demonstrate writing the number of centimeters. Make a dot for “and”; count and write the number of lines. Cue: “1 and # tenths centimeters”.</li></ol>

RESOURCES/MATERIALS

Enlarged ruler



Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES										
6. Student will convert inches to feet.	<ol style="list-style-type: none"> <li>Demonstrate the concept of more than 1 foot, more than 2 feet, etc., by using various lengths of paper. Example: Have the students measure a 15" strip with a yardstick. Demonstrate that the strip is 1 foot and 3 inches.</li> <li>Introduce the concept of 1 foot = 12", 2 feet = 24", 3 feet = 36", etc.</li> <li>Use a ration chart to cue counting by 12's: <table border="1" style="margin: 10px auto;"> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">24</td> <td style="text-align: center;">36</td> <td style="text-align: center;">48</td> <td style="text-align: center;">60</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table> </li> <li>Demonstrate using a ruler to tear off each measured foot. Emphasize the term "dividing". Example: Give students a strip of paper 27" in length. Measure 1 foot, and tear. Measure another foot and tear. The result will be 2 feet and a remainder of 3".</li> <li>Provide the students with guided practice in using division to convert inches to feet. Example:</li> </ol>	12	24	36	48	60	1	2	3	4	5
12	24	36	48	60							
1	2	3	4	5							

$$\begin{array}{r} 12 \overline{) 16} \\ \underline{- 12} \\ 4 \end{array} = \text{___ ft. and ___"}''$$

ADAPTATIONS:

- Give the students a cue card with the heading "Inches – Ft." and a calculator.
- Enter the number of inches.
  - Program memory – 12.
  - Push the = button.
  - Count the number of times the button is depressed until the calculator reads: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.....
  - Write down the number counted while pushing the = button and add the symbol ". Write down the # in the calculator and add the symbol "'.

RESOURCES/MATERIALS

Various lengths of paper  
Yardstick  
Ruler  
Calculator



T.E.K.S. 111.17 (5.10)

The student selects and uses appropriate units and procedures to measure volume.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
7. Student will identify the number of quarts in a gallon.	<ol style="list-style-type: none"><li data-bbox="779 430 1385 703">1. Display various-sized containers that have been labeled. Encourage the students to estimate how many cups are in a pint, how many pints are in a quart, and how many quarts are in a gallon. Have the students verify their estimates by pouring water from the smaller to the larger containers until the larger is filled.</li><li data-bbox="779 703 1385 924">2. Provide newspapers and magazines so the students can cut out pictures of containers that are labeled in quarts or gallons. Have a section on the bulletin board labeled "quarts" and another section labeled "gallons". Have the students put the pictures in the appropriate section.</li><li data-bbox="779 924 1385 989">3. Provide measuring opportunities during meal preparation activities.</li></ol>

RESOURCES/MATERIALS

Various-sized labeled containers  
Newspaper  
Magazines



T.E.K.S. 111.17 (5.10)

The student selects and uses appropriate units and procedures to measure volume.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
8. Student will determine the appropriate unit of measure for capacity using cups, pints, quarts, or gallons.	<ol style="list-style-type: none"><li>1. Display containers that are a cup, pint, quart, or gallon. Milk or ice cream containers may be used in this activity.</li><li>2. Let the students pour sand from the smaller containers into the larger containers. Have them determine how many of the smaller containers it will take to fill the larger container.</li><li>3. Have the students follow package directions to make Kool-Aid, iced tea, etc.</li><li>4. Arrange for Community Based Instruction to a grocery store to identify products sold in these quantities.</li></ol>

RESOURCES/MATERIALS

Various-sized containers  
(milk or ice cream containers)  
Sand  
Kool-Aid  
Ice tea



T.E.K.S. 111.17 (5.10)

The student selects and uses appropriate units and procedures to measure volume.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
9. Student will convert liquid quantities.	1. Plan a meal using recipes for a drink that can be doubled or tripled. Have the students convert the ingredients listed in cups to pints, pints to quarts, quarts to gallons.

RESOURCES/MATERIALS

Drink recipe



T.E.K.S. 111.17 (5.10)

The student selects and uses appropriate units and procedures to measure volume.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
10. Student will measure tablespoon, teaspoon, 1/2 teaspoon, and 1/4 teaspoon.	<ol style="list-style-type: none"><li data-bbox="813 472 1377 709">1. Plan an activity that requires the use of measuring spoons. For example: A cake batter may require putting in a specific amount of extract, etc. Show the students the various size measuring spoons, and help them to select the appropriate one. Tell them to measure the specific amount of extract and to complete the activity.</li><li data-bbox="813 716 1377 1108">2. Explain to the students that when they are sick or feeling ill, they may have to take liquid medicine. Under supervision, show them that medicines such as cough syrup or other elixirs may need to be taken by the spoonful (teaspoon or tablespoon). When the students need this type of medicine, ask the nurse to show them the correct spoon and allow the student to measure out the amount he/she is to take. <b><u>Supervise closely.</u></b> For the students who have difficulty with this activity, place the appropriate size spoon in the box with the medicine.</li></ol>

RESOURCES/MATERIALS

- Measuring spoons
- Cake mix
- Extract
- Liquid medicine



T.E.K.S. 111.17 (5.10)

The student selects and uses appropriate units and procedures to measure volume.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
11. Student will recognize liter as a metric unit of measure.	During Community Based Instruction, point out that soft drinks are sold in 2-liter and 3-liter containers.

RESOURCES/MATERIALS

Coke bottles



T.E.K.S. 111.17 (5.10)

The student selects and uses appropriate units and procedures to measure volume.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
12. Student will demonstrate that sixteen ounces equal one pound.	Use a produce scale to demonstrate the relationship of products marked "16 ounces" to the one pound mark on the scale.

RESOURCES/MATERIALS

Produce scales  
Products marked "16 ounces"



T.E.K.S. 111.17 (5.10)

The student selects and uses appropriate units and procedures to measure volume.

Area: Measurement

OBJECTIVE	TEACHING ACTIVITIES
13. Student will use a produce scale.	<ol style="list-style-type: none"><li data-bbox="803 472 1385 598">1. During Community Based Instruction, have the students weigh pre-weighed produce (a bag of potatoes) to determine if the weight that is marked on the package is accurate.</li><li data-bbox="803 598 1385 724">2. At the grocery store instruct the students to use the scale to buy specific amounts of produce, snack mixes, dried fruit, nuts, etc., which are sold by the pound.</li><li data-bbox="803 724 1385 808">3. Introduce an enlarged picture of a produce scale dial in the classroom and emphasize its similarities to a ruler.</li><li data-bbox="803 808 1385 865">4. Instruct the students to practice locating 2 _ lbs., 4 _ lbs., etc. on the classroom scale.</li></ol>

RESOURCES/MATERIALS

- Produce scales
- Pre-weight produce
- Enlarged pictures of produce scale dial

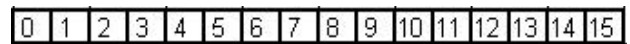


T.E.K.S. 111.17 (5.10)

The student selects and uses appropriate units and procedures to measure volume.

Area: Measurement (Weight)

OBJECTIVE	TEACHING ACTIVITIES
14. Student will convert unit of weight - ounces to pounds and pounds to ounces.	<ol style="list-style-type: none"><li>1. During the Community Based Instruction at the grocery store, instruct the students to use the produce scale to demonstrate that the products that are marked 25 ounces weight more than one pound.</li><li>2. Provide the students with a food container that is marked in ounces and weighs more than one pound. Provide a calculator. Review: "Sixteen ounces equals a pound. Ask: "How many pounds of ____, do you have?" Use a kitchen scale and demonstrate dividing the food into pounds and counting the number of pounds and leftover ounces. Give the students a LBS-OZ cue card and various containers.<ol style="list-style-type: none"><li>a. Utilizing the calculator, enter the number of ounces.</li><li>b. Program memory – 16.</li><li>c. Push the = button.</li><li>d. Count the number of times the button is depressed until the calculator reads:</li></ol></li></ol>



RESOURCES/MATERIALS

- Produce scale
- Variety of containers marked in ounces and weighing more than 1 lb.
- Calculator
- "LBS." cue card
- "OZ." cue card
- Kitchen scales



T.E.K.S. 111.17 (5.11)

The student applies measurement concepts.

Area: Measurement (Weight)

OBJECTIVE	TEACHING ACTIVITIES
15. Student will read the bathroom scale.	<ol style="list-style-type: none"><li>1. Show the students how to measure their weight using a bathroom scale. Select a student whose weight is within normal limits and who is able to read his/her weight. Ask another student to get on the scale. While he/she is standing on the scale, ask him/her to find the number or marks to which the arrow is pointing. Assist the student to read the number indicated on the scale or to write it down.</li><li>2. If it is necessary, draw a section of the scale that is near the student's weight. Use this scale drawing to instruct the student in the meaning of the marks that lie between two numbers. Explain that these marks represent numbers that have not been written, and show him/her how to figure out whether the marks increase by one's or two's.</li></ol>

RESOURCES/MATERIALS

Bathroom scale,  
**Refer to Teaching Aids:**  
Numeration Sheet A,  
Digital scale.

ADAPTATION:

- a. *Have the students use the Numeration Sheet A (0-100) to cue the numbers between given tens on the scale.*
  - b. *Have the students use a scale with a digital read out.*
  - c. *Instruct the students to practice writing their weight on the job applications with the cue "Lb. means pounds".*
3. Have the students weigh twice monthly and keep a log throughout the year.



Area: Measurement (Weight)

OBJECTIVE	TEACHING ACTIVITIES
<p>16. Student will use various scales relevant to vocational training.</p>	<ol style="list-style-type: none"> <li>1. Place various size objects on a table. Bring in a post office type scale that measures weight in pounds and ounces. Have the students to weigh various size objects and to record their weight. Repeat this activity at times of the year such as Christmas or holidays when the students want to mail packages. Verify the weight by taking the students to the post office and asking the postal worker to weigh the package.</li> <li>2. Take the students to the produce department of a supermarket. Point out the produce scale, and weigh some fruit or vegetables. Show the student how to place the food on the scale, and point to the indicator that records how much the food weighs. Tell the student that it is important to know this weight because it will influence the price of the fruit being bought. Give the students an amount of produce to buy (two pounds of bananas), and tell them to use the scale to weigh this amount. Practice.</li> <li>3. Take the students to a hardware store that sells nails by the pound. Tell them that they need to buy three pounds of a specific size nail (six penny), and ask them to weigh the nails. (It may be necessary to call ahead to ask the store manager if the students may use the scale for this purpose.)</li> <li>4. Show the students pictures of different types of scales. Point out the type of food or object each scale measures. Give the students other pictures (vegetables, boxes, etc.), and ask them to match the pictures with the types of scales that would be used to weigh them.</li> </ol>
<p>-----  <b>RESOURCES/MATERIALS</b>                      -----</p> <p>Various size objects and produce                      Post office scale                      Produce scale                      Nails                      Hardware scales                      Pictures of different types of scales</p>	



T.E.K.S. 111.14 (2.10) The student uses standard tools to measure time and temperature.

Area: Measurement (Thermal)

OBJECTIVES	TEACHING ACTIVITIES															
17. Student will read thermometers of various degree graduations.	1. Demonstrate using an enlarged thermometer by counting from the bottom number by 2's to the next number (30 + 2, 3, 4, 8-40).  <u>ADAPTATION:</u>  <table><tr><td></td><td>38</td><td>48</td></tr><tr><td>Using cue card</td><td>36</td><td>46</td></tr><tr><td></td><td>34</td><td>44</td></tr><tr><td></td><td>32</td><td>42</td></tr><tr><td></td><td>30</td><td>40</td></tr></table>		38	48	Using cue card	36	46		34	44		32	42		30	40
	38	48														
Using cue card	36	46														
	34	44														
	32	42														
	30	40														

RESOURCES/MATERIALS

Enlarged thermometer  
**Refer to Teaching Aids:**  
Number cue cards,  
Numeration Wall Chart  
Attached worksheets

Have the students locate the number colored.  
Refer to worksheets.

2. Discuss the numbers in between the lines.

ADAPTATION:

*Use the numeration wall chart for zero through one hundred. Have the student locate the nearest number and look at the chart to determine what comes next.*

3. Utilize the same activities for graduations of five, etc.



Area: Measurement (Thermal)

-----  
**OBJECTIVE**  
 -----

-----  
**TEACHING ACTIVITIES**  
 -----

18. Student will set the thermostat and relate that 68° to 75° represents a comfortable room temperature.

1. Show the students thermostats that may be located in the classroom, learning area, home, or living area. Point out the movable dial, indicator arrow, and the numbers that represent the degrees of temperature. Demonstrate that the thermostat controls the heat and/or air conditioning in the house or apartment by turning it up or down. Show the students the number on the dial that indicates a satisfactory temperature level for daytime operation.
2. It may be necessary to place a red dot on the number part of the thermostat to indicate the desired temperature for the room in which the thermostat is located (68° in a bedroom, 70° in a living room, 70° in a classroom, or whatever is desirable). Show the student how to line up the arrow on the movable dial with the dot on the number dial. Tell the student to imitate actions and to practice adjusting the thermostat by matching the arrows and the dot. For a student's living area, use two different colored dots: one for daytime temperature and one for evening or sleeping temperature. This would, of course, depend upon the individual student.
3. Show the students the number on the dial that indicates a satisfactory temperature level for nighttime operation. Explain the temperature is set at a lower level at night during the winter and a higher level during the summer.
4. Ask the students to write down on a piece of paper the numbers that corresponds to the daytime and nighttime temperature levels, and /or ask them to say the numbers aloud.
5. Encourage the students to set the temperature for the night. If the thermostat has a dual setting control, explain the reasons for the two arrows and what they represent. Arrange for a parent or other significant person to monitor the student's action until he/she carries out the task in a consistently successful manner.

-----  
**RESOURCES/MATERIALS**  
 -----

Various thermostats



AREA: Measurement (Thermal)

---

OBJECTIVE

---

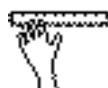
---

TEACHING ACTIVITIES

---

(Continued)

6. Discourage changing the thermostat reading in the interest of conservation and simplicity. If the reading is set at a comfortable and healthy level, there will be no need to raise/lower the level. If the room becomes cool, the student can put on a sweater rather than change the thermostat. Impress upon the student the fact that the thermostat is not a plaything.



T.E.K.S. 111.14 (2.10)

The student uses standard tools to measure time and temperature.

AREA: Measurement (Thermal)

---

OBJECTIVE

---

---

TEACHING ACTIVITIES

---

19. Student will read thermostats in graduations of twenty-five.

1. Demonstrate using an enlarged oven and/or dials. Cue the student by saying: "Little lines are like quarters. Say 25, 50, 75". Have the students practice.
2. Provide the students with recipes and allow them to practice setting the correct oven temperature.

---

RESOURCE/MATERIALS

---

Oven dials



T.E.K.S. 111.14 (2.10)

The student uses standard tools to measure time and temperature.

AREA: Measurement (Thermal)

---

OBJECTIVE

---

---

TEACHING ACTIVITIES

---

20. Student will read body temperature.

1. Give the students a temperature numeration chart from ninety-seven degrees to one hundred five degrees on it. The numbers which represent a fever should be highlighted.
2. Instruct the students in the use of a digital thermometer.
3. Have the students compare the thermometer reading to the temperature cue chart to determine if they have a fever.

---

RESOURCES/MATERIALS

---

Temperature numeration chart,  
Digital thermometer



T.E.K.S 113.4 (2.2)

The student understands the concept of time and chronology.

AREA: Measurement (Calendar)

---

OBJECTIVE

---

---

TEACHING ACTIVITIES

---

21. Student will determine future dates when given a date and time duration in days.

1. Provide various prescription medications and over-the-counter medications for the students to examine. Ask them to locate the recommended length of use. Instruct the students to circle the time durations.
2. Present verbal directions (“Come back in three days”; “We leave in 5 days.”) Have the students write the time duration.
3. Provide monthly calendars for the students. Provide a date and instruct the students to circle it. Cue by saying: “Circle is zero.” Provide time duration and cue: “Write the numbers.” Demonstrate writing time duration in little numerals above the calendar numerals. Read the calendar numeral in the final square.
4. Provide an annual calendar. Practice continuing time duration from the end of one month into the following month.

---

RESOURCES/MATERIALS

---

Various prescription and over-the-counter medications  
Monthly calendar  
Annual calendar



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Duration = 5 days



T.E.K.S. 113.4 (2.2)

The student understands the concept of time and chronology.

AREA: Measurement (Calendar)

---

OBJECTIVE

---

---

TEACHING ACTIVITIES

---

22. Student will determine future dates when given a date and time duration in weeks.

1. Review the concept of weekdays and weekends.
2. Provide calendars. State the date and tell the students to circle it. Cue by saying: "Circle is zero." Practice counting various number of weeks, using the cue: "Zero, one, two....," and writing little numerals in the squares.
3. Discuss vacation time with the beginning date on Friday but the students don't return to work/school until the following Monday.
4. Practice counting time durations which extend from one month into the following month.

---

RESOURCES/MATERIALS

---

Monthly calendar



T.E.K.S 113.4 (2.2)

The student understands the concepts of time and chronology.

AREA: Measurement (Calendar)

---

OBJECTIVE

---

---

TEACHING ACTIVITIES

---

23. Student will determine time duration in number of weeks when given beginning and ending dates.

Instruct the students in the following procedures:

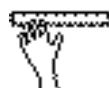
1. Circle the beginning and ending dates. Above the first circle, write 0.
2. Train the students to number the weeks by designating a 1, 2, 3, etc. above the same day of the week as the beginning date.
3. Write down the last numeral and count from the numeral to the circled ending date to determine the weeks and leftover days.

---

RESOURCES/MATERIALS

---

Monthly calendar  
Annual Calendar



Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					3	
					1	2
3	4	5	6	7	4	
10	11	12	13	14	8	9
					15	16

4 weeks and 4 days.



T.E.K.S. 113.4 (2.2)

The student understands the concepts of time and chronology.

AREA: Measurement (calendar)

---

OBJECTIVE

---

---

TEACHING ACTIVITIES

---

24. Student will determine time duration in number of days when given beginning and ending dates.

Instruct the students to use the following procedures:

1. Circle the dates.
2. The first date is zero.
3. Count to and include the second circle.
5. State the time duration.

---

RESOURCES/MATERIALS

---



T.E.K.S. 113.4 (2.2)

The student understands the concepts of time and chronology.

AREA: Measurement (Calendar)

---

OBJECTIVE

---

---

TEACHING ACTIVITIES

---

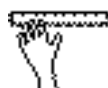
25. Student will understand the concepts of “every other day” and “every other week”.

1. Practice circling every day on a calendar. (Circle the days you eat lunch, take medication, etc.). Provide a verbal cue: “Every day” circling the first numeral on “every” and the next numeral on “day”.
2. Introduce the term “Every other day” and write it on the board: EVERY OTHER DAY. Demonstrate circling the words “every” “day”. Demonstrate on a calendar and cue by saying: “Every other day”. Circle dates on the words “every” and “day” to begin the pattern. Then cue: “other day, other day” and circle the dates on the word “day”.
3. Provide examples of activities which occur every week (church, bowling league, etc.). Circle every week on Sunday and circle a numeral on each word (“every week, every week”). Introduce the term “Every other week”. Write the words vertically on the board in squares. Demonstrate circling the words “every” and “week”. Then demonstrate on the calendar and cue: “Every other week”. Circle the dates on the words “every” and “week” to begin the pattern.

---

RESOURCES/MATERIALS

---



Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			Every	Other	Day,	Other
	1	2	3	4	5	6
Day,	Other	Day,	Other	Day		
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1	2	3	4	5	6
Every					Other	
7	8	9	10	11	12	13
Week					Week	
14	15	16	17	18	19	20
Every					Other	
21	22	23	24	25	26	27
Week						
28	29	30	31			
					Week	
				1	2	3
					Other	
4	5	6	7	8	9	10
					Week	
11	12	13	14	15	16	17



T.E.K.S. 113.4 (2.2)

The student understands the concept of time and chronology.

AREA: Measurement (Calendar)

-----  
OBJECTIVE  
-----

-----  
TEACHING ACTIVITIES  
-----

26. Student will convert calendar units, days to weeks and/or weeks and days

1. Demonstrate for the students the concept of days becoming weeks. Draw seven squares across the board and label them "Sunday" through "Saturday". Provide day of week cue cards that include a whole week. Instruct the students to count the seven days (S,M,T,W,TH,F,S) equal one week and display a ration chart to cue counting by 7's.

7	14	21	28
1	2	3	4

-----  
RESOURCES/MATERIALS  
-----

Day of week cue cards  
Construction paper strips labeled "one week", "two weeks", etc.  
Calculator

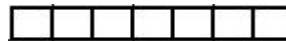
27. Cue: "Take the days and divide them into

Provide cue cards for fourteen days of the week (2 Sunday's, 2 Monday's, etc.). Instruct the students to count the cards, position below the squares on the board, and cue: "Have 14? That's two weeks-1, 2." Visually cue "weeks" as constructed on the board.

groups of seven." Provide cue cards that total a multiple of seven. Assist the students as they divide into weeks.

28. Use construction paper strips labeled "one week", "two weeks", that have a visual pattern outlined. Instruct the students to fill up the outline to determine the number of weeks.

1 week



2 weeks



29. Present the day of the week cards totaling a certain number of weeks and leftover days. Instruct the students to group and state: "\_\_\_\_\_ weeks and \_\_\_\_\_ days leftover."

30. Provide guided practice in division and convert days to weeks.

H-26



AREA: Measurement (Calendar)

---

---

OBJECTIVE

---

---

TEACHING ACTIVITIES

(Continued)

ADAPTATION:

*Provide a cue for converting DAYS→  
WEEKS. Using a calculator, proceed with  
the following steps:*

1. Number of days.
2. Memory – 7.
3. Push =, count.
4. Stop 0,1,2,3,4,5,6.
5. Write # of pushes as weeks, write # in  
calculator as days. “ \_\_\_\_\_ weeks and  
\_\_\_\_\_ days.”



