

Unit 10 Let's measure!

★Activities to learn numbers up to 100 and to learn how to add length measurements to the numbers.

Unit Aims

This is the third unit involving numbers. In this unit, children learn how to say the numbers up to 100 in English. Once children learn how to count up to 100, it is easy for them to understand how to say bigger numbers. There is no need to rush. It is important to provide children with chances to experience various activities with numbers so that they become used to using numbers up to 100. It can also be noted that bigger numbers often come with certain units. In this unit, centimeters are used with the numbers. Children should be encouraged to notice the difference of pronunciation of the word “centimeter” in Japanese and English.

Vocabulary

twenty-two thirty-five forty-six fifty-three sixty-one seventy-seven
eighty-four ninety-nine one hundred centimeter

Classroom English

How many blue squares are there?
How many centimeters is the melon?
Please measure your textbook.
How big is your hand?

Step of Activities

- (1) Learning how to say the numbers up to 100. P.45
- (2) Answering how many centimeters the items on the page are by measuring them with the measurements found next to the items. P.46-P.47
- (3) Measuring items found around the children, such as textbooks and

desks and other things. P.47+Worksheet ③

- (4) Working in pairs measuring the length of their hands and feet.

P.48+Worksheet ③

Reference

It is meaningful for children to measure their body parts, using the measurer provided in the Worksheets, to become aware of their growth. However, it is also a characteristic of 3rd and 4th graders to want to compare each other. Although it is needless to say, the aim of this unit is not compare the difference of growth or their physical characteristics. It will be important to keep this in mind when teaching this unit.

Other Possible Activities

Textbooks, desks, and other items found in classrooms have been provided as things children are familiar with in their daily lives. However, it is also possible to take the children out of the classroom and measure other items they can find outside the classroom. Rather than simply measuring the size of things they find, activities should be designed in a meaningful way so that children can look at their daily lives from a different perspective. An example would be to have the children measure the width of a wheelchair and then measuring the width of sidewalks or elevator doors.