

How Big Am I?



Objective

Given various tools for measurement, students will be able to measure length. They will compare various units of measurement.

Materials

- copies of the **How Big Am I?** funsheet on page 2
- butcher paper
- tape measure or yardstick
- rulers that measure in inches and
- rulers that measure in centimeters
- paper clips
- goldfish crackers

Background

In all states, fishing is regulated. One way we can regulate fishing is to make sure that people don't take the smallest, youngest fish. This ensures that young fish survive to reproduce, adding diversity to fish populations. In the U.S., anglers measure fish in inches, usually from the tip of the "nose" to the fork in the tail. This measurement is called the fork length. Scientists who study fish measure them in centimeters or meters.

Action

1. Discuss how people use measurements. Are the students in your class familiar with feet and inches? Meters and centimeters? Tape a strip of butcher paper on one wall and choose a student to measure. Have the student stand against the wall and mark his/her height with a thick marker. Use a yardstick or a tape measure to measure the student in inches and in centimeters. Emphasize that these different units of measurement are different ways for saying the same thing.
2. Distribute copies of the How Big Am I? funsheet. Students measure each shark using paper clips, using goldfish crackers, and using inch and centimeter rulers. Remind the students that these different units of measurement are all different ways for saying the same thing.

Deeper Depths

Students measure real fish. Use fresh or thawed whole fish. Provide rulers, tape measures, and/or yardsticks for measuring the fish.

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Name _____

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