



## More About Math

### Animal Adventure

#### Background for Leaders

This unit and learning activities focuses on measurement skills for 4-5-year-olds. Children will build a deeper understanding of size correspondence, visual estimation, and measuring with nonstandard units.



#### Size Correspondence

Children in Pre-Kindergarten and Kindergarten should be able to identify items of relative size and make comparisons to objects around them. For example, children should be able to find the **largest** rock in the set, determine which shell is **smaller** and describe the log as **long** or **short**.

When describing objects children should use the vocabulary terms short, tall, long, small, medium, and large. Encourage children to use **smaller**, **larger**, **shorter**, and **taller** when comparing two objects and **smallest**, **largest**, **shortest**, and **tallest** when comparing three or more objects. Children should be able to place 3-5 objects in order by size (smallest to largest or largest to smallest) when they use these types of comparison.

Once children can compare items of relative size, they can begin matching by size using visual comparison. They will be able to match the small with the small and the large with the large. This is easiest for children when there are only two or three different sizes of objects (small, medium, and large).

#### Visual Estimation

At this age, children should be able to compare an object's length visually without exact measurement. For example, if asked **"Which log will fill the space?"**, they should be able to estimate and choose the best one from a set. Reinforce their learning by using proper comparative vocabulary; encourage them to consider whether the piece was too long or too short and which piece would be a better fit. For example, **"Was that piece too short? Then you need a longer piece. Which piece is longer?"**

#### Measuring with Nonstandard Units

Children at this age are taught to use nonstandard units to measure (which means laying multiple copies of a shorter object end to end with no gaps or overlaps.) They are not expected to learn to use customary or metric measurement systems at this point.

For example, demonstrate how to lay multiple paperclips (same sized) next to a pencil to determine that the pencil is four paperclips long. Allow children to practice measuring objects by length (horizontal) and height (vertical) to determine which object is shorter/longer or smaller/taller.