

## Unconventional Measuring: Mittens, Socks, and Shoes

### Materials:

- Children's mittens, shoes, or socks
- Clipboards, paper, and writing tools
- Materials for charting



For this simple activity, collect all dry mittens and gloves into a basket. During meeting, pass the basket and introduce the idea of using the mittens as units of measure. Invite children to examine and talk about the mittens. Pose the following, "How many mittens (or socks, or shoes in warmer climates) does it take to get to the door?" Regardless of the size of the mitten, children can use them as units to measure various things around the classroom. Encourage students to capture their results on paper using number symbols, drawings, and words, or make a large chart of the results.

More: Observe to see if children notice that not all mittens and gloves are equal in size. They may initiate their own sorting activity and group them by type, color, size, or material. Listen for use of mathematical language and qualitative terms.

### Look and Listen for Learning

- Collaboration
- Numeracy
- Prediction

### Teaching Tips

Having recently experienced the Winter Solstice on December 21st, have a discussion about shortest and longest days. Introduce new vocabulary such as solstice, cycle, sunrise, sunset, and orbit.

### Questions to pose:

- How else could mittens be used to mark or measure things? (Examples: At the end of a ramp to mark ball distance, to determine how tall a teacher is, to mark how shadows lengthen or shorten as the day passes, etc. )
- Why do we use the word, "foot", as a unit of measure?
- What kinds of tools do we have in the classroom for measuring?