Keep this sheet.
Collect them all!

SCIENCE 2 GO

Explore your world with this Science-to-Go backpack

MEASUREMENT

Grades K-2

Books in this backpack

- How Big Is a Foot?
  by Rolf Myller
- How Tall, How Short, How Far Away?
  by David Adler
- Inch by Inch
  by Leo Lionni
- Measuring Penny
  by Loreen Leedy
- Millions to Measure
  by David M. Schwartz

Idea!

Want to measure something curvy? Use a string to measure around or along it and then straighten out the string to compare it to your ruler.

More books at your library

Actual Size. Steve Jenkins. ebook
How Long or How Wide? A Measuring Guide. Brian P. Cleary. ebook
Just a Second: A Different Way to Look at Time. Steve Jenkins. J529
Me and the Measure of Things. Joan Sweeney. E530.8
Perimeter, Area, and Volume: A Monster Book of Dimensions. David Adler and Edward Miller. J516.15

Local Connection

Check out the sculpture walk in Puyallup. How would you measure the tallest statue? The smallest? Can you measure any statue's feet? Find more information at artsdowntown.org.

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ACTIVITY

Shadow Size

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Good science requires strong math skills. Your student can practice important measurement skills outside on the next sunny day while also learning a bit about shadows. Pick a morning with a clear forecast and get ready for some math fun.

What you need:

- Sidewalk chalk
- Pencil
- Shadow table (see below)
- Measuring tape (optional)

Try this:

1. Go outside in the morning with your chalk, pencil and shadow table. Have your child stand still while you trace her shadow in chalk. Together, label the tracing with "shadow" and the time of day.
2. Next, trace your child lying down. Together, label the tracing with "body" and the time of day.
3. Help her measure the length of each tracing. If you don't have a measuring tape, have her measure the length in "feet"—her own feet. Explain this is a non-standard measurement. What will happen if she tries to measure using her feet next year, after she's grown another size or two?
4. Talk about the difference between the two tracings. The length of the shadow depends on the location of the sun. What does she think will happen later in the day?
5. Record the time of day and measurements in the table.
6. Repeat steps 1-5 at midday and in the afternoon.
7. Discuss and compare the tracings. Did the length of the shadow change? What about her body length? When was the shadow longest? When was it shortest?

(Adapted from the Journey North activity "How is a Human Vacation Like an Animal Migration?")

Shadow Table

TIME	SHADOW	BODY

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