

..... LESSON PLAN

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KEVA® as a Non-Standard Unit of Measurement

OBJECTIVE: Students will use KEVA planks as a non-standard unit of measurement to measure various items.

MATERIALS: • 10–20 KEVA planks per student

PROCEDURE:

1. Talk with students about why they would need to measure length. [*Buying material, putting up a fence, measuring a rope swing, noting your growth through the years.*]
2. What if we had no instruments with which to measure length? How could you tell how tall you were? [*Taller than Susie, shorter than Joe, use your hands to show, find a stick that is your same height, mark your height on the wall.*] What if you wanted to tell someone who lived far away how tall you were? What could you do?
3. We must be able to say “I am as tall as *something*.” We must be able to fill in that blank with something so that the person would know what we meant. Could I say I am as tall as four pumpkins stacked on top of each other? [*No, because not all pumpkins are the same size—no uniformity.*]
4. We need to find something we can use to stack or lay end to end that will always be the same size. [*Children may suggest books, pencils, coins, etc.*]
5. We will need a large quantity of these if we are going to measure the entire class. [*Children can be led to suggest KEVA planks.*]
6. Use KEVA planks to measure a child lying on the floor, being sure to lay the planks exactly end to end. Have the students measure one another and several things in the classroom and record their measurements. [*As a class, decide how “less than one” plank will be counted.*] This can be done over several days. Each time refer to the objects as “so many KEVA wide” or “so many KEVA high.” Have students check one another’s measurements to see if they get the same results with their planks. Students can also begin to estimate how many KEVA long something is, before they take a measurement.
7. After the class has had several chances to measure with their planks, talk to the class about the need for a standard unit of measurement. What are the difficulties of using KEVA? [*Not everyone has KEVA, and many lengths cannot be measured exactly by KEVA lengths.*]
8. Introduce the English and metric rulers.

