



CURIOS GEORGE: MEASURE UP

Lesson Plan

During this lesson, children explore the following math concepts:

- The height and length of something can be measured by laying multiple copies of a same-sized unit end to end.
- Measuring tools include measuring tapes, rulers, and yardsticks.

As children go through the activities, they will be using the following STEM skills:

- Asking questions
- Making predictions
- Estimating
- Experimenting
- Sharing and comparing data

Materials

- Drawing materials (pencils, crayons, markers)
- Measuring tapes, rulers, yardsticks
- Poster paper, cut into 11 x 17 rectangles and 8 ½ x 11 rectangles (enough for each students to receive one 11 x 17 piece and one 8 ½ x 11 piece)
- Spaghetti (uncooked)
- “Measure with Curious George” handouts (PDF, one per student)

Preparation

- Cut enough pieces of poster paper so that each child has one of each size (see above).
- Make a list of items and locations around your classroom (inside or out) that could be measured by groups of students.
- Break the spaghetti into various lengths.
- Make copies of the “Measure with Curious George” handout.

Directions

1. Talk about measuring.

Review or introduce the following topics and concepts related to measuring. Encourage children to share their prior knowledge about the topic.

- Height is how *tall* or *high* something is. Length is how *long* something is.
- Demonstrate how you can use any same-sized object, such as markers, unsharpened or unused crayons or pencils, or paperclips to measure something.
- As you compare measurements, use the size words *tall, taller, tallest; long, longer, longest; short, shorter, shortest*.
- Measuring tools include rulers and measuring tapes.
- Objects are measured in *inches* and *feet*.

2. Watch the *Curious George* video, “George Measures Up.”

Before students watch the video, ask them to notice the different ways George tries to measure the building. You may want to explain that what George has wrapped around his shoulder is—as Chef Pisghetti hopes—the “longest strand of cooked spaghetti in the world.” You may also want to preview vocabulary words and terms such as *accurate, measuring tape, and feet* (as used for measurement).

3. Discuss the video.

Ask, *How did Curious George try to measure the building? What tool did he think would be helpful?* Give children time to share their thoughts and ideas. (You may want to point out that George needed to keep the cat, Gnocchi, away from the spaghetti because she thinks it’s a string and therefore a great cat toy. In addition, Chef Pisghetti thinks he is talking to George’s friend Steve on the phone.)

4. Draw pictures of Curious George and Gnocchi.

- Working in pairs or individually, have each student draw a picture of Curious George on an 11 x 17 piece of paper. (Be sure their pictures fill the length of the paper.)
- Next have each student draw a picture of Gnocchi on the 8 ½ x 11 piece of paper. (Be sure their pictures fill the length of the paper.)
- Talk about which picture (i.e., the paper the picture is on) is bigger or smaller.
- Note that all of the Curious George pictures, which are bigger, are the same size and all of the Gnocchi pictures, which are the smaller ones, are equal in size.

5. Decide what to measure.

- Ask students to brainstorm a list of items at school that they can measure using their pictures. This might include the classroom door, the hallway, gym floor, or cafeteria tables. Choose one or more.
- Before you measure the items, have students guess how many “Georges” the item will be. Write their guesses on the board in the class.
- Explain to students that they will now actually measure the item(s) and see if their guesses are correct.

6. Measure twice!

- As they measure the height or length of an item (by laying the pictures end to end), help students count how many “Georges” it is.
- When you return to class, have students revisit their estimates. Compare their actual measurements to what they estimated.
- Ask students to tell you whether the actual measurement is *more than* or *less than* their estimated measurement.
- Using the pictures of Gnocchi, have students measure the item again.
- Compare how many Gnocchis versus how many Georges the item is. If you want, you can make a chart or a graph to show the results.

7. Experiment with measuring tools.

- Distribute the measuring tapes, yardsticks, and rulers you have displayed. Show how these tools use *inches*, *feet*, and *yards* as units of measure.
- Let students experiment with the tools by measuring the different-sized pieces of spaghetti, just like Curious George did with the cooked piece of spaghetti. If they want, they can organize them according to size.
- Help students write down the measurements.
- Ask for volunteers to talk about other things they could measure, in class or at home.

Home-School Connection

Send home the “Measure with Curious George” handouts for students to do with their families.

Extend with Games

Students may enjoy playing “How Tall,” an online Curious George game at http://pbskids.org/curiousgeorge/games/how_tall/how_tall.html. As they play, students estimate how tall something is and then measure it using a variety of objects.

Extend with Books

Encourage students to use these books as they continue to learn about measuring.

Biggest, Strongest, Fastest by Steve Jenkins (Houghton Mifflin Harcourt, 1997)

From tiny to gigantic, discover the different sizes of animals around the world.

Curious George Roller Coaster by H.A. Rey (Houghton Mifflin, 2007)

Curious George has to be just the right height to ride a special roller coaster.

Inch by Inch by Leo Lionni (HarperCollins, 1995)

A smart little worm uses his measuring skills to “inch” his way to safety.

Tap Tap Bang Bang by Emma Garcia (Boxer Books, 2013)

Match the sound effects to the tools and the work they do in this board book.



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