

- Allow children to explore the timbers in pairs or groups of three.
- After a brief exploration period (5-10 minutes) have children share their observations
- Also encourage the following discussions:
 - Which timbers are the longest? Shortest?
 - How many timbers did your group have?
 - What are different ways we can count the timbers?
 - Groups of 1, 2, 5, 10?
 - Should we get the same answer (amount) each time we count the timbers?
 - Whose group had the most timbers? The least?
 - How can we display this information?
 - Possible activity includes using Unifix timbers/ cubes or another manipulative to represent the number of timbers for each group
- How many small timbers does it take to make a large timber? Medium timber?
 - How many medium timbers does it take to make a large timber?



- Tell the children that they will use the timbers to measure the length of their bodies.
- In their groups of 2/3 have one child lay down on the floor and the other child(ren) use the timbers to measure the length of the child using the small timbers. Record the result on the activity sheet. (Children may need help writing the numbers).
- Repeat activity until all children have measured each member of their group and recorded the result. Discuss some of the results.
 - Students will not all finish at the same time. Some students may need additional activities as they wait. Suggestions include:
 - Ordering the number of timbers for each measurement
 - Finding the difference between the measurements (shortest to longest, medium to shortest, medium to longest)
 - Grouping and counting the timbers by fives, tens, or twos
 - Do students count correctly? For example, are they counting groups of fives by fives and switching to counting by ones (or another amount) when there are no longer groups of five?
 - Have students make predictions about how many medium timbers they will need to measure the length of their body. Have students explain their reasoning. Record some of the predictions on the board to revisit after the activity.
 - Repeat activity measuring each child using the medium timbers and recording the results.
 - Again, students will not all get done at the same time. Some students may need additional activities as they wait. Suggestions include:
 - Discuss some of the results and revisit the predictions you previously recorded. Were you close to your estimate? How do you know?
 - As a class read the “My prediction” section. Have the students fill in “more” or “less” to predict if they will need more or less large timbers to measure the length of their bodies. Encourage students to explain why they think so. For example, it will take less large timbers because they are longer, or it will take less large timbers because “the pattern” is decreasing in number.
 - Have students complete the measurements and compare their results to their prediction.

