|  |  |
| --- | --- |
| Name of Activity  | Sidewalk Chalk Geometry |
| What grade level did you do it with? | All grades. Each grade has their own geometry and measurement. |
| What materials did you need to provide? | Tape measures |
| What materials did your students need to provide? | Writing utensils and notebook |
| What materials did you use from the natural outdoor environment? | Concrete or asphalt |
| Describe your activity with as much detail as possible. | This activity can be modified for multiple grade levels.  Using sidewalk chalk, draw the shapes that you want your students to measure and calculate perimeter, circumference, and area.  If you have real-life objects available, they can measure those and even calculate volume.  I use metric/imperial measuring tapes that I have picked up from the local dollar store.  They are a great investment for teaching all sorts of math in the real world, including fractions.  My students do not head outside without grabbing a measuring tape because they know that we are going to find stuff to measure and regularly practice our real-life math.  With younger grades, using the measuring tapes to practice their number sense and starting to accurately measure length.  The older and more independent your students are, the farther you can allow them to roam looking for objects to measure.  I typically have them record the name of the object, draw a diagram with the measurements recorded accurately and show their work for the calculations.  Remember with activities like this, you are more focused on quality, than quantity.  If you simply hand out a worksheet in class (please don’t), you may have 10 to 20 geometry questions on the sheet.  In the real outdoor environment, I was more than satisfied if my students completed 5.  There is going to be lots of collaboration (talking) and contemplation as they do the activity that is going to reinforce the deeper understanding that is taking place.  From an assessment point of view, if you measure a few objects (accurately) and then ask them to do the same, after some practice on other objects, you can begin to assess their understanding.   |