



FUN AND GAMES

Field Day

Understanding Length



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The Dream Team

I am so excited! Every year, students are picked to choose the events and **layout** for Field Day. This year, my class is in charge of the event. Everyone dreams of being on the planning team. But **no one** wants it more than I do. I like to do **these kinds** of things. I help my family plan our **yearly** block party. But no one knows about my **secret skill**. I hope I am chosen for the team.



Tug-of-war is a common Field Day activity.



In class, my teacher, Mr. Jackson, calls my classmates' names. "DeShawn, Sophia, Piper, Ava, and Luis," he says. But he does not say my name, Christian. I watch the others cheer. They are all so excited. They even come up with a great team name. They will be called the Dream Team.

Christian is sad he was not picked for the Dream Team.



Mr. Jackson calls students' names to help with Field Day.



Students play during recess.

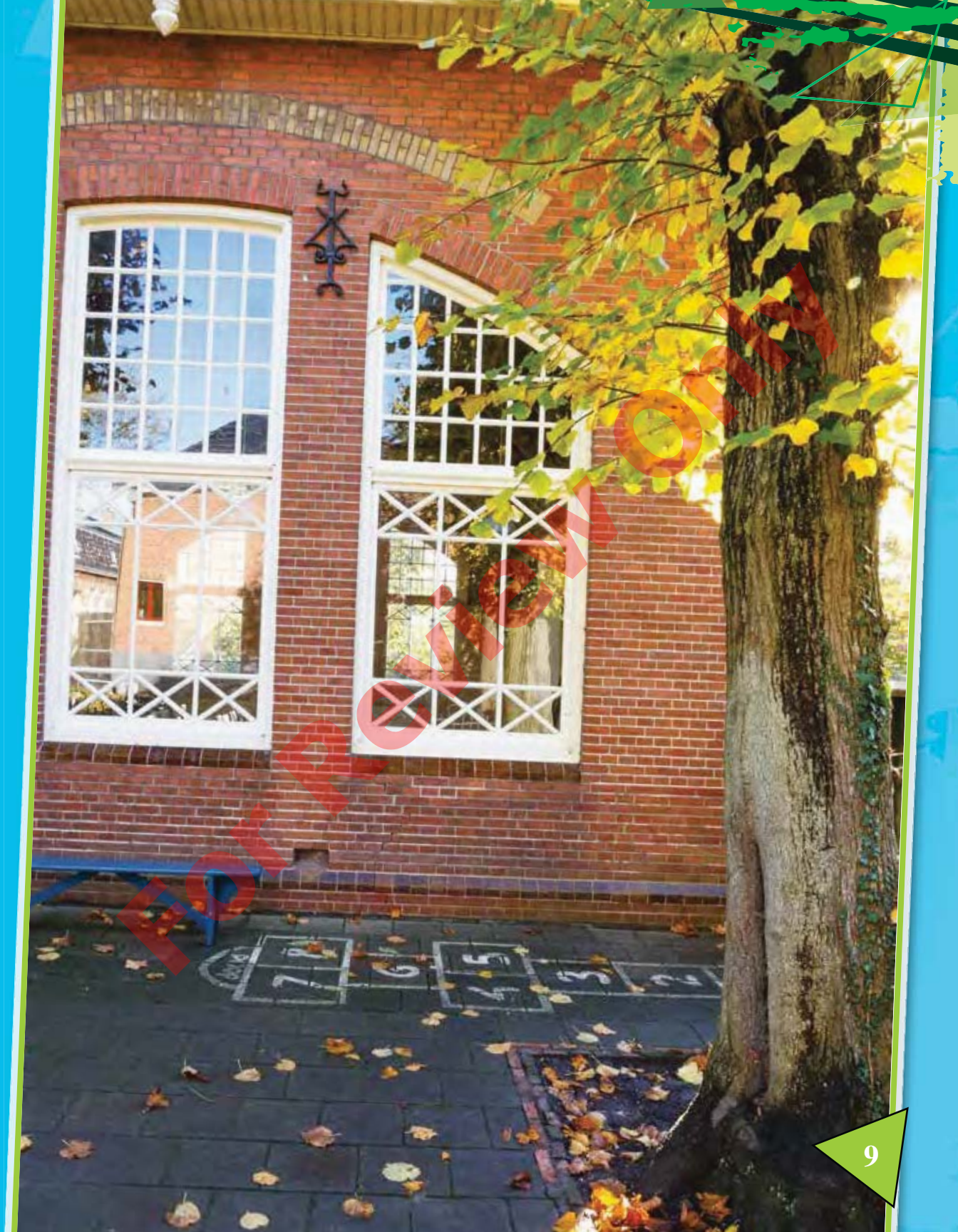
A New Member

During recess, the Dream Team sits on the benches. I am sure **that** this is their first meeting. I decide to play near **the benches** so I can hear them. As I play, I listen.

DeShawn asks, “What are the rules for the **design** of the field?”

Piper says, “We have to fit all of the events onto the field. And we have to keep everyone safe!”

Luis asks, “How do we do that?”



Math Talk

1. Is an adult more likely to be 6 inches tall or 6 feet tall? Why?
2. When might it be easier to measure with a measuring tape than a ruler?
3. Bert measures the length of a hallway and writes “10” as the measurement. What unit of measure is Bert most likely using? Why?
4. How are number lines and rulers similar?
5. Jake measures his homework and says it is 12 inches long. Stephanie measures the same paper and says it is 1 foot long. Do you agree with Jake or Stephanie? Why?
6. Imagine you are in charge of planning Field Day for your school. How might you use centimeters, inches, feet, and meters in your layout?