

Measurement Lesson for Banana Day



If possible, have each student bring a banana to school and/or wear something yellow.

Objective:

The students will measure the curved length of bananas.

Materials:

Cloth measuring tapes (or pieces of string and hard rulers)
Bananas (or cutout shapes of bananas) numbered 1-12 (or with the numbers you need so each pair of students has a banana) Banana Measurement Worksheet for results.

Procedure

Show the students a banana and brainstorm how to measure it. Discuss how a hard ruler would not be able to account for the curve in the banana. You may demonstrate this by holding up your index finger and asking if you curve your finger whether the length is changed.

Put the students in pairs. Give each pair of students a piece of string and a ruler. Talk about how you can use the string to measure length. Tell the students that it is their challenge to figure out how to measure how long a banana is.

Give each pair a banana (or banana cutout), a measuring tape (or a piece of string and a hard ruler), and a worksheet.

Have the students measure their banana and record their results. They will then want to exchange their banana with at least 2 other pairs, so they measure a total of 3 bananas.

Have the students measure at least 3 other items in the classroom, either straight or curved, of their choice.

Wrap Up:

Have the students think of other larger items that are curved which people may measure, i.e. roads, a race track, playground slides, a monkey's tail.

Other Lesson Ideas (see www.dole.com)

Weigh bananas on a scale or find the mass by using a balance.

Make up lists of items in the classroom that are bigger or smaller than bananas.

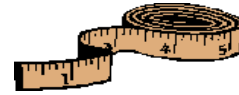
Using the basis of the "5 a Day for Better Health" slogan, practice counting by 5's to see how many servings of fruits and vegetables should be eaten for any given number of days.

Add the number of bananas in different bunches to get a total.

Name: _____



Banana Measurement



Write the length of your bananas:

Banana # _____ is _____ long.

Banana # _____ is _____ long.

Banana # _____ is _____ long.

Find 3 other items in the classroom to measure:

The _____ is _____ long.

The _____ is _____ long.

The _____ is _____ long.

Do all bananas have the same amount of "stuff" in them?

Find out by measuring the mass your banana.

Mass is how much "stuff" or matter is in something.

Write the mass of your banana:

Banana # _____ mass is _____.

Do all the bananas in your class have the same mass? _____

Weight is how heavy or light something is. A banana that has more mass "weighs" more. A banana with less mass "weighs" less.