BOYS & GIRLS CLUB
OF HARLEM

Social Distancing: Measuring the Distance

An At-Home STEM Lesson Plan Crafted by BGCHarlem STEM Specialist Chaelee Dalton

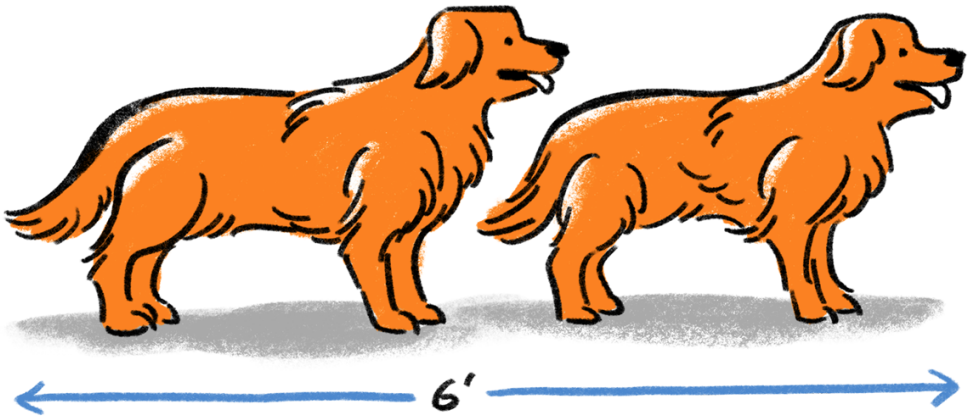

Image From CNN

This week, we follow up on last week's lesson about what social distancing is and why it is important with a math and measurement focused lesson. According the Centers for Disease Control and Prevention (CDC), the safe distance we are supposed to stay apart from each other to prevent the spread of viruses like the Coronavirus, is six feet apart. Today, we will work on measuring that safe distance using blank pieces of paper. Afterwards, we will use our own bodies to approximate that same measurement.

If your child cannot read, read the text out loud to them. Ask them the questions and have them respond and/ or solve on a separate sheet of paper. If you child can read, simply give them the second page of this handout and have them read the text out loud or in their head.

Materials: Blank paper, pen or pencil, internet access/YouTube, ruler (optional)

Addresses Common Core Standards:
CCSS.MATH.CONTENT.2.MD.A.1
CCSS.MATH.CONTENT.2.MD.A.3
CCSS.MATH.CONTENT.5.MD.A.1

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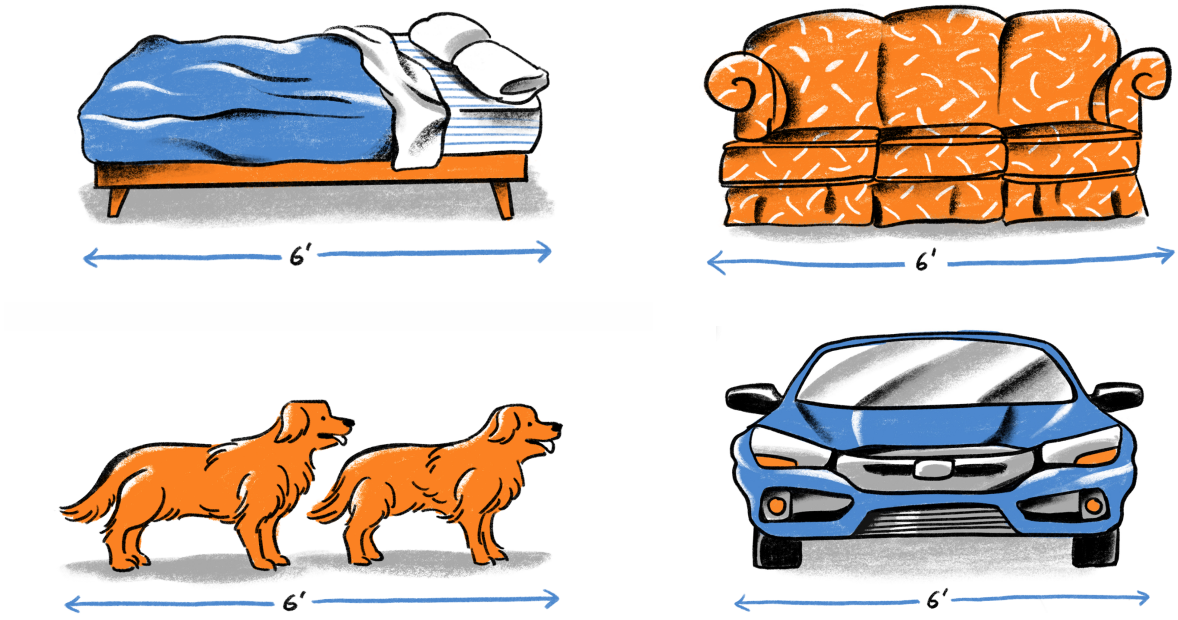
Social Distancing: Measuring Up!

Look at the drawings below. In what way(s) are the items drawn below similar?

Write:
I think the four items below are similar because _____.



All of these different drawings represent different things that are **six feet long.** Remember from last week that we need to stay **six feet apart** from others to prevent the spread of viruses like the Coronavirus.

Check out this article to confirm or refute your guesses about the different drawings!

Afterwards, see if you can find one of the six feet long items drawn in the article in your house or apartment! Write down or take a picture of something in your home that is six feet long.

Write: Something about six feet long in my home is _____.

Now, we are going to measure six feet using plain pieces of paper! You can use notebook or printer paper.

[Upper Elementary Extension. For K-3, skip ahead]
There are 12 inches in one foot. How many inches are in 6 feet, which is the distance we need to stay apart from others to be *socially distant?* [Hint: see drawing below]

Write: There are _____ inches in 6 feet.

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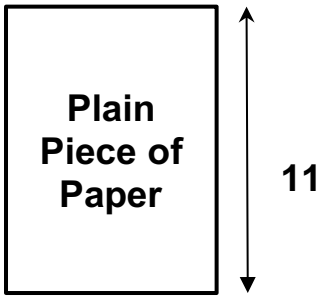
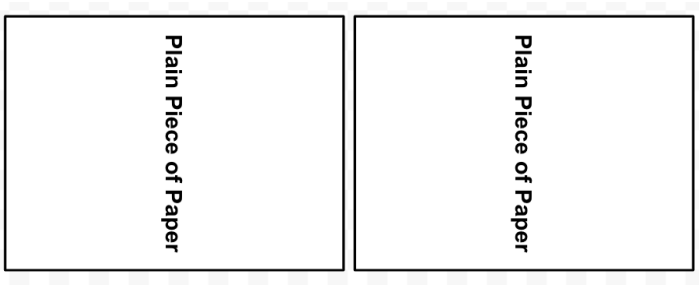
The length of a piece of paper is *11* inches long. If we lay the papers next to each other *length wise*, about how many pieces of paper do we need to reach *six feet?* Use fractions if necessary. [Hint: Use the number of inches in 6 feet that you just found]



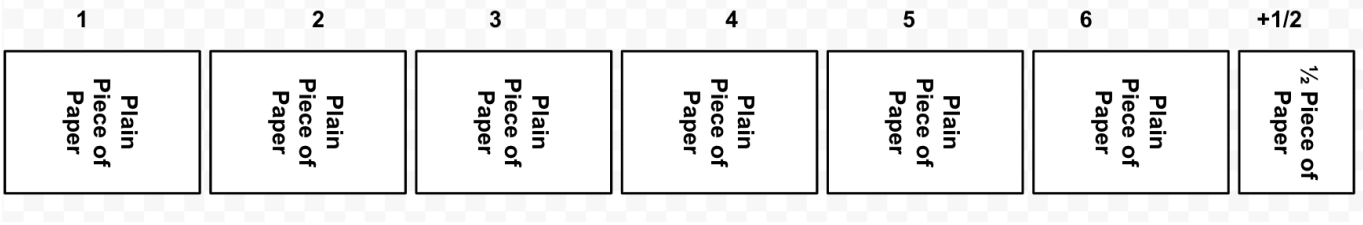


Write down: We need approximately____ pieces of paper to reach six feet.

[All grades proceed from here, K-6]

Six feet in length is about 6 pieces of paper lengthwise plus one half of a piece of paper (folded hamburger style).

Lay down six and a half pieces of paper on the floor, putting the shorter ends of the pieces of paper next to each other like below.
Then, number your papers 1, 2, 3, 4, 5, 6, and ½.



After you have laid down your papers, experiment with measurement!!

If you walk heel to toe (one foot directly in front of the other) next to your papers, how many of *your foot lengths* is six feet? (all your papers together)
Write: _____ of my foot lengths is six feet.

Finally, answer these questions referring back to your six-foot-long household item.
What household item did you say was about six feet? _____
How many of your foot lengths is that item? _____ foot lengths.