

**Today's Lesson: To use cubes as nonstandard units to measure and compare the lengths and heights of different objects.**

**CCSS**

Measurement and Data, Grade 1 (Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end.) 1.MD.2

**Focus Lesson 1  
(I do)**

*"We have learned how to compare and measure different lengths of objects. We have also learned how to put different objects in order by their height. Today we are going to learn how to measure objects and order them by their length and their height."*

Begin the lesson by giving students the following scenario. *"Let's pretend that you and your friend each planted a flower. After a month, your flowers have grown. We want to compare the flowers and see which flower is taller. How can we compare and see which flower grew taller?"*

The teacher will give the students time to talk to an elbow buddy about how they would compare the flowers. The teacher will draw two flowers of different heights on the board. The teacher will think aloud and say, *"I would find a way to measure the flowers and see which grew the tallest. One way that I could measure the flowers would be by using cubes."*

Still thinking aloud, the teacher will say, *"If I measure the first flower with cubes, I can see that this flower is 5 cubes tall."* The teacher will then demonstrate how to measure from the bottom to the top with the cubes. *"Next, I will measure the other flower with cubes. This flower is 8 cubes tall."*

The teacher will think aloud and write on the white board (or chart paper), *"The first flower is 5 cubes. The second flower is 8 cubes. The second flower grew taller than the first."* The teacher will then use other 'math words' like longest and shortest to describe the two flowers.

**Round of Daily 3 Math**

**Focus Lesson 2  
(We do)**

The teacher will hand out a set of 10 cubes to each student. The teacher will also give each student 3 different strips of paper. Each set of strips has to be a different length. (For example, the teacher could have red, blue, and yellow strips of paper. All red strips should be the same, all blue, and all yellow.)

The teacher will say, *"Today we are going to practice measuring different pieces of paper. We are going to use cubes to compare each strip."* The teacher will then demonstrate this on the board with one of the strips of paper. *"Each one of you are going to measure one strip of paper from the bottom up."*

The teacher will demonstrate how to line up the bottom of the paper with the bottom of the cubes. *"You will keep adding cubes until you reach the top of the strip of paper. You are going to measure each strip of paper. Then you will line the papers up in order from shortest*



*to longest.*" When all students have finished, they should have their strips of paper in order in front of them. The teacher will then have students practice comparing the strips of paper with a neighbor or elbow buddy.

### Round of Daily 3 Math

#### Focus Lesson 3 (You do)

Give each child a paper that is blank. Ask them to draw a quick picture of three trees. Tell them each tree needs to be a different height. Explain to the students that they are going to do the following activity:

*"You are going to measure each of your trees with cubes. You will write under each picture how many cubes tall each tree is. Then you will write one sentence at the bottom comparing the trees. You need to use math words like taller or shorter."*

### Student Sharing

