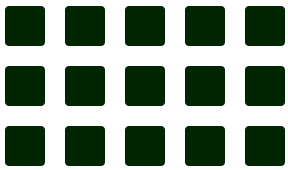
Measure a length by iterating a same-size unit · Measure with units

NAME	DATE

1 **Activity · Work with your teacher**

How many cubes long is the crayon?



Measure a length by iterating a same-size unit · Measure with units

1. Lays the cubes in a straight line along the crayon, from one end to the other, each one touching the next, with no gaps and no overlaps, then counts them and says the length as a number of cubes (“7 cubes long”, or “about 7” when the last one does not fit exactly). The adult checks the number by counting the cubes laid. Gaps, overlaps, a crooked line, or starting past the end of the crayon is Not yet.

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.

Teacher procedure · Question 1

1. Give the child a crayon and 15 cubes, all the same size. No cubes? Cut out the squares below and use them.
2. Say: “Use the cubes to find out. How many cubes long is the crayon?”
3. Watch how the child lays them out. Do not help or count along.

Record: The child said



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