

EAST ISLIP SCHOOL DISTRICT

A Story of Units Parent Handbook



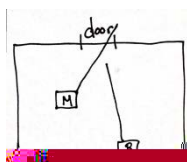
Grade 1 Module 3

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Ordering and Comparing Length Measurements as Numbers

OVERVIEW

The module opens in Topic A by extending students' kindergarten experiences with direct length comparison to indirect comparison whereby the length of one object is used to compare the lengths of two other objects (**1.MD.1**). "My string is longer than your book. Your book is longer than my pencil. That means my string is longer than my pencil!" In the topic's third lesson, students use the same transitivity, or indirect comparison, to compare short distances within the classroom in order to see what the shortest path to their classroom door is, which is helpful to know for lining up and emergencies. Students place one endpoint of a length of string at their desks and see if it reaches the door. After using the same piece of string from two students' desks, they make statements such as, "Maya's path is shorter than the string. Bailey's path is longer than the string. That means Bailey's path to the door is longer than Maya's path."

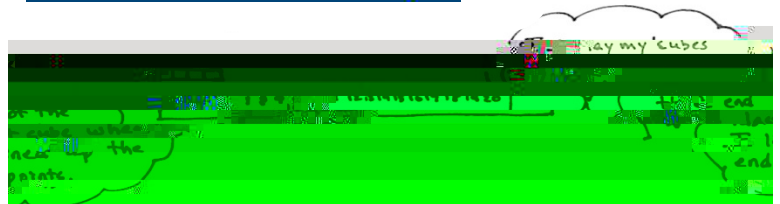
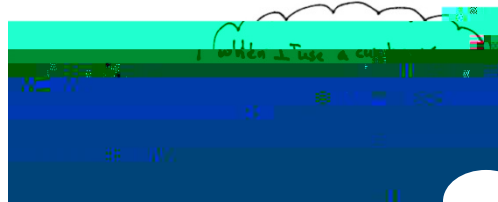
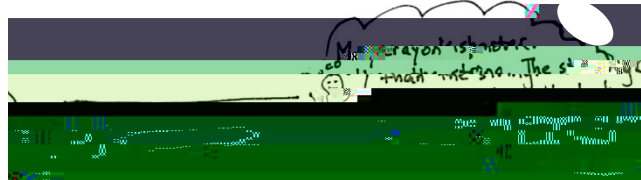


Topic B takes *longer than* and *shorter than* to a new level of precision by introducing the idea of a *length unit*. Centimeter cubes are laid alongside

the length of an object as students learn that the total number of cubes laid end to end with no gaps or overlaps represents the length of that object (**1.MD.2**).

The progressions document expresses the research indicating the importance of teaching standard units to Grade 1 students *before* non-standard units. Thus, Grade 1 students learn about the centimeter before exploring non-standard units of measurement in this module. Simply lining the cubes up to the ruler allows students to see that they are using units which relate to a tool used around the world. One of the primary ways we recognize standard units is because they are ubiquitous, used on rulers at grandma's house in the Bronx, in school, and in local shops. Students ask and answer the question, "Why would we use a standard unit to measure?" The topic closes with students measuring and comparing sets of three items using centimeter cubes. They return to the statements of Topic A but now with more sophisticated insights, for example, "The pencil measures 10 centimeters. The crayon measures 6 centimeters. The book measures 20 centimeters. These are ordered from shortest to longest: the crayon, the pencil, the book. The book is longer than the pencil, and the pencil is longer than the crayon, so the book is longer than the crayon" (**1.MD.1**).

Topic C explores the usefulness of measuring with similar units. Students measure the same objects



from Topic B using two different non-