

TRACY SOLA: They are going to get a bin of cubes that are not connected, Unifix Cubes that are not connected, and there is a large assortment of items on a table that are all labeled with, uh, a name. For, so example, a can of beans would just say can, and, um, a spoon would just say spoon. And, so, what I'm asking them to do, in partners, is to choose an item and to measure it using cubes. So, up to now, they've been measuring with a train of cubes, stacking them together to see how long something is. And, so, I will, uh, but the -- so I will ask them to do that. And, as they measure items, they will go and add them to the appropriate chart for, uh, if their item is five cubes high, they will go add it to the chart that says five cubes long. And, um, we'll see what happens. I think it might be interesting because, depending on how accurate they are, um, I think items might end up on more than one chart. And, um, I also hope to discuss with them what will happen if it measures into the middle of the cube. Do we count that cube? Or don't we count that cube? How do we deal with some leftover, or not quite enough. And I'm interested to see what kind of ideas they have for that.

TRACY SOLA: We are going to use the objects on the table now, and let me tell you what we're going to do. You must have noticed that I put up some posters.

STUDENT: Yes.

TRACY SOLA: What does that one say?

STUDENTS: Five cubes long.

TRACY SOLA: Right, and so you know what all the rest of them say.

STUDENT: Six cubes long.

TRACY SOLA: Right. So, here's what we're going to do. If you, you and your partner. There will, remember there will be one team of three. Wait, do we have everybody?

STUDENTS: Yeah.

TRACY SOLA: Four, five, six. Yes, okay, we'll get a tub of cubes. They're just, they're not connected right now, and you will get a marker for your team. Okay? And you will walk over to the table, and you will choose one item from it. Let's just say I take this one, and then you will walk to your table with your partner, and I want the two of you to work together using your cubes to measure how long this object is. Okay, so, let's see, Arianna, do you think you could help me for a second? You could be my partner? Okay, why don't you come over here. Why don't you and I measure, why don't you take some cubes and we will measure how long this is. Go ahead. Show us how it's done.

Think that's about right?

STUDENT: Mm-hmm. [affirmative]

TRACY SOLA: How many cubes are on it?

STUDENT: One, two, three, four, five.

TRACY SOLA: So this cup is five cubes long. Correct?

STUDENTS: Yes.

TRACY SOLA: Now, you will notice that on each object, I labeled what it is. Can you read that?

STUDENTS: Black cup.

TRACY SOLA: So, now that, since we're partners, we know that the black cup is five cubes long. So, you can, if you want to take your cubes with you so you remember, bring the cup and bring the cubes, and the other partner brings the marker, and let's go to the poster that matches the length of the cup. Okay?

There we go, excuse us, friend. Okay, so then, here we are. Why don't you stand over here by me. Here we are at the, the poster that says five cubes long. You may take the marker and you can write the name of the object right there. Okay?

Okay. There. And now that you've done that, you, you bring both things, you will -- oh, excuse me. You will bring your object back to table, replace it, and get ...

STUDENT: And then you get a new one.

TRACY SOLA: And then get something else, a new object, anything you want, and you go back to your station, and you do that again. And you keep doing that for as long a time as you have. We'll do about 10 minutes. So, you can measure as many things as you want in those 10 minutes.

Okay, are there ... Thank you for being my partner, my demonstration partner. Are there any questions about what we're doing right now?

STUDENTS: No.

STUDENT: Me.

TRACY SOLA: Yes, Santiago? You have a question? That's okay. You have a question, Monica, yes.

STUDENT: Can I -- can I ask you at the end?

TRACY SOLA: Mm-hmm. Oh, well would we like to switch partners?

STUDENTS: No.

TRACY SOLA: I'm okay with whoever you want for your partner. So long as nobody's left out. So long as nobody gets left out, I'm okay with, is ... How about Jade and Kylie, were you partners before? Can you be partners again?

STUDENT: Yeah.

TRACY SOLA: Great, thanks.

STUDENT: I want to be partners with him.

TRACY SOLA: Well, I think it's all working out just like it did before, isn't it? That's perfect. Okay, well, why don't you get started? Let's put ...