

TRACY SOLA: After we do those activities, we are going to bring in, uh, the problem of the month measuring mammals, and that activity has a picture of three giraffes that are small, medium, and large. And I am going to ask them to measure the giraffes, but this time I'm only going to give them one cube to do so. I'm not going to give them multiple cubes to make it easy and make a train. I am just going to give them one cube and see what happens, and if they can use iterative measurement to measure the height of that giraffe and, um, I'll be interested to see how they keep track and if ... We'll give them pencils and see if they use pencil markings.

How will they know, um, uh, you know, the idea of -- if the idea of gaps comes up earlier, how will they use that here in the iterative measurement piece. And then after they do that, I will give them more, uh, cubes and allow them to make trains to check their result to see if they got the same, and if they didn't to think about why that's happened. So they can think about really, um, what measurement means.

TRACY SOLA: Let's think about what we've done so far today. So far today we ... what was the first thing we did?

STUDENT: Ooh, I know.

TRACY SOLA: What was the first thing we did?

STUDENT: I measured.

TRACY SOLA: Santiago, what was the first thing we did?

STUDENT: I know. I know.

TRACY SOLA: Kylie.

STUDENT: We did this thingy.

TRACY SOLA: We walked on the tape to see how many footsteps? We walked on the tape to see how many footsteps it took to get to the end.

STUDENT: I know what is the next thing.

TRACY SOLA: And what was the next thing?

STUDENT: We, we measured.

TRACY SOLA: What did we measure?

STUDENT: We ... Stuff on the table over there.

TRACY SOLA: And there was two things we did in between that. What did we do, Monica?

STUDENT: First we -- not, no. First we traced our foot.

TRACY SOLA: First we traced our foot. And then there was one more thing in between. We got?

STUDENT: Um, um, we, we put the shoes biggest to smallest.

TRACY SOLA: We did that. And then do you remember the cube trains?

STUDENTS: Yes. Oh.

TRACY SOLA: And went and found things that were as big as that? Then we measured some objects. Now, last thing we're going to do today is we are going to do some measuring on this piece of paper. Now these words up here are quite small.

STUDENT: Who is taller?

TRACY SOLA: Who is taller?

So that's a new word that we haven't used yet today. It might not be a new word to you but it's a new word that we haven't used today for measuring. So can I please have Jaycee and Bryan come up to the front here. And let's see and how about, um, hm ... can we have you, Jaira, come up? Okay. So who's the tallest?

STUDENTS: Jaira.

TRACY SOLA: Who's the shortest?

STUDENTS: Jaycee.

TRACY SOLA: Um, who--

STUDENTS: Medium?

TRACY SOLA: Well, who's medium?

STUDENTS: Bryan.

TRACY SOLA: Bryan. Okay. Jaira, sit down for one minute. Now of the two people up there who's taller?

STUDENTS: Bryan.

TRACY SOLA: So he might not be the tallest person in the room, but when those two are together he's the tallest, right?

STUDENTS: Yes.

TRACY SOLA: Okay. So why doesn't everybody sit down, all our volunteers sit down. Thank you. You can go back to your seats. So our job today is to figure out who's taller. I'm going to introduce you ... First of all, what kind of animal is that?

STUDENTS: Giraffe.

TRACY SOLA: A giraffe. Okay. This giraffe's name is George.

STUDENTS: [laugh] George.

TRACY SOLA: George. This giraffe's name is Jeff.

STUDENTS: Jeff.

TRACY SOLA: And this giraffe's name is Jerry.

STUDENTS: Jerry.

TRACY SOLA: Yeah.

STUDENTS: That's my friend's name.

TRACY SOLA: What?

STUDENT: That's my friend's name. Jerry.

TRACY SOLA: Oh, great. Okay. So your job is to figure out who is taller. Now, it's not okay just to say who you think is taller, because you looked at it and that's what you think. If we are being very, very careful mathematicians we need to check to make sure that we know. How can we check to make sure? Yes?

STUDENT: So if you go like this and then you try to keep it together, and you keep it like that and then you know.

TRACY SOLA: Oh, huh. Okay, so we could use our hands. Keep it together. Okay. What else, Salvador, could we do?

STUDENT: You can use your hand?

TRACY SOLA: You can use your hand. What else, Monica?

STUDENT: You can use pencil to do, do a number line and can measure them how many size, I mean how -- how long it is.

TRACY SOLA: You could use your pencil and make a number line? Okay. So we have lots of tools. I've heard lots of good ideas. So you can use any of those tools, and I'm going to give you one more tool. The one more tool I'm giving you is one block. One cube. So far today, we have used many cubes and we've put them all together. And that was a pretty easy way to measure, wasn't it?

STUDENTS: Yes.

TRACY SOLA: But this time I'm only giving you one cube. You don't have to use it, but if you want to use it you can, or you can use anything else you have at your table to measure. You may not combine cubes with other people. You can only use one cube or something else you have. And so can somebody tell me, repeat to me what is your job when you get to your table? What is your job when you get to your table? Raise your hand. First of all, raise your hand if you know what your job is. If you know what your job is when you get to your table, raise your hand. Okay. Um, Jaycee, what is your job when you get to your table?

STUDENT: You, you um, get started.

TRACY SOLA: You get started, and what are we trying to find out?

STUDENT: What's the longest.

TRACY SOLA: The longest? Which -- which giraffe is the tallest -- the longest? The tallest.

STUDENT: I think maybe I know.

TRACY SOLA: Well, keep that idea right here and go check. Because I want proof.

STUDENT: I said maybe.

TRACY SOLA: You said maybe? Good. You have to check first. Okay, so we're going to go to our tables. We are going to check to see which giraffe is the -- the tallest. And we have to prove, prove it with numbers. Let's prove it with some numbers. Okay? Does everybody feel like they know what to do? Is there -- anybody have a question before we get started?

STUDENT: Do we write our names?

TRACY SOLA: Yes. Please do write your names.

STUDENT: Or -- or you don't know who it is.

TRACY SOLA: Exactly.