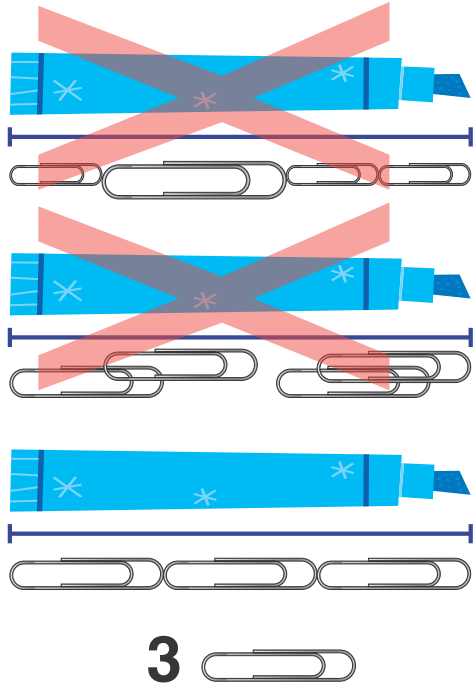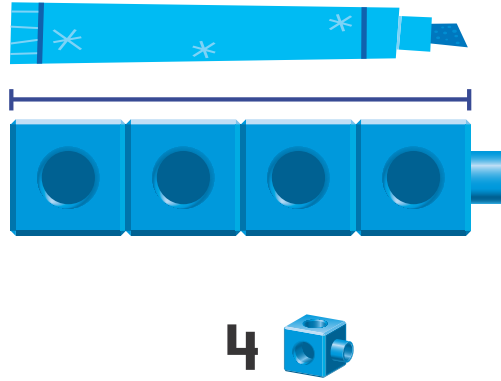Use objects, or length units, that are all exactly the same size. Do not leave gaps or overlap.
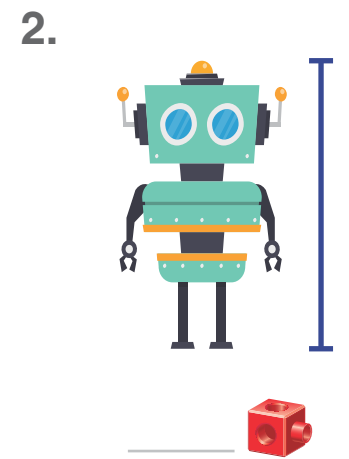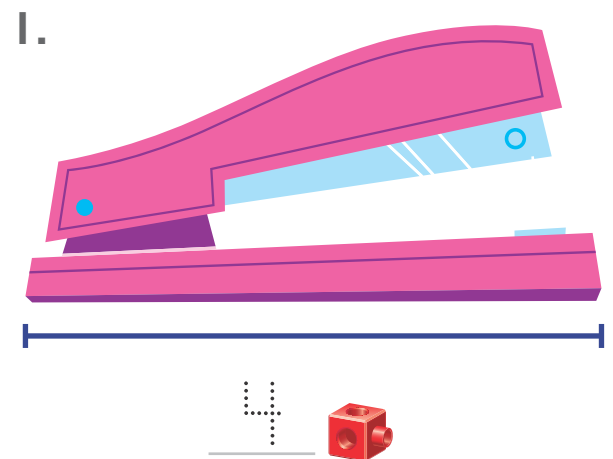
3 🖇

You can use a different object to **measure**, such as cubes that are all the same size.

4 ◻

Convince Me!

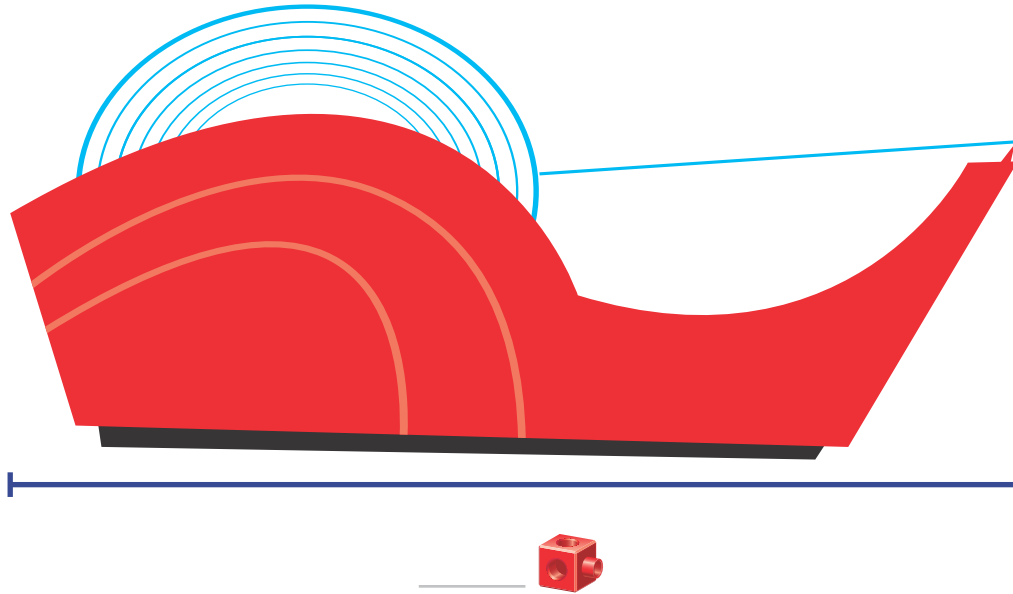Why do you have to line up the edge of the cubes with the edge of the marker?

⭐ **Guided Practice** Use cubes to measure the length.

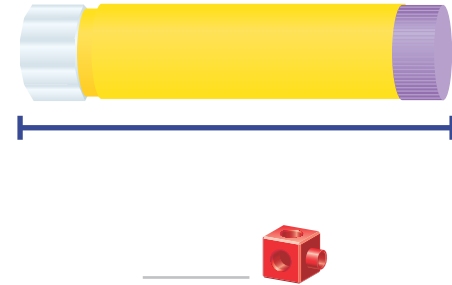**1.**

4 ◻

2.

___ ◻

Tools   Assessment

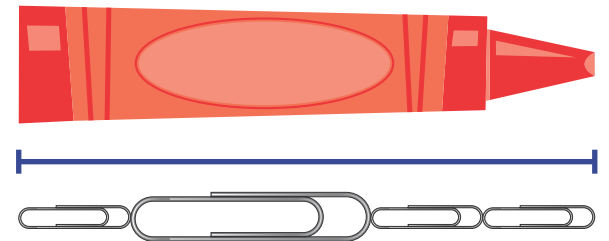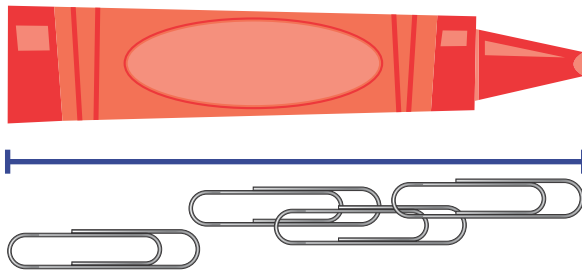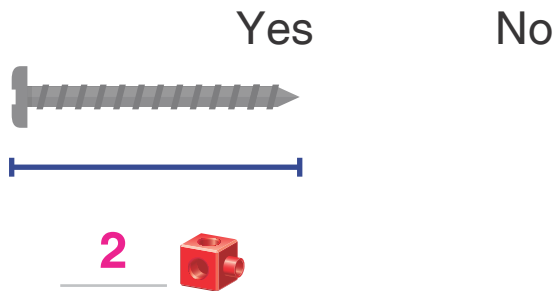**Independent Practice**   Use cubes to measure the length.

3.

_____

4.

_____

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5. Draw a circle around the correct way to measure. Then tell how long the crayon is.

_____
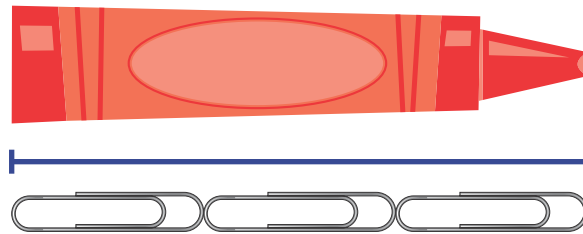
6. A piece of wood is 3 cubes thick. A screw that goes into the wood needs to be shorter than 3 cubes. Measure the length of the screw. Is the screw shorter than 3 cubes?

Circle **Yes** or **No**.

Yes   No

__2__

7. Draw a train that is longer than 3 cubes but shorter than 6 cubes. Then use cubes to measure.

My train is about _____ long.

8. Higher Order Thinking Kate and Tim are both using paper clips to measure the same feather. Kate says the feather is 4 paper clips long. Tim says the feather is 6 paper clips long. Explain how they could both be correct.

9. ☑ **Assessment Practice** Which is **NOT** the correct length of the marker shown? Choose three that apply.

20   10   5   1

☐   ☐   ☐   ☐

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