Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Measuring Our Growth

This activity is based on The Math Learning Center's Tech-Enhanced Activities (TEAs), adapted from the Bridges in Mathematics Second Edition PK–5 math curriculum. This activity is designed to support Bridges Grade 1, Unit 8, Module 4, Session 1, Session 2, Session 3, and Session 4 (login required). For standards alignment, refer to the Bridges sessions.

Overview

The work supports students' practice with using nonstandard units to measure, and comparing measurements.		
	Students will:	**Assets**
Part 1	Meet Baby Sam, use Unifix cubes to calculate various measurements, and compare Sam's length at birth to his current length.	Baby Lengths
Part 2	Meet a first grade student and compare his measurements to those of Baby Sam from Part 1.	Comparing Measurements
Part 3	Use nonstandard units to measure their length and compare their length to a newborn baby to measure their growth over time.	How Much Have You Grown?

Content notes:

1. This TEA is aligned with Sessions 1–4. A video of a baby and a first grader are provided as a digital alternative to live measurements in the classroom. The TEA presents the content in a different order than the sessions of Module 4 to give students experience with measuring and comparing before they complete their own measurements at home.
2. Part 1 includes elements of Session 1 and Session 3, in which students are shown the amount of cubes aligned to measurements of the baby in the video. Students determine the lengths of the baby in the video.
3. Part 2 aligns to Session 4, using videos of a first grader to compare measurement to those of a baby. Part 3 aligns with Session 2, in which students are invited to measure their height and compare that to an average baby's length at birth.

Part 1: Baby Lengths [Seesaw]

Students meet Baby Sam, use Unifix cubes to calculate various measurements, and compare Sam's length at birth to his current length.

1. This activity will provide students a context for the module and provide practice in measuring with nonstandard units.

If delivering asynchronously	**If delivering synchronously**
• Students self-pace through the activity. • Students watch each video, record and compare measurements, and submit their work.	• Start a Zoom or Google Meet session. • Open the activity and share your screen. Students do not yet need to open their copy. • Facilitate a discussion about how students have changed since they were babies. Discuss things that students can do now that they could not as babies, as well as how they have changed physically. • Play each video for students and invite them to engage in a brief discussion about what they notice and wonder. • With class input, determine the various measurements of Baby Sam, using the pages with Unifix cubes. Invite students to share how they counted the cubes. Encourage the strategy of grouping and counting the cubes by 10s. • Have students open their copy of the activity. • Preview the last page and invite students to compare Sam's measurements and share their thinking.

Part 2: Comparing Measurements [Seesaw]

Students meet a first grade student and compare his measurements to those of Baby Sam from Part 1.

1. Choose your delivery method:

If delivering asynchronously	**If delivering synchronously**
• Students self-pace through the activity. • Students study each page, practice counting length by 10s, 5s, and 1s, and compare measurements to find the difference.	• Start a Zoom or Google Meet session. • Open the activity and share your screen. Students do not need their own copy. • Play each video for students and invite them to engage in a brief discussion about what they notice and wonder. • With class input, determine the various measurements of Hayden, using the pages with Unifix cubes. Invite students to share how they counted the cubes. Encourage the strategy of grouping and counting the cubes by 10s. • On the "Let's compare Sam and Hayden" pages, invite students to solve the problems independently on paper and then lead a class discussion about how students solved the comparison problems. • On the page comparing head sizes, you might note with students that a baby's head grows most from birth to the age of 2 and then slows down. Baby head sizes are similar to that of a first grader because their head grows so much during those first two years. • On the final page, invite students to have a discussion, using the two questions on the page to focus the conversation.

Part 3: How Much Have You Grown? [Seesaw]

Students use nonstandard units to measure their length and compare their length to a newborn baby to measure their growth over time.

1. Choose your delivery method:

If delivering asynchronously	**If delivering synchronously**
● Students self-pace through the activity, with visual and audio support. ● They study each page and follow the directions to measure their own length using string and nonstandard units.	● Start a Zoom or Google Meet session. ● Open the activity and share your screen. Students do not need their own copy yet. ● On the "Comparing lengths" page, note that some students might not know their length at birth or have a way to access this information. Encourage students to use the length of 20 inches, unless they know (and would like to use) their own length at birth. ● Facilitate a class discussion about the objects students have at home that they can use to measure their length. The activity offers some suggestions (blocks, cubes, pennies, paper clips) but students may come up with their own ideas as well. ● Remind students to measure their length in a straight line with no gaps between their objects. ● Once students understand the procedure, have students open their copy of the activity and release them to measure their length and compare their results to that of a newborn length.