

Connecting Cubes



How Long Is It?

Overview: In this activity, students work with nonstandard units of measurement and determine the length of objects by placing multiple copies of the unit end to end.

Materials: Connecting Cubes, crayons, “How Long Is It?” Recording Sheet (see next page), items to measure

- Make a copy of the “How Long Is It?” Recording Sheet so all of your students can enjoy the activity.
- Put a crayon and a Connecting Cube on the table. Ask your students to think about how many Connecting Cubes they would need to snap together to equal the length of the crayon. Record your students’ estimates on the “How Long Is It?” Recording Sheet.
- Have your students put their Connecting Cubes together until the length of the cube train matches the length of the crayon. Have them write their answers down on the recording sheet.
- Have your students compare and contrast the estimates to the actual answer. Ask if their estimates were too long, too short, or exactly right.
- Repeat the activity using other objects around your classroom.

The Disappearing Train

Overview: In this activity, students roll a die to determine how many cubes to remove from a Connecting Cube train. They collect data about how many rolls of the die it would take to make their train disappear.

Materials: Connecting Cubes, 1 die, “The Disappearing Train” Recording Sheet (see page 10)

- Build and display a Connecting Cube Train with 10 cubes.
- Ask your students to take turns with you rolling the die. The number rolled is how many cubes to take off the train. If the number rolled is greater than the number of Connecting Cubes left, then roll again.
- Record each roll on “The Disappearing Train” Recording Sheet.
- Continue until the train has disappeared. Play again with a longer train.

Roll	Number Rolled	Number Sentence
1st	3	$10 - 3 = 7$
2nd	5	$7 - 5 = 2$
3rd	6	$2 - 6 = (\text{Impossible})$
4th	2	$2 - 2 = 0$

How Long Is It?

Object: _____

Estimate of length (in Connecting Cubes): _____

Actual length (in Connecting Cubes): _____

Our estimate was: too long

too short

just right

.....

Object: _____

Estimate of length (in Connecting Cubes): _____

Actual length (in Connecting Cubes): _____

Our estimate was: too long

too short

just right

.....

Object: _____

Estimate of length (in Connecting Cubes): _____

Actual length (in Connecting Cubes): _____

Our estimate was: too long

too short

just right

The Disappearing Train

Roll	Number Rolled	Number Sentence

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