Otter Estimate, Then Measure

Grade 1 | Measurement | Unit cubes | Color

Learner: _____ Date: _____

Use same-size cubes or square counters. First make a sensible estimate. Then line up units with no gaps or overlaps and record the actual length.

TRY IT

Complete all six prompts. You may write, point, explain aloud, or use a scribe.

1 **Crayon: estimate ____ cubes; actual ____**

_____

2 **Spoon: estimate ____ cubes; actual ____**

_____

3 **Book edge: estimate ____ cubes; actual ____**

_____

4 **Which item was longest? _____**

_____

5 **Closest estimate? _____**

_____

6 **Why must the cubes touch? _____**

_____



Grown-up check: Answers depend on the items and units used. The longest item has the greatest actual count. Cubes touch so every equal unit measures one continuous length.

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