

Math Moments that Matter

FIRST GRADE



Measurement with Length

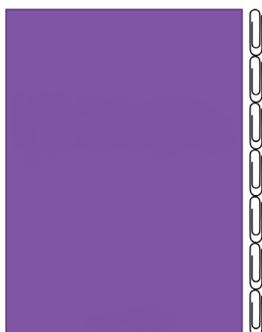
In 1st grade, students explore measurement by comparing how long things are. They learn to notice which objects are longer or shorter and use everyday items—like paper clips, cubes, or even their hands—to measure and compare. As they talk about what they see and try out different tools, students begin to understand that measuring means using equal-sized units and clear language to describe length.

Students use tools like cubes, paper clips, and everyday objects to explore how long things are. In the first image, students line up connecting cubes to measure the length of a shoe. In the second image, they use paper clips to measure the length of a notebook. When students measure in different ways, they begin to see that using equal-sized units helps them describe length. These simple hands-on activities help students talk about measurement and explain what they notice in clear, student-friendly ways.

EXAMPLE: *Measuring a shoe with connecting cubes*



EXAMPLE: *Measuring a notebook with paper clips*



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Problem Solving in Math

When students explore measurement, they use tools and simple comparisons to figure out how long things are. Measuring isn't just lining objects up—it's about noticing, talking, and showing what they see in clear ways. They learn to:

- Use math to solve real-life questions, like “Which one is longer?” or “How much farther does this reach?”
- Show what they notice using cubes, paper clips, number lines, or other everyday items
- Explain their thinking by describing how they measured
- Look at their results and use them to understand the problem
- Try different ways to measure and choose the one that makes the most sense

These experiences help students see that measurement is something they can understand and talk about—and that math helps them make sense of the world around them.

What You Might See in the Classroom

Students using everyday items like cubes, paper clips, or markers to measure and compare length.

Teachers asking:

- “Which one is longer?”
- “How do you know?”
- “Can you show me how you measured?”

Students lining objects up from shortest to longest.

Students learning to measure with equal-sized units.

Quick partner talks: Students using words like “longer,” “shorter,” and “same length.”

What You Can Do at Home

Compare items at home: “Which is longer—your pencil or your spoon?”

Ask: “How did you know this one is longer?” or “Can you show me how you measured it?”

Play: “Find three things and line them up from shortest to longest.”

Try it: “Let’s measure this book with markers. How many do we need?”

Talk it out: “How many paper clips long is your shoe? Is it longer or shorter than mine?”

Make it a Math Moment!

Math stories are everywhere. When students compare and measure objects, they’re making sense of real situations—using everyday language to talk about what’s longer, shorter, or the same length in ways that feel natural and meaningful.

