

# What's the measure?

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## Annotation

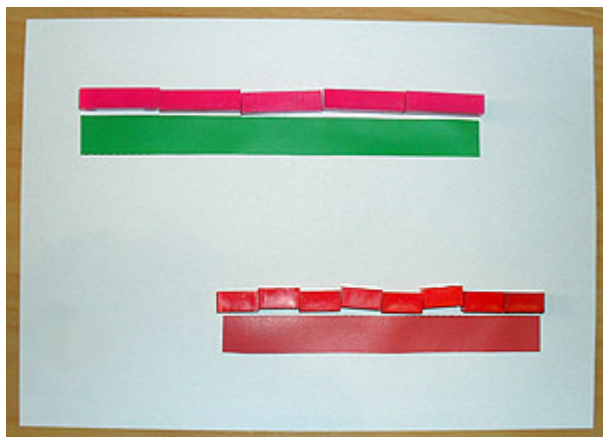
Ryan can repeatedly use a small measurement unit (Cuisenaire rods) to measure two strips of different colours and lengths. He knows to place each unit without gaps or overlaps until he has filled the length, however he incorrectly chooses different units to measure each coloured strip. When asked which is longer, he relies on a visual comparison and does not appear to understand the use of a non-standard measurement unit.

## Problem: What's the measure?

The teacher gives the student a card with two coloured strips glued on it. Then the teacher makes available to the student red and pink Cuisenaire rods to help him measure the lengths of the two strips and asks:

*Which strip is longer, the green or the red?*

## Student Response



Ryan: The green strip is longer.

Teacher: Tell me how you know this.

Ryan: Because it looks longer.

Teacher: How long is it?

Ryan: Five pink rods.

Teacher: How long is the red strip?

Ryan: Eight red rods.