



SCAFFOLDING TASK: How Long is Your Name?

Approximately 2 days Adapted from Name Trains by Vicki Bachman

STANDARDS FOR MATHEMATICAL CONTENT

MCC.1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

MCC.1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

Students should have had many practice opportunities in kindergarten to compare two objects and use describing words to identify which of the two objects is longer or shorter than the other. For this activity, they should apply that knowledge of how to compare two objects on a larger scale by comparing their name to a group and then to a larger set, their class.

ESSENTIAL QUESTIONS

- How can we measure the length of an object?
- How does using an object help us when measuring other objects?
- How can we tell which of two objects is longer than the other?
- How can we order a group of objects by their length?
- Why are the measurements of classmates different?

MATERIALS

- Linking cubes, enough for each letter of each student's first name
- Dot stickers, enough for each letter of each student's first name
- "How Long is My Name?" Recording Sheet

Georgia Department of Education
Common Core Georgia Performance Standards Framework
First Grade Mathematics • Unit 4

- *Chrysanthemum*, by Kevin Henkes (or a similar book about names)

GROUPING

Whole Group/ Small Groups

TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION

Part I

Begin the lesson by discussing with students the ways in which we measure objects each day in our own lives. Make a list together. After brainstorming objects that can be measured, read a book similar to *Chrysanthemum*, by Kevin Henkes. Ask students, “Have you ever thought of measuring a name? How might we measure our own names?” Allow for student responses and then show them how to create name chain using your name. Print the letters of your name on dot stickers and attach each sticker to a linking cube. Link all of the cubes together and show students that you have created a name chain. Have students think about whether or not their name will be longer, shorter, or the same length as yours. Have students record their thinking in their math journal and tell them that they will refer to their predictions later in the lesson.

Part II

Assign students to groups of three. Review and post the following directions:

1. With cubes, make a name chain that shows your name.
2. Compare your name chain with the members of your group. Decide whose name is shorter, longer, or the same length.
3. Complete the recording sheet.

As groups are working, circulate the room and ask questions of members of each group such as:

- *What is the length of your name?*
- *Are there any of you with same-length names?*
- *Do any of you have the same length of name as I do? Shorter or longer?*
- *How does your name compare with the names of the other members in the group?*

Part III

Once all groups have compared their names to the other students’ names within the group, have them return to a common area with their recording sheets. Make a table on the board that lists the possible number of letters in a name, starting from the fewest number of letters to the maximum number of letters in a student’s name in the class. For each category, have students raise their hand to indicate the number of letters in their name. See example below:

<u>3 letters</u>	<u>5 letters</u>	<u>6 letters</u>	<u>7 letters</u>	<u>11 letters</u>
Ava	Layla Nelly Caden Kayla	Lauren Preston Travis Radeta Olivia	Madison William Jillian	Christopher

Georgia Department of Education

Common Core Georgia Performance Standards Framework

First Grade Mathematics • Unit 4

Once all names have been listed within the chart, have students complete the second recording sheet. As students are working, ask questions such as:

- *Does anyone have a name that is as the same length as mine?*
- *Who has the longest name?*
- *Is it longer than mine? How much longer?*
- *Who has the shortest name in the class?*
- *What is the most common length in the class?*

As students finish the recording sheet, have students write a comparison sentence using the class data on the back of their recording sheet or in their math journal to be shared during the closing of the activity.

Part IV

Once all students have completed the second recording sheet, have them gather again in a common area for a class discussion of the data. Lead students to discuss the information they discovered about the names in the class through this task and allow them to share the comparison sentences they developed on the back of their sheet or in their math journal.

FORMATIVE ASSESSMENT QUESTIONS

- Who has the longest name?
- Who has the fewest number of letters in their name in the class?
- What is the length of your name?
- What is the most common length name in the class?

DIFFERENTIATION

Extension

- Have students compare the lengths of their first and last name.

Intervention

- For students who have difficulty with organization, have them cut out the letters of their name and glue to their recording sheet along with the names of their group members to compare.

Georgia Department of Education
Common Core Georgia Performance Standards Framework
First Grade Mathematics • Unit 4

Name: _____

Date: _____

How Long is My Name?

After making your name chain, write each letter of your name and your partner's names in each box.

Partner 1											
Partner 2											
Partner 3											

Order the names from fewest number of letters to greatest number of letters:

1. _____

2. _____

3. _____

Write a comparison sentence using one of the following phrases: longer than, shorter than, or equal to.

My name is _____.

There are _____ letters in my name.

Which student in the class has the longest name? _____

Which student in the class has the shortest name? _____

How many students have a name that is the same length as your name? _____