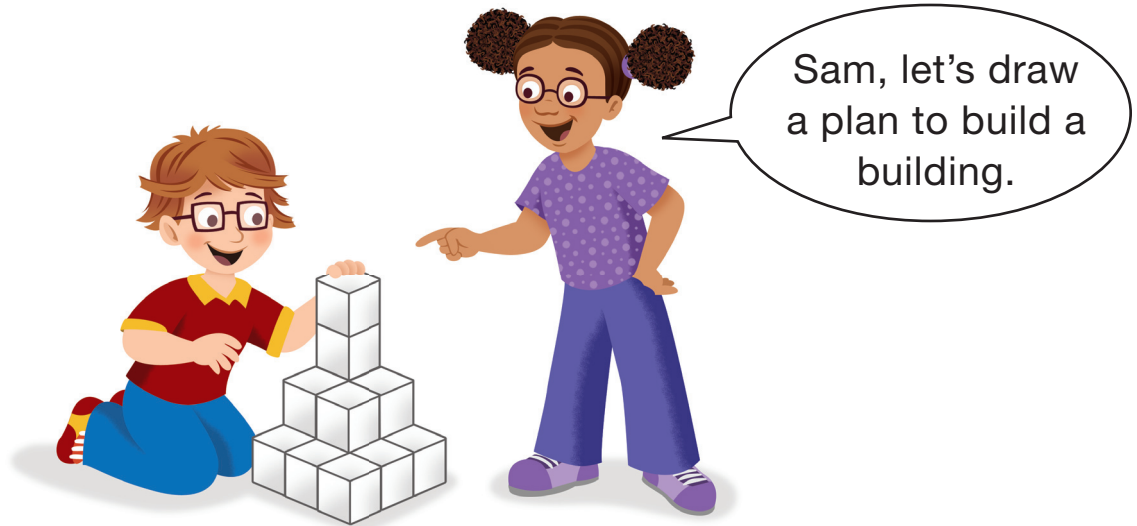


# Find Volume

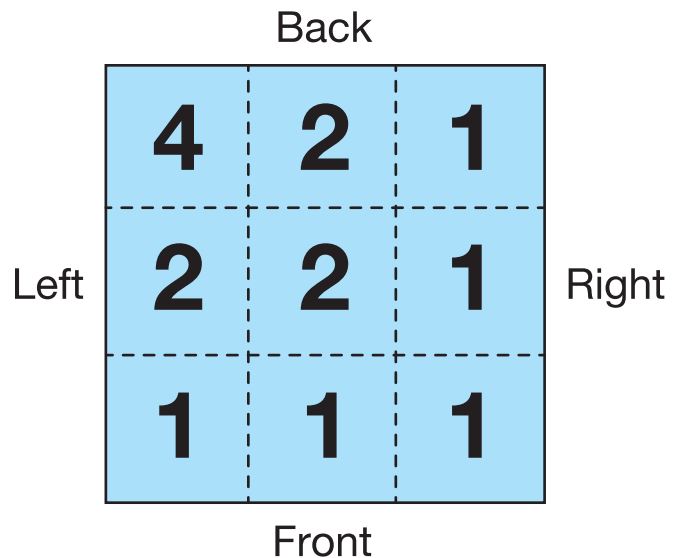
## Sara and Sam's Building Plan

1. Sara and Sam used cubes to make a building.



A. Make Sara and Sam's building.

B. Write two different number sentences that describe the volume in cubic units.




---



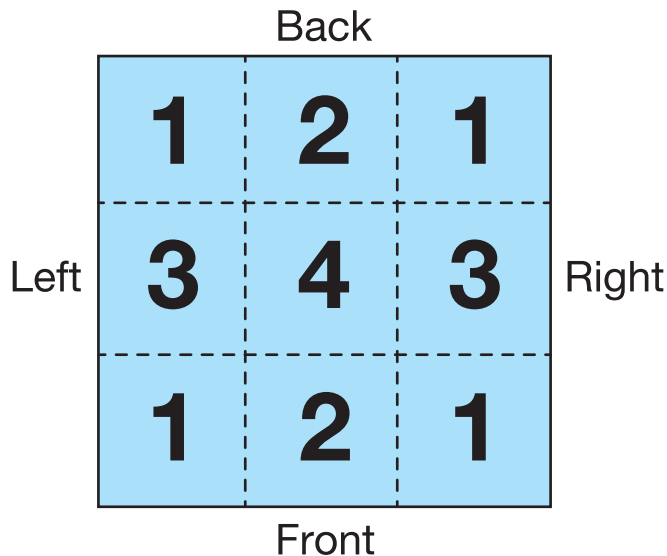
---

## Emily's Building Plan



### Check-In: Questions 2–3

2. A. Use the plan below to build a building that looks like the one Emily built.



- B. Ask your teacher to show you the building he or she made using Emily's plan. Does it look like yours?

---

- C. What is the volume of the building? Write a number sentence. Include units.

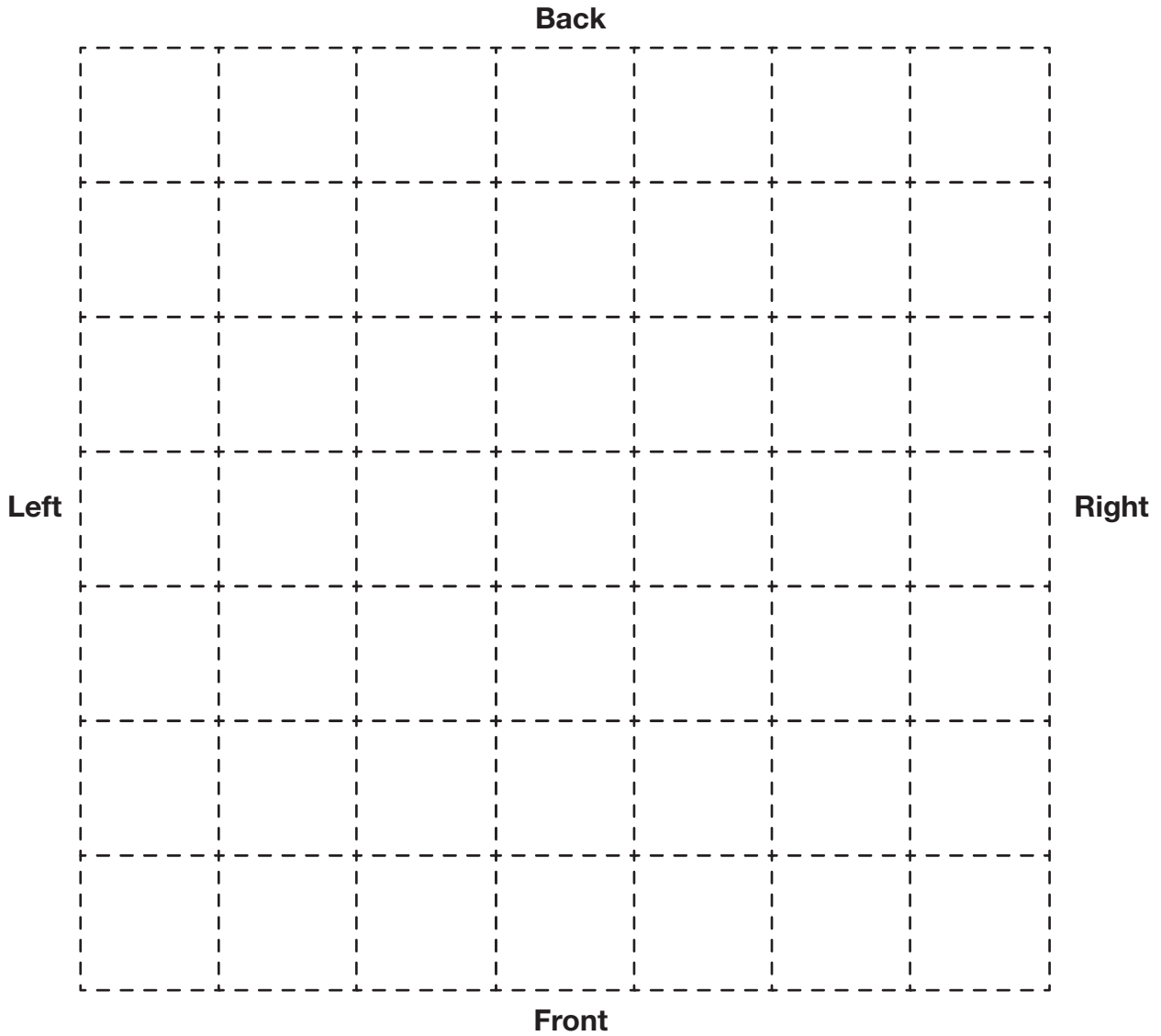
---

- D. Show or tell how you found the volume.

---

**3. A.** Build a different building with all the same cubes.

**B.** Draw a building plan of your building.



**C.** What is the volume of your building? Include units.

\_\_\_\_\_

**D.** Compare the volume of Emily's building to the volume of your building. What do you notice?

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Find Volume Check-In: Questions 2–3 Feedback Box</b>	Expectation	Check In	Comments
Apply the properties of addition to compose number sentences that represent the volume of a building. [Q# 2C, 3C]	E3		
Make connections between a building of cubes, the building plan, and number sentences. [Q# 2A–C, 3B–C]	E4		
Recognize that different shapes can have the same volume. [Q# 3D]	E6		
Count and add cubic units to find volume. [Q# 2C–D, 3C]	E8		

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
<b>MPE5. Show my work.</b> I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 2D]				
<b>MPE6. Use labels.</b> I use labels to show what numbers mean. [Q# 2C]				