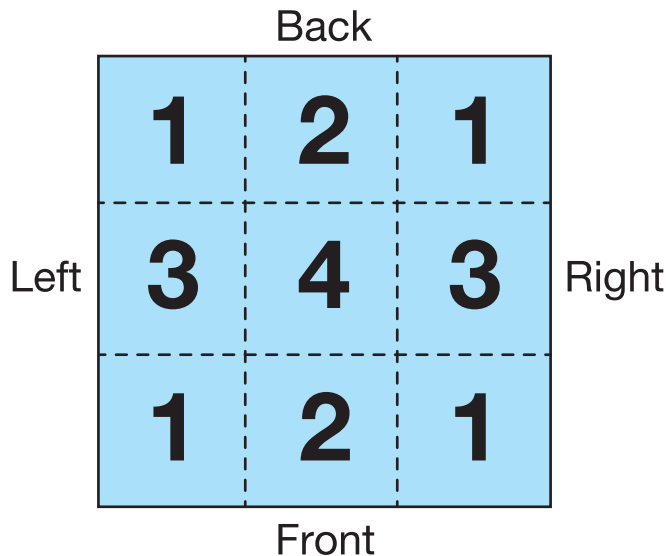


## Emily's Building Plan



### 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?

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

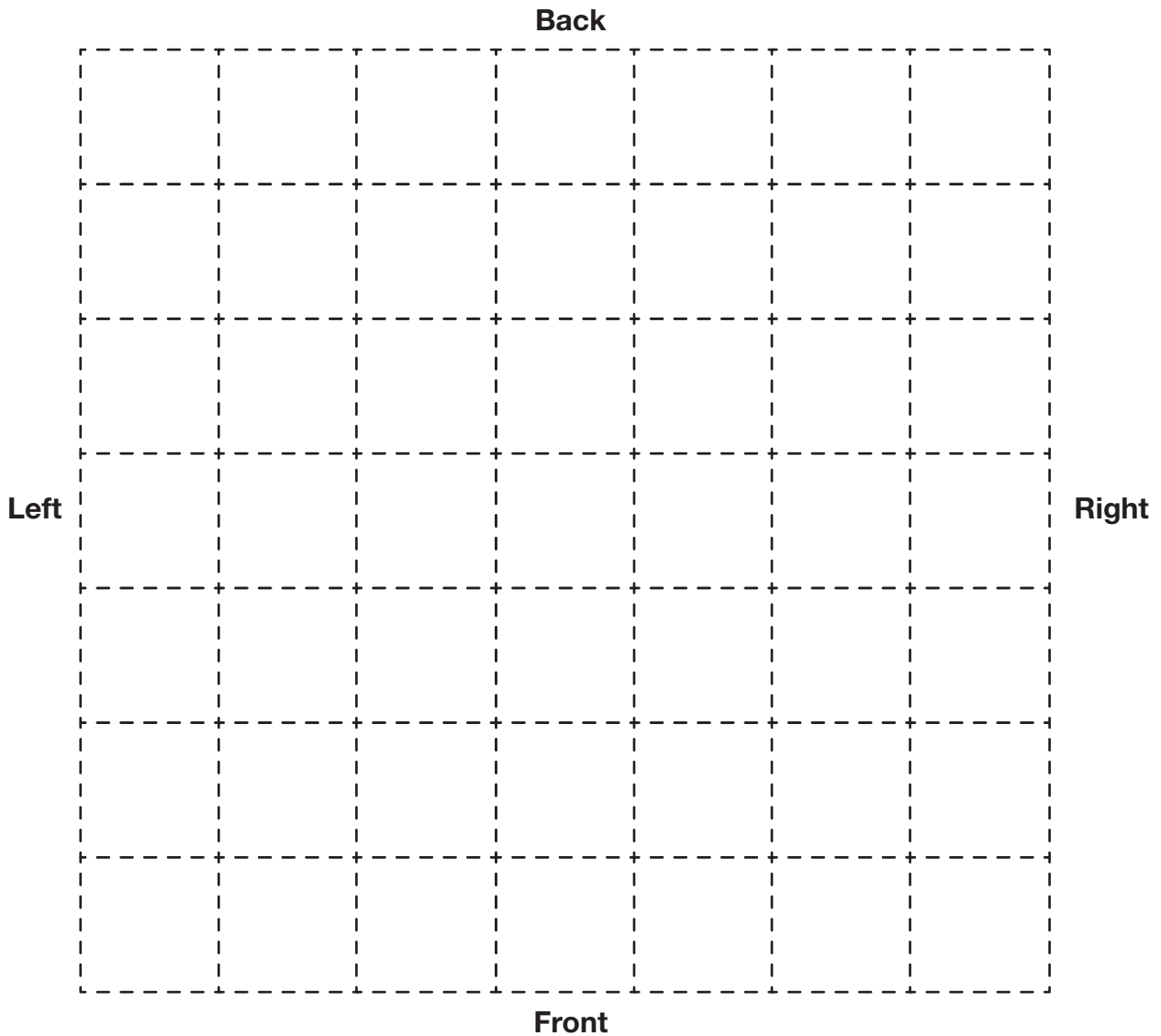
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- D. Show or tell how you found the volume.

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**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 \_\_\_\_\_

**Find Volume  
Check-In: Questions 2–3  
Feedback Box**

	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 . . .

	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]				