

Lesson 84

Objective

Students will measure a line segment to the nearest inch.

Preparation

For each student: an inch ruler. They will need to have these available for their daily work (*master on page M33*).

Lesson Plan

Distribute the Lesson Sheets. Explain that the abbreviation for inches is "in." and that the double quote " after a number also represents inches.

Punctuation rules vary (and are changing) on abbreviations for units of measure. Metric measurements never use periods after abbreviations of any unit. Most conventional U.S. units can be ended with a period, but if not done neatly, the period can appear to be a decimal point in a problem. Please instruct the students to use the style your school prefers.

A line segment has a specific length. Small vertical lines have been drawn to identify the end points. These end points are normally labeled with letters for reference. The example is referred to as line AB.

Do #1 - #3 together. Refer to each line by its letters.

Due to printing variations, sometimes the line that the students are measuring will not end exactly on the inch mark of their rulers. They should use the inch mark that is closest to the actual length.

Tell students that we can compare the length of lines by measuring them. Ask students which line appears longer, line EF or line GH? Point out that they have already measured both lines. Line EF is 4 in and line GH is 2 in.

How much longer is line EF than line GH? Explain that we can use subtraction to find the answer: $4 - 2 = 2$. So line EF is 2 inches longer than line GH. Compare the length of lines CD and EF. Now compare line LM with line RS.

Stretch 84

Runner, Fleet, Racer and Tide are 4 boats in a race. Tide finished the race before Fleet but behind Runner. Racer did not win, but it beat two others. Give the order in which the boats finished.

Answer: Runner, Racer, Tide, Fleet