

Lesson 85

Objective

Students will measure a line segment to the nearest centimeter.

Preparation

For each student: a centimeter 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 centimeters is "cm".

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.

Sometimes the line that the students are measuring will not end exactly the centimeter mark. They should use the centimeter mark that is closest to the actual length.

Refer to the example as line AB.

Do problems #1 - #7 together. Refer to each line by its letters.

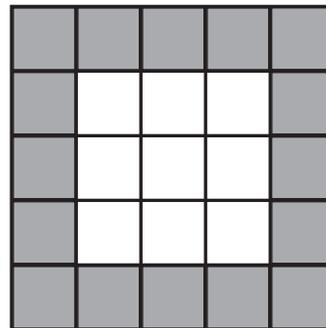
Remind students that we can compare the length of lines by measuring them. Ask students which line appears longer, line DF or line GH?

Point out that they have already measured both lines. Line DF is 9 cm and line GH is 13 cm. How much longer is line DF than line GH?

Explain that we can use subtraction to find the answer. We subtract the larger number from the smaller number to find the difference in length: $13 - 9 = 4$. So line DF is 4 inches longer than line GH. Compare the length of lines MN and RS. Now compare line TV with line WX.

Stretch 85

On the board, draw the figure shown below. How many of the grid squares share a side with a dark square on all four sides? Only three sides? Only two sides? Only one side? No sides?



Answer: 16 - all 4, 0 - only 3, 4 - only 2, 4 - only 1, 1 - no sides