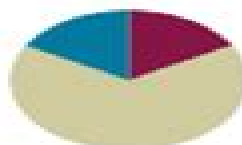


Lesson 5

Objective: Create ruler with 1-inch, $\frac{1}{2}$ -inch, and $\frac{1}{4}$ -inch intervals, and generate measurement data.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Concept Development	(40 minutes)
Student Debrief	(10 minutes)
Total Time	(60 minutes)



Fluency Practice (10 minutes)

- Group Counting 3.OA.1 (6 minutes)
- Factors of 12 3.MD.4 (4 minutes)

Group Counting (6 minutes)

Materials: (5) Personal white board

Note: This group counting activity reviews units of 6 and the relationship between multiplication and division.

T: Count by sixes to 60. (Write on the board as students count.)

S: 6, 12, 18, 24, 30, 36, 42, 48, 54, 60.

6	12	18	24	30	36	42	48	54	60
1 six	2 sixes	3 sixes	4 sixes	5 sixes	6 sixes	7 sixes	8 sixes	9 sixes	10 sixes
$6 \div 6$	$12 \div 6$	$18 \div 6$	$24 \div 6$	$30 \div 6$	$36 \div 6$	$42 \div 6$	$48 \div 6$	$54 \div 6$	$60 \div 6$

T: (Beneath 6, write 1 six. Point to the 12.) 12 is the same as how many sixes?

S: 2 sixes.

T: (Write 2 sixes beneath 12. Point to the 18.) 18 is the same as how many sixes?

S: 3 sixes.

T: (Write 3 sixes beneath 18. Point to 1 six.) Let's count units of 6. (Write as students count.)

S: 1 six, 2 sixes, 3 sixes, 4 sixes, 5 sixes, 6 sixes, 7 sixes, 8 sixes, 9 sixes, 10 sixes.

T: (Point to 60.) How many sixes are in 60?

S: 10 sixes.

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