

- T: When you estimate, ask yourself, “Is it more than halfway or less than halfway?” After measuring the straw you have, measure six of your classmates’ straws, and record their measurements in the chart on your Problem Set.

Note: Students should save their rulers. They are also used in Lessons 6–7.

Problem Set (10 minutes)

Students should do their personal best to complete the remainder of the Problem Set within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

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

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- Look at your data for Problem 1. Did you notice a pattern?
- Share your answer for Problem 1(c).
- Have students share their thinking for Problem 2(c). If time permits, have a few students measure an object larger than 6 inches with their paper ruler using the method they describe.
- Share your answer to Problem 3. What number sentence could you use to find the answer?



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Support English language learners as they write their responses on the Problem Set. Allow students to discuss their thoughts in their language of choice before writing. Provide sentence starters and a word bank. Sentence starters may include the following:

- One half inch is the same as _____.
- It’s best to use the quarter-inch ruler to measure because _____.

Possible words for the word bank may include the following:

exact estimate accurate
precise measure

Student work showing a completed Problem Set. The student has written their name, date, and answers to the problems. The table shows measurements for various objects using different rulers.

Object	Measured to the nearest 1 inch	Measured to the nearest $\frac{1}{2}$ inch	Measured to the nearest $\frac{1}{4}$ inch
Eraser	3	2 $\frac{1}{2}$	2 $\frac{3}{4}$
Cutlery	11	9 $\frac{1}{2}$	9 $\frac{1}{2}$
String	2	2	2
Pen	4	4 $\frac{1}{2}$	4 $\frac{1}{2}$
Pencil	3	2 $\frac{3}{4}$	2 $\frac{3}{4}$
Scissors	1	1	1
Protractor	6	5 $\frac{1}{2}$	5 $\frac{1}{2}$

Below the table, the student has written answers to questions 1, 2, and 3, including a number sentence for question 3: $2 \frac{3}{4} \times 2 = 5 \frac{1}{2}$.

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Karlyn E. Wood



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