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Unit 3, Lesson 10

# Measure with a Torn Tape

* Let’s measure without starting at 0.

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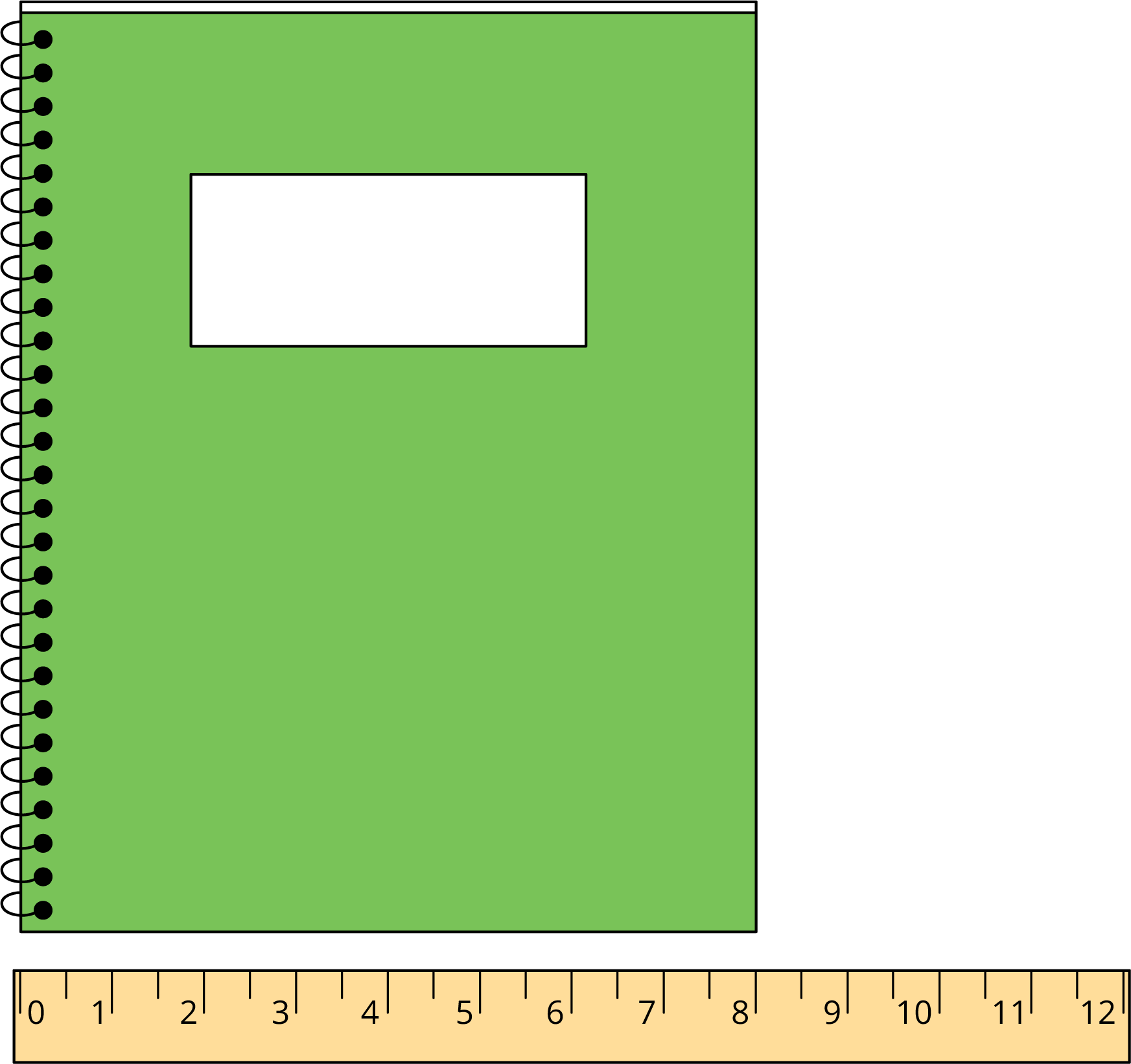
## Warm-upTrue or False: Constant Difference

Decide if each statement is true or false. Be prepared to explain your reasoning.

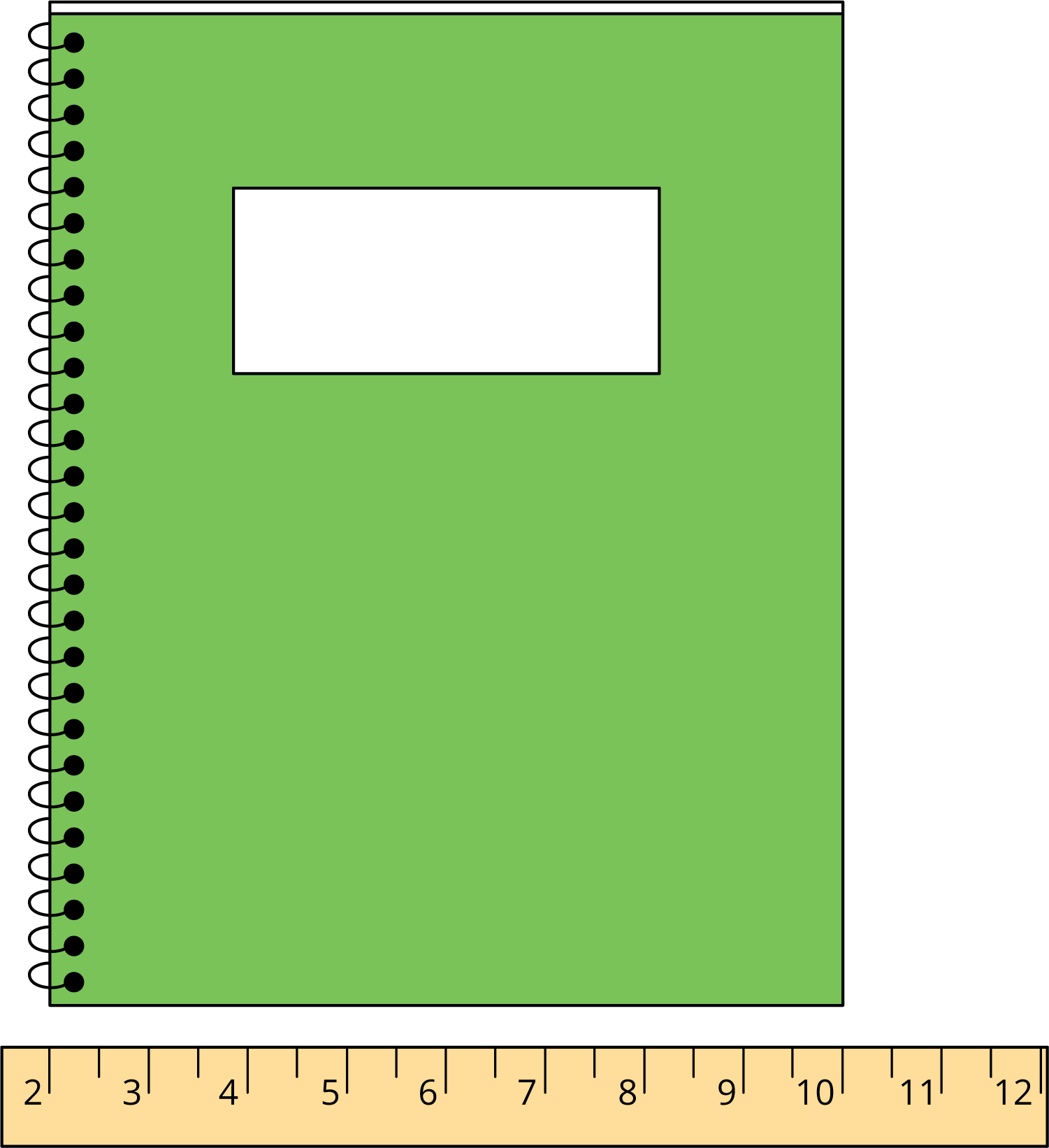
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## Activity 1The Notebook Problem

Jada and Han use an inch ruler. They measure the short side of the notebook.



Han says 8 inches.



Jada says 8 inches.

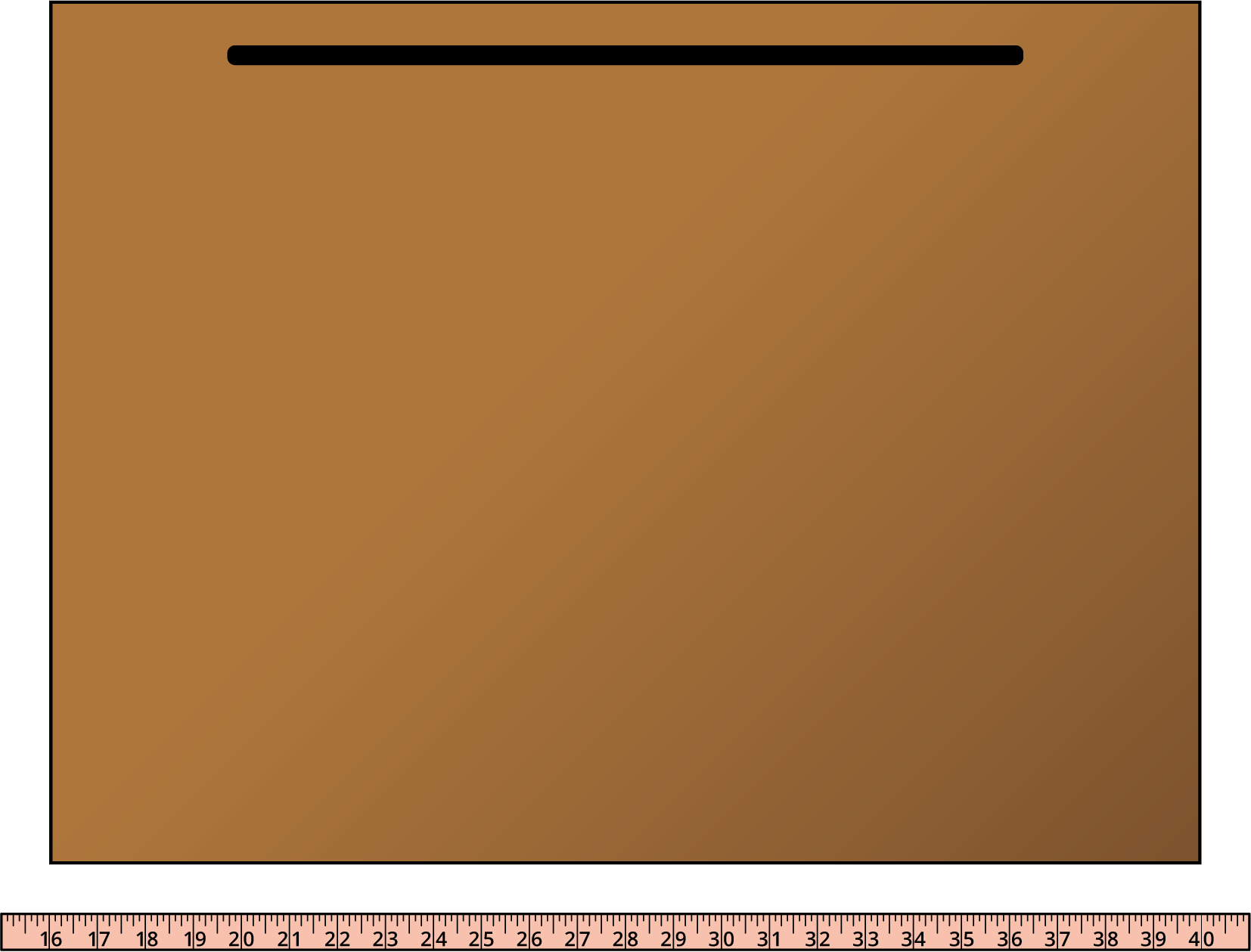
1. How did Han and Jada get the same measurement?
2. Write an equation that shows Jada’s thinking.
3. Measure an object using Jada’s method.
   * I measured a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.
   * I started with the number **\_\_\_\_\_\_\_\_\_\_\_\_**.
   * I ended with the number **\_\_\_\_\_\_\_\_\_\_\_\_**.
   * Equation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   * The length of my object is **\_\_\_\_\_\_\_\_\_\_\_\_**.
4. Compare measurements with a partner.

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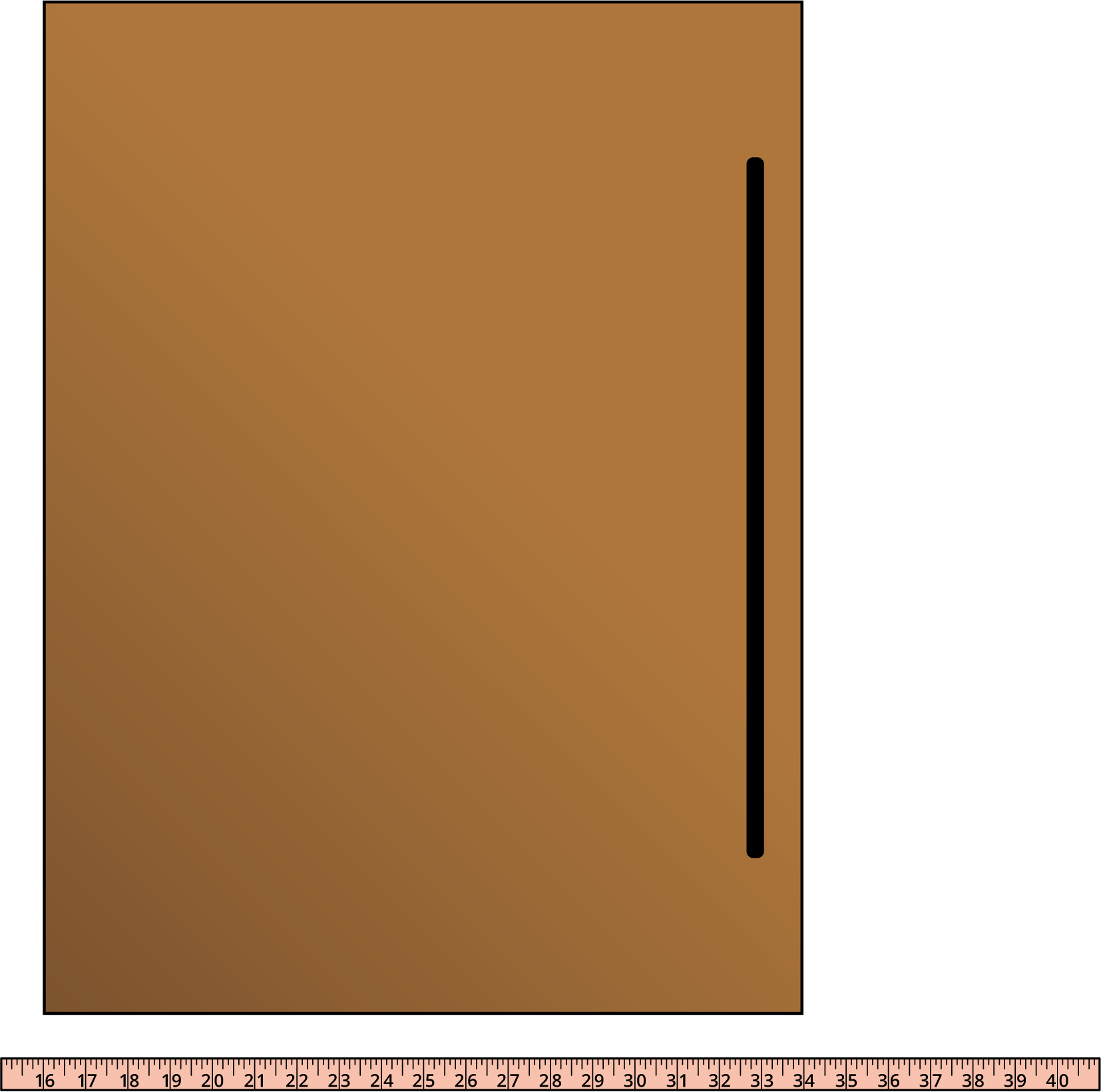
## Activity 2A Desktop to Measure

Lin measures her desktop in inches.

1. What is the length of the long side of the desktop? Show your thinking using drawings, numbers, or words.

* 
* Equation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The long side of the desktop is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. What is the length of the short side of the desktop? Show your thinking using drawings, numbers, or words.

* 
* Equation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* The short side of the desktop is \_\_\_\_\_\_\_\_\_\_\_\_.