## Unit 3 Lesson 10: Measure with a Torn Tape

### WU True or False: Constant Difference (Warm up)

#### Student Task Statement

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

* $10−0=12−2$
* $8−4=10−6$
* $12−4=10−3$
* $15−2=13−0$

### 1 The Notebook Problem

#### Student Task Statement

Jada and Han used an inch ruler to measure the short side of a notebook.



Han says 8 inches.



Jada says 8 inches.

1. How did Han and Jada get the same measurement?
2. Write an equation that could show 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. What do you notice about you and your partner’s measurements?

### 2 A Desktop to Measure

#### Student Task Statement

Lin is measuring 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 \_\_\_\_\_\_\_\_\_\_\_\_.



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