

Instruction: activity sheet 110

- ◆ Use masking tape to make a square on the whiteboard. Demonstrate using four equal lengths. Label the measurements.
- You have added and subtracted line lengths. Now you will use those skills with shapes.

I have a square on the whiteboard. I might mark off an area on a wall to hang a picture. To do that, I need to know how much tape to use.

The sides of the square on the whiteboard are each 10 inches long (or the measure of the square you have).

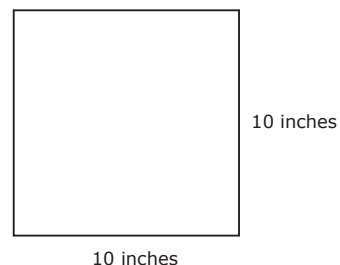
If I add the length of each side, $10 + 10 + 10 + 10$, what is the sum of the four sides? Yes, 40 inches.

If this were the area I needed for a picture, how much tape would I need to make the square? Yes, 40 inches.

Is that the same as, more than, or less than 1 yard? Put your thumb down if it is less, sideways if it is equal, and up if it is greater than the length of a yardstick.



Yes, 40 inches is greater than 1 yard. I need tape that is longer than a yardstick to create the shape.



Distribute activity sheet 110 to the students.

- Please look at the shapes at the top of the activity sheet. The shapes are made with tape. The measurements are shown on the sides of the shapes.

To find total feet of tape needed to make the shapes, what operation is used? Yes, addition. What are the addends for the square? For the triangle?

Please read the first question. On the line after *Explain*, write the number sentence to find the answer. Then write why you used that number sentence to find the amount of tape needed to create the shape. Write the total from the number sentence on the line to the right.

Read and complete the second question the same way. Share your work with your partner when you have finished it.



Read the third question. If you are to find how much more, what operation is used? Write the equation, solve, and explain.

Read the last question. You know the total amount of tape needed for the square and the triangle. Draw a number line to represent the 10 feet of tape we have. To show the tape used for the square, shade from 0 to 4. To show the tape used for the triangle, shade from 4 to 7. How much tape is left?

Write and solve the number sentence. Write the answer on the line to the right. The number line shows the explanation.

Name _____

How much tape will it take to make the □? _____

Explain. Explanations may vary. _____ 4 ft.

How much tape will it take to make the Δ? _____

Explain. Explanations may vary. _____ 3 ft.

How much more tape will it take to make the □ than the Δ? _____

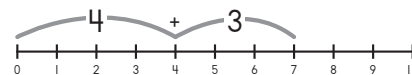
Explain. Explanations may vary. _____ 1 ft.

If you have 10 ft. of tape, how much will you have left if you make the □ and the Δ? _____

Explain. Explanations may vary. _____ 3 ft.

© 2017 TOUCHMATH SCORES Line Lengths

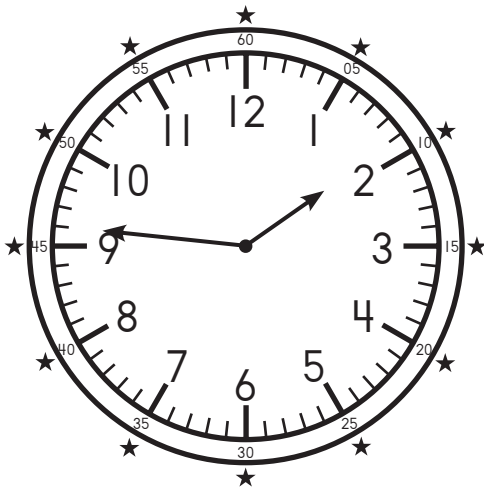
110



Independent Practice

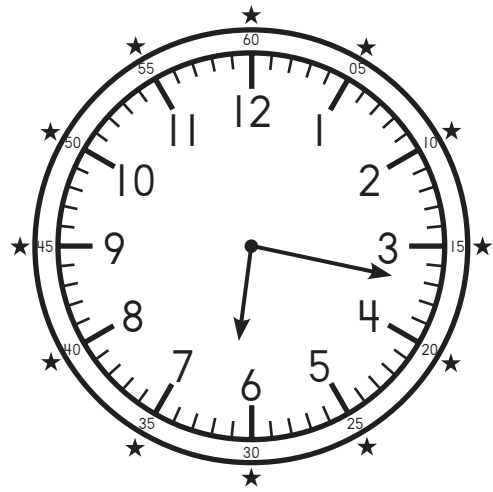
No independent practice is recommended.

Name _____



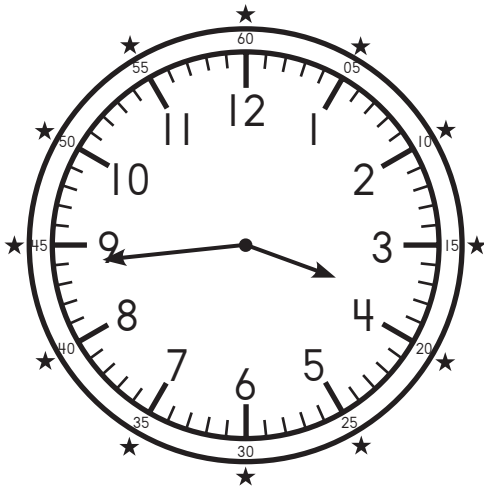
_____ : _____

- A 2:10 B 1:46
 C 1:54 D None of these



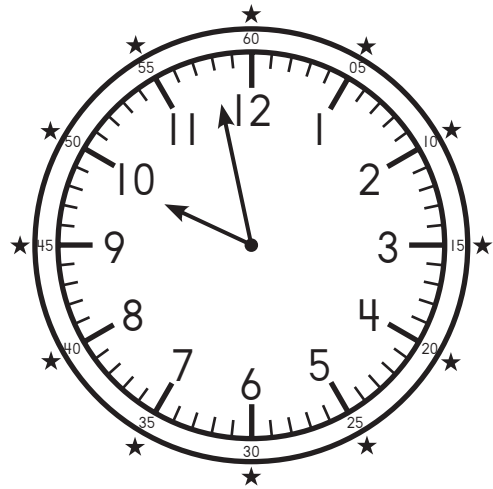
_____ : _____

- A 6:17 B 6:11
 C 6:47 D None of these



_____ : _____

- A 4:34 B 3:55
 C 3:44 D None of these



_____ : _____

- A 9:38 B 8:58
 C 9:58 D None of these

Name _____



Value: ¢ \$.



Value: ¢ \$.

83¢ \$0.83

_____ quarters _____ dimes _____ nickels _____ pennies

91¢ \$0.91

_____ quarters _____ dimes _____ nickels _____ pennies

57¢ \$0.57

_____ quarters _____ dimes _____ nickels _____ pennies

49¢ \$0.49

_____ quarters _____ dimes _____ nickels _____ pennies

Name _____

Name 2 objects you would probably measure with a ruler. _____ and _____

Name 2 objects you would probably measure with a measuring tape. _____ and _____

How many inches are on a ruler? A 6 in. B 12 in.

How many feet are on a yardstick? A 3 ft. B 6 ft.

Think about a wall in your classroom. What tool would you probably use to measure it? A Ruler B Tape measure
 C Yardstick

compare

tool

student chair teacher chair

backpack lunch box

bookcase chair

fork knife

guitar computer screen

Name _____

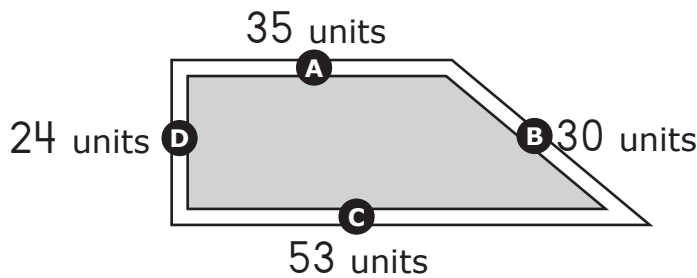
$A = 10$ units
 $B = 14$ units
 $C = 20$ units

The sum of **A** and **B** is _____ units.

- A 20 B 24 C 30

$B - A$ $C - B$

- A > B < C =



The sum of **B** and **C** is _____ units.

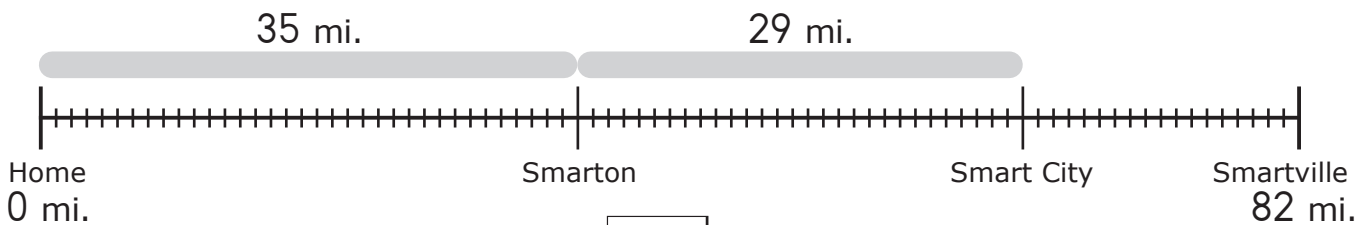
- A 83 B 54 C 65

The difference of **A** and **B** is _____ units.

- A 11 B 18 C 5

The Smart family took a trip to Smartville. It was 82 miles from their home. They stopped in Smarton for lunch. They stopped in Smart City to visit friends. How far is it from Smart City to Smartville?

Write and solve the equation.



_____ miles + _____ miles = miles

_____ miles - miles = _____ miles A 64 B 29 C 18

Show the second equation on the number line below.




Name _____

A shape that has three equal sides and three equal angles is _____.


- (A) an equilateral triangle
- (B) a square
- (C) a trapezoid

A shape that has four equal sides and two sets of equal angles is a _____.

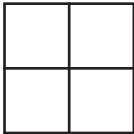
- (A) parallelogram
- (B) hexagon
- (C) rhombus

This  is called a _____.

- (A) hexagon
- (B) parallelogram
- (C) trapezoid

This  has _____ parts.

- (A) 2
- (B) 4
- (C) 8
- (D) 12

This  has _____ parts.

- (A) 2
- (B) 4
- (C) 8
- (D) 12

This  is a _____ shaded.

- (A) fourth
- (B) half
- (C) third
- (D) whole

This  is _____ shaded.

- (A) one half
- (B) one third
- (C) a whole
- (D) one fourth

Draw a right triangle.

Show $\frac{3}{4}$ of this shape.

