UNIT TWO: MEASUREMENT
YEAR ONE
UNIT TWO: MEASUREMENT

Table of Contents

Lesson 1: Basic Skills Math Diagnostic

Lesson 2: Standard Measurement

Lesson 3: Measuring with a Ruler

Lesson 4: Decimals

Lesson 5: Reading a Metric Ruler

Lesson 6: Measuring Assessment

Lesson 7: Measurement Estimation

Lesson 8: Adding and Subtracting Fractions

Lesson 9: Adding and Subtracting Fractions Test
Lesson #1: Basic Skills Math Diagnostic

Objectives

Students will be able to...

- Apply the four basic math skills in whole numbers, fractions, decimals, and percentages using real life situations.
- Identify the five major math disciplines used in the construction industry.

Common Core Standards

- Number Sense 1.2, 1.3, & 3.1
- Cabinet Making and Wood Products Pathway 1.4
- G-MG 1, 3
- RSIT 11-12.2
- WHSST 11-12.9
- Technical Knowledge and Skills 10.2
- CTE Pathway D2.1
- Demonstration and Application 11.1

Materials

- Math Skills Pre-Assessment
- History of Measurement Worksheet

Lesson Sequence

- Students will complete the *Math Skills Pre-assessment*. Emphasize this information will be used by the teacher to understand what each student knows now and what needs more practice. Remind students that math is heavily involved with construction.
- When students finish assessment pass out the *History of Measurement Worksheet*. 
### Assessment

Use results of Math Skills pre-assessment to better understand student’s current math skills. Supplemental material may need to be added depending on student’s current levels of math. Re-teaching math skills may need to follow this lesson depending on student’s skill levels.

### Accommodations/ Modifications

Multiplication Chart may need to be provided. Calculator may need to be provided.
Math Skills Pre-Assessment

Directions: Circle the correct answer.

1. Round 5856 to the nearest hundred.
   A. 58
   B. 586
   C. 5800
   D. 5900

2. 609
   x57
   A. 34,713
   B. 4,876,263
   C. 552,483
   D. None of these

3. 5173÷64 =
   A. 8 r20
   B. 808 r20
   C. 880
   D. 880 r20

4. Raul has a small business. On Monday his cash receipts were $348.16. On Tuesday he took in a total of $419.23 but paid bills totaling $689.00. Wednesday through Friday, his receipts totaled $1872.89. What was his net profit for the next week?
   A. $1183.89
   B. $1951.28
   C. $1959.28
   D. None of these

5. Sonia received the following scores on six tests: 78, 85, 82, 91, 76, 88. What was Sonia’s average score? (Round off to nearest whole number.)
   A. 80
   B. 82
   C. 83
   D. 89
6. Darrell worked for a construction supply company. He received a shipment of 8456 grommets, which needed to be repackaged into smaller packages of 48 grommets. How many packages was he able to fill using the new shipment?

A. 175  
B. 176  
C. 177  
D. None of these

7. Reduce 20/24 to the lowest terms.

A. 5/6  
B. 5/7  
C. 10/17  
D. None of these

8. 35/15 as a mixed number would be:

A. 2 1/3  
B. 2 1/5  
C. 2 5/3  
D. None of these
Math Skills Pre-Assessment Answer Key

1. D
2. A
3. B
4. B
5. C
6. B
7. A
8. A
Short History of Measurement

Directions: Working with a partner read the following statements concerning the history of our modern measurement terms. Clues to solving each statement are contained within each statement and the measurement vocabulary can be found in the Word Bank below.

1. This measurement of approximately 4 inches is still used to calculate how tall a horse is. It is the ____________________________.

2. Tired of relying on the length of the previous king’s girdles in determining the length of this unit of measurement, Henry the First decreed: “Henceforth, the ____________________________ shall be the distance from the tip of my nose to the tip of my thumb.”

3. The most common unit of measurement in the United States, the Romans referred to it as “one-twelfth of a foot.” It roughly equals the width of a person’s thumb, but since 1959, the ____________________________ has officially equaled 2.54 centimeters.

4. In 1812, Napoleon noted that the French people were still clinging to traditional units of measurement; even though the ____________________________ was officially adopted by the French government in 1795. This system of measurement originally derived its name from the Greek word “metron”, meaning “measure”. Today it is also known by the initials SI, or System International, and was legalized in the United States in 1866.

5. The ____________________________ is one of the earliest known units of measurement. It was the standard unit of measurement for thousands of years in many civilizations, though it has widely gone out of popular use today. Archeologists tell us that this unit of measurement was 18 inches long, or approximately the distance from a person’s elbow to the tip of their middle finger.

6. This unit of measurement is one of the few that is the same length in England as it is in America. Originally known as “a third of an Ell,” it was twelve thumbs in length to the ancient Romans. Today it is known as the ____________________________.

7. This plowman’s unit of measurement was historically determined by how much land a man with a yoke of oxen could plow in a day. Today the ____________________________ officially contains 43,560 square feet.

8. Though these units of measurement would get you nowhere in 99.9% of the world today, on the tiny island of Togo in the South Pacific the ____________________________ tin, and the ____________________________ tin are distinctive units of measurement that Dare still in use.
Lesson #2: Standard Measurement

Objectives

**Students will be able to...**

- Use standard units in determining given lengths using a tape measure.

Common Core Standards

- Number Sense 1.2, 1.3, & 3.1
- Cabinet Making and Wood Products Pathway 1.4
- G-MG 1, 3
- RSIT 11-12.2
- WHSST 11-12.9
- Technical Knowledge and Skills 10.2
- CTE Pathway D2.1
- Demonstration and Application 11.1

Materials

- Ruler/tape measure
- YouTube Video [https://www.youtube.com/watch?v=89NU3iefcAM](https://www.youtube.com/watch?v=89NU3iefcAM)
- Reading Fractions on a Ruler Worksheet
- Practice Worksheet-Identify Standard Measurements

Lesson Sequence

- Discuss the answers from History of Measurement Worksheet from yesterday. Point out the lack of standard for each measurement. (10 minutes)

- **Reading fractions on a Ruler Worksheet**—students will need to have a ruler or tape measure for this activity.

- Watch the YouTube video [https://www.youtube.com/watch?v=89NU3iefcAM](https://www.youtube.com/watch?v=89NU3iefcAM). This video will show students the fraction of a ruler/measuring tape. (9 minutes)

- Pass out worksheet **Reading Fractions on a Ruler Worksheet**. Do this worksheet together—model a few problems and then have students complete the rest on their own. Review all together. (10 minutes)
### Practice Worksheet - Identify Standard Measurements

- Have students complete *Practice Worksheet-Identify Standard Measurements* independently. (20 minutes)
- Collect worksheets before students leave class.

### Assessment

Review Practice Worksheet-Identify Standard Measurement to see if students are understanding the concept or if they need more practice.

### Accommodations/ Modifications

- Check student understanding.
- Check in with students 1 on 1.
- Provide Visuals as needed.
TIP #1: The best thing to do is to memorize the lines. There really aren't that many when you figure that you already know 1/4", 1/2" and 3/4".

TIP #2: When in doubt, just count the lines (don't count zero), put your answer over 16 and reduce if you can.

TIP #3: The biggest complaint I hear from employers is that their new workers can't read a tape. YOU CAN DO IT!!!
Identifying Standard Measurements

Directions: Write the measurement that corresponds with each indicator.

11/16"  1 5/8"
Lesson #3: Measuring with a Ruler

Objectives

Students will be able to...
- Use both standard units in determining given lengths using a ruler.

Common Core Standards

Number Sense 1.2, 1.3, & 3.1
Cabinet Making and Wood Products Pathway 1.4
G-MG 1, 3
RSIT 11-12.2
WHSST 11-12.9
Technical Knowledge and Skills 10.2
CTE Pathway D2.1
Demonstration and Application 11.1

Materials

Reading Fractions on a Ruler Tips
YouTube Video https://www.youtube.com/watch?v=88HC07E_ugk&feature=youtu.be
Reading a Tape Measure Worksheet
The Inch worksheet

Lesson Sequence

- Review yesterday’s practice worksheet-Identify Standard Measurements (10 minutes)
- Review Reading Fractions on a Ruler Tips. (5 minutes)
- Watch the YouTube video
  https://www.youtube.com/watch?v=88HC07E_ugk&feature=youtu.be (3 minutes)
- Complete The Measuring Standard Measurements worksheet by measuring the lines and recording the answers. Compare answers as a class and support students as needed. (10 minutes)
- Have students complete The Inch Worksheet independently. Collect before students leave class.
## Assessment

Use scores from the Inch worksheet to see if students are grasping the concept.

## Accommodations/ Modifications

- Visuals
- Check for understanding
- 1 on 1 support
Reading Fractions on a Ruler

**TIP #1:** The best thing to do is to memorize the lines. There really aren't that many when you figure that you already know 1/4", 1/2" and 3/4".

**TIP #2:** When in doubt, just count the lines (don’t count zero), put your answer over 16 and reduce if you can.

**TIP #3:** The biggest complaint we hear from employers is that their new workers can’t read a tape measure. You can do it!
Measuring Standard Measurements

Directions: Using the Standard side of your ruler, measure the following lines. Write each measurement in the space provided.

1) __________

2) __________

3) __________

4) __________

5) __________

6) __________

7) __________

8) __________

9) __________
The Inch Worksheet

Directions: Measure the following lines using your ruler. Record the length above the line.

1. [Blank line]

2. [Blank line]

3. [Blank line]

4. [Blank line]

5. [Blank line]
# Lesson #4: Decimals

## Objectives

**Students will be able to...**
- Understand the importance of decimals in construction and how it is linked to the metric system by using meters, centimeters, and millimeters.

## Common Core Standards

- Number Sense 1.2, 1.3, & 3.1
- Cabinet Making and Wood Products Pathway 1.4

## Materials

- Decimals Notes and Practice
- Conversion Chart
- Decimals Exit Ticket

## Lesson Sequence

- Review the *Decimal notes and practice* with the class. There are practice problems within the notes to work out together and practice as a class. (35 minutes)
- Pass out the *Conversion chart* and review with students. (5 minutes)
- *Decimals Exit Ticket*: (10 minutes)

## Assessment

Review scores on the decimal exit ticket. Use this data as a tool to see which students are grasping the concept and which students may still need support.

## Accommodations/ Modifications

- Calculator
- One on one support
- Peer support
Decimal Notes and Practice

What is a decimal?
The decimal notation is the writing of numbers in a base-10 numerical system. A decimal is a fractional part of a whole number.

There are two types of decimal numbers:

1. Proper decimals contain no whole numbers. The number .375 is an example of a proper decimal.

2. Mixed decimals contain both whole numbers and decimal numbers. 4.25 is an example of a mixed decimal.

Place Value
Decimals are expressed as follows:

<table>
<thead>
<tr>
<th></th>
<th>= Tenths</th>
<th>= Hundredths</th>
<th>= Thousandths</th>
<th>= Ten-thousandths</th>
<th>= Hundred-thousandths</th>
<th>= Millionths</th>
</tr>
</thead>
<tbody>
<tr>
<td>.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.01</td>
<td></td>
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<td></td>
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<tr>
<td>.001</td>
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<td>.00001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The monetary system of the United States is based on the decimal system:

<table>
<thead>
<tr>
<th>CURRENCY</th>
<th>VALUE</th>
<th>DECIMAL</th>
<th>FRACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollar</td>
<td>$1.00</td>
<td>1.00</td>
<td>100/100</td>
</tr>
<tr>
<td>Half-dollar</td>
<td>$.50</td>
<td>.50</td>
<td>50/100</td>
</tr>
<tr>
<td>Quarter</td>
<td>$.25</td>
<td>.25</td>
<td>25/100</td>
</tr>
<tr>
<td>Dime</td>
<td>$.10</td>
<td>.10</td>
<td>10/100</td>
</tr>
<tr>
<td>Nickel</td>
<td>$.05</td>
<td>.05</td>
<td>5/100</td>
</tr>
<tr>
<td>Penny</td>
<td>$.01</td>
<td>.01</td>
<td>1/100</td>
</tr>
</tbody>
</table>
**Reading Decimals**

Orally, decimals are described in different ways. The *correct* way to say a decimal is to read the number and add the correct “th” word to signify place value. Example: .75 is spoken as “75 hundredths”, but on the job you may hear it spoken as “point seven five” or “point seventy-five.”

Mixed decimals can be described the same way. Read the whole number. Then read “and” for the decimal point and then read the decimal, stating the place value. The *correct* way to read 3.14, for example, is to say 3 and 14-hundredths. But on the job you may hear it spoken as “three point one four” or “three point fourteen”.

Write out the following decimals *correctly*:

1. .65

2. .065

3. .0065

Write the correct way to say the mixed decimal 9.25 in the space provided below:

**Converting Decimals to Fractions**

Any decimal can be converted to a fraction.

Step 1: Write the decimal as a fraction by writing the number divided by the place value.

Examples: .25 = 25/100 \hspace{1cm} .07 = 7/100 \hspace{1cm} .7 = 7/10 \hspace{1cm} .125 = 125/1000

Step 2: Find a common factor, if any, for the numerator and denominator

**Convert the following proper decimals into fractions:**

1. .5 ________ 3. .625 ________
2. .25 ________ 4. .75 ________
Mixed decimals are converted the same way. The only difference is that you ignore the whole number and simply convert the decimal.

For example: $1.75 = 1\frac{75}{100}$. $\frac{75}{100} = \frac{3}{4}$. So, $1.75 = 1\frac{3}{4}$.

How did we get from 1.75 to $1\frac{3}{4}$?

Step 1: Ignoring the whole number, determine any common factors that the numerator and the denominator share.

The numbers 75 and 100 share 25 as a common factor.

Step 2: Divide the numerator and the denominator by 25.

Step 3: This leaves us with the fraction $\frac{3}{4}$. Since 3 and 4 have no common factors, they cannot be reduced any further. Therefore, $0.75 = \frac{3}{4}$.

Step 4: Add the whole number back to the fraction ($1\frac{3}{4}$) and you’re finished.

**Convert the following mixed decimals into mixed fractions:**

1. 1.5 _________
2. 32.375 _________
3. .125 _________

Just as any decimal can be converted to a fraction, any fraction can be converted into a decimal.

In order to convert a fraction to a decimal, all you have to do is divide the numerator by the denominator. The quotient will be in decimal form.

For example: $\frac{7}{8} = 0.875$ How did we get from $\frac{7}{8}$ to 0.875?

Step 1: Divide the numerator (7) by the denominator (8): $\frac{7}{8}$

Step 2: $\frac{7}{8} = 0.875$

**Convert the following proper fractions into decimals:**

1. $\frac{1}{2}$ _________
2. $\frac{3}{8}$ _________
3. $\frac{1}{16}$ _________
4. $\frac{8}{20}$ _________
Mixed fractions are converted the same way. Ignore the whole number and convert the fraction. For example: 3 ¾ = 3.75 How did we get from 3 ¾ to 3.75?

Step 1: Ignoring the whole number, divide the numerator (3) of the fraction by the denominator (4): ¾

Step 2: ¾ = .75

Step 3: Add the whole number back to the fraction (1.75) and you’re finished.

Convert the mixed fractions into mixed decimals:

1. 22 21/32
2. 4 9/16
3. 17 4/8

**It is important to note that in the construction industry, we typically round all decimals to the hundredths place. This means that the decimal .725 would round up to .73, and the decimal .724 would round to .72

A Final Note on Decimals

Decimals can also be categorized 3 ways.

1. Irrational Numbers: These are decimals that never stop, they just keep going on randomly forever. An example of this is 3.142857 . . . ∞ This is the type of decimal you get when you convert the fraction 3 1/7. (For calculator purposes, we say it is 3.14)

2. Repeating Decimal: A decimal that repeats itself over, and over, forever. An example of this is .0909090909090909 . . . ∞ This is the type of decimal you get when you convert the fraction 1/11.

3. Terminating Decimal: A decimal that eventually comes to an end. An example of this is .5 This is the type of decimal you get when you convert the fraction ½.

It is important to note that both the repeating and terminating decimals are rational numbers. What are rational numbers? Rational numbers are numbers that can be expressed as the quotient of two integers. What are integers? Integers are whole numbers that can have a positive (+) or negative (-) sign attached to them.
## Conversion Chart

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Decimal</th>
<th>Millimeters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/64</td>
<td>0.0156</td>
<td>0.396</td>
</tr>
<tr>
<td>1/32</td>
<td>0.0312</td>
<td>0.793</td>
</tr>
<tr>
<td>3/64</td>
<td>0.0468</td>
<td>1.190</td>
</tr>
<tr>
<td>1/16</td>
<td>0.0625</td>
<td>1.587</td>
</tr>
<tr>
<td>5/64</td>
<td>0.0781</td>
<td>1.984</td>
</tr>
<tr>
<td>3/32</td>
<td>0.0937</td>
<td>2.381</td>
</tr>
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<td>7/64</td>
<td>0.1093</td>
<td>2.778</td>
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<tr>
<td>1/8</td>
<td>0.125</td>
<td>3.175</td>
</tr>
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<td>0.1875</td>
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<td>0.3281</td>
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<td>0.3906</td>
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</tr>
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</tr>
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<td>½</td>
<td>0.500</td>
<td>12.700</td>
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<td>0.6093</td>
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<td>5/8</td>
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<td>15.875</td>
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<td>41/64</td>
<td>0.6406</td>
<td>16.271</td>
</tr>
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<td>21/32</td>
<td>0.6562</td>
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</tr>
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<td>0.6718</td>
<td>17.065</td>
</tr>
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<td>11/16</td>
<td>0.6875</td>
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<td>46/64</td>
<td>0.7031</td>
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</tr>
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<td>23/32</td>
<td>0.7187</td>
<td>18.256</td>
</tr>
<tr>
<td>47/64</td>
<td>0.7343</td>
<td>18.653</td>
</tr>
<tr>
<td>¾</td>
<td>0.750</td>
<td>19.050</td>
</tr>
<tr>
<td>49/64</td>
<td>0.7656</td>
<td>19.446</td>
</tr>
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<td>25/32</td>
<td>0.7812</td>
<td>19.843</td>
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<td>51/64</td>
<td>0.7968</td>
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<td>0.8125</td>
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<td>53/64</td>
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<td>27/32</td>
<td>0.8437</td>
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<tr>
<td>1</td>
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</table>
Decimals Exit Ticket

Convert the mixed fractions into mixed decimals:

1. \( \frac{5}{8} \) 
2. \( \frac{3}{16} \) 
3. \( \frac{6}{9} \)

Convert the following mixed decimals into mixed fractions:

1. \( 5.87 \) 
2. \( 68.93 \) 
3. \( 3.33 \)

Convert the following proper decimals into fractions:

1. \( .72 \) 
2. \( .675 \) 
3. \( .29 \) 
4. \( .97 \)
# Lesson #5: Reading a Metric Ruler

## Objectives

Students will be able to...

- Read a metric ruler in both millimeters and centimeters.

## Common Core Standards

- Number Sense 1.2, 1.3, & 3.1
- Cabinet Making and Wood Products Pathway 1.4
- G-MG 1, 3
- RSIT 11-12.2
- WHSST 11-12.9
- Technical Knowledge and Skills 10.2
- CTE Pathway D2.1
- Demonstration and Application 11.1

## Materials

- YouTube video [https://www.youtube.com/watch?v=GbOu0d18mSg](https://www.youtube.com/watch?v=GbOu0d18mSg)
- Rulers
- Identifying Metric Measurement-Centimeters worksheet
- Identifying Metric Measurement-Millimeters worksheet

## Lesson Sequence

- Watch the YouTube video [https://www.youtube.com/watch?v=GbOu0d18mSg](https://www.youtube.com/watch?v=GbOu0d18mSg) Answer any questions the students may have. (12 minutes)

- Pass out rulers and Identifying Metric Measurement-Centimeters worksheet. Complete the first couple of problems together and then assign the rest of the problems for students to complete independently. Correct all together after most students are done. (20 minutes).

- Pass out Identifying Metric Measurement-Millimeters worksheet. Complete the first couple of problems together and then assign the rest of the problems for students to complete independently. Correct all together after most students are done. (20 minutes).
### Assessment

Roam around the classroom while students are working independently. Ask students clarifying questions. Support students one on one as needed. Check for understanding by calling on random students when correcting worksheet as a class.

### Accommodations/ Modifications

- One on one support
- Peer support
Identifying Metric Measurements - Centimeters

Directions: Write the measurement, in centimeters, that corresponds with each indicator.

```
EXAMPLE
0.8 cm  3.1 cm  5.5 cm  8 cm  11.1 cm  13.8 cm

1.

2.

3.

4.
```
Identifying Metric Measurements—Millimeters

Directions: Write the measurement, in millimeters, that corresponds with each indicator.

EXAMPLE

1.

2.

3.

4.

5.
Lesson #6: Measuring Assessment

Objectives

Students will be able to...

- Show their understanding of reading a ruler and reading a metric ruler.

Common Core Standards

Number Sense 1.2, 1.3, & 3.1
Cabinet Making and Wood Products Pathway 1.4
G-MG 1, 3
RSIT 11-12.2
WHSST 11-12.9
Technical Knowledge and Skills 10.2
CTE Pathway D2.1
Demonstration and Application 11.1

Materials

Warm-up: Measuring Metric Practice
Reading a Ruler Assessment
Reading a Metric Ruler Assessment

Lesson Sequence

- Pass out the Warm-up: Measuring Metric Practice. Have students work on this and then review it together as a class. (15 minutes)
- Review any questions students may have on reading a ruler and reading a metric ruler. (5-10 minutes)
- Pass out Reading a Ruler Assessment. (10-15 minutes)
- As students finish assessment, collect and pass out Reading A Metric Ruler Assessment. (10-15 minutes)
## Assessment

During warm up - roam the room and check in with students who may have clarifying questions or need some assistance. Grade both assessments and assess which students have mastered the concept.

## Accommodations/ Modifications

- Check for understanding
- One on one assistance
- Visuals
Measuring Metric Practice

Directions: Using the Metric side of your ruler, measure the following lines in centimeters. Write each measurement in the space provided.

**EXAMPLE**

8.5 cm

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

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Reading a Ruler Test

Fill in the boxes with the correct fractional number.
Reading a Ruler Test: Answer Key

Fill in the boxes with the correct fractional number.

\[
\begin{array}{ccccccc}
\frac{1}{4} & \frac{5}{8} & 1\frac{1}{8} & 1\frac{3}{4} & 2\frac{7}{8} & 3\frac{5}{8} & 4\frac{7}{8} \\
\frac{1}{8} & \frac{1}{2} & 1 & 2\frac{3}{8} & 3\frac{1}{8} & 3\frac{3}{4} & 4\frac{1}{4} & 5 \\
\end{array}
\]
Reading a Metric Rule Test

Directions: Complete the test by placing the correct metric measurements in the spaces provided. Write your answers using the correct measurement abbreviation (mm or cm).
Directions: Complete the test by placing the correct metric measurements in the spaces provided. Write your answers using the correct measurement abbreviation (mm or cm).
Lesson #7: Measurement Estimation

Objectives

Students will be able to...

- Use estimation to determine measurement of objects.

Common Core Standards

Number Sense 1.2, 1.3, & 3.1
Cabinet Making and Wood Products Pathway 1.4
G-MG 1, 3
RSIT 11-12.2
WHSST 11-12.9
Technical Knowledge and Skills 10.2
CTE Pathway D2.1
Demonstration and Application 11.1

Materials

YouTube video https://www.youtube.com/watch?v=hbvQ-PjyoLY
Paper
Playing cards
Tape measures

Lesson Sequence

- Review tests from yesterday. Answer any questions students may have. (5-10 minutes)
- Ask students what it means to estimate something? Brainstorm together what they may be able to use to estimate the measurement of something. (5 minutes)
- Watch the YouTube video https://www.youtube.com/watch?v=hbvQ-PjyoLY (2 minutes)
- Discuss the video as a class. (5 minutes)
- Pass out a piece of paper and 10 playing cards to each student. Have them go around the room using these objects like displayed in the video to measure 2-3 items around the room. (10 minutes)
Come back together and discuss what they found. (5-10 minutes)
Now pass out tape measure and have students’ measure the exact same objects. Compare the two measurements. Discuss their findings. (10 minutes)

**Assessment**
Check for understanding during class discussions. Informal observations of students estimating measurements while roaming the room

**Accommodations/ Modifications**
One on one support
Peer support
List of possible objects for students to measure around the room
Lesson #8: Adding and Subtracting Fractions

Objectives

Students will be able to...

- Identify the LCD and borrow from whole numbers while adding and subtracting fractions.
- Add any two mixed numbers using only a tape measure.

Common Core Standards

Number Sense 1.2, 1.3, & 3.1
Cabinet Making and Wood Products Pathway 1.4
G-MG 1, 3
RSIT 11-12.2
WHSST 11-12.9
Technical Knowledge and Skills 10.2
CTE Pathway D2.1
Demonstration and Application 11.1

Materials

YouTube video [https://www.youtube.com/watch?v=t6Gz2zwmeD0](https://www.youtube.com/watch?v=t6Gz2zwmeD0)
YouTube video [https://www.youtube.com/watch?v=J8kjXfD4xas](https://www.youtube.com/watch?v=J8kjXfD4xas)
YouTube video [https://www.youtube.com/watch?v=lwqoJ.Aa23I.w](https://www.youtube.com/watch?v=lwqoJ.Aa23I.w)
Adding Standard Measurement worksheet
Adding and Subtracting mixed numbers worksheet

Lesson Sequence

- Watch the **How to Add and Subtract Fractions You tube video** (4 minutes) [https://www.youtube.com/watch?v=t6Gz2zwmeD0](https://www.youtube.com/watch?v=t6Gz2zwmeD0)
- Complete the **Adding Standard Measurement worksheet** together as a class. (20 minutes)
- Watch the **How to add or subtract mixed numbers you tube video** (3 minutes) [https://www.youtube.com/watch?v=J8kjXfD4xas](https://www.youtube.com/watch?v=J8kjXfD4xas)
- Watch the **Tape Measure math YouTube video** (4 minutes)
Complete the *Adding and subtracting mixed numbers worksheet* together. Answer any clarifying questions as needed. (20 minutes)

**Assessment**

Check for understanding throughout the lesson. Collect and grade the two worksheets.

**Accommodations/ Modifications**

- Multiplication Table
- One on One Support
- Peer Support
- Calculator
Adding Standard Measurements

Directions: Use the standard side of your ruler to measure the following lines. After you have listed each measurement in the space provided (on the bold line in front of the line you measure), add the three measurements together to find the sum. Your final answer must be completely reduced to be correct.

1. ___________  ___________
   ___________  ___________
   ___________  ___________
Total ______________ = ______________

2. ___________  ___________
   ___________  ___________
   ___________  ___________
Total ______________ = ______________

3. ___________  ___________
   ___________  ___________
   ___________  ___________
Total ______________ = ______________
4. ___________________  ___________________

____________________  ___________________

____________________  ___________________

Total_________________ = ___________________

5. ___________________  ___________________

____________________  ___________________

____________________  ___________________

____________________  ___________________

Total_________________ = ___________________
Adding Standard Measurements Answer Key

1. $6\frac{3}{4}$
2. $5\frac{3}{8}$
3. $6\frac{1}{2}$
4. $4\frac{5}{8}$
5. $5\frac{3}{8}$
Adding and Subtracting Mixed Numbers

Directions: Write the measurement of the corresponding number on the spaces provided below.

1. 6
6.

2. 7.

3. 8.

4. 9.

5. 10.

11. $6 \frac{3}{4} + 2 \frac{1}{4} =$
12. $6 \frac{1}{2} + 5 \frac{3}{4} =$

13. $21 \frac{1}{2} + 1 \frac{3}{4} =$
14. $17 \frac{5}{8} + 2 \frac{3}{4} =$

15. $5 \frac{13}{16} + 7 \frac{5}{16} =$
16. $6 \frac{3}{8} + 13 \frac{5}{16} =$

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Subtracting Mixed Numbers

17. \( 6 \frac{3}{4} - 2 \frac{1}{2} = \)

18. \( 6 \frac{1}{2} - 5 \frac{3}{16} = \)

19. \( 9 \frac{1}{8} - 1 \frac{3}{4} = \)

20. \( 12 \frac{5}{8} - 2 \frac{3}{4} = \)

21. \( 9 \frac{13}{16} - 7 \frac{5}{16} = \)

22. \( 7 \frac{1}{8} - 5 \frac{3}{4} = \)
Adding and Subtracting Mixed Numbers

1. \( \frac{3}{16} \)
2. \( \frac{3}{8} \)
3. \( \frac{3}{4} \)
4. \( \frac{15}{16} \)
5. \( 1 \frac{1}{4} \)
6. \( 1 \frac{1}{2} \)
7. \( 1 \frac{13}{16} \)
8. \( 2 \frac{1}{8} \)
9. \( 2 \frac{9}{16} \)
10. \( 2 \frac{3}{4} \)
11. \( 9 \)
12. \( 11 \frac{11}{16} \)
13. \( 23 \frac{1}{4} \)
14. \( 20 \frac{3}{8} \)
15. \( 13 \frac{1}{8} \)
16. \( 19 \frac{11}{16} \)
17. \( 4 \frac{1}{4} \)
18. \( 1 \frac{5}{16} \)
19. \( 7 \frac{3}{8} \)
20. \( 9 \frac{7}{8} \)
21. \( 2 \frac{1}{2} \)
22. \( 1 \frac{3}{8} \)
Lesson #9: Adding and Subtracting Fractions Test

Objectives

Students will be able to...

- Demonstrate their knowledge and understanding with adding and subtracting fractions.

Common Core Standards

Number Sense 1.2, 1.3, & 3.1
Cabinet Making and Wood Products Pathway 1.4
G-MG 1, 3
RSIT 11-12.2
WHSST 11-12.9
Technical Knowledge and Skills 10.2
CTE Pathway D2.1
Demonstration and Application 11.1

Materials

Adding and Subtracting Fractions Test

Lesson Sequence

- Review student questions regarding adding and subtracting fractions (5-10 minutes)
- Pass out *Adding and Subtracting Fractions Test* (40 minutes)

Assessment

Assess student understanding based on their test scores.

Accommodations/Modifications

Calculator
Multiplication Table
Adding and Subtracting Fractions Test

Directions: Write the measurement of the corresponding number on the spaces below.

Adding Fractions

11. \( \frac{5}{8} + \frac{7}{8} = \)
12. \( \frac{3}{4} + \frac{1}{4} = \)
13. \( \frac{3}{16} + \frac{5}{16} = \)
14. \( \frac{3}{4} + \frac{7}{8} = \)
15. \( \frac{13}{16} + \frac{7}{16} = \)
16. \( \frac{1}{2} + \frac{5}{16} = \)

Subtracting Fractions

17. \( \frac{3}{4} - \frac{1}{4} = \)
18. \( \frac{13}{16} - \frac{3}{4} = \)
19. \( \frac{15}{16} - \frac{7}{16} = \)
20. \( \frac{3}{4} - \frac{5}{8} = \)
21. \( \frac{7}{8} - \frac{3}{16} = \)
22. \( \frac{7}{16} - \frac{1}{4} = \)