

Name \_\_\_\_\_

## Measure with an Inch Ruler

**Essential Question** How do you use an inch ruler to measure lengths?



Measurement and Data—  
2.MD.A.1

**MATHEMATICAL PRACTICES**  
MP2, MP5, MP6

### Listen and Draw

Draw each worm to match the given length.

A large dashed-line rectangular area for drawing worms.

**Math Talk**

**MATHEMATICAL PRACTICES 2**

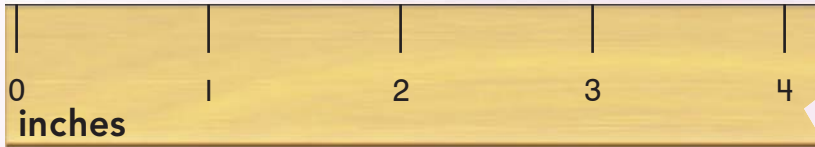


**FOR THE TEACHER** • Have children use the rulers that they made in Lesson 8.2 to draw a worm that is 1 inch long. Have children use the 1-inch-long worm as a guide to draw a worm that is 2 inches long and a worm that is 3 inches long, without using their rulers.

**Use Reasoning** Describe how you decided how long to draw the 2-inch and 3-inch worms.

## Model and Draw

What is the length of the string to the nearest inch?



2 inches

### Step 1

Line up the end of the string with the zero mark on the ruler.

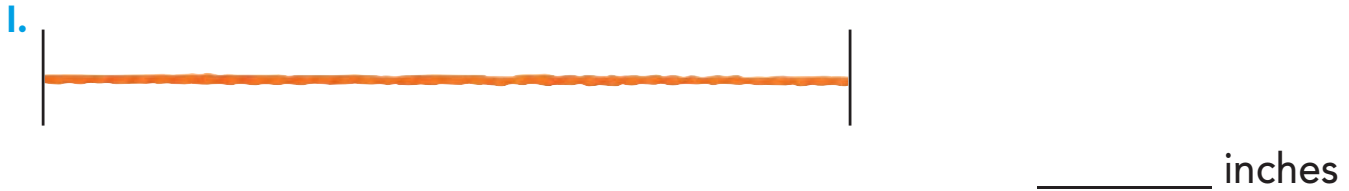
### Step 2

Find the inch mark that is closest to the other end of the string.

## Share and Show



Measure the length to the nearest inch.



Name \_\_\_\_\_

**On Your Own**

Measure the length to the nearest inch.

5.



\_\_\_\_\_ inches

6.



\_\_\_\_\_ inches

7.



\_\_\_\_\_ inches

8.



\_\_\_\_\_ inches

9.

**Go DEEPER**

Measure the lengths to the nearest inch. How much shorter is the ribbon than the yarn?



\_\_\_\_\_ inch shorter

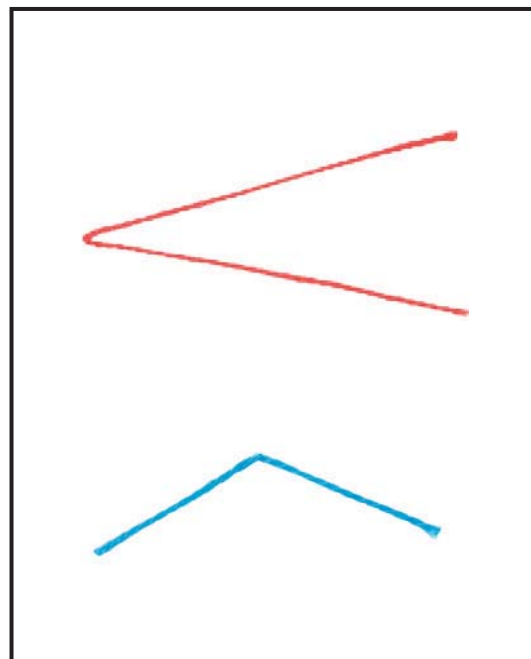
## Problem Solving • Applications



Math

10. **THINK SMARTER** How much longer is the red string than the blue string?

\_\_\_\_\_ inches longer



11. **THINK SMARTER** If the red and blue strings were straight and placed end to end, what would the total length be?

\_\_\_\_\_ inches

12. **THINK SMARTER** Mrs. Grant's pencil is 5 inches long. Is this Mrs. Grant's pencil? Use an inch ruler to find out. Use the numbers and words on the tiles to make the sentences true.

3

4

5

is

is not



The pencil is \_\_\_\_\_ inches long.

This pencil \_\_\_\_\_ Mrs. Grant's pencil.



**TAKE HOME ACTIVITY** • Have your child measure the lengths of some objects to the nearest inch using a ruler or a similar measuring tool.

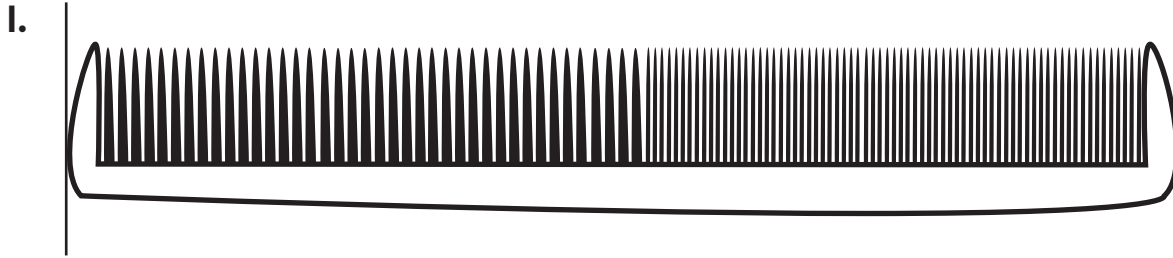
Name \_\_\_\_\_

# Measure with an Inch Ruler

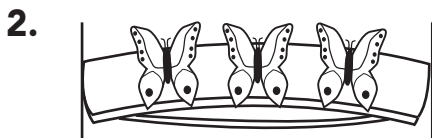


**COMMON CORE STANDARD—2.MD.A.1**  
Measure and estimate lengths in standard units.

Measure the length to the nearest inch.



\_\_\_\_\_ inches



\_\_\_\_\_ inches

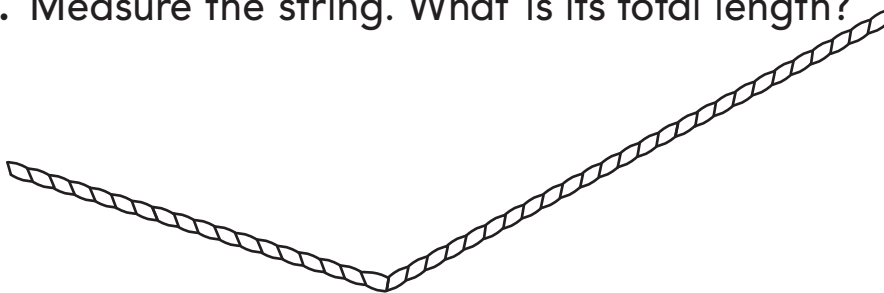


\_\_\_\_\_ inches

## Problem Solving



4. Measure the string. What is its total length?



\_\_\_\_\_ inches

5. Compare the ruler you made to an inch ruler. Describe how they are alike and how they are different.

\_\_\_\_\_

## Lesson Check (2.MD.A.1)

1. Use an inch ruler. What is the length to the nearest inch?



\_\_\_\_\_ inches

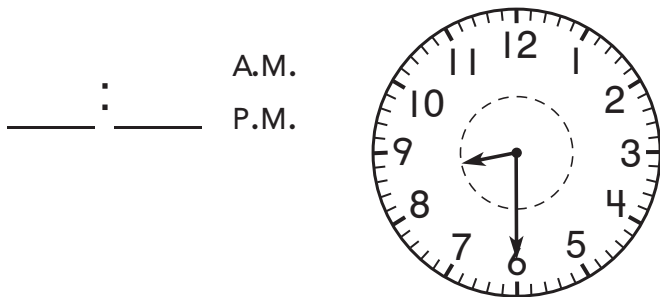
2. Use an inch ruler. What is the length to the nearest inch?



\_\_\_\_\_ inches

## Spiral Review (2.OA.B.2, 2.MD.A.1, 2.MD.C.7)

3. The clock shows the time that Jen got to school. What time did Jen get to school?



4. What is the difference?

$$13 - 5 = \underline{\quad}$$

5. Each color tile is about 1 inch long. About how long is the ribbon?

about \_\_\_\_\_ inch  
                                 inches

