

Real-life decimals: class survey

CURRICULUM ALIGNMENT

MEA.MSR.4a

determine and calculate units of measurement in fractional and/or decimal form to solve practical problems.

MEA.MSR.4b

find, interpret and deduce measures experimentally with increasing precision.

NUM.PVT.4

investigate how decimals and percentages (and fractions) can be compared, ordered and expressed in related terms.

INTERACTIVES

Measurement Rulers · display, explore

WHAT THIS LESSON TEACHES

A good estimate is a sensible guess made before measuring, anchored to something you already know the size of. Then you read and record the actual value as a decimal with its unit in the class survey.

→ Guessing the door is about 2 m tall because you know you are about 1.4 m tall.

→ A pencil that reaches between 14 and 15 cm reads as 14.5 cm.

MODEL THIS ON THE BOARD

DOOR HEIGHT SURVEY ENTRY

- 1 Anchor your guess to your known height of **1.4 m**.
- 2 The door looks a little taller than you, so estimate **2 m**.
- 3 Measure next and read the actual decimal height to write beside the estimate.

ANSWER KEY

Scaffold: visual check on the page

Q1: 2 m

Q2: 14.5 cm

Q3: 0.5 l

Q4: 0.42 kg

Q5: 3 kg

a) Always : This is the rule for making a sensible guess before measuring.

b) Always : Rulers, scales and jugs give the decimal readings to record.

c) Never : Estimates are close but are not required to match the actual exactly.

d) Never : The estimate must be written first, before the actual reading.

EXTENSION SHEET · STRETCH ANSWERS

S1: 19.19

S2: between 3 and 4, closer to 3

S3: $2.88 < 4.03 < 7.02 < 7.13$

S4: $6.26 < 6.89 < 7.753 < 9.4$

S5: 76.27