

A guess based on information is called an **estimate**.

The more we know, the closer our **estimate** is to the correct answer.

To **estimate** means to "think and then guess."

Let's estimate the length, width, or height of more objects using big connecting cubes.

The JUMP Math AP Book is \_\_\_\_  long.

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A pencil case is \_\_\_\_  long.

A pencil is \_\_\_\_  long.

An eraser is \_\_\_\_  long.

See pp. F-25–26 for discussion.

By assigning a number to how long an object is,  
we are **measuring** its length.

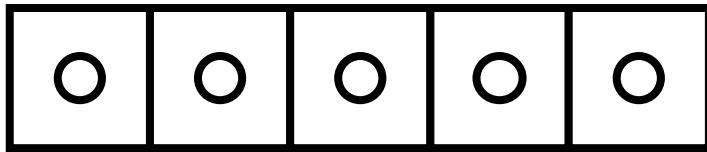
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Which gives more information?

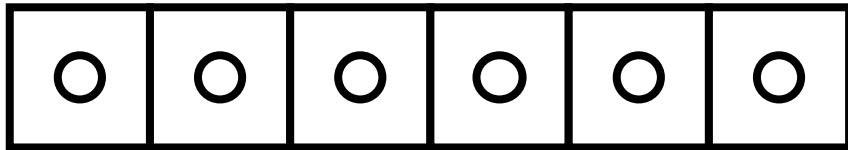
“The ruler is 16 connecting cubes long.”

or

“The ruler is longer than the book.”



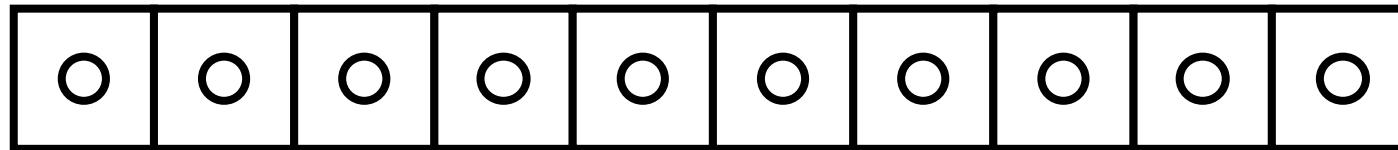
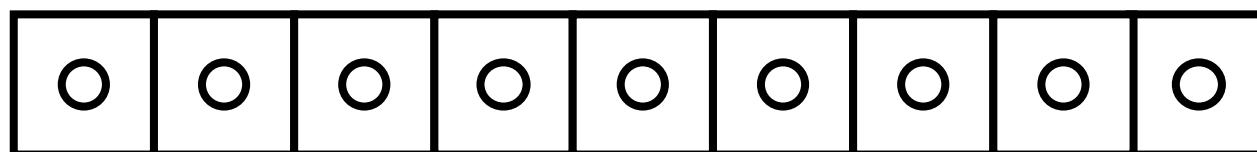
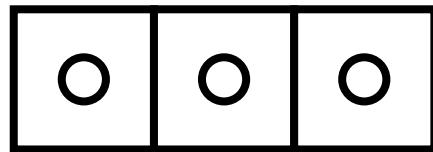
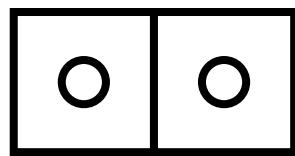
How long is the bar?



What length is it **closer** to?

This bar is **about** \_\_\_\_ cubes long.

It is not **exactly** five connecting cubes long, but it is **closer** to five than to any other number.



Distribute connecting cubes and straight objects to students.

Measure your object using the connecting cubes.

How many do you need to make a rod about as long as the object you are measuring?

Bonus: Compare with someone who measured the same object.

Did you both use the same number of cubes?

Object

Length

See pp. F-26–27 for details.

This activity is essential.

## Activity:

Looking for length.

In pairs, find objects that are about 5  long.

Draw them in your notebook.

See p. F-27 for details.

## Extensions:

1. Complete "Using a Grid to Measure Length."

Distribute BLM Using a Grid to Measure Length (1) and (2) from pp. F-60–61.