

# The Stinch Who Stole Inches

## Purpose

Students will estimate and measure in inches the length of given line segments and objects.

## Materials

*For the teacher:* various objects to measure

*For each student:* inch ruler, various small objects from students' desks, copy of Black Line Master (BLM) *The Stinch Who Stole Inches*

## Activity

### A. Pre-Activity Preparation

1. Choose and measure various small objects for later demonstration in class.
2. Choose items that are normally found in your classroom.
3. Some of the objects should be one inch long, some should be three inches long, and the rest of various lengths.

### B. Introduction

1. Read the following story "The Stinch Who Stole Inches."

There once lived a Stinch who stole inches. Well, what he actually stole were things that were either one inch or three inches long. He did not care about any other lengths. Once he found a block of gold, but it was five inches long and four inches wide, so he left it lying. Instead, he picked up a rotten apple core that measured exactly three inches long! "What a treasure!" the Stinch exclaimed. He quickly stuffed the apple core into his bag.

The Stinch had one problem . . . he never carried a ruler. He was afraid that if he got caught with a ruler, everyone would know that he was the one who was stealing their precious things. Instead, the Stinch became an expert at estimating the length of items. He would guess the length of items and sneak home the ones that looked one inch or three inches long. Once he had the items safely home, he would pull out his ruler and measure them to check his estimations.

*(continued)*



EXTENDING  
THE

ACTIVITY

Tell students that the Stinch found a piece of rope that is one foot and one yard long. He wants to cut it into pieces that are one inch and three inches long. What are some ways that he can do that?



MEETING  
INDIVIDUAL

NEEDS

Show students having difficulty with estimation and measurement how to use a ruler. Demonstrate estimation by having them compare the length of objects in their desks to the line segments that they have drawn.

Standards Link  
2.6.2

**Activity (continued)** 

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Many believe that the Stinch has been snooping around our classroom looking for items that are one inch or three inches long. To protect your supplies, we will be estimating the length of items to determine whether or not the Stinch would be interested in them. We will then measure those items to see if they measure what we estimated.

2. Have students draw a line segment that they estimate to be one inch long and another that they estimate to be three inches long and check the length with the ruler.
3. Present the objects you gathered during the Pre-Activity Preparation to the class.
4. Ask the students which items they believe the Stinch might steal (in other words, which items are one or three inches long).
5. Measure two or three items to confirm their actual lengths and to demonstrate how to use a ruler for measuring objects.
6. Ask for volunteers to come forward and measure the rest of the objects.

**C. Student Activity**

1. Have students look through their desks for objects that they believe might be one inch or three inches long, making them a target for the Stinch.
2. Instruct the students to measure the actual length of the objects.
3. Have students keep records of the objects they measure and each object's length to the nearest inch.

**D. Homework**

Hand out the BLM *The Stinch Who Stole Inches* for students to complete at home and hand in the next day.

**Questions for Review** 


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**Basic Concepts and Processes**


During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 Which objects are one inch long? Which are three inches long?

 Show me with the ruler how you measured them.

 Show me some objects that you estimated to be neither one inch nor three inches long.

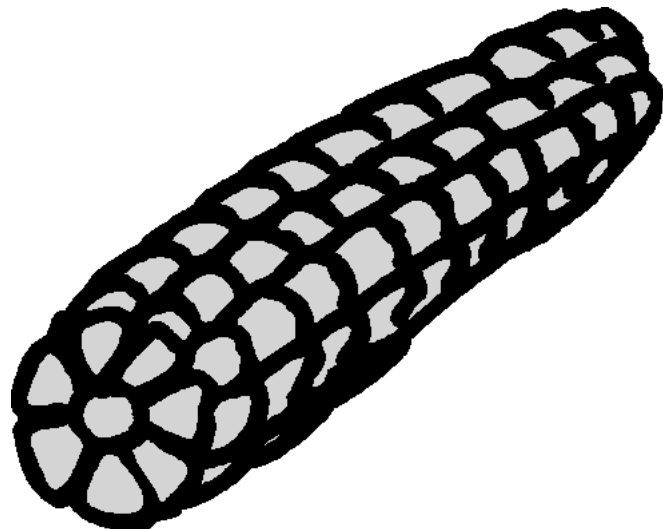
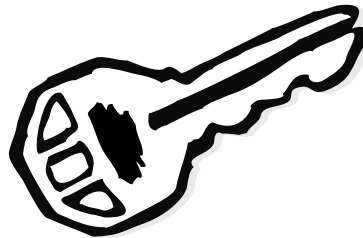
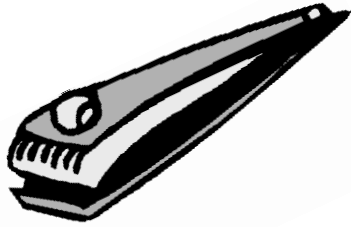
 Why didn't you consider them?

 How did you estimate the length of different objects?

Name: \_\_\_\_\_

# The Stinch Who Stole Inches

The Stinch had a change of heart. Now he only wants to steal items that are two inches or four inches long. Estimate which items below are items that the Stinch would steal. Then measure them to see their actual length. Circle the items the Stinch would want for his own.



# The Stinch Who Stole Inches

## Teacher Directions

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Hand out the BLM *The Stinch Who Stole Inches*. Review directions and have students estimate which items the Stinch would want for his own.

Have the students take home the BLM or spend time in class measuring the actual length of the items.

## Answer Key

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