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## Going the Distance: Feet and Yards

1. Work with a partner. Measure each distance in feet and then in yards. Measure to the nearest whole unit.

| Distance | Feet <br> (ft.) | Yards <br> (yds.) |
| :--- | :--- | :--- |
| Line A |  |  |
| Line B |  |  |
| Line C |  |  |
| Line D |  |  |
| Line E |  |  |
| Line F |  |  |

Solve each problem. Write a number sentence to show how you solved each problem. Include units.
2. How far will you walk if you walk on Line A and on Line B?

Number sentence $\qquad$
3. How much longer is Line $B$ than Line $A$ ?

Number sentence $\qquad$
$\qquad$
4. A. Which line is longer: Line C or Line D? $\qquad$
B. How much longer? $\qquad$
Number sentence $\qquad$
5. Decide if the statement "could be" or is "crazy." Circle one.
A. A spaghetti noodle is 5 yards long.

> could be crazy
B. Your teacher is 20 feet tall.
could be
crazy
C. Jessie and Levi measure the height of the same bookshelf. Jessie says it is 3 feet tall and Levi says it is 1 yard tall.
could be crazy
Why? $\qquad$
6. Josh is measuring the length of the hallway. Which unit do you think he should use? Circle one.
inches feet yards
Why? $\qquad$

