Going the Distance: Meters and Centimeters

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

Distance	Meters (m)	Centimeters (cm)
Line A		
Line B		
Line C		
Line D		
Line E		
Line F		

2. Use a meterstick to compare the lengths. Use words, $<$, $>$, or $=$.

A. 100 centimeters $\bigcirc$ 100 meters

B. 100 centimeters $\bigcirc$ 1 meter

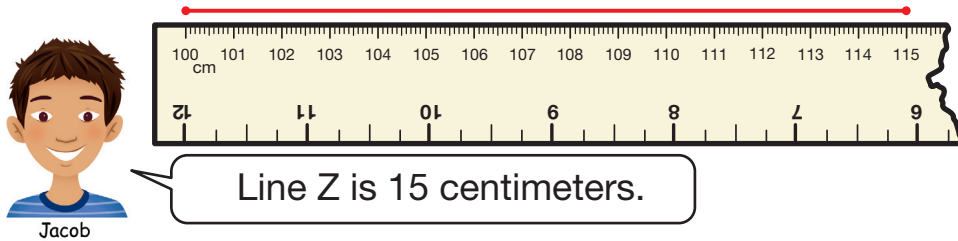**C.** 2 meters $\bigcirc$ 200 centimeters

D. Line D is _____ than Line F.
_{longer or shorter}

E. Line D is _____ than Line C.
_{longer or shorter}

3. How much longer is Line D than Line E? Write a number sentence to tell how you found the answer. Remember to label the units.

Number sentence _____

4. Jacob measured Line Z in centimeters.

Line Z is 15 centimeters.

Jacob

Do you agree with Jacob? Why or why not?

5. Sam and Liz measured the length of the same line. Sam says the line is 3 meters. Liz says the line is 300 centimeters. Do you agree with Sam or Liz? Why or why not?

Going the Distance: Meters and Centimeters Feedback Box	Expectation	Check In	Comments
Use symbols (e.g., <, >, =) to show comparisons of lengths. [Q# 2]	E1		
Solve word problems (e.g., compare) involving length. [Q# 3]	E3		
Recognize that the measure of a length is dependent on the size of the unit of measure. [Q# 1, 2, 5]	E4		
Estimate length using standard units (e.g., centimeters, meters). [Q# 2, 5]	E5		
Measure length using centimeters and meters. [Q# 1, 4]	E6		

Measure with Standard Units: Long Lengths