

Student Activity Book

Measure Lines (SAB pp. 181–182)

Questions A–F


- A. 5 cm, 2 in.
- B. 8 cm, 3 in.
- C. 15 cm, 6 in.
- D.* 10 cm, 4 in.
- E.* Possible response: No he is not correct because he didn't measure beginning at the zero mark. It should be 10 centimeters, not 12. If he can't start at zero, he has to count each unit.
- F.* Emily measured the centimeters correctly but did not measure the inches correctly. The line is 3 inches. She needs to turn the ruler over to measure with inches.

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Name _____ Date _____


Measure Lines

Measure each line in centimeters and inches. Measure to the nearest whole unit. Remember to label the units.

A. 


Length _____

Length _____

B. 


Length _____

Length _____

C. 

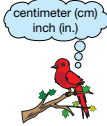
Length _____

Length _____

D. 

Length _____

Length _____



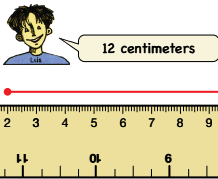
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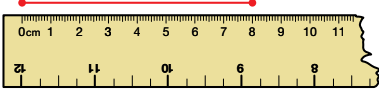
Name _____ Date _____

E. Luis measured Line F.



Do you agree with Luis? Why or why not?

F. Emily measured Line B.



Length 8 cm Length 9 in.

Do you agree with Emily? Why or why not?

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*Answers and/or discussion are included in the lesson.

Name _____ Date _____

Measure Toy Animals

1. Work with a partner. Use a ruler to measure each animal's length in inches and in centimeters. Measure to the nearest whole unit.

	Toy Animal	Inches	Centimeters
A.			
B.			
C.			
D.			

2. Which toy animal is the longest? _____

3. Which toy animal is the shortest? _____

4. Compare the lengths. Use $<$, $>$, or $=$.

A. length of Animal A length of Animal D

B. 5 centimeters 5 inches

5. Compare the longest toy animal to the shortest toy animal. How much longer is the longest toy than the shortest toy? Write a number sentence to show how you solved the problem.

Number sentence _____

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**Measure Toy Animals (SAB pp. 183–185)
Questions 1–8**

1. Toy animal measurements will vary.
2. Answers will vary.
3. Answers will vary.
4. A. Answers will vary.
B. $<$
5. Answers and number sentences will vary.
6. A. could be B.* crazy
C. crazy D. could be
E.* crazy
F.* could be; 15 centimeters is approximately the same as 6 inches.
7. A. 3 in., 8 cm
B. 5 in., 13 cm
C. Possible responses: The carrot is 2 inches longer. $5 - 3 = 2$, $2 + 3 = 5$; Or, the carrot is 5 cm longer, $13 - 8 = 5$, $8 + 5 = 13$
8. A. $>$
B. $<$
C. shorter

Name _____ Date _____

6. Decide if each statement “could be” or is “crazy”. Circle one. Be prepared to explain how you decided.

A. A piece of pizza is 6 inches long.
could be crazy

B. A teacher is 4 inches tall.
could be crazy

C. A caterpillar is 24 inches long.
could be crazy

D. A caterpillar is 10 centimeters long.
could be crazy

E. John measured Line Z to be 15 centimeters. Ming found the same line to be 20 inches long.
could be crazy

F. Liz measured Line Z to be 15 centimeters. Peter measured the same line to be 6 inches long.
could be crazy

Why? _____

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*Answers and/or discussion are included in the lesson.

Name _____ Date _____

✓ **Check-In: Questions 7-8**

7. Measure each object in inches and then in centimeters. Measure to the nearest whole unit. Remember to label the units.

A. Length _____
Length _____

B. Length _____
Length _____

C. How much longer is the carrot than the pencil? Write a number sentence to show how you solved this problem. Use labels to tell whether you used inches or centimeters.
Number sentence _____

8. Use a ruler to compare the lengths. Use $<$, $>$, or $=$.

A. 15 centimeters 3 inches

B. 5 inches 30 centimeters

C. 13 centimeters is _____ than 13 inches.
longer or shorter

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Snakes (SAB pp. 187–188)

Questions 1–4

1.

Red Snake	2 in.	
Blue Snake	6 cm	
Orange Snake	4 in.	
Green Snake	4 cm	

- The orange snake is longer. 4 inches is longer than 4 centimeters.
- 2 inches longer
- A.* 3 inches or 7 cm
B.* 4 inches or 11 cm
C.* 13 inches or 33 cm

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Snakes

Kim learned about small snakes at the zoo. Help her draw the lengths so she can compare them. Remember to label the units.

- Draw the length of each snake. Start at the point.

red snake	2 in.	•
blue snake	6 cm	•
orange snake	4 in.	•
green snake	4 cm	•
- Which is longer, the green snake or the orange snake? _____
How could you tell without looking at the lines? _____
- How much longer is the orange snake than the red snake? _____

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4. Kim and Sam broke their rulers. Help them measure these snakes with the broken rulers. Remember to label the units.

A.

Length _____

B.

Length _____

C.

Length _____

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*Answers and/or discussion are included in the lesson.

Teacher Guide

Measure With a Ruler (TG pp. 1–2)


Homework

Questions 1–3

1. Objects and measurements will vary.
2. A. Answers will vary
B. Answers will vary
C. Answers will vary
3. A. 17 cm, 7 inches
B. 30 cm, 12 inches

Name _____ Date _____

Measure with a Ruler



Dear Family Member:

We have been measuring with inches and centimeters. Help your child find an object that is about 1 inch long and an object that is about 1 centimeter long. If possible, have your child bring these objects to school to add to a class display. Then help him or her find two other objects to measure. Thank you.

1. Find and measure the length of four objects in inches and centimeters. Measure to the nearest whole unit.

Object	Inches	Centimeters

2. A. What is the length of the longest object?

B. What is the length of the shortest object? _____

C. What is the difference in length between the two? _____

Number sentence _____


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Name _____ Date _____

3. Measure each distance in centimeters and inches.

A. 

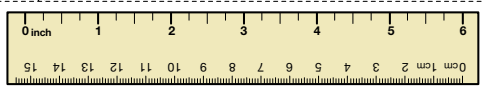
Length in centimeters _____

Length in inches _____

B. 

Length in centimeters _____

Length in inches _____



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