

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.

Copyright © Kendall Hunt Publishing Company

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. 

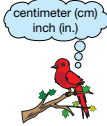
Length _____

Length _____

D. 

Length _____

Length _____



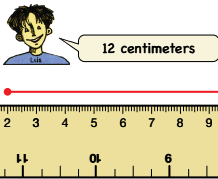
Copyright © Kendall Hunt Publishing Company

Measure with Standard Units: Short Lengths SAB • Grade 2 • Unit 4 • Lesson 2 **181**

Student Activity Book - Page 181

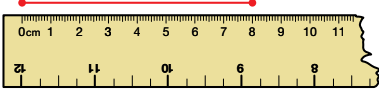
Name _____ Date _____

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?

Copyright © Kendall Hunt Publishing Company

182 SAB • Grade 2 • Unit 4 • Lesson 2 Measure with Standard Units: Short Lengths

Student Activity Book - Page 182

*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 _____

Copyright © Kendall Hunt Publishing Company

Measure with Standard Units: Short Lengths SAB • Grade 2 • Unit 4 • Lesson 2 183

Student Activity Book - Page 183

**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? _____

Copyright © Kendall Hunt Publishing Company

184 SAB • Grade 2 • Unit 4 • Lesson 2 Measure with Standard Units: Short Lengths

Student Activity Book - Page 184

*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

Copyright © Kendall Hunt Publishing Company

Measure with Standard Units: Short Lengths SAB • Grade 2 • Unit 4 • Lesson 2 185

Student Activity Book - Page 185

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

Copyright © Kendall Hunt Publishing Company. Name _____ Date _____

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? _____

Measure with Standard Units: Short Lengths SAB • Grade 2 • Unit 4 • Lesson 2 187

Student Activity Book - Page 187

Copyright © Kendall Hunt Publishing Company. Name _____ Date _____

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 _____

188 SAB • Grade 2 • Unit 4 • Lesson 2 Measure with Standard Units: Short Lengths

Student Activity Book - Page 188

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