Student Activity Book

Going the Distance: Feet and Yards (SAB pp. 189–190) Questions 1–6

1.*

Distance	Feet (ft.)	Yards (yds.)
Line A	3	1
Line B	10	3
Line C	16	5
Line D	13	4
Line E	7	2
Line F	20	7

2.* 3 ft. + 10 ft. = 13 ft. or 1 yd. + 3 yds. = 4 yds.

3. 10 ft. − 3 ft. = 7 ft. or 3 yds. − 1 yd. = 2 yds.

4. **A.** Line C

   B. 3 ft. or 1 yd.

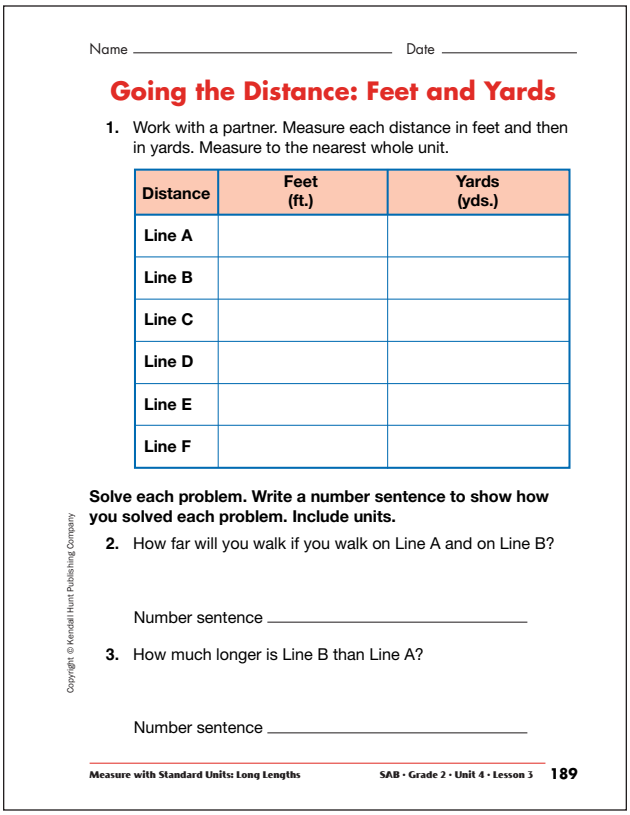
   16 ft. − 13 ft. = 3 ft. or
   5 yds. − 4 yds. = 1 yd.

5. **A.** crazy

   B. crazy

   C.* could be; 3 feet is the same as 1 yard.

6.* Possible response: yards; The hallway is probably a long length so a larger unit will be easier to use.



Name _____ Date _____

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 (ft.)	Yards (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 _____

3. How much longer is Line B than Line A?

Number sentence _____

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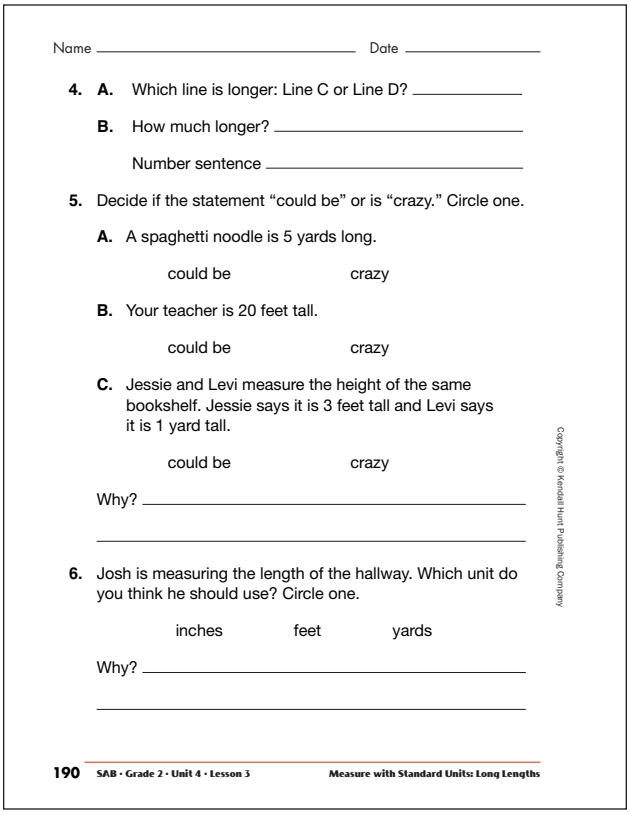

Name _____ Date _____

4. **A.** Which line is longer: Line C or Line D? _____

   B. How much longer? _____

   Number sentence _____

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? _____

6. Josh is measuring the length of the hallway. Which unit do you think he should use? Circle one.

   inches feet yards

   Why? _____

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

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Name _____ Date _____

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 ◯ 100 meters

   B. 100 centimeters ◯ 1 meter

   C. 2 meters ◯ 200 centimeters

   D. Line D is _____ (longer or shorter) than Line F.

   E. Line D is _____ (longer or shorter) than Line C.

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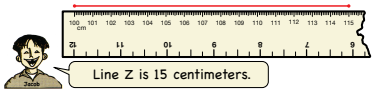
Name _____ Date _____

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.



   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		

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Going the Distance: Meters and Centimeters (SAB pp. 191–192) Questions 1–5

1.

Distance	Meters (m)	Centimeters (cm)
Line A	1	100
Line B	3	300
Line C	5	500
Line D	4	400
Line E	2	200
Line F	6	600

2. **A.** 100 centimeters (<) 100 meters

   B. 100 centimeters (=) 1 meter

   C.* 2 meters (=) 200 centimeters

   D. Line D is shorter than Line F.

   E. Line D is shorter than line C.

3. 2 meters; 4 m − 2 m = 2 m

4. I do not agree with Jacob. The line is 15 centimeters plus 100 centimeters or 115 centimeters.

5. I agree with both Sam and Liz. 3 meters is the same as 300 centimeters.

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

Measure Up (SAB pp. 193–194)
Questions 1–5

1. **A.** 2 centimeters (<) 2 inches

   B. 12 feet (>) 12 inches

   C. 10 centimeters (<) 10 meters

   D. 3 yards (>) 3 feet

2. **A.** 200 cm + 600 cm = 800 cm or
   2 m + 6 m = 8 m

   B. 600 cm − 200 cm = 400 cm or
   6 m − 2 m = 4 m

3. 3 m − 1 m = 2 m

4. I do not agree with Jacob. The line is 15 centimeters plus 100 centimeters or 115 centimeters.

5. I agree with both Sam and Liz. 3 meters is the same as 300 centimeters.

Name _____ Date _____

Measure Up

1. Use a ruler, meterstick, and yardstick to compare the lengths. Use <, >, or =.

   A. 2 centimeters ◯ 2 inches

   B. 12 feet ◯ 12 inches

   C. 10 centimeters ◯ 10 meters

   D. 3 yards ◯ 3 feet

Solve each problem. Write a number sentence to show how you solved each problem. Include units.

2. Carla measured how far her turtle and her lizard walked during one hour.

Distance Animal Walked in One Hour

Animal	Centimeters (cm)	Meters (m)
turtle	200	2
lizard	600	6

A. How far did the turtle and the lizard walk altogether?

Number sentence _____

B. How much farther did the lizard walk than the turtle?

Number sentence _____

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Name _____ Date _____

3. Andy Alligator is 3 meters long. His brother is one meter shorter. How long is Andy Alligator's brother?

   Number sentence _____

4. Natasha is measuring the height of her water bottle. Which unit should she use? Circle one.

   meters centimeters yards inches

   Explain your thinking. _____

5. Ming is measuring the length of the playground. Which unit should he use? Circle one.

   meters centimeters yards inches

   Explain your thinking. _____

Measure Up Feedback Box	Expectation	Check In	Comments
Use symbols (e.g., <, >, =) to show comparisons of lengths. [Q# 1].	E1		
Use comparative language to compare and order lengths. [Q# 2B]	E2		
Solve word problems (e.g., compare) involving length. [Q# 2–3]	E3		
Recognize that the measure of a length is dependent on the size of the unit of measure. [Q# 1, 4]	E4		
Select and use appropriate units (e.g., centimeters, meters, yards, inches, feet) to measure length. [Q# 4–5]	E7		
Use labels. I use lables to show what numbers mean. [Q# 2–3]	MPE6		

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