2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5

2nd Grade

MEASUREMENT

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MEASUREMENT

Common Core Standards:
2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5

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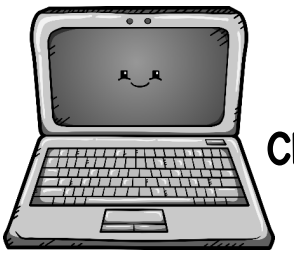

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Measurement

Measurement is a significant standard in second grade. Second graders are expected to cover a broad range of measurement standards, all of which support one another. To ensure students carry what they learn from one standard to another, this unit is written so that all measurement standards are connected. Students should apply skills learned in one standard to another, allowing them to apply these skills in their daily life.

The unit will begin by exposing students to basic measurement tools. This understanding will be followed up with students exploring how to measure objects using different units. Students will then learn about how to estimate lengths in various units, while also following up with proper measuring to evaluate the accuracy of their estimations. The unit will then push students to compare lengths using standard units and solve word problems related to lengths. While each standard will have a mini-assessment, the entire unit will conclude with a cumulative assessment challenging students to apply all of their measurement knowledge.

Students will learn the usage of various measurement tools, as well as how to use tools to measure in different units. Students will be able to estimate and confirm lengths, compare objects based on length, and apply their word problem-solving skills to resolve word problems relating to measurement and length.

Measurement

Day 1: Introduce Measurement Tools

Mini Lesson: Introduce the purpose of the lesson today: to introduce a variety of measurement tools.

- Introduce the unit vocabulary.
- Explain that today students will be learning about various measuring tools. These tools measure things like length, weight, volume, and temperature.
- Introduce the "Measuring Tools" Anchor Chart. Go through each item on the anchor chart. If you have these physical items to show students, that will support instruction the best. As you go through the chart, highlight where, when, and why we would choose to use each measuring tool.

Guided Practice: Project and provide a copy of the guided practice "Selecting Appropriate Measuring Tools" activity page to each student. As a class, use the Anchor Chart to help you label the measuring tools. As the class labels a tool, have students share out what they might measure with that tool. Be sure to discuss the points under "When Measuring," to ensure students understand these basic tips when measuring.

Independent Practice: Students complete the "Selecting Appropriate Measuring Tools Matching" worksheet.

Day 2: Select Appropriate Measurement Tools

Mini Lesson: Introduce the purpose of the lesson today: to select appropriate measurement tools for an object.

- Review the unit vocabulary and the "Measuring Tools" Anchor Chart.
- Review each measuring tool and remind students in what instances we would use each measuring tool
- Teach students the "Measuring Tools" game.

Guided Practice: Students will work in pairs or small groups to play the "Measuring Tools" game.

Day 2 continued . . .

Independent Practice: Students complete the "Selecting Appropriate Measuring Tools Write In" matching worksheet.

Day 3: Select Appropriate Measurement Tools

Mini Lesson: Introduce the purpose of the lesson today: to select appropriate measurement tools for an object on your own.

- Review the unit vocabulary and the "Measuring Tools" Anchor Chart.
- Review each measuring tool and remind students in what instances we would use each measuring tool
- Show students a tape measure, a ruler, and a yardstick. Model selecting 3 items from the classroom. Narrate as you decide which tool to use to measure each object. Explain your reasoning and model proper measuring skills. Record down your measurements.

Guided Practice: Explain to students that they will be working in teams to practice selecting measuring tools and recording their measurements. Make sure each pair has a "Using Appropriate Tools to Measure Length Together" worksheet. Each pair should be provided with a tape measure, ruler, and yardstick. Instruct students to work through the items on their worksheet, recording what tool they will use to measure it and their measurements. Have students come back and share whole group.

Independent Practice: Students complete the "Using Appropriate Tools to Measure Length" worksheet. Students will need access to tape measures, rulers, and yardsticks.

Day 4: Measuring Tools Mini-Assessment

Mini Lesson: Introduce the purpose of the lesson today: to select appropriate measurement tools.

- Review the unit vocabulary and the "Measuring Tools" Anchor Chart.

Guided Practice: Students work in pairs or small groups on the "Measuring Tools" game.

Independent Practice: Students complete the mini-assessment.

Day 5: Introduce Measuring in Different Units

Mini Lesson: Introduce the purpose of the lesson today: to introduce how to measure one object using different units.

- Introduce the "Different Units" Anchor Chart.
- Explain to students that today they will be measuring an object's length twice, using different length units. Explain that they will also be discussing how the measurements relate to the size of the unit chosen.
- Model measuring one object twice. For one measurement, use inches, and for the second measurement, use centimeters. For your item, discuss which units of measurement worked better for the item and why.

Guided Practice: Project and provide a copy of the guided practice "Measuring with Different Tools" activity page to each student. As a class, use the Anchor Chart to help you fill in the US units and Metric units. As a class, order the units from smallest to largest. Finally, have students help answer the two questions at the bottom of the guided practice page.

Independent Practice: Students complete the "Measure Same Object Using Different Units" worksheet.

Day 6: Using Different Units

Mini Lesson: Introduce the purpose of the lesson today: to measure the same object using different units and evaluate the choice.

- Review the "Different Units" Anchor Chart.
- Model answering the "Model Practice Problems" for the class. Be sure to narrate as you work through the problems and explain your reasoning.

Guided Practice: As a class, work through the "Guided Practice Problems." Make sure students are answering the questions thoroughly and explaining their rationale.

Independent Practice: Students complete the "Measure Same Object Using Different Units" worksheet.

Day 7: Measuring with Different Units Mini-Assessment

Mini Lesson: Introduce the purpose of the lesson today: to introduce how to measure one object using different units.

- Review the "Different Units" Anchor Chart.
- Introduce students to the "Measuring with Different Units Task Cards" activity.

Guided Practice: Students will work in small groups on answering the "Measuring with Different Units Task Cards."

Independent Practice: Students complete the "Measure Using Different Units Mini-Assessment."

Day 8: Introduce Estimating Lengths

Mini Lesson: Introduce the purpose of the lesson today: to estimate an object's length.

- Introduce the unit vocabulary.
- Introduce the "Estimating Lengths" song and video.
- Introduce the "Estimating Lengths" Anchor Chart.
- Select 3 classroom items. Model looking at your various length measuring tools and then look at your chosen classroom items. Estimate which measuring tool/units would be best for each of your items, narrate as you come up with your estimation so students understand the thought process of estimating.

Guided Practice: Project and provide a copy of the "Estimating Lengths" guided practice activity page. As a class, discuss estimating, how to estimate, and then work through matching the units with their objects. As you have students help complete this activity page, make sure they explain their thinking behind their estimations.

Independent Practice: Students complete the "Measurement Benchmark Scavenger Hunt" worksheet.

Day 9: Making Estimations on Length

Mini Lesson: Introduce the purpose of the lesson today: to estimate an object's length.

- Review the unit vocabulary, song, and "Estimating Lengths" Anchor Chart.
- Explain to students that today they are going to be getting more specific with their estimations. Instead of just estimating length based on a unit, they will be estimating the actual length of the object.
- Explain to students that in order to estimate properly, they need to first select the unit they want to use. Then they have to estimate the object's length in that unit. Finally, they need to actually measure the object. Once they have their estimate and exact measurement, then they can evaluate their estimation.
- Select one item. Model and narrate selecting your unit of measurement, make your estimation and properly measure the object. Compare your estimation with the actual measurement and be sure to narrate whether your estimation was close or not and how you know.

Guided Practice: Select one item for the class to estimate the length of. As a class, examine the item and decide what unit you will estimate in. Then work together to come up with a reasonable estimation. Finally, have a student come up and properly measure the item. As a class, compare the estimation with the actual measurement and discuss the accuracy of the estimation.

Independent Practice: Students complete the "Estimate Lengths in The Classroom" worksheet.

Day 10: Estimating Length in Inches

Mini Lesson: Introduce the purpose of the lesson today: to estimate the length of an object using inches.

- Review the unit vocabulary, song, and "Estimating Lengths" Anchor Chart.
- Select one classroom item and estimate its length in inches. Then model measuring the object in inches and discuss the accuracy of your estimation.

Guided Practice: Select one classroom item. As a class, estimate its length in inches. Then have a student come up and measure the item. As a class, discuss the accuracy of the estimation.

Day 10 continued . . .

Independent Practice: Students complete the "Estimating Lengths in Inches" worksheet.

Day 11: Estimating Length in Centimeters

Mini Lesson: Introduce the purpose of the lesson today: to estimate an object's length in centimeters.

- Review the unit vocabulary, song, and "Estimating Lengths" Anchor Chart.
- Remind students of the work they did yesterday estimating an object's length in inches. Let them know that today they will be doing the same thing but in centimeters.
- Select one classroom item and estimate its length in centimeters. Then model measuring the object in centimeters and discuss the accuracy of your estimation.

Guided Practice: Select one classroom item. As a class, estimate its length in centimeters. Then have a student come up and measure the item. As a class, discuss the accuracy of the estimation.

Independent Practice: Students complete the "Estimate Lengths in Centimeters" worksheet.

Day 12: Estimating Length Mini-Assessment

Mini Lesson: Introduce the purpose of the lesson today: to estimate an object's length.

- Review the unit vocabulary, song, and "Estimating Lengths" Anchor Chart.
- Introduce students to the "Hungry Measurement Monster" game.

Guided Practice: Students complete the "Hungry Measurement Monster" game.

Independent Practice: Students complete the "Estimate Lengths Mini-Assessment."

Day 13: Introduce Comparing Length

Mini Lesson: Introduce the purpose of the lesson today: to compare the length of objects.

- Introduce the Comparing Lengths" Anchor Chart.
- Explain to students that in order to compare two different objects' lengths, you need to look at their lengths in the same unit of measurement to get an accurate comparison. Be sure to stress how important this is.
- Explain that to find the difference between the length of two objects you can basically do simple subtraction by subtracting the smaller object's size from the larger object's size OR adding up from the smaller object's size until you get to the larger object's size.
- Model measuring two classroom objects. Narrate as you compare their lengths and how you know which item is shorter and which is longer. Then narrate and model as you find the difference in length.

Guided Practice: Project and provide a copy of the "Comparing Lengths" guided practice activity page. As a class, work together to measure the objects in centimeters. Then create an equation to help you understand how much taller the bear is than the paper clip.

Independent Practice: Students complete the "How Much Longer?" worksheet.

Day 14: Finding the Difference in Length

Mini Lesson: Introduce the purpose of the lesson today: to find the difference in length between two objects.

- Review the "Comparing Lengths" Anchor Chart.
- Remind students that to find the difference between the length of two objects, you can basically do simple subtraction by subtracting the smaller object's size from the larger object's size OR adding up from the smaller object's size until you get to the larger object's size.
- Model measuring two classroom objects. Compare their lengths and model creating an equation to find the difference between the two objects.

Guided Practice: As a class, select two classroom objects to measure. Have the class help you come up with the equation to calculate the difference between the two object's lengths.

Day 14 continued . . .

Independent Practice: Students complete the "What's the Difference?" worksheet.

Day 15: Comparing Lengths Mini-Assessment

Mini Lesson: Introduce the purpose of the lesson today: to compare the length of objects and find the difference.

- Review the "Comparing Lengths" Anchor Chart.
- Remind students of how to find the difference between two objects' lengths.
- Teach students the "Find the Difference" game.

Guided Practice: Students will work in pairs or small groups to play the "Find the Difference" game.

Independent Practice: Students complete the "Comparing Lengths Mini-Assessment."

Day 16: Length Word Problems

Mini Lesson: Introduce the purpose of the lesson today: to solve word problems about length.

- Introduce the "Word Problems" Anchor Chart.
- Explain to students that they will be using what they know about measurement and length to help them solve word problems.
- Model solving the "Model Practice Word Problems" for the class. Be sure to narrate your process and reference the Anchor Chart throughout your problem-solving process. All of these word problems are related to objects measured in feet. Be sure to highlight this fact to your students, making sure they understand how to locate what unit is being used in a word problem; this is essential when providing their answers in proper units.

Guided Practice: As a class, work together to solve the "Guided Practice Word Problems."

Independent Practice: Students complete the "Word Problems With Lengths; Feet" worksheet.

Days 17-18: Length Word Problems Inches; Centimeters

For Days 16-17, you will be repeating the same lesson format as Day 15, except for Day 16 you will focus on inches, and Day 17 you will focus on centimeters.

Days 19: Measurement Review

Mini Lesson: Introduce the purpose of the lesson today: to review all we know about measurement.

- Review all vocabulary, songs, and all Anchor Charts.
- Instruct students that today they will be reviewing all of the different measurement standards they have been working on the last few weeks.

Guided Practice: Explain to students that for the "Measurement Review Scoot" they will be solving problems associated with all of the different measurement standards they have been working on.

Independent Practice: Students complete the "Measurement Review Scoot."

Day 20: Measurement

Mini Lesson: Introduce the purpose of the lesson today: to use all we know about measurement.

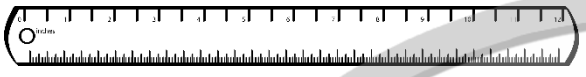
- Review all vocabulary, songs, and all Anchor Charts.

Independent Practice: Measurement Cumulative Assessment

Measuring Tools

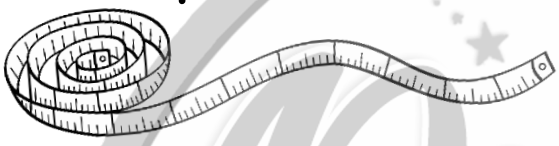
You can use a variety of tools to help you measure objects!

Ruler



A ruler is the perfect size for measuring something not too long like a pencil!

Tape Measure

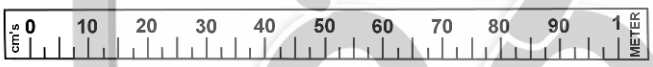


A tape measure can extend to many lengths. You could measure a door with it!

Yardstick

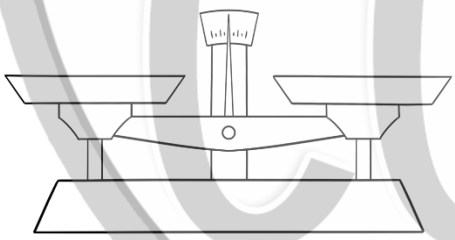
A yardstick is the perfect size for measuring a desk to the height of a wall!

Meter Stick



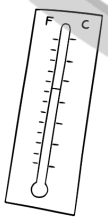
A meter stick isn't too long; you could measure the height of a baby or toddler with it!

Scale



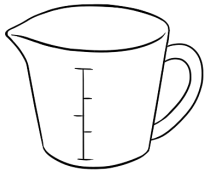
A scale measures weight; it is perfect for measuring the weight of a book!

Thermometer



A thermometer measures temperature; it is perfect for measuring how hot the oven is!

Measuring Cup



A measuring cup measures volume; it is perfect for measuring the milk for your cereal!

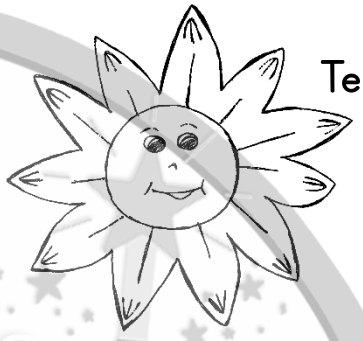
Tools

Name :_____ Date: _____

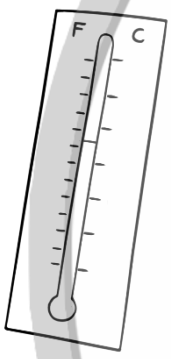
Selecting Appropriate Measurement Tools Matching

Directions: Match the object to the tool you would use to measure it.

Measuring Cup



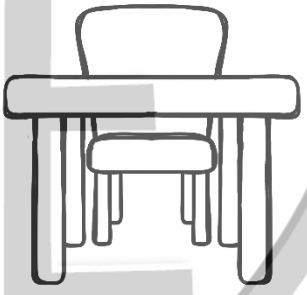
Temperature



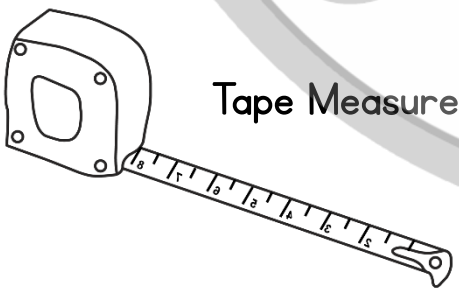
Thermometer

Length of a Room

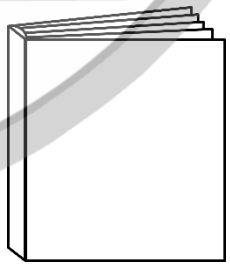
Yardstick



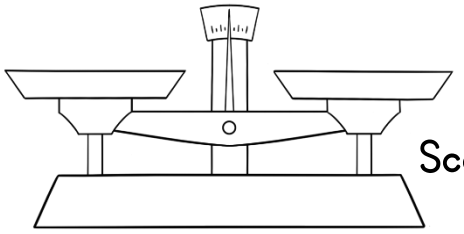
Length of a Desk



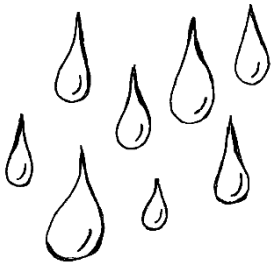
Tape Measure



Weight of a Book



Scale



Amount of Rain

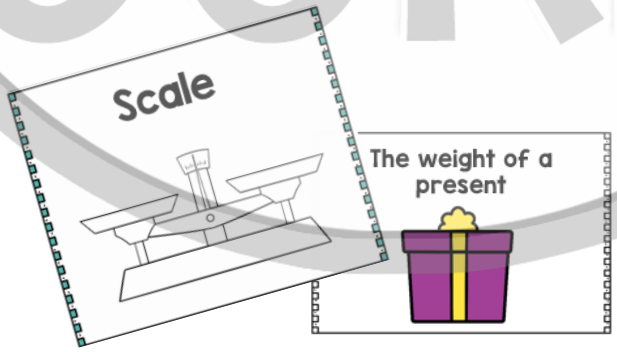
Measuring Tools Game

Directions:

1. Print cards.
2. Laminate and cut out.
3. Assemble all cards in a large Ziploc bag.
4. Students can play this activity individually, in pairs, or in small groups. Students should match up the objects with the measuring tool that they would use to measure the object.

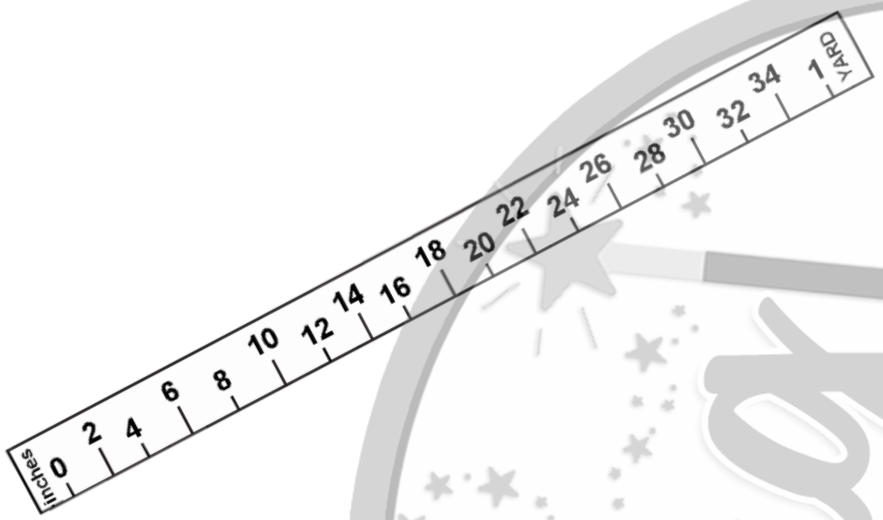
Label

Measuring Tools Game

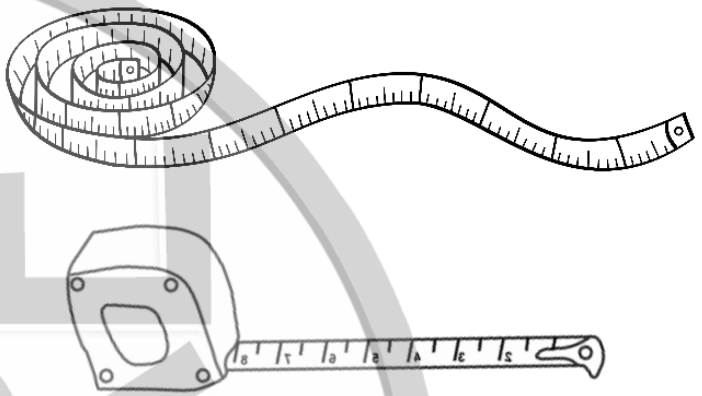


Directions: Look at the measuring tools. Match up the objects with the measuring tool you would use to measure them.

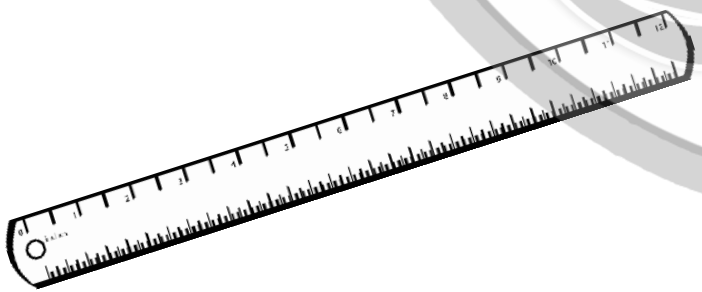
Yardstick



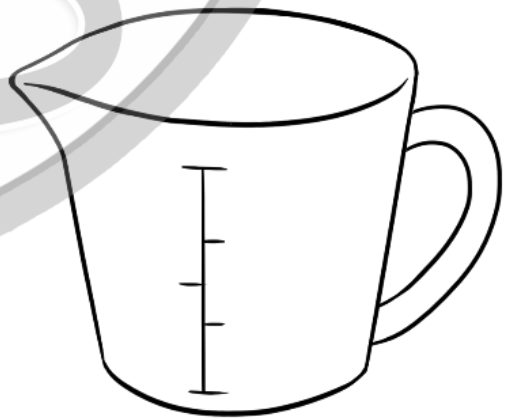
Tape Measure



Ruler



Measuring Cup



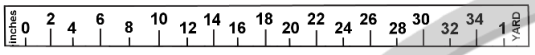
Tools

Name :_____ Date: _____

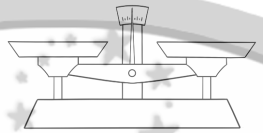
Measuring Tools Mini-Assessment

1. If you wanted to measure the length of your teacher's car, which measuring tool would you use? Circle the correct answer.

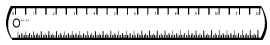
yardstick



scale



ruler



2. What is the length of this shape in **centimeters?** _____

3. What is the length of this flower in **inches?** _____

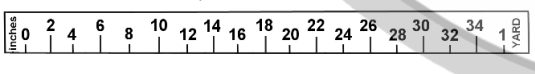
Tools

Name :_____ Date: _____

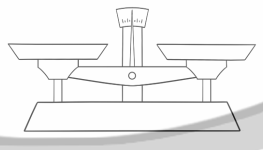
Measuring Tools Mini-Assessment

1. If you wanted to measure the length of your teacher's car, which measuring tool would you use? Circle the correct answer.

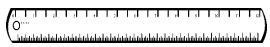
yardstick



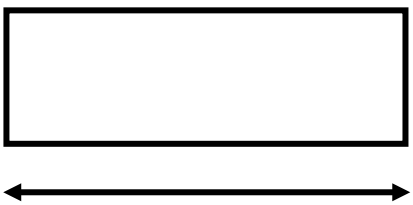
scale



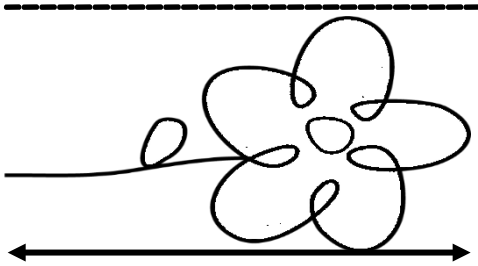
ruler



2. What is the length of this shape in **centimeters?** _____



3. What is the length of this flower in **inches?** _____



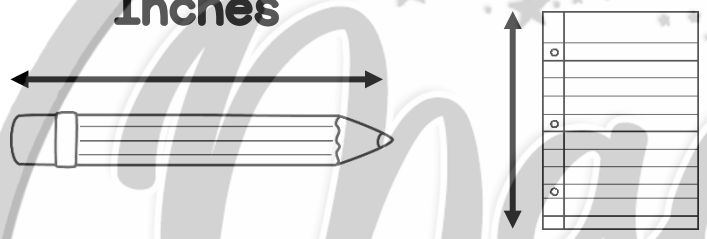
Different Units

There are two different systems for measuring.
You can measure objects using each system of measurement.
Some are better than others!

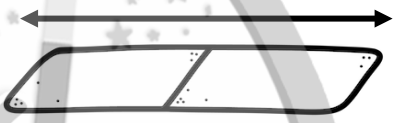
U.S. Customary Units

Metric Units

Inches



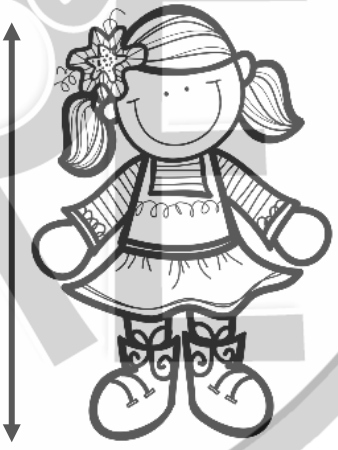
Centimeter



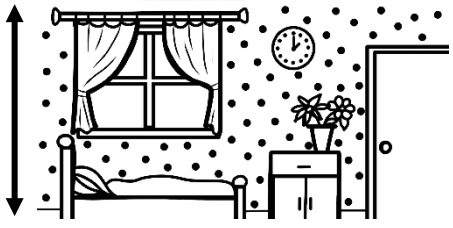
Inches and centimeters are small units of measurement. They are great for measuring something like an eraser or a piece of paper.

Feet

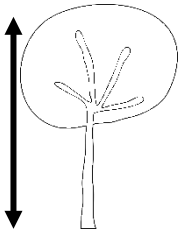
Feet are the perfect unit of measurement for when something isn't too small but isn't too big either! It is great for measuring someone's height or a tower of blocks.



Yards



Meter



Yards and meters are large units of measurement. They are great for measuring something like a wall or a door.

Different Units

Name :_____ Date: _____

Measure Same Object Using Different Units

Directions: Measure the following objects in inches and centimeters.

Inches: _____

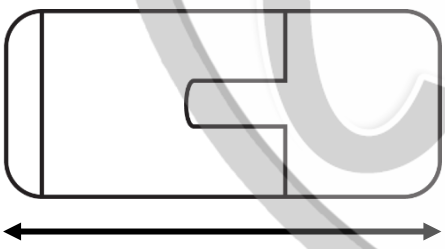
Centimeters: : _____

Inches: _____

Centimeters: : _____

Inches: _____

Centimeters: : _____



Inches: _____

Centimeters: : _____

Did you use more inches or more centimeters? Why?

_____

_____

_____

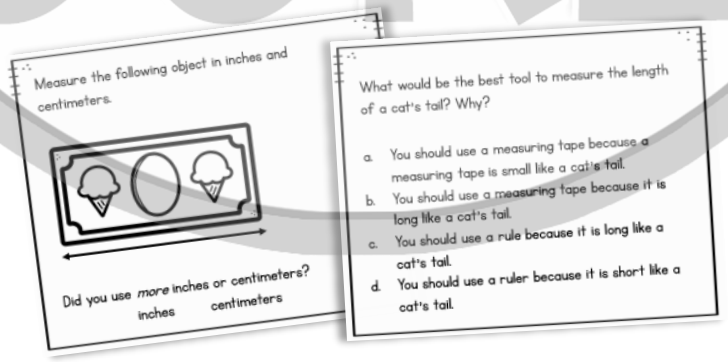
Different Units Task Cards

Directions:

1. Print cards.
2. Laminate and cut out.
3. Either hole punch the corners of the cards and put them all together on a clip ring or store them in a small Ziploc bag or a box.

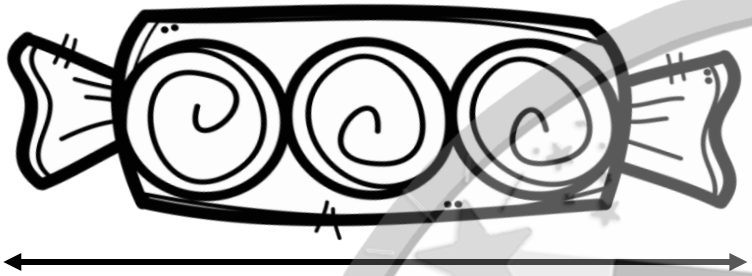
Label

Different Units Task Cards



Directions: Answer the questions on each task card.

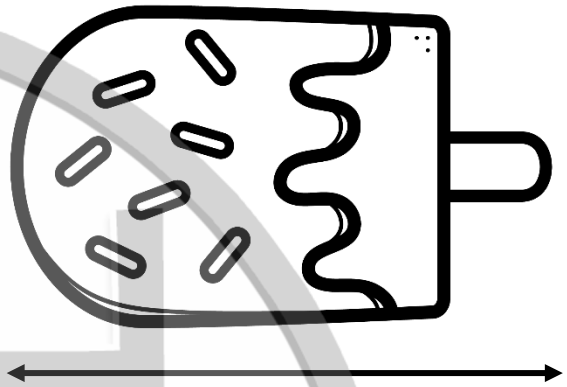
Measure the following object in inches and centimeters.



Did you use *more* inches or centimeters?

inches centimeters

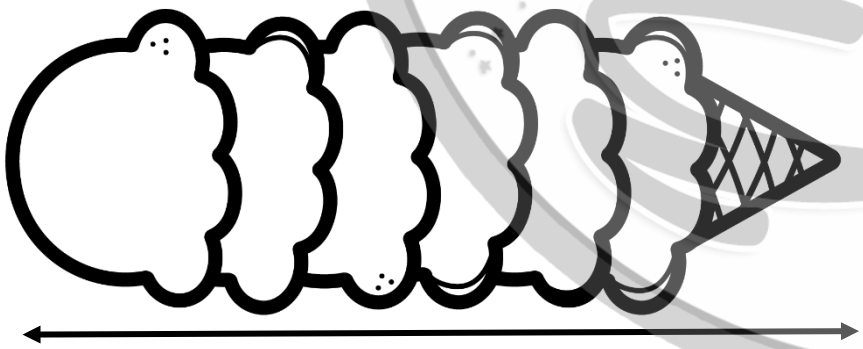
Measure the following object in inches and centimeters.



Did you use *fewer* inches or centimeters?

inches centimeters

Measure the following object in inches and centimeters.



Did you use *more* inches or centimeters?

inches centimeters

Measure the following object in inches and centimeters.

Did you use *fewer* inches or centimeters?

inches centimeters

Different Units

Name :_____ Date: _____

Different Units Mini-Assessment

Measure the following objects in inches and centimeters.

Inches: _____

Centimeters: _____

Inches: _____

Centimeters: _____

Did you use more inches or more centimeters? Why?

_____

_____

Different Units

Name :_____ Date: _____

Different Units Mini-Assessment

Measure the following objects in inches and centimeters.

Inches: _____

Centimeters: _____

Inches: _____

Centimeters: _____

Did you use more inches or more centimeters? Why?

_____

_____

Estimating Song

Can you estimate
The length of an item
Can you recreate and guess
And check if your right then

Can you estimate
How tall or long
It's your guess you make
If you're right or wrong

Now look at a paper clip and take a guess how long
If you estimate an inch well you're not that wrong
The exact measurement is almost the same
Guessing it right is the name of the estimation game

Take a crayon or a pencil now guess the length
Visualize it in your mind, what do you think
How long in centimeters could it be
And is your guess close or off, you have to check and see

Can you estimate
The length of an item
Can you recreate and guess
And check if your right then

Estimating Lengths

When you estimate, you make an estimated guess. For estimating lengths, you need to visualize the size of units.

Words we use when estimating:

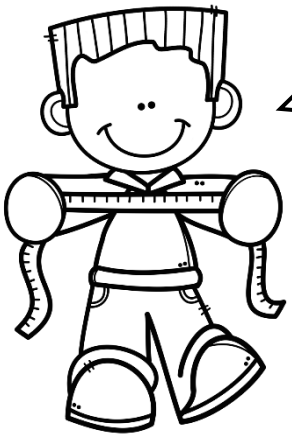
about close to **almost**

estimate exact measurement

I estimate that this paperclip is *about* an inch long.

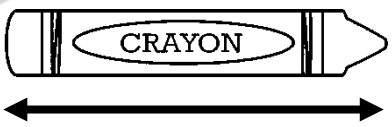
1 in

This estimate is very close to the exact measurement.



I estimate that this crayon is *close to* 23 centimeters long.

10 cm



This estimate is not very close to the exact measurement.

Estimating Lengths

Name :_____ Date: _____

Estimate Lengths in Inches

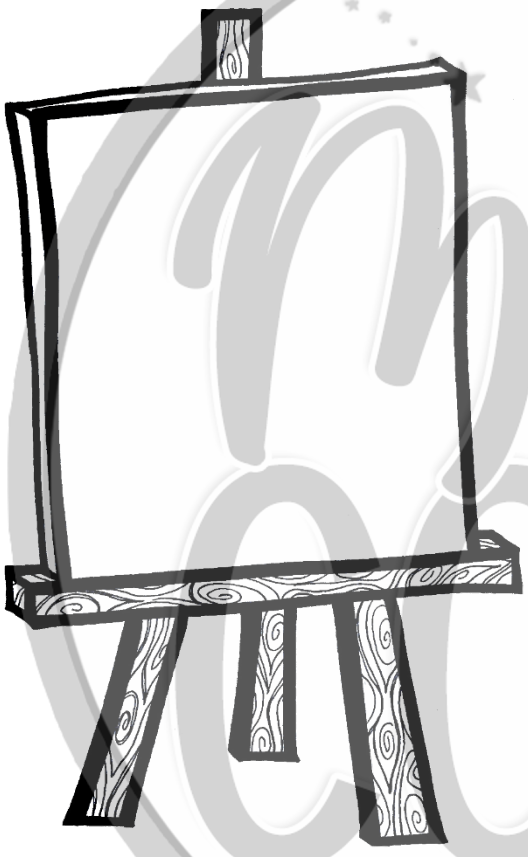
Directions: Estimate the height of the following objects in inches using benchmarks. Then measure to check how accurate you were.

Height of Artist

Estimation: _____

Actual: _____

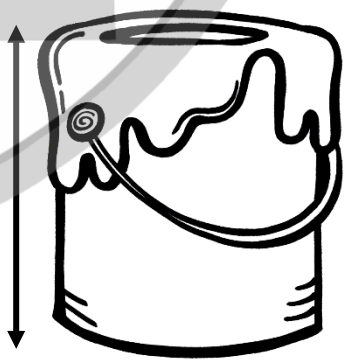
Height of Easel



Estimation: _____

Actual: _____

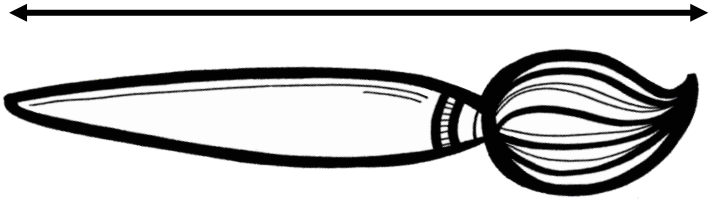
Height of Paint Bucket



Length of Paint Brush

Estimation: _____

Actual: _____



Estimation: _____

Actual: _____

Estimating Lengths

Name :_____ Date: _____

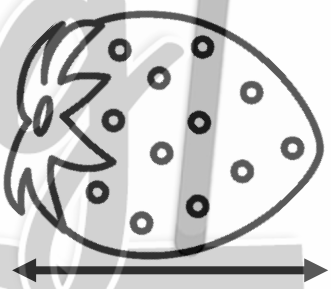
Estimate Lengths: Centimeters

Directions: Estimate the lengths of the following objects using centimeter benchmarks. Then measure to check how accurate you were.

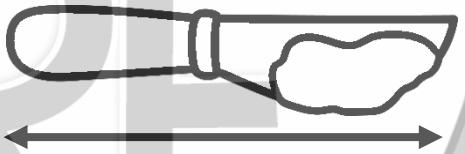
1. Estimation: _____ Actual: _____

2. Estimation: _____ Actual: _____

3. Estimation: _____ Actual: _____



4. Estimation: _____ Actual: _____

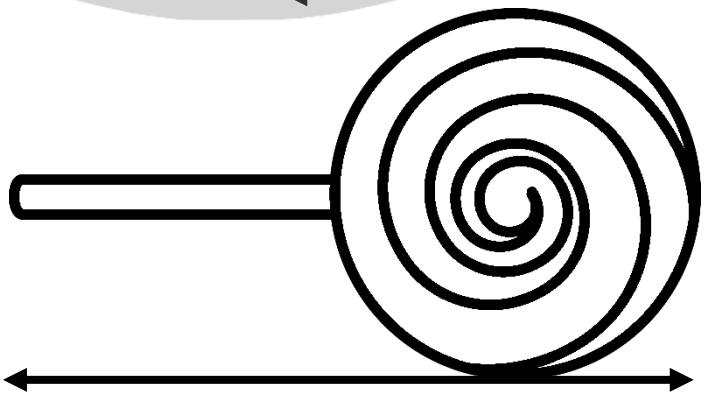


5. Estimation: _____

Actual: _____

6. Estimation: _____

Actual: _____



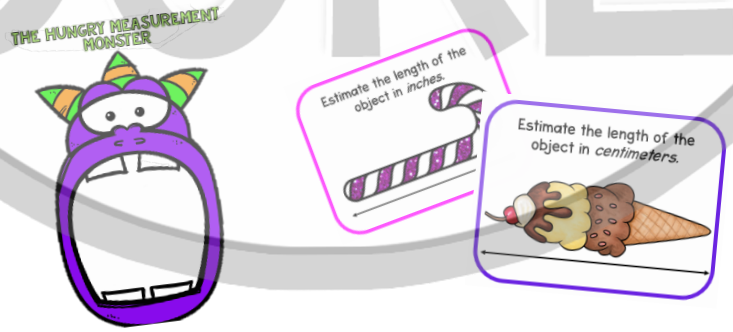
The Hungry Measurement Monster

Directions:

1. Print the wheel, the hungry measurement monster, and the playing cards.
2. Laminate and cut out.
3. Make the Hungry Measurement Monster: once the monster is cut out and laminated, cut out a large hole in its mouth. Then glue the hungry measurement monster's face onto the side of a large Ziploc bag or on top of an empty tissue box. If you are using a Ziploc bag, once the monster is glued, cut a hole in the plastic bag where the monster's mouth is. If you are using an empty tissue box, there will already be a hole to line up with the monster's mouth.
4. To assemble the wheel, use a paper fastener to fasten the arrow to the center of the wheel.
5. Place the wheel and all the playing cards in a large Ziploc bag. Make sure the Hungry Measurement Monster stays with the bag.
6. Students can take turns spinning the wheel. They will draw a card based on the color they spin. Students should make their estimates first. Then students should measure the object. If their estimate is within 5 units of the actual measurement, they get to keep their card. If their estimate is over 5 units away from the actual measurement, they have to feed their card to the Hungry Measurement Monster. Once all the cards have been solved, the player with the most cards at the end of the game wins!

Label

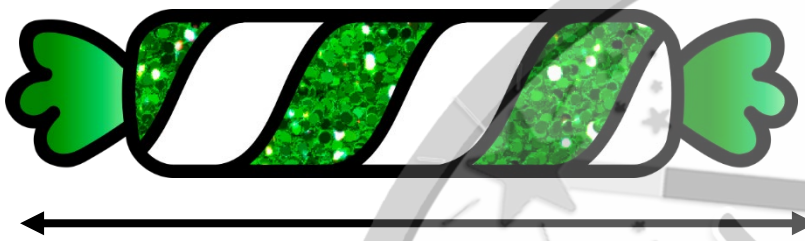
The Hungry Measurement Monster



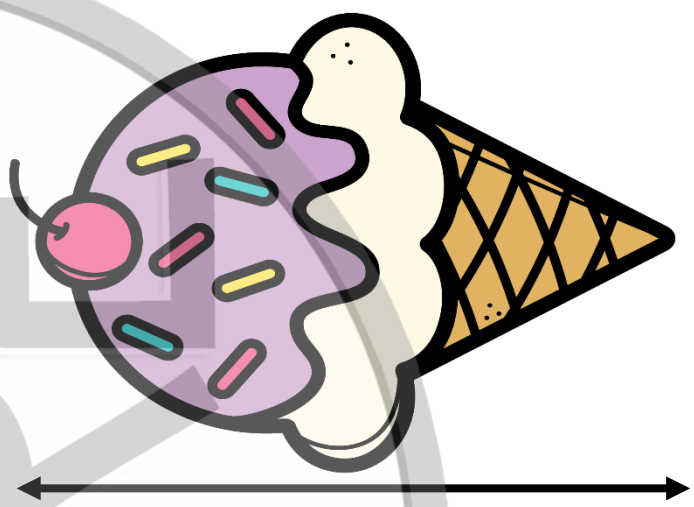
Directions: Spin the wheel, draw a colored card, and make an estimate. Then measure the object. If your estimate is within 5 units of the actual measurement, keep your card. If your estimate is more than 5 units from the actual measurement, you have to feed your card to the Hungry Measurement Monster! The player with the most cards at the end wins.

THE HUNGRY MEASUREMENT MONSTER

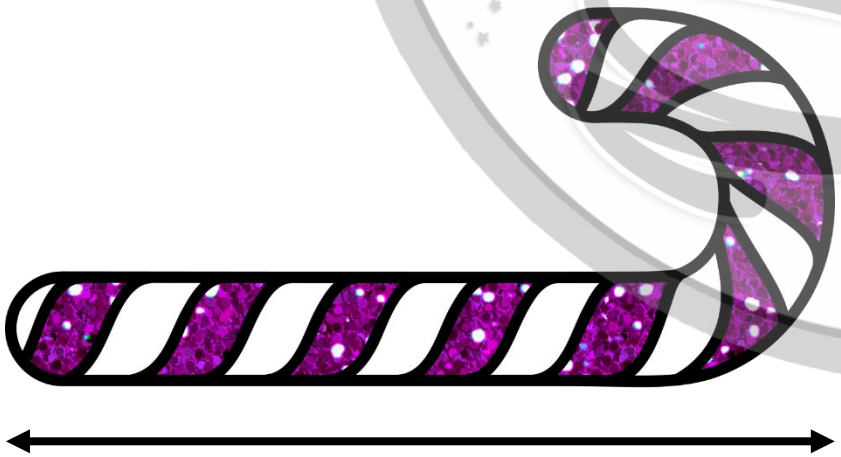
Estimate the length of the object in *inches*.



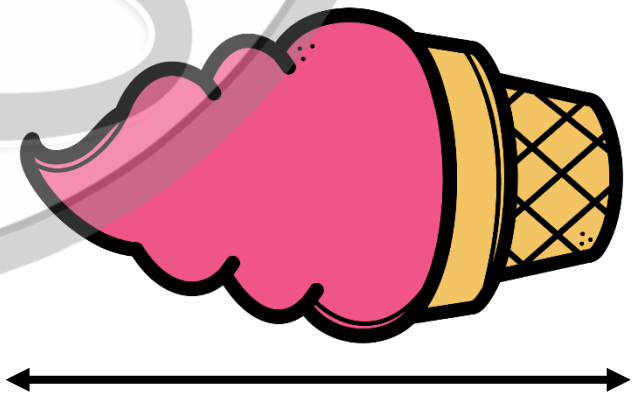
Estimate the length of the object in *inches*.



Estimate the length of the object in *inches*.



Estimate the length of the object in *inches*.



Estimating Lengths

Name :_____ Date: _____

Estimating Lengths Mini-Assessment

Estimate the following object using *centimeters*. Then measure the actual length and evaluate your estimate.

Estimation: _____

Actual: _____

Was your estimate close? _____

Estimate the following object using *inches*. Then measure the actual length and evaluate your estimate.

Estimation: _____

Actual: _____

Was your estimate close? _____

Estimating Lengths

Name :_____ Date: _____

Estimating Lengths Mini-Assessment

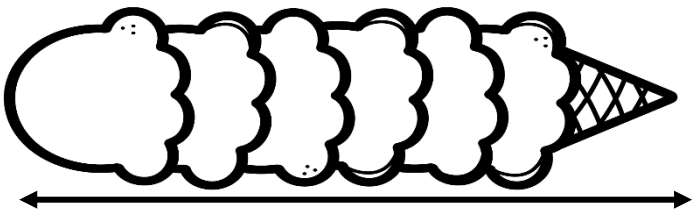
Estimate the following object using *centimeters*. Then measure the actual length and evaluate your estimate.

Estimation: _____

Actual: _____

Was your estimate close? _____

Estimate the following object using *inches*. Then measure the actual length and evaluate your estimate.



Estimation: _____

Actual: _____

Was your estimate close? _____

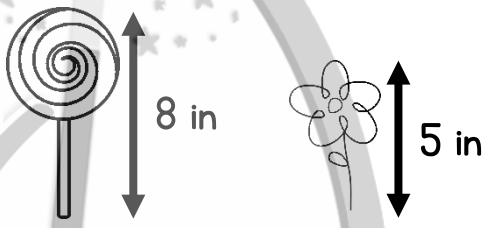
Comparing Lengths

You can determine how much longer one object is than another by comparing their lengths.

1. Select your unit of measurement.

Inches Feet Yards Centimeters Meters

2. Measure each object using the same unit.



3. Compare the measurements to see which object is longer and which is shorter.

8 in is longer than 5 in. The lollipop *is longer than* the flower.

4. Figure out the difference in length by:

Subtracting the smaller object's size from the larger object

OR

Adding up from the smaller object's size to the larger object's size

8 - 5 = 3

OR

5 + ____ = 8 1 2 3 5 . . . 6, 7, 8

5 + 3 = 8

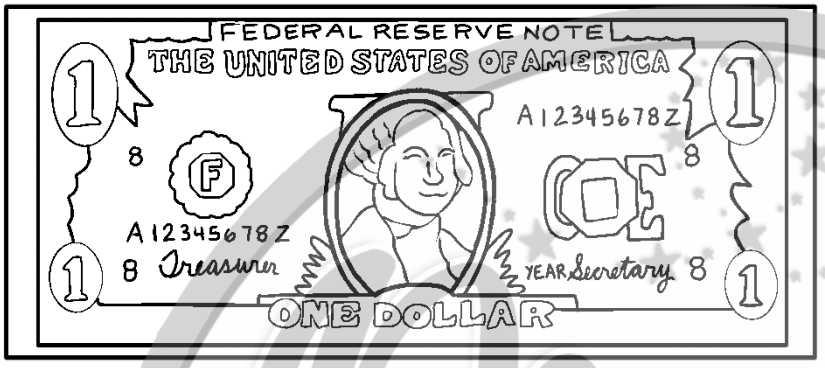
The difference is 3 in. The lollipop is 3 in *longer than* the flower.

Compare Lengths

Name :_____ Date: _____

How Much Longer?

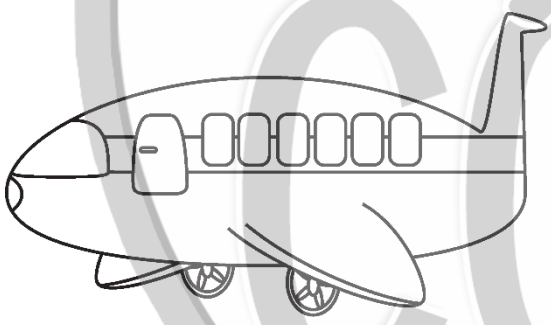
Directions: Measure the following objects in centimeters.



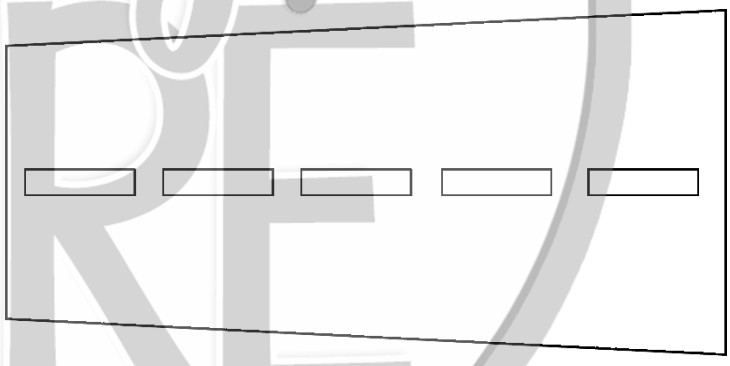
Length: _____

Length: _____

How much longer is the dollar than the quarter? _____

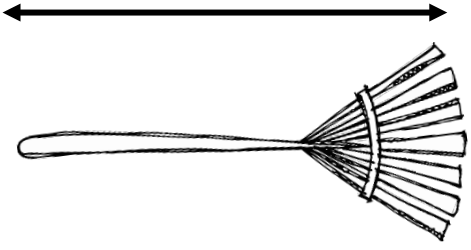


Length: _____

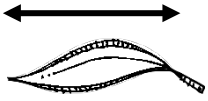


Length: _____

What is the difference in length between the plane and landing strip? _____



Length: _____



Length: _____

How much longer is the rake than the leaf? _____

Find the Difference

Directions:

1. Print the object cards and a class set of recording sheets.
2. Cut the recording sheets in half. Cut out and laminate the object cards.
3. Place the cards and several recording sheets in a manila folder or a file folder.
4. Students can work in pairs or individually for this game. Students should have a recording sheet. They will select two object cards from the set. They must measure the length of the object using the units specified on the card. On their recording sheet, students write down the title of the two objects they are measuring, as well as their lengths. Then students should create an equation to find the difference in length between the two objects. Students should repeat the process to fill out their entire recording sheet before finishing.

Label

Find the Difference

Directions: Select two objects from the object cards. On your recording sheet, write down the name of each object. Then measure the length of each object and write this on your recording sheet. Finally, create an equation to find the difference between the two objects. Repeat this process until you have filled out the entire recording sheet.

Name :_____

Find the Difference Recording Sheet

Object 1: _____
Length: _____

Object 2: _____
Length: _____

Equation

Difference: _____

Object 1: _____
Length: _____

Object 2: _____
Length: _____

Equation

Difference: _____

Object 1: _____
Length: _____

Object 2: _____
Length: _____

Equation

Difference: _____

Object 1: _____
Length: _____

Object 2: _____
Length: _____

Equation

Difference: _____

Name :_____

Find the Difference Recording Sheet

Object 1: _____
Length: _____

Object 2: _____
Length: _____

Equation

Difference: _____

Object 1: _____
Length: _____

Object 2: _____
Length: _____

Equation

Difference: _____

Object 1: _____
Length: _____

Object 2: _____
Length: _____

Equation

Difference: _____

Object 1: _____
Length: _____

Object 2: _____
Length: _____

Equation

Difference: _____

Comparing Lengths

Name :_____ Date: _____

Comparing Lengths Mini-Assessment

Measure the following objects in centimeters.

Length: _____

Length: _____

What is the difference between the length of rectangle 1 and rectangle 2?

Equation:

Comparing Lengths

Name :_____ Date: _____

Comparing Lengths Mini-Assessment

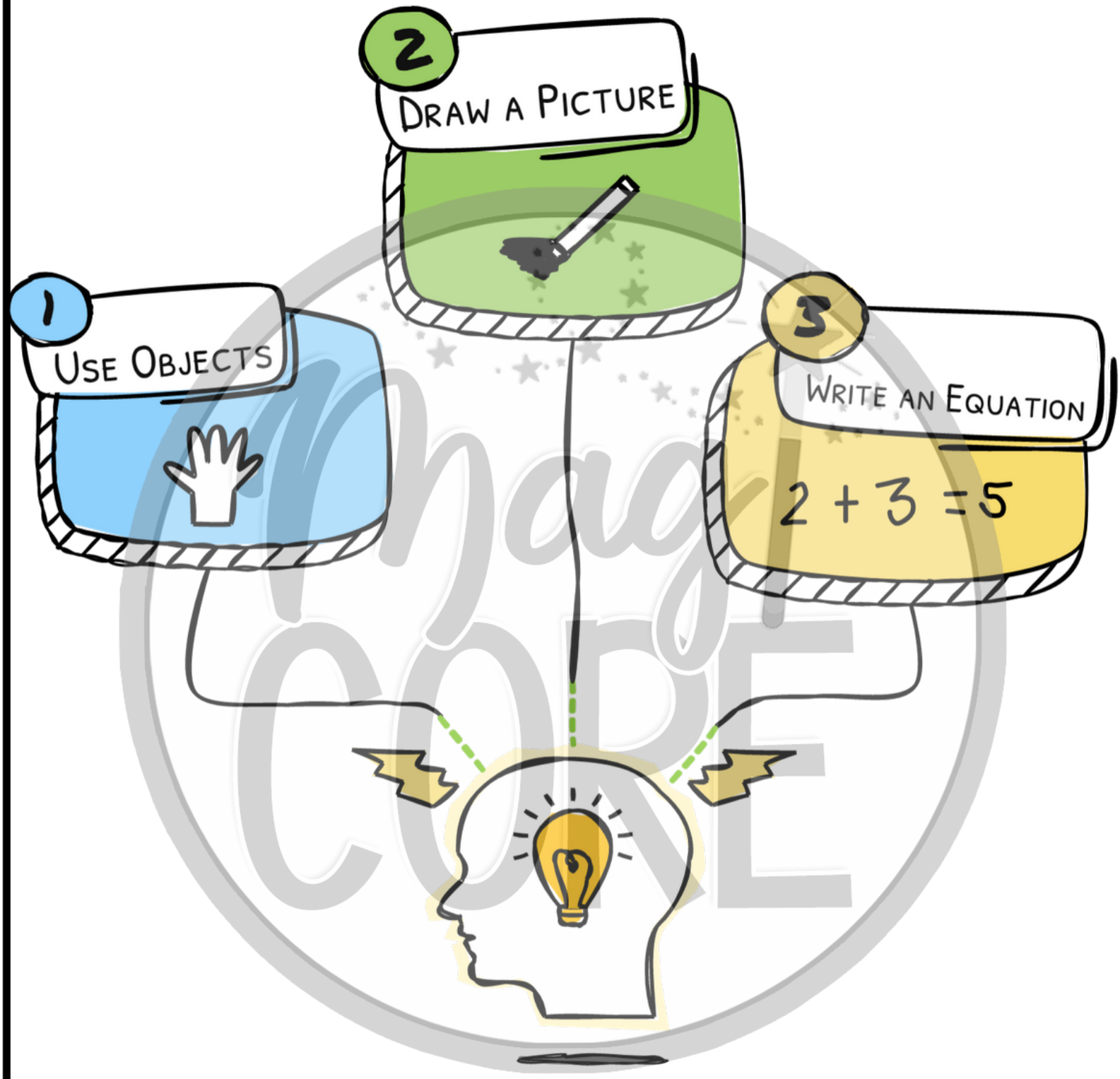
Measure the following objects in centimeters.

Length: _____

Length: _____

What is the difference between the length of rectangle 1 and rectangle 2?

Equation:



3 Ways to Solve Word Problems

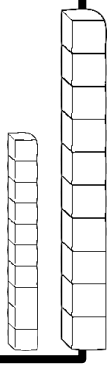
Word Problems

Name :_____ Date: _____

Word Problems With Length: Feet

1. Madeline is 5 feet tall. Her sister is 3 feet tall. How much taller is Madeline than her sister?

2. Chris built a block tower that is 7 feet high. Carmen built a block tower that is 4 feet high. What is the difference between Chris's and Carmen's block towers?



3. The giant mushroom is 10 feet tall. The Mad Hatter is 6 feet tall. How much taller is the mushroom than the Mad Hatter?

4. The dancing flower is 2 feet high. Alice is 4 feet high. What is the difference between the flower's height and Alice's height?

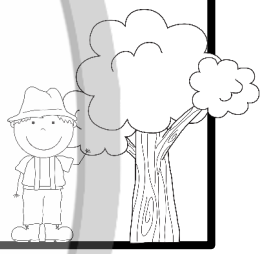
Word Problems

Name :_____ Date: _____

Word Problems With Length: Inches

1. The Big Bad Wolf is 86 inches tall. Red Riding Hood is 42 inches tall. How much taller is the Big Bad Wolf than Red Riding Hood?

2. The tree is 72 inches tall. The woodcutter is 55 inches tall. What is the difference between the tree's height and the woodcutter's height?



3. Jeff is 46 inches tall. Jason is 38 inches tall. How much taller is Jeff than Jason?

4. Brendan is 52 inches tall. Ashley is 30 inches tall. What is the difference between Brendan's and Ashley's height?

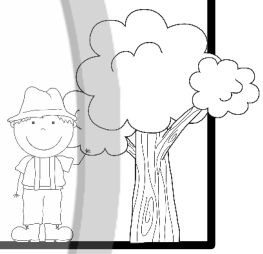
Word Problems

Name :_____ Date: _____

Word Problems With Length: Inches

1. The Big Bad Wolf is 86 inches tall. Red Riding Hood is 42 inches tall. How much taller is the Big Bad Wolf than Red Riding Hood?

2. The tree is 72 inches tall. The woodcutter is 55 inches tall. What is the difference between the tree's height and the woodcutter's height?



3. Jeff is 46 inches tall. Jason is 38 inches tall. How much taller is Jeff than Jason?

4. Brendan is 52 inches tall. Ashley is 30 inches tall. What is the difference between Brendan's and Ashley's height?

Name: _____ Date: _____

Measurement Scoot!

Directions:

1. Place one card at each student seat.
2. Pass out the answer sheet to each student. (You can also have them number a piece of notebook paper)
3. Students begin answering the question at their seat and recording the answer on the corresponding sheet.
4. When most students are done say "scoot" and students should move to the next seat (review with students how they should rotate before beginning.) Be sure they take their answer sheets with them!
5. Continue rotating until each student has answered each question.

*These cards can also be used as Task Cards in a center.

Name: _____ Date: _____

Measurement Scoot!

Directions: Record your answer to each card on the line that matches the card number.

1. _____

2. Estimate: _____

Actual: _____

3. _____

4. _____

5. _____

_____

6. Estimate: _____

Actual: _____

7. _____

8. _____

9. _____

10. Estimate: _____

Actual: _____

11. _____

12. _____

13. _____

_____

14. Estimate: _____

Actual: _____

15. _____

16. _____

17. _____

18. Estimate: _____

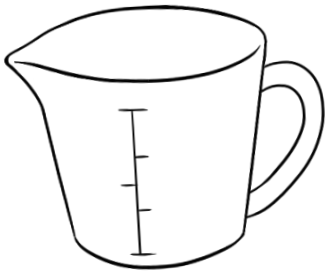
Actual: _____

19. _____

20. _____

Score: ____/20

1 Which measurement tool would be best for measuring how much water you have?

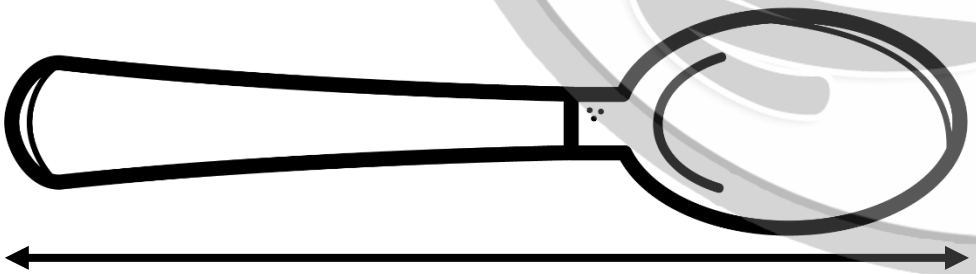


Measuring Cup

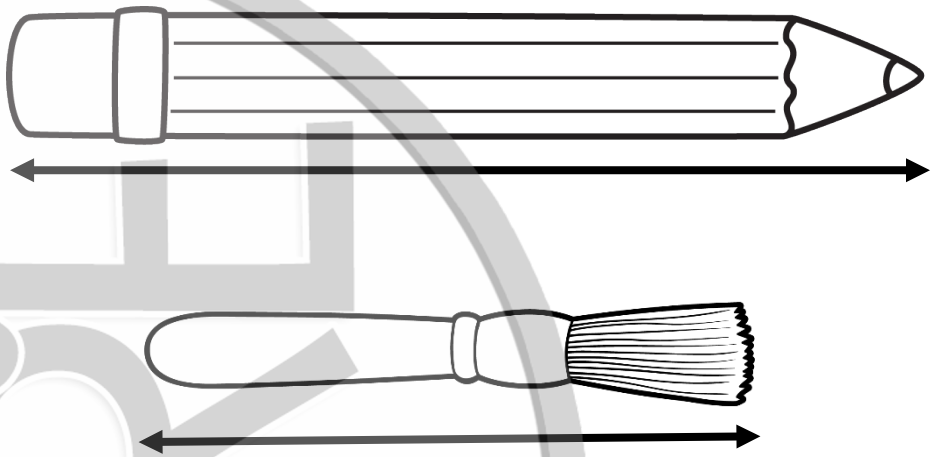
Thermometer

Yardstick

2 Estimate the length of this object in *inches*. Then measure the object in *inches*.

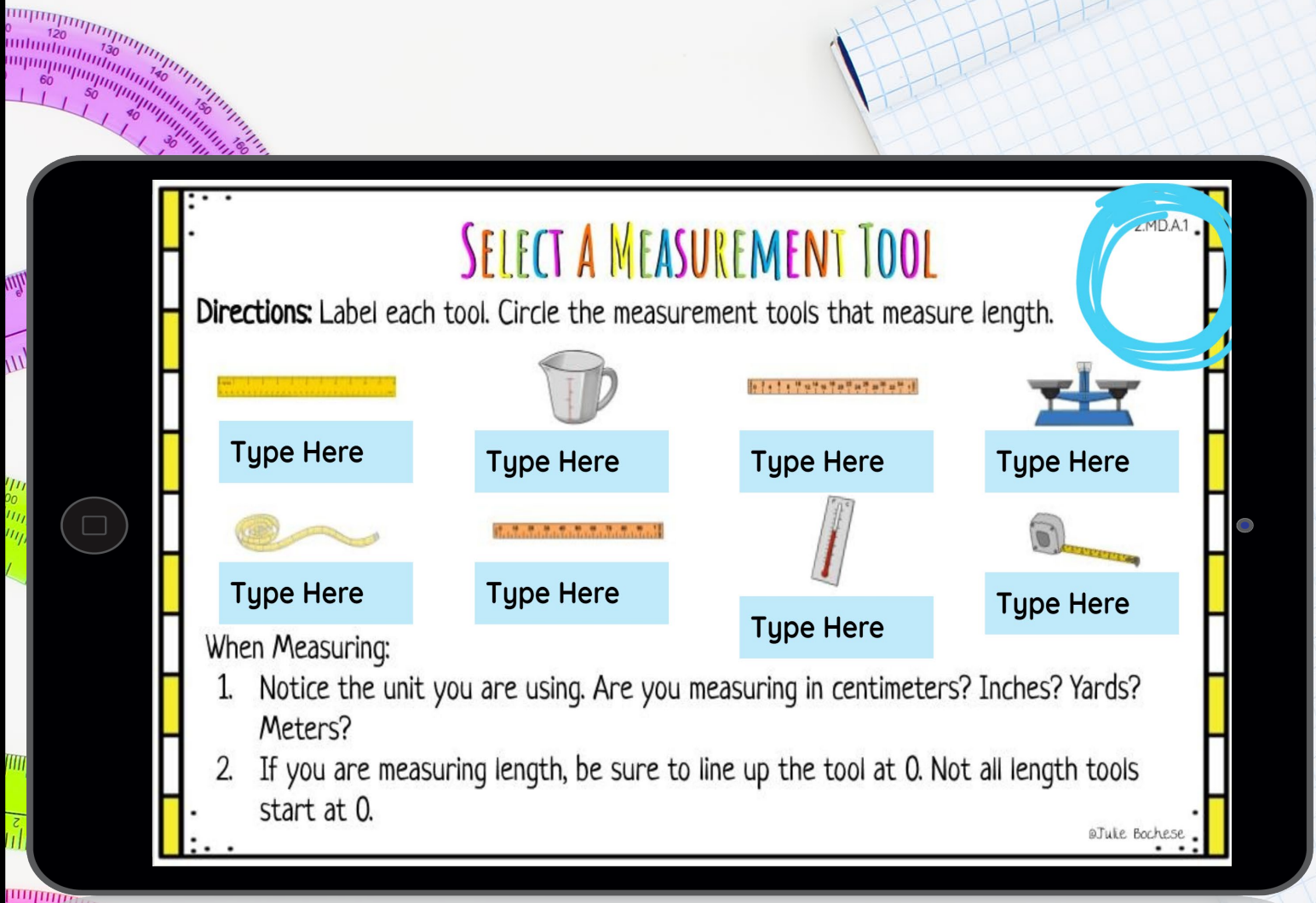


3 Measure these objects in centimeters. What is the difference in length between the two objects?



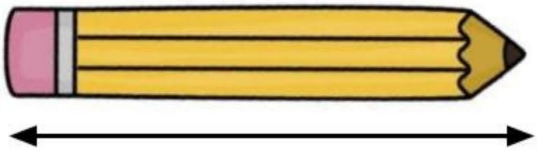
4 Kent found a snake that is 34 inches long. His brother found a snake that is 58 inches long. How much <u>shorter</u> is the snake Kent found than the snake his brother found?

GOOGLE SLIDES FORMAT PREVIEW



Measure with Different Units

Directions: Use the ruler provided to measure the objects in inches and centimeters

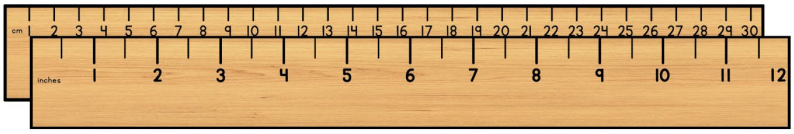


Inches: Type Here

Centimeters: Type Here

Inches: Type Here

Centimeters: Type Here



What is the Difference?

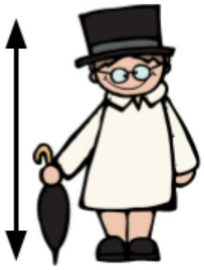
s: Measure the following objects in centimeters. Compare the heights.

ght Height

pe Type

ch taller is Peter
n Tinkerbell?

e

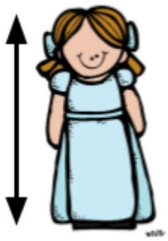


Height Type

How much taller is Michael than Jon?

Type

Height Type



Height Type

How much taller is Wendy than Nana?

Type

Height Type