

Name _____ Date _____

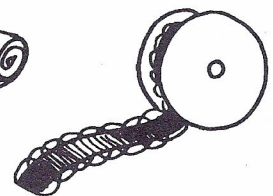
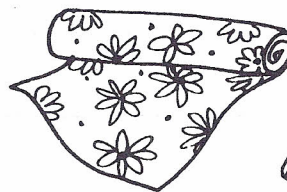
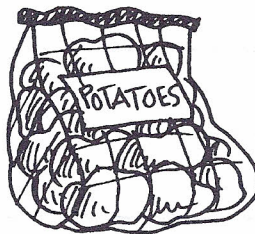
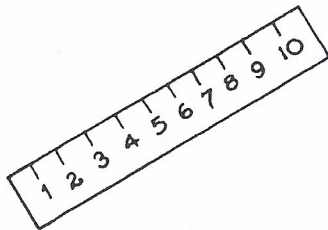
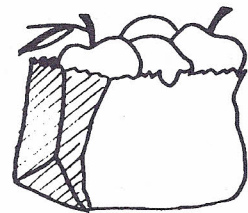
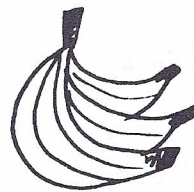
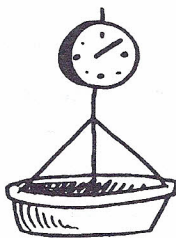
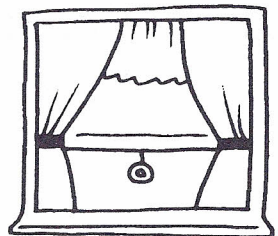
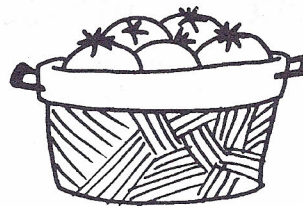
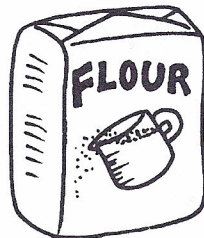
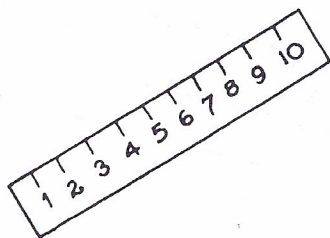
PRACTICE

Using Measuring Tools

Look at each measuring tool.


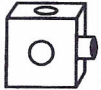
Which things would you measure with the tool?

Circle them.



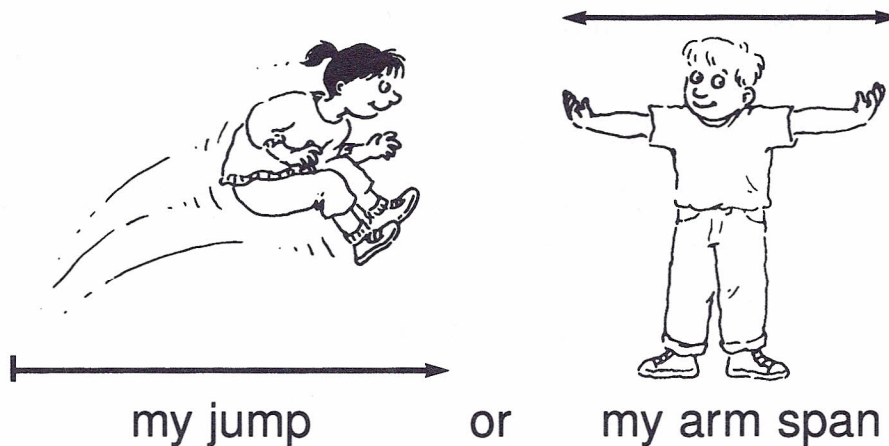
Can you think of something that is measured with a ruler and a balance? Write about it.

Using Units of Measure

Use , , , or other materials to measure.

Find out which is longer.

Record the information in the chart.



I measure	How long?


Circle the longer measure.


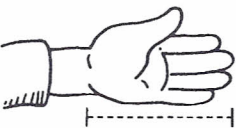
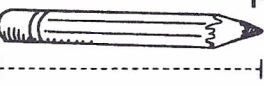
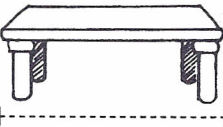
Name _____ Date _____

PRACTICE

C

omparing Measures

Use  to measure.
 Measure yourself and a friend.
 Record your measures.
 Then measure a pencil and a table or desk.

	My measure	Friend's measure
 shoe	_____ cubes	_____ cubes
 hand	_____ cubes	_____ cubes
 pencil	_____ cubes	_____ cubes
 desk or table	_____ cubes	_____ cubes

Compare the measures.
 Write about something you notice.

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PRACTICE

M measuring in Centimetres

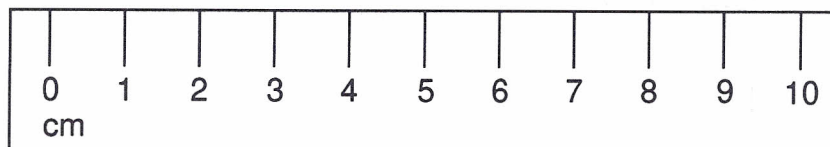
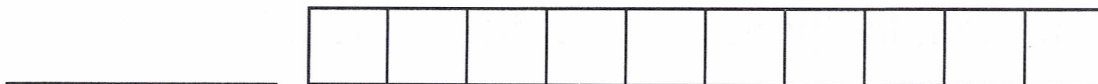
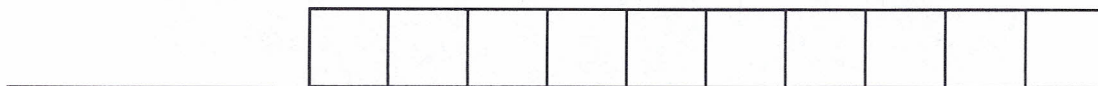
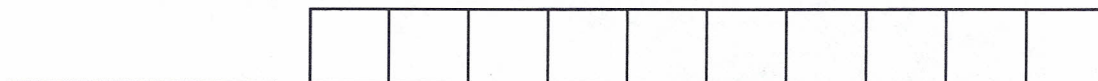
Find three small items to measure.

Measure the length of each item to the nearest centimetre.

Complete the chart.

Item	Length to Nearest Centimetre

Make a graph to show the data. Write the name of the item on the side of the graph. Colour one box for each centimetre.



Write about what you know from the graph.

Name _____ Date _____

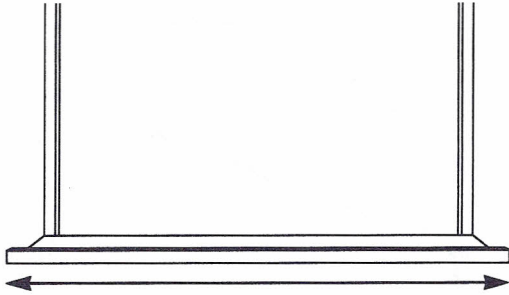
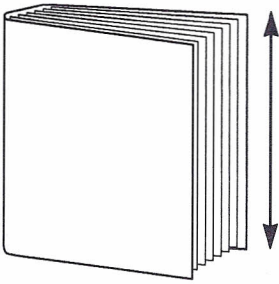
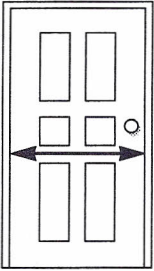
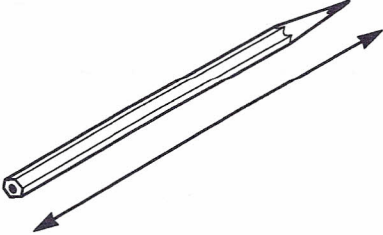
PRACTICE

Centimetres or Metres?

Circle which unit you would use to measure each object.

Then use tools to measure to the nearest unit.

Record your measures.

 ___ metres ___ centimetres	 ___ metres ___ centimetres
 ___ metres ___ centimetres	 ___ metres ___ centimetres

When do you use centimetres to measure?

When do you use metres to measure?

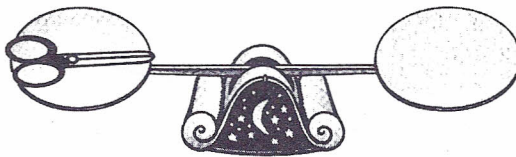
Name _____ Date _____



PRACTICE

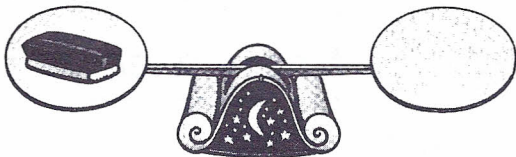
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
Measuring with a Balance

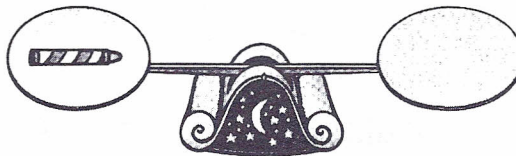
Use a balance and  cubes. Estimate the mass of each object. Then measure to find out. Record your results.





 has the same mass as _____ .



 has the same mass as _____ .



 has the same mass as _____ .

Draw the    in order from lightest to heaviest.

_____ lightest _____

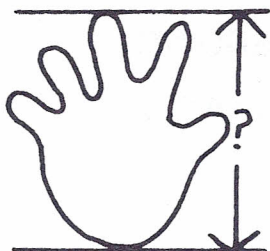
_____ heavier _____

_____ heaviest _____

Jamie said, "A ping pong ball and a golf ball have the same shape and about the same size. They should have the same mass." Is he right? Write about it.

Unit 8 (Measuring Objects)

Test 2



hand



foot



head



arm



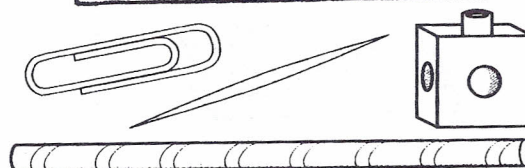
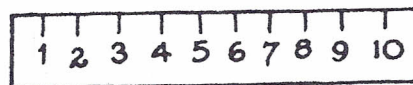
knee

Which of these measures will be the longest?

Estimate: _____

Choose a measuring tool.

Record each measure in the chart.



What I measured	My measure
hand	

Which has the longest measure? _____

How did your estimate compare with the longest measure?