This week we are going to continue working on our measurement skills! Below are a few more activities that will help you do just that. But, there are a few rules that you need to follow when measuring, to make sure your measurements will be accurate! They are:

**Rule 1:** Make sure your units are lined up straight.

**Rule 2:**  Make sure your units match up with the beginning and the end of the object.

**Rule 3:** Remember not to leave gaps between your units.

**Rule 4:** Remember not to overlap your units.

**Rule 5:** Remember to be as precise as you can!

I will put a poster with these rules up on Mrs. Karatzios’ website in case you would like something to look at when you are measuring! Have fun ☺

**Part 1: Measuring, Measuring, Yeah!**

1. Start this activity by tracing your foot on the piece of blank paper I will include in this document. Cut out the foot-shape and use this as your measurement unit! I am going to leave a chart below for you to fill out – choose three different objects around your house, estimate how many “feet” you think they would be, then

measure the length using your cut-out unit. \*Remember, try to choose objects to measure that make sense for the unit!

|  |  |  |
| --- | --- | --- |
| **Object** |  **Estimate** | **Measurement** |
|  |  |  |
|  |  |  |
|  |  |  |

Trace your foot on this piece of paper!

2. For this activity, I want you to go back to the same three objects you chose to measure in question one and…measure them again!! However, this time I would like you to cut out the squares that I will put on the next page and use those as your unit. Also, this time I want you to use **multiple units** (\*not just the same unit over and over again) to measure the object. For example, if you are measuring a table – line up as many squares as it is long and count those. So, the table below would be 10 squares long and I would need to line up all 10 squares at once to show this!

Table

|  |  |  |
| --- | --- | --- |
| **Object** |  **Estimate** | **Measurement** |
|  |  |  |
|  |  |  |
|  |  |  |

3. For this activity, I want you to use the same squares from question 2, but you will only need **one** this time!

First, measure how long one of the longest sides (there are two!) of **this piece of paper** is, using a single square as your unit of measurement.

Length: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next, rotate the piece of paper so that all of the words are upside down. Again, measure one of the longest sides using a single square.

Length: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did anything change? Yes No

Squares to cut out for questions 2 and 3!

**Part 2: Wacky Word Problems!**

To solve these problems, you will need to put your addition and subtraction skills to the test! Remember to use all of the mental math strategies we have learned this year to help you figure out the answers ☺

1. Kayla and Bailey are planning on having a backyard picnic this weekend! Before they head out they want to make sure their blankets are long enough that when put together there will be enough room for both girls. Bailey has a blanket that is 16 pencil-lengths long and Kayla has a blanket that is 20 pencil-lengths long. If the girls put their blankets together, how long will the combined blanket be?

2. Hannah has a pencil box that is 14 linking cubes long. Meagan has a pencil box that is a bit shorter than Hannah’s and only measures 9 linking cubes in length. How many linking cubes shorter is Meagan’s box?

3. Nicola and Logan each have a rope that they brought with them to the lake. They want to tie the ropes together, so one person can swim out really far and the other person can pull them back in. But, their parents said they cannot swim farther out than 35 feet. They decide to use Logan’s foot-steps to measure how long each rope is, so they know how many “feet” out into the lake they can go. Nicola’s rope measures 17 “feet” and Logan’s measures 15 “feet”. How long will the two ropes be when tied together? Will they be able to swim out that far, or will it be too long?

4. Nick, Matt, and Coady decide to have a Lego-building competition. Whoever builds the tallest tower will be crowned the winner! The boys decide to use linking cubes as their unit of measurement. Matt ends up coming in 2nd place with his tower that measures 21 cubes tall. If Nick’s tower is the tallest, and his is 4 more cubes than Matt’s how tall will Nick’s be?

If Coady builds the shortest tower, and his measures 12 less cubes than Nick’s, how tall is Coady’s tower?

If Matt’s tower measured 21 cubes tall, how many more cubes would it take to build than Coady’s?