Making Measurements Activity (100 points)

USE THE METRIC RULER TO MAKE THE FOLLOWING MEASUREMENTS (1 point each):

Length of the line in mm \_\_\_\_\_\_\_\_\_\_\_\_\_ Length of the line in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rectangle Length**

**Rectangle Width**

Length of the rectangle in mm \_\_\_\_\_\_\_\_\_\_\_\_\_ Length of the rectangle in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Width of the rectangle in mm \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Width of the rectangle in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HINT! These are the parts of a circle:**



Radius of the circle in mm \_\_\_\_\_\_\_\_\_\_\_\_ Radius of the circle in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Diameter of the circle in mm \_\_\_\_\_\_\_\_\_\_\_\_\_ Diameter of the circle in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_



**HINT! These are the sides of a right triangle:**

Length of the hypotenuse in mm \_\_\_\_\_\_\_\_\_\_\_\_ Length of the hypotenuse in cm \_\_\_\_\_\_\_\_\_\_\_\_\_

Length of the opposite in mm \_\_\_\_\_\_\_\_\_\_\_\_ Length of the opposite in cm \_\_\_\_\_\_\_\_\_\_\_\_\_

Length of the adjacent in mm \_\_\_\_\_\_\_\_\_\_\_\_ Length of the adjacent in cm \_\_\_\_\_\_\_\_\_\_\_\_\_

USE THE METRIC RULER TO MAKE THE FOLLOWING MEASUREMENTS IN YOUR CLASSROOM (1 point each):

Length of your pen/pencil in mm \_\_\_\_\_\_\_\_\_\_\_\_\_ Length of your pen/pencil in cm \_\_\_\_\_\_\_\_\_\_\_\_\_



Your height in mm \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your height in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Width of your desk in mm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Width of your desk in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of your desk in mm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length of your desk in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Height of your desk in mm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Height of your desk in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Height of chair in mm \_\_\_\_\_\_\_\_\_\_\_\_\_ Height of chair in cm \_\_\_\_\_\_\_\_\_\_\_\_

Length of your fingernail in mm \_\_\_\_\_\_\_\_\_\_\_\_\_ Length of your fingernail in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of the tip of your middle finger to your elbow in mm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of the tip of your middle finger to your elbow in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of your shoe from heel to toe in mm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of your shoe from heel to toe in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of your binder in mm \_\_\_\_\_\_\_\_\_\_\_ Length of your binder in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Width of your binder in mm \_\_\_\_\_\_\_\_\_\_\_ Width of your binder in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of your pencil case in mm \_\_\_\_\_\_\_\_\_\_\_\_ Length of your pencil case in cm \_\_\_\_\_\_\_\_\_\_\_\_

Width of your pencil case in mm \_\_\_\_\_\_\_\_\_\_\_\_ Width of your pencil case in cm \_\_\_\_\_\_\_\_\_\_\_\_\_

Length of your eraser in mm \_\_\_\_\_\_\_\_\_\_\_\_\_ Length of your eraser in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Width of your eraser in mm \_\_\_\_\_\_\_\_\_\_\_\_ Width of your eraser in cm \_\_\_\_\_\_\_\_\_\_\_\_\_

Height of your eraser in mm \_\_\_\_\_\_\_\_\_\_\_\_\_ Height of your eraser in cm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CIRCLE THE *BEST* METRIC UNIT FOR EACH MEASUREMENT (1 point each)

Length of an eye lash mm cm m km

Height of a flagpole mm cm m km

Length of a spaghetti noodle mm cm m km

Distance from Flagstaff to Phoenix mm cm m km

Height of a house mm cm m km

Diameter of a bracelet mm cm m km

Length of the tail of a chihuahua mm cm m km

Whiskers of a hamster mm cm m km

Height of your Mom mm cm m km

Distance from school to your house mm cm m km

Height of a Tyrannosaurus Rex mm cm m km

METRIC PRACTICE PROBLEMS (1 point each):

COMPARE THE FOLLOWING USING <, >, OR = (1 point each):



MORE METRIC PRACTICE (1 point each)



13. In your own words explain how the stair step method works below. Use complete sentences. (3 points)