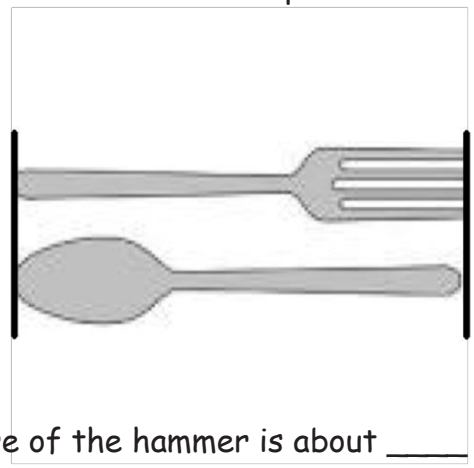
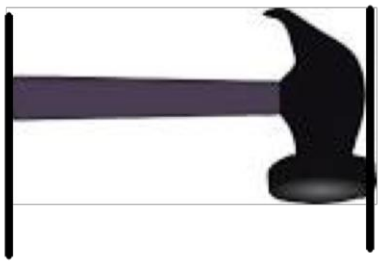
Name _____ Date _____

Use centimeter cubes to find the length of each object.

1. The picture of the fork and spoon is about _____ centimeter cubes long.



2. The picture of the hammer is about _____ centimeters long.



3. The length of the picture of the comb is about _____ centimeters..

4. The length of the picture of the shovel is about _____ centimeters.

5. The head of a grasshopper is 2 centimeters long. The rest of the grasshopper's body is 7 centimeters long. What is the total length of the grasshopper?

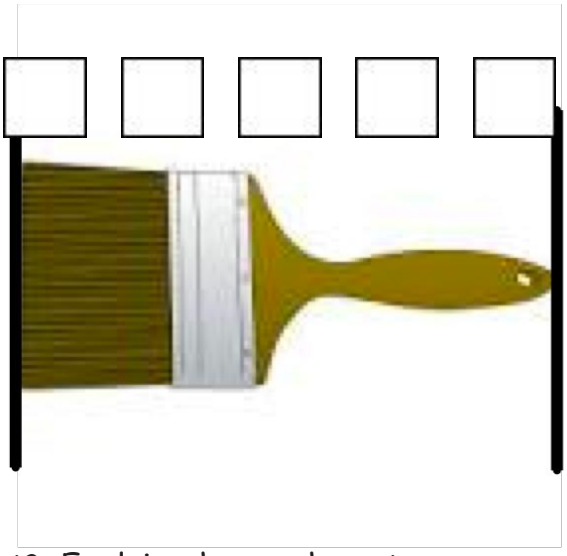
6. The length of a screwdriver is 19 centimeters. The handle is 5 centimeters long.
   a. What is the length of the top of the screwdriver?

   b. How much shorter is the handle than the top of the screwdriver?

Name _____ Date _____

Sara lined up her centimeter cubes to find the length of the picture of the paintbrush.

Sarah thinks the picture of the paintbrush is 5 centimeter cubes long.



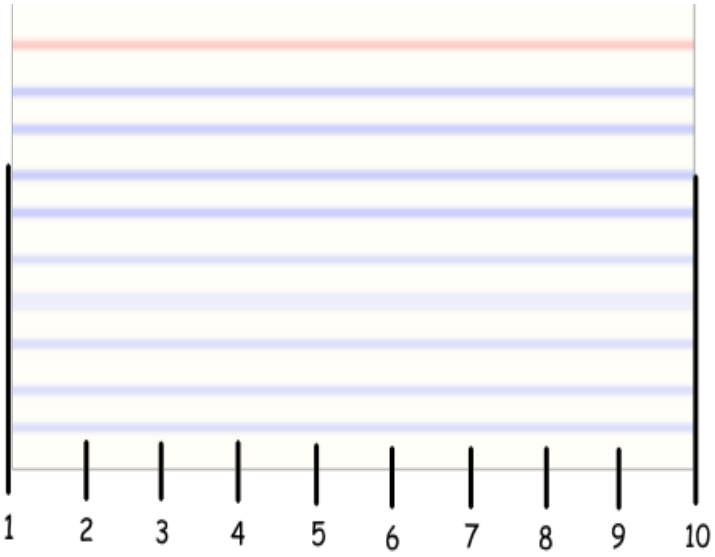
Is her answer correct? Explain why or why not.

_____

_____

Name _____ Date _____

1. Matt measured his index card using a centimeter cube. He marked the endpoint of the cube as he measured. He thinks the index card is 10 centimeters long.



a. Is Matt's work correct? Explain why or why not.

_____

_____

_____

b. If you were Matt's teacher what would you tell him?

_____

_____

_____

Name _____ Date _____

1. Measure five things in the classroom with a centimeter ruler. List the five things and their length in centimeters.

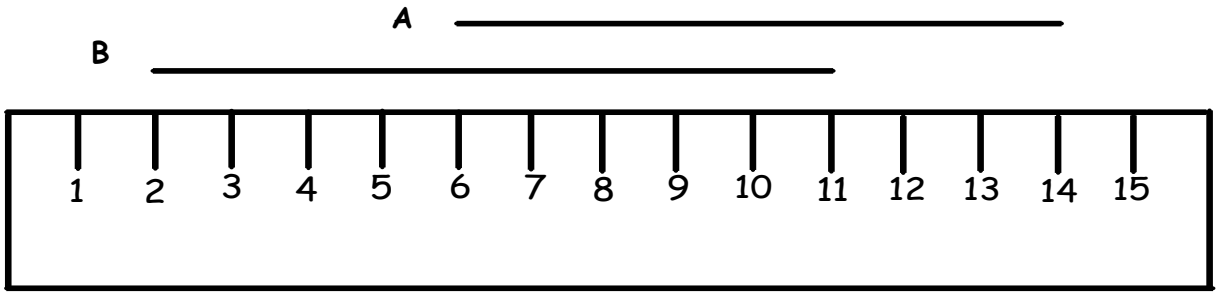
Object Name	Length in Centimeters
a.	
b.	
c.	
d.	
e.	

2. Measure four things in the classroom with a meter stick or meter tape. List the four things and their length in meters.

Object Name	Length in Meters
a.	
b.	
c.	
d.	

Name _____ Date _____

1.



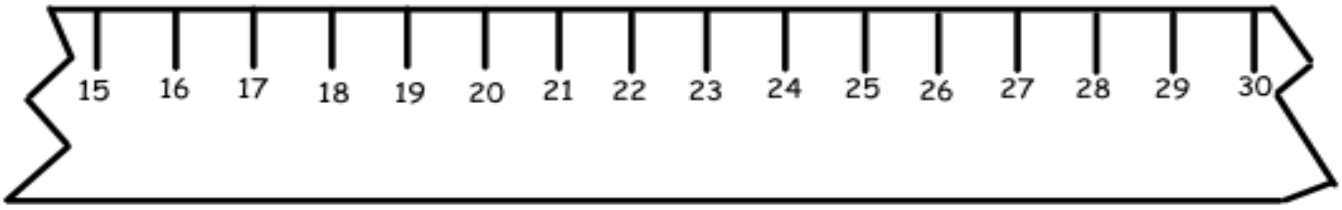
a. Line A is _____ cm long.

b. Line B is _____ cm long.

c. Together, Lines A and B measure _____ cm.

d. Line A is _____ cm (longer/shorter) than Line B.

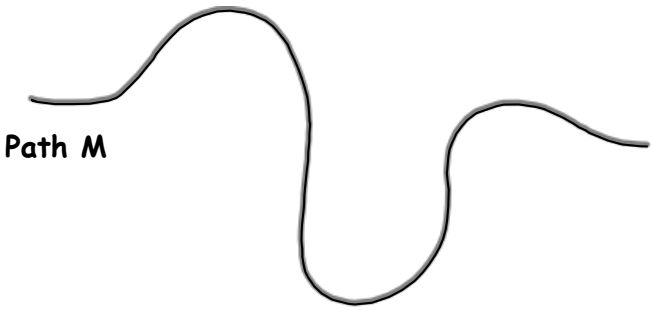
2. A cricket jumped 5 centimeters forward and 9 centimeters back, then stopped. If the cricket started at 23 on the ruler, where did the cricket stop? Show your work on the broken centimeter ruler.



3. Marty made a train of red and yellow centimeter cubes that measured 16 centimeters in length. He added 11 more yellow cubes and removed 8 red cubes. What is the length of the train now?

Name _____ Date _____

1. Use your string to measure the two paths. Write the length in centimeters.



Path N

Path M is _____ cm long.

Path N is _____ cm long.

2. Mandy measured the paths and said both paths are the same length. Is Mandy correct? Yes or no? _____

Explain why or why not.

_____

_____

3. Draw a tape diagram to compare the two lengths.

4.

Vanessa's Ribbons

Ribbon A *Ribbon B*

a. Measure the length of Ribbon A with your centimeter ruler and your paper clip. Write the measurements on the lines below.

_____ centimeters _____ paper clips

b. Explain why the number of centimeters is larger than the number of paper clips. Use pictures or words.

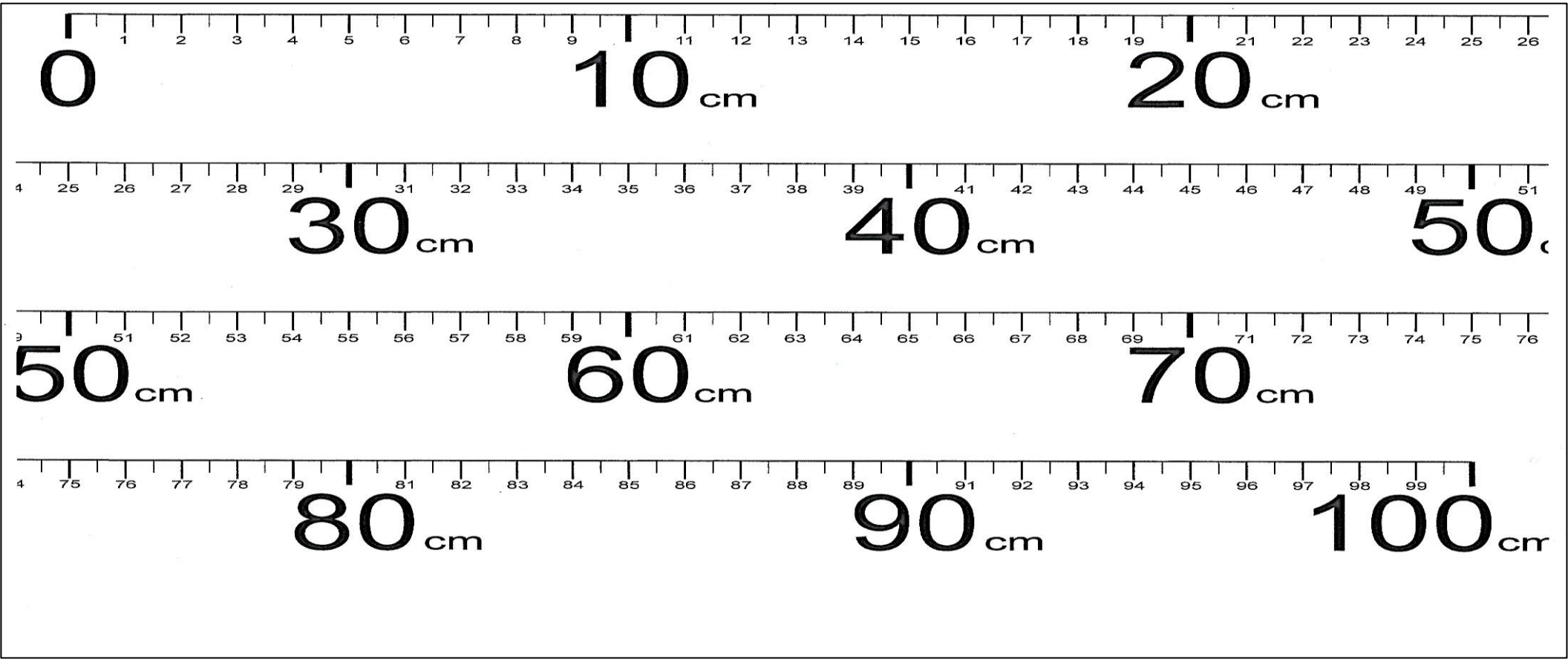
c. Estimate the length of Ribbon B in paper clips.

_____ paper clips

d. How much longer is Ribbon A than Ribbon B? Give your answer in centimeters.

e. Vanessa is using the ribbons to wrap a gift. If she tapes the ribbons together with no overlap, how many centimeters of ribbon does she have altogether?

f. If Vanessa needs 20 centimeters of ribbon, how much more does she need?



meter strip