

# I CAN MEASURE!

using inches and  
centimeters

by: amy lemons  
step into second grade



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<http://stepintosecondgrade.blogspot.com>

clip-art and fonts by:  
kevin and amanda  
scrappin' doodles  
kpm doodles  
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# MEASUREMENT

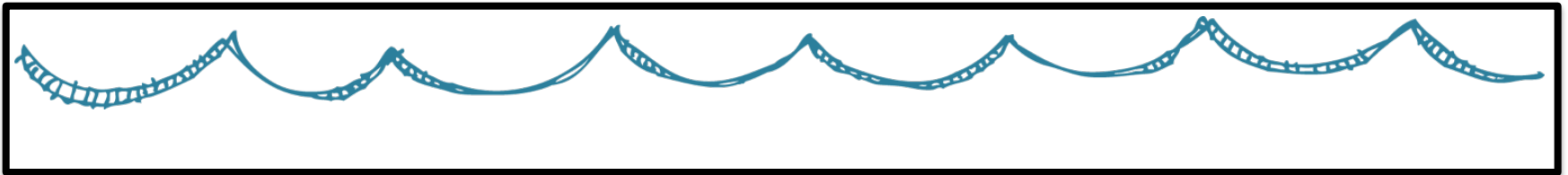
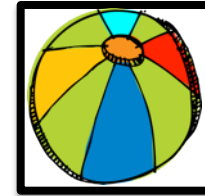
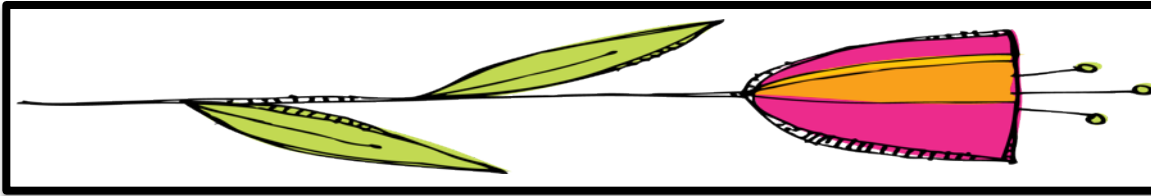
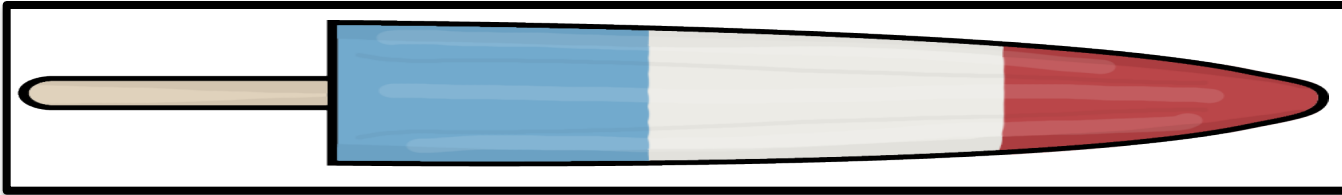
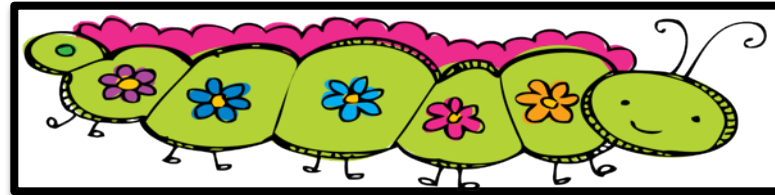
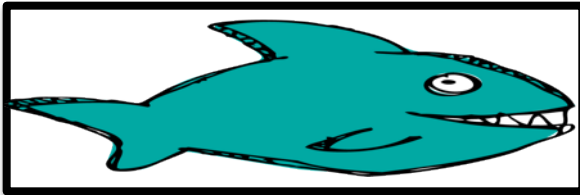
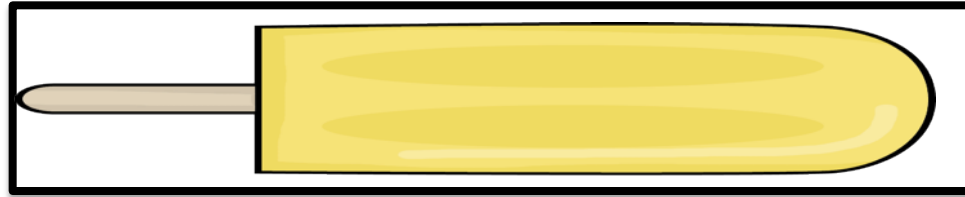
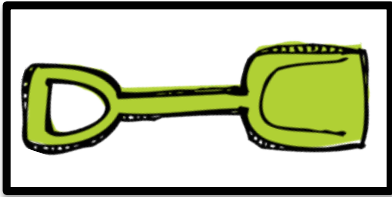
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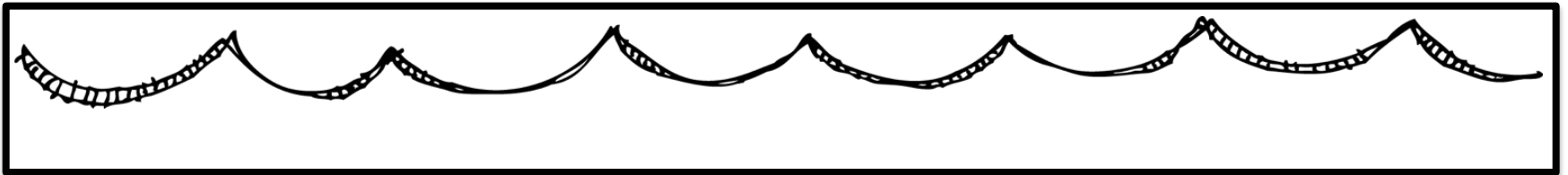
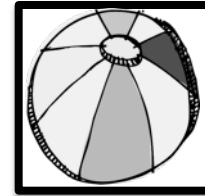
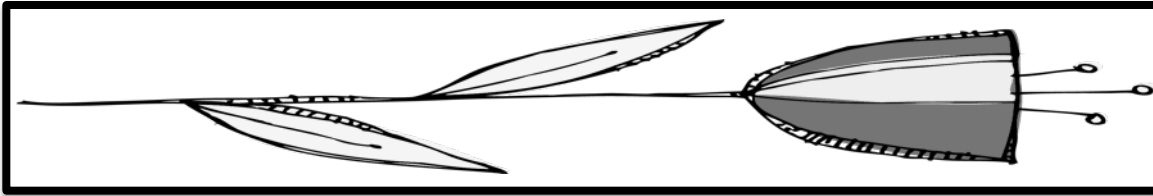
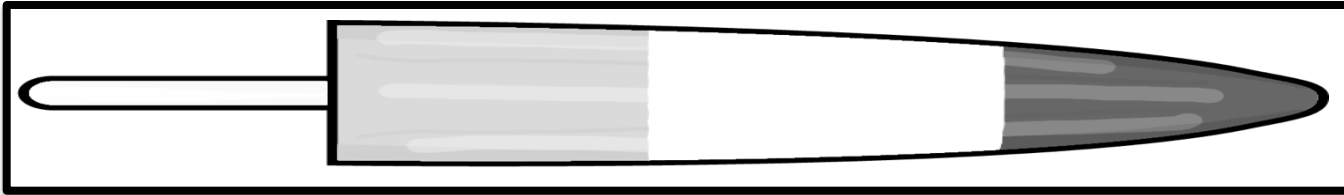
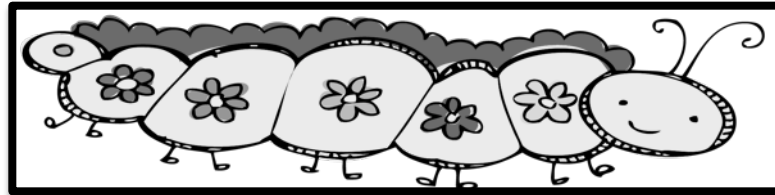
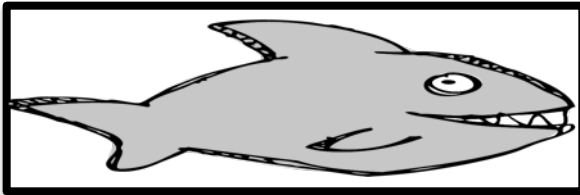
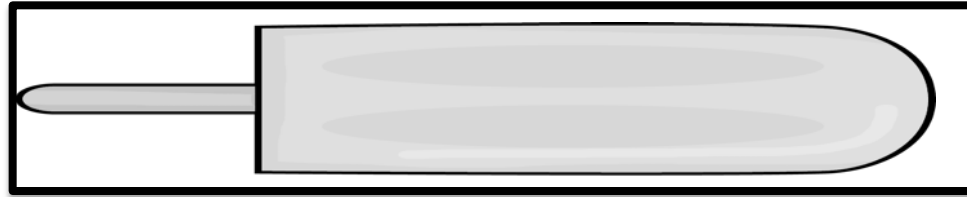
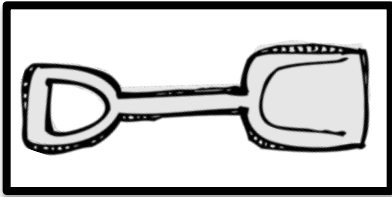
**W**

**L**

# MEASURE ME!

This is great for a center or group work! First, print off the pictures, and laminate for durability. Then, students will estimate how long they think the object is. After students have estimated, they will use their ruler to measure the object. Students will record both their estimate and the actual measurement on their answer sheet next to the correct picture.



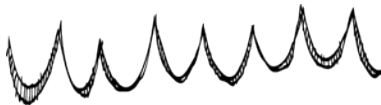
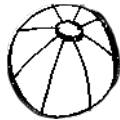
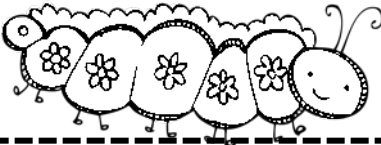


# MEASURE ME!

**ESTIMATE:**

**LENGTH:**

(in inches)



**MEASURE ME!**

**ESTIMATE:**

**LENGTH:**

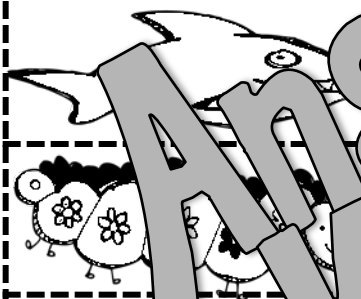
(in inches)



2 inches



5 inches



3 inches



4 inches



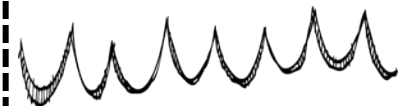
7 inches



6 inches



1 inch



9 inches

**Answer Key!**

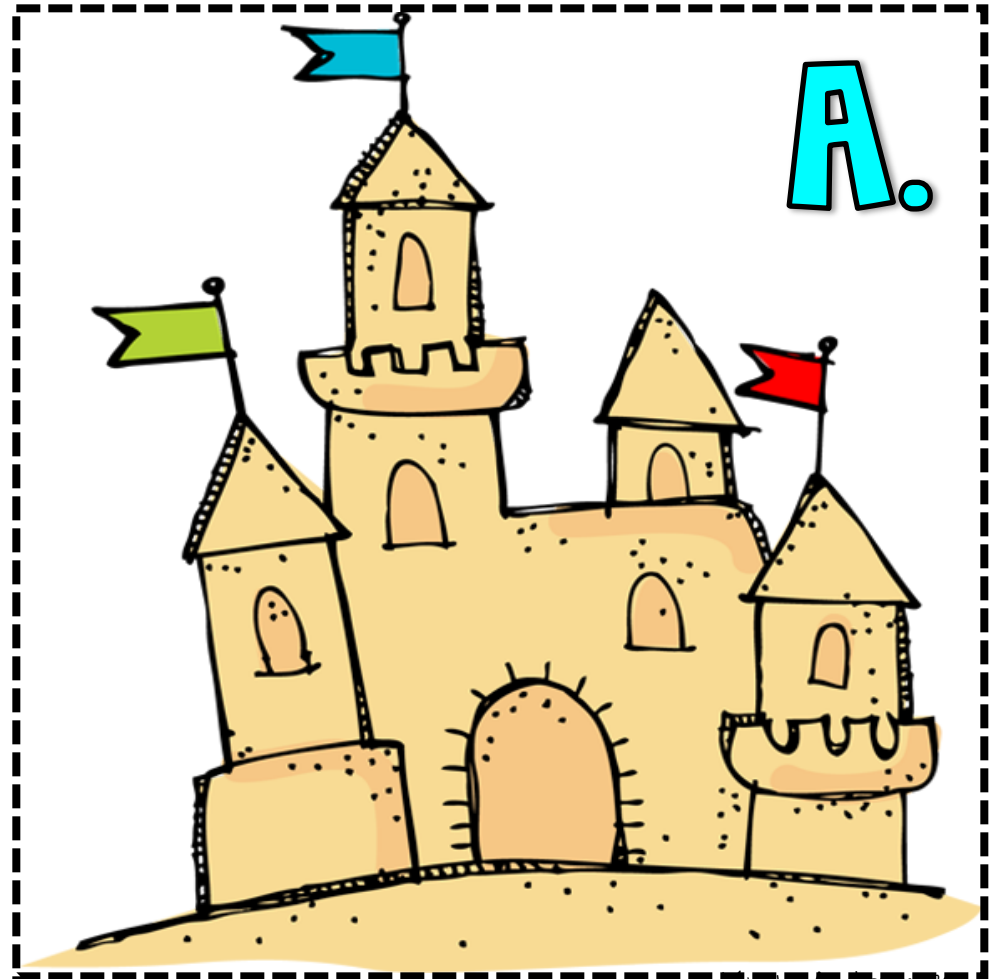
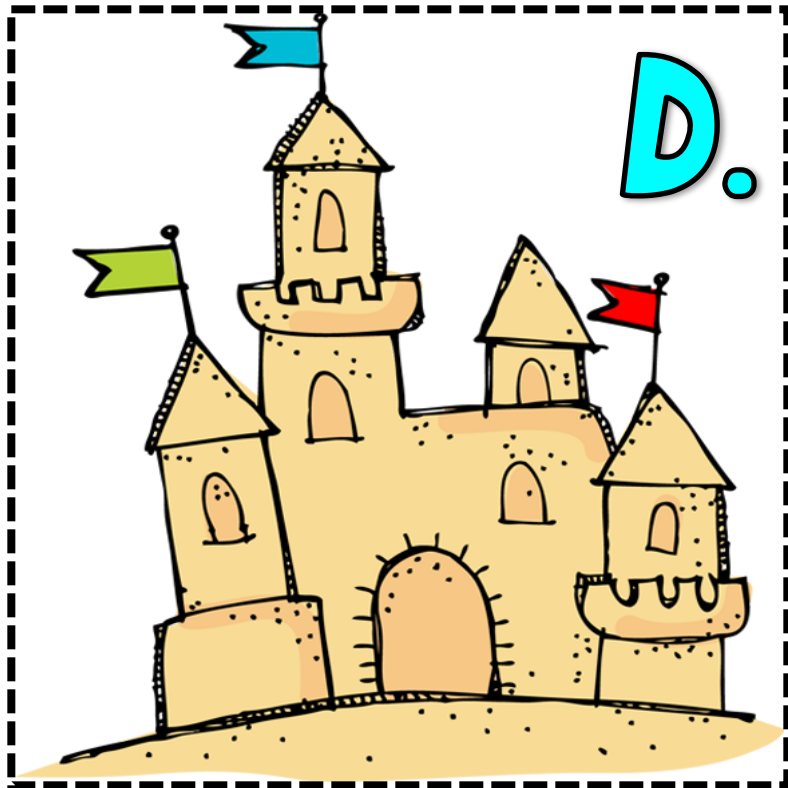
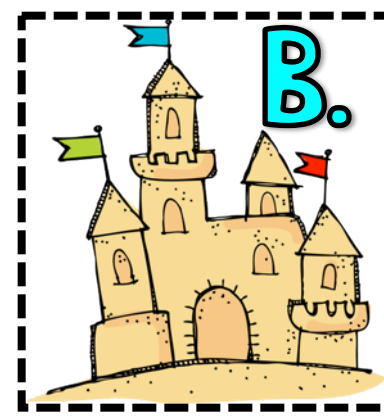
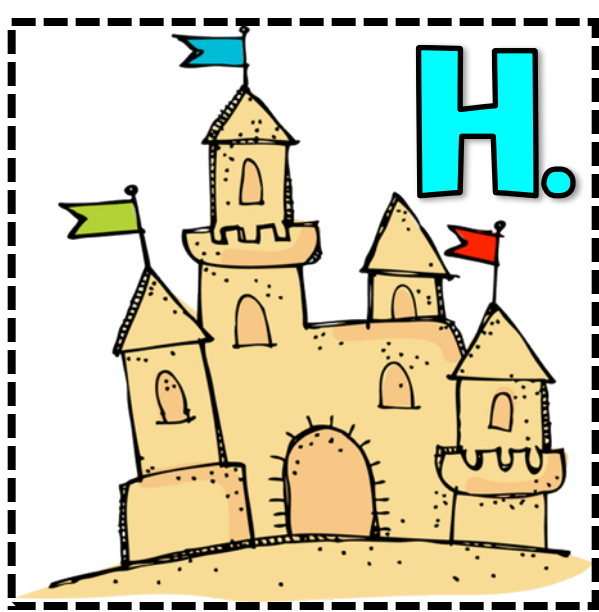


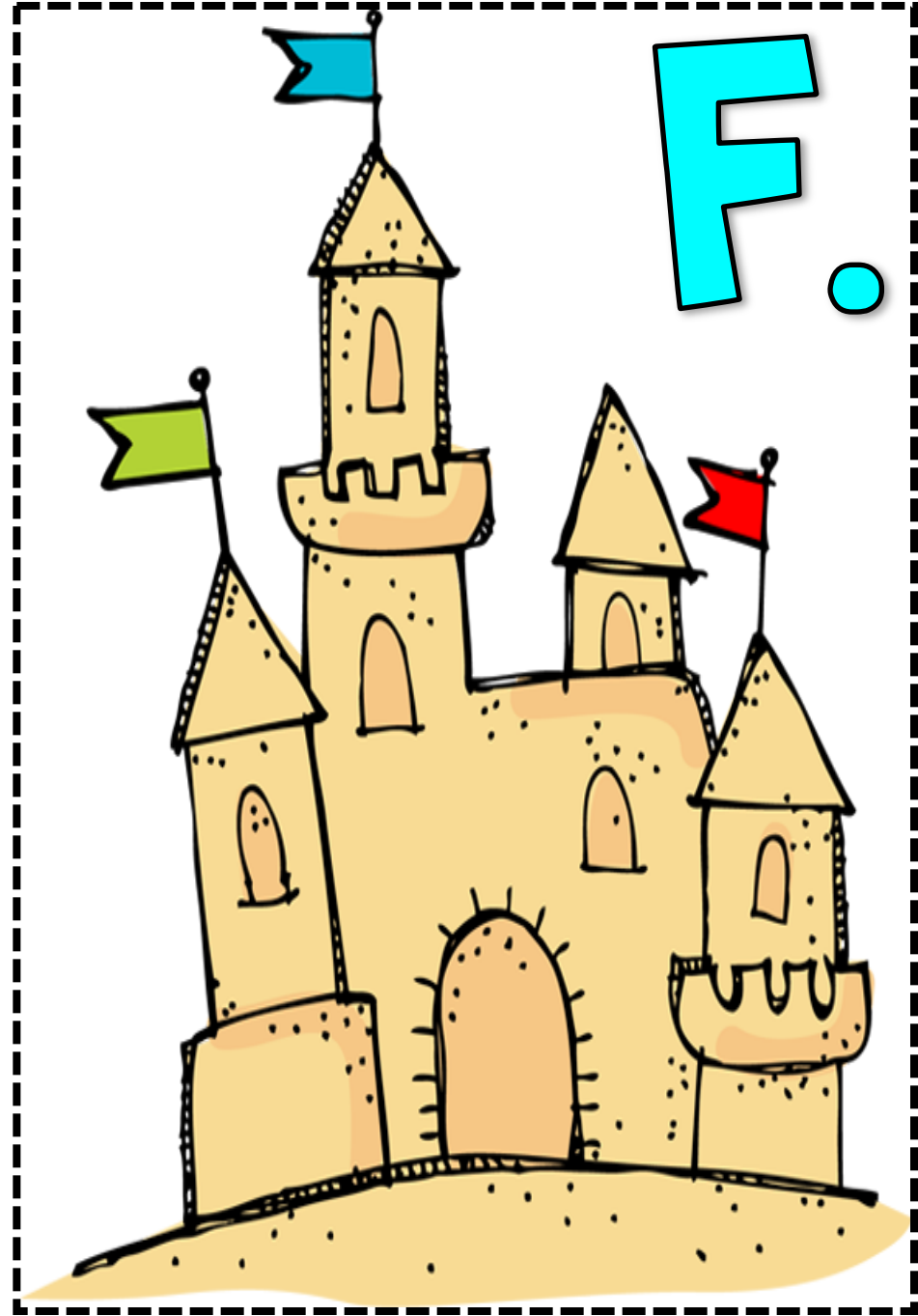
# I SPY SANDCASTLES

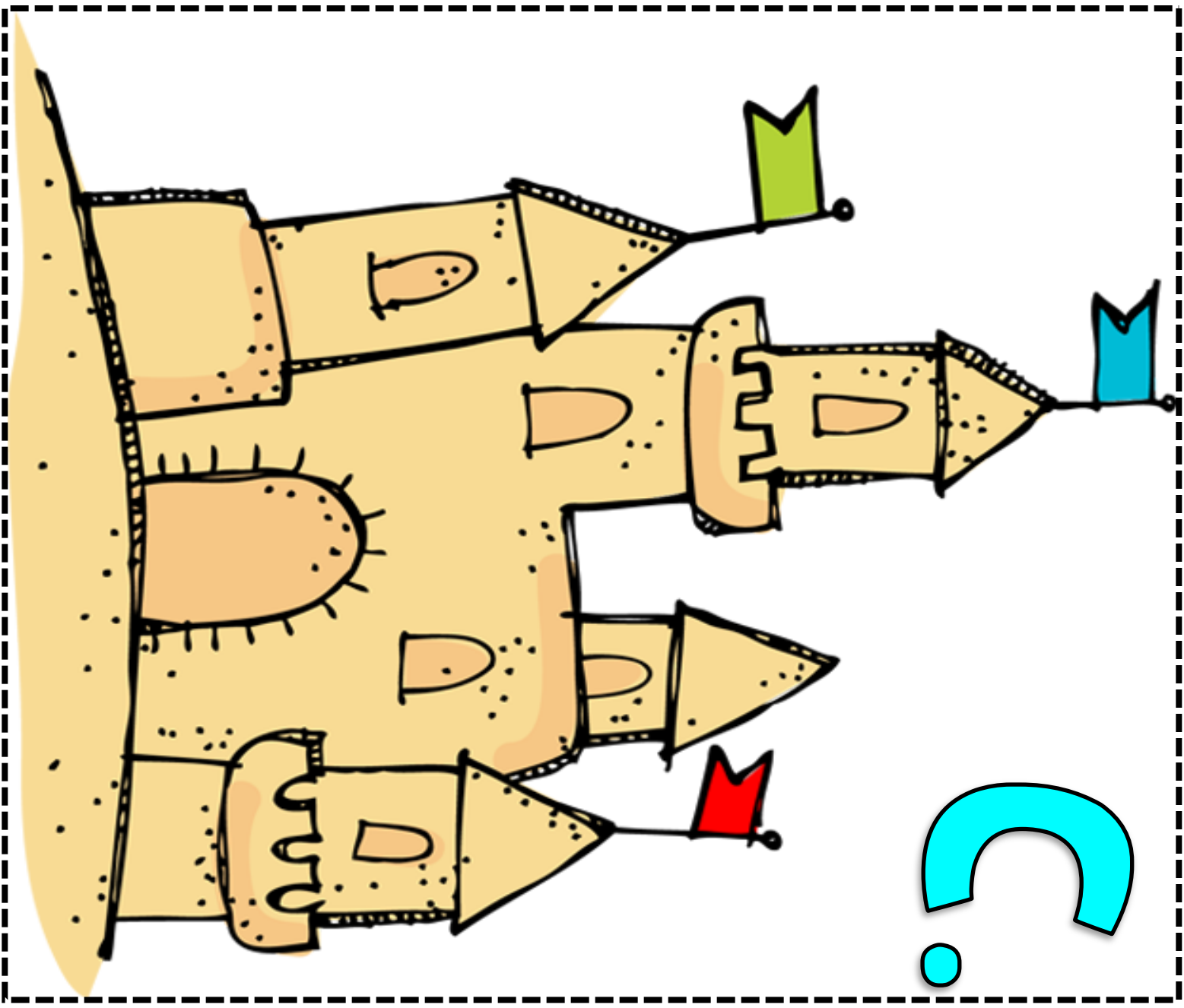
To prepare: Print out the sandcastle cards (either in color or black and white), laminate for durability. Place the sandcastle cards around the room so that each student can visit each card. When students get to a card, they will first estimate how tall they think the sandcastle is, then they will measure the sandcastle using inches. Students will record this on their answer sheet. It is important for students to write the measurements on the corresponding letter from the card.

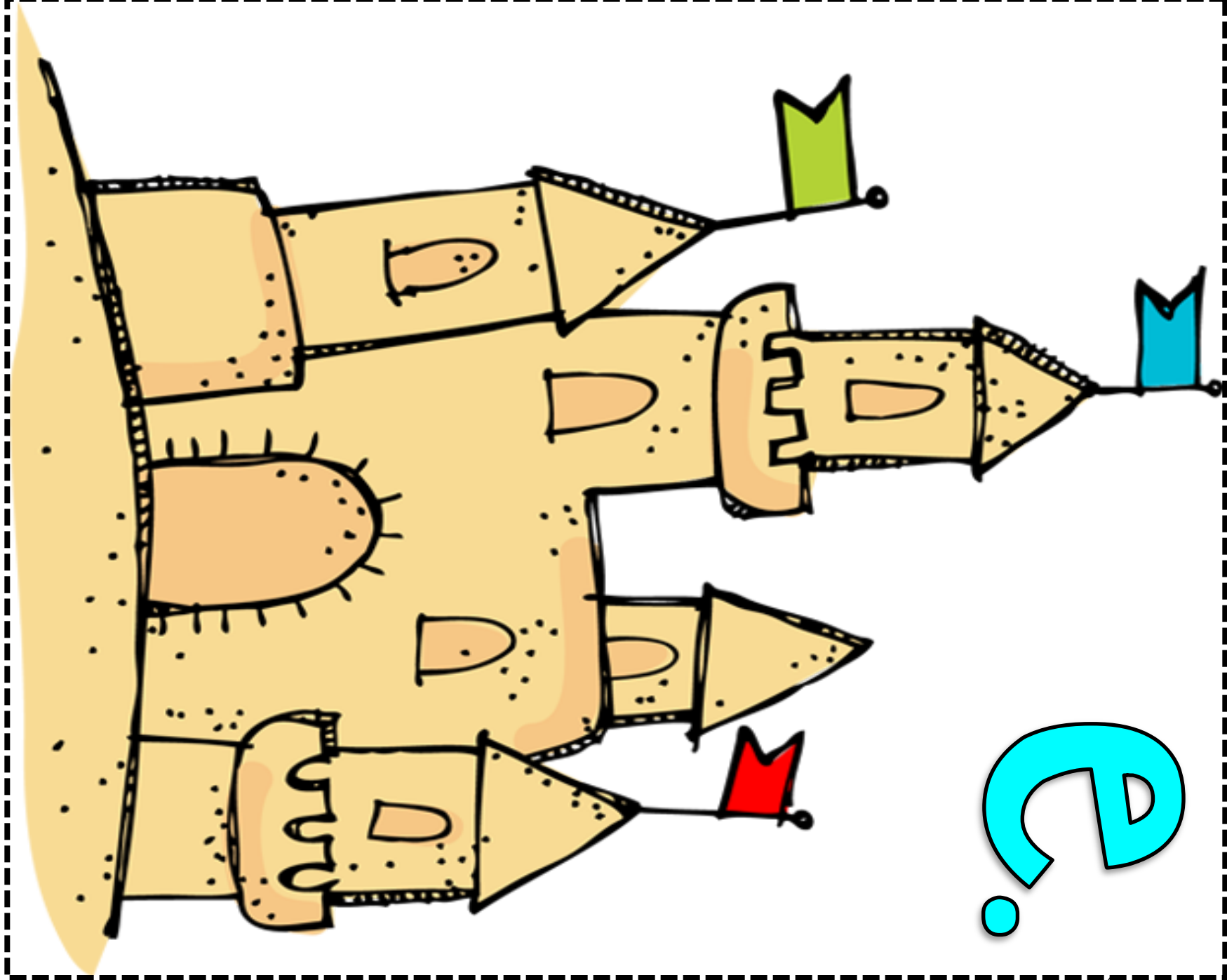
Answers:

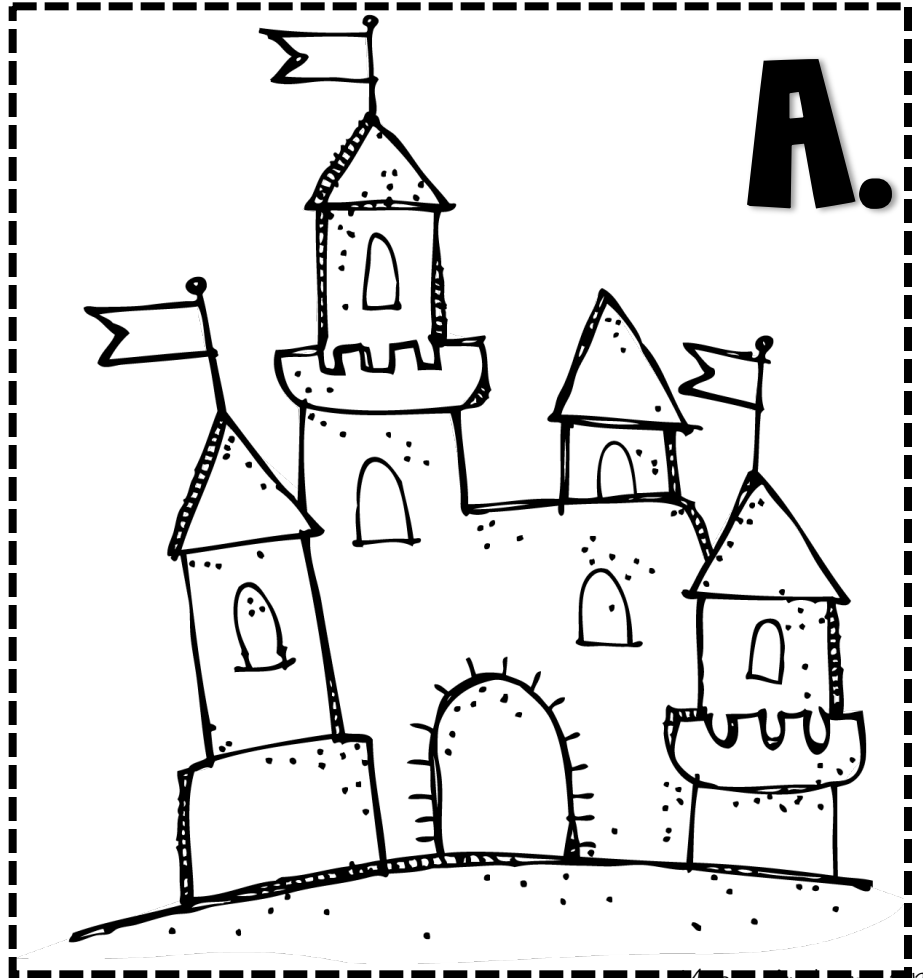
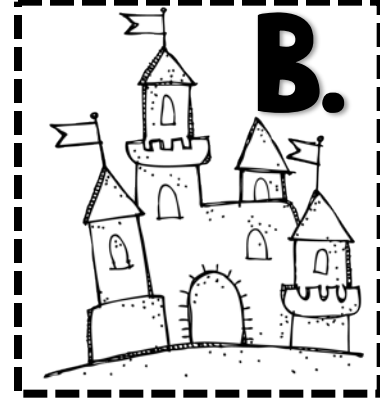
A: 5" B: 2" C: 8" D: 4" E: 9" F: 7" G: 6" H: 3"

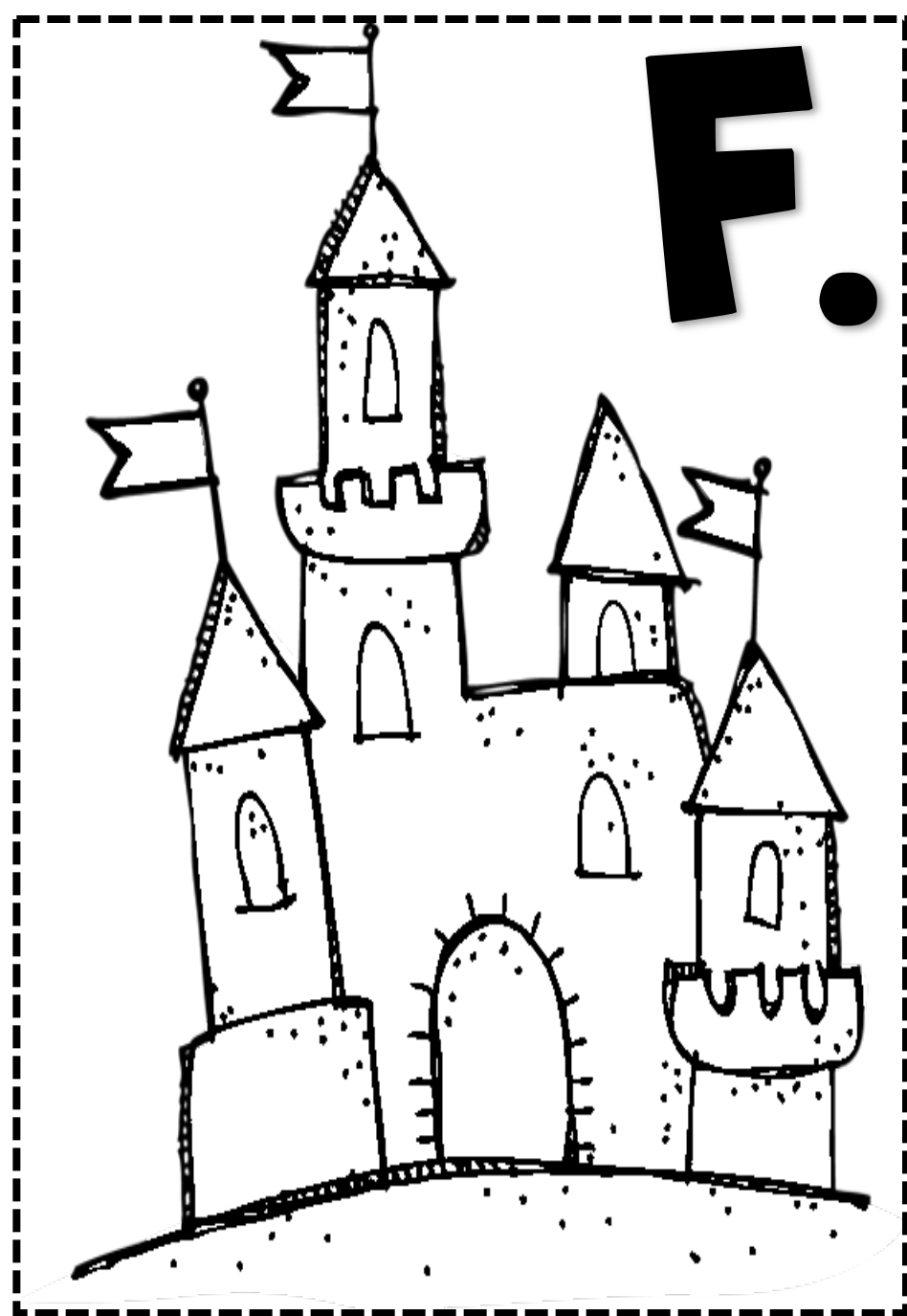


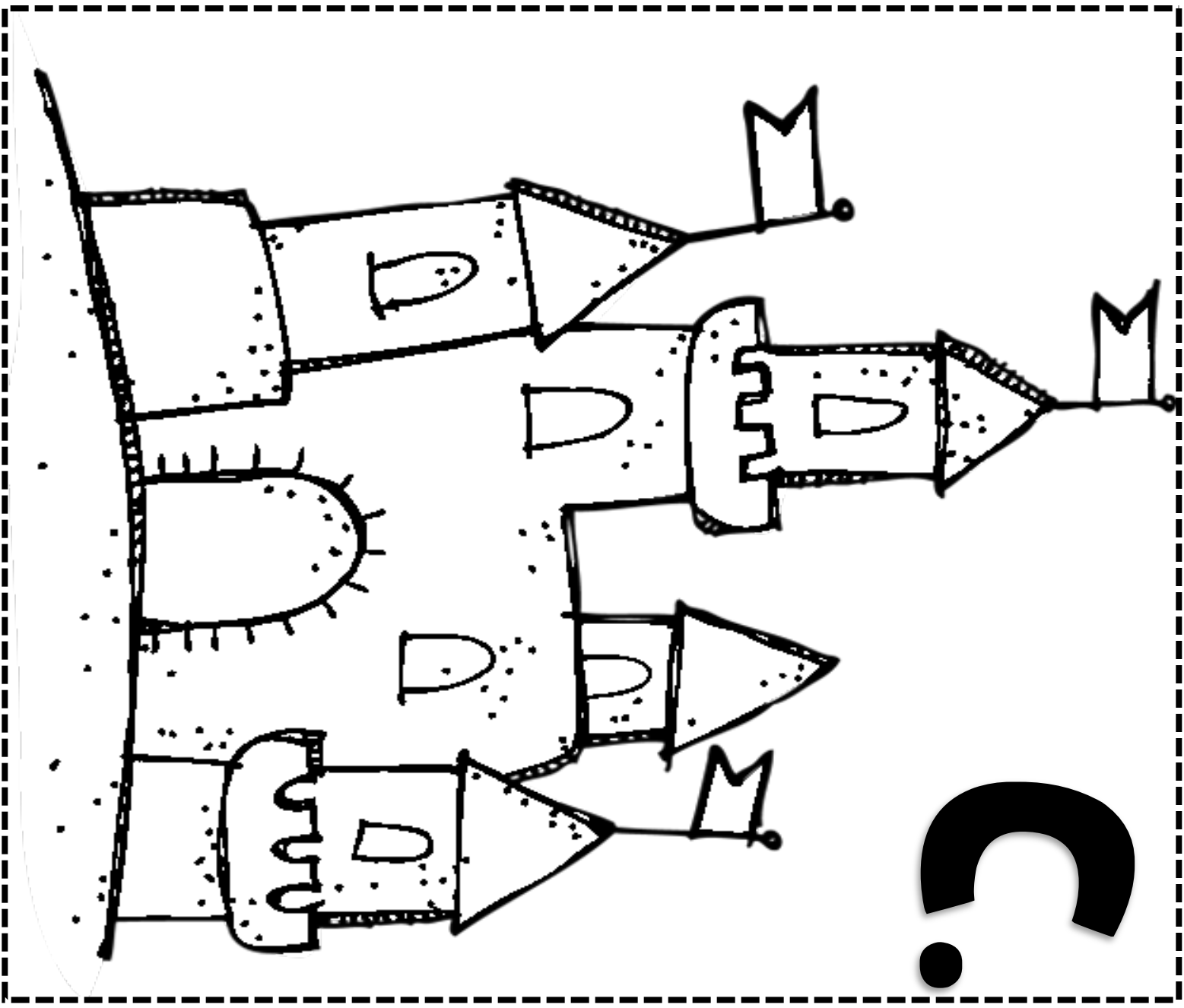




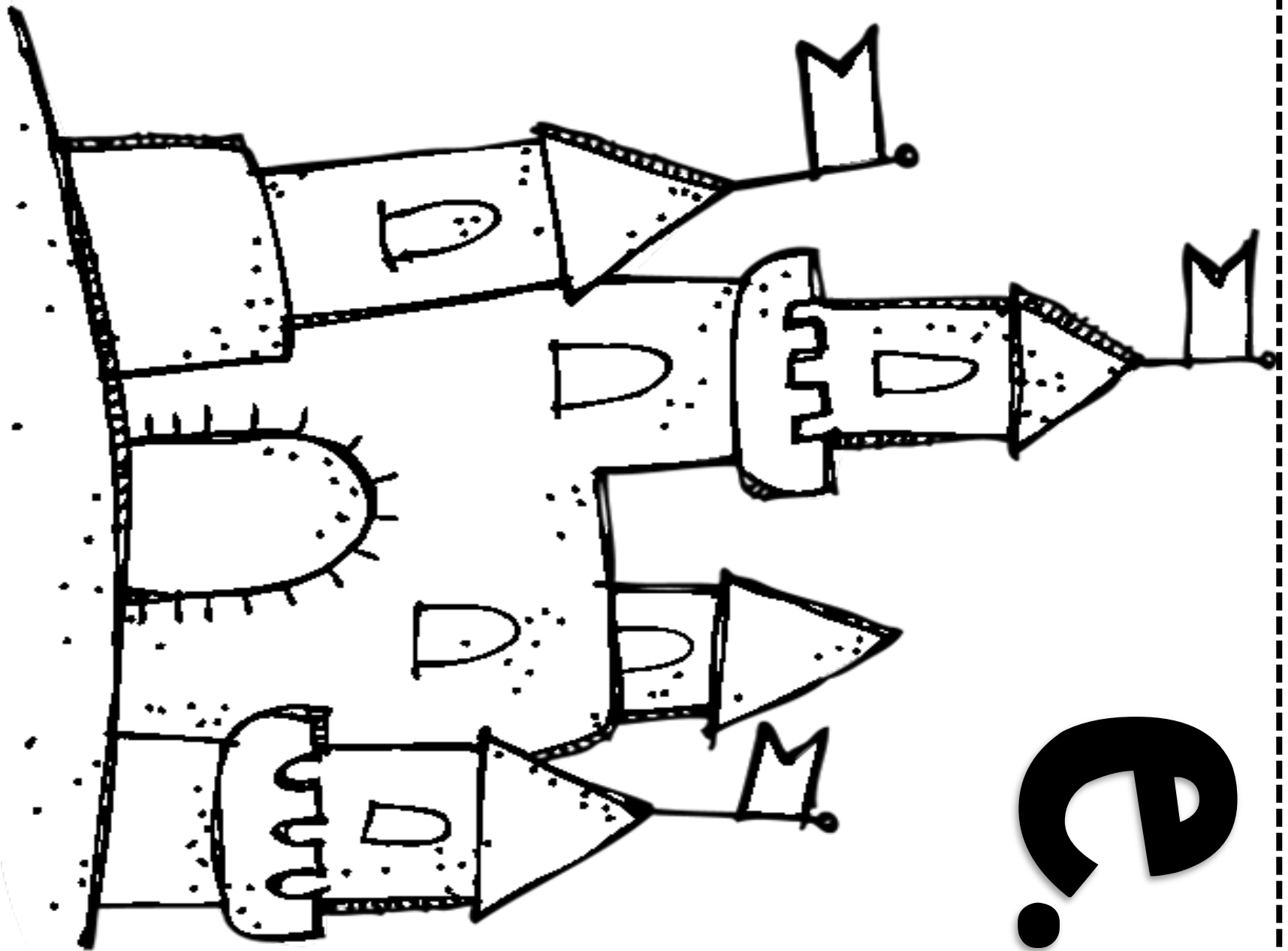












e

Name: \_\_\_\_\_

# "I Spy" Sandcastles!



estimate      actual (in inches)

<b>A.</b>		
<b>B.</b>		
<b>C.</b>		
<b>D.</b>		
<b>e.</b>		

Look at a sandcastle card, estimate how tall you think the sandcastle is. Write your estimate **FIRST!** Measure how tall each sandcastle is using a ruler (on the inches side).

estimate      actual (in inches)

<b>F.</b>		
<b>g.</b>		
<b>H.</b>		
<b>i.</b>		

# MEASURING AROUND THE ROOM

Students will need a ruler and a recording sheet for this activity. I have included 2 different sheets, one where students measure in centimeters and inches, and the other where students estimate first, then measure in inches. Students can either do an exact measurement of each object, or they can do "about\_ inches." It just depends on what your students are ready for!

Name: \_\_\_\_\_

# measuring around the room

Grab your ruler and measure the ten objects shown below. Record how long the object is in centimeters and inches.  
Remember that your ruler is a math tool, not a toy!

		
Chair	centimeters	inches

		
Paper	centimeters	inches

		
Eraser	centimeters	inches

		
Pencil	centimeters	inches

		
Journal	centimeters	inches

		
Scissors	centimeters	inches

		
Book	centimeters	inches

		
Glue	centimeters	inches

		
Bag	centimeters	inches

		
Crayon	centimeters	inches

Name: \_\_\_\_\_

# measuring around the room

Grab your ruler and measure the ten objects shown below. Record how long the object is in inches. Remember that your ruler is a math tool, not a toy!

		
Chair	estimate	inches

		
Paper	estimate	inches

		
Eraser	estimate	inches

		
Pencil	estimate	inches

		
Journal	estimate	inches

		
Scissors	estimate	inches

		
Book	estimate	inches

		
Glue	estimate	inches

		
Bag	estimate	inches

		
Crayon	estimate	inches

# FIND IT!

Students will go around the room with a ruler. They will measure different objects that you have until they find one that is about the length of a measurement listed on the chart. They will continue looking for objects until their chart is filled up!

Name: \_\_\_\_\_

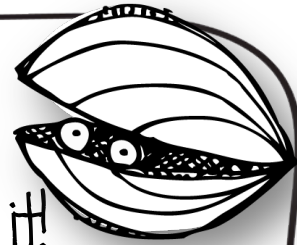
Find objects around the room that are the lengths shown below.

Measure the object, if it matches a length below, write the name and draw it!

# FIND IT!

Object:

Draw it!



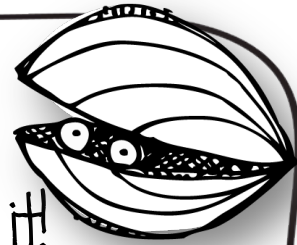
<b>1 inch</b>		
<b>3 inches</b>		
<b>6 inches</b>		
<b>8 inches</b>		
<b>9 inches</b>		
<b>11 inches</b>		
<b>12 inches</b>		

Name: \_\_\_\_\_

Find objects around the room that are the lengths shown below.

Measure the object, if it matches a length below, write the name and draw it!

# FIND IT!



Object:

Draw it!

**1 cm**

**5 cm**

**10 cm**

**15 cm**

**20 cm**

**25 cm**

**30 cm**



# FLAP BOOKS

I have included 2 different flapbooks: one for inch, foot, yard and the other for centimeters and meters. Each student needs a flapbook and the words to sort.

Answer Key: Inch— paperclip, thimble, light switch, eraser  
Foot—Dad's shoe, computer screen, notebook paper, book  
Yard— baseball bat, width of a door, suitcase, yardstick

Centimeter— staple, ant, bean, dime, thumbtack, fingernail  
Meter— nose to fingertip, baseball bat, adult leg, bus wheel, guitar, walking stick

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**ABOUT  
AN  
iNCH**

**ABOUT  
A  
FOOT**

**ABOUT  
A  
YARD**

light switch

computer  
screen

dad's shoe

eraser

baseball bat

yardstick

thimble

width of a  
door

notebook  
paper

paperclip

suitcase

book

light switch

computer  
screen

dad's shoe

eraser

baseball bat

yardstick

thimble

width of a  
door

notebook  
paper

paperclip

suitcase

book

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**ABOUT  
a  
centimeter**

**ABOUT  
a  
meter**

staple

bus wheel

walking stick

guitar

adult's leg

baseball bat

fingernail

node to  
fingertip

dime

ant

bean

thumbtack

staple

bus wheel

walking stick

guitar

adult's leg

baseball bat

fingernail

node to  
fingertip

dime

ant

bean

thumbtack

# MEASURE YOUR BODY

Students will measure the different parts of their body using either inches or centimeters. I didn't put a specific unit of measurement on the student page so that you can adapt it to fit your student's needs.

You may want to put your students into partners or groups so that they can help each other measure. Students will write down their measurements. They should either include the word inches or centimeters after each number.

# measure your...

head: \_\_\_\_\_

ear: \_\_\_\_\_

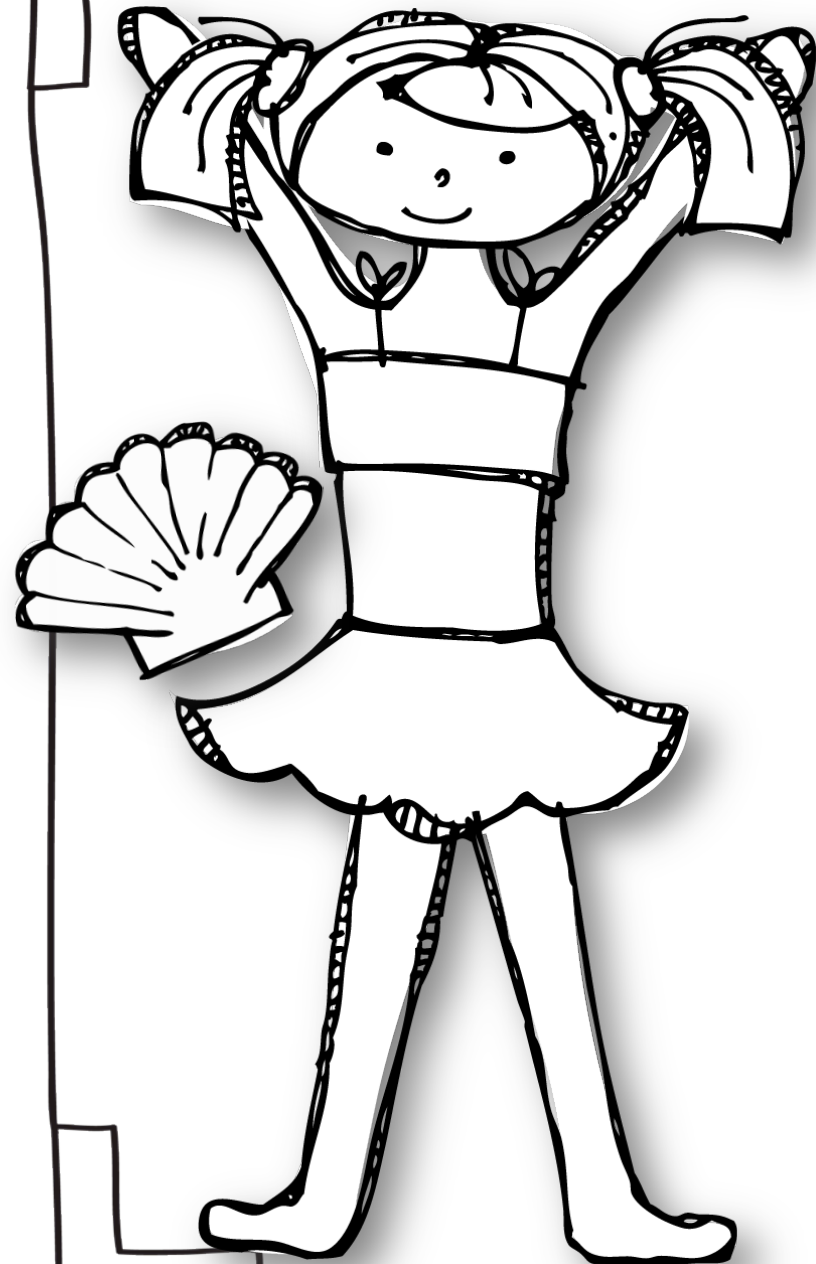
neck: \_\_\_\_\_

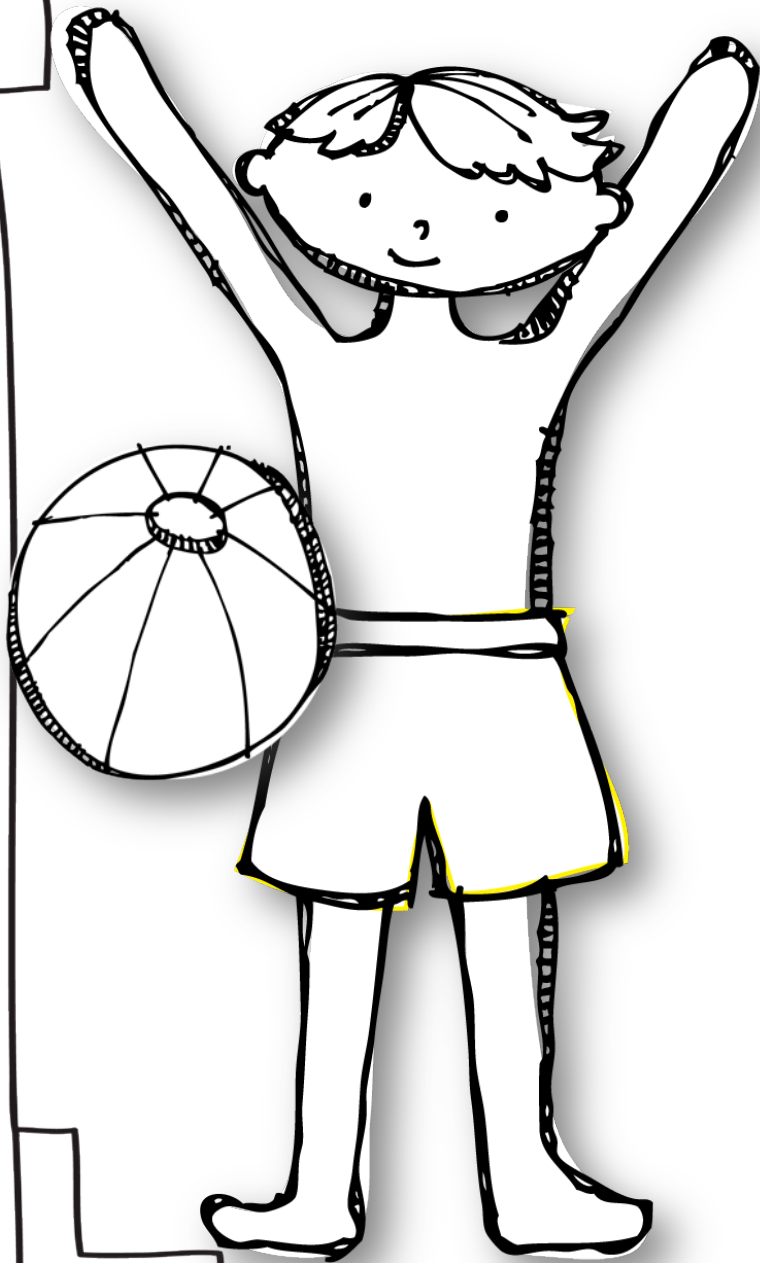
arm: \_\_\_\_\_

finger: \_\_\_\_\_

leg: \_\_\_\_\_

foot: \_\_\_\_\_





# measure your...

head: \_\_\_\_\_

ear: \_\_\_\_\_

neck: \_\_\_\_\_

arm: \_\_\_\_\_

finger: \_\_\_\_\_

leg: \_\_\_\_\_

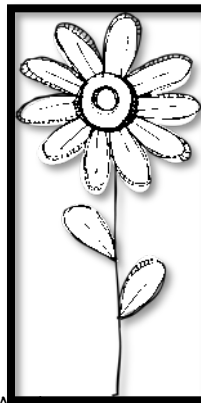
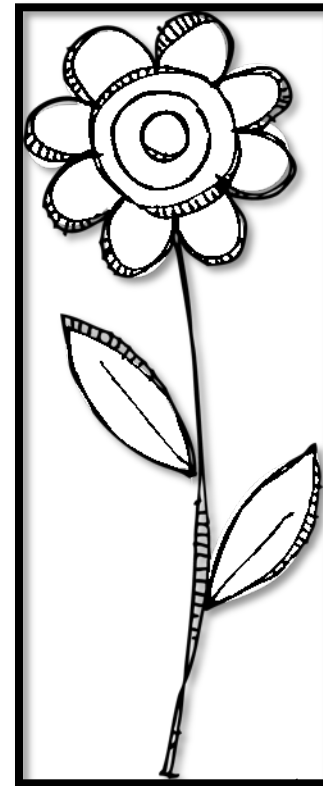
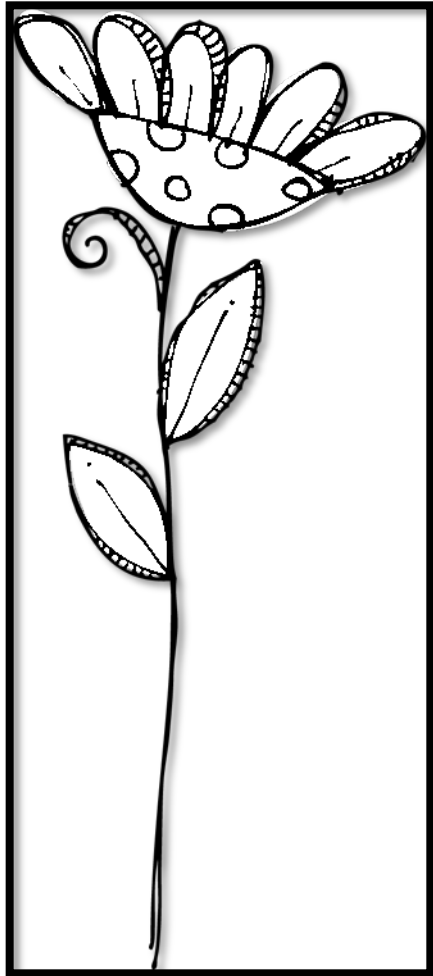
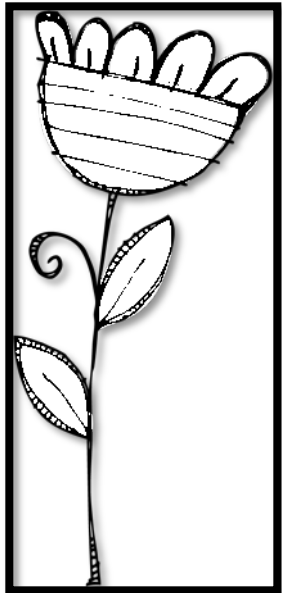
foot: \_\_\_\_\_



# MAKE A MEASUREMENT GARDEN

Give each student the flower paper. Students will color the flowers, cut them out (around the box), glue onto a piece of construction paper, and then measure the flowers using inches. Students should glue the flowers in order from shortest to tallest, then write the measurements around each flower.

# MAKING A MEASUREMENT GARDEN



Color the flowers and cut out. Measure each flower with a ruler using inches. Glue the flowers in order from shortest to tallest onto construction paper. Write the measurements of each flower.

# WHALE MEASUREMENT CRAFTIVITY



Students will make a whale out of construction paper using the templates. Beforehand, make the templates for your students to trace. As students are making the whale, they will use a ruler to measure the body parts. I have included 2 different recording sheets for this activity: one with the body parts already written, one where students write the body parts.

# WHALE-TASTIC MEASUREMENTS

Body part:	Length in inches:

# WHALE-TASTIC MEASUREMENTS

Body part:	Length in inches:

# WHALE-TASTIC MEASUREMENTS

Body part:	Length in inches:
body	
tail	
water spray	
eyes	
mouth	
fins	

# WHALE-TASTIC MEASUREMENTS

Body part:	Length in inches:
body	
tail	
water spray	
eyes	
mouth	
fins	

# WHALE-TASTIC MEASUREMENTS

Body part:	Length in cm:

# WHALE-TASTIC MEASUREMENTS

Body part:	Length in cm:

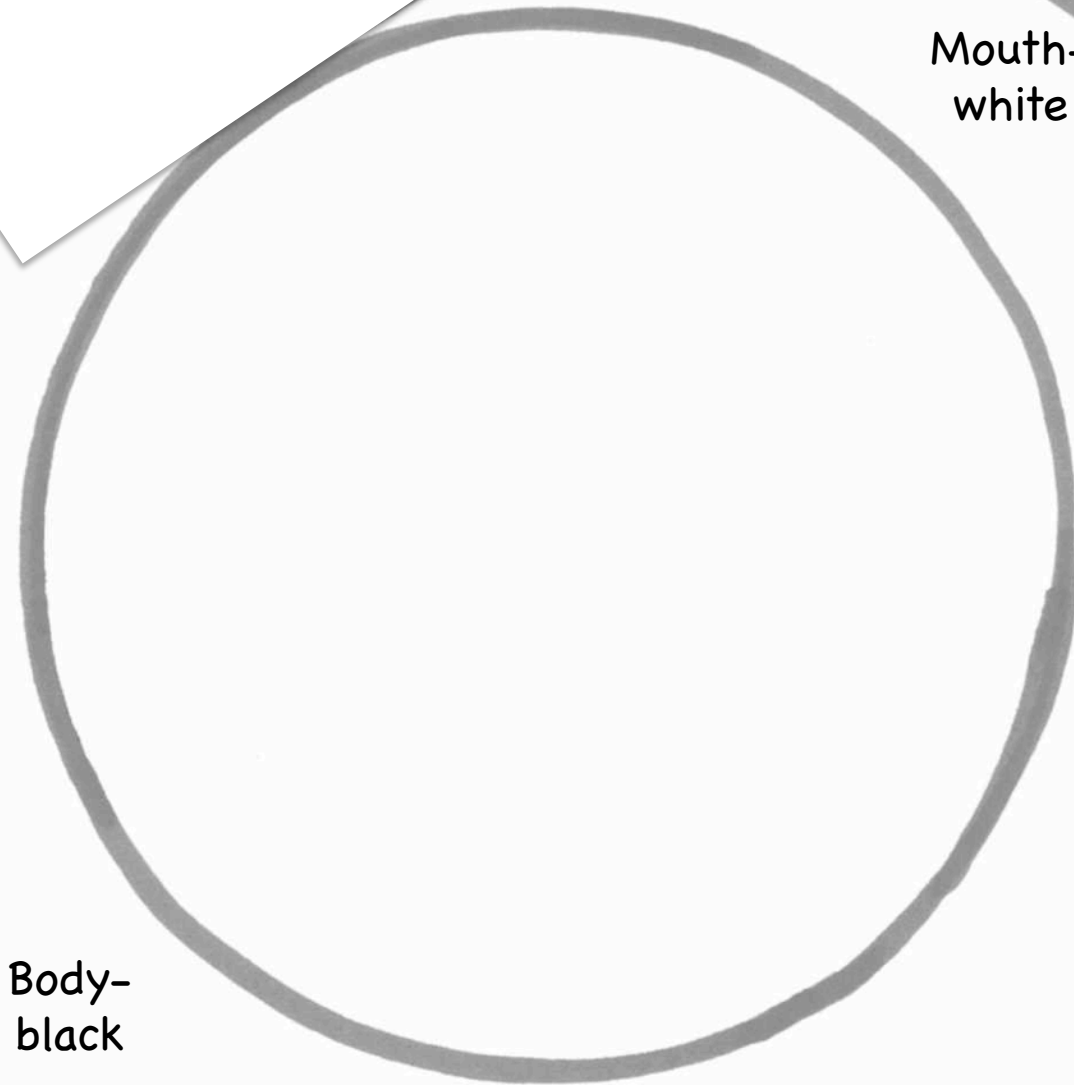
# WHALE-TASTIC MEASUREMENTS

Body part:	Length in cm:
body	
tail	
water spray	
eyes	
mouth	
fins	

# WHALE-TASTIC MEASUREMENTS

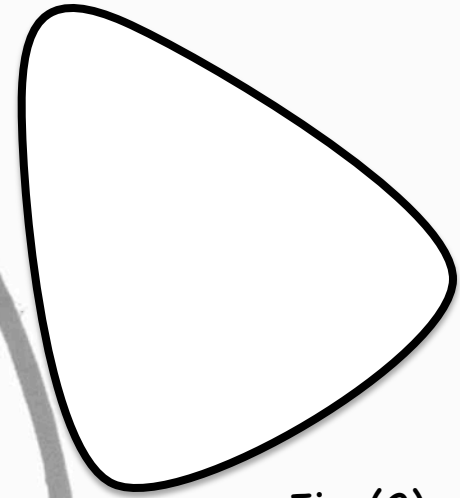
Body part:	Length in cm:
body	
tail	
water spray	
eyes	
mouth	
fins	

# MAKE A WHALE!



Body-  
black

Mouth-  
white



Fin (2)  
Black

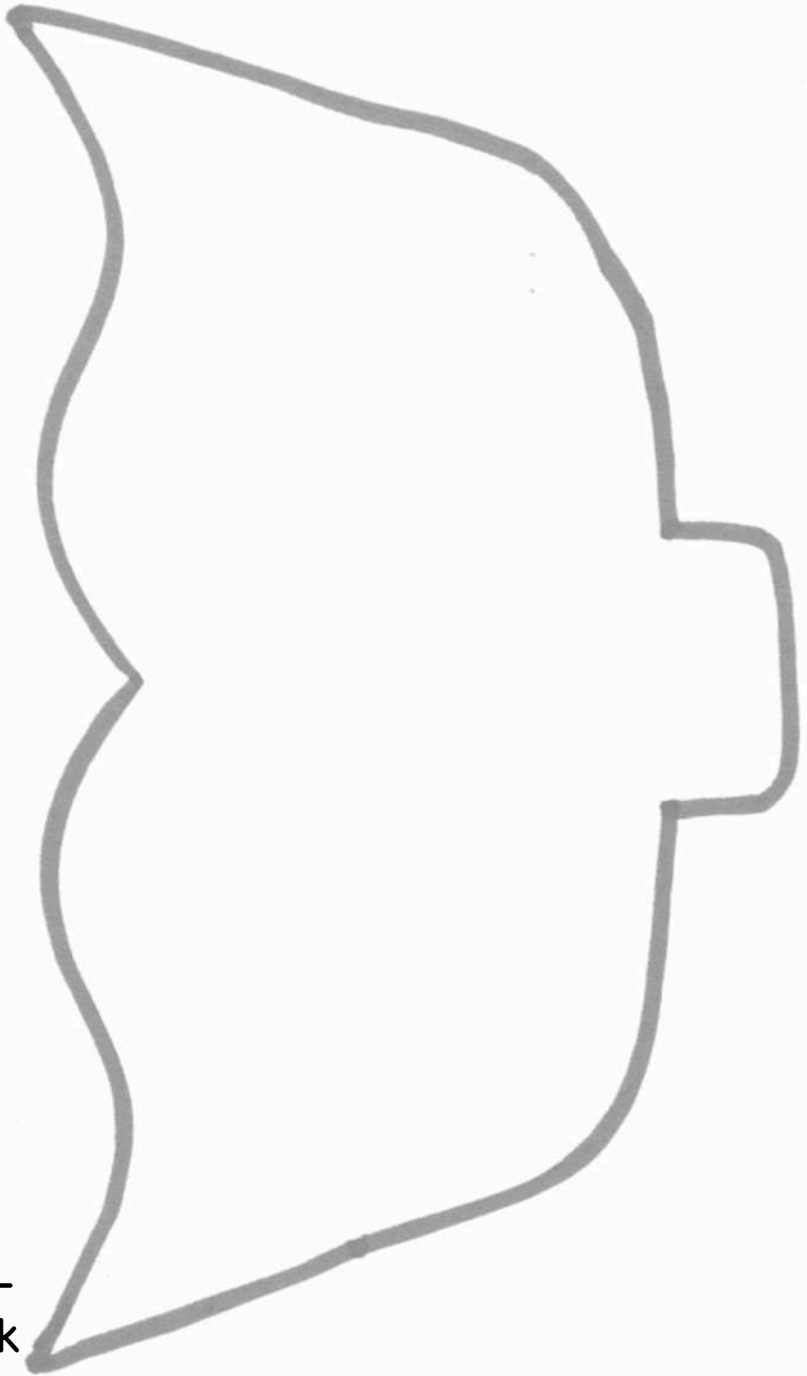


Eye (2)  
White



Spray-  
Blue





Tail-  
black