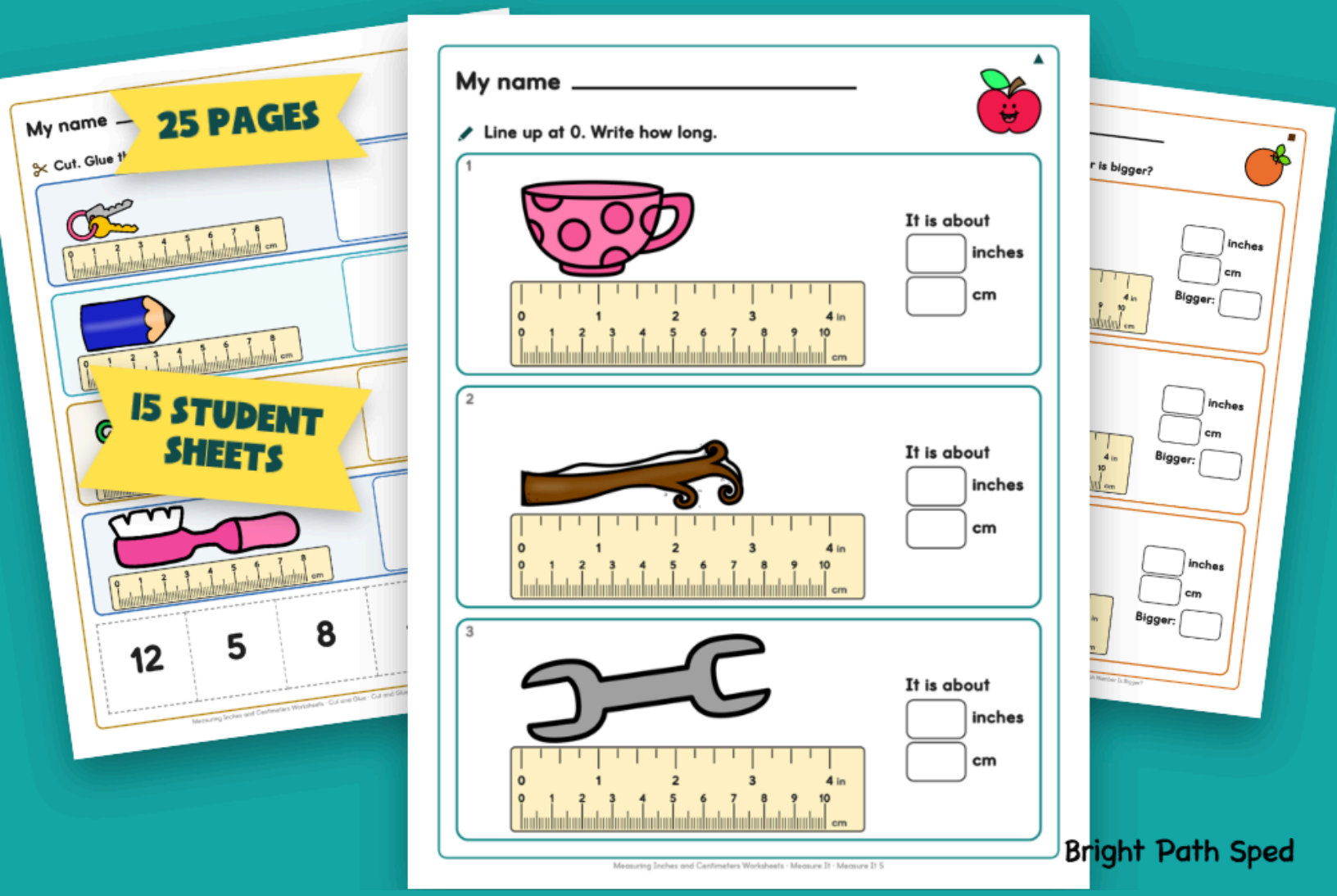
MEASURING INCHES AND CENTIMETERS WORKSHEETS

Ruler Practice, Grades 2-3



Bright Path Sped

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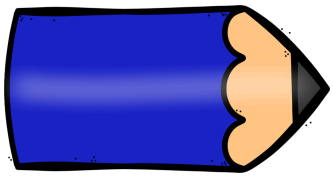
PREVIEW

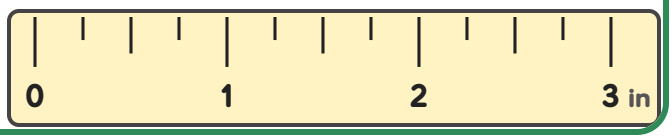
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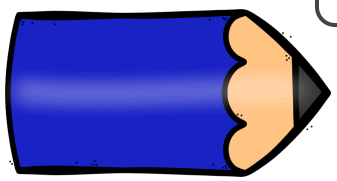


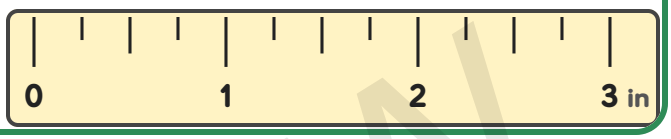
Put an X on the one lined up at 0.

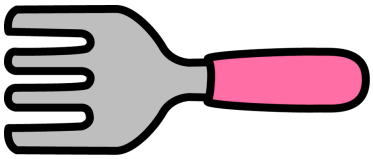
Like this. X

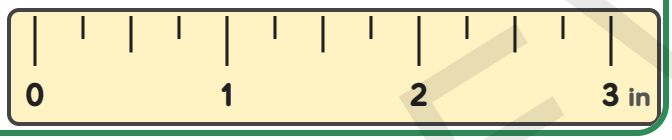


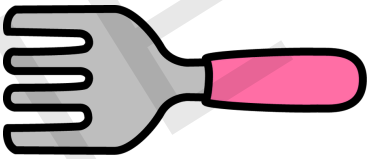


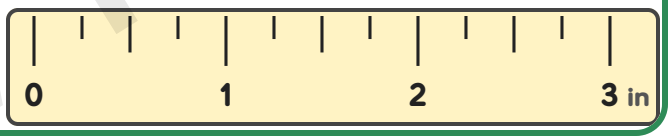


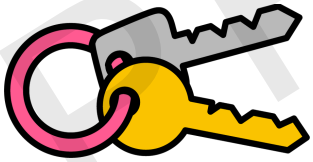


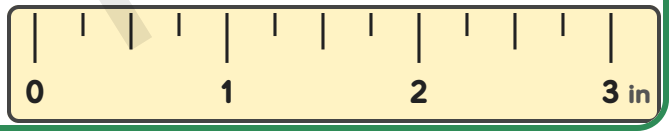


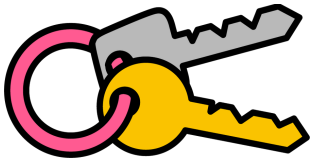


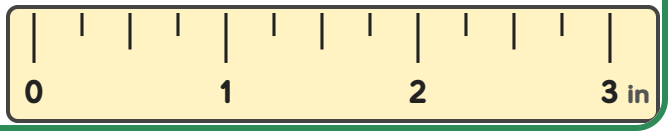


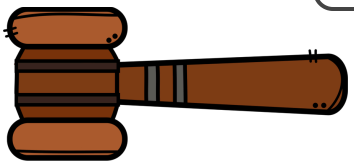




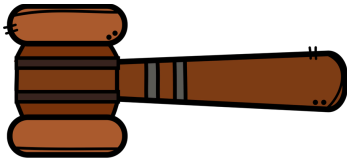














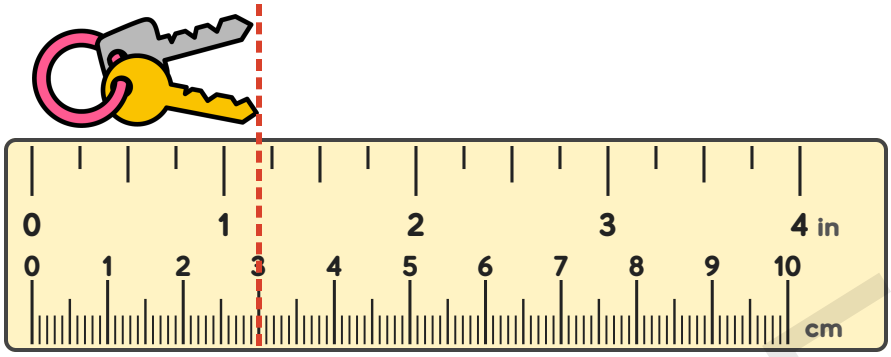
PREVIEW

My name _____



Look at the dashed line. Write how long.

1

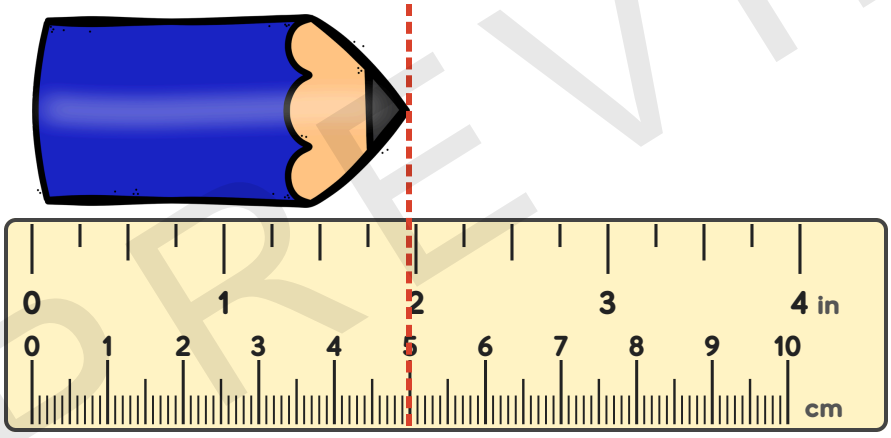


It is about

_____ inches

_____ cm

2

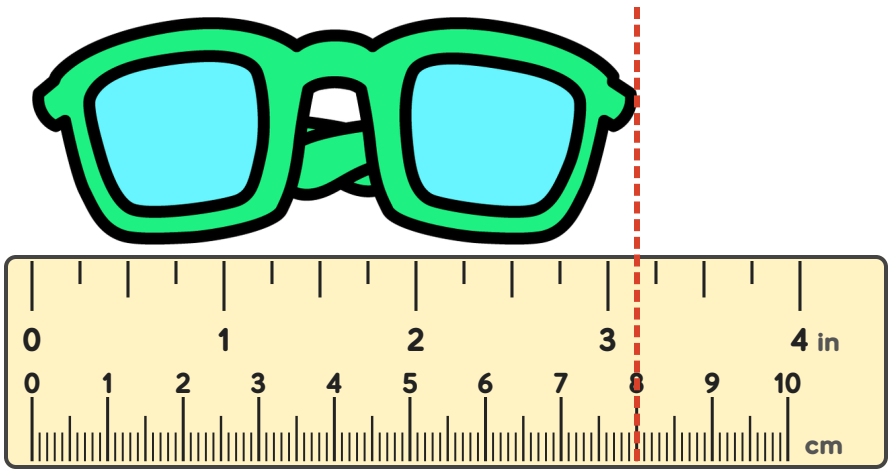


It is about

_____ inches

_____ cm

3



It is about

_____ inches

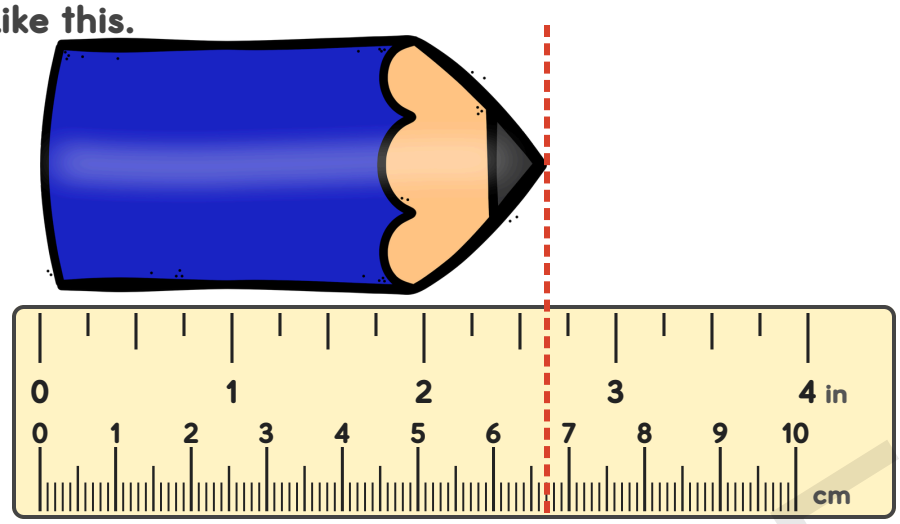
_____ cm

PREVIEW

My name _____

Which mark is closer? Write it.

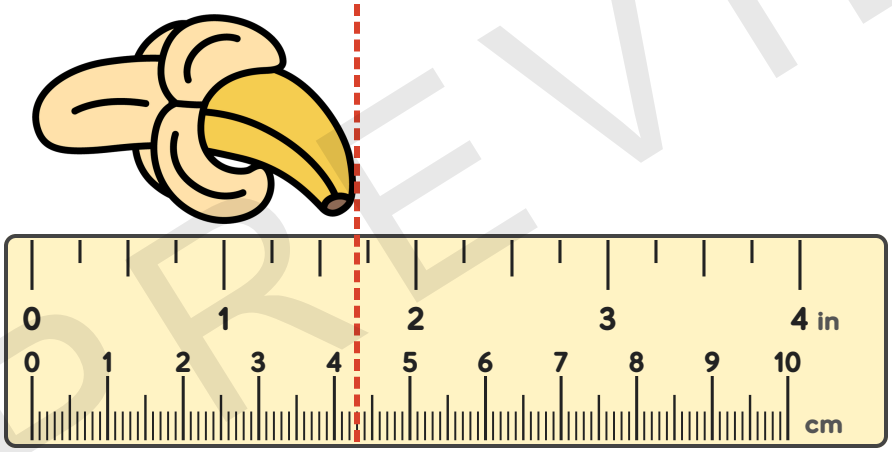
1 Like this.



Closer to

3	inch 2 or 3
7	cm 6 or 7

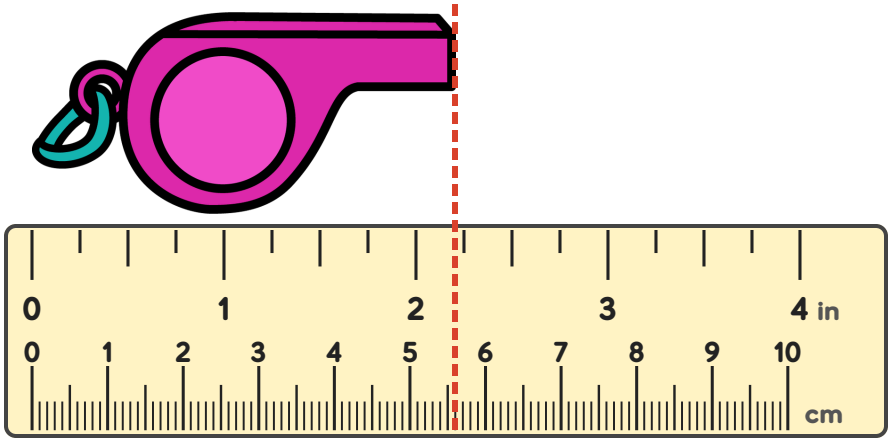
2



Closer to

	inch 1 or 2
	cm 4 or 5

3



Closer to

	inch 2 or 3
	cm 5 or 6

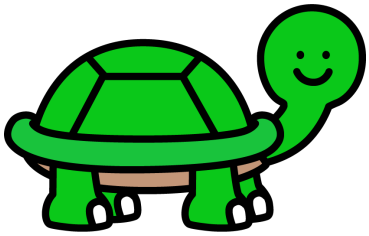
PREVIEW

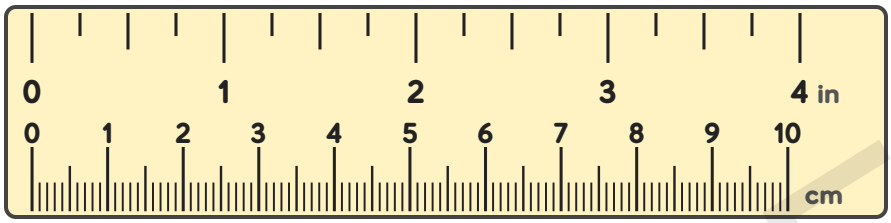
My name _____



Line up at 0. Write how long.

1



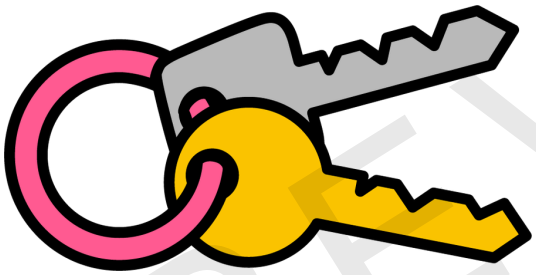


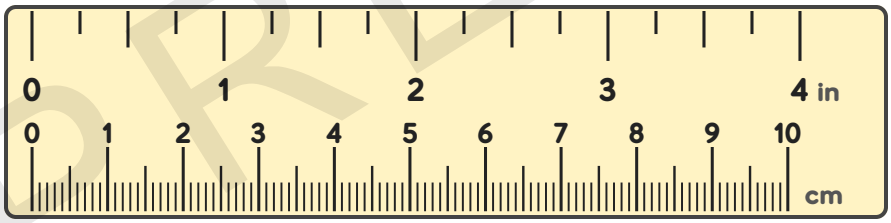
It is about

_____ inches

_____ cm

2



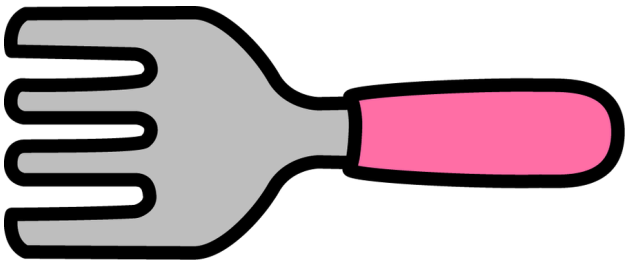


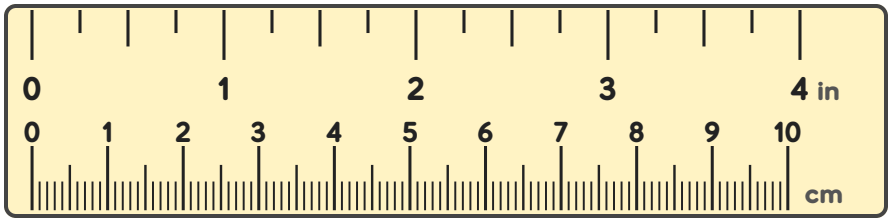
It is about

_____ inches

_____ cm

3





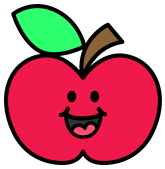
It is about

_____ inches

_____ cm

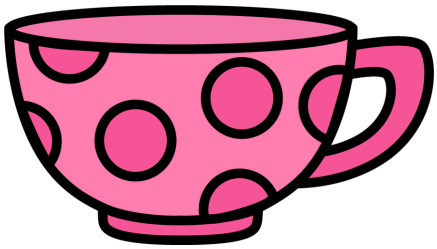
PREVIEW

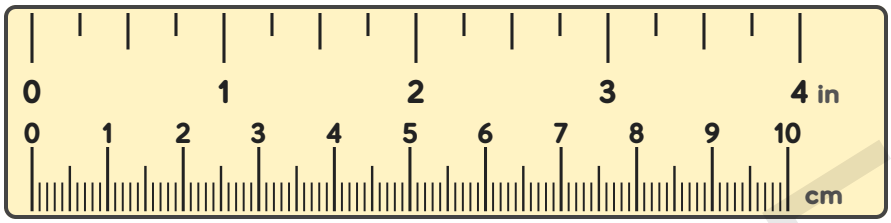
My name _____



Line up at 0. Write how long.

1





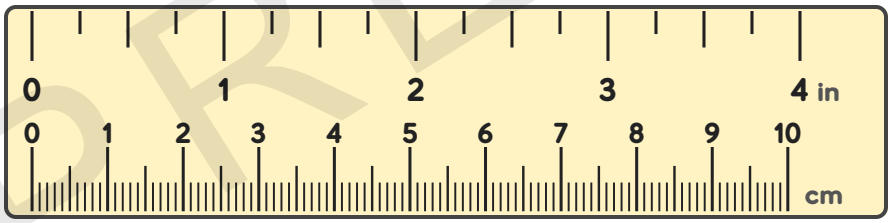
It is about

_____ inches

_____ cm

2



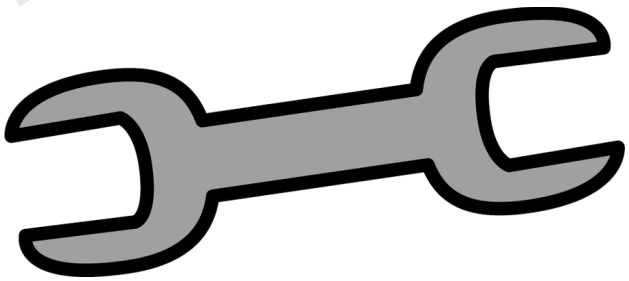


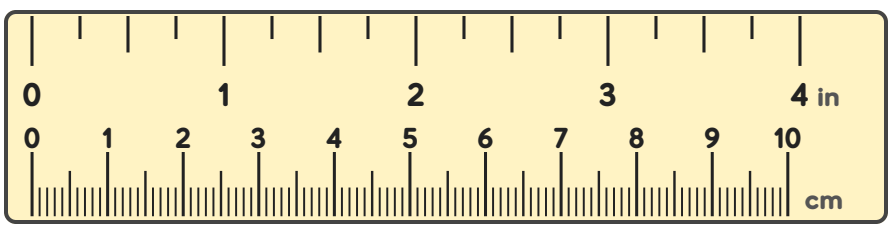
It is about

_____ inches

_____ cm

3





It is about

_____ inches

_____ cm

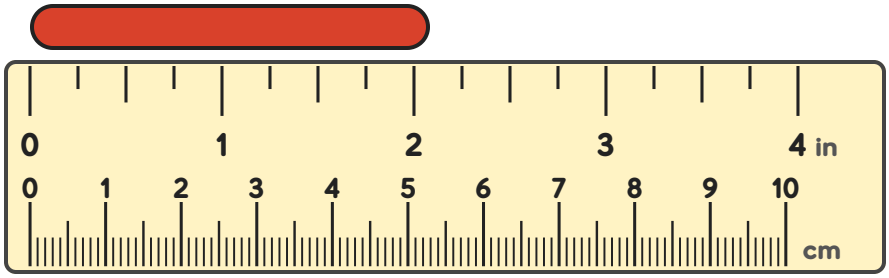
PREVIEW

My name _____



Measure each line. How much longer?

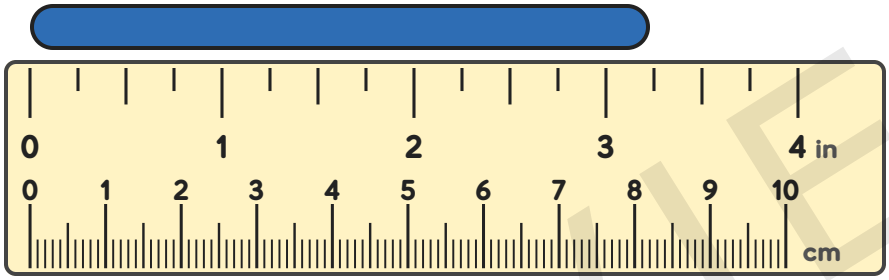
A



_____ inches

_____ cm

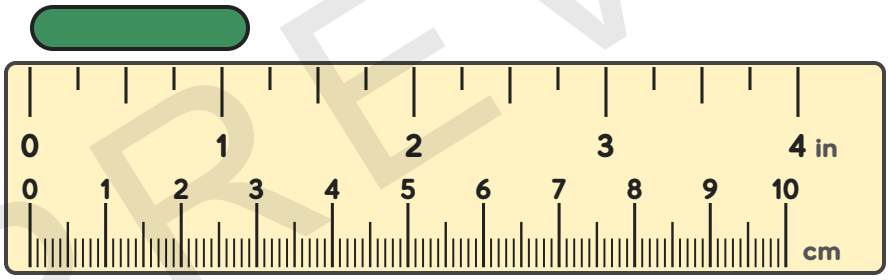
B



_____ inches

_____ cm

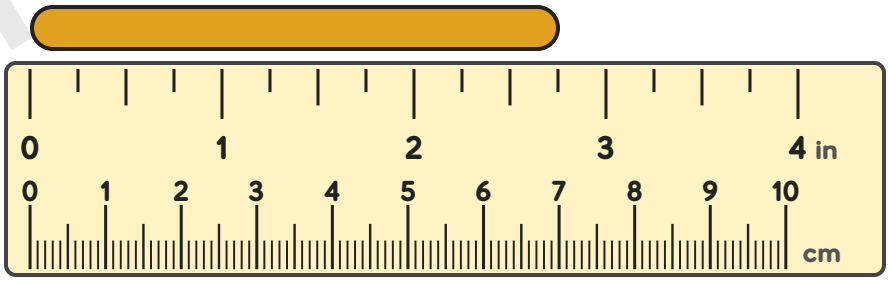
C



_____ inches

_____ cm

D



_____ inches

_____ cm

The longest line is _____ The shortest line is _____

The longest is about _____ cm longer than the shortest.

PREVIEW

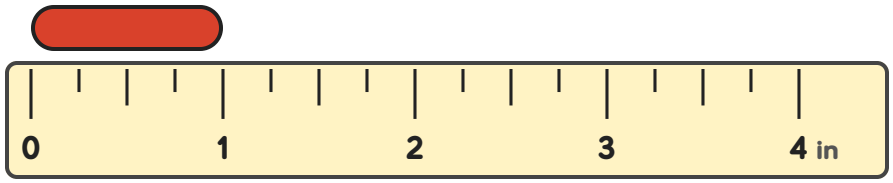
My name _____



Measure each leg. Add them up.

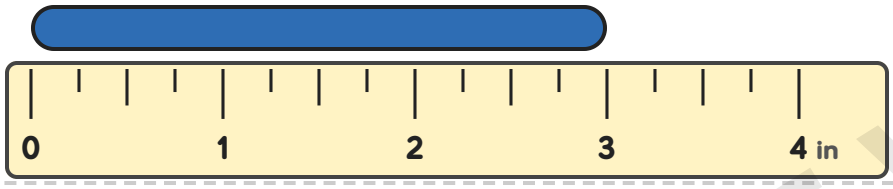
Path 1

Leg 1



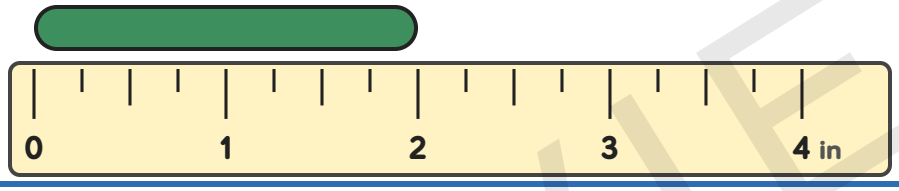
☐ in

Leg 2



☐ in

Leg 3



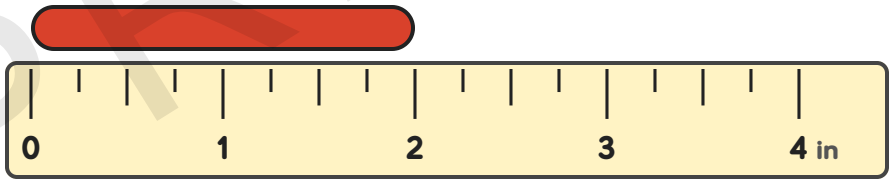
☐ in

Total ☐ **inches**

Show your work.

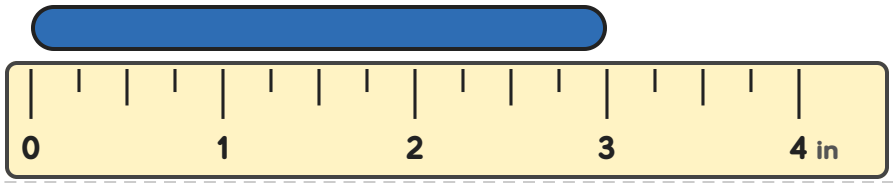
Path 2

Leg 1



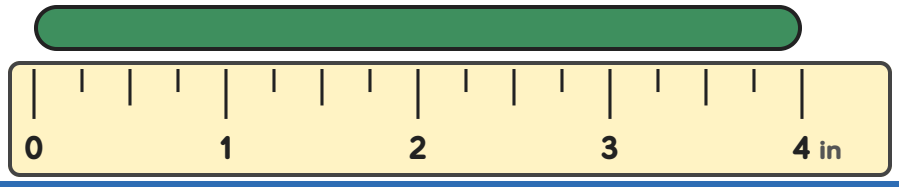
☐ in

Leg 2



☐ in

Leg 3



☐ in

Total ☐ **inches**

Show your work.

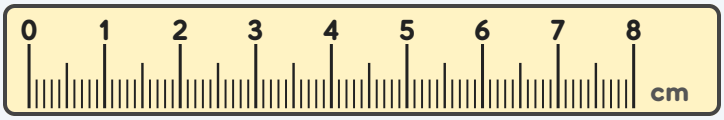
PREVIEW

My name _____

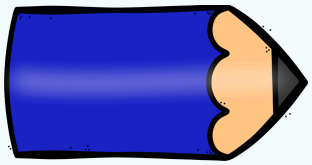


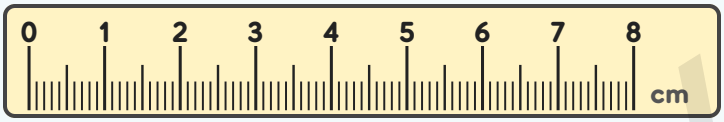
Cut. Glue the number.



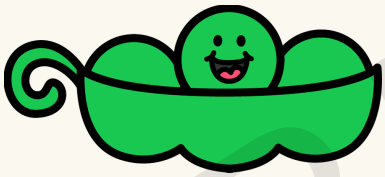


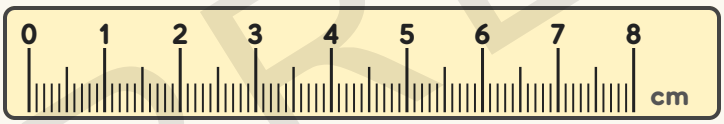
cm



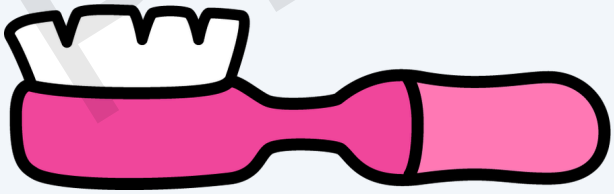


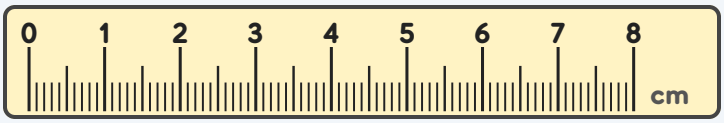
cm





cm





cm

12	5	8	4	3

PREVIEW

Answer Key 1

Each number is the row number on its page. Inches and centimeters are rounded to the closest mark.

Page 4 · Line It Up at Zero

Row 1: the left one (done for them)
Row 2: the right one
Row 3: the left one
Row 4: the right one

Page 5 · Measure It 1

1) key: 1 in, 3 cm
2) pencil: 2 in, 5 cm
3) glasses: 3 in, 8 cm

Page 6 · Measure It 2

1) snail: 1 in, 3 cm
2) potato: 2 in, 5 cm
3) fork: 3 in, 8 cm

Page 7 · Which Mark Is Closer?

1) pencil: 3 in (of 2, 3), 7 cm (of 6, 7) (done for them)
2) banana: 2 in (of 1, 2), 4 cm (of 4, 5)
3) whistle: 2 in (of 2, 3), 6 cm (of 5, 6)

Page 8 · Measure It 3

1) toy car: 1 in, 3 cm
2) banana: 2 in, 6 cm
3) pencil: 3 in, 7 cm

Page 9 · Measure It 4

1) turtle: 2 in, 5 cm
2) key: 3 in, 7 cm
3) fork: 3 in, 8 cm

Page 10 · Which Number Is Bigger?

1) fork: 2 in, 5 cm; the cm number is bigger
2) snail: 2 in, 5 cm; the cm number is bigger
3) marshmallow: 3 in, 7 cm; the cm number is bigger

Page 11 · Measure It 5

1) cup: 2 in, 6 cm
2) branch: 3 in, 7 cm
3) wrench: 3 in, 8 cm

Reading the ruler

Line up the left end of the object with 0. Read the number at the right end: inches on the top band, centimeters on the bottom band. Each length ends clearly nearer one mark, so each unit has one right answer.

Why the numbers differ

An inch is a longer unit than a centimeter, so the same object takes fewer inches than centimeters. Ask the student to say why on the Which Number Is Bigger page.

The closest rule

The end of an object is seldom exactly on a mark. The student writes the mark it is closest to. If a child is unsure, point to the two marks and ask which one the end is nearer.

PREVIEW

Tracker

For each page, write the date and how many were right. A blank row means not done yet, never wrong.

Student _____ Teacher _____ School year _____

Page	Skill	Date	Right	Out of	Notes
4	Line It Up at Zero			4	
5	Measure It 1			3	
6	Measure It 2			3	
7	Which Mark Is Closer?			2	
8	Measure It 3			3	
9	Measure It 4			3	
10	Which Number Is Bigger?			3	
11	Measure It 5			3	
12	Longest Line 1			4	
13	Longest Line 2			4	
14	Add Up the Path: Centimeters			2	
15	Add Up the Path: Inches			2	
16	Mixed Review			3	
17	Cut and Glue: How Many Centimeters?			4	
18	Cut and Glue: How Many Inches?			3	

PREVIEW

Measuring at Home

Send this page home with a child, or hand it to a family at a conference. Change the objects to match your week.

Student _____ Week of _____

How to help at home, in three steps

- Pick something small: a crayon, a key, a spoon. Put the 0 end of a ruler at one end of it.
- Find the other end. Which number is it closest to? Say the number and the unit, inches or centimeters.
- Turn the ruler over and read the other unit. Talk about why the centimeter number is bigger. Stop while it is still fun.

Things we measured

1. I measured a _____ ☐ **in** ☐ **cm**

2. I measured a _____ ☐ **in** ☐ **cm**

3. I measured a _____ ☐ **in** ☐ **cm**

4. I measured a _____ ☐ **in** ☐ **cm**

Try saying

- "Where does it start? Let's line up the end at zero."
- "Which mark is the end closest to?"
- "Which number is bigger, the inches or the centimeters? Why?"

Note from the teacher

Note from home

PREVIEW