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## Task Sheet 8

- 8) The word **area** is the amount of space objects take up. This helps people learn the size of an object.

On the graph paper, draw a square. Use the ruler to make sure that each side is about two inches long. Then, on another section of the paper, draw a rectangle. Use a ruler to make sure it is 2 inches high and 3 inches long.



- a) Look at your two shapes, but do not count the small boxes inside the shapes. How many boxes do you think you will find inside your:

square: \_\_\_\_\_ boxes      rectangle: \_\_\_\_\_ boxes

- b) Now, find the area of the shape. Count the number of boxes inside the shape. How many boxes are in each shape?

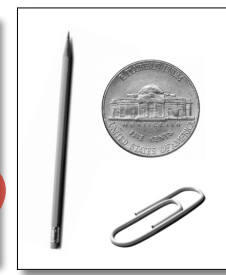
square: \_\_\_\_\_ boxes      rectangle: \_\_\_\_\_ boxes



## Task Sheet 13

- 13) Look at the chart on the right. A student is measuring the weight of objects. Help him complete the chart based on what he finds out.

Object	Weight
Paper clip	1 gram
Pencil	
Nickel (coin)	
	10 grams



- a) A paper clip weighs one gram. A pencil is equal to two paper clips. How much does a pencil weigh?

\_\_\_\_\_

- b) A nickel coin weighs as much as a pencil and three paper clips. How much does the nickel coin weigh?

\_\_\_\_\_

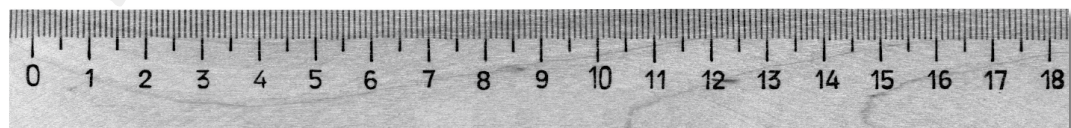
- c) How many grams will one paper clip, one pencil, and one nickel coin weigh? Explain your answer.

\_\_\_\_\_

**Explore With Technology** Think about what you learned. Then, use an online resource to find items that weigh **ten grams** and could be included on the chart. Make a list of three possible items: \_\_\_\_\_



## Task Sheet 15



- 15) Two students measured the length of objects in the classroom using a centimeter ruler. This is what they found:

shoe = 18 cm      pencil = 15 cm  
eraser = 6 cm      coin = 2 cm

Using this information, solve these problems.

- a) The two students put three of the coins side by side. They were equal to the length of what other object?

\_\_\_\_\_

- b) The two students compared the eraser to the shoe. They put erasers side by side. How many erasers did they need to match the length of the shoe?

\_\_\_\_\_

- c) Imagine the pencil was twice as long as it was. It would be the same length as what object? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Drill Sheet 1

- 1) Tell which unit you would use to measure the length of each object: inches or feet

- |              |       |                  |       |
|--------------|-------|------------------|-------|
| a) car       | _____ | b) eraser        | _____ |
| c) shoe      | _____ | d) house         | _____ |
| e) your yard | _____ | f) pen           | _____ |
| g) dog       | _____ | h) birthday card | _____ |
| i) building  | _____ | j) kite          | _____ |
| k) town      | _____ | l) goldfish      | _____ |

- Circle what you think is the best estimate for the weight or volume of each object

- |                    |          |         |
|--------------------|----------|---------|
| m) Grape:          | 1 g      | 1 kg    |
| n) Basketball:     | 1 oz     | 1 lb    |
| o) Fish bowl:      | 1 gallon | 1 cup   |
| p) Sneaker:        | 2 oz     | 2 lbs   |
| q) Cat:            | 9 lbs    | 79 oz   |
| r) Whale:          | 5 lb     | 5 tons  |
| s) Large TV:       | 20 oz    | 20 lbs  |
| t) Nickel:         | 1 g      | 1 mg    |
| u) Back pack:      | 10 lbs   | 10 tons |
| v) Soft drink can: | 1 mL     | 1 L     |





## Drill Sheet 2

2) Look at the pictures. How much money is shown in each picture?

Answer:

Answer:



Tell one way to make each amount listed below. You can use pennies, nickels, dimes, or quarters.

20 cents: \_\_\_\_\_

37 cents: \_\_\_\_\_

55 cents: \_\_\_\_\_

63 cents: \_\_\_\_\_

75 cents: \_\_\_\_\_

90 cents: \_\_\_\_\_



## Review A

a) Circle the picture that shows a penny.



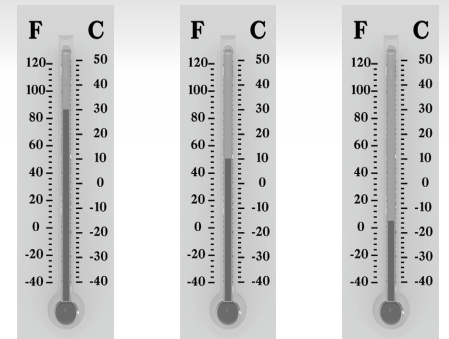
b) Circle the picture that shows the hour hand on the 1.



c) Circle the ruler at 15 cm.



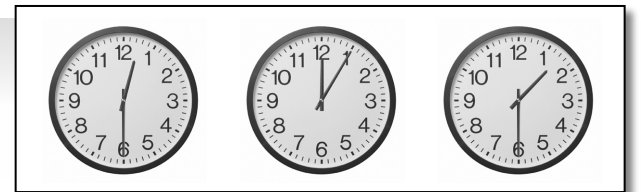
d) Circle the thermometer that shows the temperature on a cold day.



e) Circle the dime.



f) Circle the clock that shows the minute hand on the six.

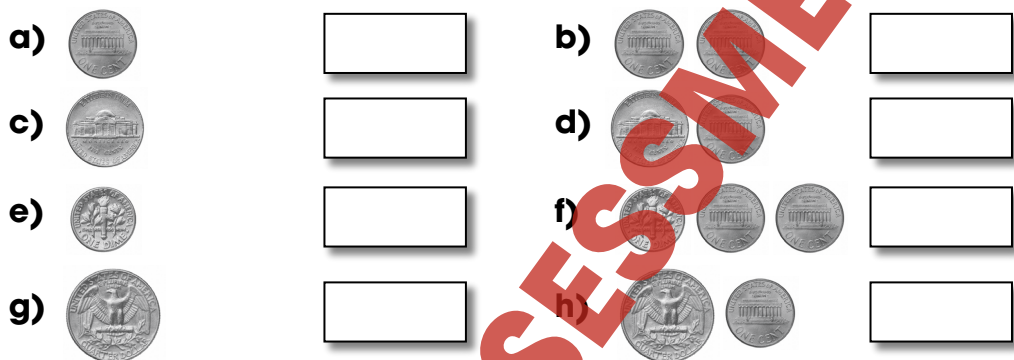


## Review B

How much money is shown below?

Answer:

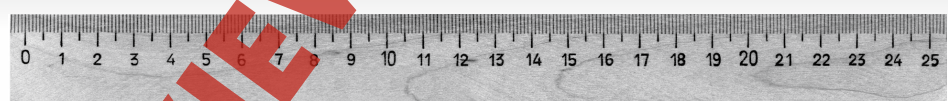
Answer:



i) How long is the ruler below in inches? \_\_\_\_\_



j) Circle the ruler at 10 and 25 centimeters.

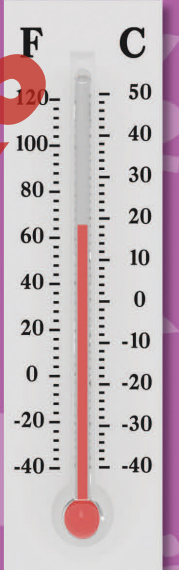


k) Circle the picture that shows a time of 1:00.



## Warm and Cool

Thermometers are used for measuring temperature. This helps determine how warm or cool an object feels. For this activity, you will need to use a thermometer to measure outside air temperatures. With the help of an adult, measure the temperature at the same time each day for five days. Record the temperature. Then, discuss what you recorded.



Day One temperature: \_\_\_\_\_

Day Two temperature: \_\_\_\_\_

Day Three temperature: \_\_\_\_\_

Day Four temperature: \_\_\_\_\_

Day Five temperature: \_\_\_\_\_

What did you see?

1. Did the temperatures get warmer or colder? \_\_\_\_\_
2. Which day was warmest? \_\_\_\_\_
3. Which day was coldest? \_\_\_\_\_
4. What do you think the temperature will be if you took it on Day Six?  
\_\_\_\_\_

NAME: \_\_\_\_\_



# Task Sheet 3

3) Kim is studying tadpoles in her classroom. She watches them each day and studies their changes over time. She is trying to determine how long it takes for tadpoles to become frogs.



a) Think about what you know about animals. How many days do you think it will take for the average tadpole to become a frog? Why did you make your estimate?

\_\_\_\_\_

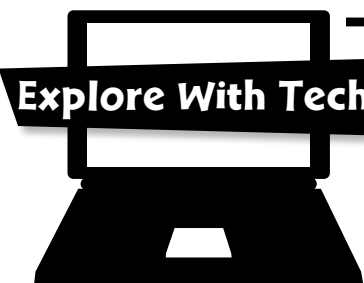
\_\_\_\_\_

b) Kim starts keeping track of her tadpole's growth on a calendar. Her tadpole was hatched on May 3. It starts to become a frog on May 31. How many days did it take her tadpole to become a frog?

c) There are seven days in a week. How many weeks did it take for Kim's tadpole to become a frog?

\_\_\_\_\_

### Explore With Technology



You can learn more about the life cycle of frogs on the internet. Check out "Frog Stories for Kids" - they have several stories you can read about frogs. To learn more, type in: [www.kiddyhouse.com/Themes/frogs](http://www.kiddyhouse.com/Themes/frogs)

3.

a) Answers may vary.  
Possible answer includes "it may take two weeks."

b) 28 days

c) 4 weeks

4.

Answers may vary, depending on books and student reading speed.

10

5.

Answers may vary. Possible answers include:

a) Predictions for the cup from the refrigerator should be cooler than the cup from the faucet.

b) Possible answer: cup from refrigerator = 40°F, cup from tap = 58°F

c) Possible answer: each temperature drops 1 or 2 degrees.

6.

a) Answers may vary. Students should realize all three could be measured in ounces/grams, although a jacket might be measured in pounds/kilograms, particularly if it is a winter jacket.

b) Answers may vary. Possible answers: Unsharpened pencil = less than one ounce/ 28 grams; shoe = 1 to 2 ounces /28 to 56 grams; jacket = 10 ounces/283 grams to 1 pound/0.45 kilograms.

c) Basketball should be between 1 and 1.5 pounds/0.45 and 0.68 kilograms; two shoes should be between 2 and 4 ounces/56 and 113 grams.

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7.

a) Answers may vary. Possible answers include: cards = 3 ounces, golf balls = 5 ounces, cereal = 2 ounces.

b) Cards = 2 ounces, Two Golf Balls = 3 ounces, Cereal = 1 ounce.

c) Answers may vary.

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# EASY MARKING ANSWER KEY

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