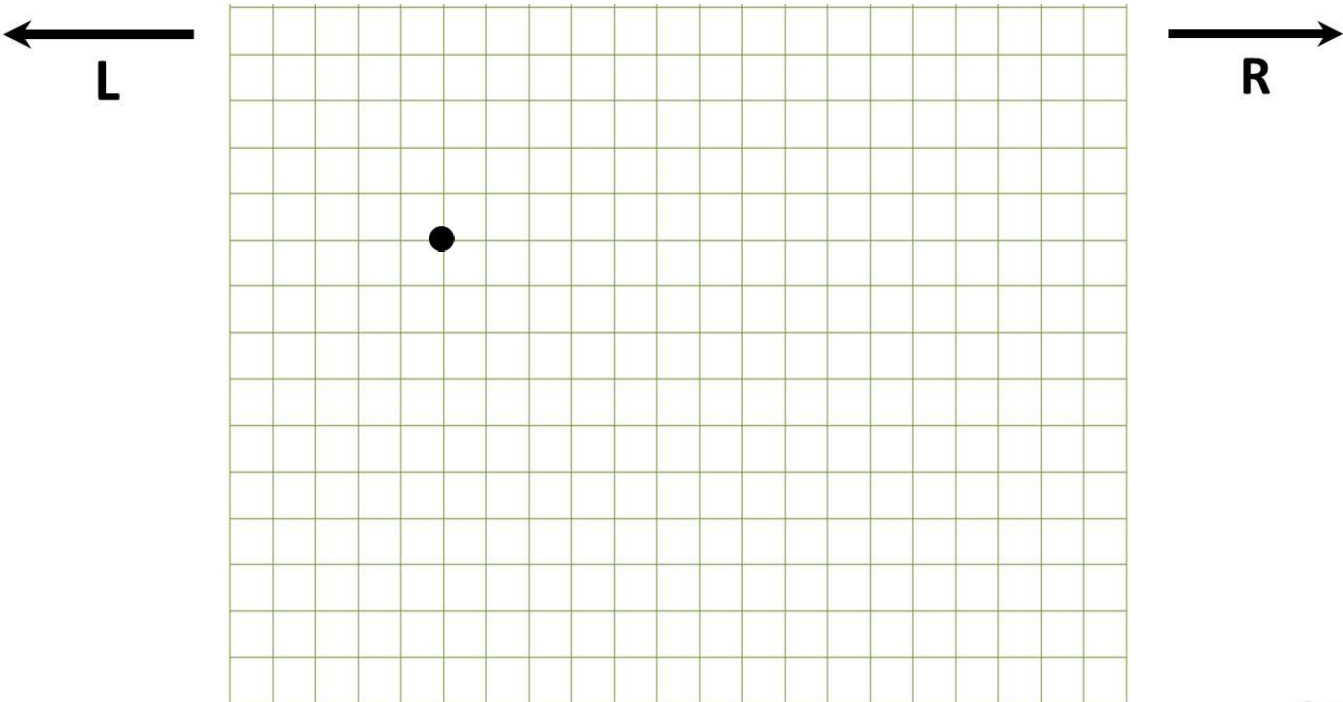


## Measurements. Length

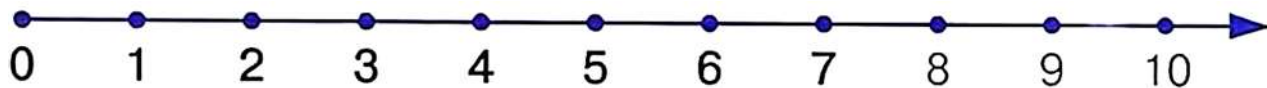
1

Follow the instructions. From the top left corner, count 5 points to the right and 5 points down. There is a mark on the spot. From the spot, follow the path along grids to find what is hidden in the picture: 3 to the right, 1 up, 1 right, 3 down, 5 right, 1 up, 1 right, 5 down, 2 left, 1 up, 4 left, 1 down, 2 left, 4 up, 2 left, and 2 up.



2

Compute.



$$9 - 4 =$$

$$7 + 2 - 9 =$$

$$3 + 5 - 0 =$$

$$8 + 1 =$$

$$3 + 4 + 1 =$$

$$0 + 2 + 6 =$$

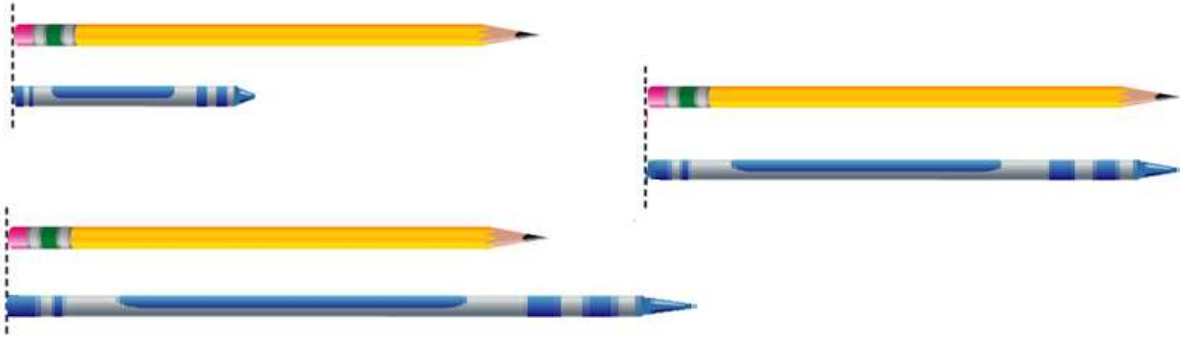
3

Which objects do you recognize in the picture below? What do they have in common?



What do we measure with a ruler? With a clock? With a thermometer? With scales? Can we measure everything or are there things that cannot be measured?

4 Which objects are shorter, longer, or equal? Circle the shortest.



5 What do you think the children are doing in this picture?



How can we measure the length or distance?

Let's measure the teacher's table in steps, feet, and hands:

Steps \_\_\_\_\_

Feet \_\_\_\_\_

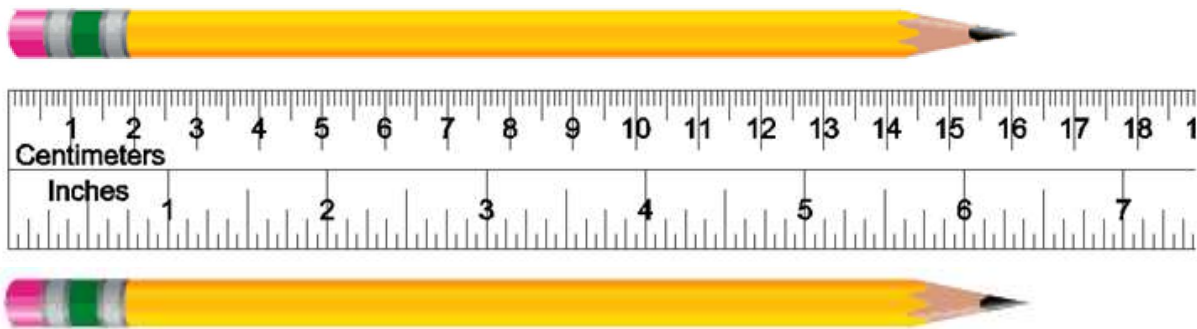
Hands \_\_\_\_\_

6

Standard units: centimeter, meter, kilometer, inch, foot, mile, etc.



Examine your ruler. Notice that it has markings on both sides.

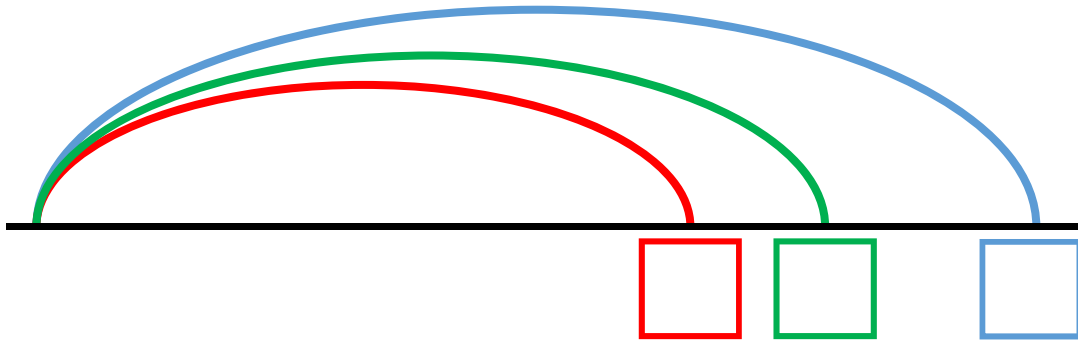


How long is the pencil in centimeters?

How long is the pencil in inches?

8

Tom, Betty and Peter were throwing balls. Peter threw the ball farther than Betty, and Tom threw the ball closer than Betty. Who threw the ball farther?



9

Count the cubes.

