



4 Fun Ruler Activities!

HOW LONG IS IT?

Use a ruler with centimeters to measure the length of the objects.

| | |
|---|--|
| What is the length of your thumb in cm? | What is the length of your index finger in cm? |
| What is the length of your desk in cm? | What is the length of the distance across the palm of your hand in cm? |

HOW WELL CAN YOU ESTIMATE?

You will be shown 8 objects. Try to estimate how many CENTIMETERS long each object is and write it in the box.

| | |
|----------------------------|----------------------------|
| What is the object? | What is the object? |
| Your estimate in cm? _____ | Your estimate in cm? _____ |
| Actual length in cm _____ | Actual length in cm _____ |
| What is the object? | What is the object? |

RULER SCAVENGER HUNT

Use a ruler with centimeters to go on your hunt. Find any object that has the measurement given. Describe what it is and/or take a picture of it with the ruler in the picture.

| | | |
|--|---|---|
| Find something 2 cm long. Describe it or take a photo and place it here. | Find something 50 cm long. Describe it or take a photo and place it here. | Find something 10 cm long. Describe it or take a photo and place it here. |
| Find something 1 cm long. Describe it or take a photo and place it here. | Find something 1 cm long. Describe it or take a photo and place it here. | Find something 30 cm long. Describe it or take a photo and place it here. |

DRAW ACCURATE LINES

Use your ruler to draw lines of the given lengths. Start your line on the given "0" mark.

- Draw a 1 cm line starting at the 0 cm point below.
|
- Draw a 5 cm line starting at the 0 cm point below.
|
- Draw a 3.4 cm line starting at the 0 cm point below.
|
- Draw a 10.3 cm line starting at the 0 cm point below.
|
- Draw a 4 cm line starting at the 0 cm point below.
|
- Draw a 15 cm line starting at the 0 cm point below.
|
- Draw a 12.6 cm line starting at the 0 cm point below.
|
- Draw a 0.5 cm line starting at the 0 cm point below.
|

FREE!



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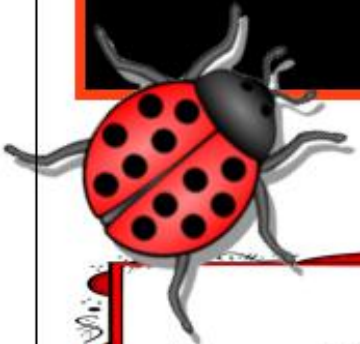
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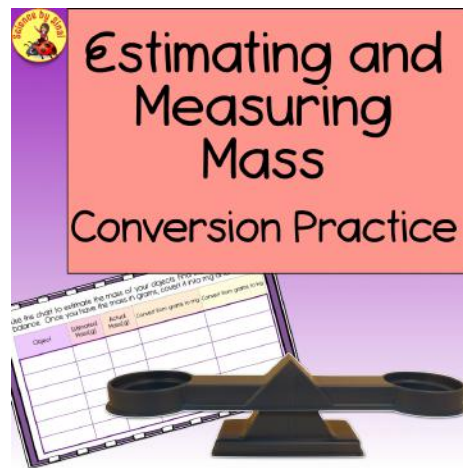


Other resources you
may enjoy...



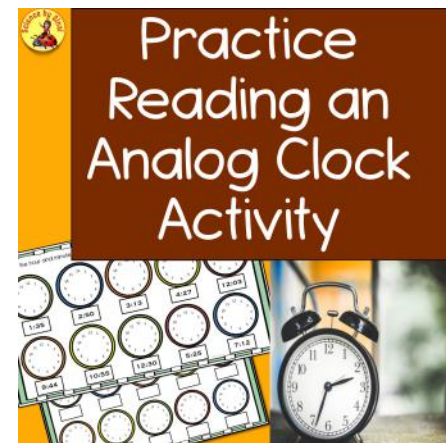
Ruler Measurement Practice Activity

This activity includes a ruler and a worksheet with measurement practice problems.



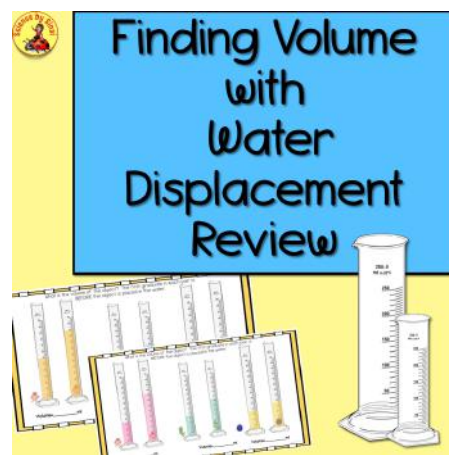
Estimating and Measuring Mass Conversion Practice

This activity includes a balance scale and a worksheet with mass conversion practice problems.



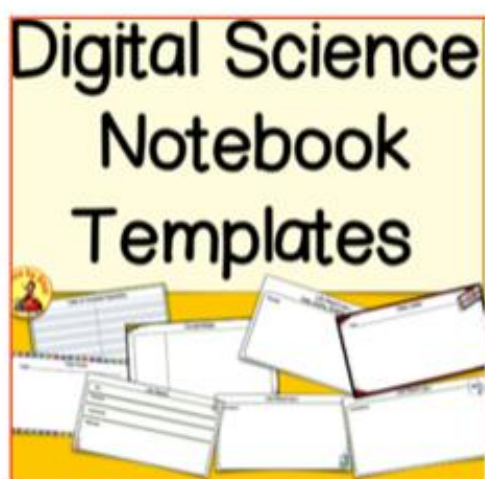
Practice Reading an Analog Clock Activity

This activity includes an analog clock and a worksheet with clock reading practice problems.



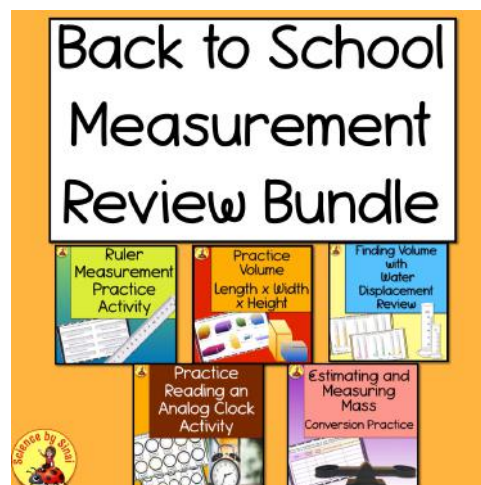
Finding Volume with Water Displacement Review

This activity includes graduated cylinders and a worksheet with volume measurement practice problems.



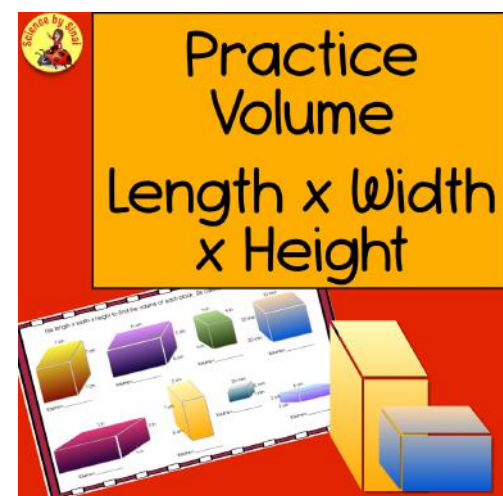
Digital Science Notebook Templates

This resource includes several digital notebook templates for science lessons.



Back to School Measurement Review Bundle

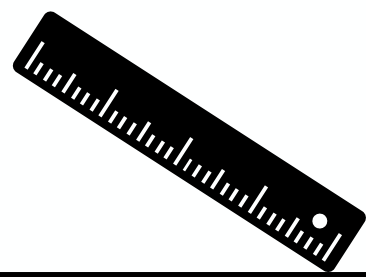
This bundle includes five measurement review activities: Ruler Measurement Practice Activity, Practice Volume Length x Width x Height, Finding Volume with Water Displacement Review, Practice Reading an Analog Clock Activity, and Estimating and Measuring Mass Conversion Practice.



Practice Volume Length x Width x Height

This activity includes 3D rectangular prisms and a worksheet with volume calculation practice problems.

TEACHER NOTES



DRAW ACCURATE LINES

Use your ruler to draw lines of the given lengths. Start your line on the given "0" mark.

| |
|---|
| Draw a 1 cm line starting at the 0 cm point below. |
| Draw a 5 cm line starting at the 0 cm point below. |
| Draw a 3.4 cm line starting at the 0 cm point below. |
| Draw a 10.3 cm line starting at the 0 cm point below. |
| Draw a 17.4 cm line starting at the 0 cm point below. |
| Draw a 5 cm line starting at the 0 cm point below. |
| Draw a 12.6 cm line starting at the 0 cm point below. |
| Draw a 0.5 cm line starting at the 0 cm point below. |

Students practice drawing accurate lines. Have them lay the zero of their rulers on the line given in each box. This will be the zero mark. They should use a pencil to draw an accurate line and make a clear endpoint.

You may need to review what a decimal means in terms of adding the millimeters to the centimeters.

HOW LONG IS IT?

Use a ruler with centimeters to measure the length of these objects.

| | |
|---|--|
| What is the length of your thumb in cm? | What is the length of your pen in cm? |
| What is the length of your desk in cm? | What is the length of the distance across the palm of your hand in cm? |
| What is the length of your shoe in cm? | What is the height of the seat of your chair in cm? |
| What is the width of your classroom door in cm? | What is the width of your teacher's desk in cm? |
| What is the length of a paper clip in cm? | What is the length of your arm from your elbow to the tip of your longest finger in cm? (You may need a friend to help you.) |

Students walk around with rulers and measure the given lengths. They should get to the closest millimeter in accuracy.

They may want to work in partners to help each other measure.

I like to have the option of both meter sticks and rulers available and let them figure out when they need each one.

HOW WELL CAN YOU ESTIMATE?

You will be shown 4 objects. Try to estimate how many CENTIMETERS long each object is and write it in the box.

| | |
|--|--|
| What is the object? Your estimate in cm? _____ Actual length in cm _____ | What is the object? Your estimate in cm? _____ Actual length in cm _____ |
| What is the object? Your estimate in cm? _____ Actual length in cm _____ | What is the object? Your estimate in cm? _____ Actual length in cm _____ |
| What is the object? Your estimate in cm? _____ Actual length in cm _____ | What is the object? Your estimate in cm? _____ Actual length in cm _____ |
| What is the object? Your estimate in cm? _____ Actual length in cm _____ | What is the object? Your estimate in cm? _____ Actual length in cm _____ |

This is a fun activity that should be done after they have had multiple previous activities on measuring. You can either have a gallery walk of various objects or you can hold objects up in front of the room for students to estimate the length.

I like to add drama after they have done this, with a "drum roll", as I reveal the actual measurement. If students are way off for this activity, we do more measurement skills and then come back and do it again and there is usually a huge difference.

RULER SCAVENGER HUNT

Use a ruler with centimeters to go on your hunt. Find any object that has the measurement given. Describe what it is and/or take a picture of it with the ruler in the picture.

| | | |
|--|--|---|
| Find something 1 cm long. Describe it or take photo and place it here. | Find something 5 cm long. Describe it or take photo and place it here. | Find something 10 cm long. Describe it or take photo and place it here. |
| Find something 2 cm long. Describe it or take photo and place it here. | Find something 1 cm long. Describe it or take photo and place it here. | Find something 30 cm long. Describe it or take photo and place it here. |

Students search, either in the classroom or at home, for objects of specific lengths. If you have access to cameras or iPads it is fun to have them photograph their finds. Otherwise, they can simply describe the object that has a specific length given.

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Describe it or take photo
and place it here.

Find something 50 cm long.
Describe it or take photo
and place it here.

Find something 10 cm long.
Describe it or take
photo and place it here.

Find something 15 cm long.
Describe it or take photo
and place it here.

Find something 1 cm long.
Describe it or take photo
and place it here.

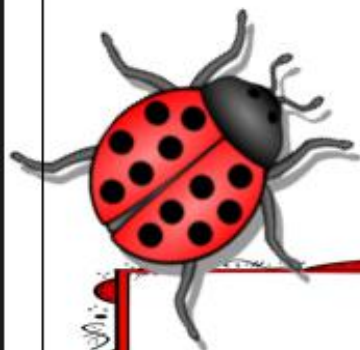
Find something 30 cm long.
Describe it or take
photo and place it here.



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I thank the following...



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