**1 - Dots**

Use paper clips to measure the distance between the two dots. Complete this sentence:

***"The dots are \_\_\_\_\_\_\_\_\_\_ paper clips apart."***

**2 - Cuisenaire Rods**

1. Line up the cuisenaire rods from shortest to longest. Which one is shortest? Tallest?

***"The \_\_\_\_\_\_ rod is the shortest/tallest"***

1. Compare different coloured rods:

***"The \_\_\_ rod is longer / shorter than the \_\_\_\_ rod."***

1. Use the orange rod to measure your notebook.

***"The length of my notebook is \_\_\_ orange rods."***

***"The width of my notebook is \_\_\_\_ orange rods."***

1. Estimate: How many yellow rods do you think it will take to measure the same distance?

***"I think it will take \_\_\_ yellow rods to measure the same distance, because \_\_\_\_\_ ."***

1. Now use the yellow rods to check your guess:

***"It took \_\_\_\_ yellow rods to measure the same distance as \_\_\_ orange rods."***

**3 – Arm’s Length Measuring**

What can you find in the classroom that is about as long as your arm?

***"The \_\_\_\_\_\_ is about as long as my arm."***

What can you find in the classroom that is about ***three*** arm’s lengths?

***"The \_\_\_\_\_\_ is about as long as three of my arms."***

Look, and estimate: About how many arm’s lengths is the carpet?

***"I think the carpet is about \_\_\_ arms long."***

Now measure the carpet, using the length of your arm. How long is it actually?

***"The carpet is \_\_\_ arms long."***

**4 – Snap Cube Line-Up**

Line up the people in your group from tallest to shortest. Who is the tallest? Who is the shortest?

***“\_\_\_\_\_\_ is the shortest person in our group.”***

***“\_\_\_\_\_\_ is the tallest person in our group.”***

Now measure the height of the shortest person in your group, using snap cubes. How many snap cubes tall is your group’s shortest person?

***“The shortest person in our group is \_\_\_ cube links tall.”***

**5 – Down the Hall**

Estimate: How far is it to Mr. Trinder’s room from Ms. Teschow’s room? Estimate the distance in baby steps and large strides.

***“We think it will be about \_\_\_ baby steps from here to Mr. Trinder’s room.”***

***“We think it will be about \_\_\_ large strides from here to Mr. Trinder’s room.”***

Now measure the actual distance. Walk between the two rooms, using baby steps, and then large strides. How far is it?

***“The distance from here to Mr. Trinder’s room is \_\_\_\_\_\_ baby steps.”***

***“The distance from here to Mr. Trinder’s room is \_\_\_\_\_\_\_\_ large strides.”***