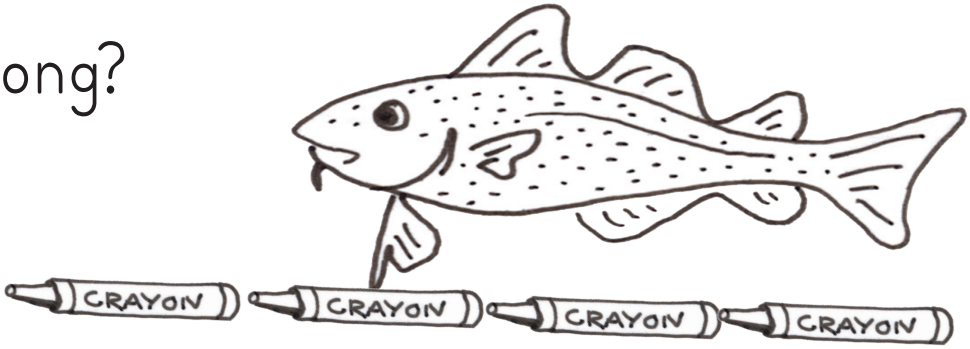
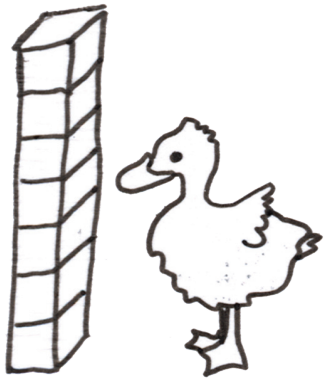
Name _____

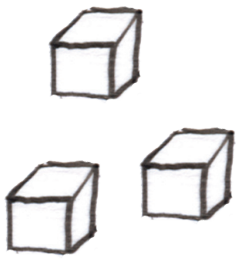
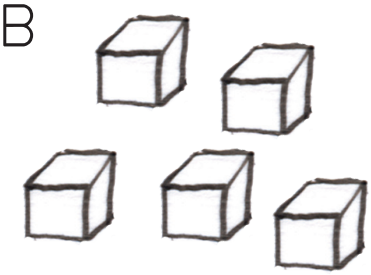
1. How long?



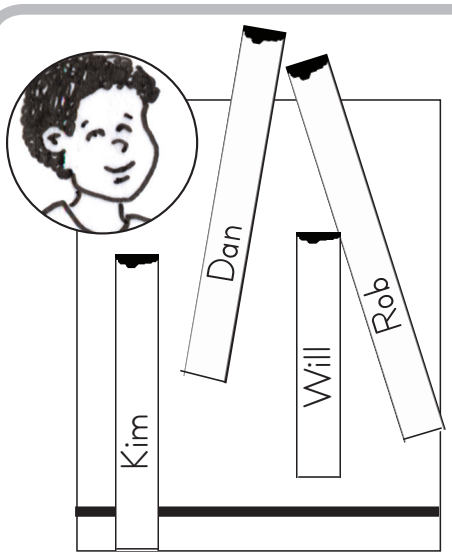
A	B	C
1	3	4

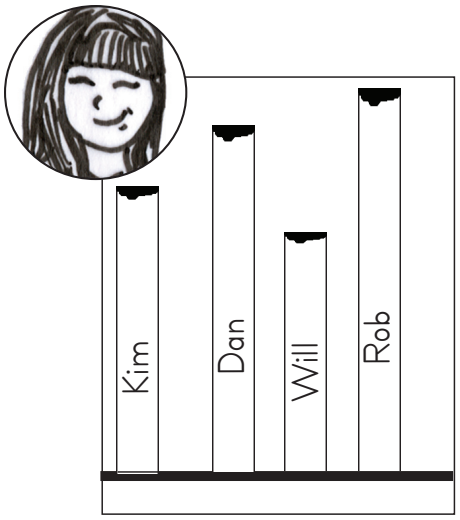
2. How tall?

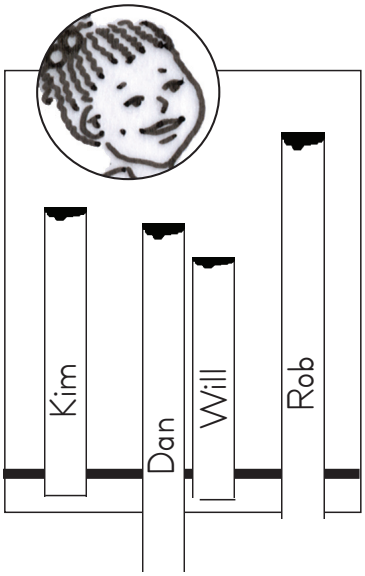


A	B	C
		

Measuring With Paper Strips







Look at each chart.

3. Which chart is easiest to read?

A 

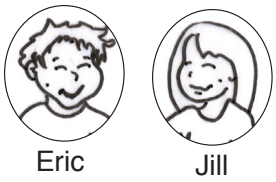
B 

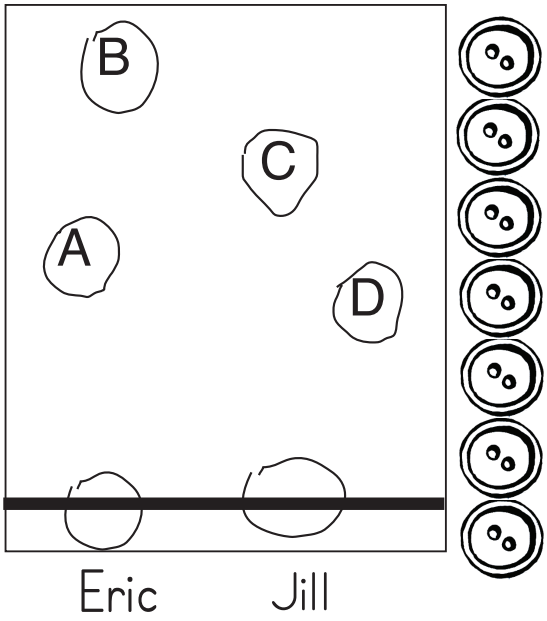
C 

4. Who is tallest?

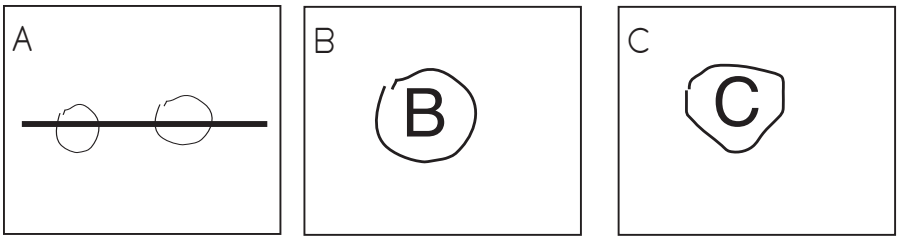
A	B	C
Kim	Dan	Rob

Matching Distance with Flippers

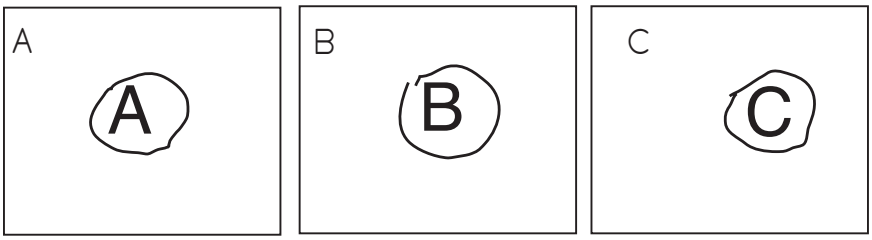




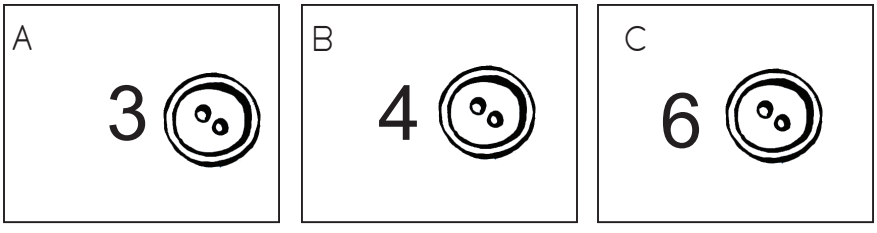
5. Which is the start?

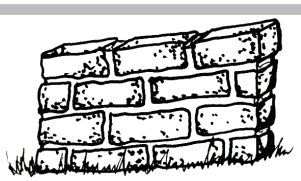


6. Which is the **longest** jump?

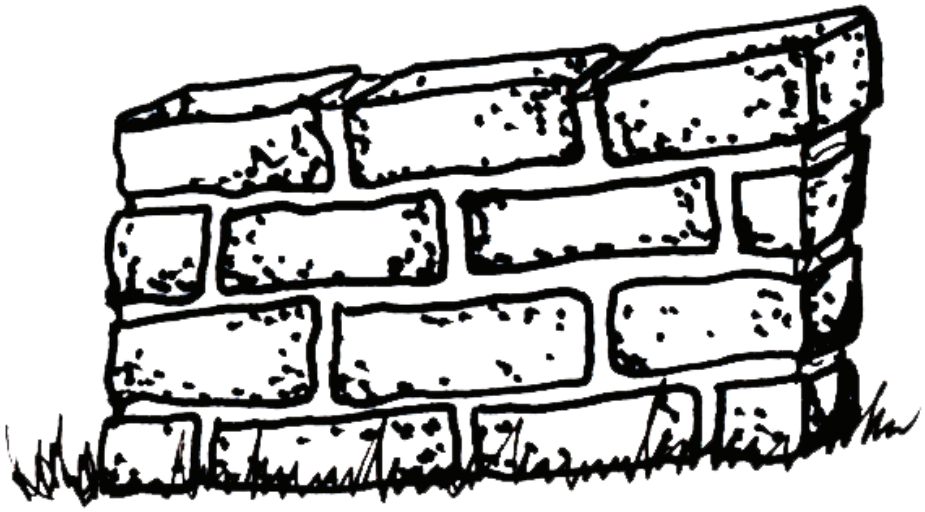


7. What is the distance to D?

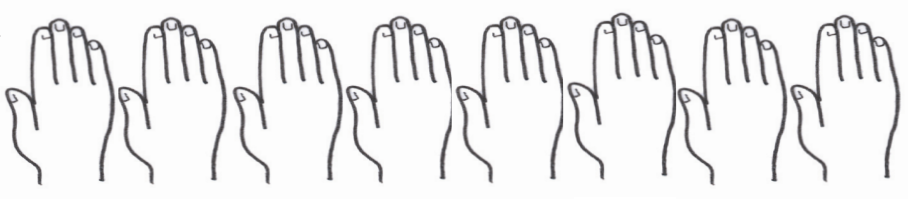


Look at 3 ways to measure a  .

8. Which measurement is easiest to share?

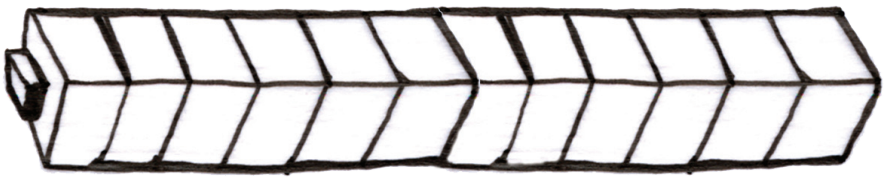


A



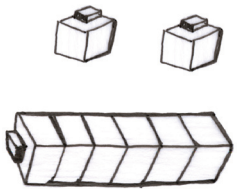
B

C



9. Which is best to measure a real school bus?

A



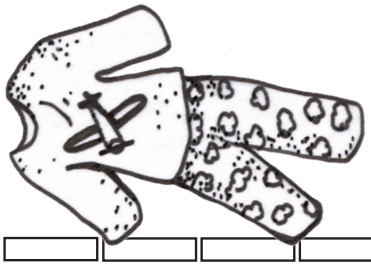
B

C

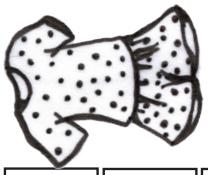
10. Which is 4 sticks long?

A

B



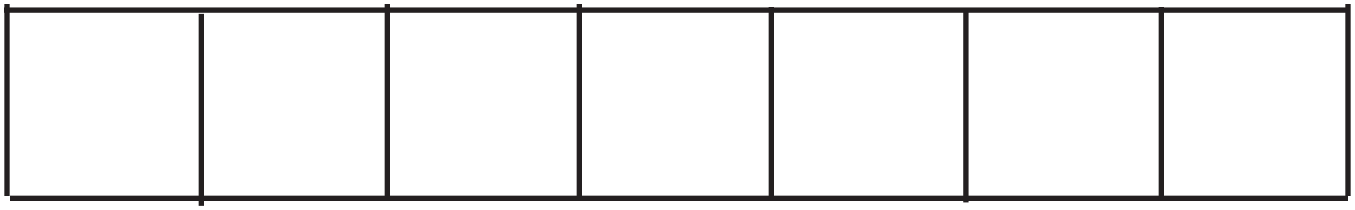
C



1. **Cut** the strip.
2. **Measure.**
3. **Write.**
4. Put an X where you **start** and **stop** measuring.

11. How **long**?

12. How **tall**?



Scoring Rubric - Comparing and Measuring

Comparing Measuring	**Rubric**
4	• Student cuts the strip and uses it to accurately record and measure the objects with little or no teacher direction and/or assistance
3	• Students consistently know where to start when measuring • Students consistently know where to stop when measuring • Students count the number of squares with accuracy • Students accurately record their results
2	• Students may know where to start when measuring but have difficulty knowing where to stop • Students may know where to stop when measuring but have difficulty knowing where to start • Students count the number of squares but may lack accuracy • Students have difficulty recording their results
1	• Student does not demonstrate an understanding of how to use the measuring strip to measure objects