

Name \_\_\_\_\_ Date \_\_\_\_\_ Hour \_\_\_\_\_

## Measurement Activity, Part I

Name of your unit:

Abbreviation for your unit:

Using your unit of measurement, measure each of the following items as carefully as possible (**don't forget your units!**).

<b>Object</b>	<b>Expressed in <u>your</u> unit</b>
Your Desk (the long way)	
Your Height	
Length of the hallway from _____ to _____	
Length of classroom from side to side	
Width of your pencil or pen	
Circumference of your pinky	
Area of a floor tile	
Area of the board in the front of the classroom	
Volume of a textbook	

## Measurement Activity, Part II

### Questions

1) Conversions:

Standardize the length of your object in meters (**show your process**):

Convert each of the following measurements using your conversion factor:

<b>Object</b>	<b>Conversion Process</b>	<b>Converted value (m)</b>
Your Desk (the long way)		
Your Height		
Length of the hallway from _____ to _____		
Length of classroom from side to side		
Width of your pencil or pen		
Circumference of your pinky		
Area of a floor tile		
Area of the board in the front of the classroom		
Volume of a textbook		

- 2) How many place values do your measurements have? Do they all have the same amount? How did you know when to stop writing digits?
  
- 3) How many place values do your converted values have? Do they all have the same amount? How did you know when to stop writing digits?
  
- 4) Given the length of your unit, which of the items were the easiest to measure and which were the hardest? Why?
  
- 5) Which of your measurements do you think were the most accurate? Why? Define the word accurate in your own words.
  
- 6) Which do you think were the most precise? Why? Define the word precise in your own words.