

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.  
Remember your units!*

Object	Expressed in your unit
Your Desk (the long way)	
Your Height	
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 your textbook	

## Measurement Activity, Part II

1) Conversions:

Standardize the length of your object in meters. Show your process!

Rewrite your conversion factor here: \_\_\_\_\_

Convert each of the following measurements using your conversion factor. Show your work.

Object	Measured Value	Converted value
Your Desk (the long way)		
Your Height		
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 your 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.