Name: _____

Measure This!

1. **Pencil**
   Estimate to the nearest inch _____
   Exact measurement in inches _____

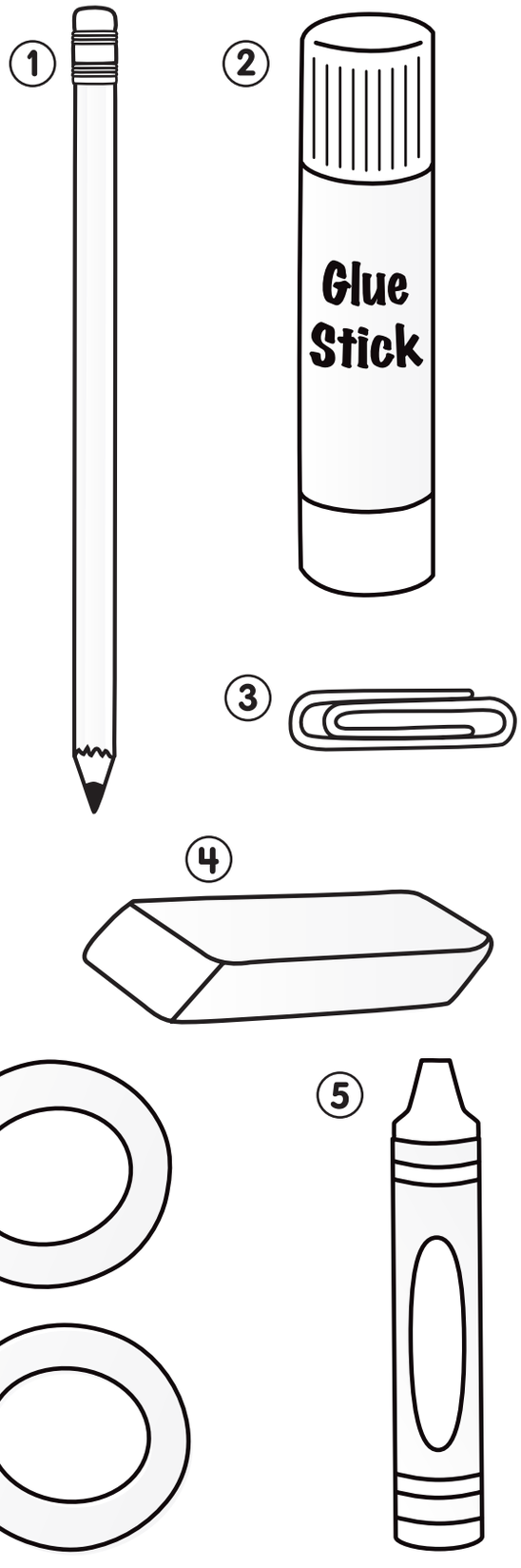
2. **Glue Stick**
   Estimate to the nearest inch _____
   Exact measurement in inches _____

3. **Paper Clip**
   Estimate to the nearest inch _____
   Exact measurement in inches _____

4. **Eraser**
   Estimate to the nearest inch _____
   Exact measurement in inches _____

5. **Crayon**
   Estimate to the nearest inch _____
   Exact measurement in inches _____

6. **Scissors**
   Estimate to the nearest inch _____
   Exact measurement in inches _____



Really Good Stuff® **Instructional Guide**

Marked Measurement Rulers

This Really Good Stuff® product includes:
- 6 **Marked Measurement Rulers**
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of the Really Good Stuff® **Marked Measurement Rulers**—a colorful visual tool for measuring to the nearest ¾ inch, ½ inch and ¼ inch.

Meeting the Standards

The Really Good Stuff® **Marked Measurement Rulers** align with the Common Core State Standards for Mathematics below. For alignment with other state standards, please refer to our website's Standards Match.

Measurement and Data

2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Displaying the *Marked Measurement Rulers*

Before introducing the **Marked Measurement Rulers**, make copies of this Really Good Stuff® Instructional Guide, and file the pages for future use. Or, download another copy of it from our website at www.reallygoodstuff.com. Prepare pieces of string and/or paper in different ½ inch and ¼ inch lengths, for example: 1¼ inches, 1½ inches, 1¾ inches, 2¼ inches, 2½ inches, 2¾ inches, etc.

Introducing the *Marked Measurement Rulers*

Draw students' attention to the side of the **Marked Measurement Ruler** with the ½-inch spaces. Point out that each peach or teal section is equal to a ½ inch and is halfway between two whole numbers. Reinforce that ½ inch + ½ inch = 1 inch.

Distribute the prepared lengths of string and/or paper that have ½-inch measurements to students. Instruct them to find objects in the classroom that are the same length as their paper or string. Discuss findings with the class.

Next, draw students' attention to the side of the *Ruler* with ¼-inch spaces. Point out that each orange, pink, yellow, and green section is equal to ¼ inch, that ¼ inch + ¼ inch = ½ inch, and that ¼ inch + ¼ inch + ¼ inch + ¼ inch = 1 inch. Distribute the prepared lengths of string and/or paper that have ¼-inch measurements to students. Instruct them to find objects in the classroom that are the same length as their paper or string. Discuss findings with the class. Repeat this activity with ¾-inch spaces on the *Ruler* based on the ability of your class.

Distribute the *Rulers*. Have students measure objects in the classroom and record their findings. Then compare and contrast the different lengths of objects. Extend the activity by having students convert lengths to the nearest whole number, to the nearest ¼ inch, to the nearest ½ inch, and to the nearest ¾ inch. Discuss findings with the class.

Measure This!

Copy and distribute the *Measure This Reproducible*. Decide what the estimate (closest whole number) is for each item shown. Ask students to write estimates, then, using a *Ruler*, instruct them to provide the exact measurement.