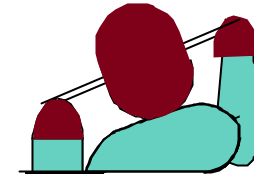


Measure It!



For each item:

- a **estimate** the measurement to the **nearest centimetre**
- b **measure** it in **centimetres** using decimals where necessary (eg 5.6 cm)
- c **measure** it in **millimetres**.

Measurement	a) Estimate in cm	b) Measure in cm	c) Measure in mm



Teacher Notes

Unit Foundation Level, Working in 2 and 3 dimensions

Notes

The Powerpoint presentation can be used to introduce this activity and check that students are able to read off measurements in both centimetres and millimetres.

The worksheet includes spaces for estimating lengths as well as measuring them exactly. Before estimating any lengths it would be useful if students measured things like the width of their little fingers, their handspans, the length of their arms etc as these can provide useful guides when estimating lengths in centimetres. (If you are also intending to ask students to estimate and measure in metres, they could also measure the length of a stride and the distance from their nose to their fingertips as these can be used as approximations to 1 metre.) If possible ask students to measure objects that are of interest to them or relevant to their other studies. If this proves difficult, you could use any objects that are available eg the length of a pencil, the length and width of a worksheet, the height and width of the door, the dimensions of the furniture in the room etc.

