New Vocabulary
data
mean

Mean

Name _____ Class _____ Date _____

GET STARTED

1 $12 + 4 + 1 + 5 =$ _____

2 **3 7 2**

    a. $3 + 7 + 2 =$ _____

    b. There are _____ data values in the set.

    c. mean = _____ ÷ _____ = _____

3 **5 9 2 4**

    a. $5 + 9 + 2 + 4 =$ _____

    b. There are _____ data values in the set.

    c. mean = _____ ÷ _____ = _____

4 13, 6, 20, 8, 3

    a. $13 + 6 + 20 + 8 + 3 =$ _____

    b. There are _____ data values in the set.

    c. mean = _____ ÷ _____ = _____

BUILD THE CONCEPT

Find the mean of 3, 8, 1, 6, and 2.

Model each data value with a stack of connecting cubes.

Rearrange the cubes so each stack has the same number of cubes.

____ ____ ____ ____ ____

How many cubes are in each stack? _____

The mean of 3, 8, 1, 6, and 2 is _____.

TRY IT TOGETHER

Find the mean of each set of data.

5   3, 20, 7, 10

    a. _____ + _____ + _____ + _____ = _____

    b. _____ ÷ _____ = _____

    mean = _____

6   24, 1, 6, 15, 9

    a. _____ + _____ + _____ + _____ + _____ = _____

    b. _____ ÷ _____ = _____

    mean = _____

7   36, 5, 22

    a. _____ + _____ + _____ = _____

    b. _____ ÷ _____ = _____

    mean = _____

WORK ON YOUR OWN

HOW TO

Find the Mean of a Set of Data

Using Symbols	Using Words
1. Data set: 5, 8, 9, 6, 7 $5 + 8 + 9 + 6 + 7 = 35$	Find the sum of the data values in the set.
2. Number of data values: 5	**Count the number of data values in the set.**
3. $35 ÷ 5 = 7$ Mean = 7	Divide the sum of the data values by the number of data values in the set.

Median

Name _____ Class _____ Date _____

GET STARTED

1   **7 13 4 6 10**

  a. $7 + 13 + 4 + 6 + 10 =$ ____

     mean = ____ ÷ ____ = ____

  b. ____, ____, ____, ____, ____

      ↑ least   ↑ greatest

2 **a.** ____, ____, ____, ____, ____

      ↑ least   ↑ greatest

  b. An _____ number of values is in the set.

  c. median = ____

3   **5 2 8 3**

  a. ____, ____, ____, ____

      ↑ least   ↑ greatest

  b. An _____ number of values is in the set.

  c. $3 + 5 =$ ____

     median = ____ ÷ ____ = ____

BUILD THE CONCEPT

Use connecting cubes to find the median of 3, 8, 1, 6, and 2. Arrange the stacks in order from shortest to tallest.

____ ____ ____ ____ ____
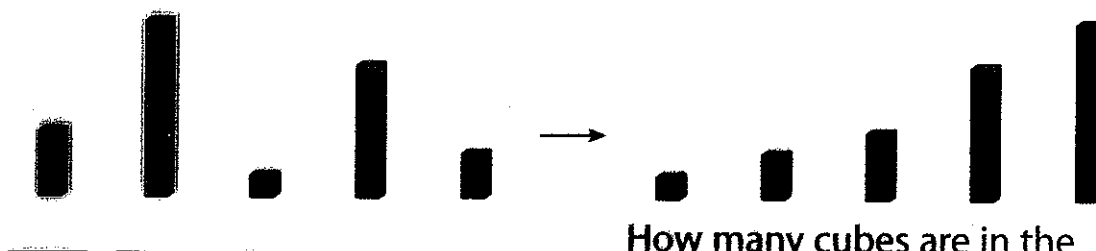
How many cubes are in the middle stack? _____

The median of 3, 8, 1, 6, and 2 is _____.

TRY IT TOGETHER

Find the median of each set of data.

4 6, 15, 18, 2, 8

order = _____

median = _____

5 56, 1, 12, 28

order = _____

_____ + _____ = _____

_____ ÷ _____ = _____

median = _____

6 71, 14, 63

order = _____

median = _____

WORK ON YOUR OWN

Find the Median of a Set of Data

HOW TO

Using Symbols	Using Words
1. Data set: 7, 4, 12, 11, 3, 9 Least to greatest: 3, 4, 7, 9, 11, 12	Write the data values in order from least to greatest.
2. Number of values: 6	**Count the number of data values in the set.**
3. Six is an even number. 3, 4, (7, 9) 11, 12 $7 + 9 = 16$ $16 ÷ 2 = 8$ median = 8	If the number of values is an odd number, the median is the middle number in the ordered list. If the number of values is an even number, the median is the mean of the two middle numbers.

Frequency Tables

Name _____ Class _____ Date _____

GET STARTED

①
     25
   − 17
    ‾‾‾‾‾

② 17, 25, 16, 26

    a.   17   **b.**   )‾‾‾
             25
             16
          + 26

mean = _____

③ **a.** How many more mystery books than history books did Ari read?

_____ − _____ = _____ books

b. What was the mean number of books Ari read last year?

_____ + _____ + _____ + _____ = _____

_____ ÷ _____ = _____ books

Books Ari Read Last Year	
Books	**Number**
History	17
Mystery	25
Poetry	16
Sports	26

BUILD THE CONCEPT

Use the tally chart to complete the frequency table.
Which fruit had the most votes?

Favorite Fruit	
Fruit	**Number of Votes**
Bananas	IIII
Oranges	JHT IIII
Peaches	I
Grapes	III
Apples	JHT JHT III

Favorite Fruit	
Fruit	**Number of Votes**
Bananas	4
Oranges	9
Peaches	_____
Grapes	_____
Apples	_____

_____ had the **most votes**.

TRY IT TOGETHER

Solve each problem using the table.

4 Which sandwich got the median number of votes?

_____   _____

5 **a.** What is the total number of votes?

____ + ____ + ____ = ____ votes

b. What is the mean number of votes?

____ ÷ ____ = ____ votes

Favorite Sandwiches	
Sandwich	**Number of Votes**
Cheese	7
Turkey	8
Tuna Fish	3

WORK ON YOUR OWN

Interpret a Frequency Table

HOW TO

Using Symbols	**Using Words**
1. How many more students voted for dog than for cat?	Find the question.

Favorite Pet	
Pet	**Number of Votes**
Bird	7
Cat	9
Dog	12

2. Cat: **9** votes Dog: **12** votes	Find the row or rows of the table that give the information needed to answer the question.
3. $12 - 9 = 3$ Three more students voted for dog than for cat.	Perform any operations needed to answer the question.

Pictographs

Name _____ Class _____ Date _____

GET STARTED

1 $2 \times 10 =$ _____

2 $5 \times 5 =$ _____

3 How many scoops of strawberry ice cream did the ice cream shop sell?

_____ $\times$ _____ = _____ scoops

4 Which flavor was sold the most?

_____

5 How many more scoops of vanilla were sold than butter pecan?

_____ $\times$ _____ = _____

_____ $\times$ _____ = _____

_____ $-$ _____ = _____ scoops

| Scoops of Ice Cream Sold ||
Ice Cream	Number Sold
Vanilla	🍦🍦🍦
Strawberry	🍦🍦
Chocolate	🍦🍦🍦🍦
Butter Pecan	🍦

Key: Each 🍦 = 10 scoops sold

BUILD THE CONCEPT

Eight students voted for basketball. Complete the pictograph using this information.

1 star = _____ votes

2 stars = _____ votes

3 stars = _____ votes

4 stars = _____ votes

| Favorite Sports ||
Sport	Number of Votes
Baseball	⭐
Soccer	⭐⭐⭐
Football	⭐⭐
Basketball	

Key: Each ⭐ = 2 votes

Use the pictograph to solve each problem.

Favorite Dog	
Dog	**Number of Votes**
Cocker Spaniel	🐕 🐕 🐕
Golden Retriever	🐕 🐕 🐕 🐕 🐕
Greyhound	🐕 🐕 🐕 🐕

Key: Each 🐕 = 5 votes

6 How many votes did golden retrievers and greyhounds get?

_____ × _____ = _____

_____ × _____ = _____

_____ + _____ = _____ votes

7 How many more votes did greyhounds get than cocker spaniels?

_____ × _____ = _____

_____ × _____ = _____

_____ − _____ = _____ votes

HOW TO

Interpret a Pictograph

Use the pictograph titled Favorite Dog.

Using Symbols	**Using Words**
1. How many votes did cocker spaniels and greyhounds get?	Find the question.
2. Look at the Cocker Spaniel and Greyhound rows.	Find the row or rows in the pictograph that give the information needed.
3. Cocker Spaniel: **3** pictures $3 \times 5 = 15$ Greyhound: **4** pictures $4 \times 5 = 20$	For each row, count the pictures in the row. Multiply that number by the number in the key.
4. $15 + 20 = $ **35** votes	Perform any other operations needed to answer the question.

Bar Graphs

Name_____ Class _____ Date _____

GET STARTED

1. 9   6

2. 13 − 4 = _____

3.
a. Title:_____

b. Label below graph: _____

c. Categories:_____, _____, _____, and _____

d. Label at left:_____
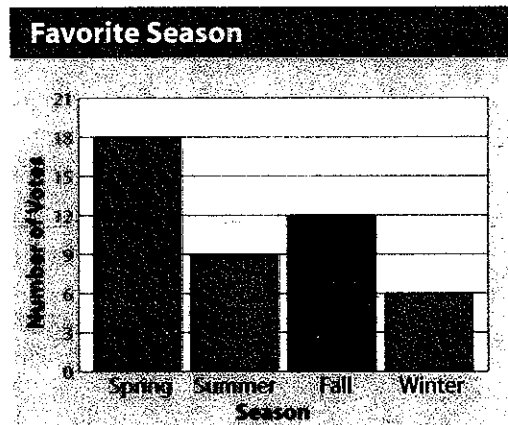
4.
a. Fall: _____ votes

b. Summer: _____ votes

c. Winter: _____ votes

d. _____ got more votes than _____.

Favorite Season

BUILD THE CONCEPT

Use the frequency table to complete the bar graph.

School Read-A-Thon	
Student	**Number of Books Read**
Amy	6
Devon	10
Niko	9
Sandra	12

School Read-A-Thon
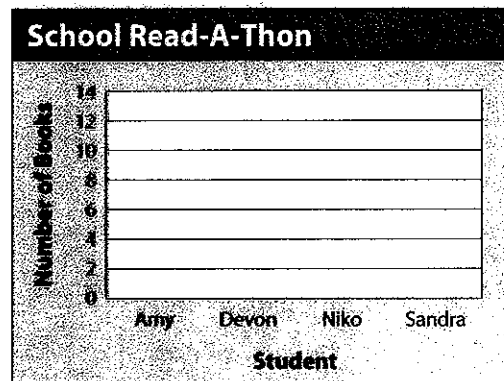
TRY IT TOGETHER

Solve each problem using the bar graph.

5 **a.** Which activity was chosen most?

_____

b. Which activity was chosen least?

_____

Favorite Playground Activity

6 **a.** How many votes did the swing get?

_____

b. How many votes did hopscotch get?

_____

c. How many more votes did the swing get than hopscotch?

_____ − _____ = _____ votes

7 How many votes did basketball and hopscotch get altogether?

_____ + _____ = _____ votes
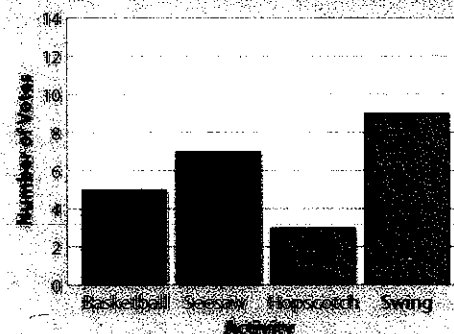
WORK ON YOUR OWN

Interpret a Bar Graph
Use the bar graph titled Favorite Playground Activity.

HOW TO

Using Symbols	Using Words
1. Title: Favorite Playground Activity	Read the title.
2. Labels: Activity, Number of Votes **Categories:** Basketball, Seesaw, Hopscotch, Swing **Scale:** 0 to 14	Look at the labels, the categories, and the scale.
3. How many votes did basketball get? 5 votes	Read across from the top of the bars to the scale to answer questions.

Line Graphs

Name _____ Class _____ Date _____

GET STARTED

1 20 _____ 35

2 a. Title: _____

b. Label: _____

c. Categories: _____, _____,
_____, _____, _____

d. Label: _____
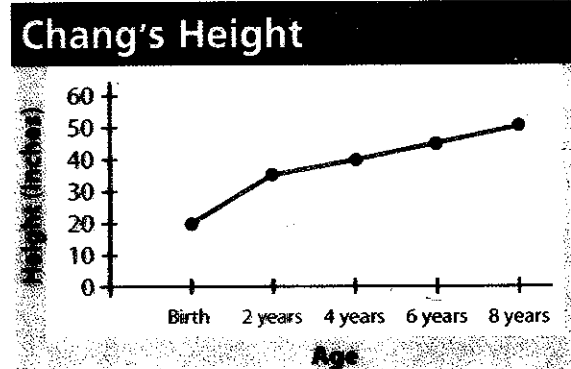
Chang's Height

3 a. 4 years: _____ inches

b. 50 inches: _____ years

4 _____ inches; _____ inches

Chang's height increased _____ inches from 2 years to 4 years.

BUILD THE CONCEPT

Use the table to complete the **line graph**.

Sarah's Exercise	
Day	**Miles Walked**
Monday	3
Tuesday	2
Wednesday	3
Thursday	1
Friday	4
Saturday	5
Sunday	6

Sarah's Exercise
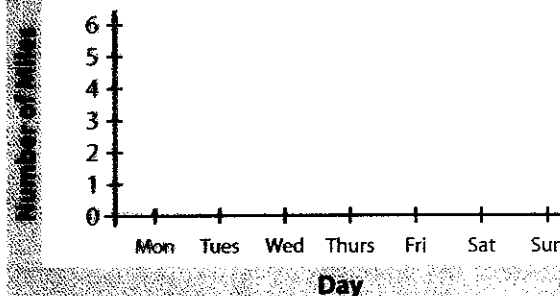
TRY IT TOGETHER

Solve each problem using the line graph.

5 **a.** Did tire sales increase or decrease from March to April? _____

b. What is the difference in sales from March to April?

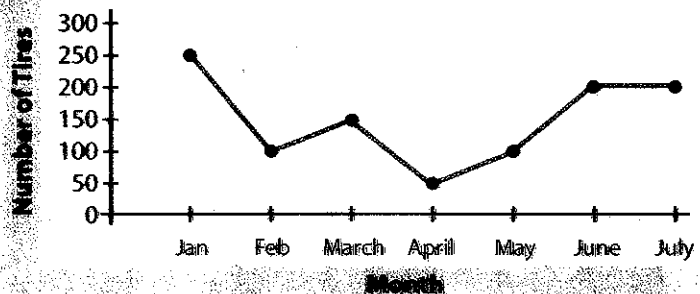_____ − _____ = _____ tires

Vic's Tire Sales

6 In which month did Vic sell the same number of tires as he sold in February?

_____

7 Between which two months did Vic's sales stay the same?

_____

WORK ON YOUR OWN

HOW TO

Interpret a Line Graph
Use the line graph titled Vic's Tire Sales.

Using Symbols	Using Words
1. **Title:** Vic's Tire Sales	Read the title.
2. **Labels:** Month, Tires Sold **Categories:** Jan, Feb, March, April, May, June, July **Scale:** 0 to 300	Look at the labels, the categories, and the scale.
3. Did the sales increase or decrease from April to May? increase	When the values increase, the line rises. When the values decrease, the line falls. When there is no change, the line is horizontal (flat).

Problem-Solving: Using a Table

Name _____ Class _____ Date _____

GET STARTED

① a. _____ students chose baseball.

b. _____ + _____ = _____

_____ students voted for baseball or soccer.

Students' Favorite Sport to Watch	
Sport	**Number of Votes**
Baseball	15
Football	7
Soccer	3

② 7, 6, 5, 6

a. Mean: _____ + _____ + _____ + _____ = _____

→ _____ ÷ _____ = _____

b. Median: _____, _____, _____, _____

→ _____ + _____ = _____ → _____ ÷ _____ = _____

③ How many more students chose eggs than bagels?

_____ − _____ = _____

Favorite Breakfast	
Breakfast Food	**Number of Votes**
Eggs	7
Waffles	6
Bagels	5
Cereal	6

④ What is the mean number of votes?
_____ votes

⑤ What is the median number of votes?
_____ votes

TRY IT TOGETHER

Solve each problem using the table.

6 Find the mean of the distances from Anton's house.

_____ + _____ + _____ +

_____ + _____ = _____

_____ ÷ _____ = _____ miles

7 Find the median. Which place is the median distance from Anton's house?

_____

median = _____

Distance from Anton's House	
Place	**Number of Miles Away**
Gas Station	2
Bookstore	7
Shoe Store	12
Park	3
School	1

WORK ON YOUR OWN

HOW TO

Solve a Problem Using a Table

How many more students voted for pepperoni than for sausage?

1. Find: how many more students voted for pepperoni than for sausage

2. How? Use a table.

3. Solve. Find the number of votes for each topping.

Pepperoni: 13 votes

Sausage: 8 votes

Subtract. 13 − 8 = 5

Five more students voted for pepperoni than for sausage.

4. Is the answer reasonable? Explain. Yes, by using the opposite operation of subtraction, 5 + 8 = 13.

Favorite Pizza Toppings	
Topping	**Number of Votes**
Pepperoni	13
Sausage	8
Mushrooms	5
Onions	2
Extra Cheese	7

Understanding Probability
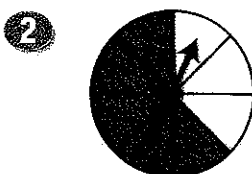
Name _____ Class _____ Date _____

GET STARTED

1 —
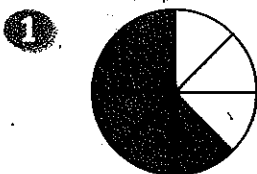
2   **a.** Green: —   **b.** White: —
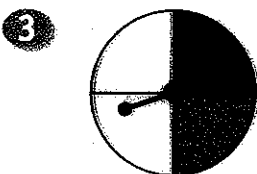
3   **a.** _____

b. Yellow: —   **c.** Orange: —

d. Green: —   **e.** _____

BUILD THE CONCEPT

Yellow or blue: ▢/▢

The spinner will always land on yellow or blue. It is a **certain** event.

Blue: —

This spinner will probably not land on blue. It is an **unlikely** event.

Yellow: ▢/▢

This spinner will probably land on yellow. It is a **likely** event.

Red: ▢/▢

The spinner will never land on red. It is an **impossible** event.

TRY IT TOGETHER

Find each probability.

4 When Bella flips the coin, what is the probability that it will land on heads? ___

5 When James flips the coin, what is the probability that it will land on tails? ___
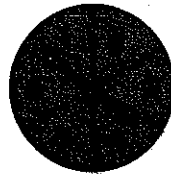
6 What is the probability of the spinner landing on the number 5? ___

7 What is the probability of the spinner landing on an even number? ___

8 What is the probability of the spinner landing on a number less than 7? ___ =

9 What is the probability of the spinner landing on a number greater than 10? ___ =

WORK ON YOUR OWN

Find a Probability

HOW TO

Using Symbols

1. What is the probability that the spinner will land on the letter J?
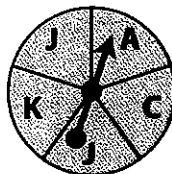
   Sections with J: **2**

2. Total sections: **5**

3. $\frac{2}{5}$

Using Words

Find the number of favorable outcomes.

Find the total number of possible outcomes.

Write the probability as a fraction.

$$\frac{\text{number of favorable outcomes}}{\text{total number of outcomes}}$$

Time

Name _____ Class _____ Date _____

GET STARTED
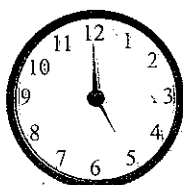
① a. _____ : _____

b. _____ o'clock

② 5, 10, _____, 20, _____, 30, 35, 40, _____, 50, _____

③ a. 15 _____   b. 45 _____

④ a. _____ : _____

b. _____ _____

⑤ a. _____ : _____

b. _____ _____
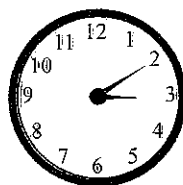
BUILD THE CONCEPT

Elwood started guitar practice at 3:30. He finished guitar practice at 4:45. Write the hands on the clocks to show the times.

Start Practice: 3:30
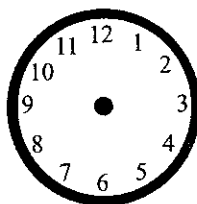
End practice: 4:45

TRY IT TOGETHER
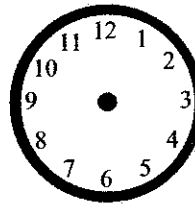
Write the time shown on each clock using numbers and words.

6 a. _____ : _____

b. _____ _____

7 a. _____ : _____

b. _____ _____

8 a. _____

b. _____ _____

9 a. _____

b. _____

WORK ON YOUR OWN

HOW TO

Tell and Write Time

| Using Symbols	Using Words
Hour = 9	On an analog clock, the short hand tells the hour. When the short hand is between two numbers, the number before is the hour.
Minutes = 20	The long hand tells the minutes. Start at 12, or 0 minutes. Count by 5 to each number until the number the minute hand points to is reached.
Hours Minutes	On a digital clock, the hour is shown to the left of the colon. The minutes are shown to the right of the colon.
9:20	Write the hour, a colon, and the minutes to write the time using numbers.
nine twenty	Write the hour then the minutes to write the time using words.

Customary Temperature

Name _____ Class _____ Date _____

GET STARTED

1

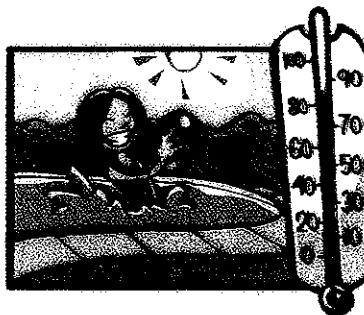0   10   20 ____ ____   50 ____   70 ____   90 ____

2 _____ °F

3 _____ °F
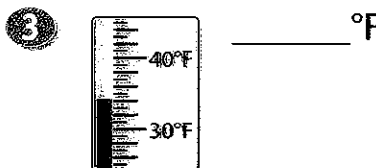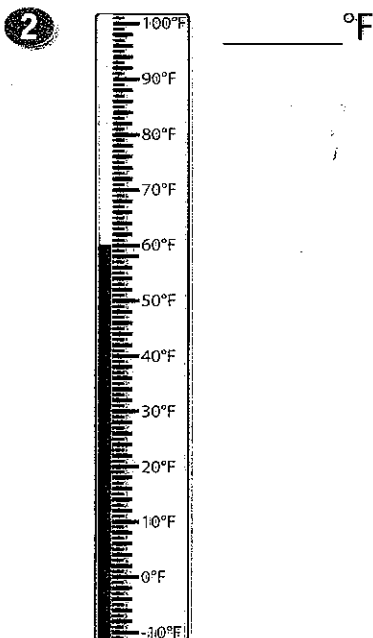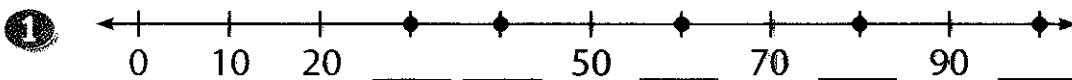
Temperature tells how hot or cold it is.
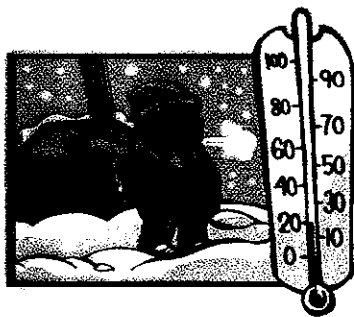
BUILD THE CONCEPT

Is 20°F hot or cold?

_____

Is 85°F hot or cold?

_____

TRY IT TOGETHER

Write the temperature shown on each thermometer.

4 ‑100°F
‑90°F _____ °F
‑80°F

5 ‑20°F
‑10°F _____
‑0°F

6 ‑60°F _____
‑50°F
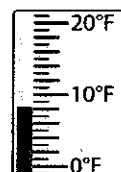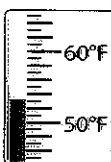
WORK ON YOUR OWN

Read a Thermometer

HOW TO

Using Symbols	Using Words
1. Each mark shows 1°F.	Look at the scale on the thermometer.

2.
‑30°F
‑22°F
‑21°F
‑20°F
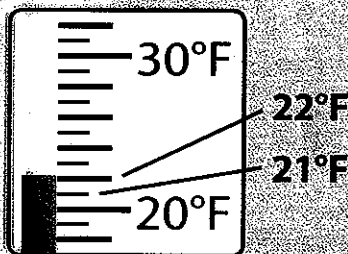
The temperature is 22°F.

If the red line ends at a numbered mark on the scale, that number is the temperature.

If the red line does not end at a numbered mark, find the closest numbered mark below the end of the red line. Count from the numbered mark to the mark at the end of the red line.

New Vocabulary
capacity
cup
pint
quart
gallon
benchmark
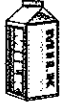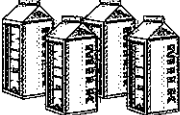
Customary Capacity

Name _____ Class _____ Date _____

GET STARTED

① 4 × 2 = _____

② 3 × 4 = _____
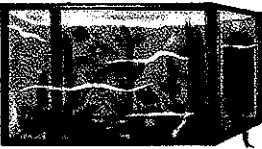
Benchmarks for Measuring Customary Capacity		
1 pint = 2 cups	1 quart = 2 pints	1 gallon = 4 quarts

③ **a.** cups   pints
quarts   gallons

juice
glass

b. cups   pints
quarts   gallons

fish tank

④ 4 quarts = ___ pints
larger unit → smaller unit
1 quart = ___ pints
4 × ___ = ___

⑤ 3 gallons = ___ quarts
larger unit → smaller unit
1 gallon = ___ quarts
3 × ___ = ___

BUILD THE CONCEPT

How many cups are in 1 quart?
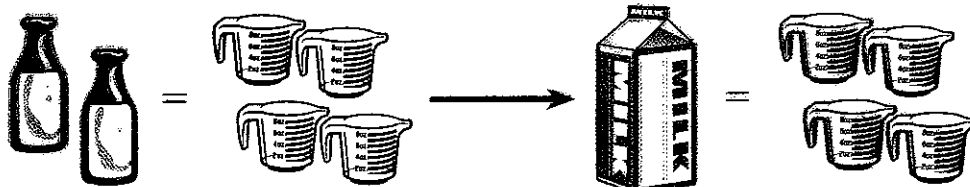
2 pints = _____ cups   1 quart = _____ cups

TRY IT TOGETHER

Circle the best unit to use to measure the capacity of each object.

6 bathtub
cups pints quarts gallons

7 teapot
cups pints quarts gallons

Change each measurement.

8 6 pints = ___ cups
___ × ___ = ___

9 3 quarts = ___ pints
___ × ___ = ___

WORK ON YOUR OWN

Find the Best Unit to Measure the Capacity of an Object

HOW TO

Using Symbols	Using Words
1. The bucket holds much more than **1 cup, 1 pint,** or **1 quart.**	Compare the object to a benchmark.
2. Use gallons to measure the capacity of the bucket.	Choose the unit related to the benchmark.

Change from a Larger Unit to a Smaller Unit

Using Symbols	Using Words
1. 3 pints = ? cups 1 pint = **2** cups	Find the number of smaller units in 1 larger unit.
2. 3 × 2 = 6	Multiply the number of larger units by the number found in Step 1.
3. 3 pints = 6 cups	Complete the statement.

New Vocabulary
ounce
pound

Customary Weight

Name _____ Class _____ Date _____

GET STARTED

1 16 + 16

    + _____

2 19 + 12 + 13

    + _____

3 a. quarter
    ounces   pounds

   b. medium-sized dog
    ounces   pounds

Benchmarks for Measuring Customary Weight	
A slice of bread weighs about 1 ounce.	A loaf of bread weighs about 1 pound. 1 pound = 16 ounces
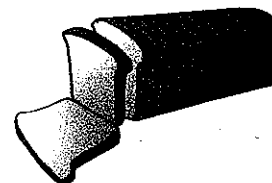
4 2 pounds = _____ ounces
larger unit → smaller unit
1 pound = _____ ounces
_____ + _____ = _____

5 2 pounds 4 ounces = _____ ounces
1 pound = _____ ounces
_____ + _____ = _____
_____ + _____ = _____

BUILD THE CONCEPT

How many ounces are in 3 pounds 2 ounces?
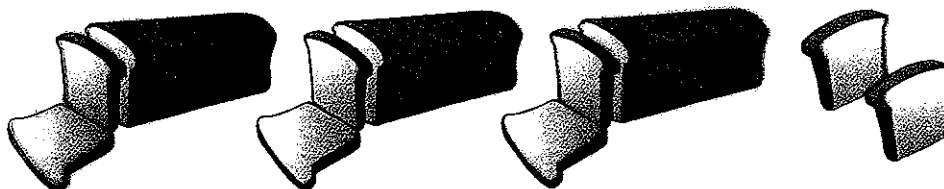
3 pounds = _____ ounces + _____ ounces + _____ ounces
        = _____ ounces

3 pounds 2 ounces = _____ ounces + _____ ounces = _____ ounces

TRY IT TOGETHER

Circle the better unit to use to measure the weight of each object.

6 brick
ounces   pounds

7 cookie
ounces   pounds

Change each measurement.

8 1 pound 15 ounces = ___ ounces
___ + ___ = ___

9 2 pounds 10 ounces = ___ ounces
___ + ___ = ___
___ + ___ = ___

WORK ON YOUR OWN

HOW TO

Find the Best Unit to Measure the Weight of an Object

Using Symbols	**Using Words**
1. The apples weigh much more than 1 slice of bread.	Compare the object to a benchmark.
2. Use **pounds** to measure the weight of the apples.	Choose the unit related to the benchmark.

Change from Pounds or Pounds and Ounces to Ounces

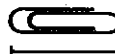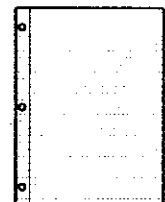| **Using Symbols**	**Using Words**
1. 2 pounds 5 ounces = ? ounces 1 pound = 16 ounces	There are 16 ounces in 1 pound.
2. 16 + 16 = **32**	Add 16 the number of times indicated by the number of pounds.
3. 32 + 5 = 37 2 pounds 5 ounces = **37 ounces**	If there are ounces, add the original number of ounces to the sum in Step 2.

Customary Length

Name _____ Class _____ Date _____

GET STARTED

1 $2 \times 3 =$ _____

2
$$\begin{array}{r} 12 \\ \times\ 3 \\ \hline \end{array}$$

3 **a.** length of a hairbrush

_____

b. width of a window

_____

c. length of a football field

_____

Benchmarks for Measuring Customary Length		
about 1 inch	about 1 foot	about 1 yard

4 3 feet = ___ inches
larger unit → smaller unit
1 foot = ___ inches
$3 \times$ ___ = ___

5 2 yards = ___ feet
larger unit → smaller unit
1 yard = ___ feet
$2 \times$ ___ = ___

BUILD THE CONCEPT

How many inches long is the marker?

How many paper clips
long is the marker?
_____ paper clips
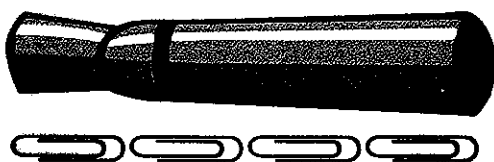
The marker is about _____ inches long.

TRY IT TOGETHER

Circle the best unit to use to measure each object.

6 length of a stadium
inches feet yards

7 width of a picture
inches feet yards

8 height of a bicycle
inches feet yards

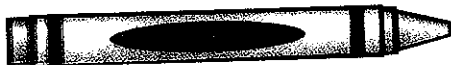**Change each measurement.**

9 4 feet = _____ inches

_____ × _____ = _____

10 5 yards = _____ feet

_____ × _____ = _____

WORK ON YOUR OWN

Find the Best Unit to Measure the Length of an Object

HOW TO

Using Symbols	Using Words
1. Small like 1 **paper clip**.	Compare the object to a benchmark.
2. Measure the crayon in inches.	**Choose the unit.**

Change from Feet to Inches

1. 3 feet = ? inches 1 foot = 12 inches	There are 12 inches in 1 foot.
2. 3 × 12 = 36 **3 feet = 36 inches**	**Multiply the number of feet by 12 to find the number of inches.**

Change from Yards to Feet

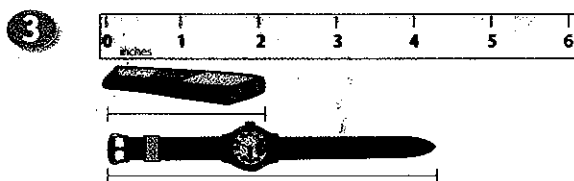|	
1. 4 yards = ? feet 1 yard = 3 feet	There are 3 feet in 1 yard.
2. 4 × 3 = 12 **4 yards = 12 feet**	**Multiply the number of yards by 3 to find the number of feet.**

Measuring and Estimating Length Using Customary Units
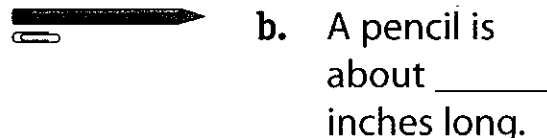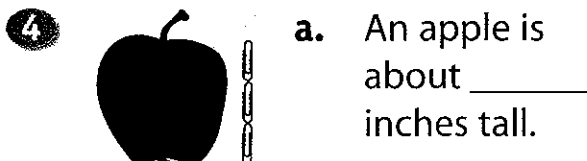
Name _____ Class _____ Date _____

GET STARTED

1 2 feet = _____ inches

_____ × _____ = _____

2 length of a banana

inches   feet   yards

3

a. eraser: _____ inches

b. watch: _____ inches

4

a. An apple is about _____ inches tall.

b. A pencil is about _____ inches long.

BUILD THE CONCEPT

Karen made cupcakes for the class. How thick is the icing?
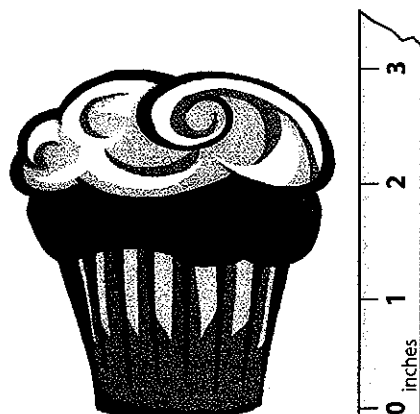
Height of cupcake with icing: _____ inches

Height of cupcake without icing: _____ inches

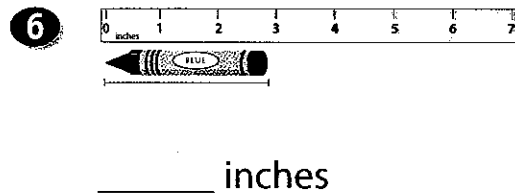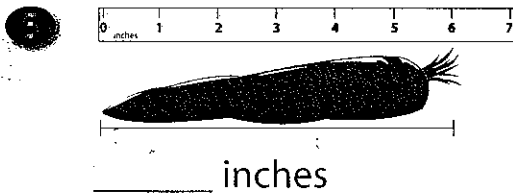Thickness of icing:

_____ − _____ = _____

The icing is _____ inch thick.

TRY IT TOGETHER
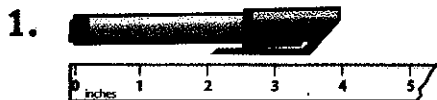
Measure the length of each object to the nearest inch.

5

_____ inches

6

_____ inches

Estimate the length or height of each object to the nearest inch.

7

_____

8

_____

WORK ON YOUR OWN

HOW TO

Measure to the Nearest Inch

Using Symbols	Using Words
1.	Line up one end of the object with the zero mark on the ruler.
2. The marker is **4 inches** long.	Read the number on the ruler that is closest to the other end of the object.

Estimate to the Nearest Inch

Using Symbols	Using Words
1.	Compare a paper clip or another benchmark to the object to be measured.
2. The marker is about **4** inches long.	Estimate how many benchmark objects placed end-to-end would equal the length of the object.

New Vocabulary
centimeter
decimeter
meter

Metric Length

Name _____ Class _____ Date _____

GET STARTED

1 3 × 10 = _____

2 10
 × 5
 ‾‾‾‾

Benchmarks for Measuring Metric Length		
about 1 centimeter	about 1 decimeter	about 1 meter
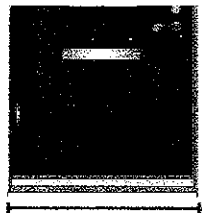
3 **a.** length of a lollipop

_____

b. height of a microwave oven

_____

c. length of a swimming pool

_____

4 4 decimeters = ___ centimeters
larger unit ➡ smaller unit
1 decimeter = ___ centimeters
4 × ___ = ___

5 5 meters = ___ decimeters
larger unit ➡ smaller unit
1 meter = ___ decimeters
5 × ___ = ___

BUILD THE CONCEPT

Complete each statement.

_____ centimeters = 1 decimeter

1 decimeter = _____ centimeters

_____ decimeters = 1 meter

1 meter = _____ decimeters

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TRY IT TOGETHER

Circle the best unit to use to measure each object.

6 length of a soccer field
centimeters   decimeters   meters

7 width of a credit card
centimeters   decimeters   meters

Change each measurement.

8 3 decimeters = ___ centimeters
___ × ___ = ___

9 8 meters = ___ decimeters
___ × ___ = ___

WORK ON YOUR OWN

HOW TO

Find the Best Unit to Measure the Length of an Object

Using Symbols	Using Words
1. <image of ladder> Long, 1 **doorway's width**.	Compare the object to a benchmark.
2. Measure the ladder in **meters**.	Choose the unit.

Change from Decimeters to Centimeters

1. 3 decimeters = ? centimeters 1 decimeter = 10 centimeters	There are 10 centimeters in 1 decimeter.
2. 3 × 10 = **30** 3 decimeters = **30 centimeters**	Multiply the number of decimeters by 10 to find the number of centimeters.

Change from Meters to Decimeters

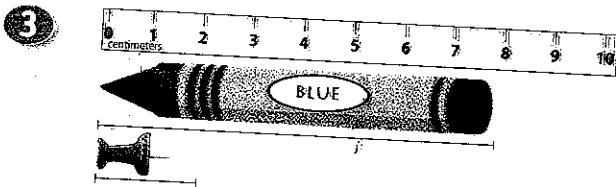|	
1. 4 meters = ? decimeters 1 meter = 10 decimeters	There are 10 decimeters in 1 meter.
2. 4 × 10 = **40** 4 meters = **40 decimeters**	Multiply the number of meters by 10 to find the number of decimeters.

Measuring and Estimating Length Using Metric Units

Name _____

Class _____ Date _____

GET STARTED

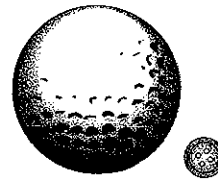**1** 3 decimeters = ___ centimeters

___ × ___ = ___

2 length of a crayon

centimeters   decimeters   meters

3

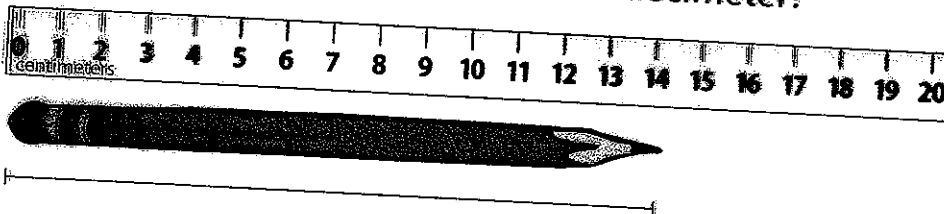a. crayon: _____ centimeters

b. thumbtack: _____ centimeters

4

a. A cap eraser is about ___ centimeters tall.

b. A golf ball is about ___ centimeters tall.

BUILD THE CONCEPT

Is the pencil longer or shorter than 1 decimeter?

The pencil is about _____ centimeters long.

1 decimeter = _____ centimeters

The pencil is _____ than 1 decimeter.