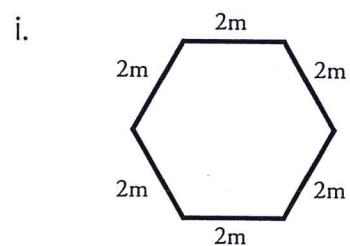
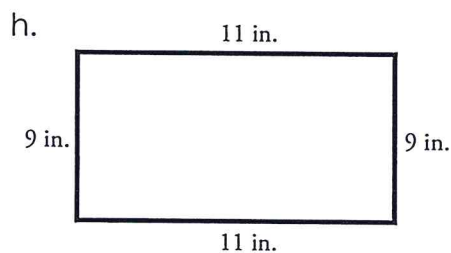
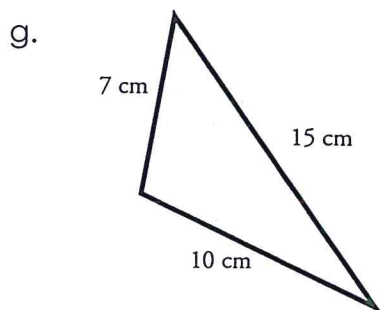
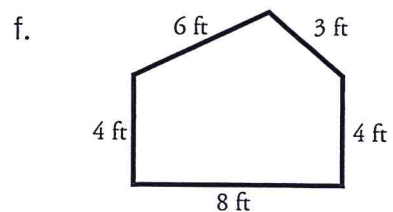
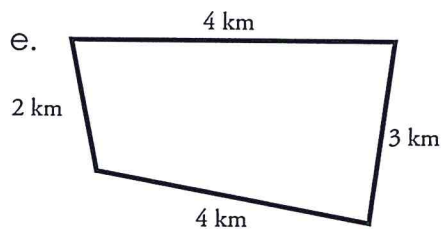
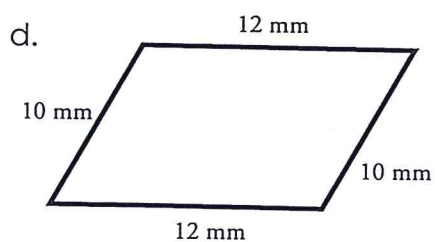
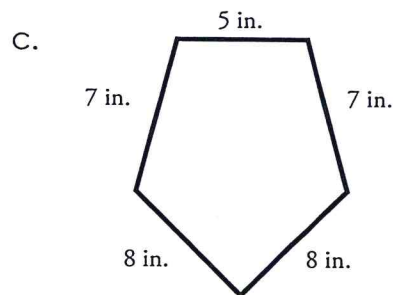
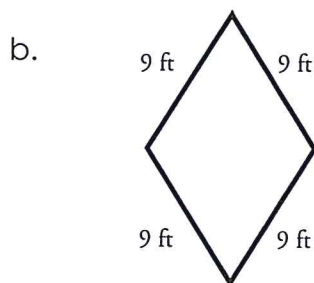
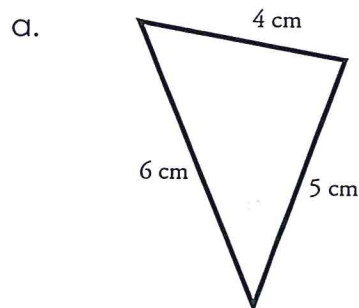


Name: \_\_\_\_\_

Day 6

## Perimeter of a Polygon

Find the perimeter of each shape by adding the lengths of each side. Be sure to include the units in your answer.



Name: \_\_\_\_\_

# Feet and Inches

**Memorize this: There are 12 inches in a foot.**



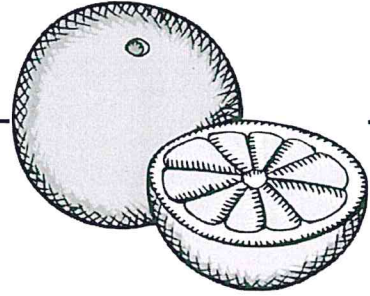
Complete the table. Then, use the table to answer the questions below.

1 foot	2 feet	3 feet	4 feet	5 feet
12 inches				

- Which is longer: 2 feet or 28 inches? \_\_\_\_\_
- Which is less: 4 feet or 40 inches? \_\_\_\_\_
- How many inches are in 5 feet? \_\_\_\_\_
- James is five feet tall. Caroline is 53 inches tall. Who is taller? \_\_\_\_\_
- Marley caught a fish that was two feet three inches long. How many inches long was her fish? \_\_\_\_\_
- Arnold is four feet, six inches tall. How many inches tall is Arnold? \_\_\_\_\_
- Peter measured the width of his refrigerator. It was 32 inches wide. Is the fridge more or less than three feet wide? \_\_\_\_\_

Name: \_\_\_\_\_

# Counting by Halves



Count by halves. Fill in the empty boxes.

a. 

0	$\frac{1}{2}$	1	$1\frac{1}{2}$	2	$2\frac{1}{2}$				
---	---------------	---	----------------	---	----------------	--	--	--	--

b. 

$8\frac{1}{2}$	9	$9\frac{1}{2}$				
----------------	---	----------------	--	--	--	--

c. 

22	$22\frac{1}{2}$				$24\frac{1}{2}$	
----	-----------------	--	--	--	-----------------	--

d. 

$5\frac{1}{2}$	6						$9\frac{1}{2}$	
----------------	---	--	--	--	--	--	----------------	--

e. 

13			$14\frac{1}{2}$			
----	--	--	-----------------	--	--	--

f. 

			33	$33\frac{1}{2}$		
--	--	--	----	-----------------	--	--

g. 

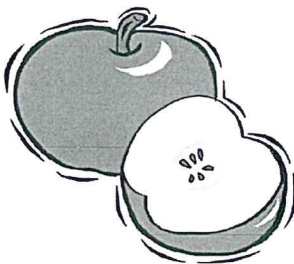
		8				10			
--	--	---	--	--	--	----	--	--	--

h. 

					$91\frac{1}{2}$	92
--	--	--	--	--	-----------------	----

i. 

	51	$51\frac{1}{2}$		
--	----	-----------------	--	--



Name: \_\_\_\_\_

## Counting by Quarters

Count by quarters. Fill in the empty boxes.

a. 

0	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{3}{4}$	1	$1\frac{1}{4}$				
---	---------------	---------------	---------------	---	----------------	--	--	--	--

b. 

$7\frac{1}{4}$	$7\frac{1}{2}$				$8\frac{1}{4}$				
----------------	----------------	--	--	--	----------------	--	--	--	--

c. 

$2\frac{3}{4}$	3						$4\frac{1}{2}$		
----------------	---	--	--	--	--	--	----------------	--	--

d. 

6									$8\frac{1}{4}$
---	--	--	--	--	--	--	--	--	----------------

e. 

$14\frac{3}{4}$		$15\frac{1}{4}$					
-----------------	--	-----------------	--	--	--	--	--

f. 

				$4\frac{1}{4}$	$4\frac{1}{2}$	$4\frac{3}{4}$			
--	--	--	--	----------------	----------------	----------------	--	--	--

g. 

		$9\frac{3}{4}$	10						
--	--	----------------	----	--	--	--	--	--	--

h. 

		$25\frac{1}{2}$			$26\frac{1}{4}$	
--	--	-----------------	--	--	-----------------	--

i. 

								$9\frac{1}{4}$	$9\frac{1}{2}$
--	--	--	--	--	--	--	--	----------------	----------------

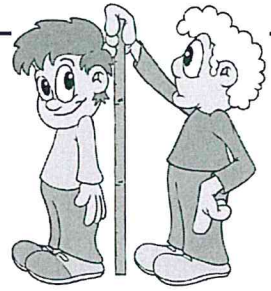
j. 

			30	$30\frac{1}{4}$		
--	--	--	----	-----------------	--	--



Name: \_\_\_\_\_

## Measurement Project



With a tape measure or yard stick, measure the heights of five different people. You can measure parents, siblings, friends, or family members. You can even measure yourself.

Make a chart to show the heights, in order from tallest to shortest. Your chart should include:

- Each person's name and a picture of each person's face. (Faces can be neatly drawn, or photographed.)
- Each person's height in inches, as well as feet and inches. (For example, you might list someone as 5', 9" tall and 69" tall)
- Each person's signature, to verify that you have measured them carefully and accurately. (Everything else should be in your own handwriting.)

At the top of your chart, list the tallest person. Below that, list the second tallest. Then, list the third tallest, and so on.

In class, you will be given a blank measuring table that you can use for this project.

Your measuring project is due on \_\_\_\_\_.

Your project may be on display at school, so do your very best work!

## Measurement Project - Grading Sheet

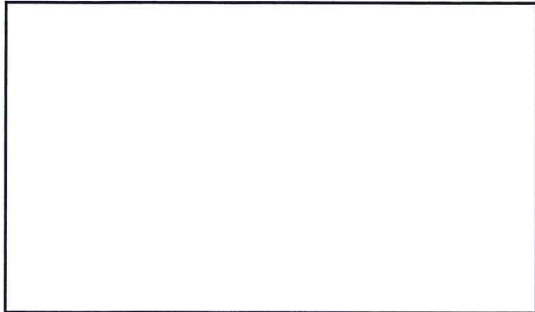
- |                   |   |
|-------------------|---|
| _____ (10 points) | The project has been brought to school on-time.   |
| _____ (15 points) | Chart includes the height measurements of five different people.  |
| _____ (15 points) | Each person signed the chart to show that they were measured carefully and accurately.  |
| _____ (15 points) | Each person's height is written as feet and inches <u>and</u> just inches. All conversions are correct.   |
| _____ (15 points) | The heights have been arranged from tallest to shortest.  |
| _____ (15 points) | Each person's face is drawn or photographed.  |
| _____ (15 points) | Handwriting is neat.<br>Pictures are neatly drawn or photographed.<br>Paper is returned relatively wrinkle-free.<br>Each person's name is spelled correctly and begins with a capital letter. |

Total - \_\_\_\_\_ (out of 100 points)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Measurement Project



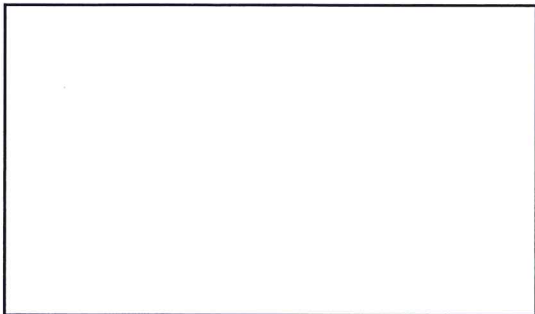
name of person being measured: \_\_\_\_\_

height (inches only): \_\_\_\_\_

height (feet & inches): \_\_\_\_\_

My height has been measured carefully and accurately.

signature: \_\_\_\_\_



name of person being measured: \_\_\_\_\_

height (inches only): \_\_\_\_\_

height (feet & inches): \_\_\_\_\_

My height has been measured carefully and accurately.

signature: \_\_\_\_\_



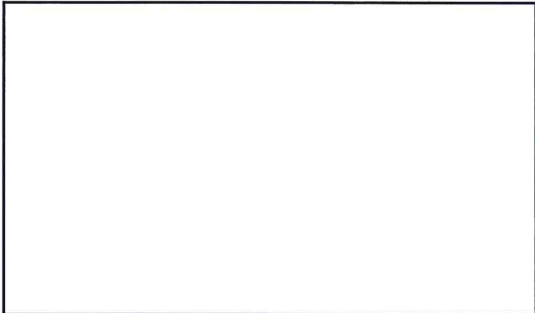
name of person being measured: \_\_\_\_\_

height (inches only): \_\_\_\_\_

height (feet & inches): \_\_\_\_\_

My height has been measured carefully and accurately.

signature: \_\_\_\_\_



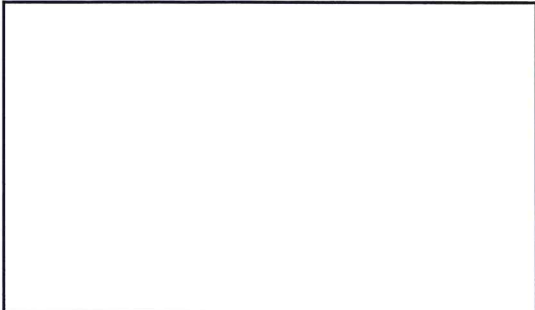
name of person being measured: \_\_\_\_\_

height (inches only): \_\_\_\_\_

height (feet & inches): \_\_\_\_\_

My height has been measured carefully and accurately.

signature: \_\_\_\_\_



name of person being measured: \_\_\_\_\_

height (inches only): \_\_\_\_\_

height (feet & inches): \_\_\_\_\_

My height has been measured carefully and accurately.

signature: \_\_\_\_\_