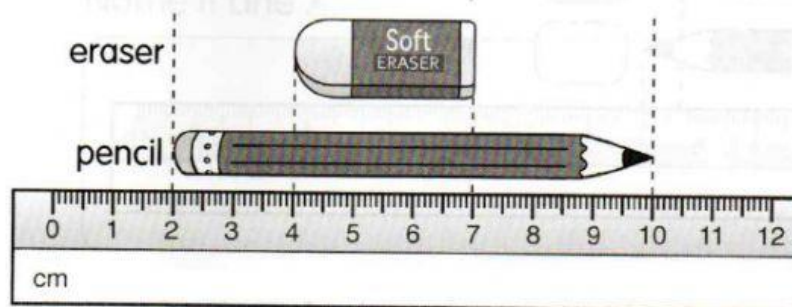


Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Practice 3 Measuring in Centimetres

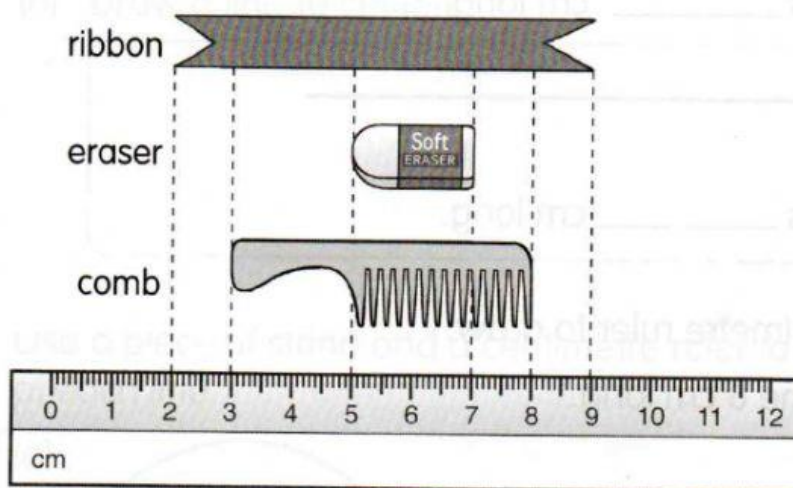
(1) Fill in the blanks.



(a) The pencil is \_\_\_\_\_ cm long.

(b) The eraser is \_\_\_\_\_ cm long.

(2) Fill in the blanks.

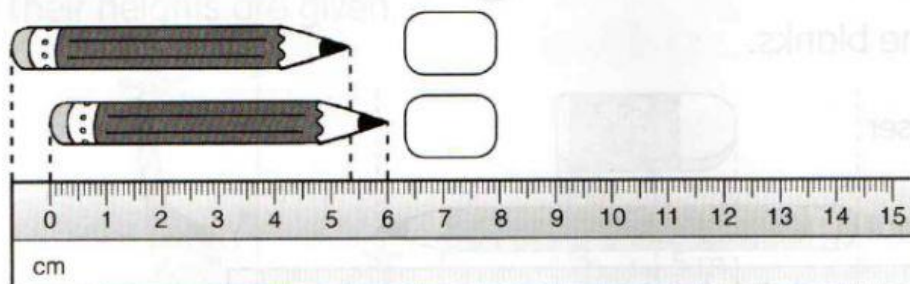


(a) The length of the comb is \_\_\_\_\_ cm.

(b) The length of the ribbon is \_\_\_\_\_ cm.

(c) The length of the eraser is \_\_\_\_\_ cm.

- (3) Tick (✓) the correct way to measure the length of the pencil.



- (4) Use your centimetre ruler to measure the length of each line.

(a) \_\_\_\_\_

The line is \_\_\_\_\_ cm long.

(b) \_\_\_\_\_

The line is \_\_\_\_\_ cm long.

(c) \_\_\_\_\_

The line is \_\_\_\_\_ cm long.

- (5) Use your centimetre ruler to draw.

(a) Draw a line 6 cm long.

(b) Draw a line 2 cm shorter than the line in (a).

(6) Use your centimetre ruler to draw.

- (a) Draw a line 5 cm long.  
Name it Line X.

Draw a line 6 cm longer than Line X.

- (b) Draw a line 10 cm long.

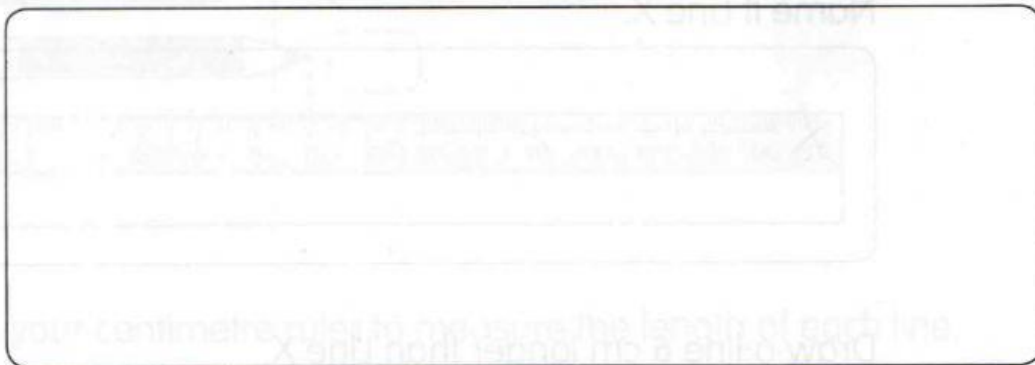
(7) Use a piece of string and a centimetre ruler to find the length of each line.

- (a)  \_\_\_\_\_ cm

- (b)  \_\_\_\_\_ cm



- (c) With the same piece of string used in (a), form another line. Paste the string here.

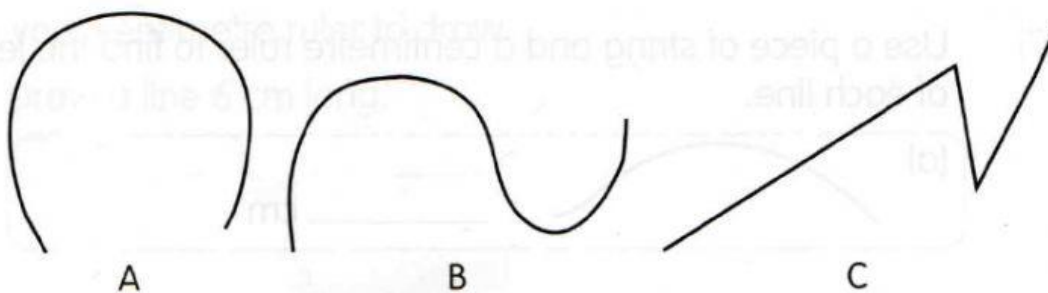


Does it have the same length as the line in (a)? \_\_\_\_\_

- (8) Cut a piece of string of the same length as the drawing below. Then, place the string on a centimetre ruler to find its length.



- (a) How long is the string? \_\_\_\_\_ cm
- (b) The same piece of string is used to form the following lines.



Do they all have the same length? \_\_\_\_\_