

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

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

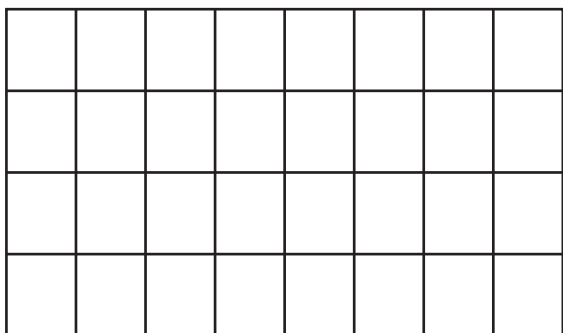
# Measurement & Data Check-Up



## Part 1: Area

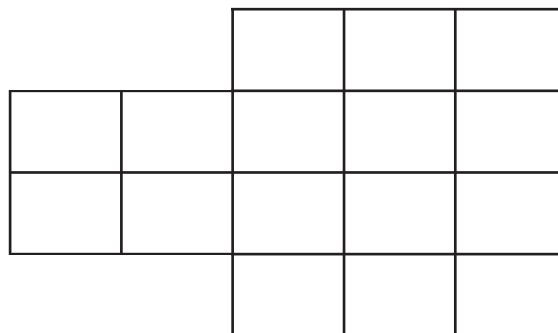
**Directions:** Find the area of the shapes below. Write your answer on the line.

1.



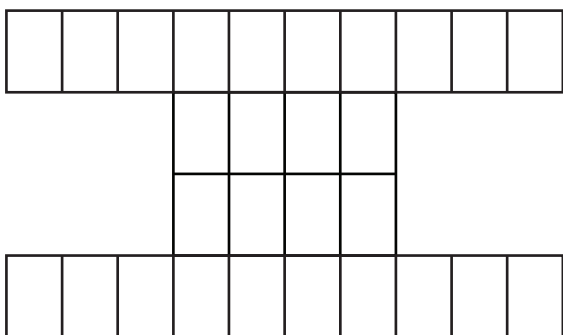
Area: 32 square units

2.



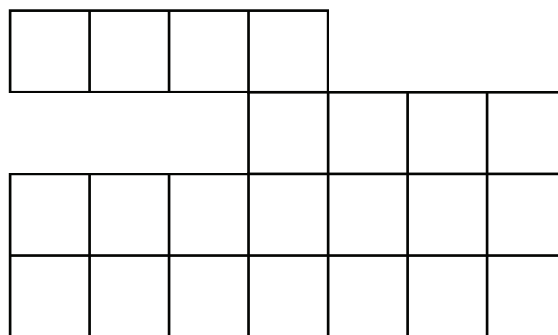
Area: 16 square units

3.



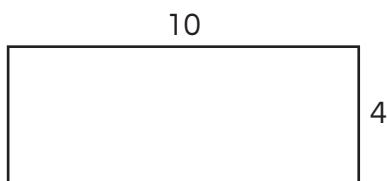
Area: 28 square units

4.



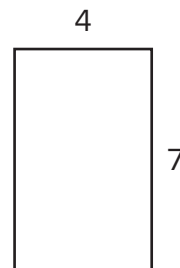
Area: 22 square units

5.



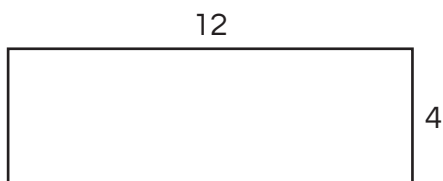
Area = 40 square units

6.



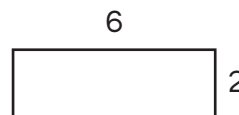
Area = 28 square units

7.



Area = 48 square units

8.



Area = 12 square units

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

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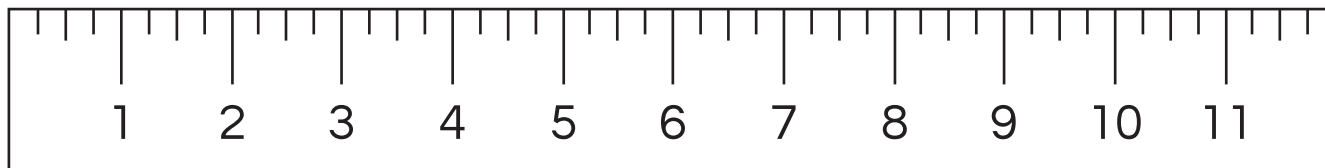
# Measurement & Data Check-Up



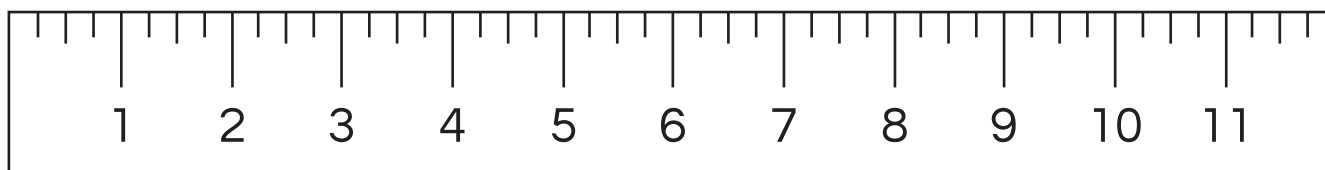
## Part 2: Measurement

**Directions:** Measure the length of the lines below in inches. Record your answer in the space provided.

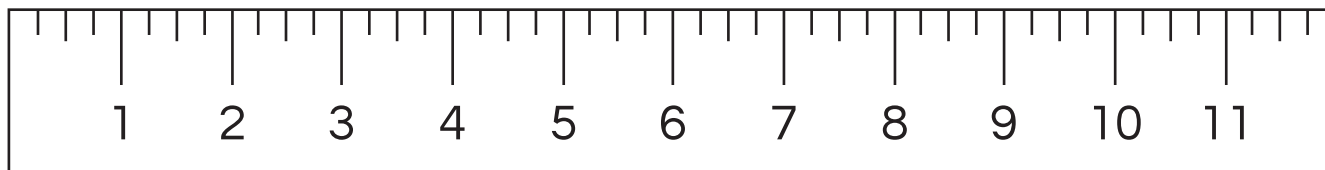
1. 6 inches



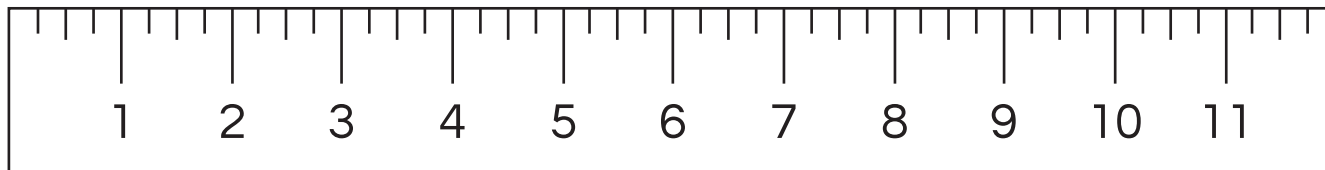
2. 8 inches



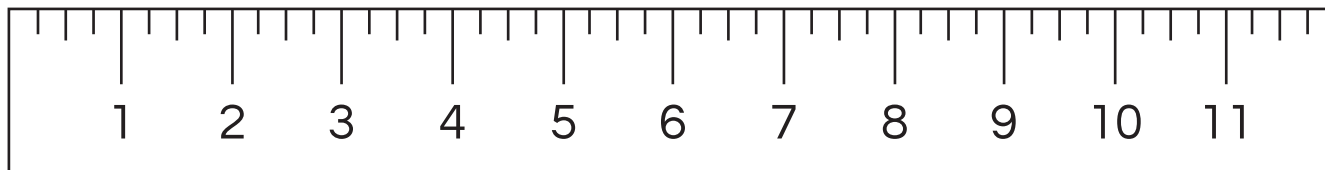
3. 4 1/2 inches



4. 8 3/4 inches



5. Draw a line with a length of 3 inches.



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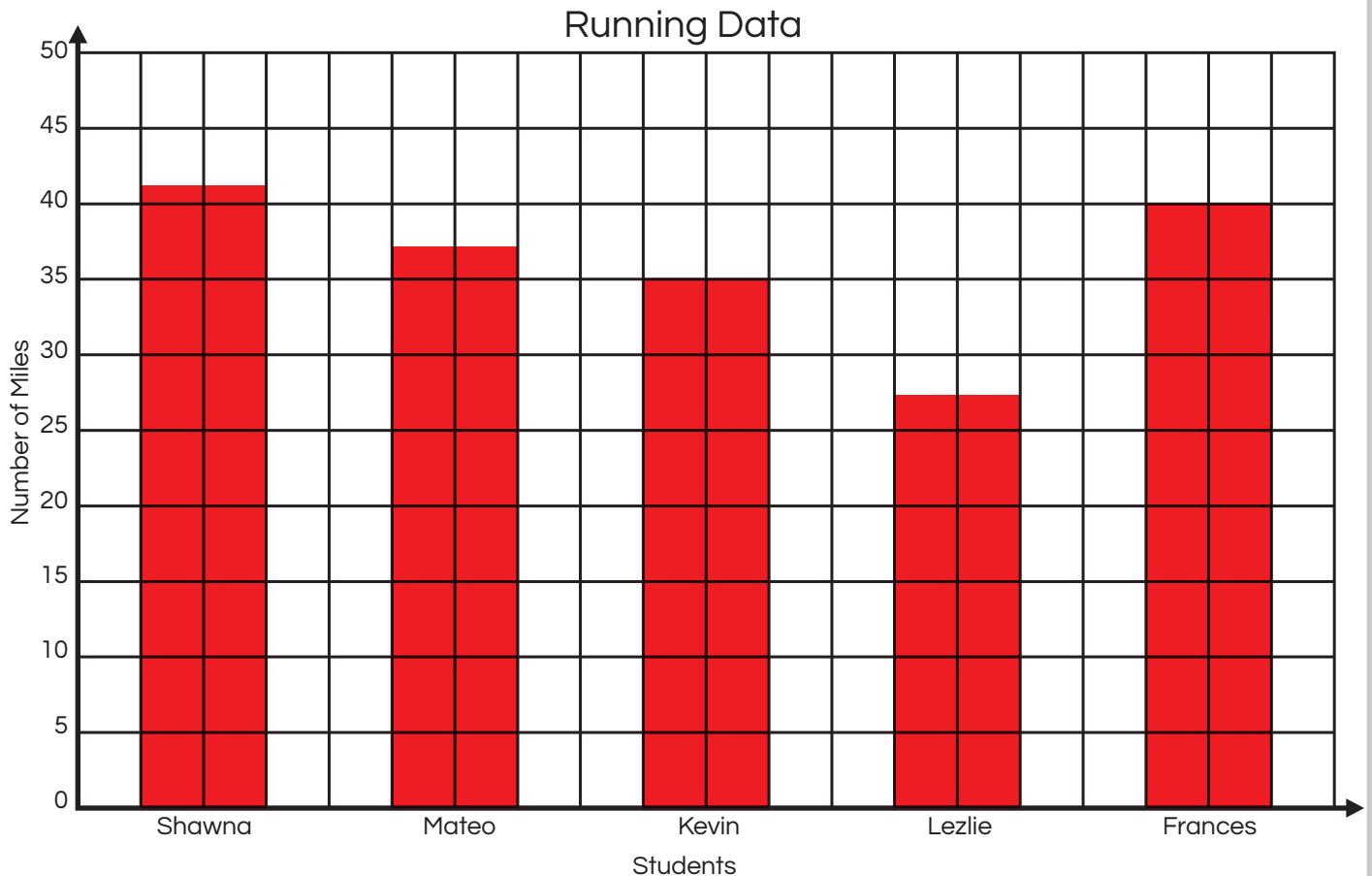
# Measurement & Data Check-Up



## Part 3: Bar Graphs

**Directions:** The third grade students ran each week during P.E. class. The data shows the number of miles run by each student in the fall. Draw a bar graph to represent the data. Then, answer the questions.

★ Shawna - 41 ★ Mateo - 37 ★ Kevin - 35 ★ Lezlie - 28 ★ Frances - 40



1. How many more miles did Mateo run than Lezlie? 9 miles
2. How many miles does Kevin need to run to meet Shawna's mileage? 6 miles
3. How many miles in total were run by all five students? 181 miles
4. How many fewer miles did Lezlie run than Frances? 12 miles