School-Home
Letter

Dear Family,

My class started Chapter 9 this week. In this chapter, I will learn about measurement. I will use length to compare, order, and measure objects. I will also use time to tell time to the hour and half hour.
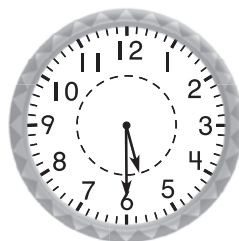
Love, _____

Vocabulary

hour

half hour

Home Activity

Cut strips of paper in varying lengths and place them in random order on a table. Have children put the strips of paper in order from longest to shortest.

Literature

Look for these books in a library.

How Big Is a Foot?
Rolf Myller.
Dell Yearling, 1991.

Super Sand Castle Saturday
Stuart J. Murphy.
HarperTrophy, 1999.

Carta
para la casa

Querida familia:

Mi clase comenzó el Capítulo 9 esta semana. En este capítulo, aprenderé sobre medidas. Usaré la longitud para comparar, ordenar y medir objetos. También usaré el tiempo para decir la hora y la media hora.
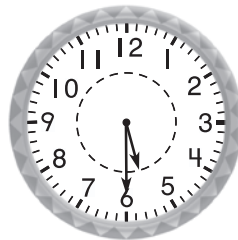
Con cariño, _____

Vocabulario

hora

media hora

Actividad para la casa

Corte tiras de papel que tengan una longitud variada y colóquelas sobre una mesa en orden aleatorio. Pídales a los niños que pongan las tiras de papel en orden, de la más larga a la más corta.
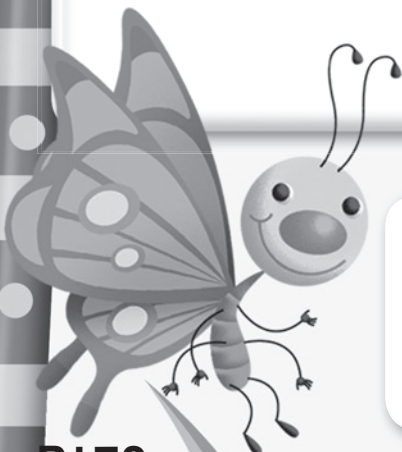
Literatura

Busque estos libros en una biblioteca.

How Big Is a Foot?
por Rolf Myller.
Dell Yearling, 1991.

Sábado de super castillos
por Stuart J. Murphy.
HarperTrophy, 1998.

Order Length

Draw three pencils in order from shortest to longest.

1. **shortest**

2.

3. **longest**

Draw three markers in order from longest to shortest.

4. **longest**

5.

6. **shortest**

PROBLEM SOLVING REAL WORLD

Solve.

7. Fred has the shortest toothbrush in the bathroom. Circle Fred's toothbrush.
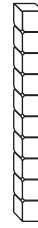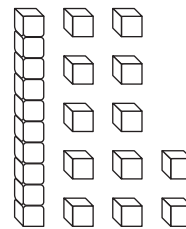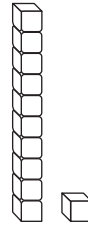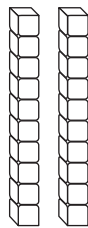
Lesson Check

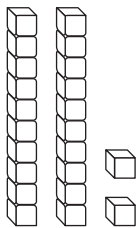**1.** Which line is the longest?

○ � ▬▬▬▬▬▬
○ ▬▬▬▬
○ ▬▬▬▬▬▬▬▬
○ ▬▬▬▬▬▬▬▬▬

2. Which paintbrush is the shortest?

○
○
○
○

Spiral Review

3. Which is a different way
to show the same number? **(Lesson 6.8)**

○   ○   ○   ○

Indirect Measurement

Read the clues. Write shorter or longer to complete the sentence. Then draw to prove your answer.

1. Clue 1: A yarn is longer than a ribbon.
   Clue 2: The ribbon is longer than a crayon.

   So, the yarn is _____ than the crayon.

yarn	
ribbon	
crayon	

PROBLEM SOLVING REAL WORLD

Solve. Draw or write to explain.

2. Megan's pencil is shorter than Tasha's pencil.

   Tasha's pencil is shorter than Kim's pencil.

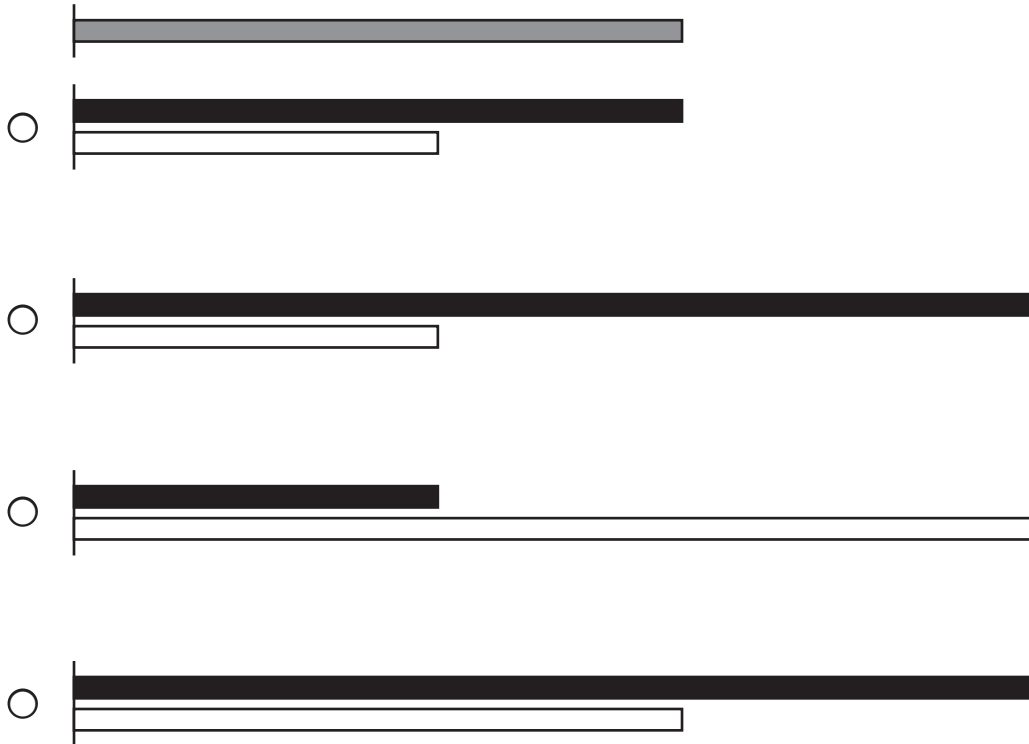   Is Megan's pencil shorter or longer than Kim's pencil?

   _____

Lesson Check

1. A black line is longer than the gray line. The gray line is longer than a white line. Which is correct?

○

○

○

○

....

Spiral Review

2. What is the sum? **(Lesson 8.4)**

$$42 + 20 = \underline{}$$

62   44   40   22
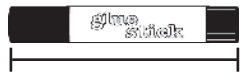○   ○   ○   ○

Use Nonstandard Units to Measure Length

Use real objects. Use ▇ to measure.

1.

MATH

about _____ ▇

2.

glue stick

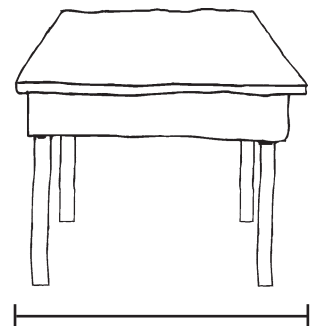about _____ ▇

3.

CRAYONS

about _____ ▇

4.

about _____ ▇
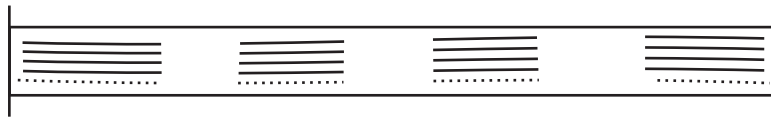
PROBLEM SOLVING REAL WORLD

Solve.

5. Don measures his desk with ▇.
About how long is his desk?

about _____ ▇

Lesson Check

1. Use ■. Kevin measures the ribbon with ■.
About how long is the ribbon?

○ about 1 ■ long

○ about 3 ■ long

○ about 4 ■ long

○ about 6 ■ long

Spiral Review

2. I have 27 red flowers and
19 white flowers. How many
flowers do I have? **(Lesson 8.8)**

47	46	37	36
○	○	○	○

3. What number is less than 51? **(Lesson 7.2)**

57	55	52	50
○	○	○	○

Make a Nonstandard Measuring Tool

Use the measuring tool you made.
Measure real objects.

1.

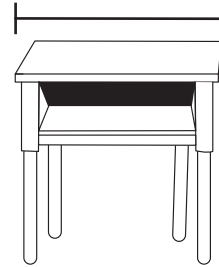about _____ ⬅

2.

about _____ ⬅

3.
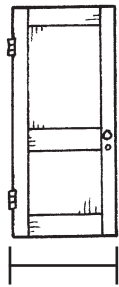
about _____ ⬅

4.
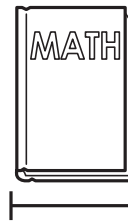
about _____ ⬅

5.
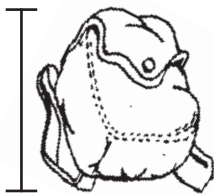
about _____ ⬅

6.
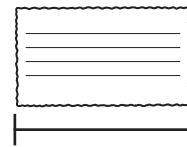
about _____ ⬅

7.
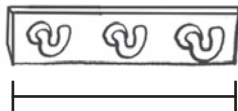
about _____ ⬅

8.
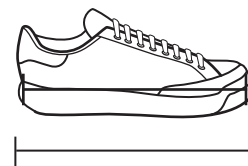
about _____ ⬅

Lesson Check

1. Use the ⬭ below. Which string is about 4 ⬭ long?

- ○
- ○
- ○
- ○

....

Spiral Review

2. Ty crosses out the numbers that are greater than 38 and less than 34. What numbers are left? (Lesson 7.4)

| 33 | 35 | 37 | 39 | 40 |

33 and 35   35 and 37   37 and 39   39 and 40
  ○   ○   ○   ○

....

3. There are 12 books. 4 books are large. The rest are small. Which number sentence shows how to find the number of small books? (Lesson 5.7)

- ○ $11 + 1 = 12$
- ○ $12 - 3 = 9$
- ○ $4 + 6 = 10$
- ○ $12 - 4 = 8$

Problem Solving • Measure and Compare

The blue string is about 3 ⬭ long.
The green string is 2 ⬭ longer than the blue
string. The red string is 1 ⬭ shorter than the
blue string. Measure and draw the strings in
order from **longest** to **shortest**.

1. |

about _____ ⬭

2. |

about _____ ⬭

3. |

about _____ ⬭

PROBLEM SOLVING REAL WORLD

4. Sandy has a ribbon about 4 ⬭ long.
She cut a new ribbon 2 ⬭ longer.
Measure and draw the two ribbons.

|
|

The new ribbon is about _____ ⬭ long.

Lesson Check

1. Mia measures a stapler with her paper clip ruler. About how long is the stapler?

about 2 ⬤ about 5 ⬤ about 7 ⬤ about 20 ⬤
  ○   ○   ○   ○

Spiral Review

2. What is the missing number? **(Lesson 8.1)**

$$4 + 9 = \underline{}$$

13   9   8   4
○   ○   ○   ○

3. Count by tens. What numbers are missing? **(Lesson 6.2)**

17, 27, ___, ___, 57, 67

77, 87   28, 29   37, 38   37, 47
○   ○   ○   ○

Time to the Hour

Look at where the hour hand points.
Write the time.

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____
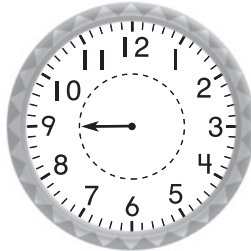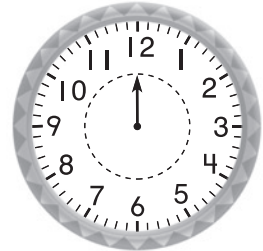
PROBLEM SOLVING REAL WORLD

Solve.

7. Which time is **not** the same? Circle it.

7:00   7 o'clock
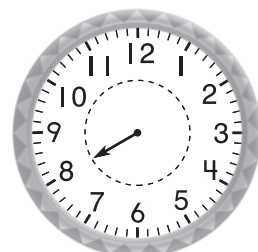
Lesson Check

1. Look at the hour hand. What is the time?
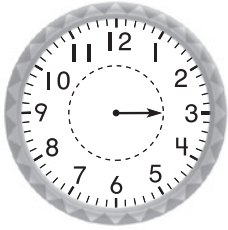
- ○ 2:00
- ○ 3:00
- ○ 4 o'clock
- ○ 5 o'clock

2. Look at the hour hand. What is the time?
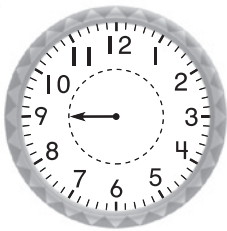
- ○ 11:00
- ○ 10:00
- ○ 9 o'clock
- ○ 8 o'clock

Spiral Review

3. What is the sum? (Lesson 8.2)

$$40 + 30 = \underline{\quad}$$

10	55	70	84
○	○	○	○

4. What is the sum? (Lesson 8.5)

$$53 + 30 = \underline{\quad}$$

83	80	62	23
○	○	○	○

Time to the Half Hour

**Look at where the hour hand points.
Write the time.**

1.

_____

— — — — — — —

_____

2.

_____

— — — — — — —

_____

3.

_____

— — — — — — —

_____

4.

_____

— — — — — — —

_____

5.

_____

— — — — — — —

_____

6.

_____

— — — — — — —

_____
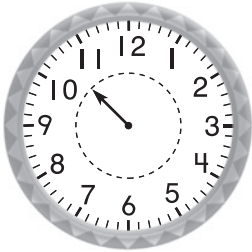
PROBLEM SOLVING REAL WORLD

Solve.

7. Greg rides his bike at half
past 4:00. He eats dinner
at half past 6:00. He reads
a book at half past 8:00.

Look at the clock.
Write what Greg does.

_____

— — — — — — — —

Greg _____.

Lesson Check

1. Look at the hour hand. What is the time?
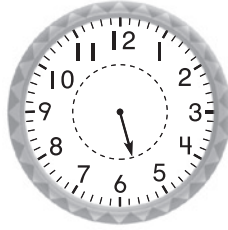
○ 5:00

○ half past 5:00

○ 6:00

○ half past 6:00

2. Look at the hour hand. What is the time?

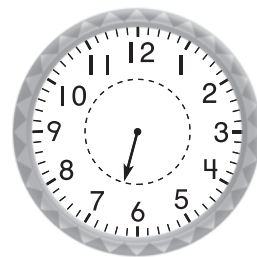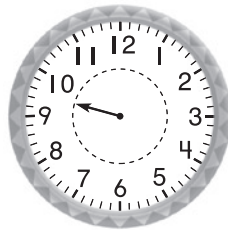○ 10:00

○ half past 10:00

○ half past 9:00

○ 9:00

Spiral Review

3. What number does the model show? (Lesson 6.9)

102	103	107	113
○	○	○	○

4. How many tens and ones make this number? (Lesson 6.4)

14
fourteen

2 tens 4 ones	1 ten 5 ones	1 ten 4 ones	1 ten 2 ones
○	○	○	○

Tell Time to the Hour and Half Hour

Write the time.

1.

2.

3.

4.

5.

6.

PROBLEM SOLVING REAL WORLD

Solve.

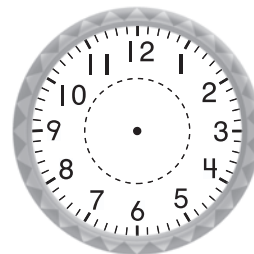**7.** Lulu walks her dog at 7 o'clock. Bill walks his dog 30 minutes later. Draw to show what time Bill walks his dog.

Lesson Check

1. What time is it?

- ○ 6:30
- ○ 7:00
- ○ 7:30
- ○ 8:30

2. What time is it?

- ○ 12:00
- ○ 2:00
- ○ 2:30
- ○ 3:30

Spiral Review

3. What is the sum? **(Lesson 8.4)**

$$48 + 20 = \underline{\quad}$$

- ○ 69
- ○ 68
- ○ 60
- ○ 28

4. How many tens and ones are in the sum? **(Lesson 8.7)**

$$\begin{array}{r} 67 \\ + 25 \\ \hline \end{array}$$

- ○ 9 tens 2 ones
- ○ 8 tens 7 ones
- ○ 8 tens 2 ones
- ○ 4 tens 2 ones

Practice Time to the Hour
and Half Hour

**Use the hour hand to write the time.
Draw the minute hand.**

1.

2.

3.

4.

5.

6.

PROBLEM SOLVING REAL WORLD

Solve.

7. Billy played outside for a half hour.
Write how many minutes Billy
played outside.

____ minutes

Lesson Check

1. Which clock shows 11:00?

   ○   ○   ○   ○

Spiral Review

2. What is the difference? **(Lesson 8.3)**
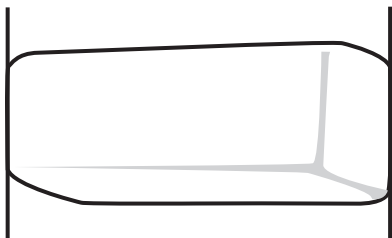
$$80 - 30 = \underline{\hspace{1cm}}$$

65	55	50	30
○	○	○	○

3. Use ■. Amy measures the eraser with ■.
About how long is the eraser? **(Lesson 9.3)**

○ about 1 ■ long

○ about 2 ■ long

○ about 3 ■ long

○ about 4 ■ long

Chapter 9 Extra Practice

Lesson 9.1 (pp. 369–372) ·

Draw three paint brushes in order
from **shortest** to **longest**.

1. **shortest**

longest

Lesson 9.2 (pp. 373–376) ·

Read the clues. Write **shorter** or **longer**
to complete the sentence. Then draw to
prove your answer.

1. Clue 1: A gray line is longer than a white line.
   Clue 2: A white line is longer than a black line.

So, the gray line is _____ than the black line.

black	
white	
gray	

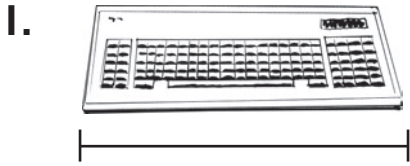**Lesson 9.3** (pp. 377–380) ·

Use real objects. Use ▪ to measure.

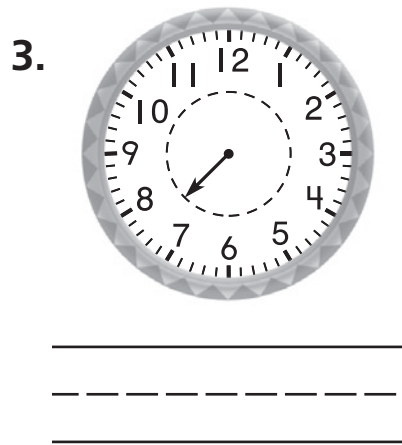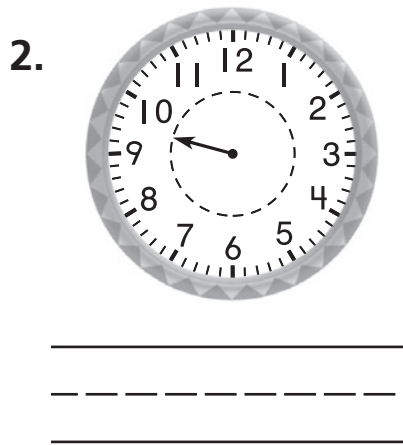1.

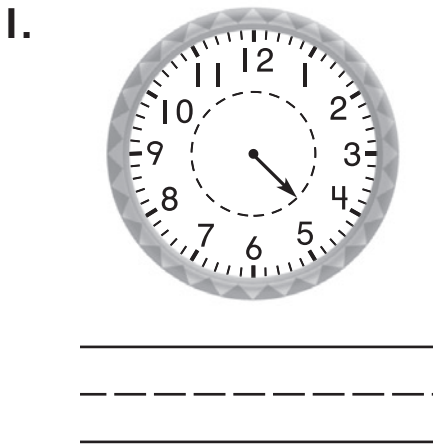about _____ ▪

Lesson 9.4 (pp. 381–384)

Use the measuring tool you made.
Measure real objects.

1.

about _____ ⌗

Lessons 9.6 – 9.7 (pp. 389–396)

Look at where the hour hand points. Write the time.

1.

2.

3.

Lessons 9.8 – 9.9 (pp. 397–404)

Write the time.

1.

2.

3.