

# School-Home Letter

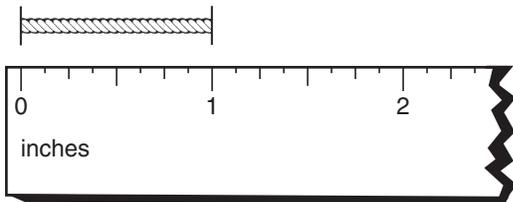
## Dear Family,

My class started Chapter 8 this week. In this chapter, I will learn about inches and feet. I will also learn about measuring tools and showing measurement data.

Love, \_\_\_\_\_

### Vocabulary

**inch** Unit of length

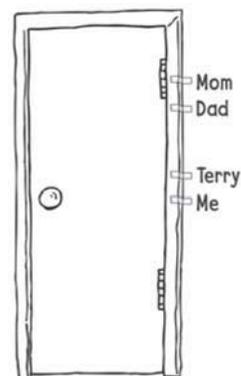


**foot** 12 inches

**yardstick** A tool that shows 3 feet

### Home Activity

Record each family member's height with masking tape in a doorway of your house. Measure the height in inches. Write each person's name and height on the tape.

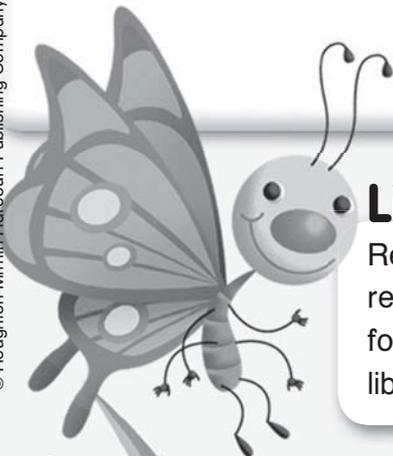


### Literature

Reading math stories reinforces ideas. Look for these books at the library.

**Measuring Penny**  
by Loreen Leedy.  
Henry Holt and  
Company, 1998.

**Twelve Snails to One Lizard**  
by Susan Hightower.  
Simon & Schuster, 1997.



# Carta para la casa

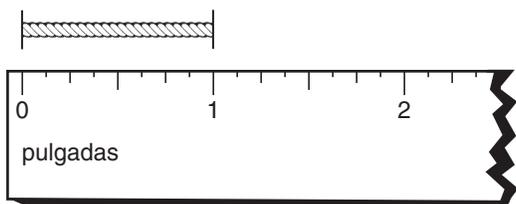
## Querida familia:

Mi clase comenzó el Capítulo 8 esta semana. En este capítulo, aprenderé acerca de pulgadas y pies. También aprenderé sobre herramientas para medir y mostrar información sobre medidas.

Con cariño, \_\_\_\_\_

### Vocabulario

**pulgada** Unidad de longitud

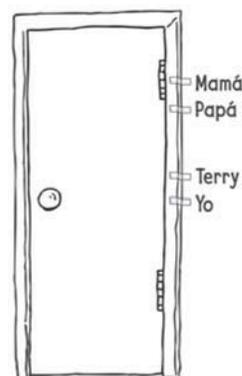


**pie** 12 pulgadas

**regla de 1 yarda** Una herramienta con marcas que muestra 3 pies

### Actividad para la casa

En el marco de una puerta, marque con cinta adhesiva la altura de cada miembro de la familia. Mida la altura en pulgadas. Escriba el nombre de cada persona y su altura en la cinta adhesiva.



### Literatura

La lectura de cuentos matemáticos refuerza las ideas. Busque estos libros en la biblioteca.

**Measuring Penny**  
por Loreen Leedy.  
Henry Holt and  
Company, 1998.

**Twelve Snails to  
One Lizard**  
por Susan Hightower.  
Simon & Schuster, 1997.

Name \_\_\_\_\_

# HANDS ON Lesson 8.1

## Measure with Inch Models



COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

Use color tiles. Measure the length of the object in inches.

1.



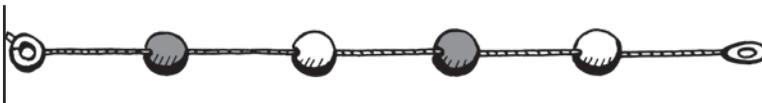
about \_\_\_\_\_ inches

2.



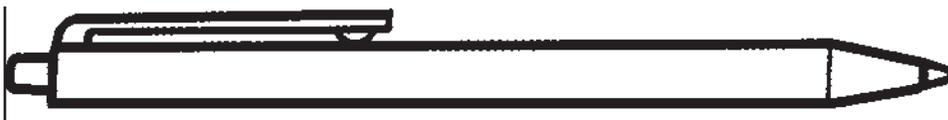
about \_\_\_\_\_ inches

3.



about \_\_\_\_\_ inches

4.



about \_\_\_\_\_ inches

### PROBLEM SOLVING

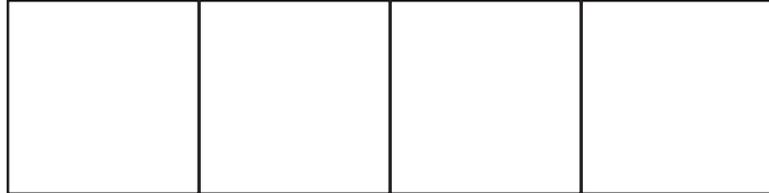


- Look around your classroom.  
Find an object that is about 4 inches long.  
Draw and label the object.

**Lesson Check** (MACC.2.MD.1.1)

1. Jessie used color tiles to measure the rope.  
Which is the best choice for the length of the rope?

- about 1 inch
- about 2 inches
- about 3 inches
- about 4 inches



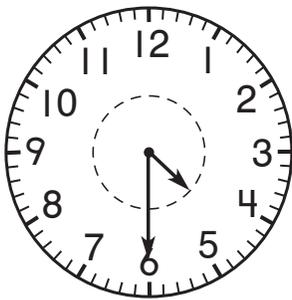
**Spiral Review** (MACC.2.NBT.2.5, MACC.2.MD.3.7, MACC.2.MD.3.8)

2. Adam has these coins. How much money is this? (Lesson 7.1)

- 5¢
- 20¢
- 25¢
- 40¢



3. Look at the clock hands. What time does this clock show? (Lesson 7.8)



- 4:30
- 5:00
- 5:30
- 6:00

4. What is the sum? (Lesson 4.7)

$$\begin{array}{r} 84 \\ + 71 \\ \hline \end{array}$$

- 165
- 155
- 53
- 13

Name \_\_\_\_\_

# HANDS ON Lesson 8.2

## Make and Use a Ruler

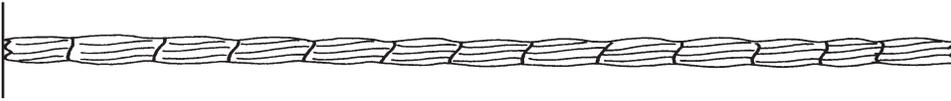


COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

Measure the length with your ruler.  
Count the inches.

1.



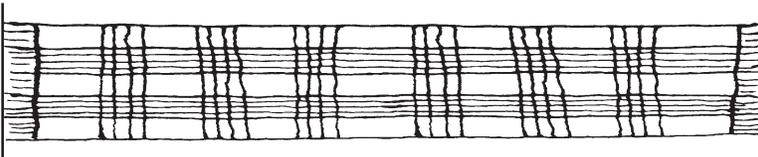
about \_\_\_\_\_ inches

2.



about \_\_\_\_\_ inches

3.



about \_\_\_\_\_ inches

4.



about \_\_\_\_\_ inches

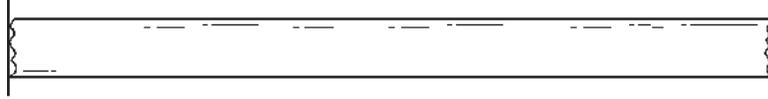
### PROBLEM SOLVING REAL WORLD

5. Use your ruler. Measure the width of this page in inches.

about \_\_\_\_\_ inches

**Lesson Check** (MACC.2.MD.1.1)

1. Use your ruler. What is the best choice for the length of this ribbon?

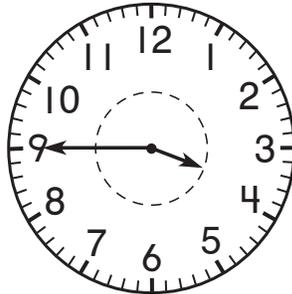


- about 5 inches
- about 4 inches
- about 3 inches
- about 2 inches

**Spiral Review** (MACC.2.OA.3.4, MACC.2.NBT.2.7, MACC.2.MD.3.7, MACC.2.MD.3.8)

2. What time is shown on this clock? (Lesson 7.9)

- 9:15
- 4:45
- 3:45
- 3:09



3. What is the total value of these coins? (Lesson 7.2)



- 60¢
- 50¢
- 55¢
- 35¢

4. The first group collected 238 cans. The second group collected 345 cans. How many cans did the two groups collect? (Lesson 6.3)

- 107
- 573
- 583
- 585

5. There are 2 children in each row. How many children are in 5 rows? (Lesson 3.10)

- 3
- 5
- 7
- 10

Name \_\_\_\_\_

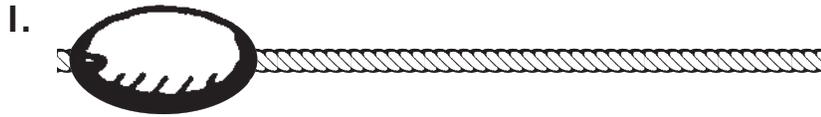
# Estimate Lengths in Inches



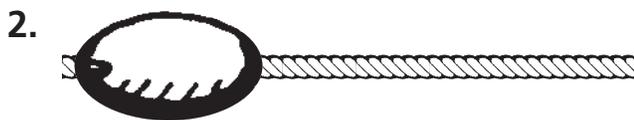
COMMON CORE STANDARD MACC.2.MD.1.3

Measure and estimate lengths in standard units.

The bead is 1 inch long.  
Circle the best estimate for the length of the string.



1 inch      4 inches      7 inches



3 inches      6 inches      9 inches



2 inches      3 inches      6 inches



2 inches      5 inches      8 inches

## PROBLEM SOLVING REAL WORLD

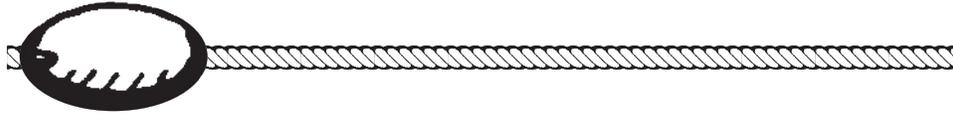
Solve. Write or draw to explain.

5. Ashley has some beads. Each bead is 2 inches long. How many beads will fit on a string that is 8 inches long?

\_\_\_\_\_ beads

**Lesson Check** (MACC.2.MD.1.3)

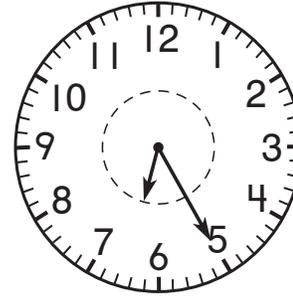
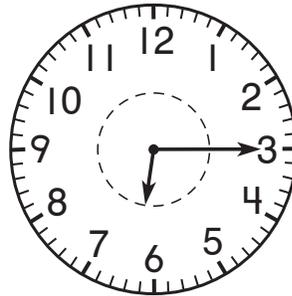
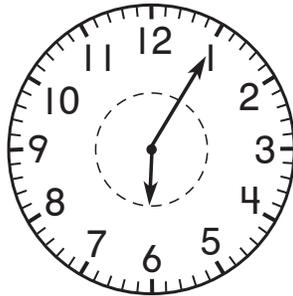
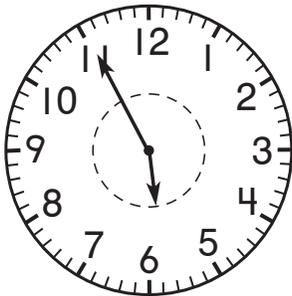
1. The bead is 1 inch long. Which is the best estimate for the length of the string?



- 1 inch
- 3 inches
- 5 inches
- 7 inches

**Spiral Review** (MACC.2.OA.1.1, MACC.2.NBT.2.6, MACC.2.MD.3.7)

2. Which clock shows 5 minutes after 6? (Lesson 7.10)



3. Ella read 16 pages of her book on Monday and 26 pages on Tuesday. There are 64 pages in the book. How many more pages are left for Ella to read?

(Lesson 5.11)

- 106
- 32
- 34
- 22

4. What is the sum? (Lesson 4.2)

$$38 + 24 = \underline{\quad}$$

- 54
- 60
- 62
- 66

Name \_\_\_\_\_

# HANDS ON Lesson 8.4

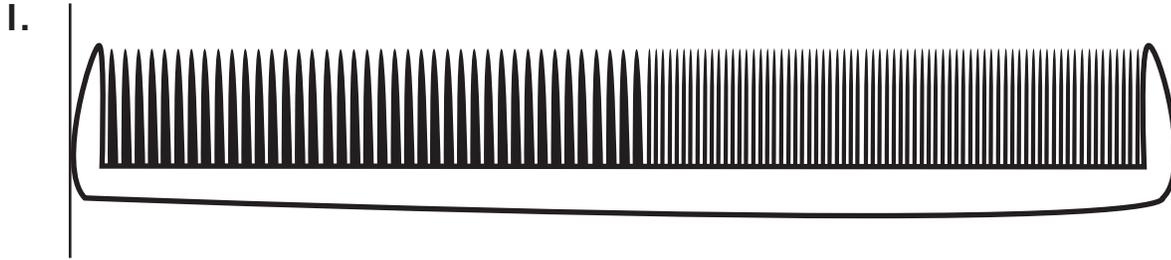
## Measure with an Inch Ruler



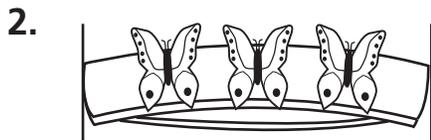
COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

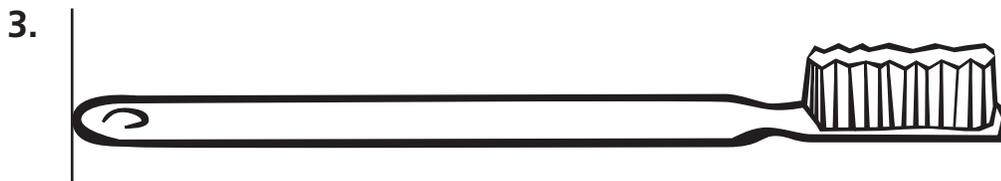
Measure the length to the nearest inch.



\_\_\_\_\_ inches



\_\_\_\_\_ inches



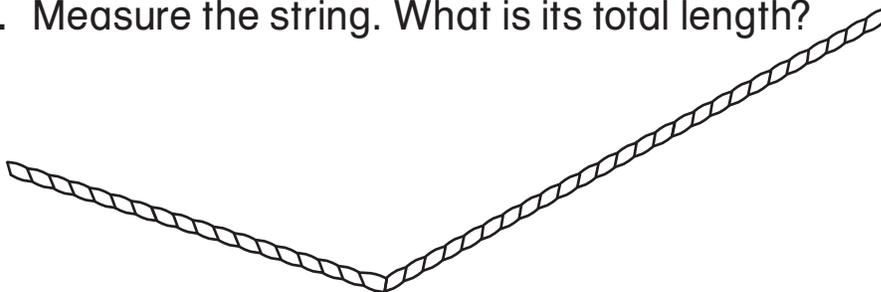
\_\_\_\_\_ inches



\_\_\_\_\_ inches

### PROBLEM SOLVING REAL WORLD

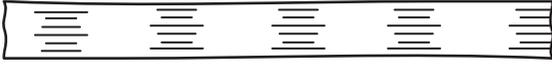
5. Measure the string. What is its total length?



\_\_\_\_\_ inches

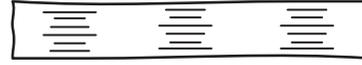
**Lesson Check** (MACC.2.MD.1.1)

1. Use an inch ruler. What is the length to the nearest inch?



- 1 inch
- 2 inches
- 3 inches
- 4 inches

2. Use an inch ruler. What is the length to the nearest inch?



- 2 inches
- 3 inches
- 4 inches
- 5 inches

**Spiral Review** (MACC.2.OA.2.2, MACC.2.MD.1.1, MACC.2.MD.3.7)

3. The clock shows the time that Jen got to school. What time did Jen get to school? (Lesson 7.11)

- 6:30 A.M.
- 8:30 A.M.
- 6:30 P.M.
- 8:30 P.M.



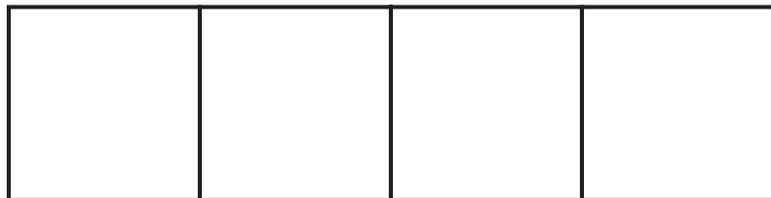
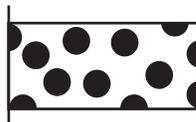
4. What is the difference? (Lesson 3.7)

$$13 - 5 = \underline{\quad}$$

- 18
- 10
- 9
- 8

5. Each color tile is about 1 inch long. Which is the best choice for the length of the ribbon? (Lesson 8.1)

- about 1 inch
- about 2 inches
- about 3 inches
- about 4 inches



Name \_\_\_\_\_

## PROBLEM SOLVING Lesson 8.5

### Problem Solving • Add and Subtract in Inches



COMMON CORE STANDARDS MACC.2.MD.2.5,  
MACC.2.MD.2.6

Relate addition and subtraction to length.

Draw a diagram. Write a number sentence using a ■ for the missing number. Solve.

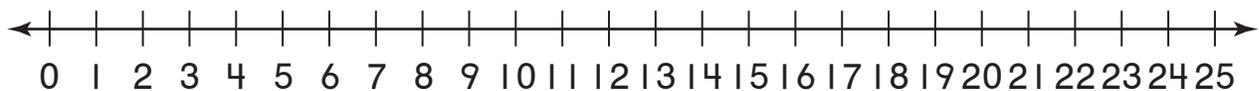
1. Molly had a ribbon that was 23 inches long. She cut 7 inches off the ribbon. How long is her ribbon now?



Molly's ribbon is \_\_\_\_\_ inches long now.

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2. Jed has a paper clip chain that is 11 inches long. He adds 7 inches of paper clips to the chain. How long is the paper clip chain now?

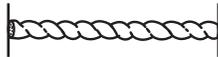


The paper clip chain is \_\_\_\_\_ inches long now.

**Lesson Check** (MACC.2.MD.2.5, MACC.2.MD.2.6)

- |  |  |
|--|--|
| <p>1. Allie has two pieces of string. Each one is 8 inches long. How many inches of string does she have altogether?</p> <p> <input type="radio"/> 16 inches      <input type="radio"/> 14 inches<br/> <input type="radio"/> 15 inches      <input type="radio"/> 12 inches         </p> | <p>2. Jeff has a cube train that is 26 inches long. He removes 12 inches of cubes from the train. How long is Jeff's cube train now?</p> <p> <input type="radio"/> 38 inches      <input type="radio"/> 14 inches<br/> <input type="radio"/> 18 inches      <input type="radio"/> 12 inches         </p> |
|--|--|

**Spiral Review** (MACC.2.MD.1.1, MACC.2.MD.3.8)

- |  |  |
|--|--|
| <p>3. Ann buys a pencil that costs 45¢. Which group of coins has a total value of 45¢? (Lesson 7.4)</p> <p> <input type="radio"/> 1 quarter and 1 dime<br/> <input type="radio"/> 1 quarter and 2 dimes<br/> <input type="radio"/> 2 quarters<br/> <input type="radio"/> 6 nickels and 1 dime         </p> | <p>4. Use an inch ruler. What is the best choice for the length of this string? (Lesson 8.4)</p> <div style="text-align: center;">  </div> <p> <input type="radio"/> about 1 inch<br/> <input type="radio"/> about 2 inches<br/> <input type="radio"/> about 3 inches<br/> <input type="radio"/> about 4 inches         </p> |
|--|--|

5. Jason has these coins in a jar. What is the total value of these coins? (Lesson 7.3)

- 30¢  
 45¢  
 50¢  
 55¢



Name \_\_\_\_\_

# HANDS ON Lesson 8.6

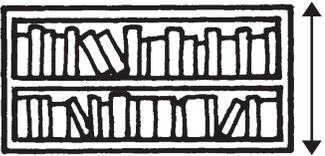
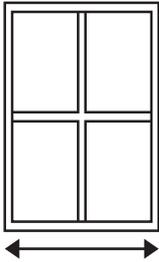
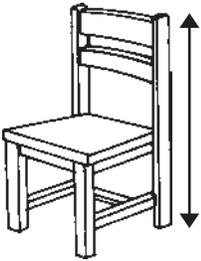
## Measure in Inches and Feet



COMMON CORE STANDARD MACC.2.MD.1.2

Measure and estimate lengths in standard units.

Measure to the nearest inch.  
Then measure to the nearest foot.

| Find the real object.  | Measure.                   |
|--|----------------------------|
| 1. bookcase<br> | _____ inches<br>_____ feet |
| 2. window<br>  | _____ inches<br>_____ feet |
| 3. chair<br>  | _____ inches<br>_____ feet |

### PROBLEM SOLVING REAL WORLD

4. Jake has a piece of yarn that is 4 feet long.  
Blair has a piece of yarn that is 4 inches long.  
Who has the longer piece of yarn? Explain.

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**Lesson Check** (MACC.2.MD.1.2)

1. Larry is telling his sister about using a ruler to measure length. Which sentence is true?
- I foot is shorter than I inch.
  - I foot is longer than I inch.
  - I inch is longer than I foot.
  - I foot is the same length as I inch.

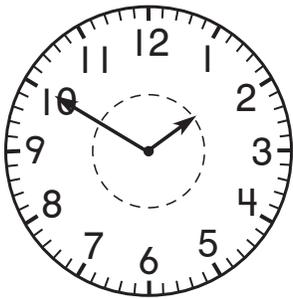
**Spiral Review** (MACC.2.NBT.2.5, MACC.2.NBT.2.7, MACC.2.MD.3.7, MACC.2.MD.3.8)

2. Matt put this money in his pocket. What is the total value of this money? (Lesson 7.6)



- \$1.01
- \$1.06
- \$1.10
- \$1.11

3. What time is shown on this clock? (Lesson 7.9)



- 12:50
- 1:50
- 10:05
- 1:10

4. Ali had 38 game cards. Her friend gave her 15 more game cards. How many game cards does Ali have now? (Lesson 4.7)

- 53
- 48
- 43
- 23

**Estimate Lengths in Feet**

COMMON CORE STANDARD MACC.2.MD.1.3

Measure and estimate lengths in standard units.

**Find each object.****Estimate how many 12-inch rulers will be about the same length as the object.**

1. door

Estimate: \_\_\_\_\_ rulers, or \_\_\_\_\_ feet

2. flag

Estimate: \_\_\_\_\_ rulers, or \_\_\_\_\_ feet

3. wall of a small room

Estimate: \_\_\_\_\_ rulers, or \_\_\_\_\_ feet

**PROBLEM SOLVING****REAL WORLD**

Solve. Write or draw to explain.

4. Mr. and Mrs. Baker place 12-inch rulers along the length of a rug. They each line up 3 rulers along the edge of the rug. What is the length of the rug?

about \_\_\_\_\_ feet

## Lesson Check (MACC.2.MD.1.3)

- |  |  |
|--|--|
| <p>1. Which is the best estimate for the length of a bike?</p> <p><input type="radio"/> 1 foot</p> <p><input type="radio"/> 2 feet</p> <p><input type="radio"/> 5 feet</p> <p><input type="radio"/> 9 feet</p> | <p>2. Which is the best estimate for the length of a football?</p> <p><input type="radio"/> 1 foot</p> <p><input type="radio"/> 4 feet</p> <p><input type="radio"/> 5 feet</p> <p><input type="radio"/> 8 feet</p> |
|--|--|

## Spiral Review (MACC.2.NBT.2.5, MACC.2.NBT.2.7, MACC.2.MD.3.8)

- |   |  |
|---|--|
| <p>3. Which group of coins has a value of \$1.00? <small>(Lesson 7.5)</small></p> <p><input type="radio"/> 2 quarters, 2 dimes, 3 nickels</p> <p><input type="radio"/> 2 quarters, 3 dimes, 4 nickels</p> <p><input type="radio"/> 2 quarters, 4 dimes, 3 nickels</p> <p><input type="radio"/> 3 quarters, 2 dimes, 2 nickels</p> | <p>4. Which group of coins has a total value of 37¢? <small>(Lesson 7.4)</small></p> <p><input type="radio"/> 3 nickels, 7 pennies</p> <p><input type="radio"/> 1 quarter, 2 dimes, 1 nickel</p> <p><input type="radio"/> 2 dimes, 3 nickels, 2 pennies</p> <p><input type="radio"/> 7 quarters, 3 dimes</p> |
|---|--|

- |  |  |
|--|--|
| <p>5. There are 68 children in the school. There are 19 children on the playground. How many more children are in the school than on the playground? <small>(Lesson 5.2)</small></p> <p><input type="radio"/> 87</p> <p><input type="radio"/> 79</p> <p><input type="radio"/> 49</p> <p><input type="radio"/> 47</p> | <p>6. What is the sum? <small>(Lesson 6.3)</small></p> $\begin{array}{r} 548 \\ + 436 \\ \hline \end{array}$ <p><input type="radio"/> 112</p> <p><input type="radio"/> 912</p> <p><input type="radio"/> 974</p> <p><input type="radio"/> 984</p> |
|--|--|

Name \_\_\_\_\_

### Choose a Tool



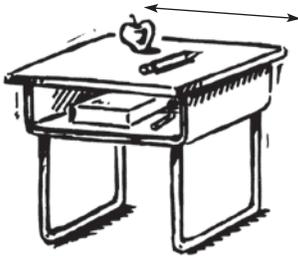
COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

Choose the best tool for measuring the real object. Then measure and record the length or distance.

- inch ruler
- yardstick
- measuring tape

1. the length of your desk



Tool: \_\_\_\_\_

Length: \_\_\_\_\_

2. the distance around a basket



Tool: \_\_\_\_\_

Length: \_\_\_\_\_

### PROBLEM SOLVING



Choose the better tool for measuring.  
Explain your choice.

3. Mark wants to measure the length of his room.  
Should he use an inch ruler or a yardstick?

Mark should use \_\_\_\_\_ because

\_\_\_\_\_

\_\_\_\_\_

## Lesson Check (MACC.2.MD.1.1)

1. Kim wants to measure the distance around her bike tire. Which is the best tool for her to use?
  - cup
  - yardstick
  - color tiles
  - measuring tape
2. Ben wants to measure the length of a seesaw. Which is the best tool for him to use?
  - cup
  - yardstick
  - color tiles
  - paper clips

## Spiral Review (MACC.2.MD.1.2, MACC.2.MD.1.3, MACC.2.MD.2.5, MACC.2.MD.2.6)

3. Which is the best estimate for the length of a sheet of paper?  
(Lesson 8.7)
  - 1 foot
  - 3 feet
  - 6 feet
  - 10 feet
4. Andy has a rope that is 24 inches long. He cuts off 7 inches from the rope. How long is the rope now?  
(Lesson 8.5)
  - 20 inches
  - 17 inches
  - 15 inches
  - 9 inches
5. Jan is telling her friend about using a ruler to measure length. Which sentence is true?  
(Lesson 8.6)
  - 3 inches is longer than 1 foot.
  - 1 foot is shorter than 3 inches.
  - 1 foot is longer than 12 inches.
  - 12 inches is the same length as 1 foot.

**Display Measurement Data**

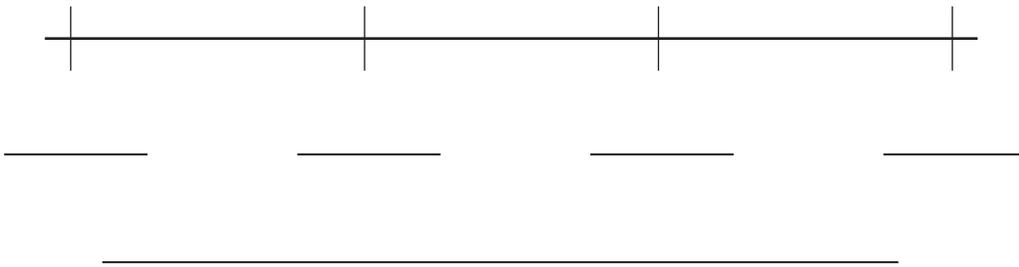


**COMMON CORE STANDARD** MACC.2.MD.4.9  
Represent and interpret data.

- Use an inch ruler.  
Measure and record the lengths of 4 different books in inches.

|                        |
|------------------------|
| 1st book: _____ inches |
| 2nd book: _____ inches |
| 3rd book: _____ inches |
| 4th book: _____ inches |

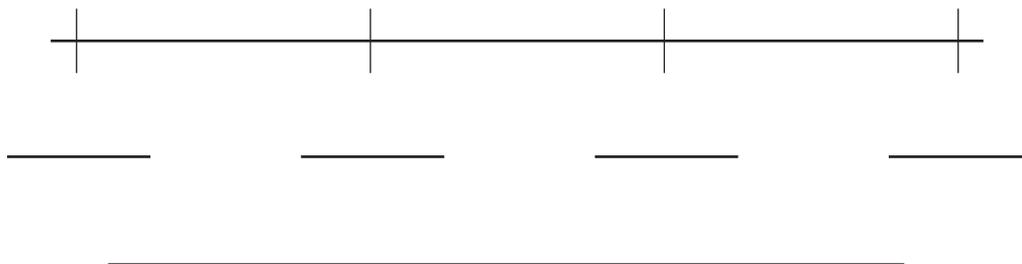
- Make a line plot of the information above.  
Write a title for a line plot. Then write the numbers and draw the **Xs**.



**PROBLEM SOLVING**



- Jesse measured the lengths of some strings.  
Use his list to complete the line plot.

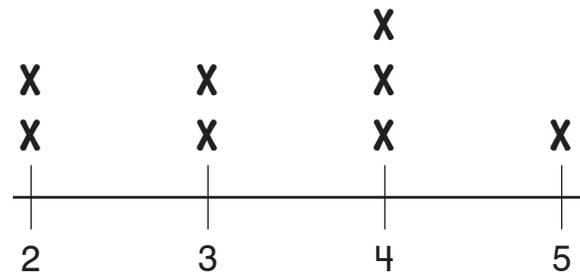


| <b>Lengths of Strings</b> |
|---------------------------|
| 5 inches                  |
| 7 inches                  |
| 6 inches                  |
| 8 inches                  |
| 5 inches                  |

## Lesson Check (MACC.2.MD.4.9)

1. Use the line plot. How many sticks are 4 inches long?

- 4
- 3
- 2
- 1



Lengths of Sticks in Inches

## Spiral Review (MACC.2.NBT.2.7, MACC.2.MD.1.1, MACC.2.MD.1.3, MACC.2.MD.2.5, MACC.2.MD.2.6)

2. Kim wants to measure a ball. Which is the best tool for Kim to use? (Lesson 8.8)

- counter
- pencil
- paper clip
- measuring tape

3. Which is the best estimate for the length of a teacher's desk? (Lesson 8.7)

- 20 feet
- 15 feet
- 5 feet
- 1 foot

4. Kurt has a string that is 12 inches long and another string that is 5 inches long. How many inches of string does he have altogether? (Lesson 8.5)

- 7 inches
- 12 inches
- 17 inches
- 19 inches

5. One box has 147 books. The other box has 216 books. How many books are there in both boxes? (Lesson 6.3)

- 363
- 361
- 352
- 349

# Chapter 8 Extra Practice

## Lesson 8.1 (pp. 389–392) .....

Use color tiles. Measure the length of the object in inches.



about \_\_\_\_\_ inches

## Lesson 8.3 (pp. 397–400) .....

The bead is 1 inch long. Circle the best estimate for the length of the string.



3 inches

5 inches

7 inches

## Lesson 8.4 (pp. 401–404) .....

Measure the length to the nearest inch.

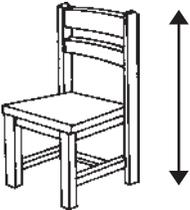


\_\_\_\_\_ inches

## Lesson 8.6 (pp. 409–412) .....

Measure to the nearest inch.

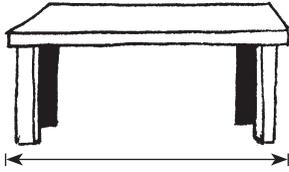
Then measure to the nearest foot.

| Find the real object.  | Measure.                              |
|--|---------------------------------------|
| <p>1.</p> <p>chair</p>  | <p>_____ inches</p> <p>_____ feet</p> |

## Lesson 8.7 (pp. 413–416)

Find the object. Estimate how many 12-inch rulers will be about the same length as the object.

1. table

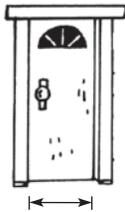


Estimate: \_\_\_\_\_ rulers, or \_\_\_\_\_ feet

## Lesson 8.8 (pp. 417–420)

Choose the best tool for measuring the real object. Then measure and record the length.

1. the length of a door



inch ruler  
yardstick  
measuring tape

Tool: \_\_\_\_\_

Length: \_\_\_\_\_

## Lesson 8.9 (pp. 421–424)

1. Use an inch ruler. Measure and record the lengths of 4 pencils in inches.
2. Write a title for the line plot. Then write the numbers and draw the Xs.

1st pencil: \_\_\_\_\_ inches

2nd pencil: \_\_\_\_\_ inches

3rd pencil: \_\_\_\_\_ inches

4th pencil: \_\_\_\_\_ inches

