

School-Home Letter

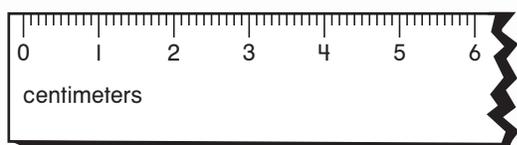
Dear Family,

My class started Chapter 9 this week. In this chapter, I will learn how to measure using centimeters and meters. I will also solve problems about adding and subtracting lengths.

Love, _____

Vocabulary

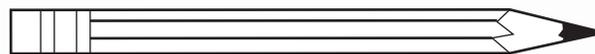
centimeter Unit of length



meter 100 centimeters

Home Activity

Show your child an object that is about ten centimeters long. Have your child choose three or four more objects and estimate each length as more than ten centimeters or less than ten centimeters. Use the object that is about ten centimeters long to check your child's estimates.



Literature

Reading math stories reinforces ideas.

Look for these books at the library.

How Tall, How Short, How Far Away?

by David Adler.
Holiday House, 2000.

Length

by Henry Arthur Pluckrose.
Children's Press, 1995.

Carta para la casa

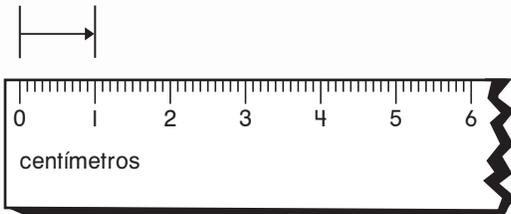
Querida familia:

Mi clase comenzó el Capítulo 9 esta semana. En este capítulo, aprenderé a medir usando centímetros y metros. También resolveré problemas de suma y resta de longitudes.

Con cariño, _____

Vocabulario

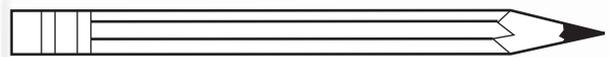
centímetro unidad de longitud



metro 100 centímetros

Actividad para la casa

Muéstrele a su hijo un objeto de unos diez centímetros de largo. Pídale que elija tres o cuatro objetos más y que estime el largo de cada uno en más de diez centímetros o en menos de diez centímetros. Use el objeto de unos diezcentímetros de largo para comprobar las estimaciones de su hijo.



Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busque estos libros en la biblioteca.

How Tall, How Short, How Far Away?

por David Adler.
Holiday House, 2000.

Length

por Henry Arthur Pluckrose.
Children's Press,
1995.

Name _____

HANDS ON Lesson 9.1

Measure with a Centimeter Model



COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

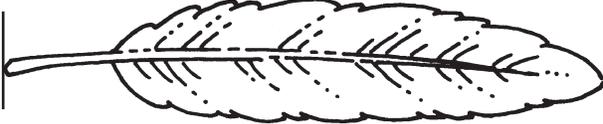
Use a unit cube. Measure the length in centimeters.

1.



about _____ centimeters

2.



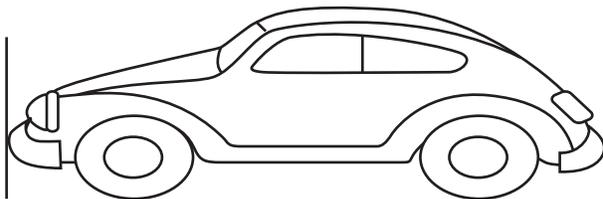
about _____ centimeters

3.



about _____ centimeters

4.



about _____ centimeters

PROBLEM SOLVING



Solve. Write or draw to explain.

5. Susan has a pencil that is 3 centimeters shorter than this string. How long is the pencil?



about _____ centimeters

Lesson Check (MACC.2.MD.1.1)

1. Sarah used unit cubes to measure the length of a ribbon. Which is the best choice for the length of the ribbon?



- 1 centimeter 6 centimeters
 4 centimeters 10 centimeters

Spiral Review (MACC.2.MD.2.5, MACC.2.MD.2.6, MACC.2.MD.3.7)

2. What is the time on this clock?

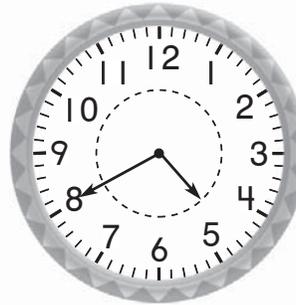
(Lesson 7.8)



- 12:00 10:00
 11:00 9:00

3. What is the time on this clock?

(Lesson 7.9)



- 8:20 5:08
 5:40 4:40

4. Dan has a paper strip that is 28 inches long. He tears 6 inches off the strip. How long is the paper strip now? (Lesson 8.5)

- 16 inches 28 inches
 22 inches 34 inches

5. Rita has 1 quarter, 1 dime, and 2 pennies. What is the total value of Rita's coins? (Lesson 7.3)

- 41¢ 26¢
 37¢ 17¢

Estimate Lengths in Centimeters



COMMON CORE STANDARD MACC.2.MD.1.3

Measure and estimate lengths in standard units.

1. The toothpick is about 6 centimeters long. Circle the best estimate for the length of the yarn.

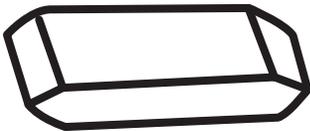


6 centimeters

9 centimeters

12 centimeters

2. The pen is about 11 centimeters long. Circle the best estimate for the length of the eraser.

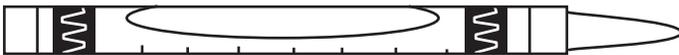


4 centimeters

10 centimeters

14 centimeters

3. The string is about 6 centimeters long. Circle the best estimate for the length of the crayon.



5 centimeters

9 centimeters

14 centimeters

PROBLEM SOLVING

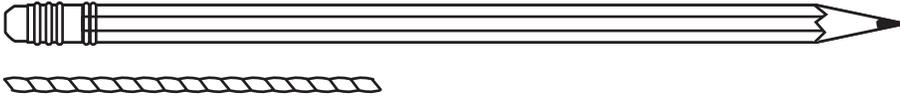


4. The string is about 6 centimeters long. Draw a pencil that is about 12 centimeters long.



Lesson Check (MACC.2.MD.1.3)

1. The pencil is about 12 centimeters long. Which is the best estimate for the length of the yarn?



- 5 centimeters 12 centimeters
 10 centimeters 24 centimeters

Spiral Review (MACC.2.NBT.2.5, MACC.2.MD.2.5, MACC.2.MD.2.6, MACC.2.MD.3.8)

2. What is the difference? (Lesson 5.5)

$$\begin{array}{r} 58 \\ - 23 \\ \hline \end{array}$$

- 35
 53
 62
 81

3. What is the sum? (Lesson 4.8)

$$14 + 65$$

- 42
 51
 54
 79

4. Adrian has a cube train that is 13 inches long. He adds 6 inches of cubes to the train. How long is the cube train now? (Lesson 8.5)

- 7 inches
 11 inches
 19 inches
 27 inches

5. What is the total value of this group of coins? (Lesson 7.1)



- 8¢
 17¢
 22¢
 26¢

Name _____

HANDS ON Lesson 9.3

Measure with a Centimeter Ruler



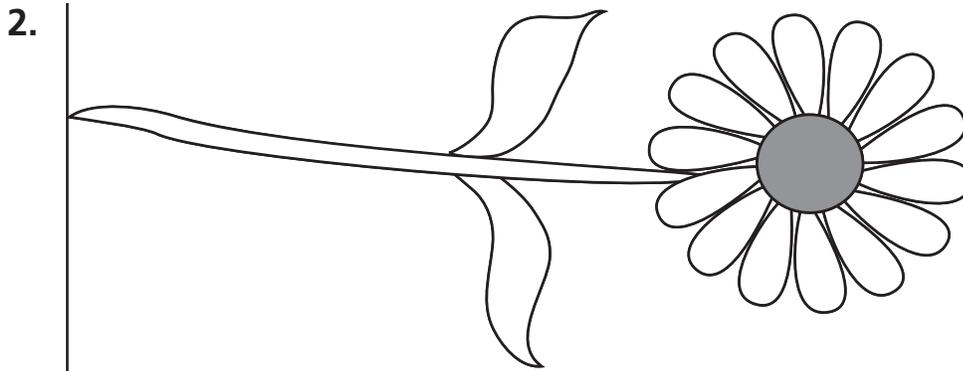
COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

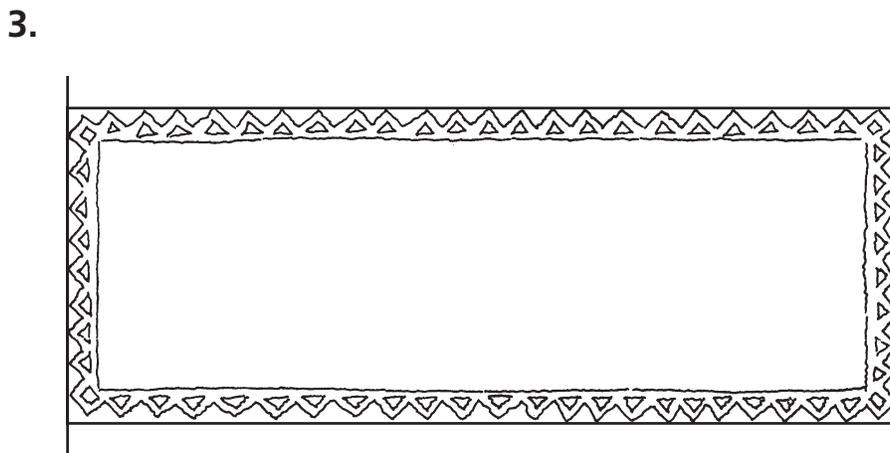
Measure the length to the nearest centimeter.



_____ centimeters



_____ centimeters



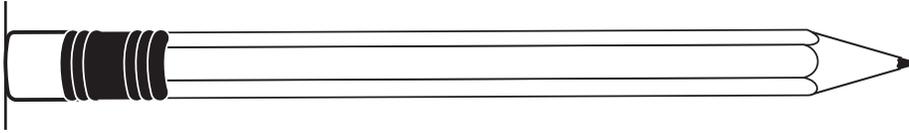
_____ centimeters

PROBLEM SOLVING REAL WORLD

4. Draw a string that is about 8 centimeters long.
Then use a centimeter ruler to check the length.

Lesson Check (MACC.2.MD.1.1)

1. Use a centimeter ruler. What is the length of this pencil to the nearest centimeter?



- 5 centimeters 10 centimeters
 6 centimeters 12 centimeters

Spiral Review (MACC.2.MD.3.7, MACC.2.MD.3.8, MACC.2.MD.4.9)

2. What is the time on this clock?

(Lesson 7.9)



- 1:20
 2:04
 3:25
 4:05

3. What is the total value of this group of coins? (Lesson 7.1)

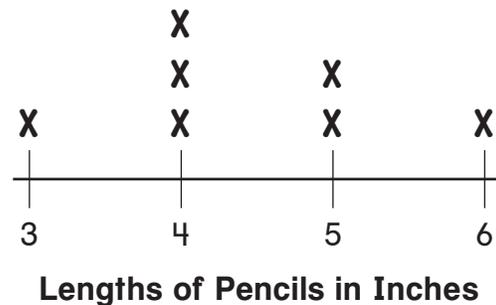


- 16¢
 21¢
 35¢
 57¢

4. Use the line plot. How many pencils are 5 inches long?

(Lesson 8.9)

- 7
 5
 2
 1



Name _____

PROBLEM SOLVING Lesson 9.4

Problem Solving • Add and Subtract Lengths

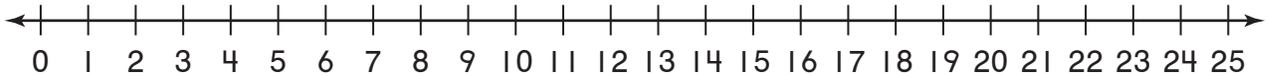


COMMON CORE STANDARDS MACC.2.MD.2.6,
MACC.2.MD.2.5

Relate addition and subtraction to length.

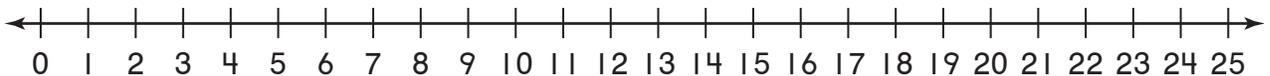
Draw a diagram. Write a number sentence using
a  for the missing number. Then solve.

1. A straw is 20 centimeters long. Mr. Jones cuts off 8 centimeters of the straw. How long is the straw now?



The straw is _____ centimeters long now.

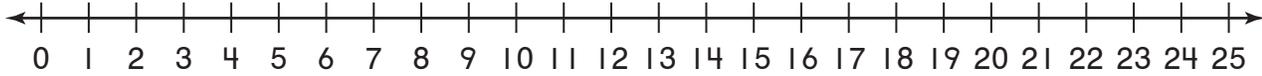
2. Ella has a piece of blue yarn that is 14 centimeters long. She has a piece of red yarn that is 9 centimeters long. How many centimeters of yarn does she have altogether?



She has _____ centimeters of yarn altogether.

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

1. Tina has a paper clip chain that is 25 centimeters long. She takes off 8 centimeters of the chain. How long is the chain now?



- 13 centimeters 23 centimeters
 17 centimeters 33 centimeters

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

2. What is the sum? (Lesson 6.3)

$$\begin{array}{r} 327 \\ + 145 \\ \hline \end{array}$$

- 182 462
 262 472

3. Which is another way to write the time half past 7? (Lesson 7.10)

- 6:30
 7:05
 7:30
 8:15

4. Molly has these coins in her pocket. How much money does she have in her pocket? (Lesson 7.2)



- 75¢ 70¢ 65¢ 55¢

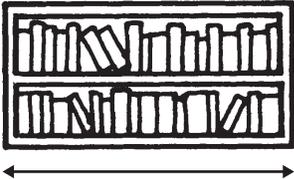
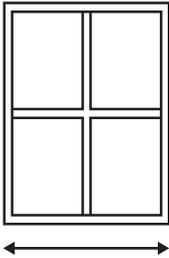
Centimeters and Meters



COMMON CORE STANDARD MACC.2.MD.1.2

Measure and estimate lengths in standard units.

**Measure to the nearest centimeter.
Then measure to the nearest meter.**

Find the real object.	Measure.
1. bookcase 	_____ centimeters _____ meters
2. window 	_____ centimeters _____ meters
3. map 	_____ centimeters _____ meters

PROBLEM SOLVING



4. Sally will measure the length of a wall in both centimeters and meters. Will there be fewer centimeters or fewer meters? Explain.

Lesson Check (MACC.2.MD.1.2)

1. Use a centimeter ruler. Which is the best choice for the length of the toothbrush?



- 4 centimeters 20 centimeters
 14 centimeters 25 centimeters

Spiral Review (MACC.2.NBT.2.7, MACC.2.MD.1.2, MACC.2.MD.3.8)

2. Which group of coins has a total value of 65¢? (Lesson 7.4)

- 5 dimes and 3 nickels
 50 pennies
 1 quarter and 2 dimes
 3 dimes and 7 pennies

3. Janet has a poster that is about 3 feet long. Which sentence is true? (Lesson 8.6)

- 3 feet is shorter than 12 inches.
 3 feet is longer than 12 inches.
 12 inches is as long as 3 feet.
 12 inches is longer than 3 feet.

4. What is the sum? (Lesson 6.4)

$$\begin{array}{r}
 483 \\
 + 162 \\
 \hline
 \end{array}$$

- 321
 421
 545
 645

5. Which group of coins has a value of \$1.00? (Lesson 7.5)

- 4 dimes
 3 quarters and 2 nickels
 4 quarters
 3 quarters and 3 dimes

Name _____

Estimate Lengths in Meters

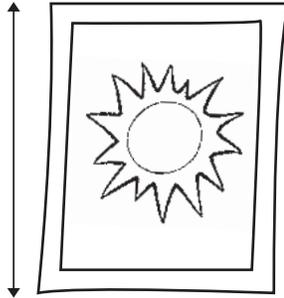


COMMON CORE STANDARD MACC.2.MD.1.3

Measure and estimate lengths in standard units.

Find the real object.
Estimate its length in meters.

1. poster



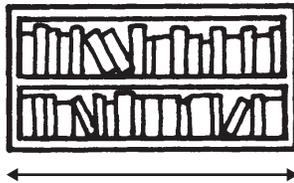
about _____ meters

2. chalkboard



about _____ meters

3. bookshelf



about _____ meters

PROBLEM SOLVING

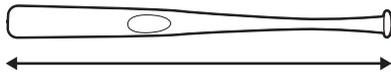


4. Barbara and Luke each placed 2 meter sticks end-to-end along the length of a large table. About how long is the table?

about _____ meters

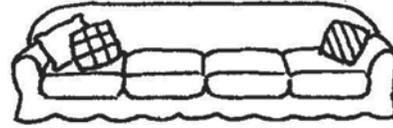
Lesson Check (MACC.2.MD.1.3)

1. Which is the best estimate for the length of a real baseball bat?



- 1 meter
- 3 meters
- 5 meters
- 7 meters

2. Which is the best estimate for the length of a real couch?



- 8 meters
- 6 meters
- 5 meters
- 2 meters

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

3. Sara has two \$1 bills, 3 quarters, and 1 dime. How much money does she have? (Lesson 7.7)

- \$1.85
- \$2.40
- \$2.65
- \$2.85

4. Use an inch ruler. What is the length of this straw to the nearest inch? (Lesson 8.2)



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

5. Scott has this money in his pocket. What is the total value of this money? (Lesson 7.6)

- \$1.05
- \$1.15
- \$1.20
- \$1.35



Name _____

HANDS ON Lesson 9.7

Measure and Compare Lengths

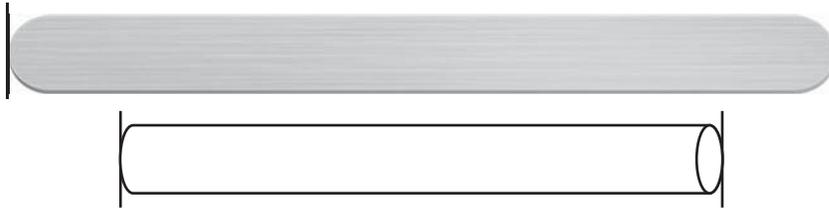


COMMON CORE STANDARD MACC.2.MD.1.4

Measure and estimate lengths in standard units.

Measure the length of each object. Write a number sentence to find the difference between the lengths.

1.



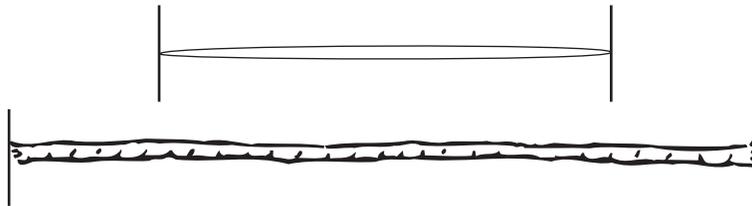
_____ centimeters

_____ centimeters

$$\underline{\hspace{2cm}} \text{ centimeters} - \underline{\hspace{2cm}} \text{ centimeters} = \underline{\hspace{2cm}} \text{ centimeters}$$

The craft stick is _____ centimeters longer than the chalk.

2.



_____ centimeters

_____ centimeters

$$\underline{\hspace{2cm}} \text{ centimeters} - \underline{\hspace{2cm}} \text{ centimeters} = \underline{\hspace{2cm}} \text{ centimeters}$$

The string is _____ centimeters longer than the toothpick.

PROBLEM SOLVING REAL WORLD

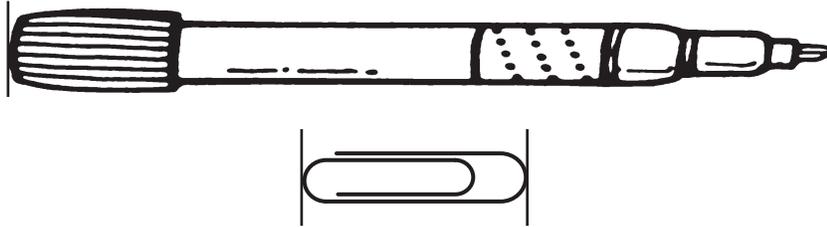
Solve. Write or draw to explain.

3. A string is 11 centimeters long, a ribbon is 24 centimeters long, and a large paper clip is 5 centimeters long. How much longer is the ribbon than the string?

_____ centimeters longer

Lesson Check (MACC.2.MD.1.4)

1. How much longer is the marker than the paper clip?



- 11 centimeters longer 8 centimeters longer
 10 centimeters longer 5 centimeters longer

Spiral Review (MACC.2.MD.1.3, MACC.2.MD.3.7, MACC.2.MD.3.8)

2. What is the total value of these coins? (Lesson 7.3)



- 41¢ 66¢ 75¢ 78¢

3. Which is the best estimate for the length of a real chalkboard?

(Lesson 8.7)

- 50 feet
 7 feet
 7 inches
 1 inch

4. Cindy leaves at half past 2. At what time does Cindy leave?

(Lesson 7.10)

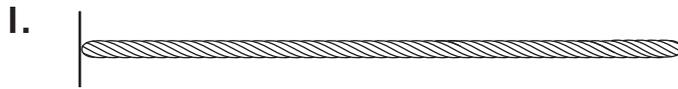
- 2:45
 2:30
 2:15
 1:30

Chapter 9 Extra Practice

Lesson 9.1 (pp. 433–436)

Use a unit cube.

Measure the length in centimeters.



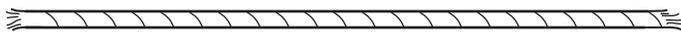
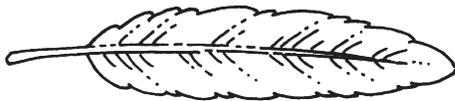
about _____ centimeters



about _____ centimeters

Lesson 9.2 (pp. 437–440)

1. The leaf is about 6 centimeters long.
Circle the best estimate for the length
of the string.



6 centimeters

9 centimeters

12 centimeters

Lesson 9.3 (pp. 441–444)

Measure the length to the nearest centimeter.



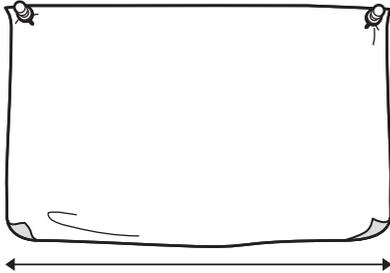
_____ centimeters



_____ centimeters

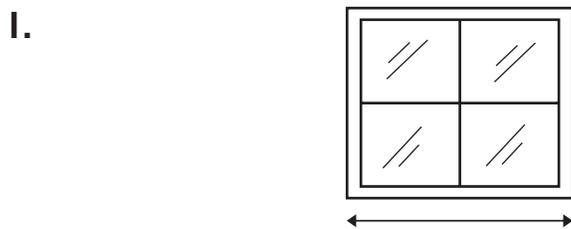
Lesson 9.5 (pp. 449–452)

Measure to the nearest centimeter.
Then measure to the nearest meter.

Find the real object.	Measure.
I. poster 	_____ centimeters _____ meters

Lesson 9.6 (pp. 453–456)

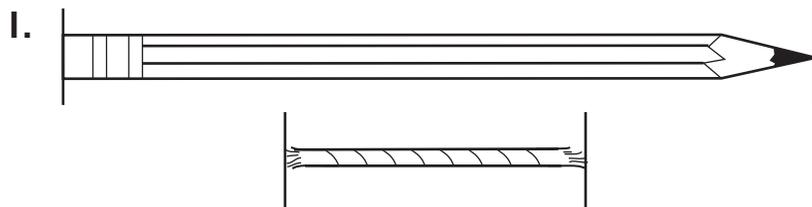
Find the real object.
Estimate its length in meters.



about _____ meters

Lesson 9.7 (pp. 457–460)

Measure the length of each object. Write a number sentence to find the difference between the lengths.



_____ centimeters

_____ centimeters

$$\underline{\hspace{2cm}} \text{ centimeters} - \underline{\hspace{2cm}} \text{ centimeters} = \underline{\hspace{2cm}} \text{ centimeters}$$

The pencil is _____ centimeters longer than the string.