

# 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. Pídale 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



Solve.

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



# Lesson Check

1. Which line is the longest?

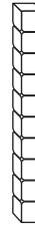
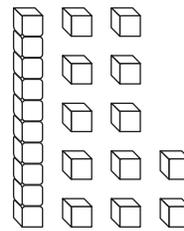
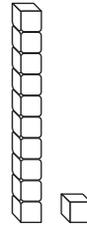
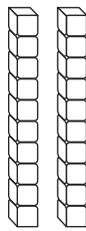
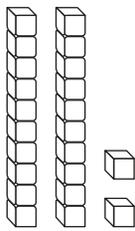
- 
- 
- 
- 

2. Which paintbrush is the shortest?

- 
- 
- 
- 

# Spiral Review

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



Name \_\_\_\_\_

**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**

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?

\_\_\_\_\_

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\_\_\_\_\_

## Lesson Check

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



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## Spiral Review

2. What is the sum? (Lesson 8.4)

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

62

44

40

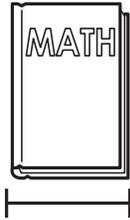
22

Name \_\_\_\_\_

# Use Nonstandard Units to Measure Length

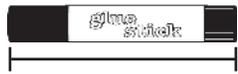
Use real objects. Use  to measure.

1.



about \_\_\_\_\_ 

2.



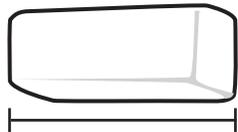
about \_\_\_\_\_ 

3.



about \_\_\_\_\_ 

4.



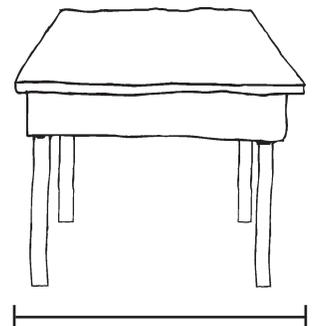
about \_\_\_\_\_ 

## PROBLEM SOLVING REAL WORLD

Solve.

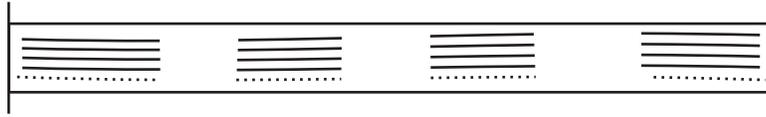
5. Don measures his desk with .  
About how long is his desk?

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

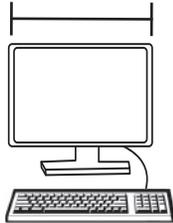
50

Name \_\_\_\_\_

# Make a Nonstandard Measuring Tool

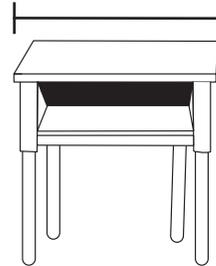
Use the measuring tool you made.  
Measure real objects.

1.



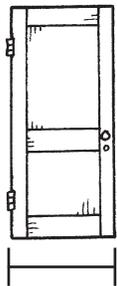
about \_\_\_\_\_ 

2.



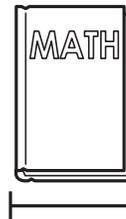
about \_\_\_\_\_ 

3.



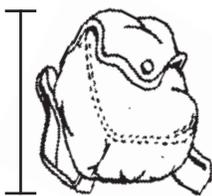
about \_\_\_\_\_ 

4.



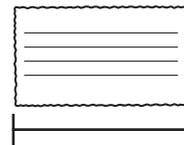
about \_\_\_\_\_ 

5.



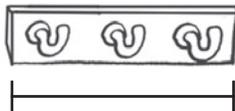
about \_\_\_\_\_ 

6.



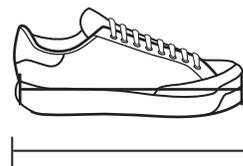
about \_\_\_\_\_ 

7.



about \_\_\_\_\_ 

8.



about \_\_\_\_\_ 

## Lesson Check

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



- 
- 
- 
- 

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## 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 and 35



35 and 37



37 and 39



39 and 40



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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)

$11 + 1 = 12$

$4 + 6 = 10$

$12 - 3 = 9$

$12 - 4 = 8$

Name \_\_\_\_\_

## 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



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)

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

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.



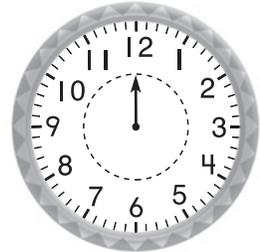
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

## PROBLEM SOLVING



Solve.

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

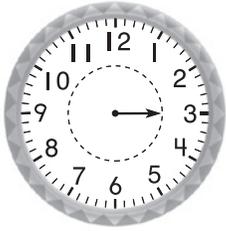


7:00    7 o'clock



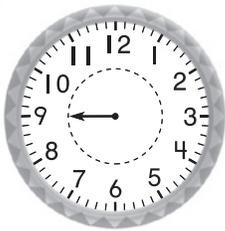
## Lesson Check

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)



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.

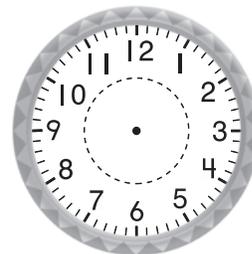


## PROBLEM SOLVING



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

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## 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

Name \_\_\_\_\_

## 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?



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## Spiral Review

2. What is the difference? (Lesson 8.3)

$$80 - 30 = \underline{\quad}$$

65

55

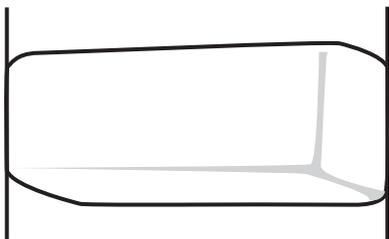
50

30

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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

Name \_\_\_\_\_

# Chapter 9 Extra Practice

## Lesson 9.1 (pp. 369–372) .....

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

I. **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.

- I. 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) .....

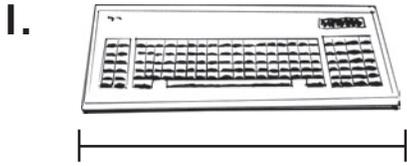
Use real objects. Use  to measure.

I. 

about \_\_\_\_\_ 

**Lesson 9.4** (pp. 381–384)

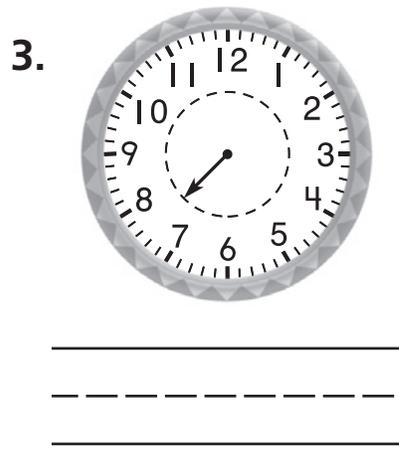
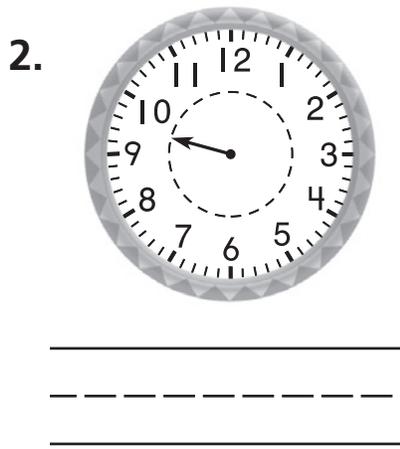
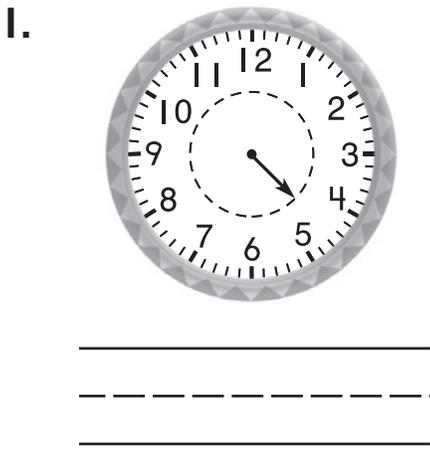
Use the measuring tool you made.  
Measure real objects.



about \_\_\_\_\_ 

**Lessons 9.6 – 9.7** (pp. 389–396)

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



**Lessons 9.8 – 9.9** (pp. 397–404)

Write the time.



# School-Home Letter

## Dear Family,

My class started Chapter 10 this week. In this chapter, I will show data with tally charts and graphs. I will also ask and answer questions about the charts and graphs.

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

### Vocabulary

**bar graph** a graph that uses bars to show information

**picture graph** a graph that uses pictures to show information

**tally chart** a chart that uses tally marks to record information

**tally mark** a line that stands for one person or thing

### Home Activity

Help your child keep track of the weather on a calendar for a week or longer. Then help your child use the data to make a picture graph. Use the graph to compare the number of days that were sunny, cloudy, and rainy.

Weather This Week							
sunny	○	○	○	○			
cloudy	○	○	○				
rainy	○						

Each ○ stands for 1 day.

### Literature

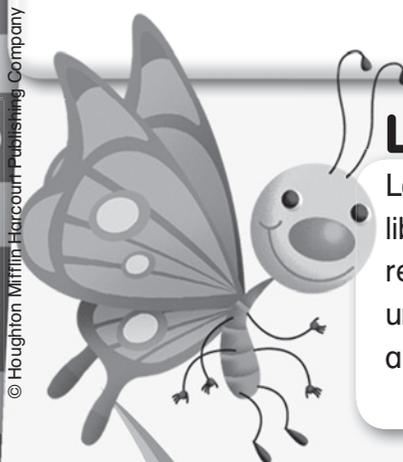
Look for these books in a library. These books will reinforce your child's understanding of data and graphs.

#### The Great Graph Contest

by Loreen Leedy.  
Holiday House,  
2006.

#### Graphing Favorite Things

by Jennifer Marrewa. Weekly Reader® Books,  
2008.



# Carta para la casa

## Querida familia:

Mi clase comenzó el Capítulo 10 esta semana. En este capítulo, mostraré datos con tablas de conteo y gráficas. También haré y responderé preguntas sobre tablas y gráficas.

Con cariño, \_\_\_\_\_

### Vocabulario

**gráfica de barras** una gráfica que utiliza barras para mostrar información

**pictografía** una gráfica que utiliza dibujos para mostrar información

**tabla de conteo** una tabla que utiliza marcas para registrar información

**marca de conteo** una línea que representa una persona o una cosa

### Actividad para la casa

Ayude a su hijo para que siga el clima usando un calendario durante una semana o más. Luego ayude a su hijo para que use los datos para hacer una pictografía. Usen la gráfica para comparar el número de días soleados, nublados y lluviosos.

Weather This Week							
sunny	○	○	○	○			
cloudy	○	○	○				
rainy	○						

Cada ○ representa 1 día.

### Literatura

Busque estos libros en una biblioteca. Estos libros reforzarán el aprendizaje de su hijo sobre datos y gráficas.

**The Great Graph Contest**  
por Loreen Leedy.  
Holiday House,  
2006.

**Graphing Favorite Things**  
por Jennifer Marrewa.  
Weekly Reader® Books, 2008.  
Albert Whitman and Company,  
1993.



# Read Picture Graphs

Our Favorite Outdoor Activity									
 biking									
 skating									
 running									

Each  stands for 1 child.

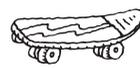
Use the picture graph to answer the question.

1. How many children chose



\_\_\_\_\_ children

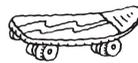
2. How many children chose



and  altogether?

\_\_\_\_\_ children

3. Which activity did the most children choose? Circle.



## PROBLEM SOLVING REAL WORLD

Write a number sentence to solve the problem.  
Use the picture graph at the top of the page.

4. How many more children

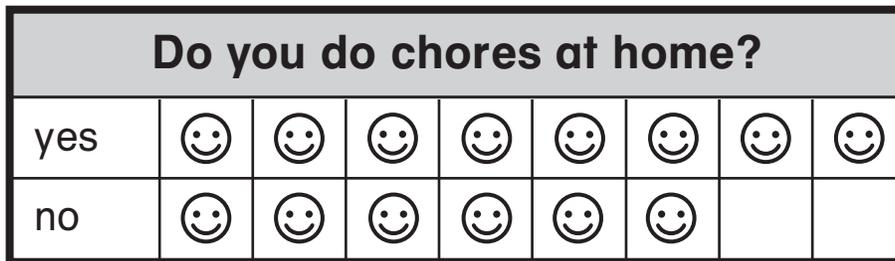
chose  than  ?

\_\_\_\_\_ more children

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

## Lesson Check

Use the picture graph to answer the question.



Each 😊 stands for 1 child.

1. How many children do chores at home?

2 children

6 children

8 children

14 children

2. How many more children answered yes than no?

2 more

6 more

8 more

16 more

## Spiral Review

3. What number is ten less than 82? (Lesson 7.5)

92

83

81

72

4. Count forward. What number is missing? (Lesson 6.1)

110, 111, 112, \_\_\_\_\_, 114

100

113

114

115

Name \_\_\_\_\_

# Make Picture Graphs

Which dinosaur do the most children like best? Ask 10 friends.

Draw 1 circle for each child's answer.

Our Favorite Dinosaur										
 Tyrannosaurus										
 Triceratops										
 Apatosaurus										

Each ○ stands for 1 child.

Use the picture graph to answer the question.

1. How many children chose  ?

\_\_\_\_\_ children

2. How many children chose  and  altogether?

\_\_\_\_\_ children

3. Which dinosaur did the fewest children choose? Circle.



4. Which dinosaur did the most children choose? Circle.



## PROBLEM SOLVING



5. Write your own question about the graph.

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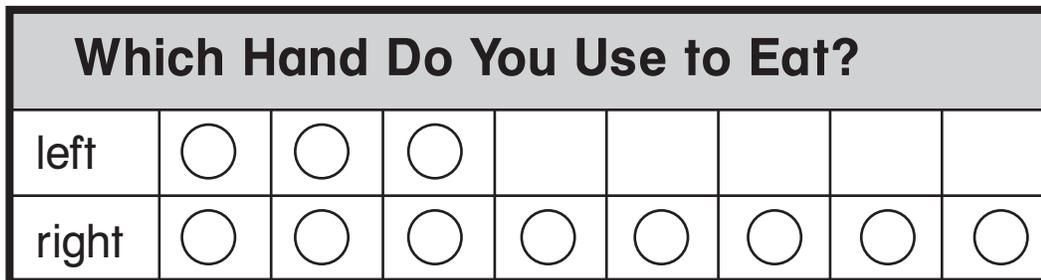
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## Lesson Check

Use the picture graph to answer the question.



Each ○ stands for 1 child.

1. How many children use their right hand?

3

6

8

11

2. How many more children use their right hand than their left?

3 more

5 more

6 more

8 more

## Spiral Review

3. What is the sum? (Lesson 8.1)

$$6 + 3 = \underline{\quad}$$

3

6

8

9

4. What is the difference of  $60 - 20$ ? (Lesson 8.3)

8

40

62

80

Name \_\_\_\_\_

# Read Bar Graphs

Use the bar graph to answer the question.

1. How many children chose ?

\_\_\_\_\_ children

2. How many children chose ?

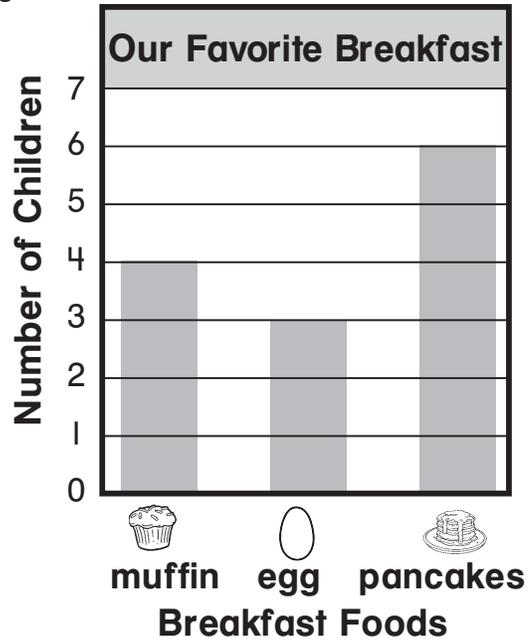
\_\_\_\_\_ children

3. How many children chose  or ?

\_\_\_\_\_ children

4. How many more children chose  than ?

\_\_\_\_\_ more children



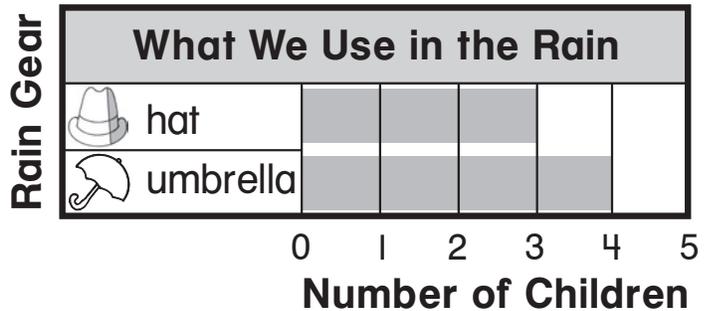
## PROBLEM SOLVING



Use the bar graph to answer the question.

5. Claudette uses an . Add her to the graph. Now how many more children use an  than a ?

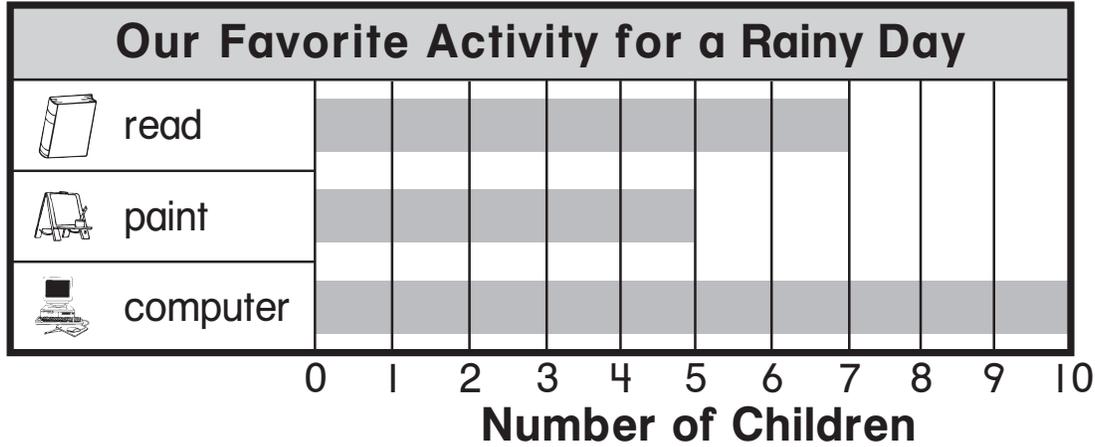
\_\_\_\_\_ more children



# Lesson Check

Use the bar graph to answer the question.

Kinds of Activities



1. How many more children chose than ?

2



3



5



15



## Spiral Review

2. Which subtraction sentence can you solve by using  $9 + 7 = 16$ ? (Lesson 4.3)

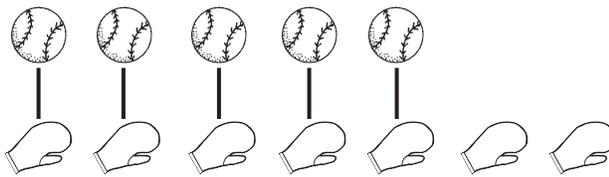
$9 - 7 = \underline{\quad}$

$9 - 6 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

$16 - 7 = \underline{\quad}$

3. How many fewer are there? (Lesson 2.5)



$7 - 5 = \underline{\quad}$

1 fewer



2 fewer



3 fewer



12 fewer

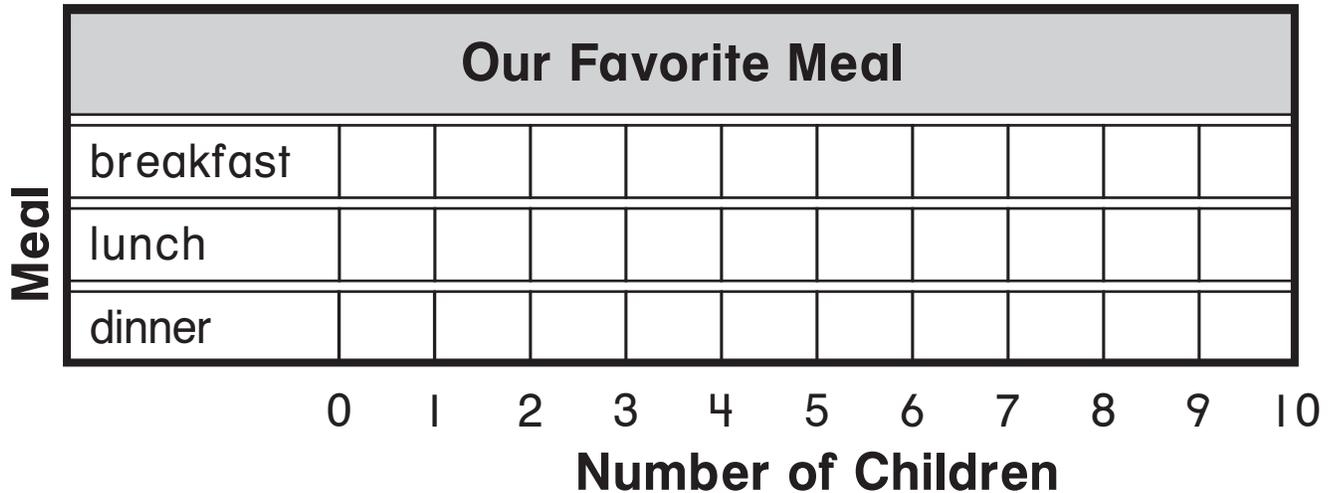


Name \_\_\_\_\_

## Make Bar Graphs

### Which is your favorite meal?

- Ask 10 friends which meal they like best.  
Make a bar graph.



- How many children chose breakfast?  
  
\_\_\_\_\_ children
- Which meal was chosen by the most children?  
  
\_\_\_\_\_

### PROBLEM SOLVING

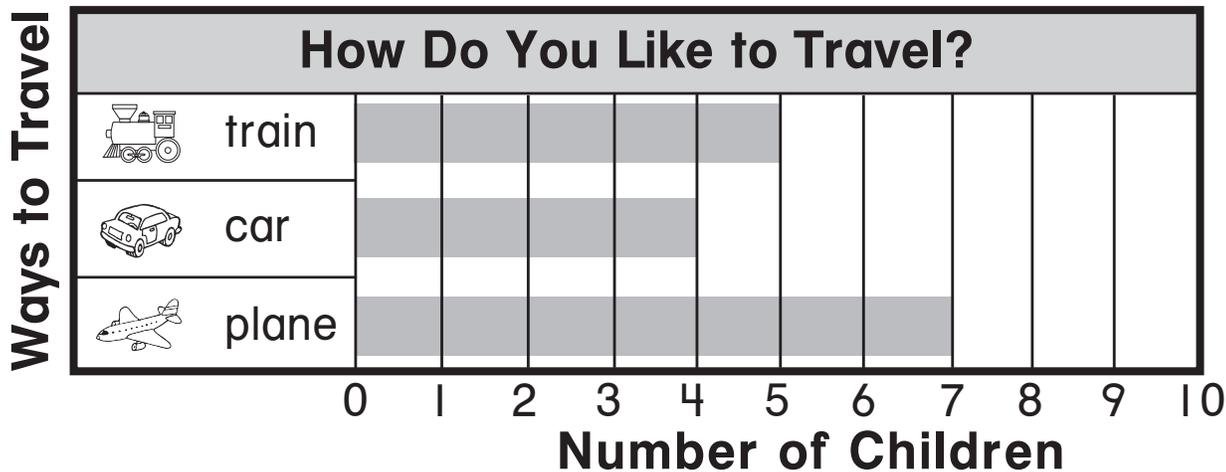
REAL WORLD

- What if 10 children chose breakfast?  
How many children could choose lunch or dinner?

\_\_\_\_\_ children

## Lesson Check

Use the bar graph to answer the question.



1. How many more children chose  than .

2

5

7

12

## Spiral Review

2. Which completes the related facts? (Lesson 5.2)

$$7 + 8 = 15$$

$$15 - 8 = 7$$

$$8 + 7 = 15$$

$8 - 7 = 1$

$15 - 7 = 8$

$7 + 7 = 14$

$8 + 8 = 16$

3. What is the sum? (Lesson 8.7)

$$\begin{array}{r} 43 \\ + 21 \\ \hline \end{array}$$

21

24

62

64

Name \_\_\_\_\_

# Read Tally Charts

Complete the tally chart.

Our Favorite Vegetable		Total
 beans		
 corn		
 carrots		

Use the tally chart to answer each question.

1. How many children chose  ? \_\_\_\_\_ children

.....

2. How many children chose  ? \_\_\_\_\_ children

.....

3. How many more children chose  than  ? \_\_\_\_\_ more children

.....

4. Which vegetable did the most children choose? Circle.



## PROBLEM SOLVING



Complete each sentence about the tally chart.  
Write **greater than**, **less than**, or **equal to**.

5. The number of children who chose  is \_\_\_\_\_ the number who chose .

6. The number of children who chose  is \_\_\_\_\_ the number who chose .

# Lesson Check

Use the tally chart to answer each question.

Our Favorite Pet	
 dog	
 cat	
 fish	

1. How many children chose  ?

- 4
- 5
- 7
- 8

2. How many more children chose  than  ?

4 more

5 more

6 more

7 more

## Spiral Review

3. There are 8 apples.

6 apples are red.

The rest are green.

How many apples are green? (Lesson 2.4)

7

5

2

0

4. What is the sum? (Lesson 8.5)

$$34 + 40 = \underline{\quad}$$

64

70

73

74

## Make Tally Charts

Which color do most children like best? Ask 10 friends. Make 1 tally mark for each child's answer.

Favorite Color		Total
red		
blue		

1. How many children chose red?

\_\_\_\_\_ children

2. How many children chose blue?

\_\_\_\_\_ children

3. Circle the color that was chosen by fewer children.

red

blue

### PROBLEM SOLVING



Jason asked 10 friends to choose their favorite game. He will ask 10 more children.

Our Favorite Game	
tag	I
kickball	III I
hopscotch	II

4. Predict. Which game will children most likely choose?

\_\_\_\_\_

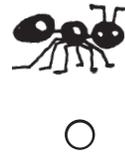
5. Predict. Which game will children least likely choose?

\_\_\_\_\_

# Lesson Check

1. Which insect did the most children choose?

Our Favorite Insect		Total
 ladybug	III	3
 bee	I	1
 butterfly	IIII II	7



# Spiral Review

2. Which number is greater than 54? (Lesson 7.1)

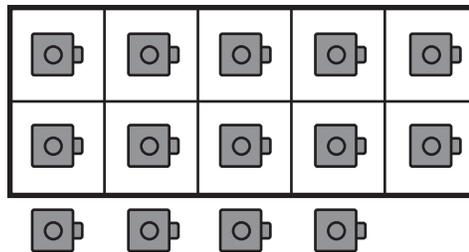
45

50

54

57

3. Which shows the same number? (Lesson 6.3)



4

10

14

41

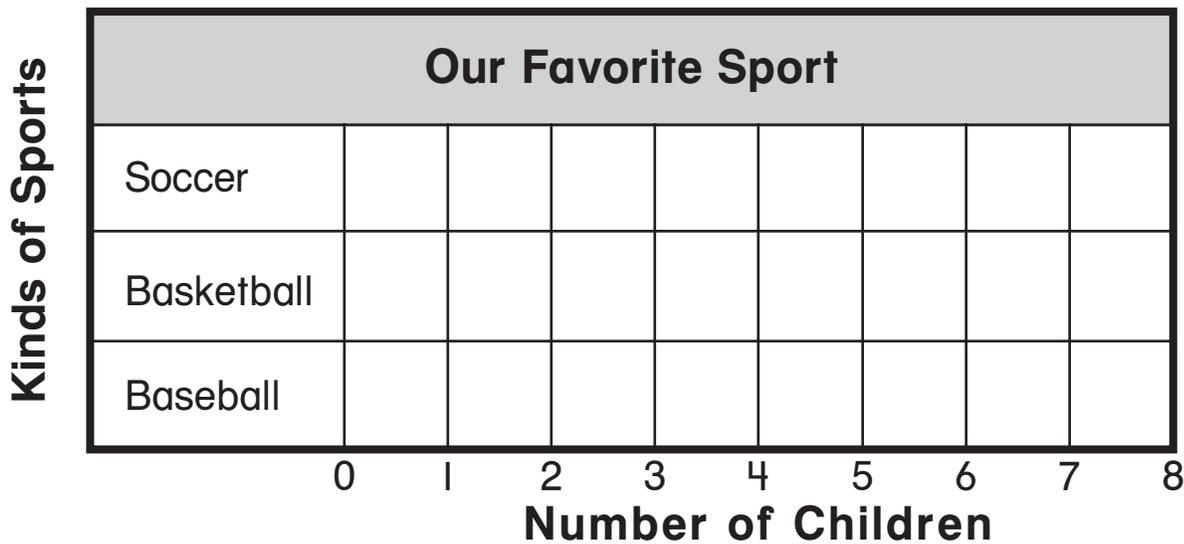
Name \_\_\_\_\_

**Problem Solving • Represent Data**

Bella made a tally chart to show the favorite sport of 10 friends.

Our Favorite Sport	
Soccer	I
Basketball	
Baseball	

Use the tally chart to make a bar graph.



Use the graph to solve.

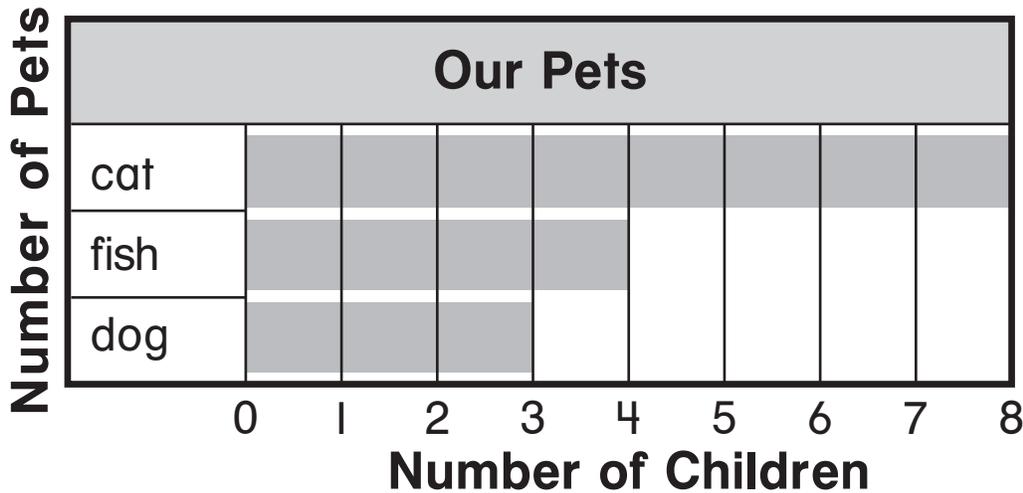
1. How many friends chose soccer?

\_\_\_\_\_ friends

2. How many friends chose soccer or basketball?

\_\_\_\_\_ friends

# Lesson Check



1. Use the graph. How many more children have fish than a dog?

1 more

3 more

4 more

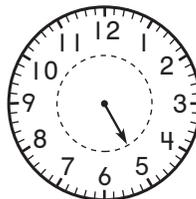
5 more

## Spiral Review

2. Which ribbon is the shortest? (Lesson 9.1)

- 
- 
- 
- 

3. Look at the hour hand.  
What is the time? (Lesson 9.6)



6 o'clock

5:00

4:00

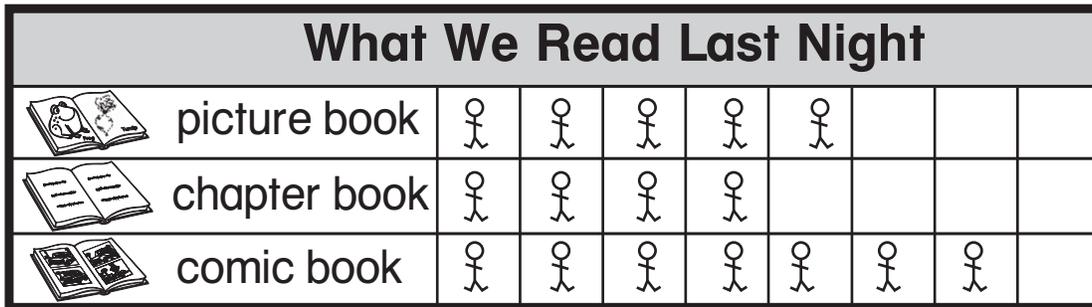
3 o'clock

Name \_\_\_\_\_

# Chapter 10 Extra Practice

## Lessons 10.1 – 10.2 (pp. 413–420) .....

Use the picture graph to answer the question.



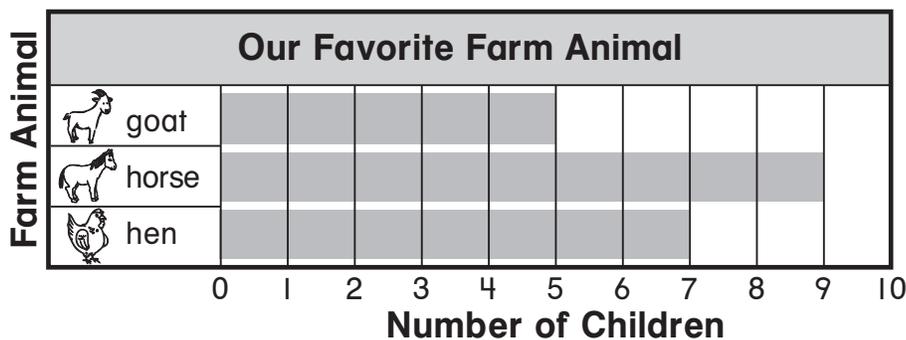
Each  stands for 1 child.

1. How many children read  last night? \_\_\_\_\_ children

2. Which book did the most children read? Circle.   

## Lesson 10.3 (pp. 421–424) .....

Use the bar graph to answer the question.



1. How many children chose



\_\_\_\_\_ children

2. How many more children

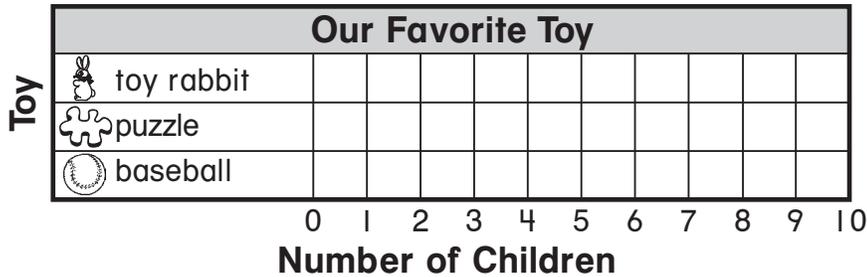
chose  than  ?

\_\_\_\_\_ more children

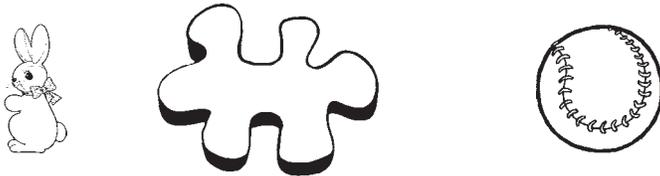
**Lesson 10.4** (pp. 425–427) .....

Ask 10 friends which toy they like best.

1. Make a bar graph.



2. Which toy did the most children choose? Circle.



3. How many children chose ? \_\_\_\_\_ children

**Lessons 10.5 – 10.6** (pp. 429–436) .....

Complete the tally chart.

Our Favorite Class Pet		Total
 guinea pig	<del>    </del>	
 fish		

Use the tally chart to answer each question.

1. Which pet did more children choose? Circle.  

2. How many more children chose  than ? \_\_\_\_\_ more children