

School-Home Letter

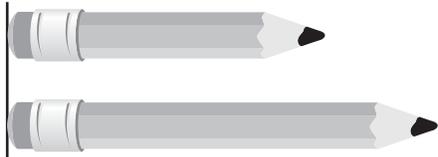
Dear Family,

My class started Chapter 11 this week. In this chapter, I will learn how comparing objects can help me measure them.

Love, _____

Vocabulary

longer having a greater length



heavier having a greater weight

Home Activity

Find two different-sized books. Ask your child to show you how to compare their lengths, heights, and weights.



Literature

Look for these books at the library. Each book will give you ideas about how to enrich and encourage your child's measurement skills.

How Long or How Wide?: A Measuring Guide
by Brian P. Cleary.
Millbrook Press,
2007.

Measurement (Beginning Skills)
by Amy Decastro.
Teacher Created
Resources, 2004.



Carta para la casa

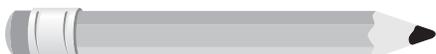
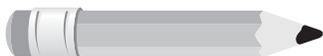
Querida familia:

Mi clase comenzó el Capítulo 11 esta semana. En este capítulo, aprenderé cómo comparar objetos puede ayudarme a medirlos.

Con cariño, _____

Vocabulario

más largo que que tiene mayor longitud



más pesado que tiene más peso

Actividad para la casa

Busque 2 libros de diferentes tamaños. Pídale a su hijo que le muestre cómo comparar la longitud, la altura y el peso.



Literatura

Busque estos libros en la biblioteca. Cada libro le dará ideas para enriquecer y alentar las destrezas de medición de su hijo.

How Long or How Wide?: A Measuring Guide por Brian P. Cleary. Millbrook Press, 2007.

Measurement (Beginning Skills) por Amy Decastro. Teacher Created Resources, 2004.



Name _____

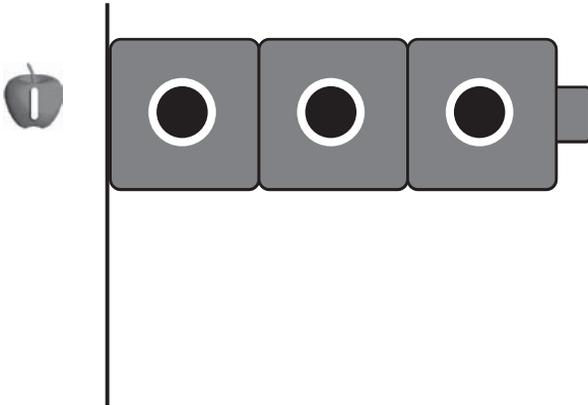
HANDS ON Lesson 11.1

Compare Lengths

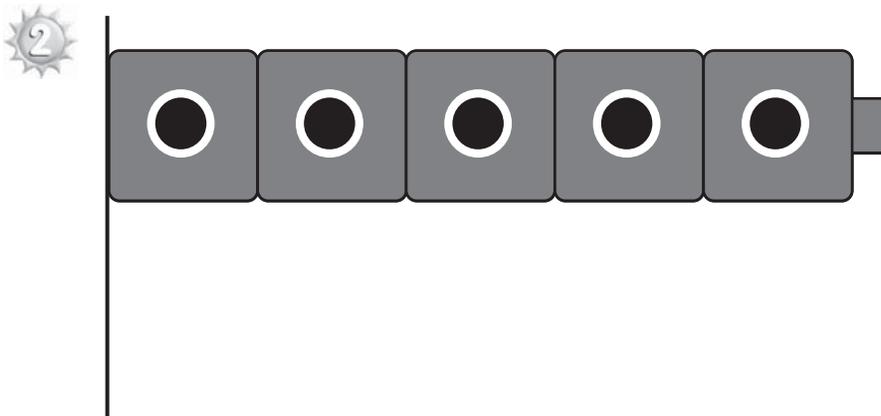


COMMON CORE STANDARD MACC.K.MD.1.2

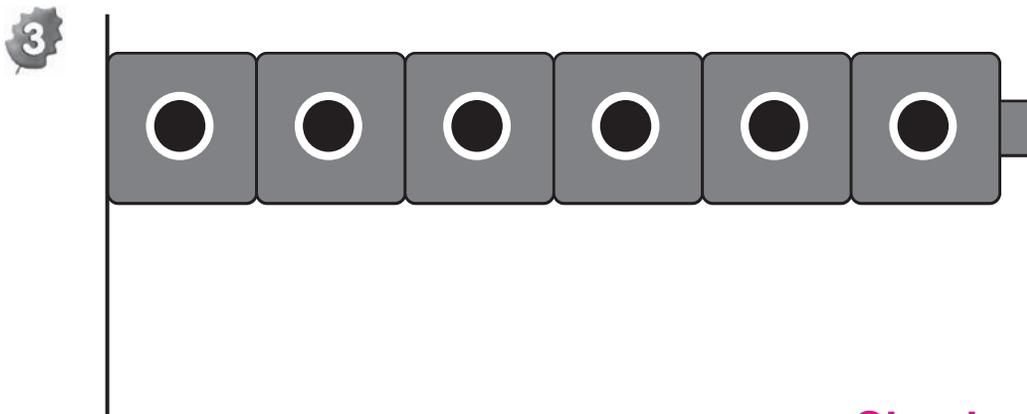
Describe and compare measurable attributes.



Check children's work.



Check children's work.



Check children's work.

DIRECTIONS 1. Make a cube train that is longer than the cube train shown. Draw and color the cube train. 2. Make a cube train that is shorter than the cube train shown. Draw and color the cube train. 3. Make a cube train that is about the same length as the cube train shown. Draw and color the cube train.

Lesson Check (MACC.K.MD.1.2)

1

○ ○ ○ ● ○

Spiral Review (MACC.K.G.1.2, MACC.K.G.2.4)

2

○ ○ ○ ●

3

● ○ ○ ○ ○

DIRECTIONS 1. Which picture shows that the gray cube train is longer than the white cube train? Mark under your answer. (Lesson 11.1) 2. Which shape is a sphere? Mark under your answer. (Lesson 10.2) 3. Which two shapes each have three sides? Mark under your answer. (Lesson 9.11)

Name _____

HANDS ON Lesson 11.2

Compare Heights



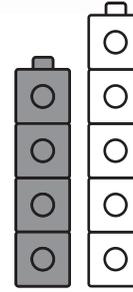
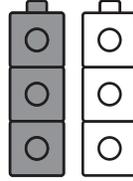
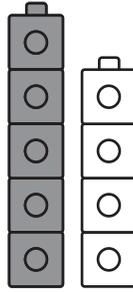
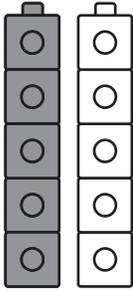
COMMON CORE STANDARD MACC.K.MD.1.2

Describe and compare measurable attributes.

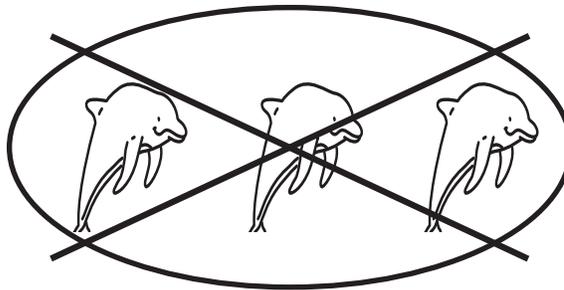
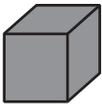
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DIRECTIONS 1. Make a cube tower that is taller than the cube tower shown. Draw and color the cube tower. 2. Make a cube tower that is shorter than the cube tower shown. Draw and color the cube tower.

Lesson Check (MACC.K.MD.1.2)



Spiral Review (MACC.K.OA.1.5, MACC.K.G.1.1)



$$5 - \underline{\quad} = 2$$

2



3



4



5



DIRECTIONS 1. Which picture shows that the gray cube tower is shorter than the white cube tower? Mark under your answer. (Lesson 11.2) 2. Which picture shows that the object shaped like a sphere is below the box? Mark under your answer. (Lesson 10.7) 3. Mark under the number to show how many are being taken from the set. (Lesson 6.5)

Name _____

PROBLEM SOLVING

Lesson 11.3

Problem Solving • Direct Comparison



COMMON CORE STANDARD MACC.K.MD.1.2

Describe and compare measurable attributes.



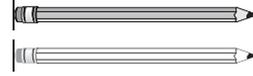
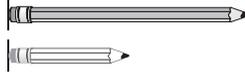
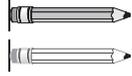
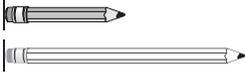
Check children's work.



Check children's work.

DIRECTIONS 1. Find two small classroom objects. Place one end of each object on the line. Compare the lengths. Draw the objects. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle the longer object. 2. Find two small classroom objects. Place one end of each object on the line. Compare the heights. Draw the objects. Say *taller than*, *shorter than*, or *about the same height* to describe the heights. Circle the shorter object.

Lesson Check (MACC.K.MD.1.2)



Spiral Review (MACC.K.OA.1.2, MACC.K.G.2.4)



4



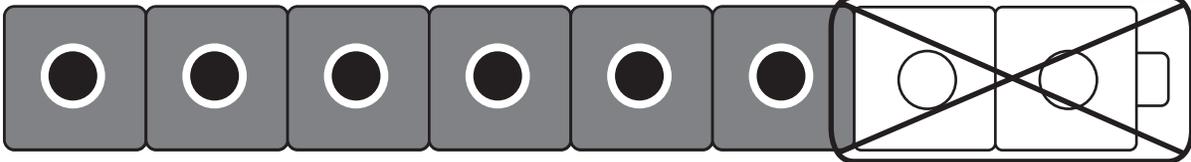
3



2



1



$2 + 6 = 8$



$6 + 2 = 8$



$8 - 6 = 2$



$8 - 2 = 6$



DIRECTIONS 1. Which picture shows that the gray pencil is longer than the white pencil? Mark under your answer. (Lesson 11.3) 2. How many vertices does the rectangle have? Mark under your answer. (Lesson 9.8) 3. Mark under the number sentence that matches the picture. (Lesson 6.7)

Name _____

HANDS ON Lesson 11.4

Compare Weights

COMMON CORE STANDARD MACC.K.MD.1.2

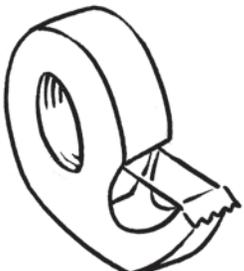
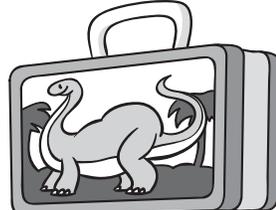
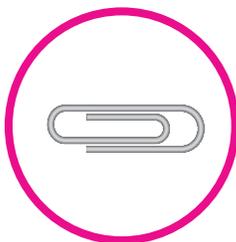
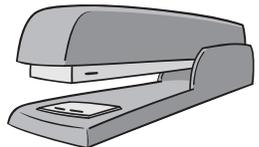
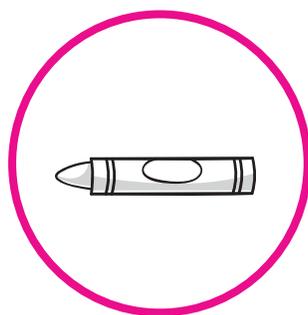
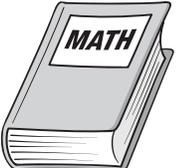
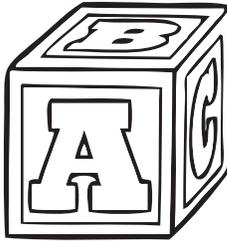
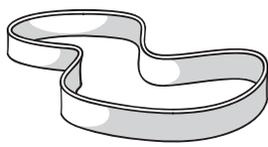
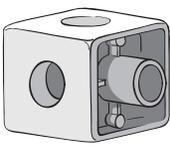
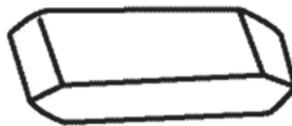
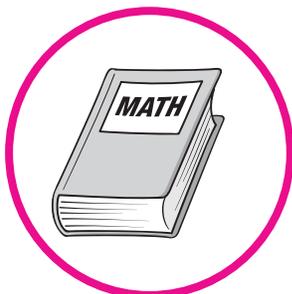
Describe and compare measurable attributes.



left

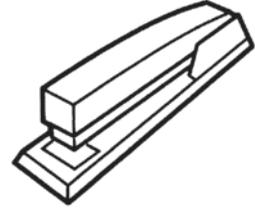
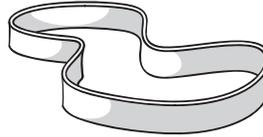
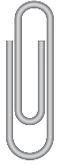
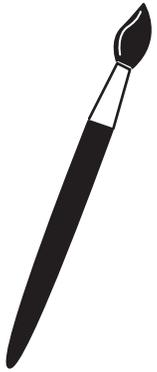


right

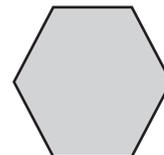
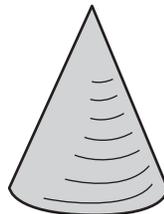
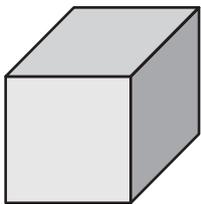
 			
			
			
			

DIRECTIONS Find the first object in the row, and hold it in your left hand. Find the rest of the objects in the row, and hold each object in your right hand. **1–2.** Circle the object that is lighter than the object in your left hand. **3–4.** Circle the object that is heavier than the object in your left hand.

Lesson Check (MACC.K.MD.1.2)



Spiral Review (MACC.K.CC.3.6, MACC.K.G.1.3)



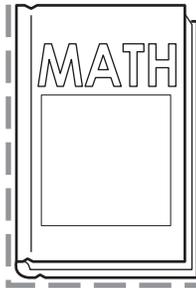
DIRECTIONS 1. Which object is heavier than the paintbrush? Mark under your answer. (Lesson 11.4) 2. Compare the cube trains. Mark under the cube train that has a number of cubes that is less. (Lesson 4.5) 3. Which is a two-dimensional or flat shape? Mark under your answer. (Lesson 10.6)

Name _____

Length, Height, and Weight

COMMON CORE STANDARD MACC.K.MD.1.1

Describe and compare measurable attributes.



Check children's work.



Check children's work.



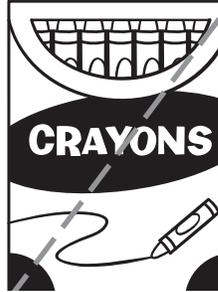
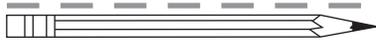
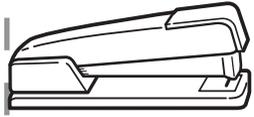
Check children's work.



Check children's work.

DIRECTIONS 1–4. Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. Talk about another way to measure the object.

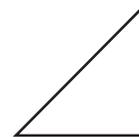
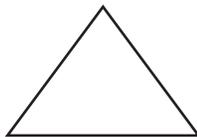
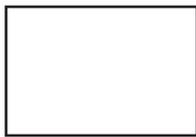
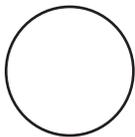
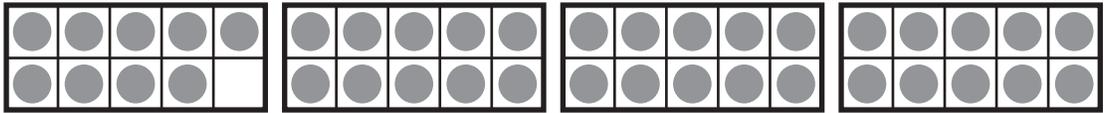
Lesson Check (MACC.K.MD.1.1)



Spiral Review (MACC.K.NBT.1.1, MACC.K.G.1.2)



12

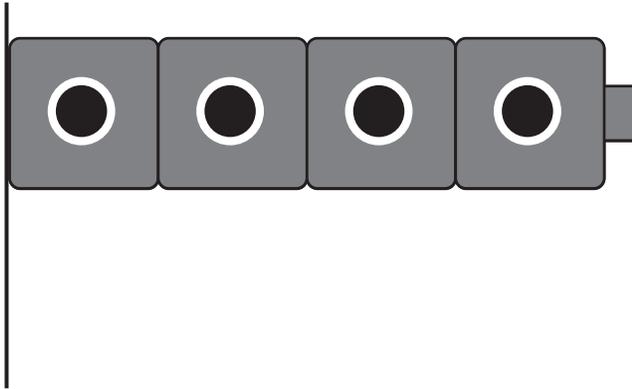


DIRECTIONS 1. Which picture shows how to measure the length of the object? Mark under your answer. (Lesson 11.5) 2. Which set of counters shows the number 12? Mark under your answer. (Lesson 7.1) 3. Which shape is a rectangle? Mark under your answer. (Lesson 9.7)

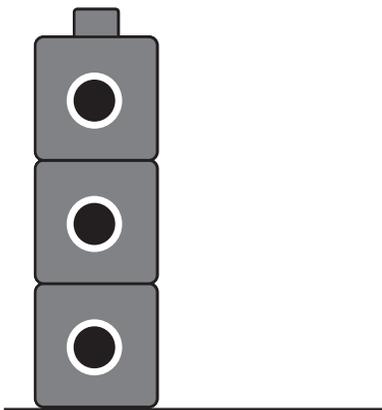
Name _____

Chapter 11 Extra Practice

Lessons 11.1 - 11.3 (pp. 465–475)



Check children's work.



Check children's work.



Check children's work.

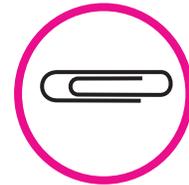
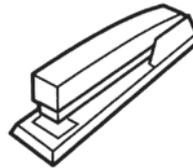
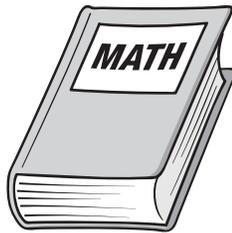
DIRECTIONS 1. Make a cube train that is longer than the cube train shown. Draw and color the cube train. 2. Make a cube tower that is shorter than the cube tower shown. Draw and color the cube tower. 3. Find two small classroom objects. Place one end of each object on the line. Compare the lengths. Draw the objects. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle the longer object.

Lessons 11.4 - 11.5 (pp. 477-484)

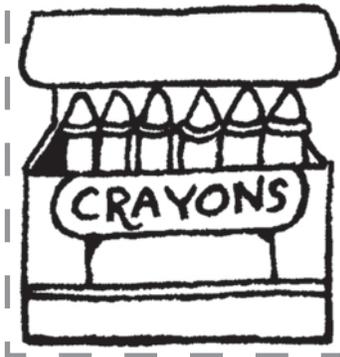
1



2



3



Check children's work.

DIRECTIONS 1. Find the first object in the row, and hold it in your left hand. Find the rest of the objects in the row, and hold each object in your right hand. Circle the object that is heavier than the object in your left hand. 2. Find the first object in the row, and hold it in your left hand. Find the rest of the objects in the row, and hold each object in your right hand. Circle the object that is lighter than the object in your left hand. 3. Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. Talk about another way to measure the object.