

# School-Home Letter

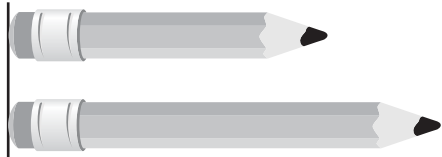
## Dear Family,

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 \_\_\_\_\_

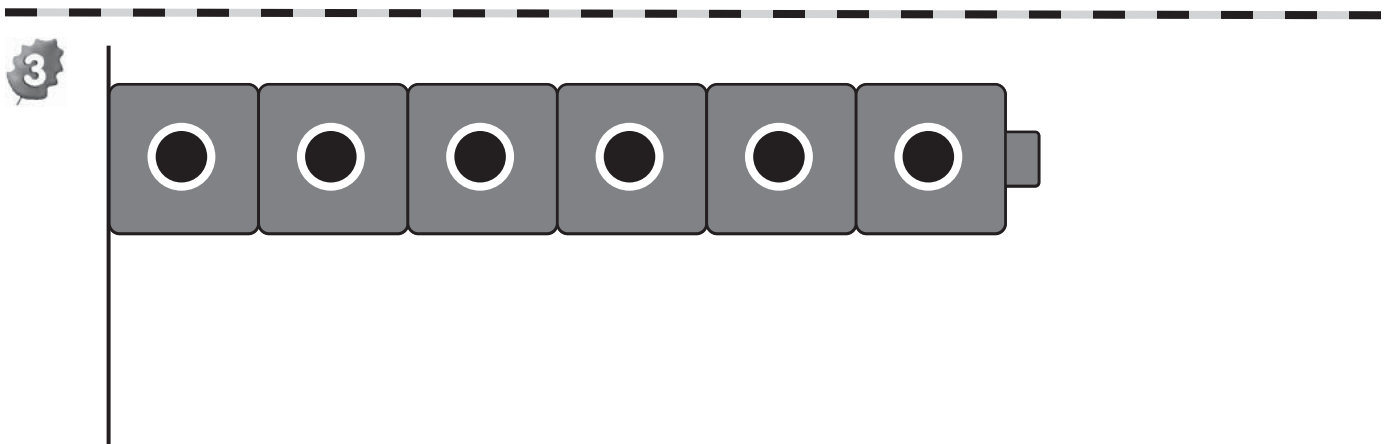
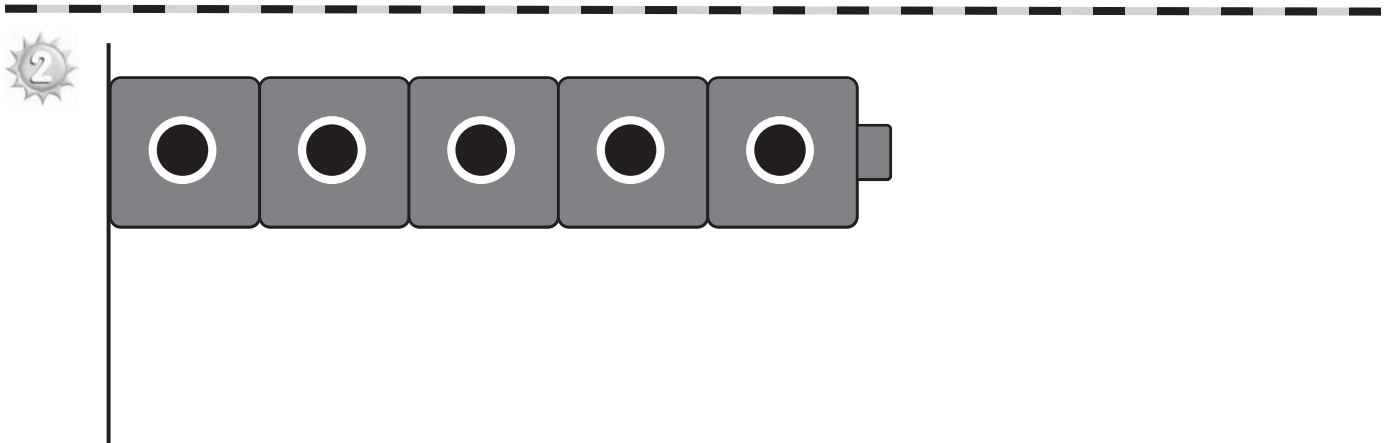
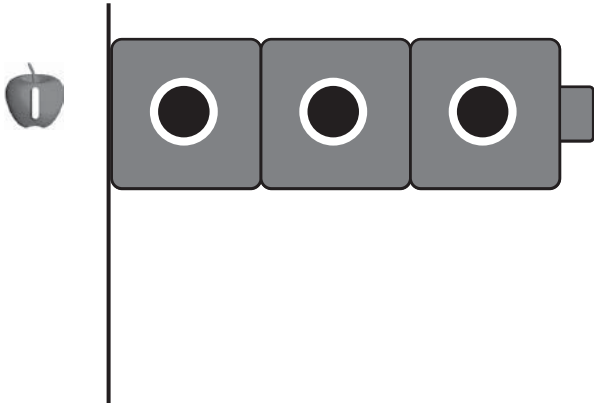
# HANDS ON

## Lesson 11.1

### Compare Lengths

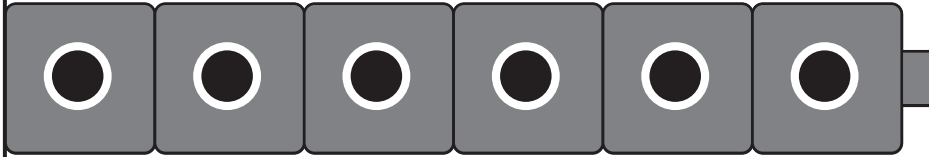


**COMMON CORE STANDARD—K.MD.2**  
*Describe and compare measurable attributes.*



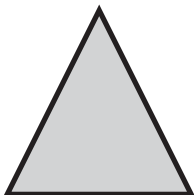
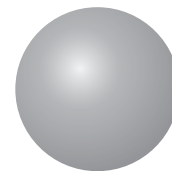
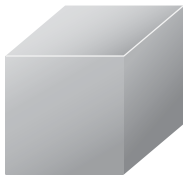
**DIRECTIONS** 1. Make a cube train that is longer than the cube train shown. Draw and color the cube train. 2. Make a cube train that is shorter than the cube train shown. Draw and color the cube train. 3. Make a cube train that is about the same length as the cube train shown. Draw and color the cube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

# Lesson Check (K.MD.2)



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# Spiral Review (K.G.2, K.G.4)



**DIRECTIONS** 1. Make a cube train that is shorter than the cube train shown. Draw and color the cube train. 2. Which shape is a sphere? Mark an X on the shape. 3. Look at the shape. Draw a shape that is alike in some way. Tell how the two shapes are alike.

Name \_\_\_\_\_

# HANDS ON Lesson 11.2

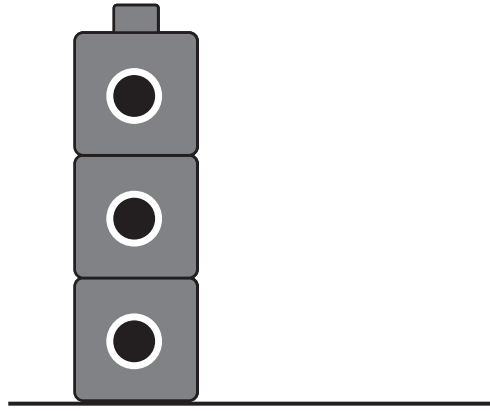
## Compare Heights



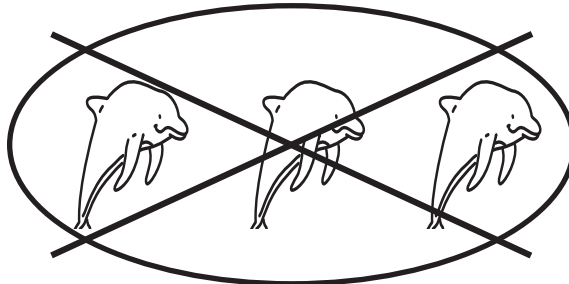
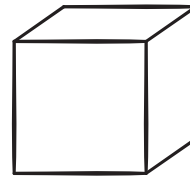
**COMMON CORE STANDARD—K.MD.2**  
*Describe and compare measurable attributes.*

**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 (K.MD.2)



# Spiral Review (K.OA.5, K.G.1)



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

**DIRECTIONS** 1. Make a cube tower that is shorter than the cube tower shown. Draw and color the cube tower. 2. Circle the set that shows an object shaped like a sphere below the object shaped like a cube. 3. How many are being taken from the set? Write the number.

Name \_\_\_\_\_

# PROBLEM SOLVING

## Lesson 11.3

### Problem Solving • Direct Comparison



**COMMON CORE STANDARD—K.MD.2**  
*Describe and compare measurable attributes.*

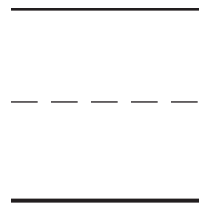


**DIRECTIONS** **1.** Find two small classroom objects. Place one end of each object on the line. Compare the lengths. Draw the objects. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle the longer object. **2.** Find two small classroom objects. Place one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

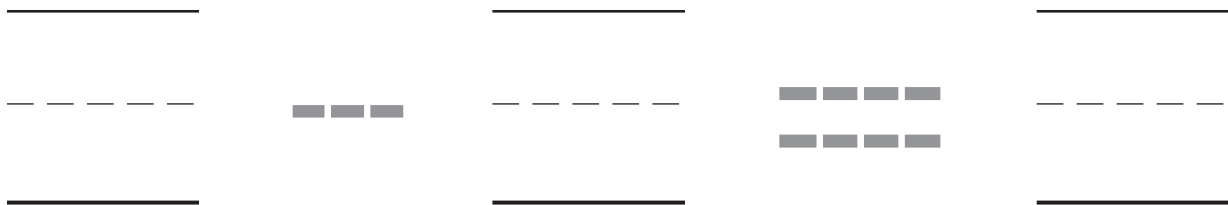
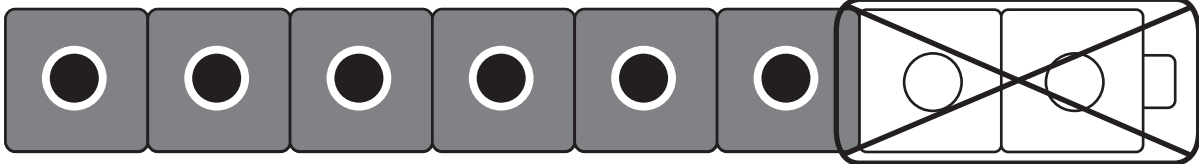
# Lesson Check (K.MD.2)



# Spiral Review (K.OA.2, K.G.4)



**vertices**



**DIRECTIONS** 1. Find two pencils. Place one end of each pencil on the line. Compare the lengths. Draw the pencils. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle the shorter pencil. 2. How many vertices does the rectangle have? Write the number. 3. Complete the subtraction sentence to show the numbers that match the cube train.



Name \_\_\_\_\_

# HANDS ON Lesson 11.4

## Compare Weights



COMMON CORE STANDARD—K.MD.2  
Describe and compare measurable attributes.

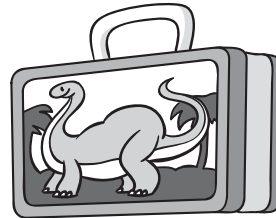


left

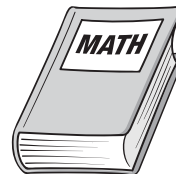
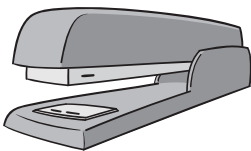


right

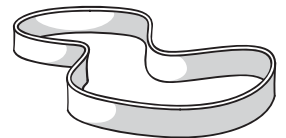
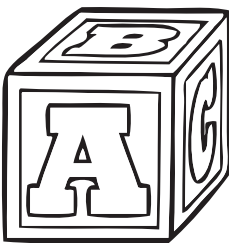
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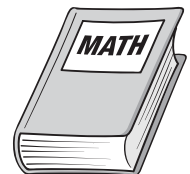
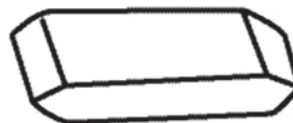
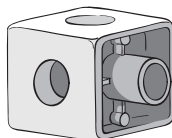
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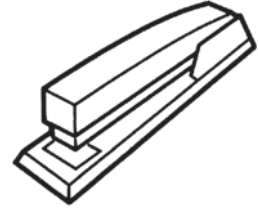
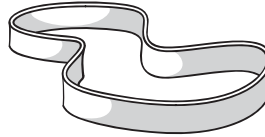
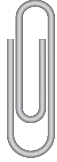


4

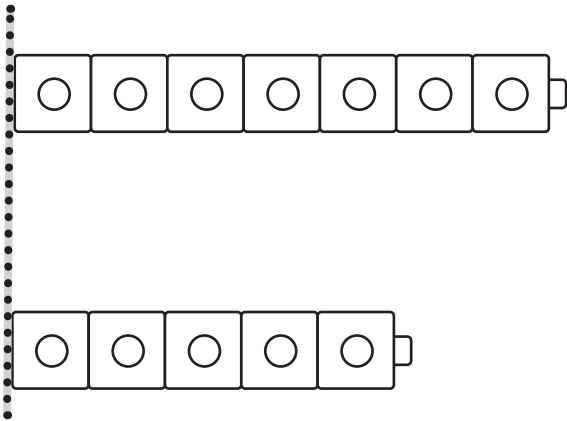


**DIRECTIONS** Find the first object in the row, and hold it in your left hand. Find the rest of the objects in the row, and hold each object in your right hand. 1–2. Circle the object that is lighter than the object in your left hand. 3–4. Circle the object that is heavier than the object in your left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

# Lesson Check (K.MD.2)



# Spiral Review (K.CC.6, K.G.3)



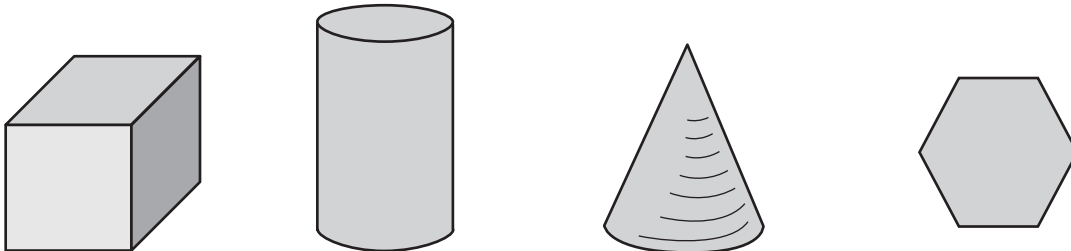
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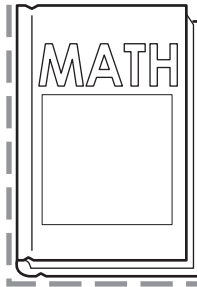
**DIRECTIONS** 1. Find a paintbrush. Hold it in your left hand. Find the rest of the objects in the row, and hold each object in your right hand. Circle the object that is heavier than the paintbrush. 2. Count the cubes. Write how many. Circle the number that is less. 3. Which is a two-dimensional or flat shape? Mark an X on the shape.

Name \_\_\_\_\_

# Length, Height, and Weight

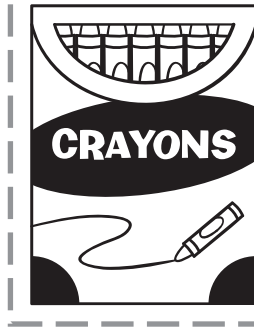


**COMMON CORE STANDARD—K.MD.1**  
Describe and compare measurable attributes.

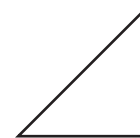
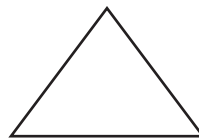
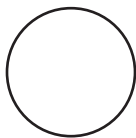
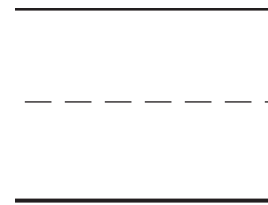
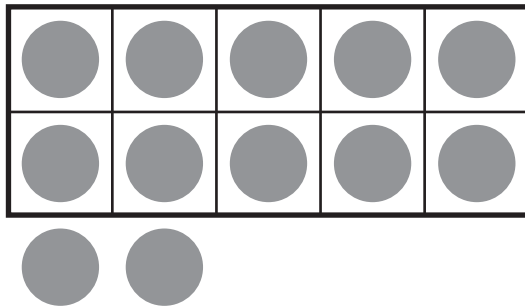


**DIRECTIONS** 1–4. Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. Talk about another way to measure the object.

# Lesson Check (K.MD.1)



# Spiral Review (K.NBT.1, K.G.2)



**DIRECTIONS** 1. 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. 2. Count and tell how many. Write the number. 3. Which shape is a rectangle? Color the rectangle.