

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.

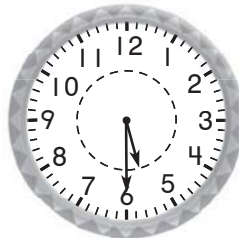
Love, _____

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? Super Sand Castle
Rolf Myller. **Saturday**
Dell Yearling, 1991. 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.
Harper Trophy, 1998.

Name _____

Order Length



COMMON CORE STANDARD—1.MD.1
Measure lengths indirectly and by iterating length units.

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.MD.1)


1. Draw three crayons in order from longest to shortest.



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



Spiral Review (1.NBT.2a, 1.NBT.3)

3. Use  to show 22 two different ways.
Draw both ways.

Tens	Ones

Tens	Ones



Name _____

Indirect Measurement**COMMON CORE STANDARD—1.MD.1**
Measure lengths indirectly and by iterating length units.

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.

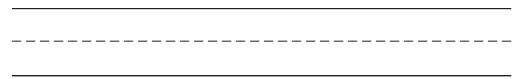
2. Megan's pencil is shorter than Tasha's pencil.

Tasha's pencil is shorter than Kim's pencil.

Is Megan's pencil shorter or longer than Kim's pencil?

Lesson Check (1.MD.1)

1. A black line is longer than a gray line. The gray line is longer than a white line. Is the black line shorter or longer than the white line? Draw to prove your answer.



Spiral Review (1.NBT.4)

2. What is the sum?
Write the number.

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

Name _____

HANDS ON Lesson 9.3

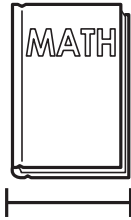
Use Nonstandard Units to Measure Length



COMMON CORE STANDARD—1.MD.2
Measure lengths indirectly and by iterating length units.

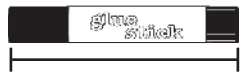
Use real objects. Use  to measure.

1.



about _____ 

2.



about _____ 

3.



about _____ 


4.



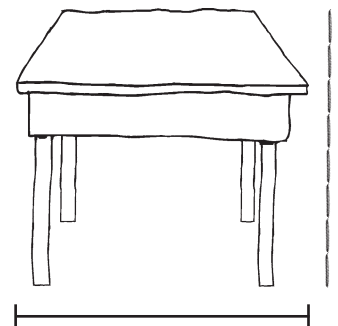
about _____ 

Problem Solving



Solve.

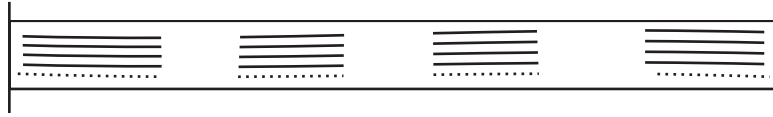
5. Don measures his desk with .
About how long is his desk?

about _____ 



Lesson Check (1.MD.2)

1. Use . Kevin measures the ribbon with .
About how long is the ribbon?



about _____ 

Spiral Review (1.NBT.3, 1.NBT.4)

2. Draw and write to solve.
I have 27 red flowers and
19 white flowers. How many
flowers do I have?

_____ flowers

3. Circle the
number that
is less.

51 50

Did tens or ones
help you decide?

tens ones

Write the numbers.

_____ is less than _____

_____ < _____

Name _____

HANDS ON Lesson 9.4

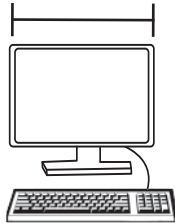
Make a Nonstandard Measuring Tool



COMMON CORE STANDARD—1.MD.2
Measure lengths indirectly and by iterating length units.

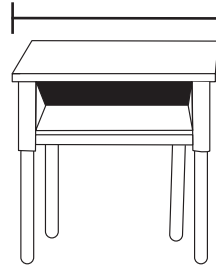
Use the measuring tool you made.
Measure real objects.

1.



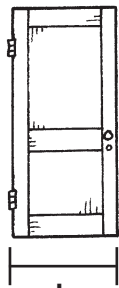
about _____ 

2.



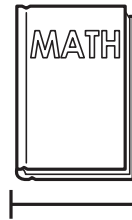
about _____ 

3.



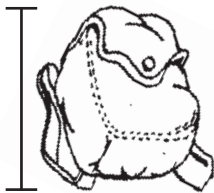
about _____ 

4.



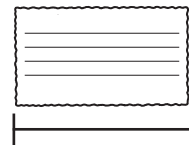
about _____ 

5.



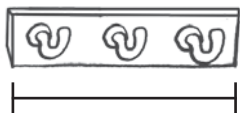
about _____ 

6.



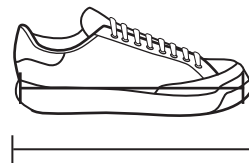
about _____ 

7.





about _____ 

8.



about _____ 

Lesson Check (1.MD.2)

1. Use the  below. Circle the string that is about 4  long.



Spiral Review (1.OA.1, 1.NBT.3)

2. Ty crosses out the number cards that are greater than 38 and less than 34. What numbers are left?



_____ and _____

-
3. There are 12 books. 4 books are large. The rest are small. Write a number sentence that shows how to find the number of small books.




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

Name _____

Problem Solving • Measure and Compare



COMMON CORE STANDARD—1.MD.2
Measure lengths indirectly and by iterating length units.

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.MD.2)

1. Mia measures a stapler with her paper clip ruler. About how long is the stapler?



about _____ 

Spiral Review (1.OA.6, 1.NBT.1)

2. What is the unknown number?
Write the number.

$$4 + \underline{\quad} = 13$$

-
3. Count by tens. What numbers are missing?
Write the numbers.

17, 27, _____, _____, 57, 67

Time to the Hour



COMMON CORE STANDARD—1.MD.3
Tell and write time.

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

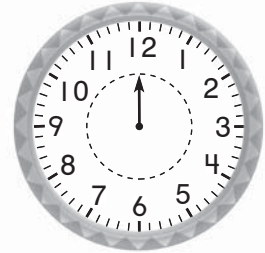
1.



2.



3.



4.



5.



6.



Problem Solving



Solve.

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



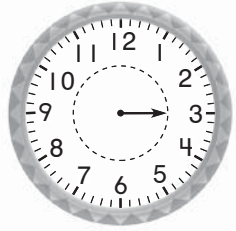
7:00

7 o'clock



Lesson Check (1.MD.3)

1. Look at the hour hand. What is the time? Write the time.



2. Look at the hour hand. What is the time? Write the time.



_____ o'clock

Spiral Review (1.NBT.4)

3. What is the sum? Write the number.

$$40 + 30 = \underline{\hspace{2cm}}$$

4. What is the sum? Write the number.

$$53 + 30 = \underline{\hspace{2cm}}$$

Time to the Half Hour



COMMON CORE STANDARD—1.MD.3
Tell and write time.

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

1.



2.



3.



4.



5.



6.



Problem Solving



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.

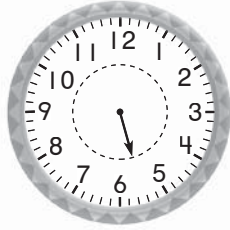


Greg _____

Lesson Check (1.MD.3)

1. Look at the hour hand. What is the time?

Write the time.



2. Look at the hour hand. What is the time?

Write the time.



Spiral Review (1.NBT.1, 1.NBT.2b)

3. What number does the model show?

Write the number.



4. How many tens and ones make this number?



_____ ten _____ ones

Tell Time to the Hour and Half Hour



COMMON CORE STANDARD—1.MD.3
Tell and write time.

Write the time.

1.



2.



3.



4.



5.



6.

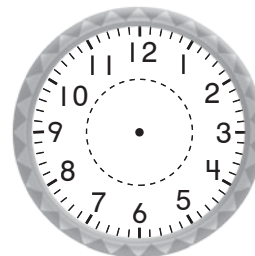


Problem Solving



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.MD.3)

1. What time is it?
Write the time.



2. What time is it?
Write the time.



Spiral Review (1.NBT.4)

3. What is the sum?
Write the number.

$$48 + 20 = \underline{\quad}$$

4. How many tens and ones are in the sum? Write the numbers. Write the sum.

$$\begin{array}{r} 67 \\ + 25 \\ \hline \end{array}$$

_____ tens _____ ones

Name _____

Practice Time to the Hour and Half Hour



COMMON CORE STANDARD—1.MD.3
Tell and write time.

Use the hour hand to write the time.
Draw the minute hand.

1.



2.



3.



4.



5.



6.



Problem Solving

Solve.

7. Billy played outside for a half hour.
Write how many minutes Billy
played outside.

_____ minutes

Lesson Check (1.MD.3)



1. Write the time.

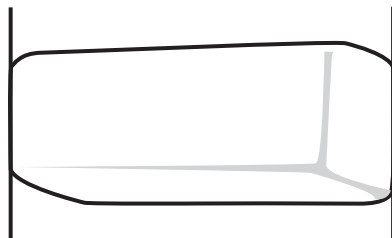


Spiral Review (1.NBT.6, 1.MD.2)

2. What is the difference?
Write the number.

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

3. Use . Amy measures the eraser with .
About how long is the eraser?



about  long