

School-Home Letter

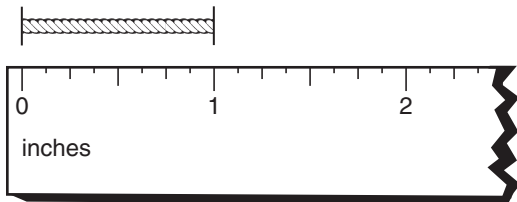
Dear Family,

My class started Chapter 8 this week. In this chapter, I will learn about inches and feet. I will also learn about measuring tools and showing measurement data.

Love, _____

Vocabulary

inch Unit of length

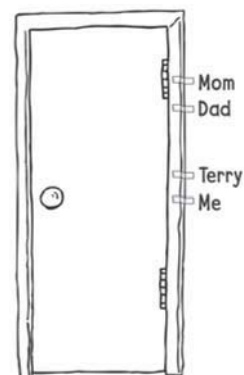


foot 12 inches

yardstick A tool that shows 3 feet

Home Activity

Record each family member's height with masking tape in a doorway of your house. Measure the height in inches. Write each person's name and height on the tape.



Literature

Reading math stories reinforces ideas. Look for these books at the library.

Measuring Penny
by Loreen Leedy.
Henry Holt and
Company, 1998.

Twelve Snails to One Lizard
by Susan Hightower.
Simon & Schuster, 1997.



Carta para la casa

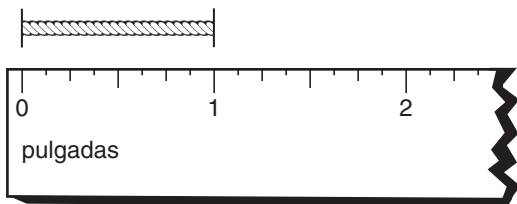
Querida familia:

Mi clase comenzó el Capítulo 8 esta semana. En este capítulo, aprenderé acerca de pulgadas y pies. También aprenderé sobre herramientas para medir y mostrar información sobre medidas.

Con cariño, _____

Vocabulario

pulgada Unidad de longitud

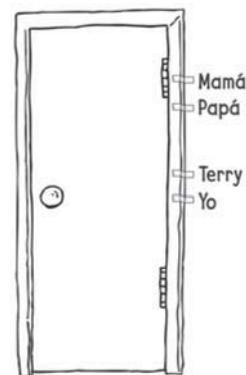


pie 12 pulgadas

regla de 1 yarda Una herramienta con marcas que muestra 3 pies

Actividad para la casa

En el marco de una puerta, marque con cinta adhesiva la altura de cada miembro de la familia. Mida la altura en pulgadas. Escriba el nombre de cada persona y su altura en la cinta adhesiva.



Literatura

La lectura de cuentos matemáticos refuerza las ideas. Busque estos libros en la biblioteca.

Measuring Penny
por Loreen Leedy.
Henry Holt and
Company, 1998.

**Twelve Snails to
One Lizard**
por Susan Hightower.
Simon & Schuster, 1997.

Name _____

HANDS ON Lesson 8.1

Measure with Inch Models

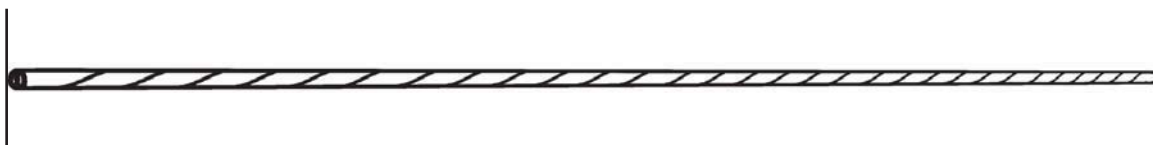


COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

Use color tiles. Measure the length of the object in inches.

1.



about _____ inches

2.



about _____ inches

3.



about _____ inches

4.



about _____ inches

PROBLEM SOLVING

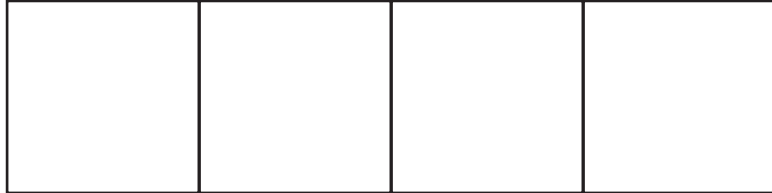


5. Look around your classroom.
Find an object that is about 4 inches long.
Draw and label the object.

Lesson Check (MACC.2.MD.1.1)

1. Jessie used color tiles to measure the rope.
Which is the best choice for the length of the rope?

- ☐ about 1 inch
- ☐ about 2 inches
- ☐ about 3 inches
- ☐ about 4 inches



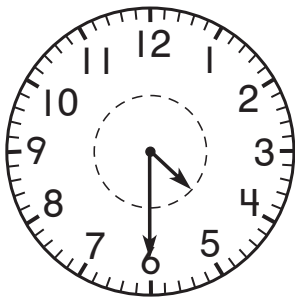
Spiral Review (MACC.2.NBT.2.5, MACC.2.MD.3.7, MACC.2.MD.3.8)

2. Adam has these coins. How much money is this? (Lesson 7.1)

- ☐ 5¢
- ☐ 20¢
- ☐ 25¢
- ☐ 40¢



3. Look at the clock hands. What time does this clock show? (Lesson 7.8)



- ☐ 4:30
- ☐ 5:00
- ☐ 5:30
- ☐ 6:00

4. What is the sum? (Lesson 4.7)

$$\begin{array}{r} 84 \\ + 71 \\ \hline \end{array}$$

- ☐ 165
- ☐ 155
- ☐ 53
- ☐ 13

Name _____

HANDS ON Lesson 8.2

Make and Use a Ruler

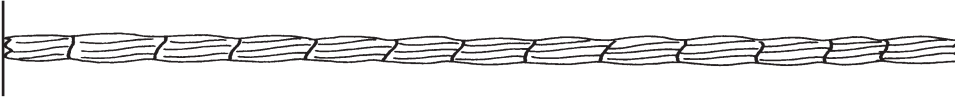


COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

Measure the length with your ruler.
Count the inches.

1.



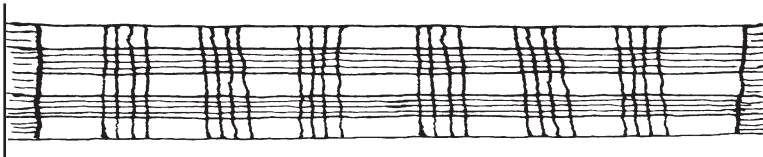
about _____ inches

2.



about _____ inches

3.



about _____ inches

4.



about _____ inches

PROBLEM SOLVING

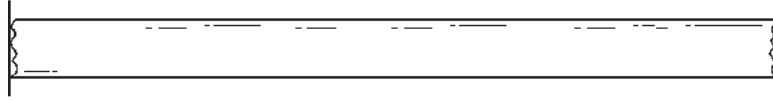


5. Use your ruler. Measure the width of this page in inches.

about _____ inches

Lesson Check (MACC.2.MD.1.1)

1. Use your ruler. What is the best choice for the length of this ribbon?

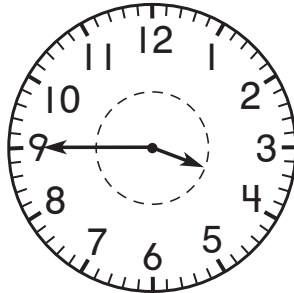


- ☐ about 5 inches
- ☐ about 4 inches
- ☐ about 3 inches
- ☐ about 2 inches

Spiral Review (MACC.2.OA.3.4, MACC.2.NBT.2.7, MACC.2.MD.3.7, MACC.2.MD.3.8)

2. What time is shown on this clock? (Lesson 7.9)

- ☐ 9:15
- ☐ 4:45
- ☐ 3:45
- ☐ 3:09



3. What is the total value of these coins? (Lesson 7.2)



- ☐ 60¢
- ☐ 50¢
- ☐ 55¢
- ☐ 35¢

4. The first group collected 238 cans. The second group collected 345 cans. How many cans did the two groups collect? (Lesson 6.3)

- ☐ 107
- ☐ 573
- ☐ 583
- ☐ 585

5. There are 2 children in each row. How many children are in 5 rows? (Lesson 3.10)

- ☐ 3
- ☐ 5
- ☐ 7
- ☐ 10

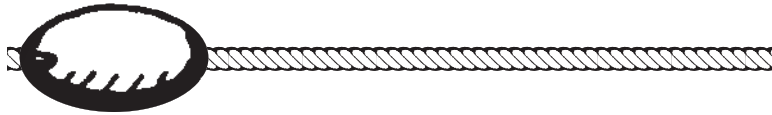
Estimate Lengths in Inches

COMMON CORE STANDARD MACC.2.MD.1.3

Measure and estimate lengths in standard units.

The bead is 1 inch long.
Circle the best estimate for the length of the string.

1.



1 inch

4 inches

7 inches

2.

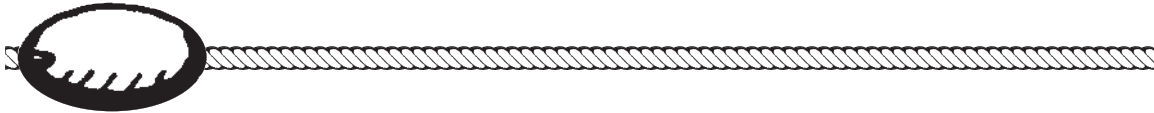


3 inches

6 inches

9 inches

3.

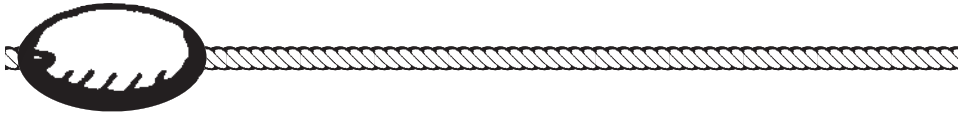


2 inches

3 inches

6 inches

4.



2 inches

5 inches

8 inches

PROBLEM SOLVING

REAL WORLD

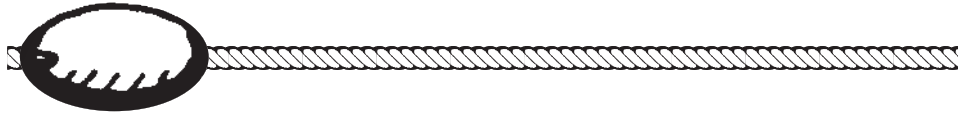
Solve. Write or draw to explain.

5. Ashley has some beads. Each bead is 2 inches long. How many beads will fit on a string that is 8 inches long?

_____ beads

Lesson Check (MACC.2.MD.1.3)

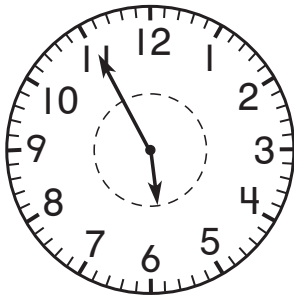
1. The bead is 1 inch long. Which is the best estimate for the length of the string?



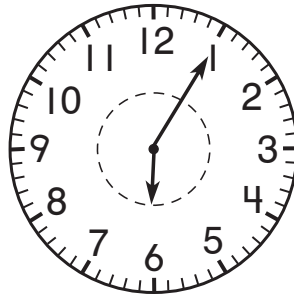
- ☐ 1 inch
- ☐ 3 inches
- ☐ 5 inches
- ☐ 7 inches

Spiral Review (MACC.2.OA.1.1, MACC.2.NBT.2.6, MACC.2.MD.3.7)

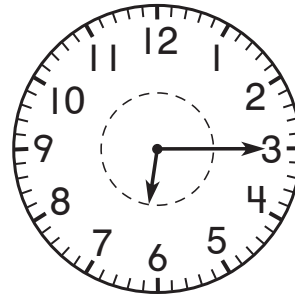
2. Which clock shows 5 minutes after 6? (Lesson 7.10)



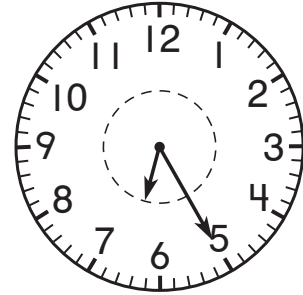
☐



☐



☐



☐

3. Ella read 16 pages of her book on Monday and 26 pages on Tuesday. There are 64 pages in the book. How many more pages are left for Ella to read?

(Lesson 5.11)

- ☐ 106
- ☐ 32
- ☐ 34
- ☐ 22

4. What is the sum? (Lesson 4.2)

$$38 + 24 = \underline{\quad}$$

- ☐ 54
- ☐ 60
- ☐ 62
- ☐ 66

Name _____

HANDS ON Lesson 8.4

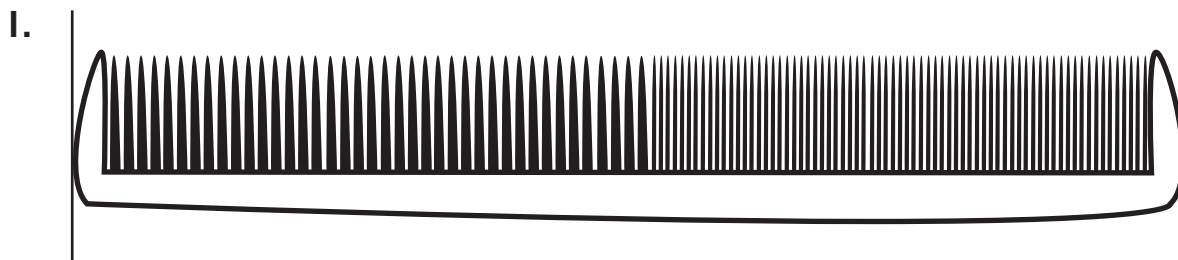
Measure with an Inch Ruler



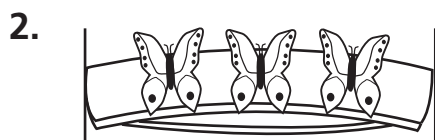
COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

Measure the length to the nearest inch.



_____ inches



_____ inches



_____ inches

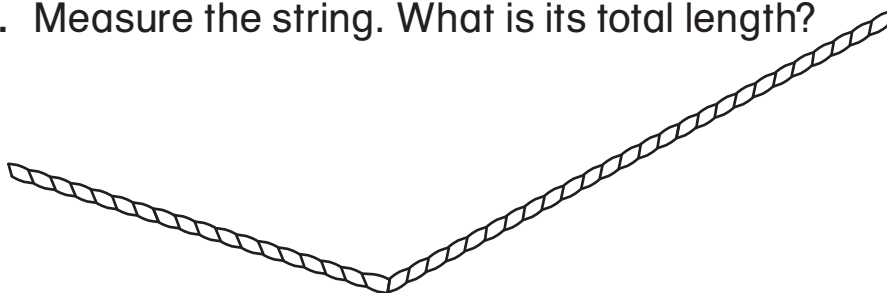


_____ inches

PROBLEM SOLVING



5. Measure the string. What is its total length?



_____ inches

Lesson Check (MACC.2.MD.1.1)

1. Use an inch ruler. What is the length to the nearest inch?



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

2. Use an inch ruler. What is the length to the nearest inch?

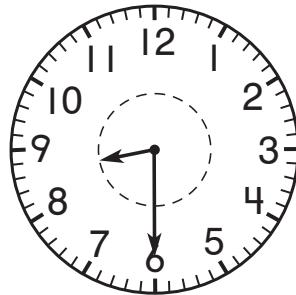


- ☐ 2 inches
- ☐ 3 inches
- ☐ 4 inches
- ☐ 5 inches

Spiral Review (MACC.2.OA.2.2, MACC.2.MD.1.1, MACC.2.MD.3.7)

3. The clock shows the time that Jen got to school. What time did Jen get to school? (Lesson 7.11)

- ☐ 6:30 A.M.
- ☐ 8:30 A.M.
- ☐ 6:30 P.M.
- ☐ 8:30 P.M.



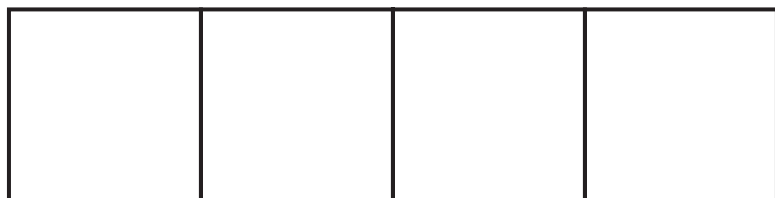
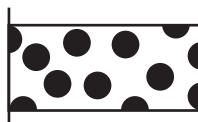
4. What is the difference? (Lesson 3.7)

$$13 - 5 = \underline{\quad}$$

- ☐ 18
- ☐ 10
- ☐ 9
- ☐ 8

5. Each color tile is about 1 inch long. Which is the best choice for the length of the ribbon? (Lesson 8.1)

- ☐ about 1 inch
- ☐ about 2 inches
- ☐ about 3 inches
- ☐ about 4 inches



Name _____

PROBLEM SOLVING

Lesson 8.5

Problem Solving • Add and Subtract in Inches

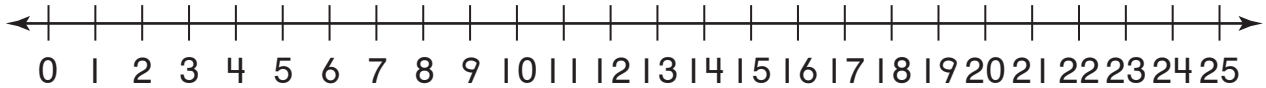


COMMON CORE STANDARDS MACC.2.MD.2.5,
MACC.2.MD.2.6

Relate addition and subtraction to length.

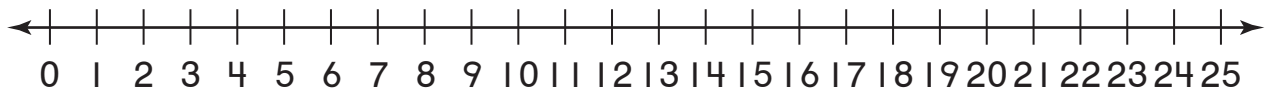
Draw a diagram. Write a number sentence using a  for the missing number. Solve.

1. Molly had a ribbon that was 23 inches long. She cut 7 inches off the ribbon. How long is her ribbon now?



Molly's ribbon is _____ inches long now.

2. Jed has a paper clip chain that is 11 inches long. He adds 7 inches of paper clips to the chain. How long is the paper clip chain now?

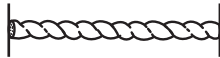


The paper clip chain is _____ inches long now.

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

- | | |
|--|--|
| <p>1. Allie has two pieces of string. Each one is 8 inches long. How many inches of string does she have altogether?</p> <p> <input type="radio"/> 16 inches <input type="radio"/> 14 inches
 <input type="radio"/> 15 inches <input type="radio"/> 12 inches </p> | <p>2. Jeff has a cube train that is 26 inches long. He removes 12 inches of cubes from the train. How long is Jeff's cube train now?</p> <p> <input type="radio"/> 38 inches <input type="radio"/> 14 inches
 <input type="radio"/> 18 inches <input type="radio"/> 12 inches </p> |
|--|--|

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

- | | |
|---|---|
| <p>3. Ann buys a pencil that costs 45¢. Which group of coins has a total value of 45¢? <small>(Lesson 7.4)</small></p> <p> <input type="radio"/> 1 quarter and 1 dime
 <input type="radio"/> 1 quarter and 2 dimes
 <input type="radio"/> 2 quarters
 <input type="radio"/> 6 nickels and 1 dime </p> | <p>4. Use an inch ruler. What is the best choice for the length of this string? <small>(Lesson 8.4)</small></p> <div style="text-align: center;">  </div> <p> <input type="radio"/> about 1 inch
 <input type="radio"/> about 2 inches
 <input type="radio"/> about 3 inches
 <input type="radio"/> about 4 inches </p> |
|---|---|

5. Jason has these coins in a jar. What is the total value of these coins? (Lesson 7.3)

- ☐ 30¢
☐ 45¢
☐ 50¢
☐ 55¢



Name _____

HANDS ON Lesson 8.6

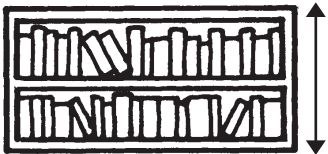
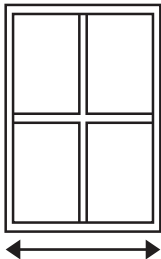
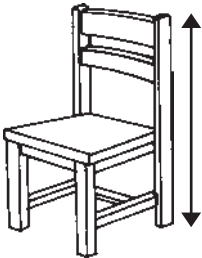
Measure in Inches and Feet



COMMON CORE STANDARD MACC.2.MD.1.2

Measure and estimate lengths in standard units.

**Measure to the nearest inch.
Then measure to the nearest foot.**

Find the real object.	Measure.
<p>1. bookcase</p> 	<p>_____ inches</p> <p>_____ feet</p>
<p>2. window</p> 	<p>_____ inches</p> <p>_____ feet</p>
<p>3. chair</p> 	<p>_____ inches</p> <p>_____ feet</p>

PROBLEM SOLVING

REAL WORLD

4. Jake has a piece of yarn that is 4 feet long.
Blair has a piece of yarn that is 4 inches long.
Who has the longer piece of yarn? Explain.

Lesson Check (MACC.2.MD.1.2)

- Larry is telling his sister about using a ruler to measure length. Which sentence is true?
 - ☐ 1 foot is shorter than 1 inch.
 - ☐ 1 foot is longer than 1 inch.
 - ☐ 1 inch is longer than 1 foot.
 - ☐ 1 foot is the same length as 1 inch.

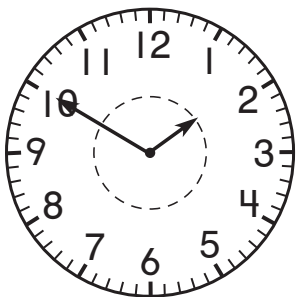
Spiral Review (MACC.2.NBT.2.5, MACC.2.NBT.2.7, MACC.2.MD.3.7, MACC.2.MD.3.8)

- Matt put this money in his pocket. What is the total value of this money? (Lesson 7.6)

- ☐ \$1.01
- ☐ \$1.06
- ☐ \$1.10
- ☐ \$1.11



- What time is shown on this clock? (Lesson 7.9)



- ☐ 12:50
- ☐ 1:50
- ☐ 10:05
- ☐ 1:10

- Ali had 38 game cards. Her friend gave her 15 more game cards. How many game cards does Ali have now? (Lesson 4.7)

- ☐ 53
- ☐ 48
- ☐ 43
- ☐ 23

Estimate Lengths in Feet

COMMON CORE STANDARD MACC.2.MD.1.3

Measure and estimate lengths in standard units.

Find each object.**Estimate how many 12-inch rulers will be about the same length as the object.**

1. door

Estimate: _____ rulers, or _____ feet

2. flag

Estimate: _____ rulers, or _____ feet

3. wall of a small room

Estimate: _____ rulers, or _____ feet

PROBLEM SOLVING **REAL WORLD**

Solve. Write or draw to explain.

4. Mr. and Mrs. Baker place 12-inch rulers along the length of a rug. They each line up 3 rulers along the edge of the rug. What is the length of the rug?

about _____ feet

Lesson Check (MACC.2.MD.1.3)

- | | |
|--|--|
| <p>1. Which is the best estimate for the length of a bike?</p> <p><input type="radio"/> 1 foot</p> <p><input type="radio"/> 2 feet</p> <p><input type="radio"/> 5 feet</p> <p><input type="radio"/> 9 feet</p> | <p>2. Which is the best estimate for the length of a football?</p> <p><input type="radio"/> 1 foot</p> <p><input type="radio"/> 4 feet</p> <p><input type="radio"/> 5 feet</p> <p><input type="radio"/> 8 feet</p> |
|--|--|

Spiral Review (MACC.2.NBT.2.5, MACC.2.NBT.2.7, MACC.2.MD.3.8)

- | | |
|---|--|
| <p>3. Which group of coins has a value of \$1.00? <small>(Lesson 7.5)</small></p> <p><input type="radio"/> 2 quarters, 2 dimes, 3 nickels</p> <p><input type="radio"/> 2 quarters, 3 dimes, 4 nickels</p> <p><input type="radio"/> 2 quarters, 4 dimes, 3 nickels</p> <p><input type="radio"/> 3 quarters, 2 dimes, 2 nickels</p> | <p>4. Which group of coins has a total value of 37¢? <small>(Lesson 7.4)</small></p> <p><input type="radio"/> 3 nickels, 7 pennies</p> <p><input type="radio"/> 1 quarter, 2 dimes, 1 nickel</p> <p><input type="radio"/> 2 dimes, 3 nickels, 2 pennies</p> <p><input type="radio"/> 7 quarters, 3 dimes</p> |
|---|--|

- | | |
|--|---|
| <p>5. There are 68 children in the school. There are 19 children on the playground. How many more children are in the school than on the playground? <small>(Lesson 5.2)</small></p> <p><input type="radio"/> 87</p> <p><input type="radio"/> 79</p> <p><input type="radio"/> 49</p> <p><input type="radio"/> 47</p> | <p>6. What is the sum? <small>(Lesson 6.3)</small></p> <div style="text-align: center; margin-bottom: 20px;"> $\begin{array}{r} 548 \\ + 436 \\ \hline \end{array}$ </div> <p><input type="radio"/> 112</p> <p><input type="radio"/> 912</p> <p><input type="radio"/> 974</p> <p><input type="radio"/> 984</p> |
|--|---|

Choose a Tool

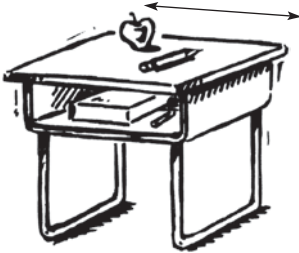
COMMON CORE STANDARD MACC.2.MD.1.1

Measure and estimate lengths in standard units.

Choose the best tool for measuring the real object. Then measure and record the length or distance.

inch ruler
yardstick
measuring tape

1. the length of your desk



Tool: _____

Length: _____

2. the distance around a basket



Tool: _____

Length: _____

PROBLEM SOLVING **REAL WORLD**

Choose the better tool for measuring.
Explain your choice.

3. Mark wants to measure the length of his room.
Should he use an inch ruler or a yardstick?

Mark should use _____ because

Lesson Check (MACC.2.MD.1.1)

- | | |
|--|--|
| 1. Kim wants to measure the distance around her bike tire. Which is the best tool for her to use?

<input type="radio"/> cup
<input type="radio"/> yardstick
<input type="radio"/> color tiles
<input type="radio"/> measuring tape | 2. Ben wants to measure the length of a seesaw. Which is the best tool for him to use?

<input type="radio"/> cup
<input type="radio"/> yardstick
<input type="radio"/> color tiles
<input type="radio"/> paper clips |
|--|--|

Spiral Review (MACC.2.MD.1.2, MACC.2.MD.1.3, MACC.2.MD.2.5, MACC.2.MD.2.6)

- | | |
|---|---|
| 3. Which is the best estimate for the length of a sheet of paper?

<small>(Lesson 8.7)</small>

<input type="radio"/> 1 foot
<input type="radio"/> 3 feet
<input type="radio"/> 6 feet
<input type="radio"/> 10 feet | 4. Andy has a rope that is 24 inches long. He cuts off 7 inches from the rope. How long is the rope now? <small>(Lesson 8.5)</small>

<input type="radio"/> 20 inches
<input type="radio"/> 17 inches
<input type="radio"/> 15 inches
<input type="radio"/> 9 inches |
|---|---|
5. Jan is telling her friend about using a ruler to measure length. Which sentence is true? (Lesson 8.6)
- ☐ 3 inches is longer than 1 foot.
 - ☐ 1 foot is shorter than 3 inches.
 - ☐ 1 foot is longer than 12 inches.
 - ☐ 12 inches is the same length as 1 foot.

Display Measurement Data



COMMON CORE STANDARD MACC.2.MD.4.9
Represent and interpret data.

- Use an inch ruler.
Measure and record the lengths of 4 different books in inches.

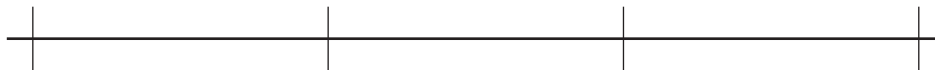
1st book: _____ inches

2nd book: _____ inches

3rd book: _____ inches

4th book: _____ inches

- Make a line plot of the information above.
Write a title for a line plot. Then write the numbers and draw the **Xs**.



PROBLEM SOLVING



- Jesse measured the lengths of some strings.
Use his list to complete the line plot.



Lengths of Strings

5 inches

7 inches

6 inches

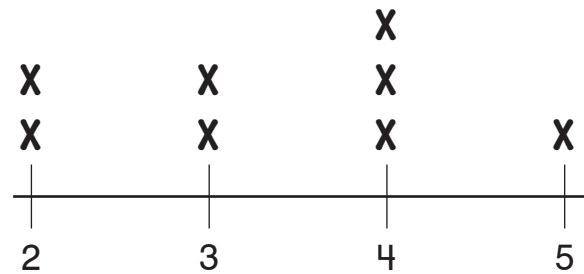
8 inches

5 inches

Lesson Check (MACC.2.MD.4.9)

1. Use the line plot. How many sticks are 4 inches long?

- ☐ 4
☐ 3
☐ 2
☐ 1



Lengths of Sticks in Inches

Spiral Review (MACC.2.NBT.2.7, MACC.2.MD.1.1, MACC.2.MD.1.3, MACC.2.MD.2.5, MACC.2.MD.2.6)

2. Kim wants to measure a ball. Which is the best tool for Kim to use? (Lesson 8.8)

- ☐ counter
☐ pencil
☐ paper clip
☐ measuring tape

3. Which is the best estimate for the length of a teacher's desk? (Lesson 8.7)

- ☐ 20 feet
☐ 15 feet
☐ 5 feet
☐ 1 foot

4. Kurt has a string that is 12 inches long and another string that is 5 inches long. How many inches of string does he have altogether? (Lesson 8.5)

- ☐ 7 inches
☐ 12 inches
☐ 17 inches
☐ 19 inches

5. One box has 147 books. The other box has 216 books. How many books are there in both boxes? (Lesson 6.3)

- ☐ 363
☐ 361
☐ 352
☐ 349

Chapter 8 Extra Practice

Lesson 8.1 (pp. 389–392)

Use color tiles. Measure the length of the object in inches.



about _____ inches

Lesson 8.3 (pp. 397–400)

The bead is 1 inch long. Circle the best estimate for the length of the string.



3 inches

5 inches

7 inches

Lesson 8.4 (pp. 401–404)

Measure the length to the nearest inch.

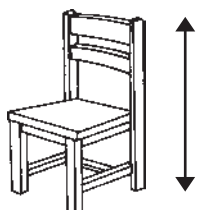


_____ inches

Lesson 8.6 (pp. 409–412)

Measure to the nearest inch.

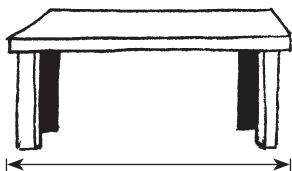
Then measure to the nearest foot.

Find the real object.	Measure.
<p>I.</p> <p>chair</p> 	<p>_____ inches</p> <p>_____ feet</p>

Lesson 8.7 (pp. 413–416)

Find the object. Estimate how many 12-inch rulers will be about the same length as the object.

1. table

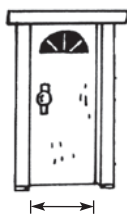


Estimate: _____ rulers, or _____ feet

Lesson 8.8 (pp. 417–420)

Choose the best tool for measuring the real object. Then measure and record the length.

1. the length of a door



inch ruler
yardstick
measuring tape

Tool: _____

Length: _____

Lesson 8.9 (pp. 421–424)

1. Use an inch ruler. Measure and record the lengths of 4 pencils in inches.
2. Write a title for the line plot. Then write the numbers and draw the Xs.

1st pencil: _____ inches

2nd pencil: _____ inches

3rd pencil: _____ inches

4th pencil: _____ inches

