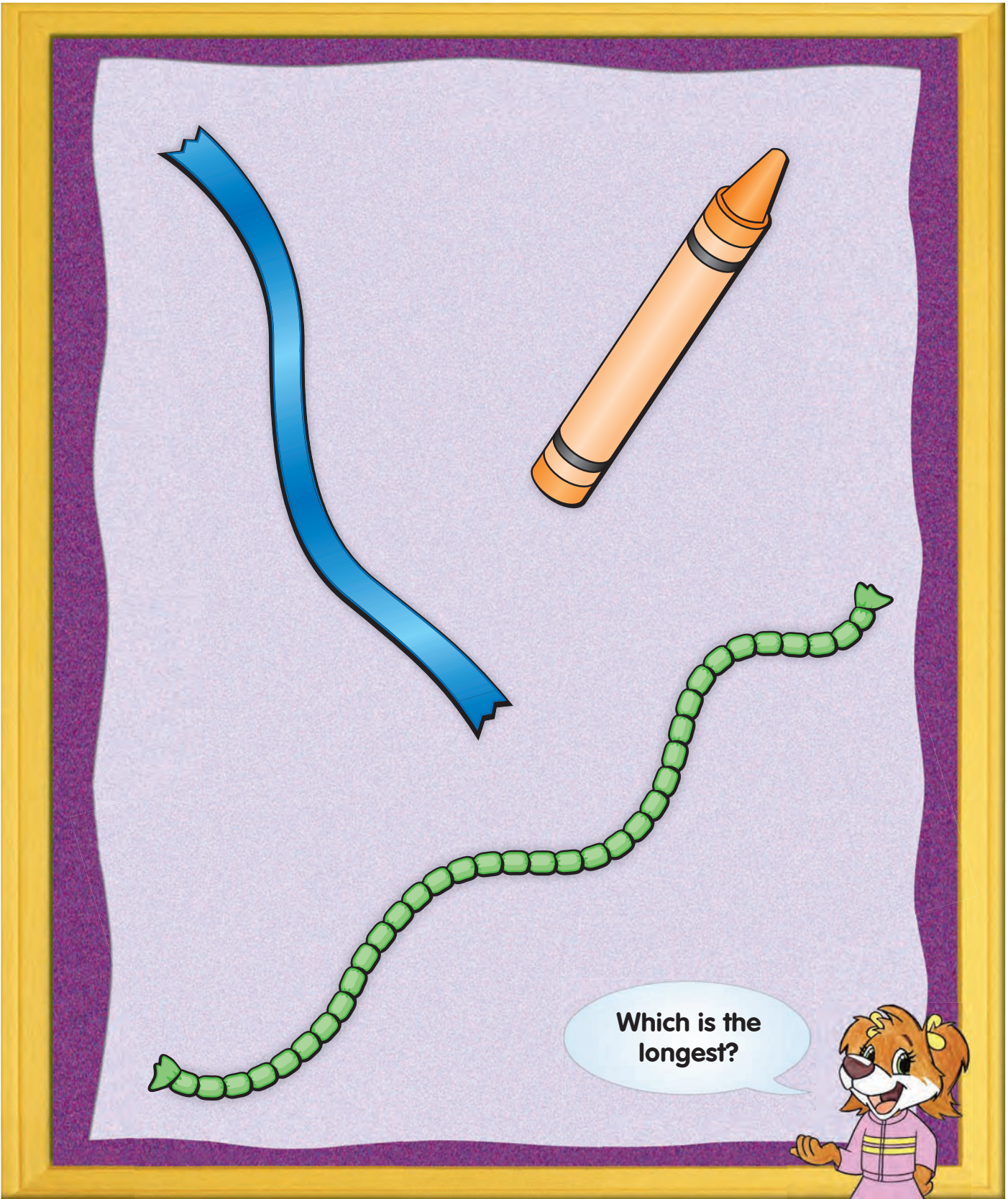


Measurement



Introducing Capacity

NCTM Standards 2, 4, 6, 7, 8, 9, 10

Which holds more?



In each row, circle the container that holds more.



NOTE: Your child is learning to compare the capacity of different-size containers. Have your child tell which container holds more and which holds less.

Which holds less?

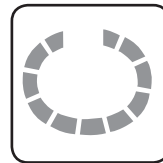
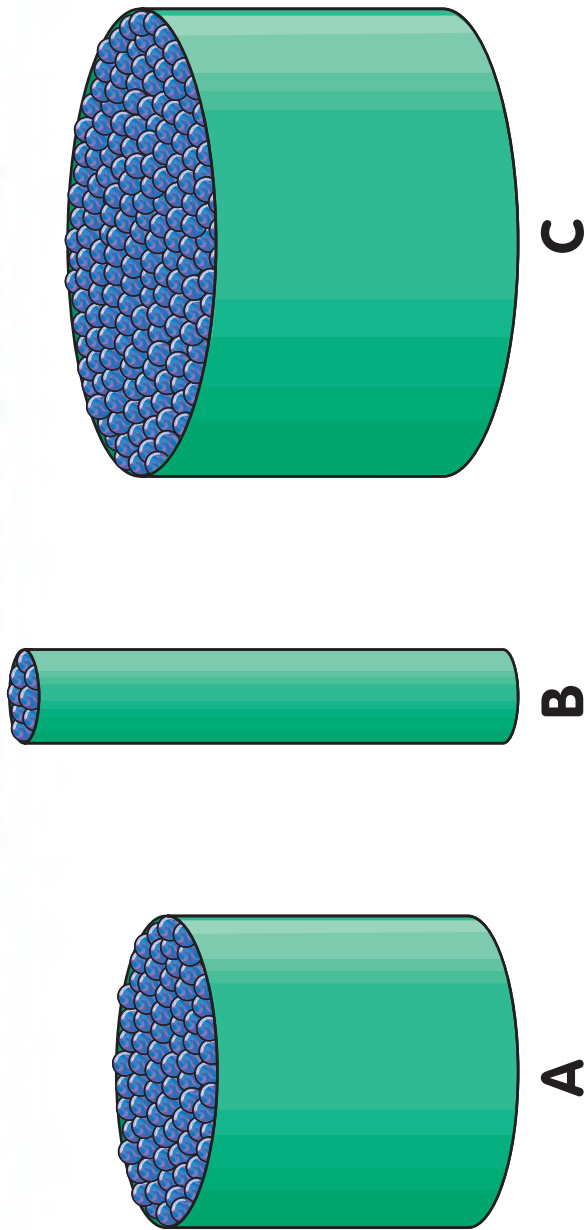


In each row, circle the container that holds less.

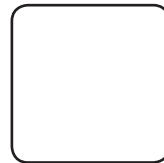
Comparing the Capacities of Containers

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10

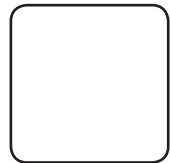
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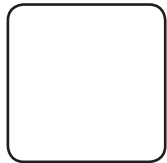
holds the most.



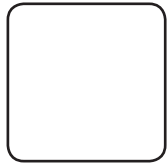
holds the least.



holds more than



but less than



Compare the containers. Write the letter of the container that makes the statement true.



NOTE: Your child is learning to order containers by capacity. Have your child explain how they completed each statement.

Holds Least



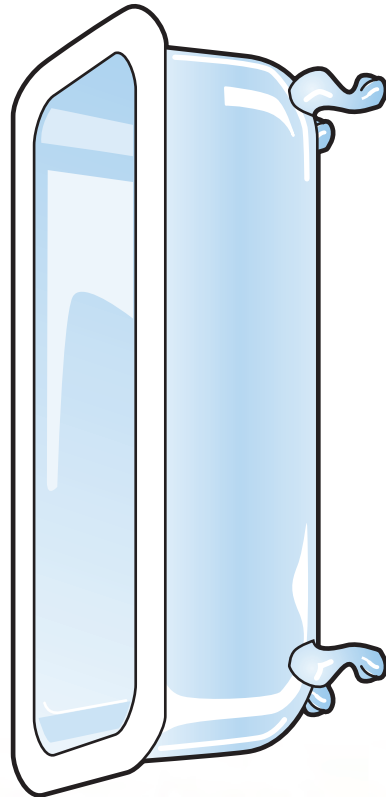
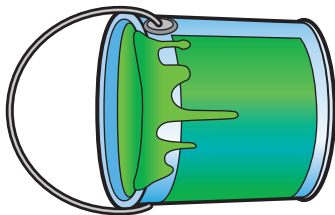
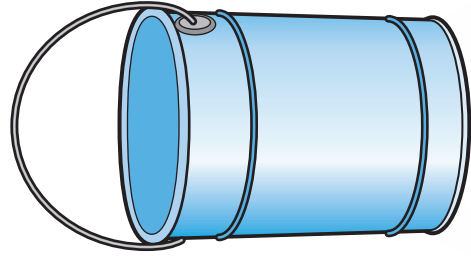
1

2

3

4

Holds Most



Draw a line from each container to show how to order it by capacity.

Measuring to Use a Recipe

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10

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Holds Least

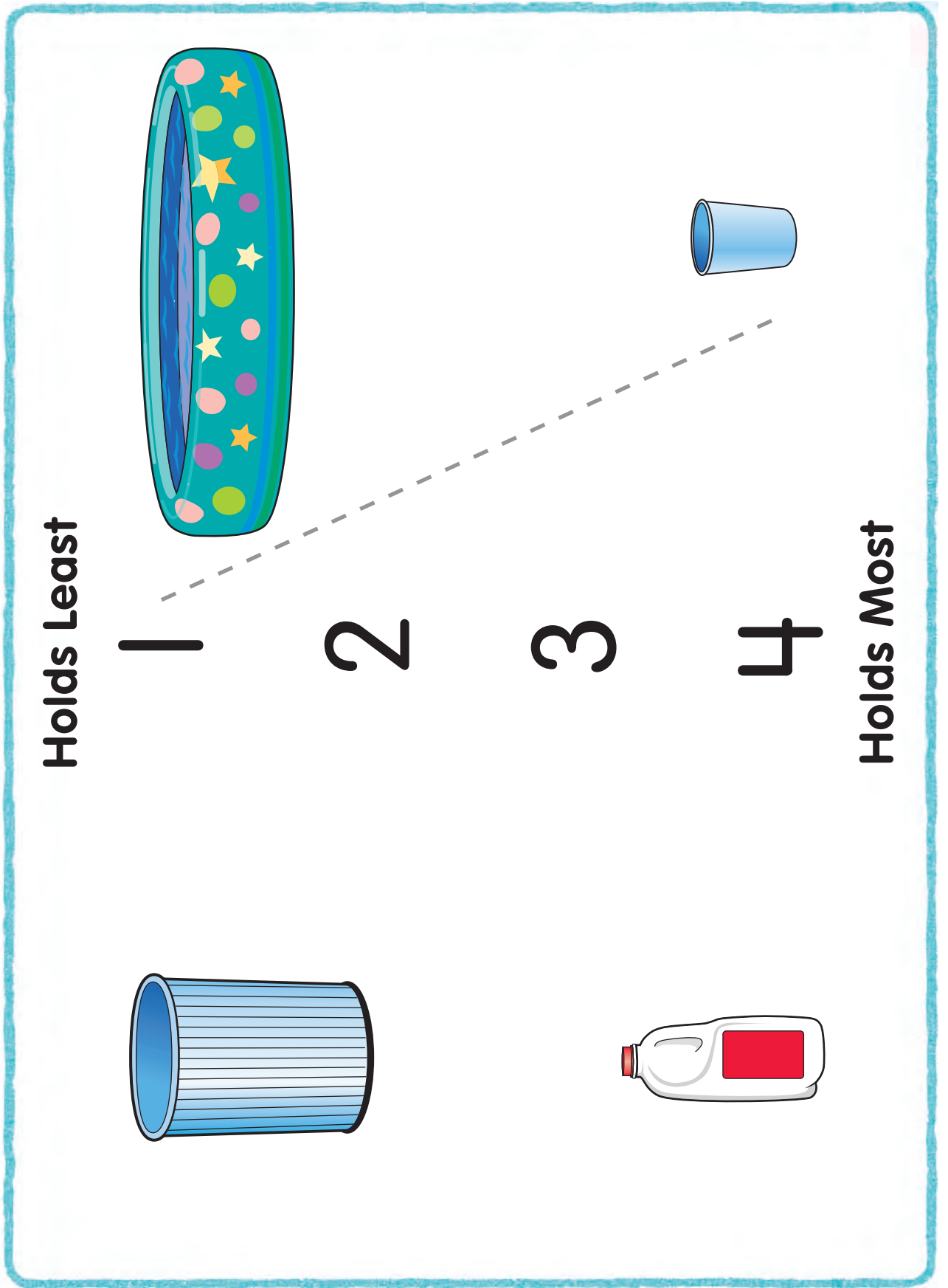
1

2

3

4

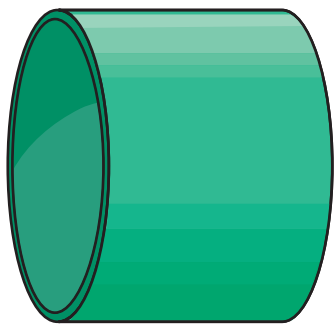
Holds Most



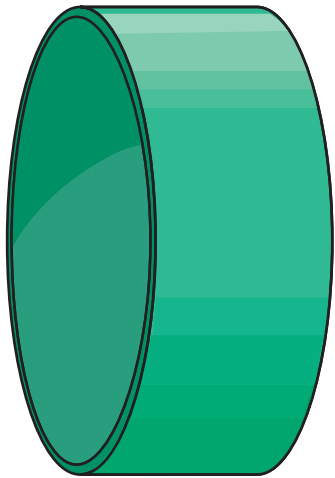
Draw a line from each container to show how to order it by capacity.



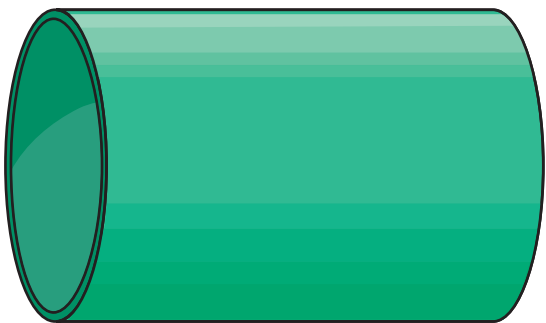
NOTE: Your child is practicing ordering containers by capacity. Have your child name an item or liquid that might be held in each container.



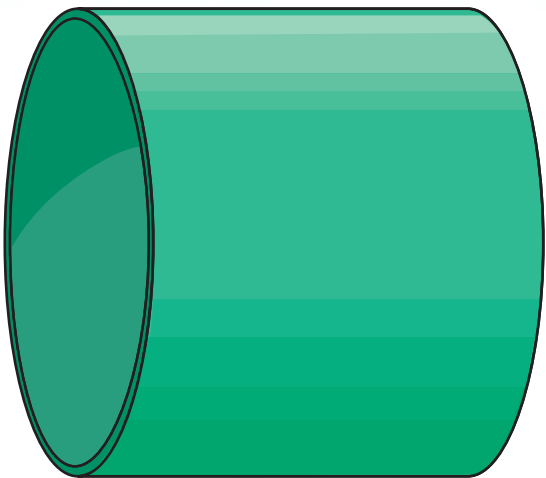
A



B



C



D

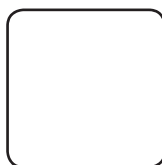


<

B

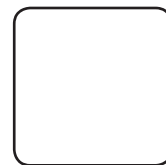
D

>



>

A

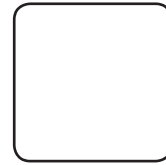


>

C

A

<



<

D

Write the letter of the container that makes the comparison true.

Making Shapes and Beads

NCTM Standards 1, 2, 3, 4, 6, 7, 8, 9, 10

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_____ = _____ beads


_____ + _____


_____ + _____


_____ + _____


_____ + _____


_____ + _____







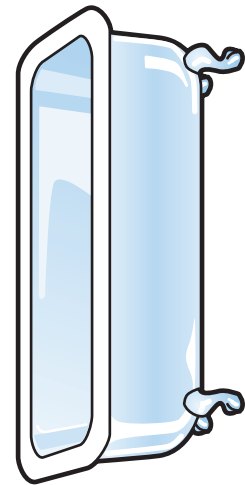
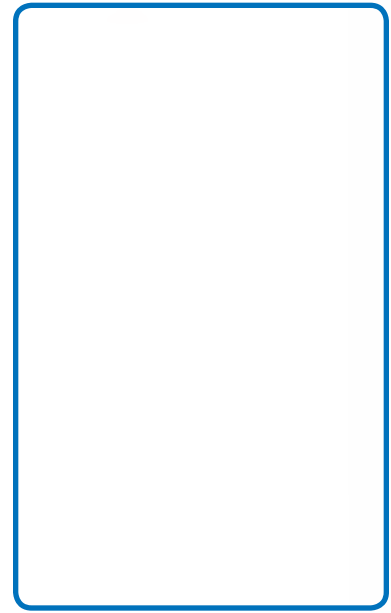
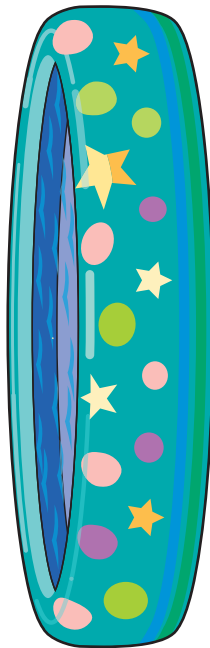
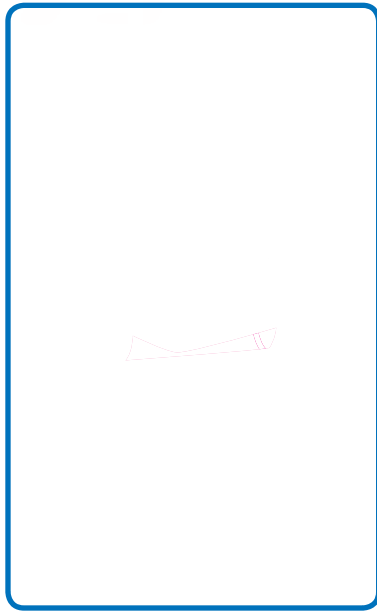
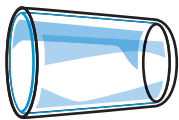




Look at the necklace. Write the number of each type of bead.



NOTE: Your child has been learning about three-dimensional figures. Ask your child to name the shape of each of the beads on this necklace.



Draw a picture of a container that makes each comparison true.

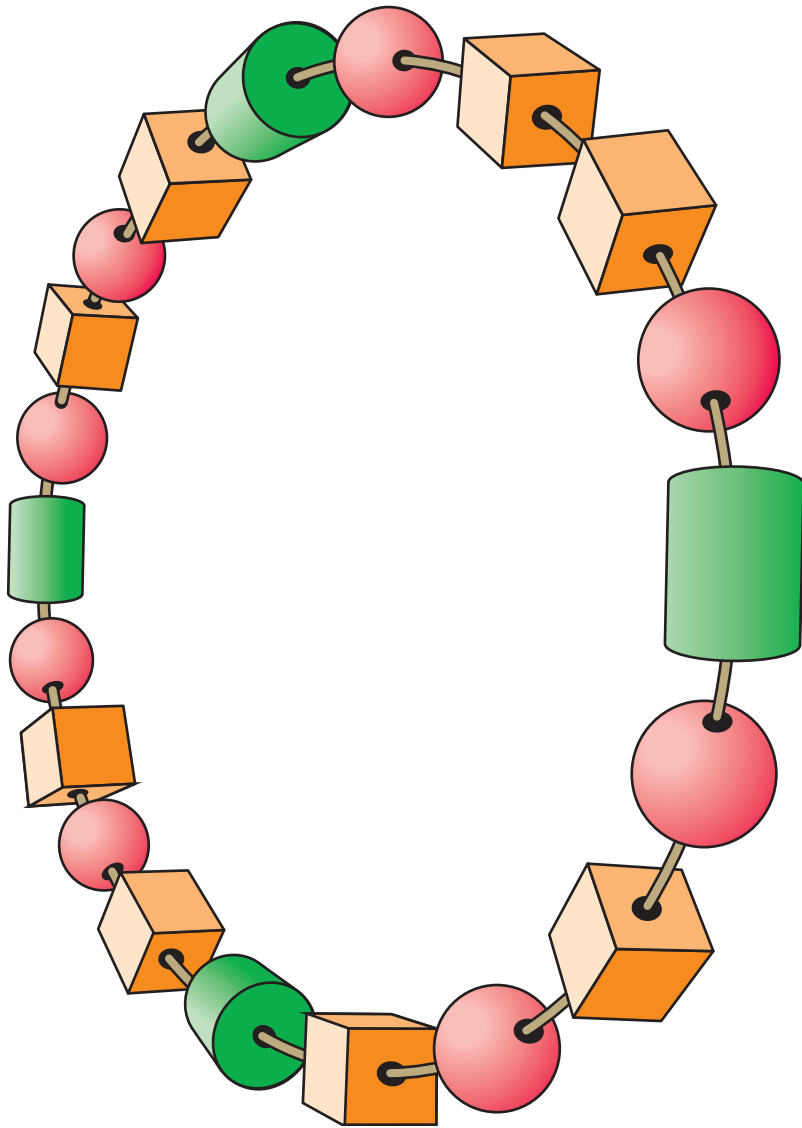
Sorting Beads and Making Patterns

NCTM Standards 1, 2, 3, 6, 7, 8, 9, 10

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Extend each pattern. The picture of the necklace will help you extend the first pattern.

NOTE: Your child has been identifying and extending patterns. Ask your child to tell you the pattern in each row.



beads

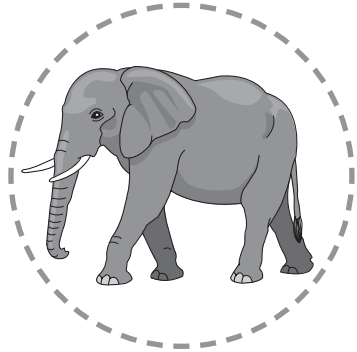
<input style="width: 80%; height: 40px;" type="text"/>	=	<input style="width: 80%; height: 40px;" type="text"/>
		<input style="width: 80%; height: 40px;" type="text"/>
		+
		<input style="width: 80%; height: 40px;" type="text"/>
		+
		<input style="width: 80%; height: 40px;" type="text"/>

Look at the necklace. Count the beads to complete the number sentence.

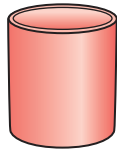
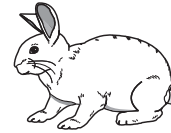
Comparing Weights

NCTM Standards 2, 4, 6, 7, 8, 9, 10

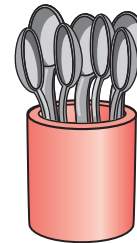
Which is heavier?



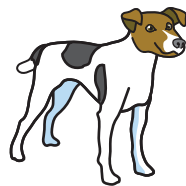
or



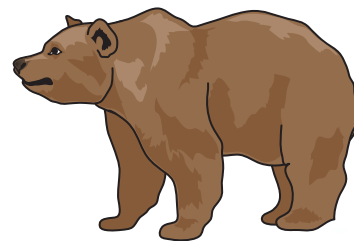
or



or



or

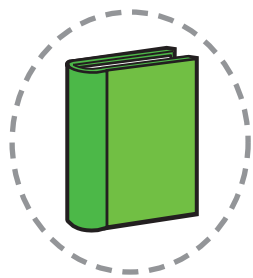


Circle the heavier object in each row.

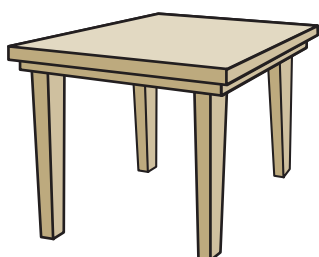


NOTE: Your child is learning to compare weights. Show your child two objects and ask, "Which is heavier? Which is lighter?"

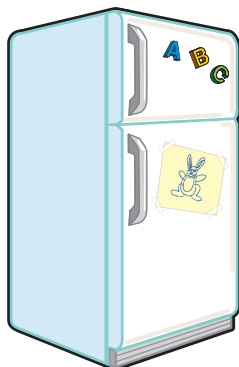
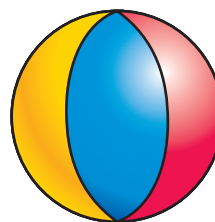
Which is lighter?



or



or



or



or



Circle the lighter object in each row.

More About Weight

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10

Lightest

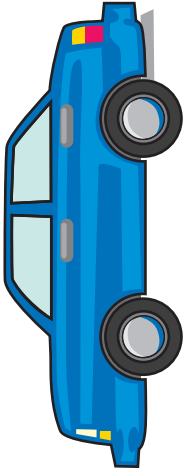

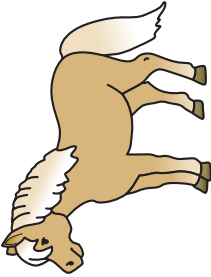

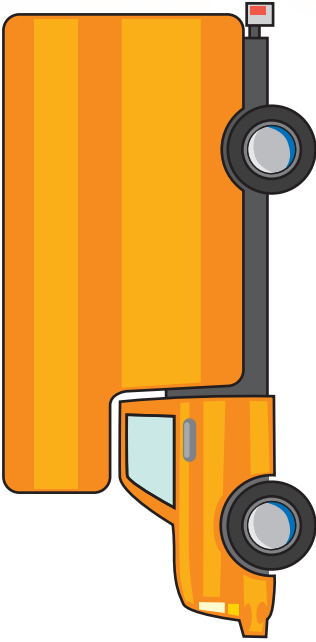
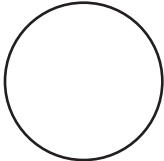
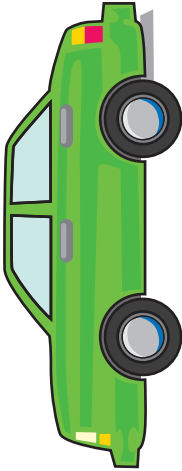
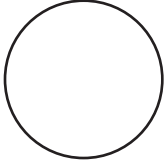




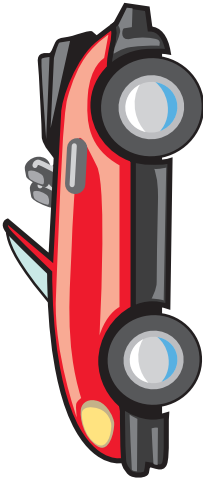

1 2 3 4

Heaviest

Draw a line from each object to show how to order it by weight.



NOTE: Your child is learning to order objects by weight. Ask your child to explain one way to tell which of two items is heavier.

   	     	   
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 Write $>$, $<$, or $=$ to make each comparison true.
 Draw an object to make the comparison true.

Measuring Weight

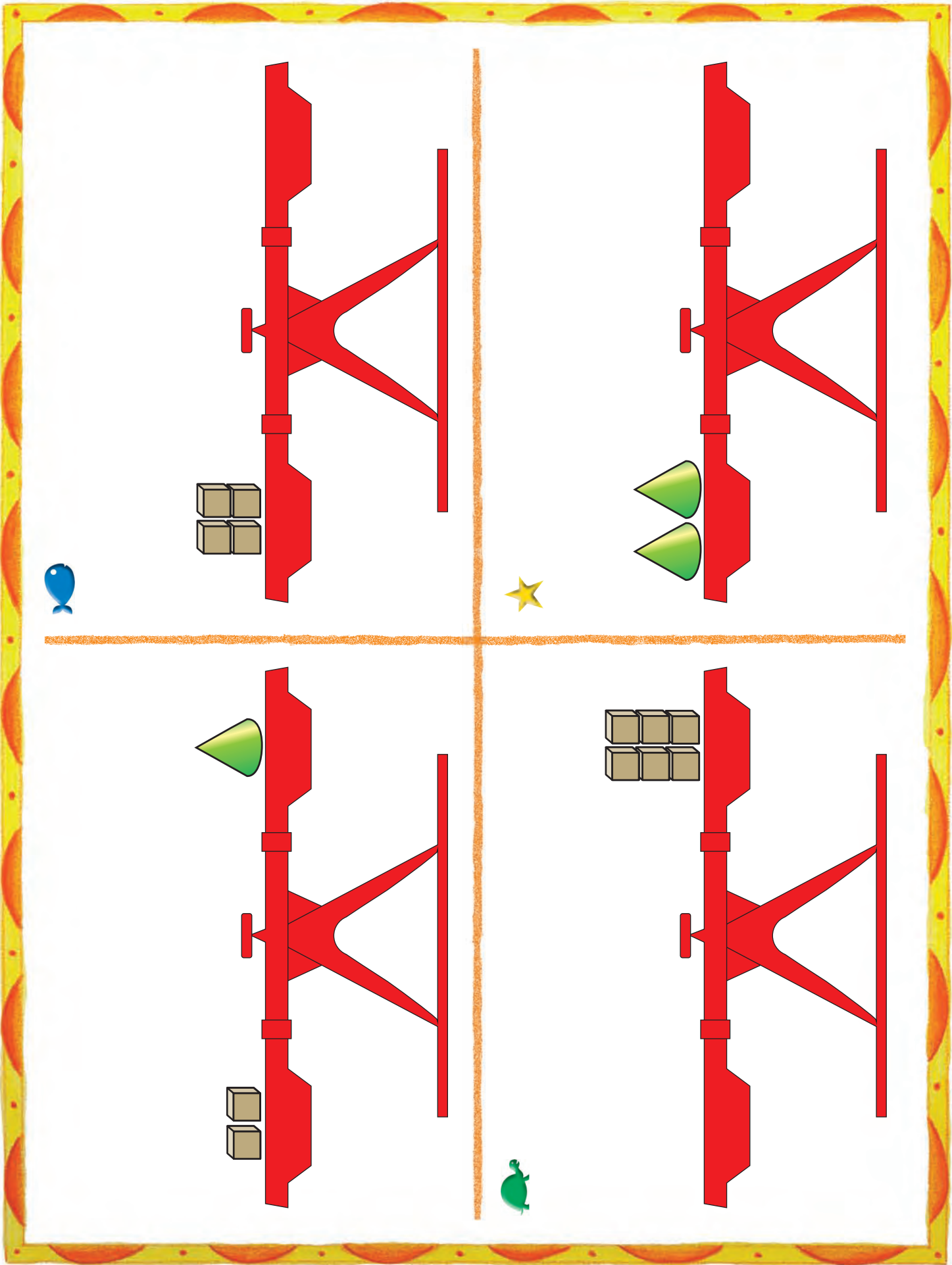
NCTM Standards 3, 4, 6, 7, 8, 9, 10

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Draw balls and/or boxes to balance each scale. Use the first scale as a guide.



NOTE: Your child is learning how to use a balance scale. Ask how the scale looks if one side holds a heavier object.



Draw cones and/or boxes to balance each scale. Use the first scale as a guide.

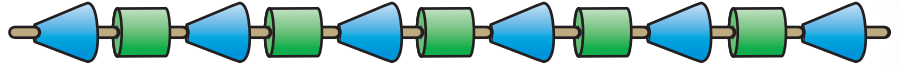
Comparing Lengths

NCTM Standards 1, 2, 4, 6, 7, 8, 9, 10

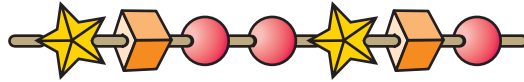
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Longest

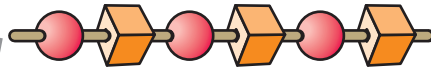
4



3



2



Shortest

1



Draw a line from each chain of beads to show how to order it by length.



NOTE: Your child is learning to order objects by length. Pick up two items and have your child tell you which is longer.

Longest

4



3

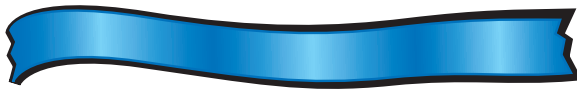


2



Shortest



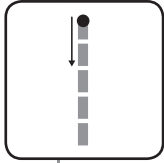



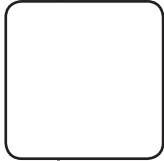



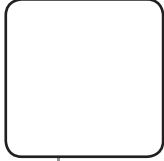



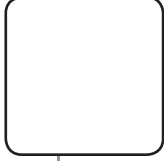

1



Draw a line from each ribbon to show how to order it by length.

Measuring Length with Nonstandard Units

NCTM Standards 1, 4, 6, 7, 8, 9, 10

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Measure and record the length of each object using the paper clips.



NOTE: Your child is learning to measure using nonstandard units. You may wish to have your child measure an item at home using paper clips as a unit.

Measure and record the length of each object using the beads.

More About Length

NCTM Standards 1, 4, 6, 7, 9, 10



is 4  tall.



is 1  tall.



5  tall



6  tall

Use the towers at the top of the page to draw a tower that is 5 paper clips tall and another that is 6 paper clips tall.



NOTE: Your child is using nonstandard units of measurement to measure length and height. Ask, "How many green towers equal one blue tower?"



is 3  tall.



is 2  tall.



5  tall



7  tall



Use the towers at the top of the page to draw a tower that is 5 paper clips tall and another that is 7 paper clips tall.

Name _____

The Length of a Standard Foot

NCTM Standards 1, 4, 6, 7, 8, 9, 10

About a foot

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Draw items that are about a foot long.



NOTE: Your child is learning to identify items that are about a foot long. Ask your child to look for something in the house that is about one foot long or tall.



About 2 feet



About 3 feet

-  Draw one or more items that are about 2 feet long.
-  Draw one or more items that are about 3 feet long.

Comparing Lengths and Measuring Our Shoes

NCTM Standards 1, 3, 4, 6, 7, 9, 10

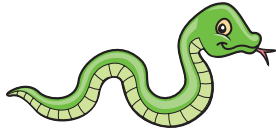
My shoe is about boxes long.

Put the heel of your shoe against the blue line. Then draw or trace your shoe. Write how many boxes long.

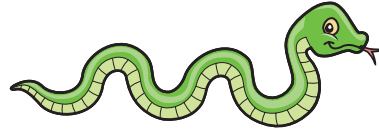


NOTE: Your child is learning to measure how long an object is and how much area an object covers.

Longer



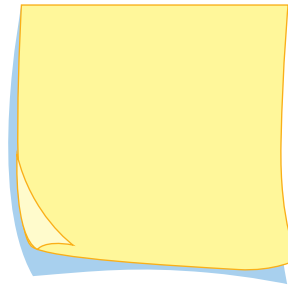
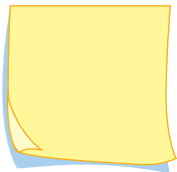
or



or



Covers More



  Circle the object that is longer.
  Circle the object that covers more space.

Graphing Our Shoe Lengths

NCTM Standards 1, 5, 6, 7, 8, 9, 10

About 5 Inches	About 6 Inches	About 7 Inches	8 Inches or More
	// // // //	// // //	

About 5 Inches	About 6 Inches	About 7 Inches	8 Inches or More

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Color a box for each tally mark to make a graph about shoe sizes.



NOTE: Your child is learning to make and read a graph. Ask your child which shoe size is most common in this graph.

**Less Than
7 Inches**



**7 Inches
or More**



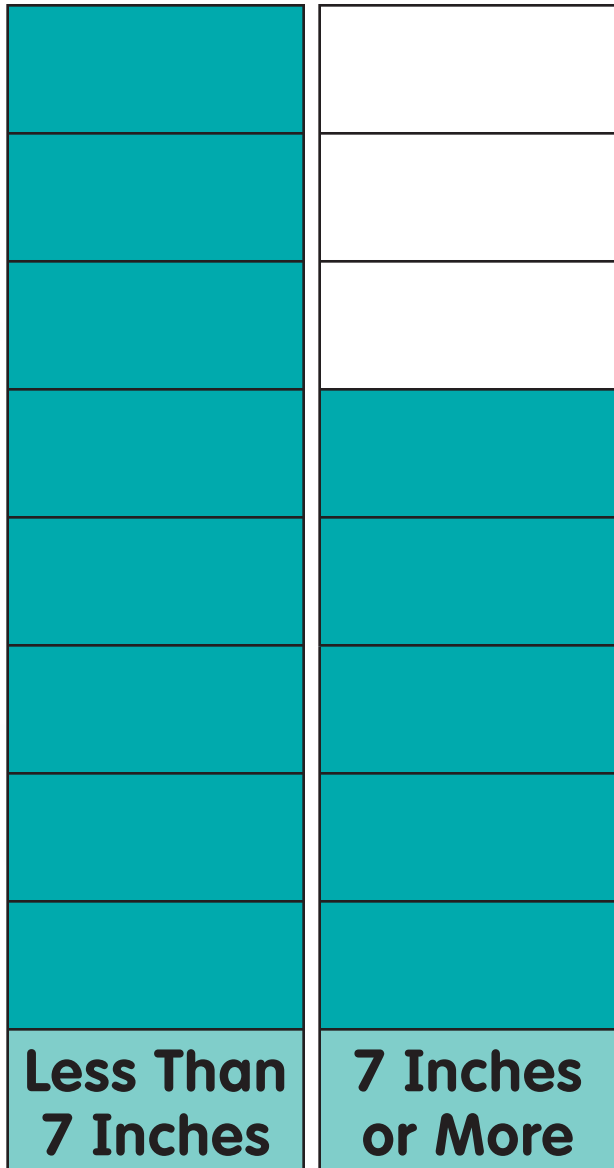
**Less Than
7 Inches**



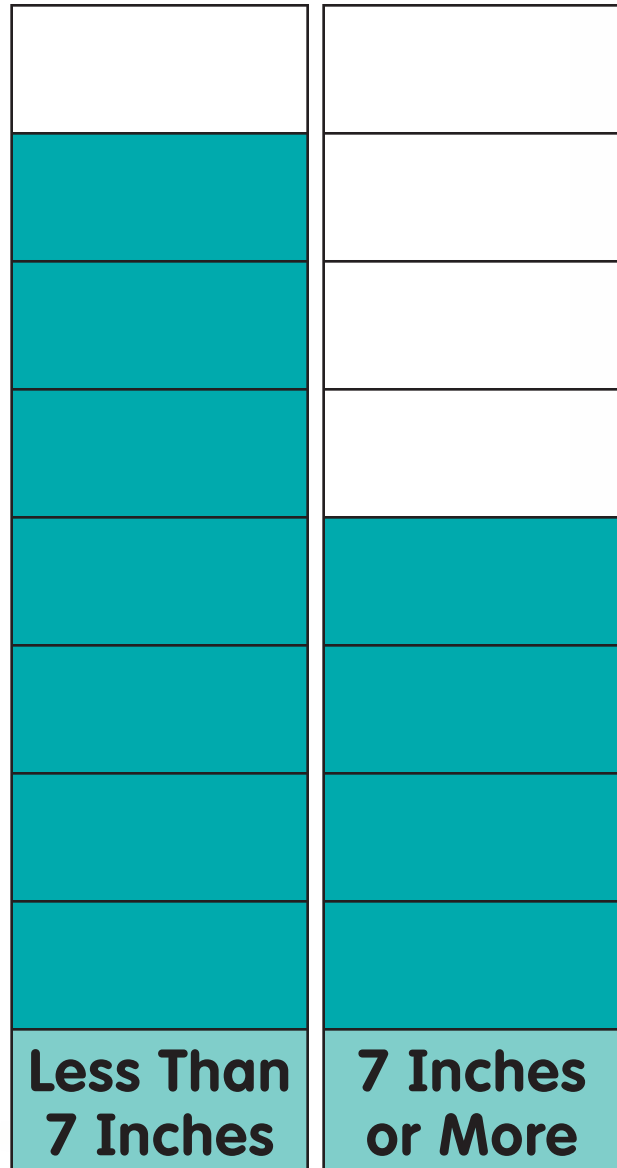
**7 Inches
or More**



Shoe Sizes



Shoe Sizes



Match each tally table to the correct graph.

Review/Assessment

NCTM Standards 1, 2, 3, 5, 6, 7, 8, 9, 10

Lightest 1 2 3 4 Heaviest

The activity consists of a central row of four numbered boxes (1, 2, 3, 4) representing a weight scale from lightest to heaviest. To the left of box 1 is a yellow card with a rabbit illustration, connected to the number by a dashed line. To the right of the boxes are four objects: a light blue box containing letters 'A', 'B', 'C' and a rabbit illustration; a green car; a teal bicycle; and a yellow card with a rabbit illustration.

Draw a line from each object to order it from lightest to heaviest.



NOTE: This page gives your child an opportunity to review concepts introduced in this chapter.

Shortest

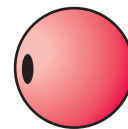
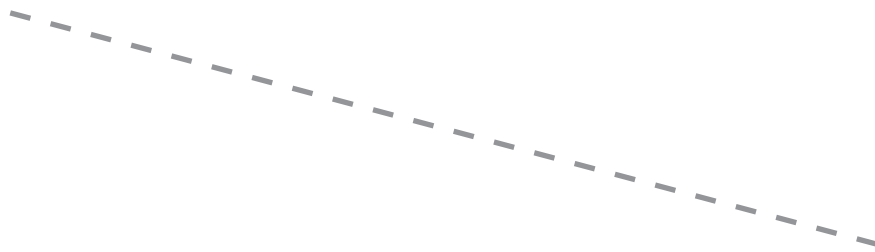
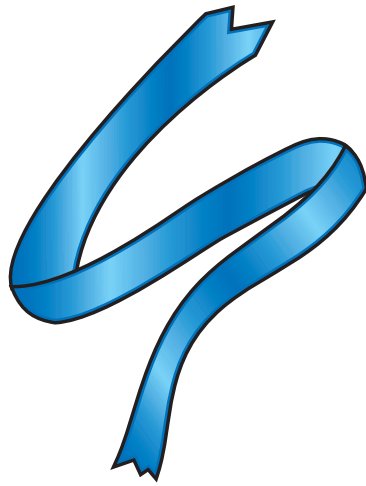
1

2

3

4

Longest



Draw a line from each object to order it from shortest to longest.