Homework: April Choice Board & READ

Mon 4/29	Tues 4/30	Wed 5/1	Thu 5/2	Fri 5/3
Day 4 - Music	Day 5 - Art *April HW Choice Board Signature Due*	Day 6 - PE *Wear Sneakers*	Day 1 - Music *PARP Sheet Due*	Day 2 - Library and Art *Library Books Due*

Updates:

- **Fishkill Regal Cinema Field Trip permission slip and $23 cash due Friday 5/10**
  - Please **keep the top part** of the permission slip for your information. **I only need** the **bottom part**. Thank you!
- **Yearbook orders are due Monday 5/13**
- Please fill out the **April PARP** sheet when reading every night. Students receive prizes when they are handed in and if most/all of the class hands it in, then our class will be recognized on the announcements, get a ribbon on our classroom door, and everyone will receive a prize. **Please encourage your child to fill it in every night when they read.** Thank you!!
- As the temperatures increase, please continue to have your child **dress in layers** so if they are cold they can layer up and if they're hot, they can take the layers off. If your child does not have a coat during cold temperatures, they will need to sit inside for recess. Thank you for your support with this.

Concepts For This Week:

- Phonics
  - Silent consonants: kn, gn, wr, mb
- Reading
  - Reading in the company of others and discussing our books in book clubs
- Writing
  - Preparing for our next writing unit by studying a mentor text
- Math (optional worksheets for practice are attached)
  - Measurement (letter is attached)

Please see back →

- Science: Interdependent Relationships in Ecosystems
  - The essential core ideas in this unit are that:
    - 1) Plants cannot grow without sunlight, water, and air.
    - 2) Plants provide shelter, food, and other materials for animals. Some plants depend on animals to disperse seeds and pollination.
    - 3) There are different habitats in our world and different plants and animals live in specific habitats.
- Positivity Project Trait: Enthusiasm

Have a great week, Partners!
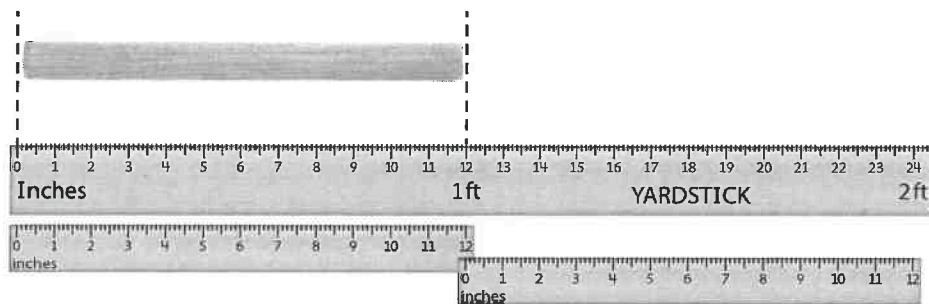
Best,
Miss Alexander

Refine Measuring in Feet and Meters

Complete the Example below. Then solve problems 1–10.

EXAMPLE

Luke uses a rolling pin to make a flatbread called chapati. What is the length of the rolling pin to the nearest foot?

You can use a yardstick. Make sure to line up the object at 0.

The yardstick and rulers are not life-sized.

Solution ....

APPLY IT

1 Use a ruler. What is the length of the eraser to the nearest inch?

What kind of ruler should you use?

The eraser is .... inches long.

2 Think about the length of the actual objects. Draw lines to match each object with the best tool for measuring it.

Which tool is used to measure very long objects?

a measuring tape

a centimeter ruler

3 What is the length of the wire, to the nearest foot?

Which mark for feet is the right end of the wire closest to?

Inches   1ft   YARDSTICK   2ft

The yardstick and rulers are not life-sized.

Ⓐ about 0 feet

Ⓑ about 1 foot

Ⓒ about 2 feet

Ⓓ about 3 feet

Kalisha chose Ⓓ as the answer. How did Kalisha get her answer?
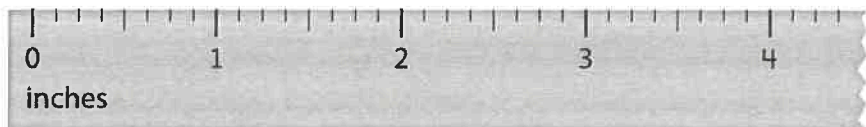
Understand Measurement with Different Units

Dear Family,

This week your child is exploring using different units to measure the length of an object.

An object can be measured using many different units of length, such as inches, feet, yards, centimeters, or meters.

The toy fire truck is 5 centimeters long.
The toy fire truck is about 2 inches long.

It takes fewer inches than centimeters to measure the fire truck. An inch is longer than a centimeter, so you need fewer of them to measure an object. A centimeter is shorter than an inch, so you need more of them to measure an object.

Invite your child to share what they know about measuring length with different units by doing the following activity together.

ACTIVITY EXPLORING DIFFERENT UNITS

Do this activity with your child to understand measurement with different units.

Materials ruler, yardstick, household objects

Play the following game with your child to help them see the results of measuring with longer or shorter units.

- Have your child pick an object to measure. Give your child a choice between measuring in inches, centimeters, feet, or yards. Choose one of the remaining units for yourself.

- Measure the object together, once for each unit.
  Measure to the nearest whole unit. Complete the table.

- Pick another object and repeat with new units for each player.

- For each object, ask your child to circle the player who used fewer units to measure the object.

- Tell your child that you are going to measure the height of the refrigerator in centimeters. Ask your child which unit they would pick to use fewer units to measure the refrigerator. Test your child's answer by measuring with the chosen units.

Object 1		
	Player 1	**Player 2**
Unit		
Measurement		

Object 2		
	Player 1	**Player 2**
Unit		
Measurement		

4 Lucy wants to measure the length of her bike in feet. Which tools could she use? Choose all that apply.

Ⓐ 12-inch ruler   Ⓑ yardstick

Ⓒ meter stick   Ⓓ measuring tape

Ⓔ centimeter ruler

5 Cole buys a chili pepper at a farmer's market. What is the length of the chili pepper to the nearest inch?

Ⓐ 2 inches   Ⓑ 3 inches

Ⓒ 5 inches   Ⓓ 6 inches

6 Each row shows a part of a line. Tarlo measures each line to the nearest centimeter. She writes the length of each line after it. Did she measure correctly? Choose *Yes* or *No* for each length.

	Yes	No
—————————— 5 cm	Ⓐ	Ⓑ
———————— 3 cm	Ⓒ	Ⓓ
——————— 2 cm	Ⓔ	Ⓕ
——————— 4 cm	Ⓖ	Ⓗ

7 Hafeez says the length of the stick is 3 feet. What did Hafeez do wrong?

1 ft   2 ft   3 ft

Ⓐ He measured in inches.

Ⓑ He used the wrong side of the ruler.

Ⓒ He did not line up one end of the stick at 0.

Ⓓ He should have used an inch ruler.

8 What is the actual length of the stick in feet?

....

9 Jabari wants to measure the length of a parking spot in meters. He says the best tool to use is a ruler. Do you agree? Why or why not?

10 MATH JOURNAL

Name two objects that have very different lengths. Describe what tool you would use to measure each object and explain why you chose that tool.

☑ SELF CHECK Go back to the Unit 4 Opener and see what you can check off.

Practice Measuring in Feet and Meters

1 What is the length of the string?
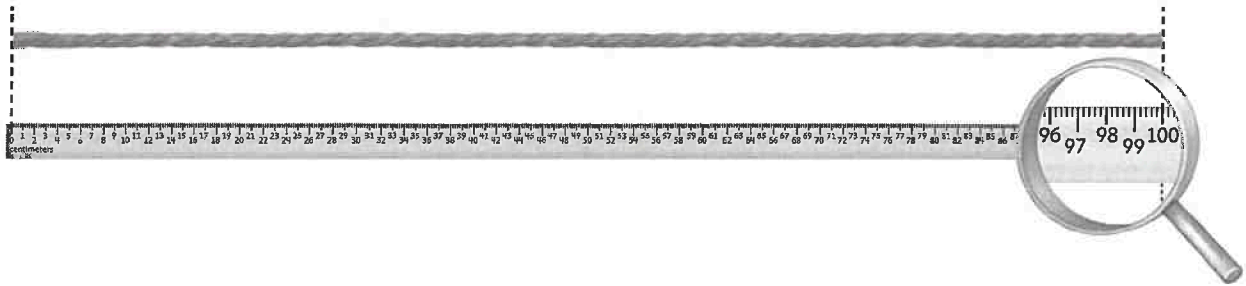
Ⓐ 1 centimeter

Ⓑ 1 meter

Ⓒ 10 centimeters

Ⓓ 10 meters

Galeno chose Ⓐ. How did Galeno get his answer?

What kind of ruler is being used to measure the string?

2 Safara started drawing part of a line above the ruler. Finish drawing the line to make it 2 inches long.

Where on the ruler is the mark for 2 inches?

3 Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.
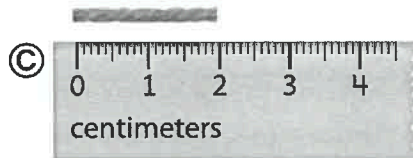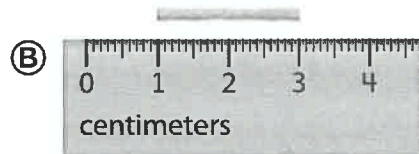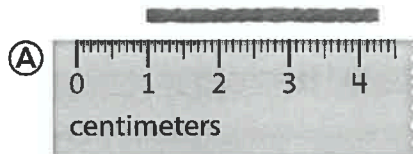
Is it easier to measure large or small objects with a ruler?

park bench   stamp

paper clip   sandbox

4 Which piece of yarn is about 4 centimeters long?

Where do you line up the left edge of the object you are measuring with a ruler?

Ⓐ 0 1 2 3 4 centimeters

Ⓑ 0 1 2 3 4 centimeters

Ⓒ 0 1 2 3 4 centimeters
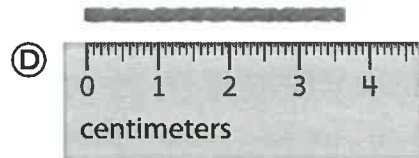
Ⓓ 0 1 2 3 4 centimeters

5 Tomás wants to measure the length of the classroom chalkboard in inches. Which tools could he use? Choose all that apply.

Which tools show inches?

Ⓐ measuring tape

Ⓑ yardstick

Ⓒ meter stick

Ⓓ inch ruler

Ⓔ centimeter ruler

Measuring in Centimeters and Meters

1 Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.
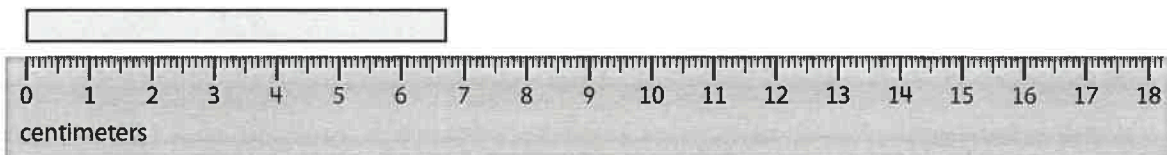
<div style="text-align:center">

a rug   a mitten   a pool

a beetle   a shell

</div>

2 Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.

<div style="text-align:center">

a porch   a spoon

a watch   a bus   a lunch bag

</div>

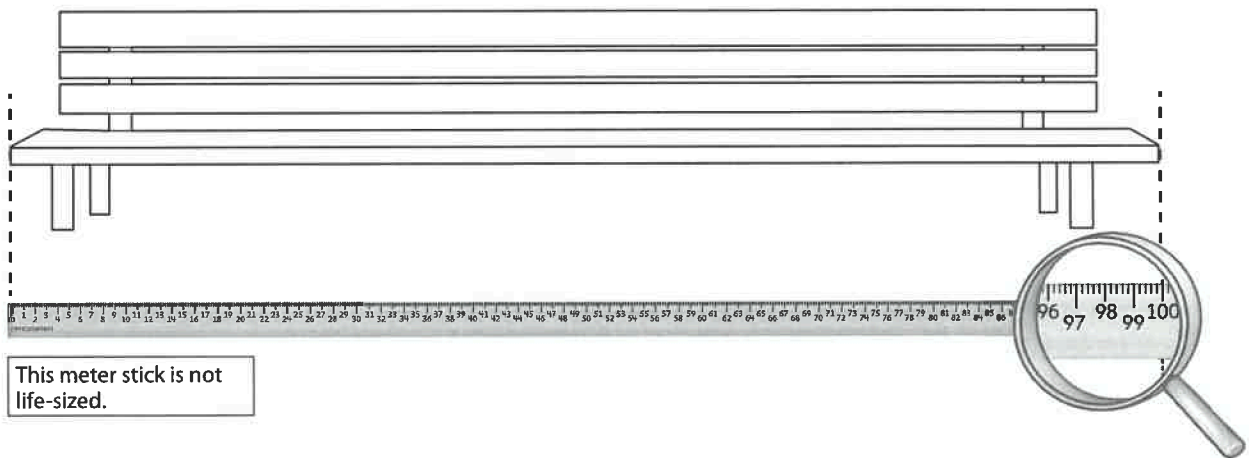**3** What is the length of the tape to the nearest centimeter?
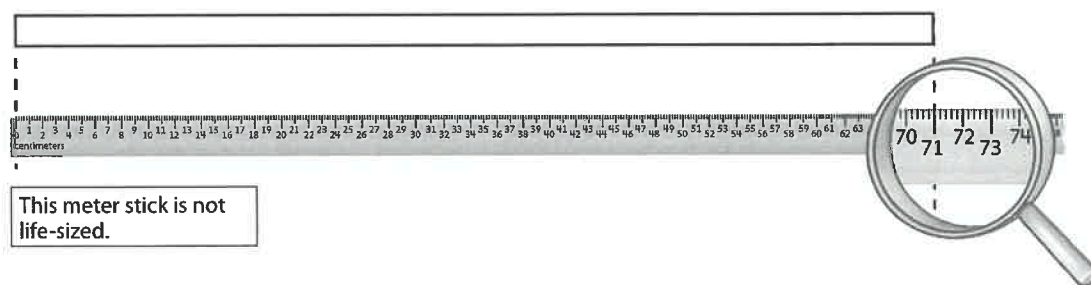

The tape is about _____ centimeters long.

Measuring in Centimeters and Meters *continued*

4 What is the length of the bench to the nearest meter?

This meter stick is not life-sized.

The bench is about _____ meter long.

5 What is the length of the rectangle to the nearest centimeter?

This meter stick is not life-sized.

The rectangle is about _____ centimeters long.

Understanding of Different Units of Length

Use this rectangle for problems 1 and 2. Use a centimeter ruler and an inch ruler to measure the length of the rectangle.

1 The rectangle is _____ centimeters long.

2 The rectangle is about _____ inches long.

3 Does it take fewer centimeters or fewer inches to measure the length of the rectangle?

It takes fewer _____ .

Use this rectangle for problems 4 and 5. Use a centimeter ruler and an inch ruler to measure the length of the rectangle.

4 The rectangle is _____ centimeters long.

5 The rectangle is about _____ inches long.

6 Does it take more centimeters or more inches to measure the length of the rectangle?

It takes more _____ .

GRADE 2 • LESSON 22

7 Would it take more inches or more feet to measure the length of a table? Why?

8 Would it take fewer feet or fewer yards to measure the length of a movie screen? Why?

Name:

TANG MATH

A.
$$
\begin{array}{r}
1\ 3\ 0 \\
+\ 8\ 5\ 9 \\
\hline
\end{array}
$$

B.
$$
\begin{array}{r}
2\ 6\ 0 \\
+\ 7\ 2\ 7 \\
\hline
\end{array}
$$

C.
$$
\begin{array}{r}
1\ 3\ 8 \\
+\ 7\ 1\ 0 \\
\hline
\end{array}
$$

D.
$$
\begin{array}{r}
1\ 5\ 0 \\
+\ 8\ 4\ 9 \\
\hline
\end{array}
$$

E.
$$
\begin{array}{r}
4\ 6\ 9 \\
+\ 5\ 1\ 0 \\
\hline
\end{array}
$$

F.
$$
\begin{array}{r}
8\ 4\ 1 \\
+\ 1\ 2\ 5 \\
\hline
\end{array}
$$

A.
```
    7 4 3
+   7 6 8
_____
```

B.
```
    8 9 3
+   8 5 8
_____
```

C.
```
    9 8 8
+   1 6 4
_____
```

D.
```
    3 9 3
+   9 2 8
_____
```

E.
```
    9 9 6
+   5 1 6
_____
```

F.
```
    9 7 9
+   3 4 6
_____
```

A.
```
    5 7 4
  - 4 6 4
  _____
```

B.
```
    7 6 8
  - 2 2 6
  _____
```

C.
```
    8 8 4
  - 3 2 3
  _____
```

D.
```
    7 7 6
  - 2 1 4
  _____
```

E.
```
    9 2 9
  - 5 1 1
  _____
```

F.
```
    8 7 7
  - 7 2 6
  _____
```

A.
$$\begin{array}{r} 9\ 2\ 2 \\ -\ 5\ 4\ 5 \\ \hline \end{array}$$

B.
$$\begin{array}{r} 4\ 5\ 1 \\ -\ 1\ 7\ 2 \\ \hline \end{array}$$

C.
$$\begin{array}{r} 5\ 2\ 7 \\ -\ 1\ 8\ 8 \\ \hline \end{array}$$

D.
$$\begin{array}{r} 9\ 3\ 6 \\ -\ 6\ 4\ 7 \\ \hline \end{array}$$

E.
$$\begin{array}{r} 7\ 2\ 2 \\ -\ 6\ 7\ 9 \\ \hline \end{array}$$

F.
$$\begin{array}{r} 5\ 1\ 2 \\ -\ 3\ 9\ 7 \\ \hline \end{array}$$