





1. Which tool would you use to measure the length of the ribbon?



- (A) 
- (B) 
- (C) 
- (D) 

2. Use mental math to solve. What is the sum of 53 and 30?

- (A) 58
- (B) 83
- (C) 56
- (D) 23

Write the missing numbers.

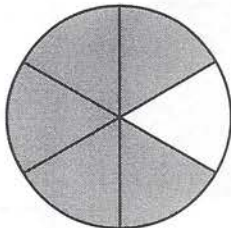
3.

28		30
	39	
48		

4.

	71	
		82
90		

5. Write the fraction for the shaded part of the circle.



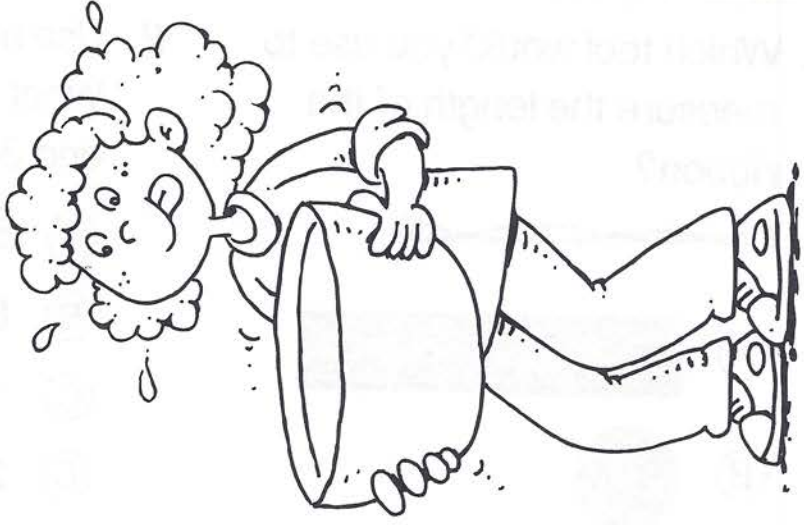
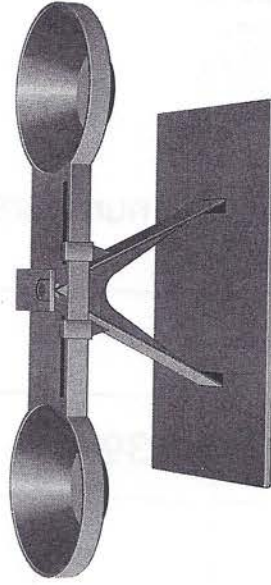
\_\_\_\_\_

## Problem of the Day

13-1

32 Topic 13

Kara is making punch for a party. She can use 2 of these tools to measure the punch. Which 2 tools should she use? Which tool makes no sense to use? Explain your thinking.

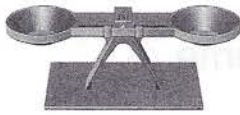
Problem of the Day  
13-1



# Thinking About Attributes

What tool would you use to measure the attribute?

Write or draw a tool.



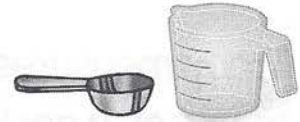
scales



ruler



cubes



cups

1.



capacity

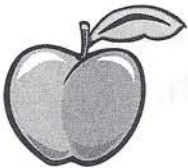
cup

2.



length

3.



weight

4.



length

5. What attribute is Hannah measuring?



- (A) weight
- (B) area
- (C) capacity
- (D) length

6. **Journal** Write length, weight, or capacity.

\_\_\_\_\_ the amount a container can hold

\_\_\_\_\_ the distance from one end of an object to the other end

\_\_\_\_\_ how heavy an object is

## Choose the Attribute

Choose the best attribute to measure for each object.

**Reasonableness**

1. Tracy measures a ribbon to use as a necklace.

Measure the length.

Measure the weight.

Measure the capacity.

2. Jerome measures some apples for a pie.

Measure the length.

Measure the weight.

Measure the capacity.

3. Ann measures how much soup her bowl holds.

Measure the length.

Measure the weight.

Measure the capacity.

4. Roberto measures some fabric for a tablecloth.

Measure the length.

Measure the weight.

Measure the capacity.

5. Ty measures a board to cut for the roof of a birdhouse.

Measure the length.

Measure the weight.

Measure the capacity.

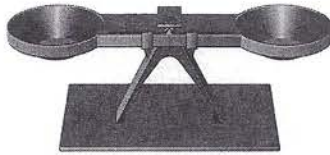
6. Jamal measures some meat for a casserole.

Measure the length.

Measure the weight.

Measure the capacity.

1. Which attribute could you measure with the tool shown?



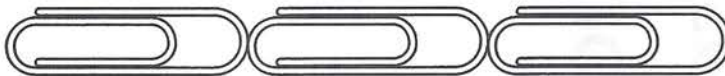
- (A) capacity
- (B) length
- (C) weight
- (D) cost


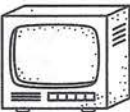
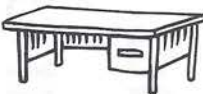

2. Subtract  
What is the difference?

$$\begin{array}{r} \square \quad \square \\ 7 \quad 8 \text{ ¢} \\ - 5 \quad 9 \text{ ¢} \\ \hline \end{array}$$

- (A) 9¢
- (B) 19¢
- (C) 21¢
- (D) 29¢

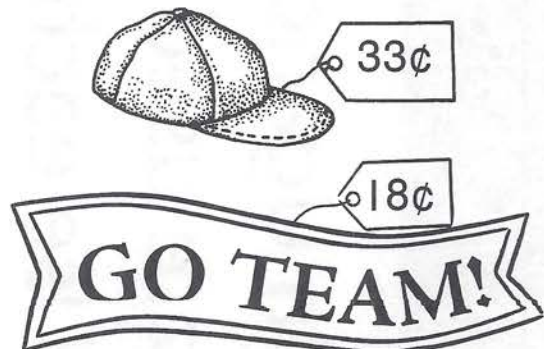
3. Seth finds an object that is about 3 paper clips long. Which object did Seth find?



- (A) 
- (B) 
- (C) 
- (D) 

4. Felix has 60¢. He wants to buy the cap and the banner. Does he have enough money?

\_\_\_\_\_



Daily Spiral Review 13-2

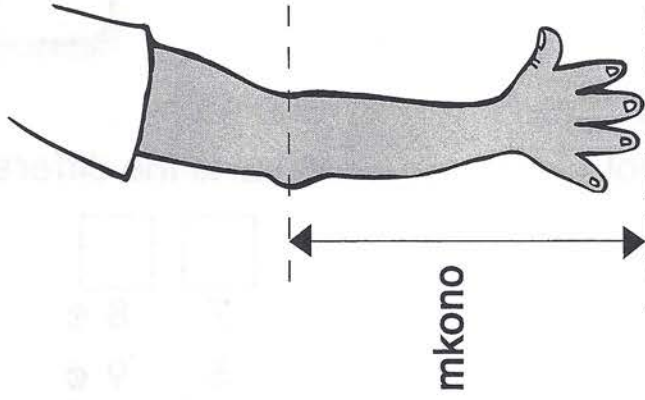
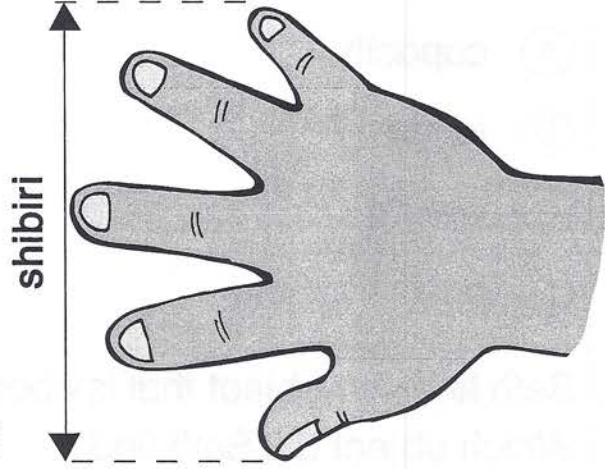


## Problem of the Day

13-2

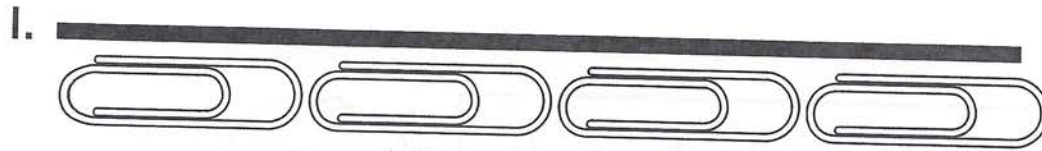
In Uganda, **shibiri** and **mkono** are used as units of measure. Use each unit to measure a table in your classroom.

Did you use more shibiri units or more mkono units? Explain your answer.



# Exploring Length

Estimate the length of each line.  
Then use paper clips to measure.



Estimate: about 4 paper clips

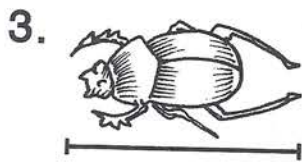
Measure: about 4 paper clips



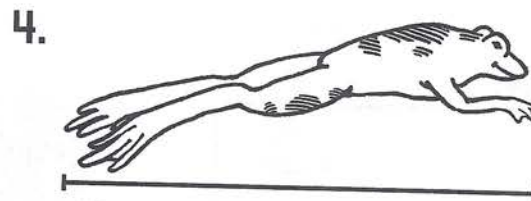
Estimate: about \_\_\_\_\_ paper clips

Measure: about \_\_\_\_\_ paper clips

Use paper clips to measure. About how long is each animal's picture?

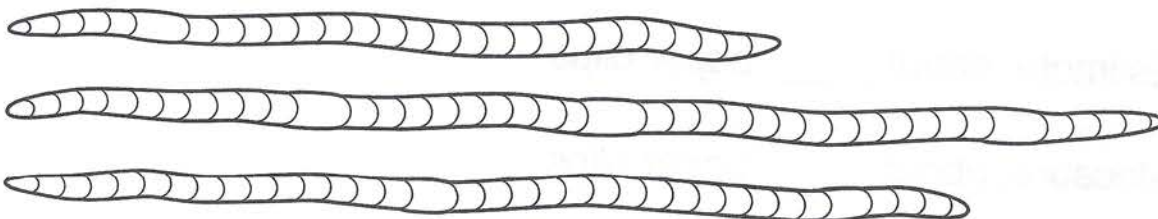


- (A) 1 paper clip long
- (B) 2 paper clips long
- (C) 3 paper clips long
- (D) 4 paper clips long



- (A) 4 paper clips long
- (B) 3 paper clips long
- (C) 2 paper clips long
- (D) 1 paper clip long

5. **Spatial Thinking** Circle the longest worm.



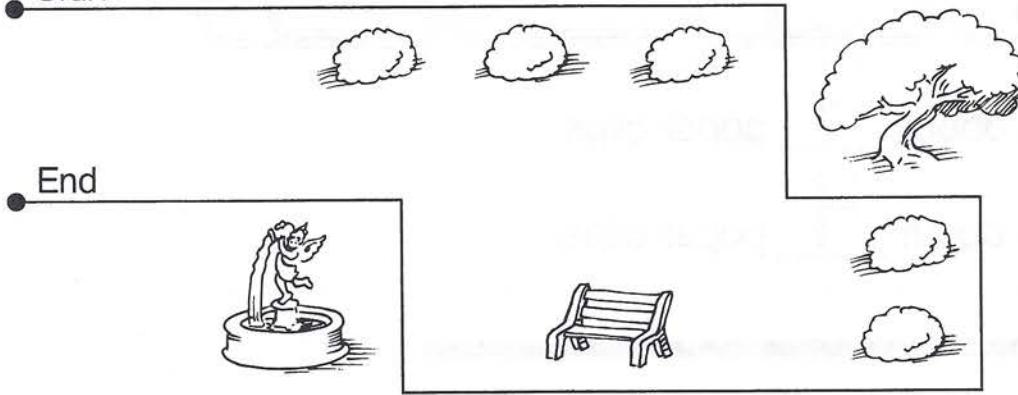


# Pathways Through the Park

Estimate the length of each path through the park.  
Then use paper clips to measure.

**Visual Thinking**

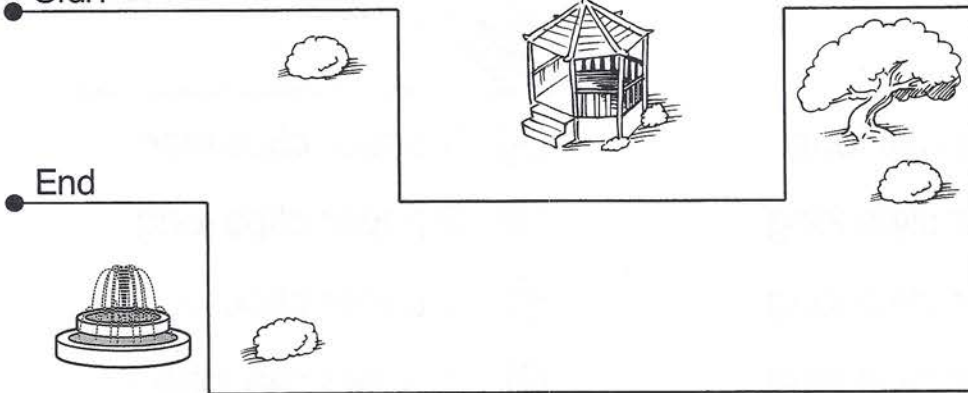
1. Start



Estimate: about \_\_\_\_\_ paper clips

Measure: about \_\_\_\_\_ paper clips

2. Start

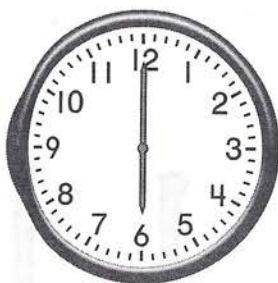


Estimate: about \_\_\_\_\_ paper clips

Measure: about \_\_\_\_\_ paper clips



1. What time is shown on the clock?



- (A) 6:00
- (B) 6:30
- (C) 12:00
- (D) 12:30

2. Ted wants to measure how much water is in a cup. Which attribute is he measuring?

- (A) capacity
- (B) length
- (C) weight
- (D) cost

3. Use connecting cubes and paper clips to measure the piece of yarn.



about \_\_\_\_\_ cubes long

about \_\_\_\_\_ paper clips long

4. Write a number sentence to solve. How much will it cost to buy the index cards and the pad of paper?

School Supplies		
Pad of paper	Pencil	Index cards
29¢	15¢	57¢

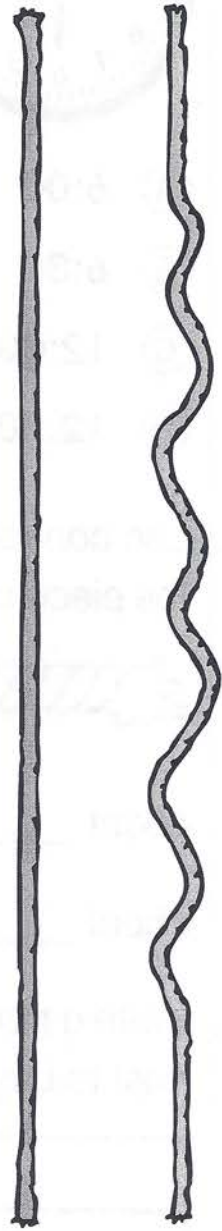
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

## Problem of the Day

13-3

13-3

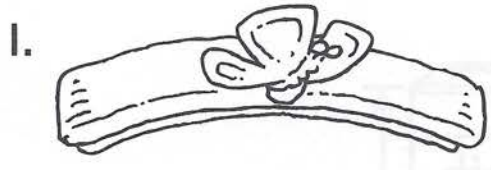
Are the strings the same length? If not, which string is longer? Tell why you think so.





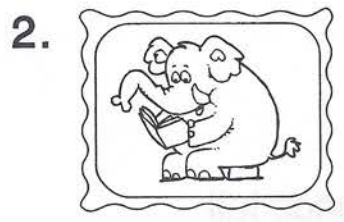
# Measuring Length Using Non-Standard Units

Use connecting cubes and paper clips to measure each object.



about 3 cubes long

about 2 paper clips long



about \_\_\_\_\_ cubes long

about \_\_\_\_\_ paper clip long

3. How tall is the nickel?



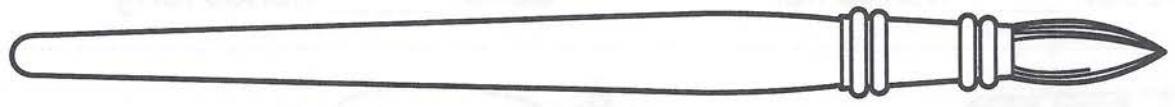
(A) about 3 cubes

(B) about 1 cube

(C) about 2 paper clips

(D) about 3 paper clips

4. **Estimation** The paintbrush is about 5 paper clips long. How long is it in cubes? Estimate first. Then measure.



Estimate:

about \_\_\_\_\_ cubes long

Measure:

about \_\_\_\_\_ cubes long

Name \_\_\_\_\_

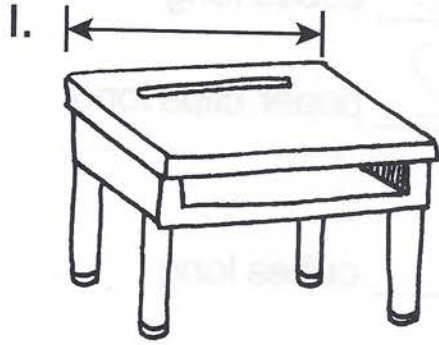
# Hands Up!

You can use your hand to measure.

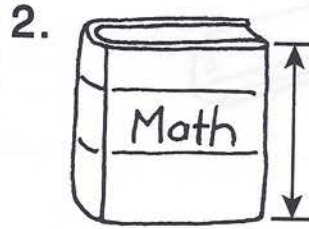


**Visual Thinking**

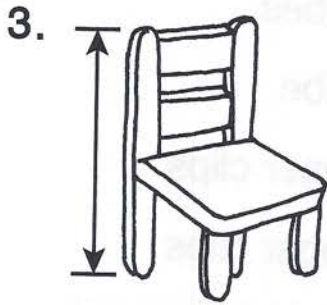
Use your hand to measure the objects below.



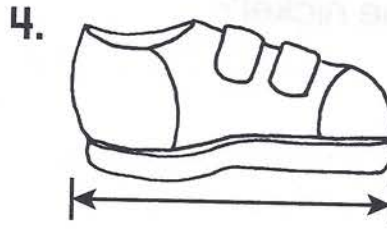
about \_\_\_\_\_ hands long



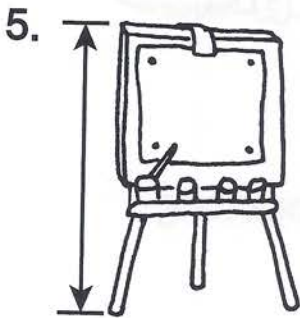
about \_\_\_\_\_ hands tall



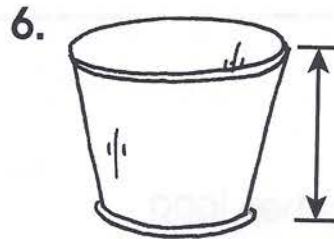
about \_\_\_\_\_ hands tall



about \_\_\_\_\_ hands long



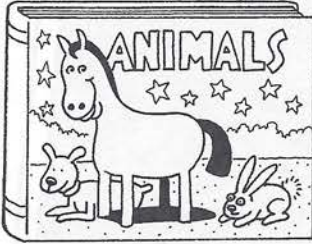
about \_\_\_\_\_ hands tall



about \_\_\_\_\_ hands tall



1. Jerry says her book is 1 unit long. Which unit could Jerry be using?

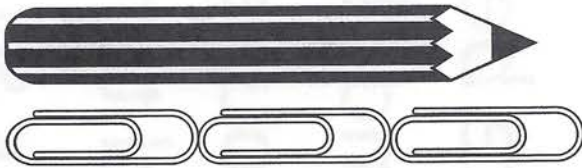


- (A) inch
- (B) foot
- (C) yard
- (D) cup

2.  $27 + \underline{\hspace{2cm}} = 100$

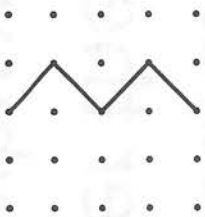
- (A) 27
- (B) 72
- (C) 73
- (D) 83

3. About how many paper clips long is the pencil?



about \_\_\_\_\_ paper clips long

4. Draw the matching part to make a shape with a line of symmetry.



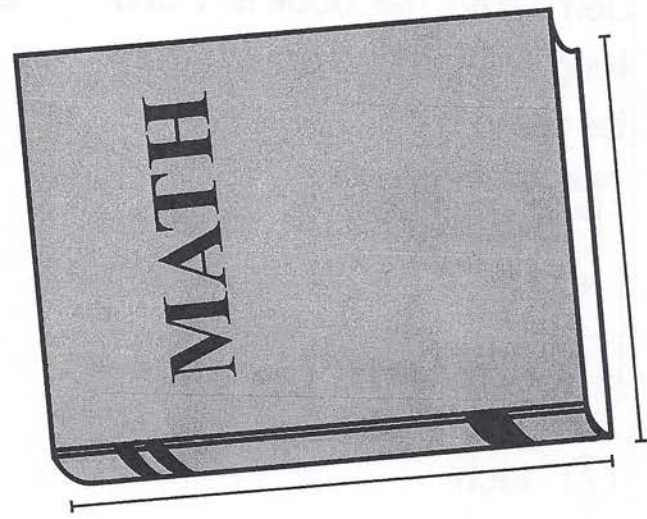
# Problem of the Day

## 13-4

Problem of the Day

**13-4**

About how long is your math book?  
About how wide is your math book?  
Use paper clips to estimate and measure.



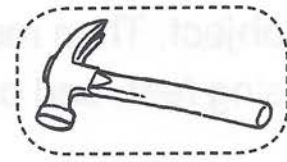
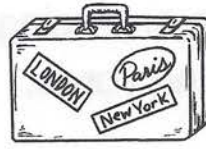
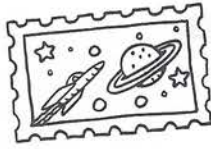
Tell the difference between your estimates and the real measures. Was your estimate closer the second time? If so, tell why you think so.



# Inches, Feet, and Yards

Circle the object that is about each length.

1. a foot



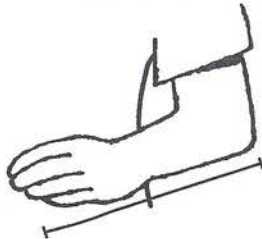
2. a yard



3. an inch



4. Measure from your fingertips to your elbow.



Estimate

Measure

Standard Units

about \_\_\_\_\_  
paper clips

about \_\_\_\_\_  
paper clips

about \_\_\_\_\_  
inches

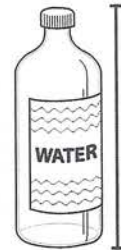
5. Sandy measures the length of a hockey stick. She says it is 4 units long. What unit did she use?



- (A) cubes
- (B) inches
- (C) feet
- (D) yards

6. Reasonableness

What is the height of the water bottle?



- (A) 9 cubes
- (B) 9 inches
- (C) 9 feet
- (D) 9 yards

# What's the Measure?

Find three objects and measure their length or height. Draw a picture or write the name of each object. Then measure one using inches, one using feet, and one using yards.

### Decision Making

1.



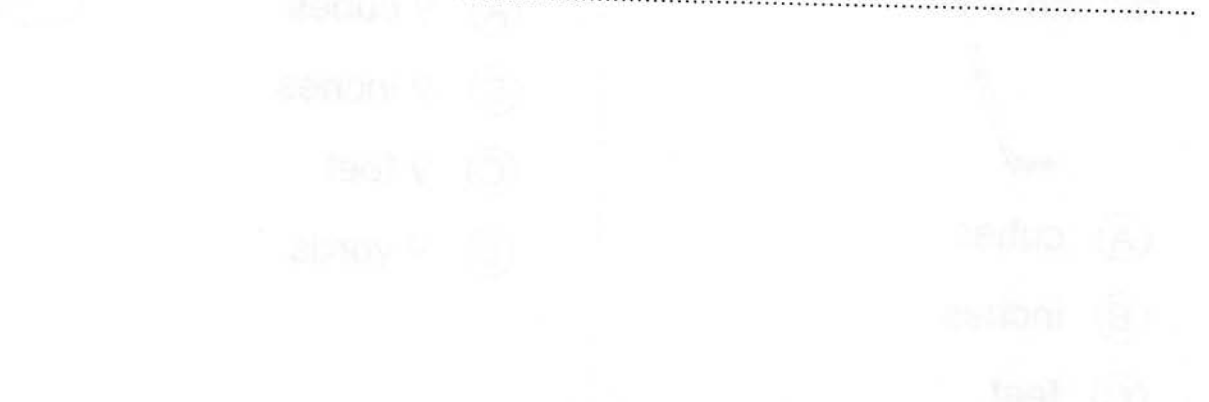
about \_\_\_\_\_ inches

2.



about \_\_\_\_\_ feet

3.



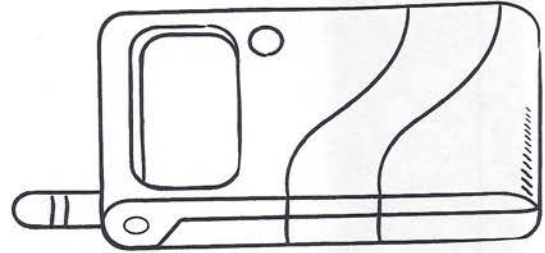
about \_\_\_\_\_ yards



1. Which object would be about 8 feet long?

- (A) a book
- (B) a car
- (C) a classroom
- (D) a pencil

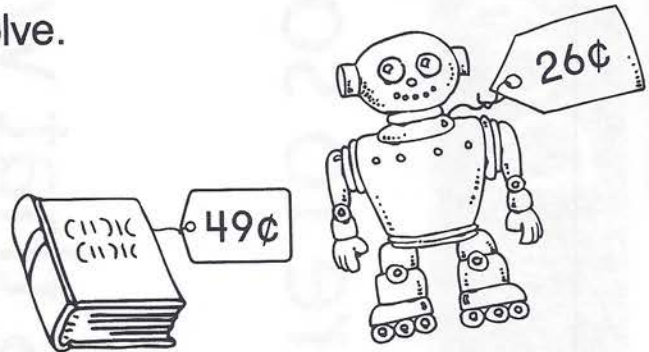
2. About how long is the cell phone?



- (A) about 8 cm
- (B) about 80 cm
- (C) about 8 m
- (D) about 80 m

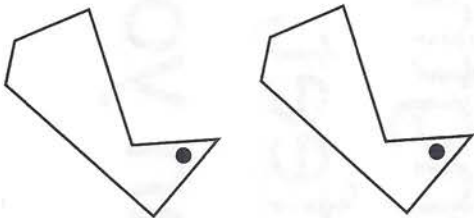
3. Write a number sentence to solve.

After Trevor bought the book, he had 26¢.  
How much money did Trevor have before he bought the book?



\_\_\_\_\_ ¢ + \_\_\_\_\_ ¢ = \_\_\_\_\_ ¢

4. Is it a translation, reflection, or rotation?  
Circle the answer.



translation

reflection

rotation

# Problem of the Day

## 13-5

Draw a picture to solve.

Draw objects that would have lengths of about 2 inches, about 2 feet, and about 2 yards. How can you check your estimates?

Problem of the Day  
**13-5**



Name \_\_\_\_\_

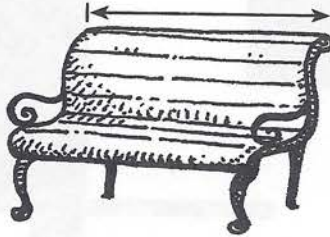
# Centimeters and Meters

Circle the object that is about each length.

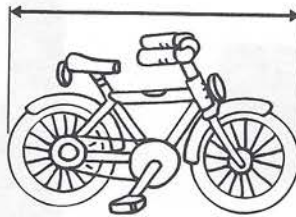
1. 1 centimeter



2. 1 meter



3. 1 centimeter



4. Which line is about 1 centimeter long?

- (A)
- (B)
- (C)
- (D)

5. **Algebra** How long are these 2 cubes joined together?  
Write the missing numbers. Then add.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ centimeters

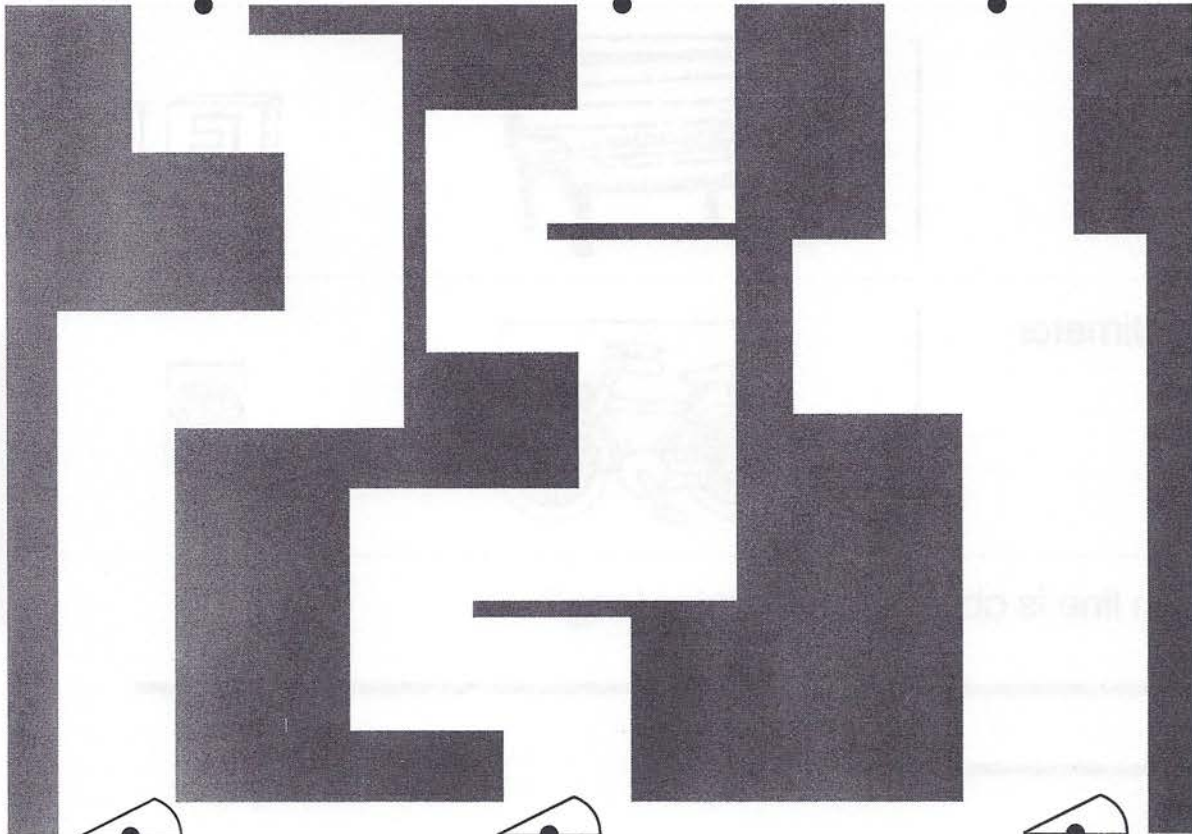
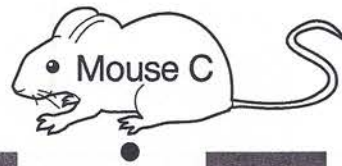
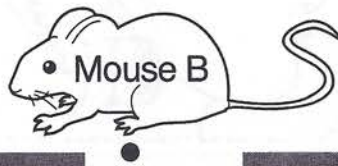
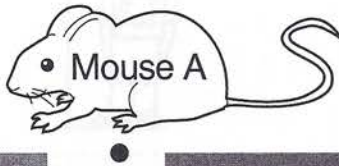
# Race to the Cheese

Draw a line from each mouse to its cheese.


**Visual Thinking**

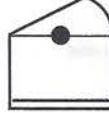
Use centimeter cubes to measure.

Record the lengths. Then answer the questions.



1.  cm

2.  cm

3.  cm

4. Which mouse had the longest path to the cheese?

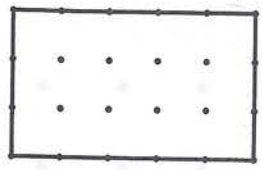
\_\_\_\_\_

5. Which mouse had the shortest path to the cheese?

\_\_\_\_\_



1. What is the perimeter of the shape?



- (A) 10 units
- (B) 14 units
- (C) 16 units
- (D) 24 units

2. Find the missing part.

$56 + \underline{\quad} = 100$

- (A) 56
- (B) 54
- (C) 46
- (D) 44

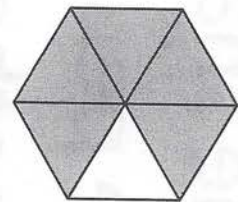
3. Drew said that his bed is 2 units long. Which unit is Drew using?



- inch (A)
- foot (B)
- yard (C)
- mile (D)

4. Write a fraction for the shaded part.

\_\_\_\_\_



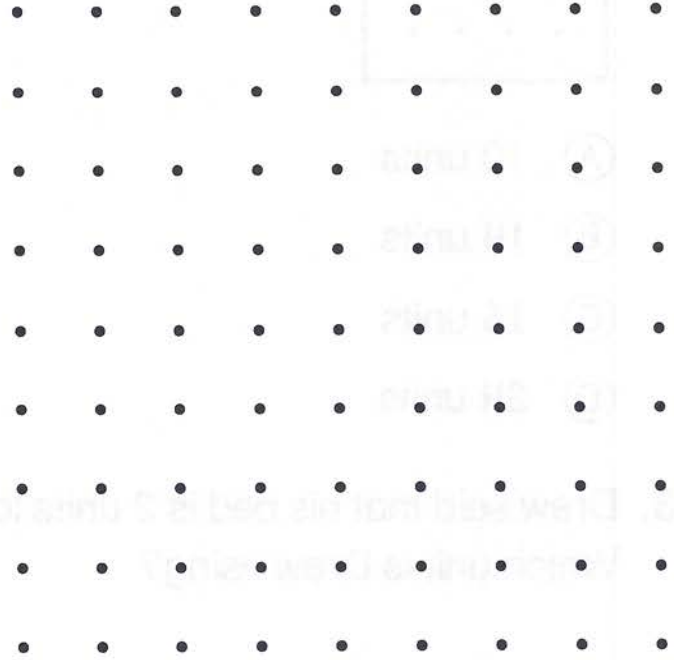
5. Write a number sentence to solve.

Henry had 82 marbles. After he gave some to Carlos, he had 55 left. How many marbles did Henry give Carlos?

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_ marbles

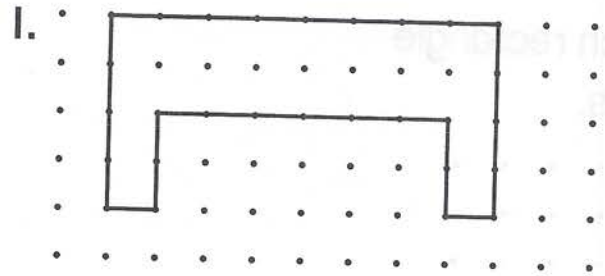
# Problem of the Day 13-6

- Draw the shape below on dot paper.
- Find the perimeter of the shape.
- Draw another shape with the same perimeter.

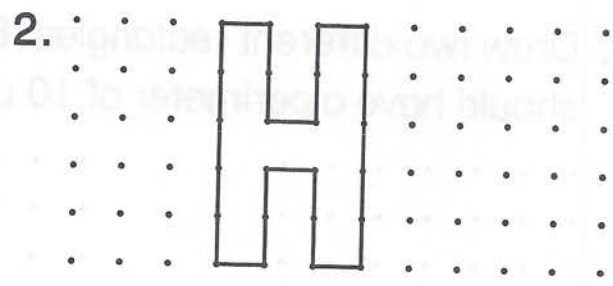


# Exploring Perimeter

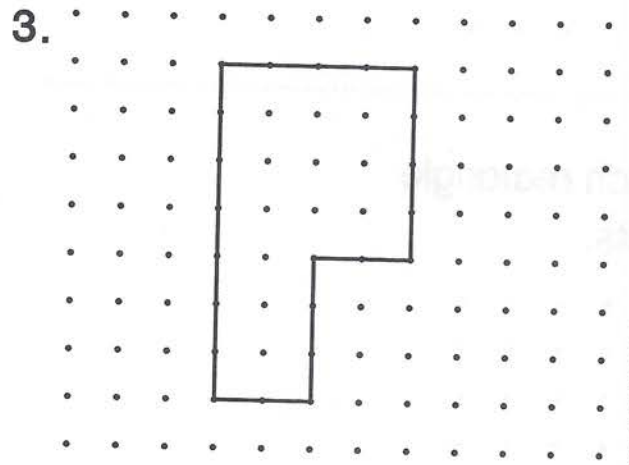
Find the perimeter of each shape.



perimeter: \_\_\_\_\_ units



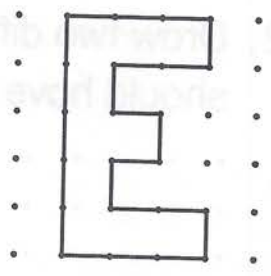
perimeter: \_\_\_\_\_ units



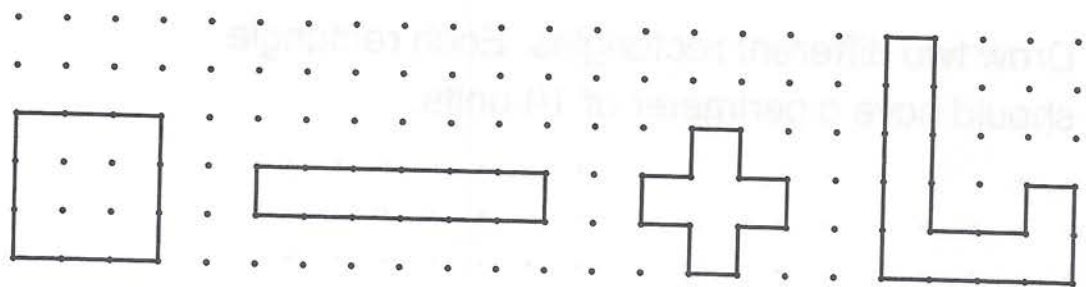
perimeter: \_\_\_\_\_ units

4. Find the perimeter of this shape.

- (A) 20 units
- (B) 21 units
- (C) 22 units
- (D) 23 units



5. Geometry What is the perimeter of the square?



12 units  
(A)

16 units  
(B)

18 units  
(C)

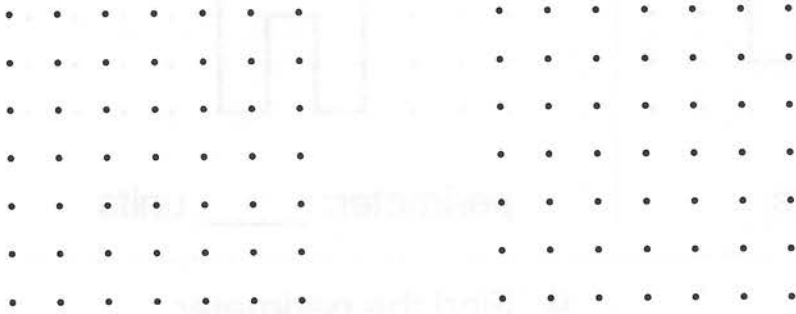
20 units  
(D)



# Try It Twice

## Visual Thinking

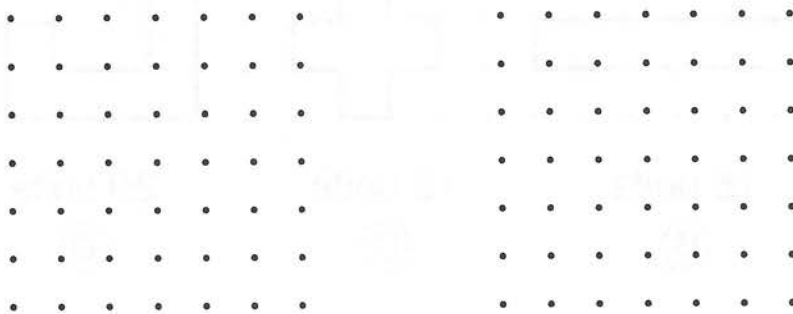
1. Draw two different rectangles. Each rectangle should have a perimeter of 10 units.



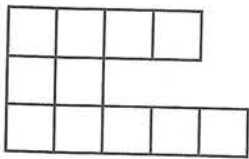
2. Draw two different rectangles. Each rectangle should have a perimeter of 12 units.



3. Draw two different rectangles. Each rectangle should have a perimeter of 14 units.



1. Which measurement shows the area of this figure?

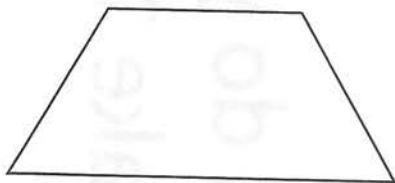


- (A) 6 square units
- (B) 7 square units
- (C) 9 square units
- (D) 11 square units

2. Kim measured her bicycle. She says it is about 2 units long. Which units did Kim use?

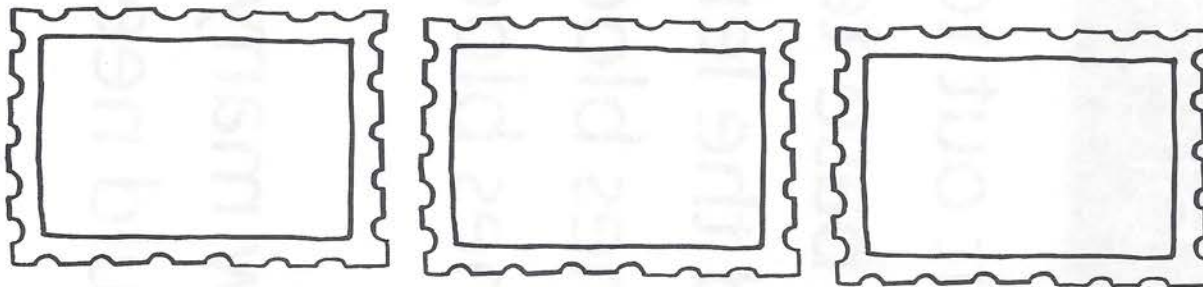
- (A) meters
- (B) inches
- (C) cups
- (D) centimeters

3. Use three pattern blocks to make this shape. Trace and color to show how you made it. Write the number of sides and vertices.



\_\_\_\_\_ sides      \_\_\_\_\_ vertices

4. Draw to show equal groups. Write the division sentence. 15 stamps divided equally among 3 children



\_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_  
in all      groups      equal shares

Each child gets \_\_\_\_\_ stamps.

## Problem of the Day

13-7

68 Topic 13

Act it out to solve.

Use base-ten blocks and a centimeter ruler.

Find the length of:

1 ones block

1 tens block

2 ones blocks

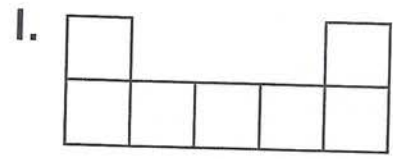
2 tens blocks

How many blocks do you think you would need to make 1 meter?

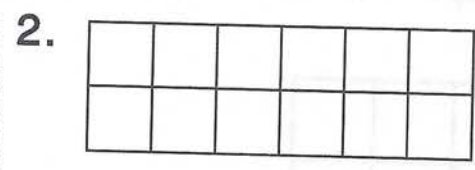


# Exploring Area

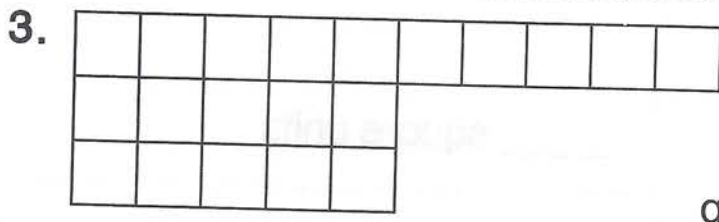
Find the area of each shape.



area: 7 square units

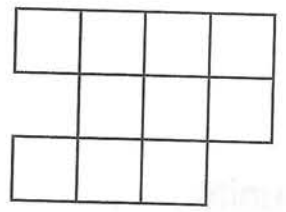


area: \_\_\_\_\_ square units



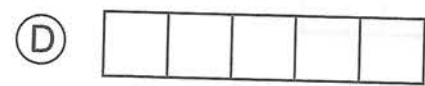
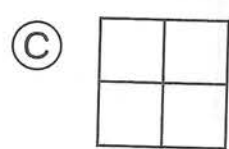
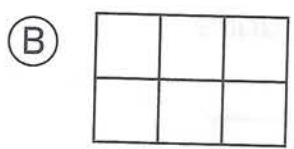
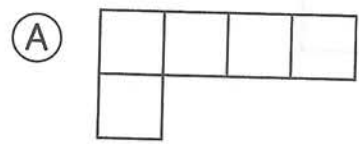
area: \_\_\_\_\_ square units

4. What is the area of the figure?



- (A) 9 square units
- (B) 10 square units
- (C) 11 square units
- (D) 12 square units

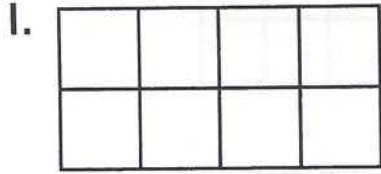
5. **Geometry** Which figure has an area of 6 square units?



# Same Area, Different Shape

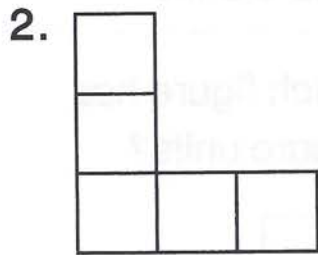
**Visual Thinking**

Draw a figure that has the same area but a different shape. Write the area of each shape.



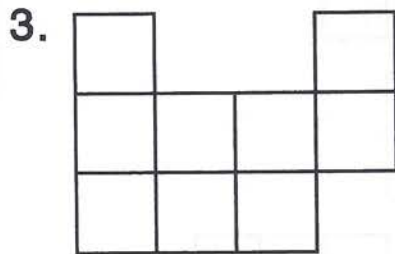
\_\_\_\_\_ square units

\_\_\_\_\_ square units



\_\_\_\_\_ square units

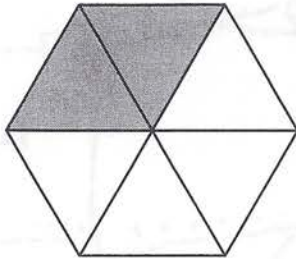
\_\_\_\_\_ square units



\_\_\_\_\_ square units

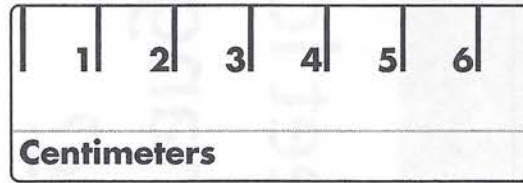
\_\_\_\_\_ square units

1. What fraction of the shape is shaded?



- (A)  $\frac{2}{3}$
- (B)  $\frac{2}{4}$
- (C)  $\frac{2}{6}$
- (D)  $\frac{4}{6}$

2. Seth found an object that is about 5 centimeters long. Which object could he have found?

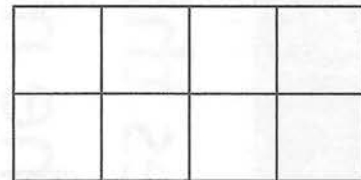


- (A) AA battery
- (B) marker
- (C) lamp
- (D) dime

3. Robyn drew two playgrounds.  
Find the area of each playground.  
Circle the playground with the greater area.



**A**



**B**

A: about \_\_\_\_\_ square units    B: about \_\_\_\_\_ square units

4. Write a number sentence and solve.  
Hector is 27 years older than his son, Manuel.  
If Hector is 42 years old, how old is Manuel?

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_ years old



# Problem of the Day

# 13-8

Kate measures this desk. It is 3 feet long.  
How would the measurement change if  
Kate measures the desk in inches?  
How would it change if Kate  
measured the desk in yards?  
Explain your thinking.

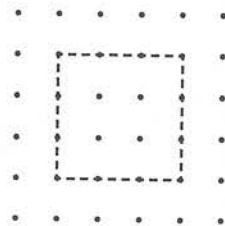


# Problem Solving: Use Objects

Use square tiles. Make a square. Find the perimeter.

1. The area is 9 square units.

Perimeter = 12 units



Use square tiles. Draw the rectangle on the grid. Find the area.

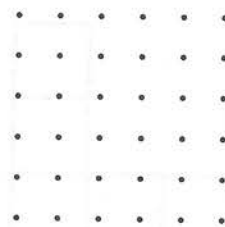
2. The perimeter is 10 units.

Area = \_\_\_\_\_ square units



3. The perimeter is 16 units.

Area = \_\_\_\_\_ square units



4. Mrs. Feltner wants to put a border on a baby blanket. The area of the blanket is 12 square units. Which shows how many units of material she needs for the border?

- (A) 12 units
- (B) 14 units
- (C) 15 units
- (D) 16 units

5. Reasoning Dan used cubes to make a square. The perimeter of the square is 16 units. Which of the following shows how many cubes he could have used?

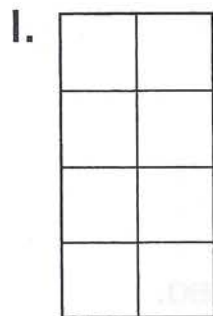
- (A) 4 cubes
- (B) 8 cubes
- (C) 9 cubes
- (D) 16 cubes

Practice 13-8

# In and Around the Shapes

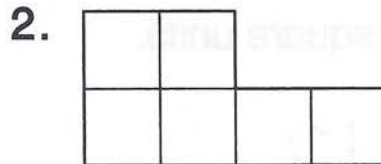
Find the perimeter and the area of each shape.

**Visual Thinking**



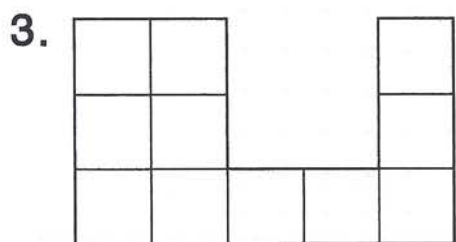
Perimeter: \_\_\_\_\_ units

Area: \_\_\_\_\_ square units



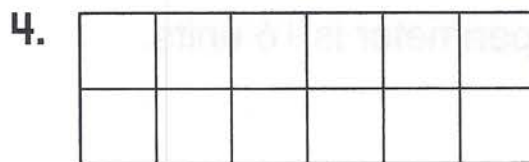
Perimeter: \_\_\_\_\_ units

Area: \_\_\_\_\_ square units



Perimeter: \_\_\_\_\_ units

Area: \_\_\_\_\_ square units



Perimeter: \_\_\_\_\_ units

Area: \_\_\_\_\_ square units

5. Color the shape with the longest perimeter red.

6. Color the shape with the smallest area blue.