

## KEY CONCEPT OVERVIEW

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During the next couple of days, our math class will be learning about using different **length units** (centimeter rulers, along with paperclips, crayons, and other everyday objects) to measure and compare lengths. We will discover the relationship between unit size and measurement; for example, “Centimeters are shorter than **meters**, so it takes more centimeters than meters to measure this table.”

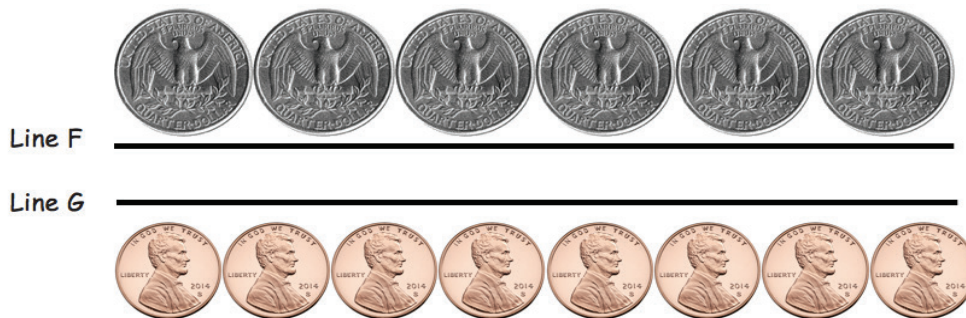
You can expect to see homework that asks your child to do the following:

- Measure and compare lengths using centimeters and meters.
- Solve addition and subtraction word problems involving length.
- Measure the same line twice with different measurement tools (such as a centimeter ruler and paperclips). Then, compare different line lengths; for example, “Line A is 6 cm longer than Line B,” or “Line B is 2 paperclips shorter than line A.”

## SAMPLE PROBLEM (From Lesson 7)

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Christina measured line F with quarters and line G with pennies.



Line F is about 6 quarters long. Line G is about 8 pennies long. Christina said line G is longer because 8 is a bigger number than 6. Explain why Christina is incorrect.

***Christina is incorrect because quarters are bigger than pennies, so there are not as many of them.***

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME**

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- Play “Which is Shorter?” with your child. Partner A says two lengths (e.g., 6 centimeters and 10 centimeters). Partner B tells which length is shorter (6 centimeters). For an added challenge, ask your partner to compare different units (e.g., 6 meters and 10 centimeters). Take turns being Partner A and Partner B.
- Count by 10s in centimeters with your child. When you reach 100 centimeters, change to meters and centimeters; for example, “...70 centimeters, 80 centimeters, 90 centimeters, 1 meter, 1 meter 10 centimeters, 1 meter 20 centimeters, 1 meter 30 centimeters, 1 meter 40 centimeters,” and so on.
- Look for practical opportunities for your child to use measurement skills at home. For example, ask, “Will the rug fit in this room?” or “How far away should we put the basketball hoop?” Encourage your child to measure by placing nonstandard units, such as shoes, end to end with no gaps or overlaps. As an alternative, your child might use a standard measurement tool such as a ruler or yardstick.

**TERMS**

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**Length unit:** A standard amount (e.g., centimeter, meter, inch, foot) that can be used to measure distance from end to end.

**Meter:** A unit of measure equal to 100 centimeters.