

Math - Unit 1

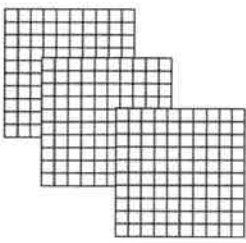
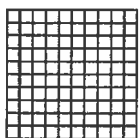
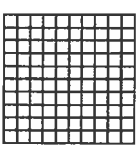
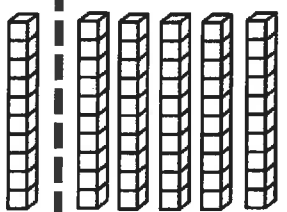
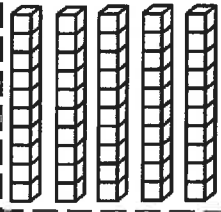
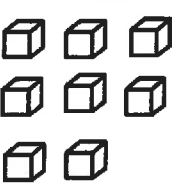
Adding and Subtracting 3 Digit Numbers (Days 1-14)



Day	Topic
Day 1	Adding 10 more 100 more
Day 2	Adding with base ten blocks
Day 3	Adding on number line
Day 4	Adding using any strategy
Day 5	Extra practice with 3 digit adding
Day 6	Subtracting 10 less, 100 less
Day 7	Subtracting using base ten blocks
Day 8	Subtracting on number line
Day 9	Subtracting using any strategy
Day 10	Extra practice subtracting 3 digit numbers
Day 11	Practice adding or subtracting
Day 12	Practice adding or subtracting
Day 13	Word problems 3 digit adding or subtracting
Day 14	Word problems 3 digit adding or subtracting

Three-Digit Addition with Regrouping

(Regroup the Ones and the Tens)

Hundreds	Tens	Ones
  	  	 
$ \begin{array}{r} 1 \\ 3 \\ + 1 \\ \hline 5 \end{array} $	$ \begin{array}{r} 1 \\ 6 \\ + 5 \\ \hline 2 \end{array} $	$ \begin{array}{r} 8 \\ + 6 \\ \hline 4 \end{array} $

1. First, add the ones.

2. If the sum is more than 10 ones, regroup 10 ones as 1 ten and carry it to the tens column.

$$10 \text{ ones} = 1 \text{ ten}$$

3. Count the remaining ones.

4. Add the tens. If the sum is more than 10 tens, regroup 10 tens as 1 hundred and carry it to the hundreds column.

$$10 \text{ tens} = 1 \text{ hundred}$$

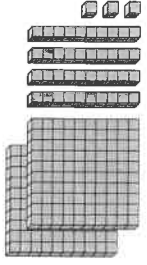
5. Count the remaining tens.

6. Add the hundreds.

You can use mental math to add 10 or 100 to three-digit numbers.

Find $243 + 10$.
Find $243 + 100$.

How can I add 10 or 100 mentally?



243

Adding 10 makes the tens digit go up by 1.

I know $4 + 1 = 5$.

So, $243 + 10 =$

253.

Adding 100 makes the hundreds digit go up by 1.

I know $2 + 1 = 3$.

So, $243 + 100 =$

343.

Sometimes adding 10 changes the tens and hundreds digits. Find $290 + 10$.

I know

$290 = 29$ tens.

29 tens + 1 ten =

30 tens or 300.

So, $290 + 10 =$

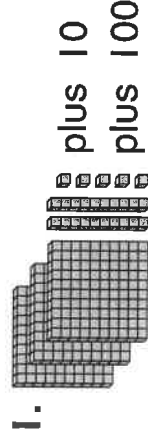
300.



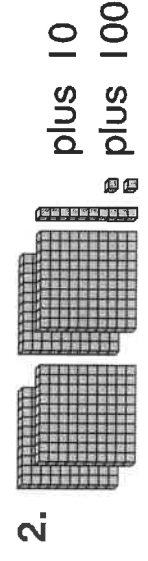
Guided Practice Add using mental math. Use models if needed.

Do You Understand?

Show Me! Use mental math to find $567 + 10$ and $567 + 100$. Explain your reasoning.



$$\begin{array}{r} 325 + 10 = 335 \\ 325 + 100 = 425 \end{array}$$



$$\begin{array}{r} + \\ + \end{array}$$

3. $900 + 10 =$

$900 + 100 =$

4. $790 + 10 =$

$790 + 100 =$

Name _____



Independent Practice

Add using mental math. Use models if needed.

5.



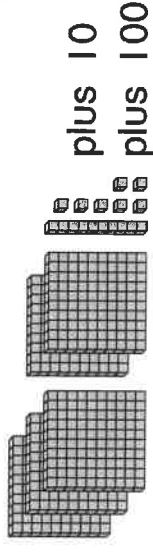
$$\begin{array}{r} + \\ \hline \\ + \\ \hline \end{array} =$$

6.



$$\begin{array}{r} + \\ \hline \\ + \\ \hline \end{array} =$$

7.



$$\begin{array}{r} + \\ \hline \\ + \\ \hline \end{array} =$$

8. $391 + 10 =$

9. $693 + 100 =$

10. $803 + 100 =$

11. $460 + 10 =$

12. $185 + 10 =$

13. $723 + 100 =$

Algebra Find the missing numbers. Use mental math to solve.

14. $572 + \square = 672$

15. $285 + \square = 385$

16. $709 = 699 + \square$

17. $322 + \square = 422$

18. $615 + \square = 625$

19. $\square + 590 = 600$

You can draw a model and use regrouping to add three-digit numbers. Find $173 + 244$. First add the ones.

Hundreds	Tens	Ones
1	7	3
2	4	4
		7

Then add the tens.

Hundreds	Tens	Ones
1	7	3
2	4	4
		7

Regroup 10 tens to make 1 hundred!

Hundreds	Tens	Ones
1	7	3
2	4	4
		7

Then add the hundreds.

So,
 $173 + 244 = 417$.

Hundreds	Tens	Ones
1	7	3
2	4	4
		7



Guided Practice Add. Draw place-value blocks to show your work. Regroup if needed.

Do You Understand?

Show Me! Explain why regrouping works in the problem above.

1.

Hundreds	Tens	Ones
2	3	6
2	5	2
		8

2.

Hundreds	Tens	Ones
3	2	8
1	2	4
		4

3.

Hundreds	Tens	Ones
1	6	5
4	7	3
		3

Hundreds Tens Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Hundreds	Tens	Ones

Name _____



Independent Practice Add. Draw place-value blocks to show your work. Regroup if needed.

4.

Hundreds	Tens	Ones
3	7	2
2	8	1
+		

Hundreds	Tens	Ones

5.

Hundreds	Tens	Ones
3	4	9
1	8	2
+		

Hundreds	Tens	Ones

6.

Hundreds	Tens	Ones
2	7	3
2	5	9
+		

Hundreds	Tens	Ones

7. Higher Order Thinking Ben said that the sum of 157 and 197 is 254. Nikki said that Ben made a mistake. Who is correct? Explain.



Add 157 and 197.
Do you get the same sum as Ben?

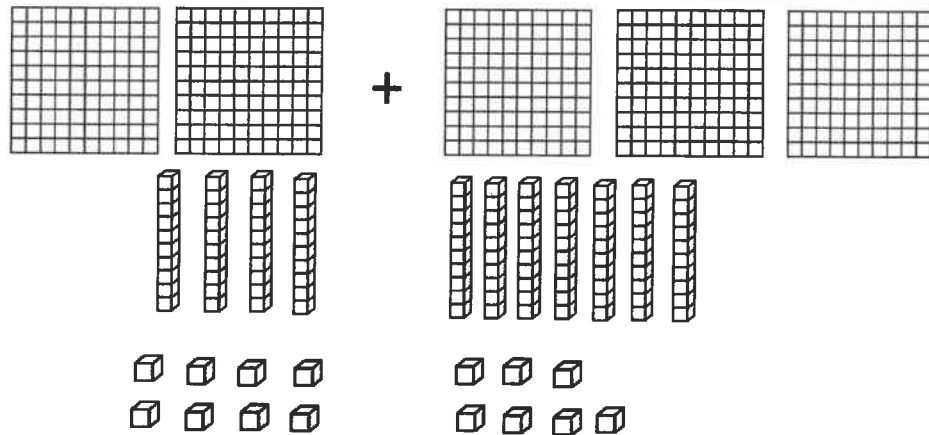
Name _____

day 2

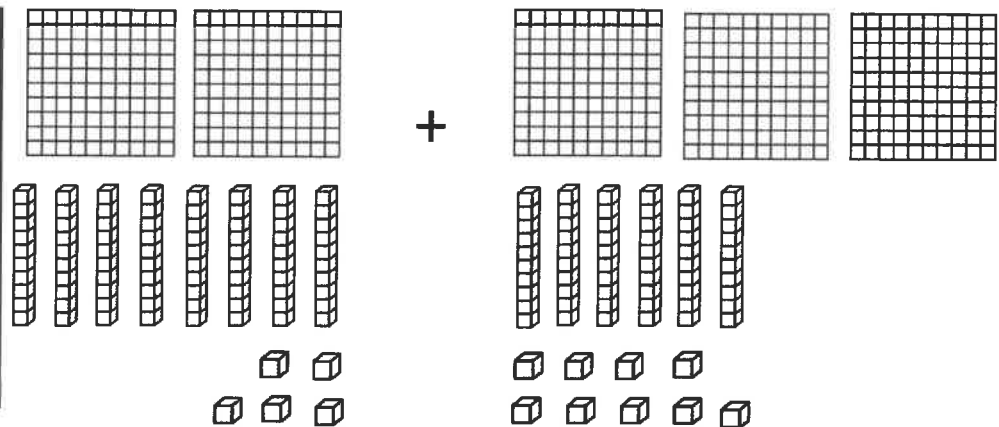
Addition With Regrouping

Add, then circle blocks to show how you regrouped the ones and the tens.

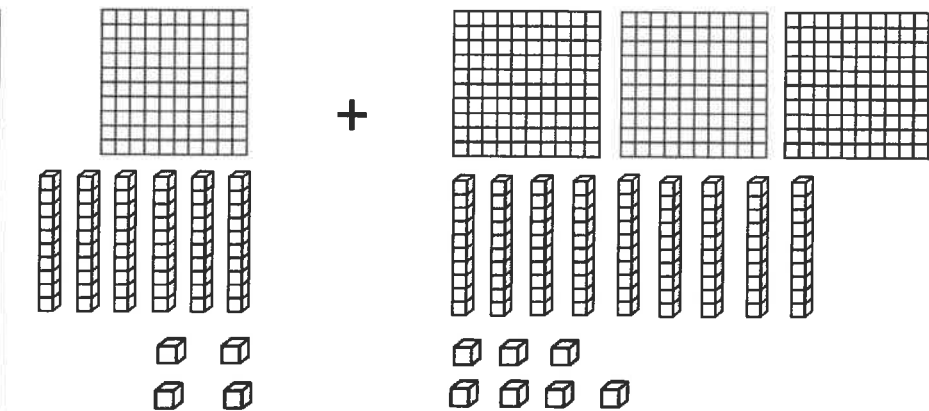
Hundreds	Tens	Ones
2	4	8
+ 3	7	7



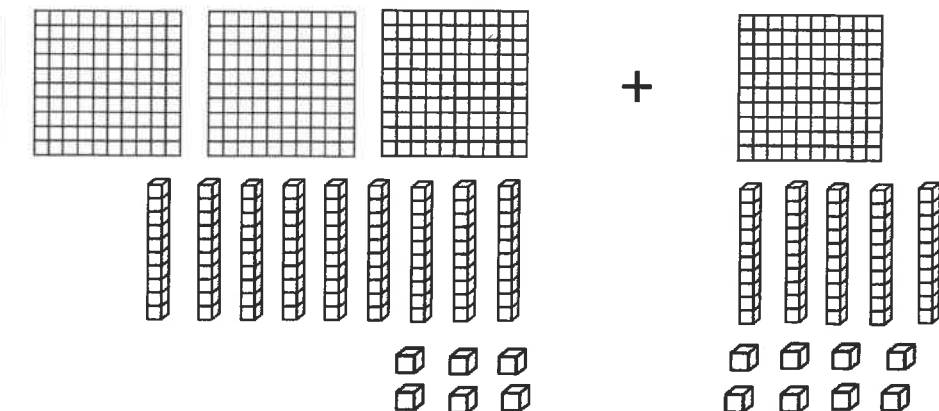
Hundreds	Tens	Ones
2	8	5
+ 3	6	9



Hundreds	Tens	Ones
1	6	4
+ 3	9	7

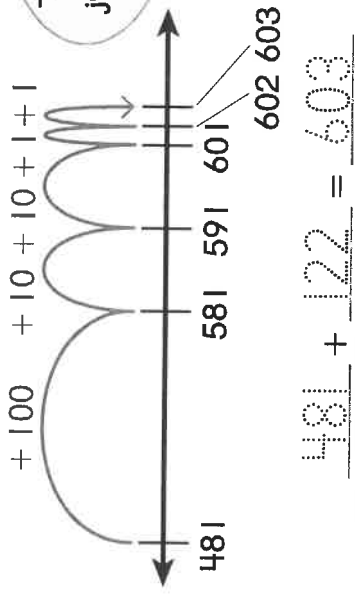


Hundreds	Tens	Ones
3	9	6
+ 1	5	8



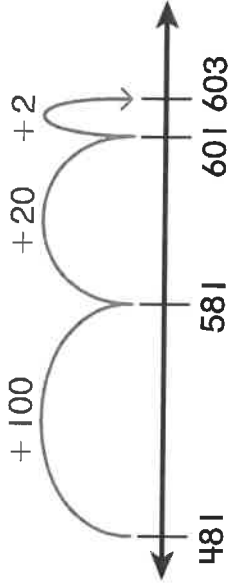
Find $481 + 122$. Use an open number line.

One Way



Another Way

This way shows how you can make bigger jumps.



Both ways are correct.

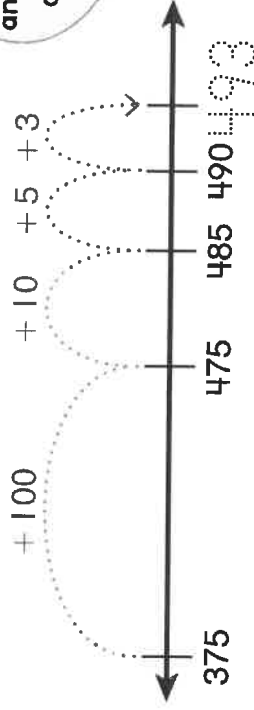
Do You Understand?

Show Me! Explain how you can use an open number line to find $599 + 205$.

Guided Practice

Use an open number line to find each sum.

1. $375 + 118 =$



Breaking apart an addend does not change the value being added.

2. $670 + 232 =$



Name _____



Independent Practice

Use an open number line to find each sum.

3. $278 + 152 =$ _____



4. $637 + 242 =$ _____



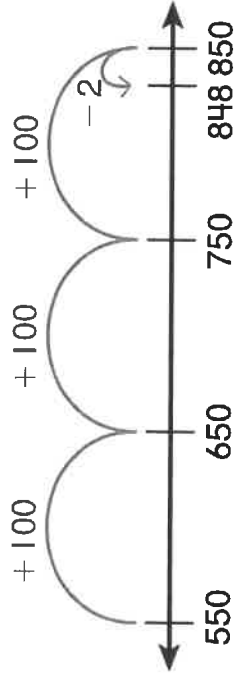
5. $197 + 523 =$ _____



6. $202 + 598 =$ _____



7. **Higher Order Thinking** Lisa finds $550 + 298$ using the open number line below. Is her work correct? Explain.



Use any strategy to find $365 + 196$.

I'll make numbers that are easy to work with in my head.

$$\begin{array}{r} 300 \\ + 100 \\ \hline 400 \end{array} \quad \begin{array}{r} 60 \\ + 90 \\ \hline 150 \end{array} \quad \begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

I can add these sums in any order.

$$400 + 150 + 11 = 561$$

Another way to add is to use easier numbers.

196 is $200 - 4$. So, I can add 200, then take away 4.

$$\begin{array}{r} 365 \\ + 200 \\ \hline 565 \end{array} \quad \begin{array}{r} 565 \\ - 4 \\ \hline 561 \end{array}$$

$$\text{So, } 365 + 196 = 561$$

We both used mental math! Both ways get the same answer!

Do You Understand?

Show Me! How could you use easier numbers to find $303 + 418$?

☆ Guided Practice

Use any strategy to add. Show your work.

1. $223 + 106 = 329$

2. $149 + 362 =$

3. $171 + 202 =$

4. $421 + 397 =$

Name _____



Independent Practice ☆

Use any strategy to add. Show your work.

5. $151 + 324 =$ _____

6. $250 + 298 =$ _____

7. $258 + 109 =$ _____

8. $187 + 246 =$ _____

9. $236 + 318 =$ _____

10. $432 + 365 =$ _____

11. **Number Sense** Jamal says that the sum of $183 + 198$ is less than 300. Is Jamal's answer reasonable? Why or why not?



Both addends are close to 200.

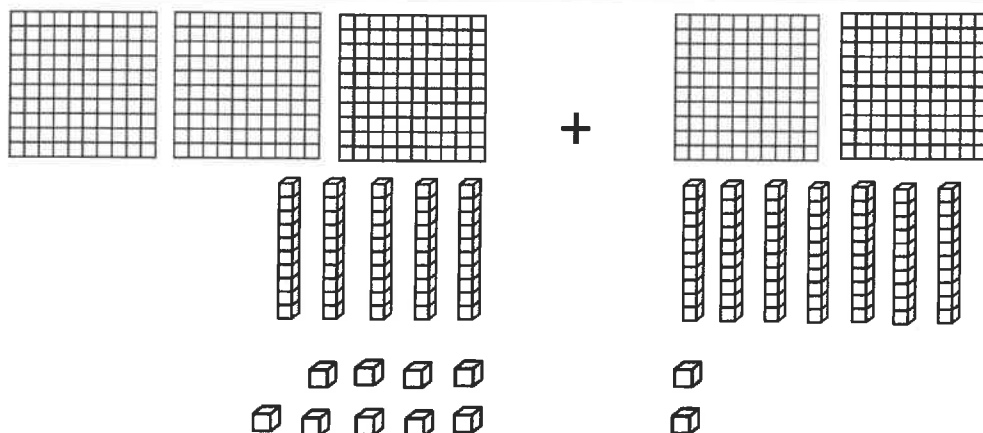
Name _____

day 5

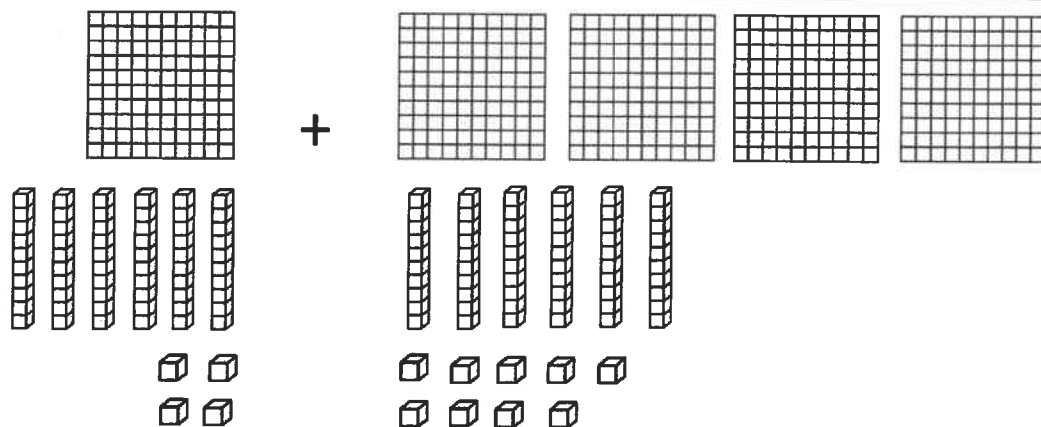
Addition With Regrouping

Add, then circle blocks to show how you regrouped the ones and the tens.

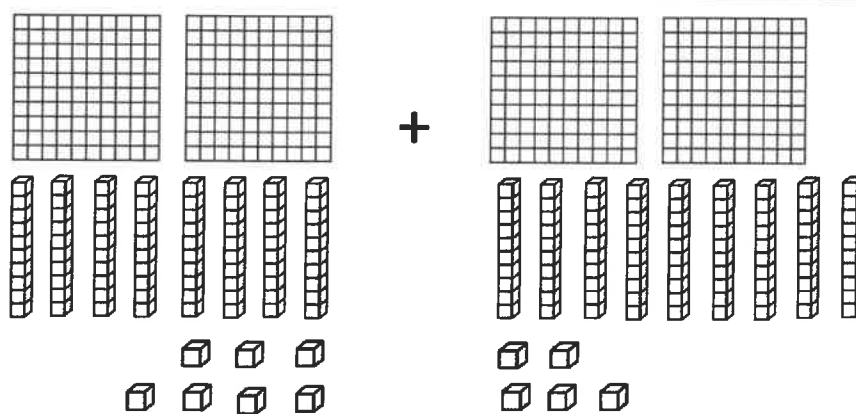
Hundreds	Tens	Ones
3	5	9
+ 2	7	2



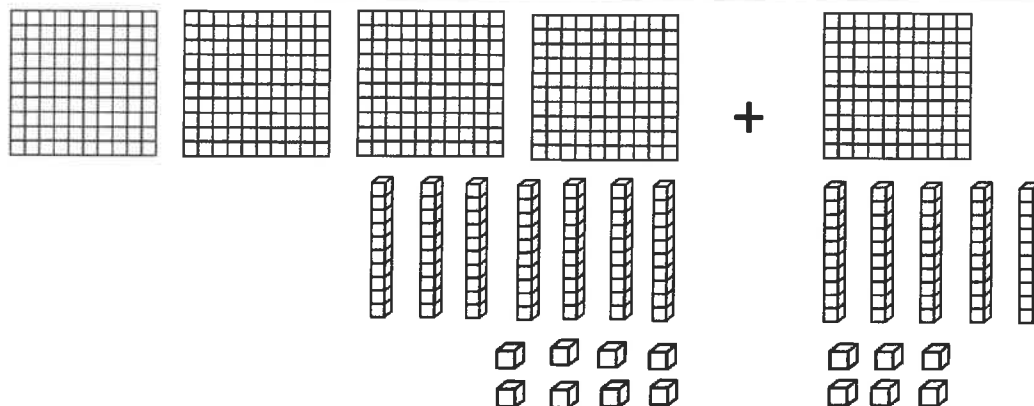
Hundreds	Tens	Ones
1	6	4
+ 4	6	9



Hundreds	Tens	Ones
2	8	7
+ 2	9	5



Hundreds	Tens	Ones
4	7	8
+ 1	5	6



100's Challenge Addition #1

Name _____

136	454	313	243
+ 210	+ 112	+ 226	+ 252

240	517	241	321
+ 124	+ 102	+ 235	+ 545

240	215	143	331
+ 353	+ 342	+ 456	+ 265

306	117	482	332
+ 342	+ 250	+ 104	+ 152

day 6

Place Value 3 Digit Subtraction

* Without Regrouping *

$$\begin{array}{r} 635 \\ - 123 \\ \hline 512 \end{array}$$

Hundreds	Tens	Ones
□ □ □ □ □ ✗	* *	• • ✗ ✗ ✗
5	1	2

* With Regrouping *

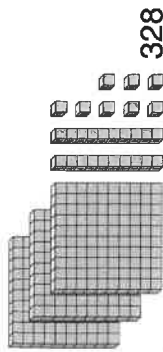
$$\begin{array}{r} \boxed{6} \boxed{13} \\ 873 \\ - 449 \\ \hline 424 \end{array}$$

Hundreds	Tens	Ones
□ □ □ □ ✗ ✗ ✗ ✗	* * ✗	• • • • • • • • • •
4	2	4

You can use mental math to subtract 10 or 100 from three-digit numbers.

Find $328 - 10$.

Find $328 - 100$.



328

Place value can help me subtract mentally.

Subtracting 10 makes the tens digit go down by 1.

I know

$$2 - 1 = 1.$$

$$\text{So, } 328 - 10 =$$

318.

Subtracting 100 makes the hundreds digit go down by 1.

I know

$$3 - 1 = 2.$$

$$\text{So, } 328 - 100 =$$

228.

Sometimes subtracting 10 changes the tens and hundreds digits.

Find $500 - 10$.

I know

$$500 = 50 \text{ tens.}$$

$$50 \text{ tens} - 1 \text{ ten} =$$

$$49 \text{ tens or } 490.$$

$$\text{So, } 500 - 10 =$$

490.

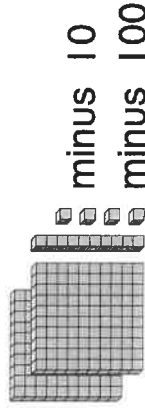


Do You Understand?

Show Me! Use mental math to find $457 - 10$ and $457 - 100$. Explain your reasoning.

Guided Practice
 Subtract using mental math.
 Use models if needed.

1.



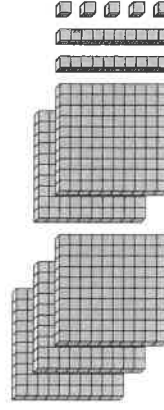
minus 10

minus 100

$$214 - 10 = 204$$

$$214 - 100 = 114$$

2.



minus 10

minus 100

$$- =$$

$$- =$$

$$3. \ 738 - 10 =$$

$$4. \ 100 - 10 =$$

$$738 - 100 =$$

$$100 - 100 =$$

Name _____



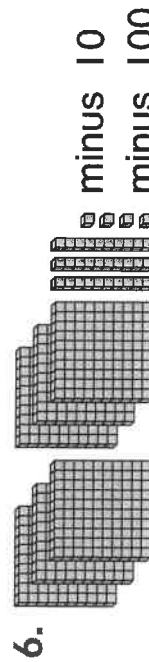
Independent Practice ☆

Subtract using mental math. Use models if needed.



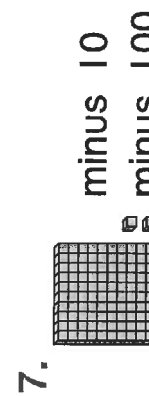
$$\begin{array}{r} \text{---} \\ \text{---} \end{array} = \text{---}$$

$$\text{---} = \text{---}$$



$$\text{---} = \text{---}$$

$$\text{---} = \text{---}$$



$$\text{---} = \text{---}$$

$$\text{---} = \text{---}$$

8. $719 - 10 =$ _____

9. $400 - 100 =$ _____

10. $308 - 10 =$ _____

11. $520 - 100 =$ _____

12. $975 - 10 =$ _____

13. $143 - 100 =$ _____

Algebra Find the missing numbers. Use mental math to solve.

14. $362 - \square = 352$

15. $801 - \square = 701$

16. $449 = 549 - \square$

17. $657 - \square = 647$

18. $215 - \square = 205$

19. $700 - \square = 690$

Use models to find $328 - 133$.
First, subtract the ones.

Hundreds	Tens	Ones

Hundreds	Tens	Ones
3	2	8
- 1	3	3
		5

Regroup 1 hundred as 10 tens.

Hundreds	Tens	Ones

Hundreds	Tens	Ones
2	12	8
- 1	3	3
		5

Subtract the tens and the hundreds.

Hundreds	Tens	Ones

Hundreds	Tens	Ones
2	12	8
- 1	3	3
		5



So, $328 - 133 = 195$.

Do You Understand?

Show Me! Explain why regrouping works in the problem above.

Guided Practice
 Subtract. Draw place-value blocks to show your work. Regroup if needed.

1.

Hundreds	Tens	Ones
2	12	6
- 1	4	3
		3

Hundreds	Tens	Ones

2.

Hundreds	Tens	Ones
3	6	3
- 1	2	7

Hundreds	Tens	Ones

3.

Hundreds	Tens	Ones
5	4	6
- 2	7	1

Hundreds	Tens	Ones

Name _____



Independent Practice

Subtract. Draw place-value blocks to show your work. Regroup if needed.

4.

Hundreds	Tens	Ones
3	1	4
1	5	2
—		

Hundreds	Tens	Ones

5.

Hundreds	Tens	Ones
6	5	3
4	1	9
—		

Hundreds	Tens	Ones

6.

Hundreds	Tens	Ones
4	3	8
1	6	2
—		

Hundreds	Tens	Ones

7.

Hundreds	Tens	Ones
6	6	2
4	8	0
—		

Hundreds	Tens	Ones

8. Higher Order Thinking Find the missing numbers. Explain your steps for solving.

Hundreds	Tens	Ones
8	5	4
2	9	
—		
		2

Hundreds	Tens	Ones

Name: _____ Date: _____

3 Digit Subtraction with Regrouping

	7	6	7
-	1	1	8

	8	9	3
-	7	3	8

	2	8	2
-	1	2	6

	9	7	6
-	2	5	7

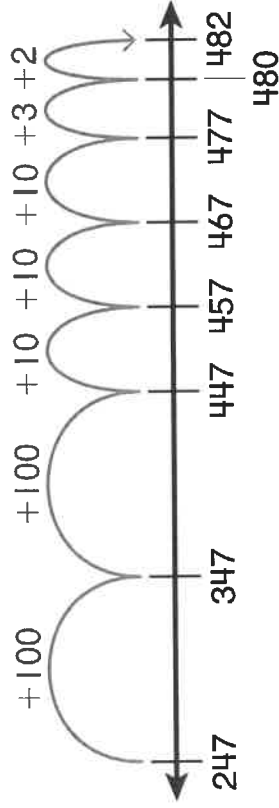
	3	4	1
-	2	2	5

	4	7	2
-	3	4	4

Find $482 - 247$.

Add up to find the difference.

Add up from 247, the number you are subtracting. Stop at 482.



How much did you add up from 247 to get to 482? That's the difference!

So, $482 - 247 = 235$.

You can check your work by adding.

$247 + 235 = 482$.

So, 235 is correct.

Do You Understand?

Show Me! What is another way you could add up to find $482 - 247$?

Guided Practice

Add up to subtract. Check your work.

1. $573 - 459 =$

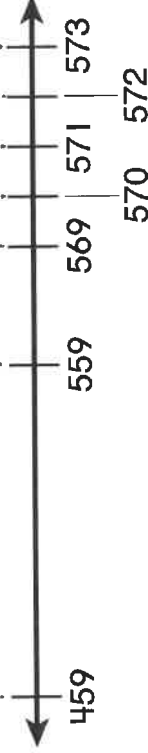
$+$

$=$

$+100$

$+10$

$+1 + 1 + 1 + 1$



2. $672 - 547 =$

$+$

$=$



Name _____



Independent Practice

Add up on the open number line to find each difference.

Then add to check your work.

3. $530 - 318 =$ _____

_____ + _____ = _____



4. $735 - 429 =$ _____

_____ + _____ = _____



5. $802 - 688 =$ _____

_____ + _____ = _____



6. **A-Z Vocabulary** Complete the sentences using each word below once.

ones **add** **number**

You can add up to subtract on an open number line.

Start at the _____ you are subtracting.

_____ up hundreds, tens, and

_____.
Stop at the number you subtract from.

Name: _____ Date: _____

3 Digit Subtraction with Regrouping

	4	6	6
-	1	1	9

	6	9	5
-	5	7	8

	3	8	4
-	1	0	7

	7	7	3
-	2	3	6

	2	4	2
-	2	0	4

	8	7	1
-	3	1	5

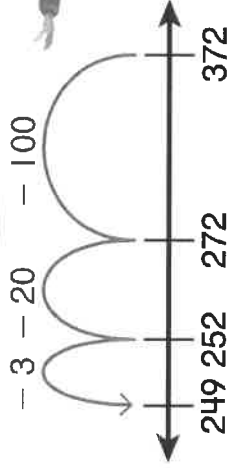
Use any strategy to find $372 - 123$.

I'll count back to find the answer.

I'll try to think of numbers that are easier to work with to help me.

One way to subtract is to count back.

Start at 372.
Count back 1 hundred, then 2 tens, then 3 ones.



Another way to subtract is to use easier numbers.

$$\begin{array}{r} 372 \\ - 122 \\ \hline 250 \end{array}$$

So, $372 - 123 = 249$.

$123 = 122 + 1$
So, I can take away 122. Then take away 1 more.

Both ways get the same answer!

Do You Understand?

Show Me! How could you count back to find $430 - 241$? What is the difference?

☆ Guided Practice Use any strategy to subtract.
Show your work.

1. $485 - 136 = \underline{349}$

2. $457 - 261 = \underline{\hspace{2cm}}$

3. $342 - 134 = \underline{\hspace{2cm}}$

4. $321 - 115 = \underline{\hspace{2cm}}$

Name _____



Tools Assessment

☆ Independent Practice ☆ Use any strategy to subtract. Show your work.

5. $598 - 319 =$ _____

6. $794 - 452 =$ _____

7. $871 - 355 =$ _____

8. $649 - 525 =$ _____

9. $463 - 244 =$ _____

10. $304 - 198 =$ _____

11. Number Sense Leo says that the difference of $526 - 217$ is greater than 200.

Is what Leo says reasonable? Why or why not?



Sometimes it can help to use numbers that are close but easier to subtract.

Name: _____ Date: _____

3 Digit Subtraction with Regrouping

8	0	5
- 1	9	6

9	0	4
- 3	9	5

6	0	3
- 1	9	9

8	0	2
- 2	9	8

5	0	1
- 1	5	7

7	0	0
- 3	8	5

Name: _____

Date: _____

**THREE DIGIT SUBTRACTION**

DIRECTIONS: Work out the problems below by subtracting the two numbers. Make sure you look at the problems carefully. Regrouping or borrowing is required for some of the problems.

$$\begin{array}{r} 1. \quad 435 \\ - 259 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 242 \\ - 198 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 678 \\ - 449 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 500 \\ - 246 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 322 \\ - 180 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 809 \\ - 404 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 734 \\ - 436 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 904 \\ - 566 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 310 \\ - 290 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 670 \\ - 480 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 237 \\ - 199 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 365 \\ - 298 \\ \hline \end{array}$$

Name: _____ Date: _____

3 Digit Subtraction with Regrouping

4	6	6
1	7	9

6	6	5
- 4	9	8

3	8	4
- 1	9	7

7	7	3
- 2	9	6

4	4	2
- 1	5	4

8	7	1
- 3	8	5

Name: _____ Date: _____

3 Digit Subtraction with Regrouping

8	9	5
- 1	9	6

9	8	4
- 3	9	5

6	6	3
- 1	9	9

8	7	2
- 2	9	8

5	5	1
- 1	5	7

7	4	0
- 3	8	5



Name: _____

H	T	O
2	0	6
4	4	5

H	T	O
2	1	8
2	7	0

H	T	O
5	3	3
1	4	9

H	T	O
4	5	3
1	2	7

H	T	O
4	4	8
1	6	3

H	T	O
3	5	4
1	3	8



Name: _____

Date: _____

To Regroup or not to Regroup? That is the Question

First, look at each question and predict whether or not you will have to regroup. Then, use the candy provided to solve each equation.

1.

$$\begin{array}{r} 526 \\ - 374 \\ \hline \end{array}$$

Regroup?

2.

$$\begin{array}{r} 416 \\ + 234 \\ \hline \end{array}$$

Regroup?

3.

$$\begin{array}{r} 732 \\ + 136 \\ \hline \end{array}$$

Regroup?

4.

$$\begin{array}{r} 864 \\ - 512 \\ \hline \end{array}$$

Regroup?

5.

$$\begin{array}{r} 349 \\ - 317 \\ \hline \end{array}$$

Regroup?

6.

$$\begin{array}{r} 675 \\ + 268 \\ \hline \end{array}$$

Regroup?



= Name: _____

Solve these addition problems to find the sums

$$\begin{array}{r} 3 \ 7 \ 1 \\ + 4 \ 1 \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \ 4 \ 0 \\ + 1 \ 3 \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \ 0 \ 7 \\ + \quad 6 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} \quad 5 \ 8 \\ + 2 \ 3 \ 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \ 0 \ 2 \\ + 1 \ 9 \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \ 7 \ 4 \\ + 3 \ 6 \ 2 \\ \hline \end{array}$$

Solve these subtraction problems to find the differences

$$\begin{array}{r} 3 \ 4 \ 1 \\ - 2 \ 1 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \ 0 \ 4 \\ - 1 \ 4 \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \ 7 \ 2 \\ - 1 \ 6 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \ 0 \ 3 \\ - \quad 3 \ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \ 0 \ 2 \\ - 2 \ 6 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \ 3 \ 4 \\ - 3 \ 1 \ 7 \\ \hline \end{array}$$



Name: _____ Date: _____

3 Digit Subtraction with Regrouping

	6	4	4
-	1	1	7

	8	9	2
-	1	0	4

	8	7	3
-	6	2	9

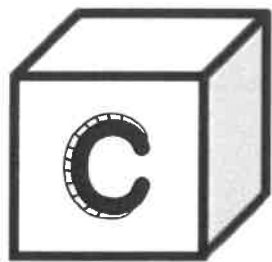
	5	7	5
-	2	3	6

	8	8	4
-	6	7	8

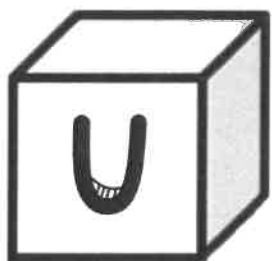
	4	7	4
-	3	2	9

CUBES

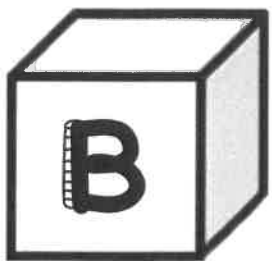
A problem solving strategy



Circle key **numbers and units**

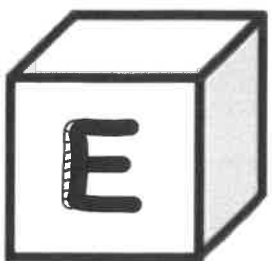


Underline the question

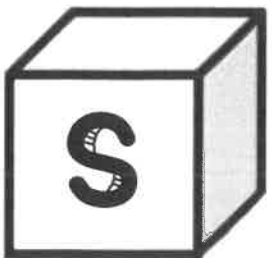


Box math **"action"** words

What steps do I take? What can I cross out?



Evaluate and eliminate



× ÷
Show your work **and check**
+ −

Name

Date

Addition and Subtraction Word Problems

Solve and show your work under each problem.

1

There are 640 people on the first floor of the mall. There are 347 people on the second floor of the mall. How many people are there in all?

_____ people.

2

On Friday, 543 people went to the concert. On Saturday, 415 people went to the concert. How many people went to the concert in all?

_____ people.

3

Peter and James counted a total of 836 chicks. Peter counted 430 of the chicks. How many chicks did James count?

_____ chicks.

4

Thomas has 135 golf balls and 150 tennis balls. How many balls does Thomas have?

_____ balls.

Name

Date

Addition and Subtraction Word Problems

Solve and show your work under each problem.

1

Kyle is collecting stamps. She has 442 United States stamps and 418 Canada stamps. How many stamps does she have altogether?

_____ stamps.

2

Tom spent \$412 at Costco wholesale. Bobby spent \$298 at Costco wholesale. How many dollars did both boys spend in all?

_____ dollars.

3

There were 347 books on the shelves. Librarian took 186 books off the shelves. How many books were still on the shelves?

_____ books.

4

Kathy picked some apples. She put 113 apples in one box and 134 apples in another box. How many apples did Kathy pick in all?

_____ apples.

Name

Date

Addition and Subtraction Word Problems

Solve and show your work under each problem.

1

154 students are in art club. 190 students are in Lego club. How many students are in both clubs?

_____ students.

2

A storeowner had 409 bikes. He sold 340 bikes. How many bikes did he have left?

_____ bikes.

3

Nicole has 369 stamps. Katy has 178 stamps. How many stamps do the girls have in all?

_____ stamps.

4

Jennie had 742 pearls in her collection. She gave some of the pearls to her sister. She has 438 pearls left. How many pearls did she give to her sister?

_____ pearls.

Name

Date

Addition and Subtraction Word Problems

Solve and show your work under each problem.

1

George has 327 seashells. His sister has 238 seashells. How many seashells do they have in all?

_____ seashells.

2

On Friday, 468 people went to the fair. On Saturday, 441 people went to the fair. How many more people went to the fair on Friday than on Saturday?

_____ people.

3

Sid walked 320 steps. Ann walked 212 steps. How many more steps did Sid walk than Ann?

_____ steps.

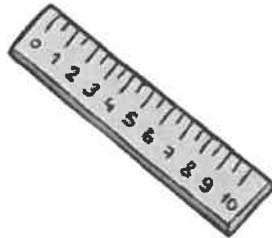
4

There are 748 students in Fort Elementary School. That is 123 more students than last year. How many students were in Fort Elementary School last year?

_____ students.

Math - Unit 2

Measuring Length (Days 15-20)



Day	Topic
Day 15	How to measure Estimating/ Measuring to nearest inch
Day 16	Measuring with inches
Day 17	Measuring with inches and feet
Day 18	Measuring with inches and feet
Day 19	Comparing units of measurement (inches, feet and yards)
Day 20	Comparing units of measurement (inches, feet and yards)

estimate

I think the book is about 1 foot long.



MEASURING VOCAB

length

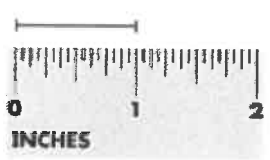


distance across

height



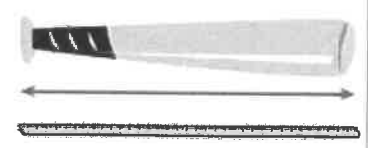
inch (in.)



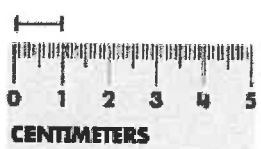
foot (ft)



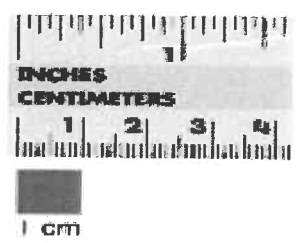
yard (yd)



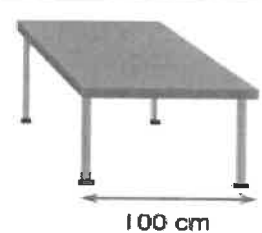
centimeter (cm)



1 centimeter (cm) is smaller than 1 inch.



meter (m)



TOOLS FOR MEASURING



Ruler

Yardstick

or

Meter Stick

Measuring Tape

- Measures inch. and cm.
- 12 inches = 1 foot long

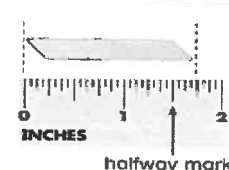
- 3 feet long

- 100 cm long

HOW TO MEASURE

1. Start the object at the 0 mark
2. Measure from end to end
3. Find the nearest inch or centimeter

nearest inch



nearest centimeter



*If you have to move the ruler down- NO GAPS

Name: _____

Estimating and Measuring

Directions: Estimate, make an educated guess, the length or height of these objects around your house. Then measure them using your ruler using inches and feet.

1. What is the length of your door?

Estimate

Actual Length

2. What is the length of your table?

Estimate

Actual Length

3. What is the height of your table?

Estimate

Actual Length

4. What is the length of the edge of a book?

Estimate

Actual Length

Name: _____

5. What is the length of your pointer finger?

Estimate

Actual Length

6. What is the length of your shoe?

Estimate

Actual Length

7. What is the length of your tv?

Estimate

Actual Length

8. What is the height of your tv?

Estimate

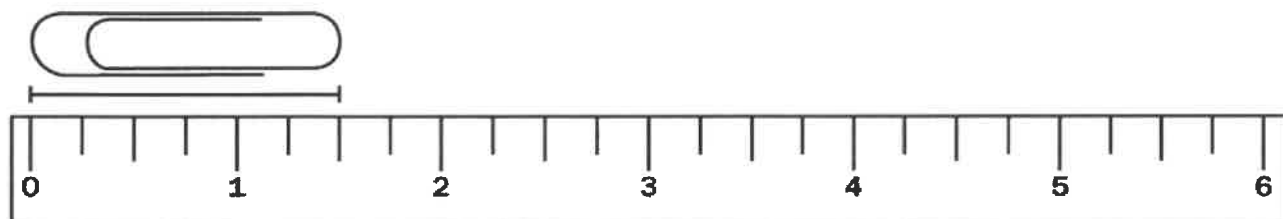
Actual Length

Name: _____

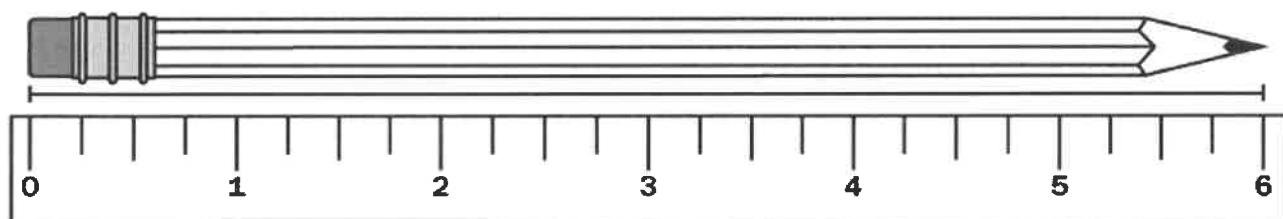
Measuring With a Ruler

Measure to the nearest $\frac{1}{2}$ inch using the ruler shown.

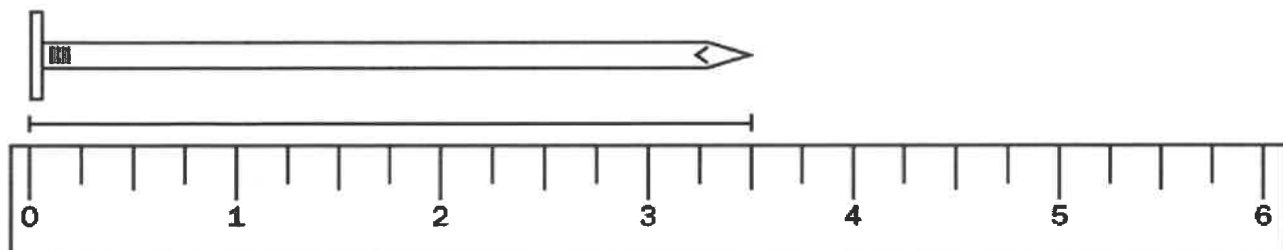
a.



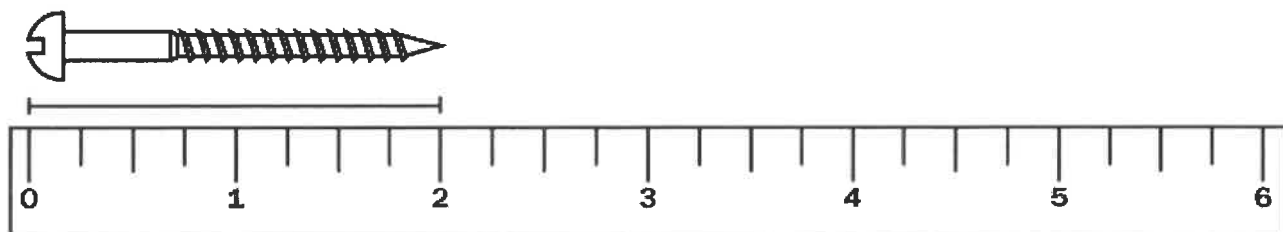
b.



c.



d.



Measuring in Inches

Cut out the ruler at the bottom of the page and use it to measure the lengths below!

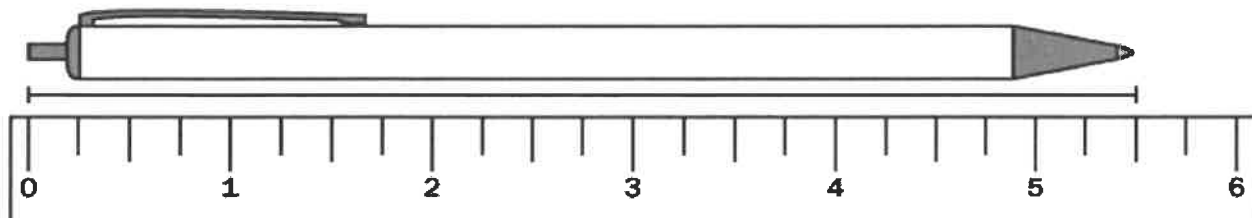


Name: _____

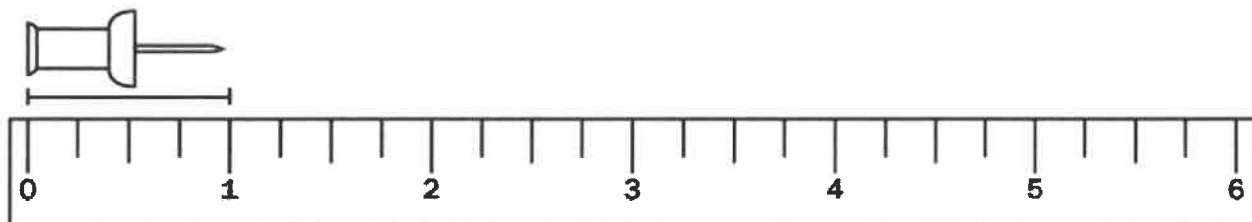
Measuring Inches

Measure to the nearest $\frac{1}{2}$ inch using the ruler shown.

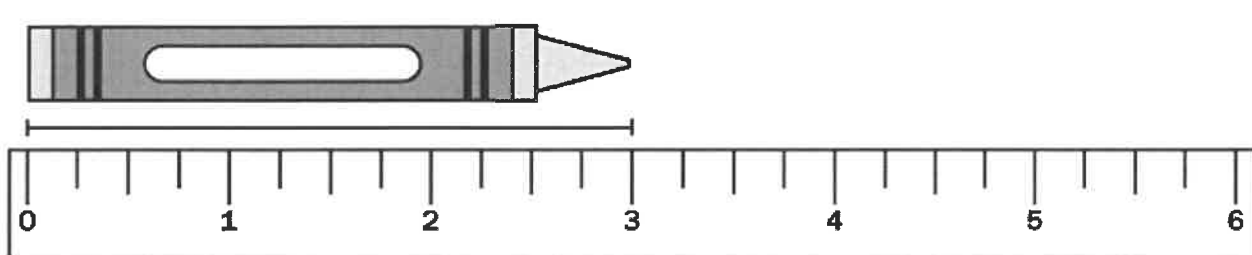
a.



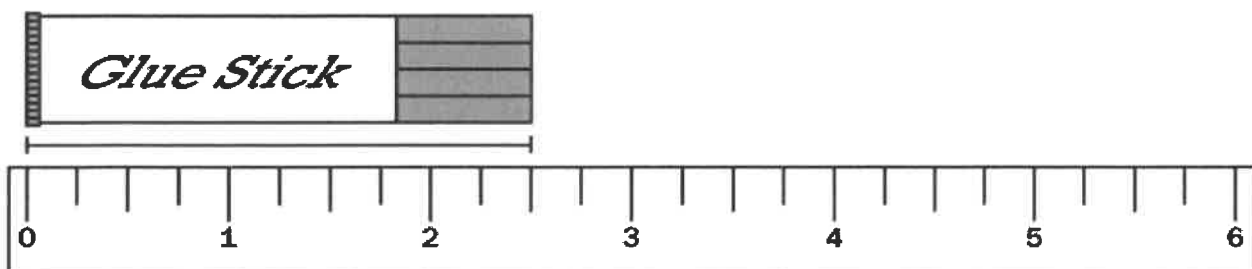
b.



c.

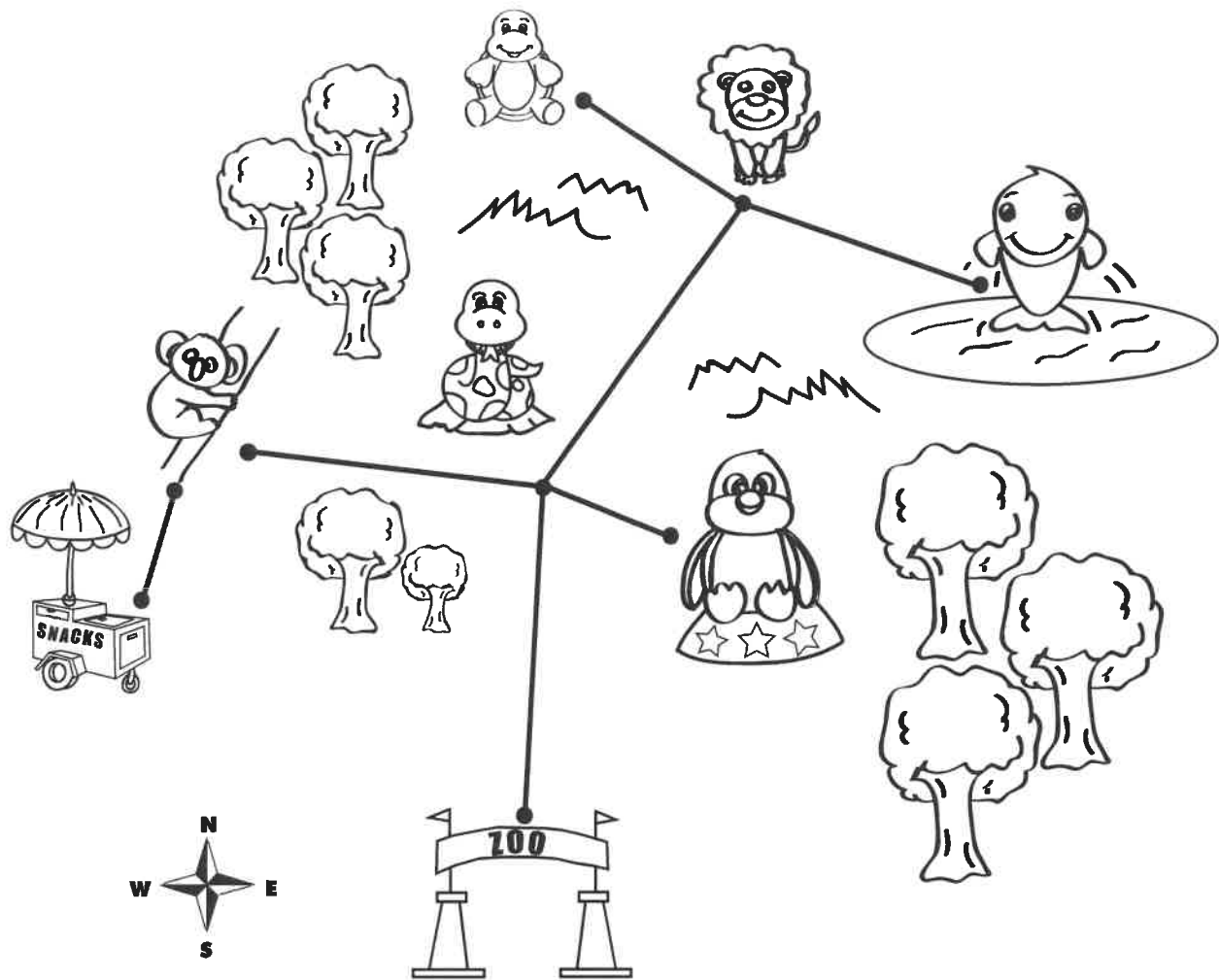


d.



Measuring Inches

Use the inch side of a ruler to determine distance between objects on the map below.
Write your responses on the lines provided below.



How long is the path...

1. From the entrance to the snake? _____ inch(es)
2. From the entrance to the lion? _____ inch(es)
3. From the snake to the koala? _____ inch(es)
4. From the snack cart to the koala? _____ inch(es)
5. From the lion to the dolphin? _____ inch(es)
6. From the lion to the turtle? _____ inch(es)
7. From the snake to the penguin? _____ inch(es)

Measuring in Inches and Feet

Name: _____

- 1** Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a bike

a leaf

a table

a book

a sticker

- 2** Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a window

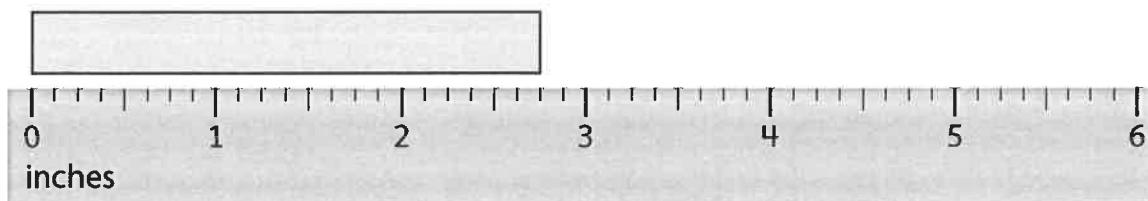
a cracker

a tent

a marker

a blanket

- 3** What is the length of the rectangle to the nearest inch?

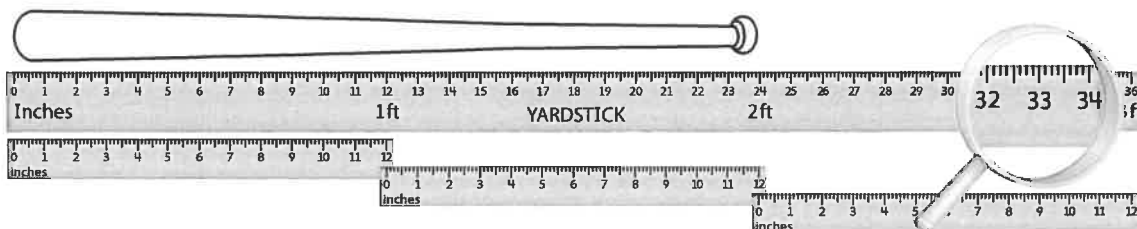


The rectangle is about _____ inches long.

Measuring in Inches and Feet *continued*

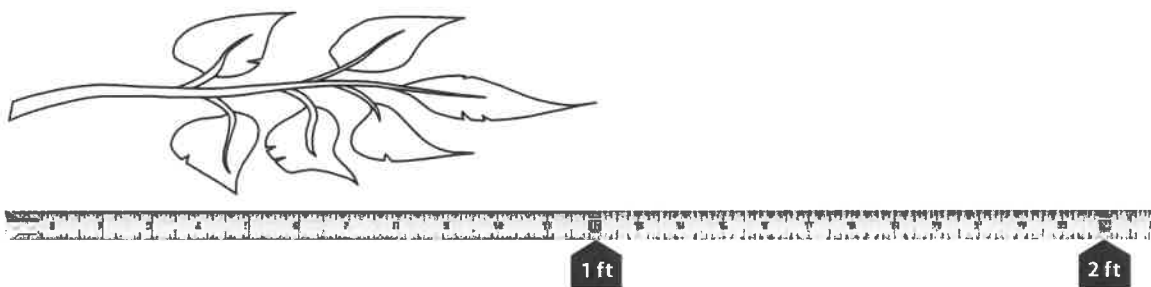
Name: _____

- 4 What is the length of the baseball bat to the nearest foot?



The baseball bat is about _____ feet long.

- 5 What is the length of the branch to the nearest foot?



The branch is about _____ foot long.

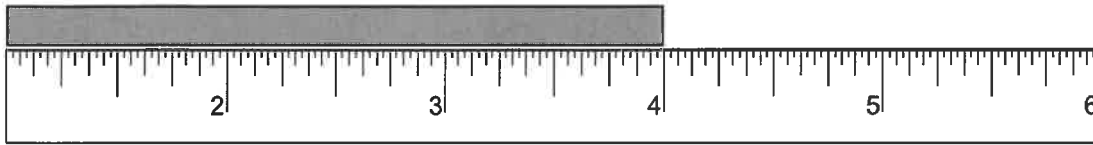
Name : _____

Score : _____

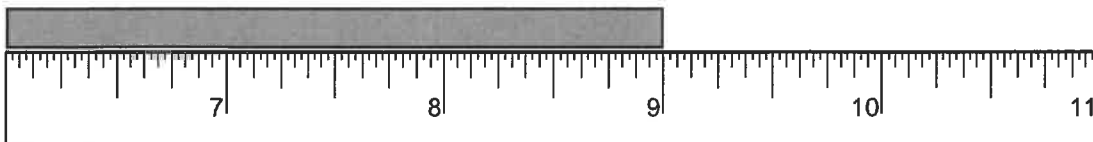
Teacher : _____

Date : _____

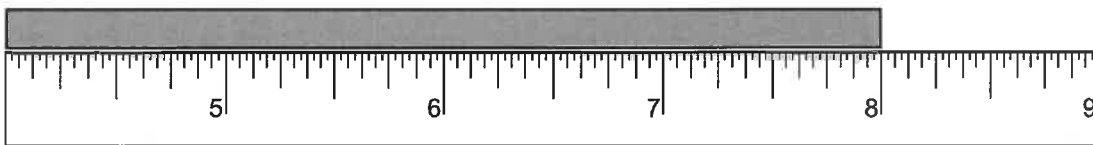
Reading a Tape Measure

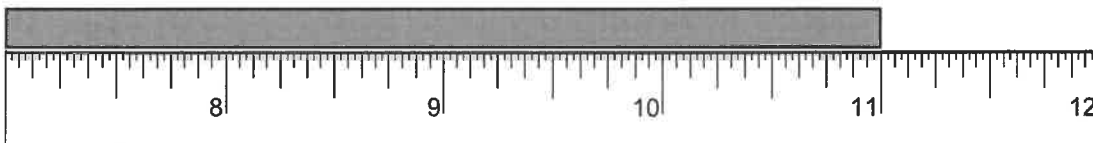


How many Inches ?



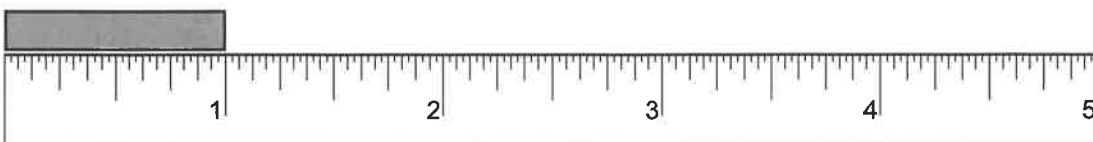














Name: _____

Directions: In each of the boxes, write items that you see around your house or yard that would be most easily measured in that unit.

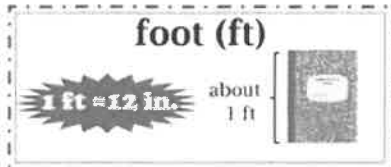
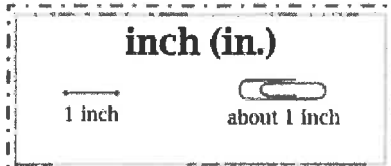
Example: a couch would go in the “feet” box. Write at least five items in each box.

INCHES

FEET

YARDS

Comparing Units of Measuring



1 yard is 3 times larger than 1 foot

1 foot is 12 times larger than 1 inch

1 yard is 36 times larger than 1 inch

When measuring it takes **more** of something small and **less** on something big!



Ms. Mollet's legs measured:

1 yard

Why did it take more feet than yards?

=

Yards are longer, feet are smaller

3 feet

36 inches

Why did it take more inches than feet?

=

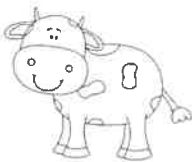
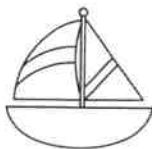
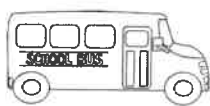
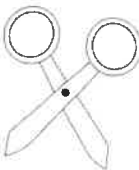
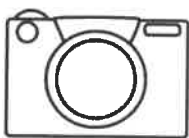
Feet are longer, inches are smaller

Name _____

What unit of measure would you use?

Cut and paste the objects on the bottom of the page into the appropriate boxes.

Inches 	Feet 	Yards 

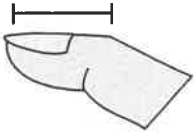


Determine which letter best represents the length / height.

Answers

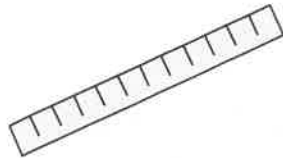
Inch (in)

An inch is about the distance of the last joint of your finger.



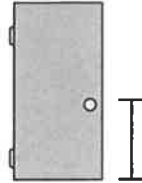
Foot (ft)

A foot is 12 inches. The length of a ruler.



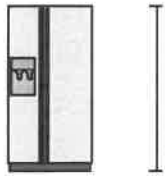
Yard (yd)

1 yard is the same as 3 feet. From the floor to a door knob is about 1 yard.



Mile (mi)

A mile is 5,280 feet. Most major roads are at least a mile long.



1) Refrigerator

- A. 1 foot
- B. 12 inches
- C. 6 feet
- D. 4 yards



2) Bug

- A. 1 foot
- B. Less than 1 inch
- C. 3 yards
- D. 3 inches



3) Bicycle

- A. 10 inches
- B. 1 yard
- C. 3 yards
- D. 3 inches



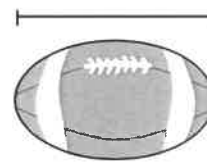
4) Clothes Iron

- A. 2 feet
- B. 15 inches
- C. 8 feet
- D. 6 inches



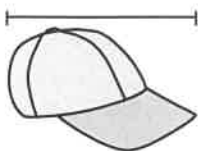
5) Flash Drive

- A. 2 feet
- B. 2 inches
- C. 6 inches
- D. 11 inches



6) Football

- A. 2 feet
- B. 1 inch
- C. 1 yard
- D. 11 inches



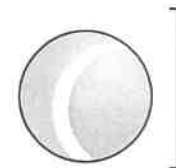
7) Hat

- A. 1 yard
- B. 1 foot
- C. 4 inches
- D. 2 feet



8) Hammer

- A. 1 yard
- B. 4 inches
- C. 16 inches
- D. 1 inch



9) Tennis Ball

- A. 7 inches
- B. 1 foot
- C. 3 inches
- D. 2 feet

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____

Name: _____

What unit of measurement would you use to measure each object?

Inches

Feet

Yards

1. The length of a semi-truck? _____



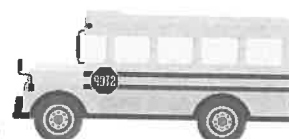
2. The height of your desk? _____



3. The height of a milk carton? _____



4. The length of a school bus? _____



5. The length of a nail? _____



6. The height of a book? _____



7. The height of an umbrella? _____



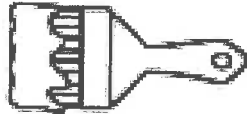
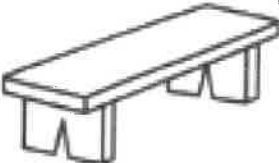
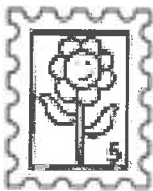
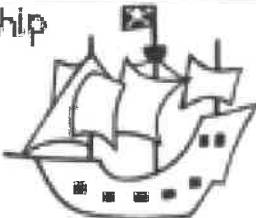
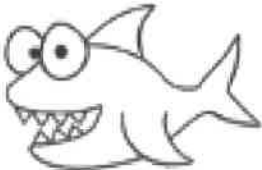
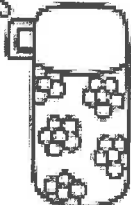
Name _____



Let's Measure!

Directions: Look at each picture. Decide if you should measure by feet, yards, or inches.



tooth 	inches feet yards	airplane 	inches feet yards	paintbrush 	inches feet yards
peach 	inches feet yards	inchworm 	inches feet yards	kangaroo 	inches feet yards
bench 	inches feet yards	snail 	inches feet yards	bathtub 	inches feet yards
sled 	inches feet yards	stamp 	inches feet yards	tree 	inches feet yards
ship 	inches feet yards	shark 	inches feet yards	shell 	inches feet yards
thermos 	inches feet yards	whistle 	inches feet yards	house 	inches feet yards