



Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Tuesday
October 13th

Name:

Lesson 7

Objective: Measure and compare lengths using standard metric length units and non-standard length units; relate measurement to unit size.

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

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 16 \\ - 1 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 14 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 1 \\ \hline \end{array}$$

Application Problem

Concept development



Line 1 cm _____ Paper clips _____

Line 2 cm _____ Paper clips _____

Line 1 is about _____ paper clips longer than Line 2.

Line 2 is about _____ cm shorter than Line 1.

Line 2 doubled is about _____ cm longer than line 1.

Name _____

Date _____

Measure each set of lines with one small paper clip, using mark and move forward.
Measure each set of lines in centimeters using a ruler.

1. Line A 

Line B 

a. Line A

_____ paper clips _____ cm

b. Line B

_____ paper clips _____ cm

c. Line B is about _____ paper clips shorter than Line A.

d. Line A is about _____ cm longer than Line B.

2.  Line L

 Line M

a. Line L

_____ paper clips _____ cm

b. Line M

_____ paper clips _____ cm

c. Line L is about _____ paper clips longer than Line M.

d. Line M doubled is about _____ cm shorter than Line L.

3. Draw a line that is 6 cm long and another line below it that is 15 cm long. Label the 6 cm line *C* and the 15 cm line *D*.

a. Line *C*

_____ paper clips

Line *D*

_____ paper clips

b. Line *D* is about _____ cm longer than Line *C*.

c. Line *C* is about _____ paper clips shorter than Line *D*.

d. Lines *C* and *D* together are about _____ paper clips long.

e. Lines *C* and *D* together are about _____ centimeters long.

4. Christina measured Line *F* with quarters and Line *G* with pennies.



Line *F*



Line *G*



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.

Name _____

Date _____

Measure the lines with small paper clips and then with a centimeter ruler. Then, answer the questions below.



a. Line 1

_____ paper clips _____ cm

b. Line 2

_____ paper clips _____ cm

c. Line 3

_____ paper clips _____ cm

Explain why each measurement required more centimeters than paper clips.

Name: _____

Create word families!

Use these word endings to create a new word.

at	ed	it
an	em	ig
am	en	ip
ab	ep	in
ag	et	ot
un	ut	ob
ub	ump	og

b	c	d
f	g	h
l	m	p
r	s	t
v	w	z
sl	fl	ch
br	dr	sh

Name _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Day 5 Resources and Materials

Writing in Response to *The Invisible Boy*

Name: _____ Date: _____

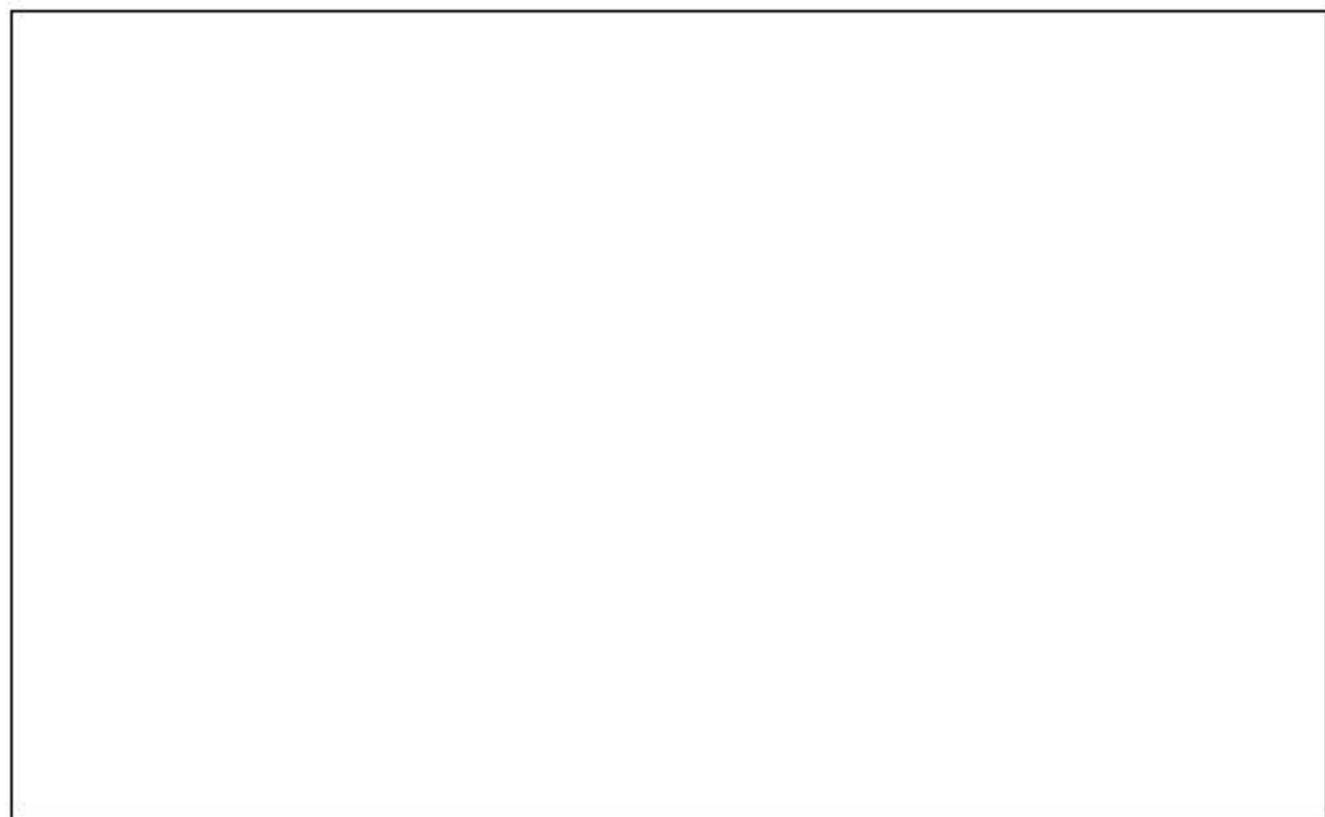
How does Brian feel at lunch? (RL.2.1, RL.2.3)

What detail in the text or pictures helps you know how Brian feels? (RL.2.1, RL.2.7)

What in the story makes him feel this way? (RL.2.1, RL.2.7)

Is Brian feeling invisible or visible in this part of the story? How do you know?

Picture





Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Wednesday
October 14th

Lesson 8

Objective: Solve addition and subtraction word problems using the ruler as a number line.

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 17 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 1 \\ \hline \end{array}$$

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

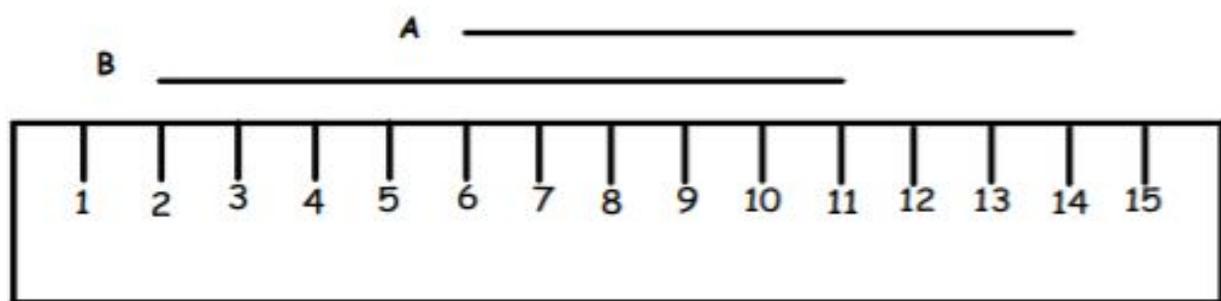
$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

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

Application Problem

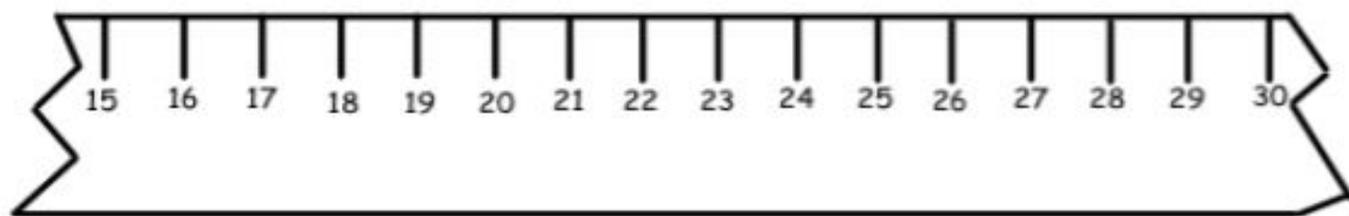
Concept development

1.

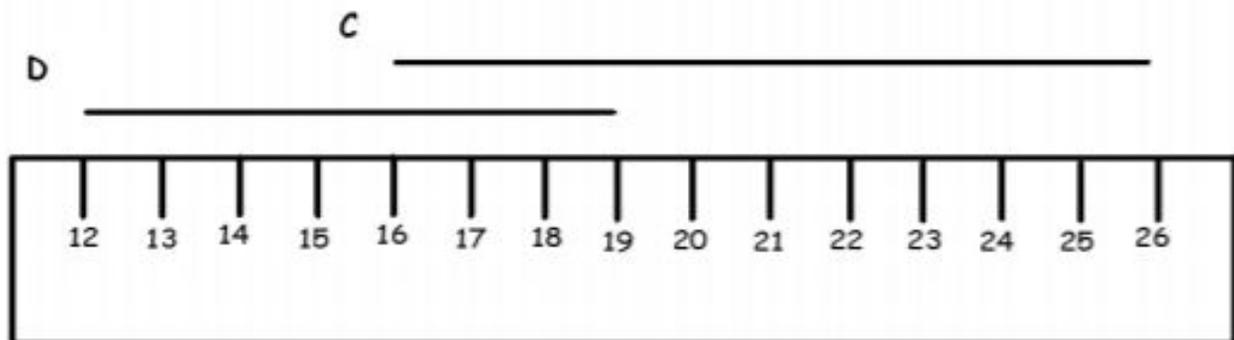


- Line A is _____ cm long.
- Line B is _____ cm long.
- Together, Lines A and B measure _____ cm.
- Line A is _____ cm (longer/shorter) than Line B.

2. A cricket jumped 5 centimeters forward and 9 centimeters back, and then stopped. If the cricket started at 23 on the ruler, where did the cricket stop? Show your work on the broken centimeter ruler.

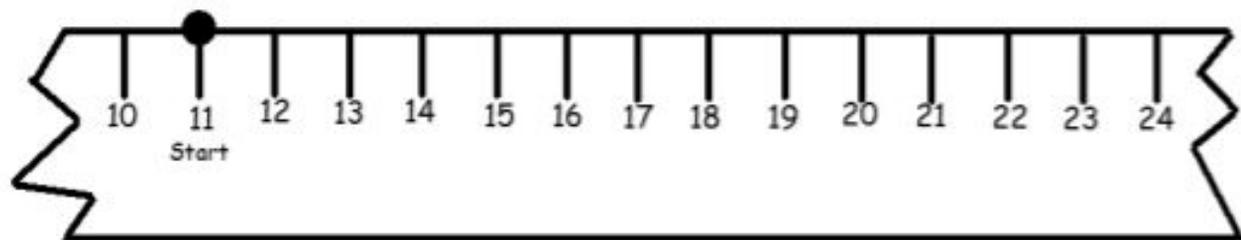


1.



- Line C is _____ cm.
- Line D is _____ cm.
- Lines C and D are _____ cm.
- Line C is _____ cm (longer/shorter) than Line D.

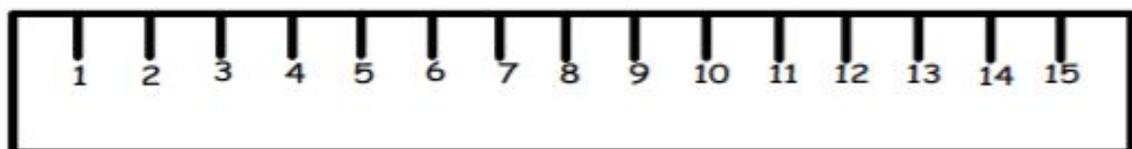
2. An ant walked 12 centimeters to the right on the ruler and then turned around and walked 5 centimeters to the left. His starting point is marked on the ruler. Where is the ant now? Show your work on the broken ruler.



Name _____

Date _____

1. Use the ruler below to draw one line that begins at 2 cm and ends at 12 cm. Label that line R. Draw another line that begins at 5 cm and ends at 11 cm. Label that line S.
 - a. Add 3 cm to Line R and 4 cm to Line S.
 - b. How long is Line R now? _____ cm
 - c. How long is Line S now? _____ cm
 - d. The new Line S is _____ cm (shorter/longer) than the new Line R.



Name _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Noticing and Wondering about Pictures Response Sheet

Name: _____ Date: _____



What did you notice about the schools you just closely viewed? Describe the picture of the school you'd like to know more about.



What do you wonder? Ask a question about what you want to know about this school.



Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Thursday
October 15th

Lesson 10

Objective: Apply conceptual understanding of measurement by solving two-step word problems.

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

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 16 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 14 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 20 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

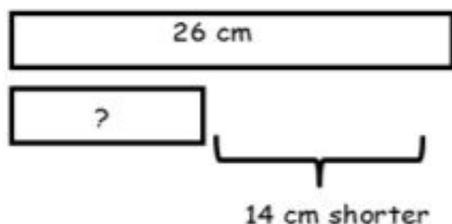
Application Problem

Concept development

Use the RDW process to solve. Draw a tape diagram for each step. Problem 1 has been started for you.

1. Maura's ribbon is 26 cm long. Colleen's ribbon is 14 cm shorter than Maura's ribbon. What is the total length of both ribbons?

Find the length of Colleen's ribbon.



Use the RDW process to solve. Draw a tape diagram for each step. Problem 1 has been started for you.

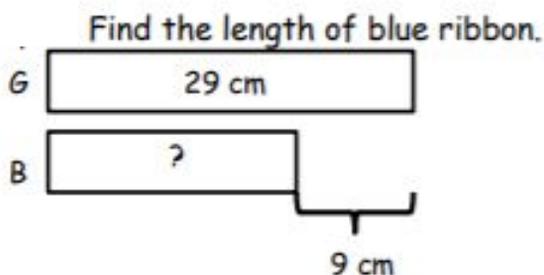
2. Joe's ribbon is 34 cm long. Nathan's ribbon is 12 cm shorter than Joe's ribbon.

Find the length of Nathan's ribbon.



Use the RDW process to solve. Draw a tape diagram for each step. Problem 1 has been started for you.

3. There is 29 cm of green ribbon. A blue ribbon is 9 cm shorter than the green ribbon. How long is the blue ribbon?



4. Joanna and Lisa drew lines. Joanna's line is 41 cm long. Lisa's line is 19 cm longer than Joanna's.

Find the length of Lisa's line.

5. Jesse's tower of blocks is 30 cm tall. Sarah's tower is 9 cm shorter than Jessie's tower.

Find the height of Sarah's tower.

6. Pam and Mark measured the distance around each other's wrists. Pam's wrist measured 10 cm. Mark's wrist measured 3 cm more than Pam's.

Find the distance around both Mark's wrists.

Name _____

Date _____

Richard's sunflower is 9 centimeters shorter than Oscar's. Richard's sunflower is 75 centimeters tall. How tall is Oscar's sunflower?

Name _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Day 3 Resources and Materials

Read and Respond: "Rainforest School"

Name: _____ Date: _____

Directions: Reread page 12 from the *Off to Class* Read-Aloud Video. Think about the details in the text. Then, answer the question below.

What do we know about Mecias's village? Use the text and the illustrations to write a short description of the village.



Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Friday
October 16th

Lesson 10

Objective: Apply conceptual understanding of measurement by solving two-step word problems.

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

$$\begin{array}{r} 17 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 16 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

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

Concept development

Problem 1

Mr. Peterson decorated with 15 meters of ribbon in the morning. He decorated with 8 more meters in the afternoon than in the morning. How many meters of ribbon did Mr. Peterson use to decorate in the morning and afternoon in all?

Problem 2

The red colored pencil is 17 centimeters long. The green colored pencil is 9 centimeters shorter than the red colored pencil. What is the total length of both pencils?

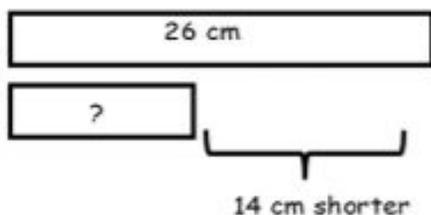
Name _____

Date _____

Use the RDW process to solve. Draw a tape diagram for each step. Problem 1 has been started for you.

1. Maura's ribbon is 26 cm long. Colleen's ribbon is 14 cm shorter than Maura's ribbon. What is the total length of both ribbons?

Step 1: Find the length of Colleen's ribbon.



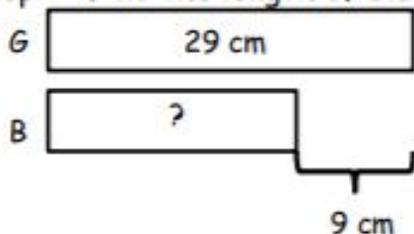
Step 2: Find the length of both ribbons.



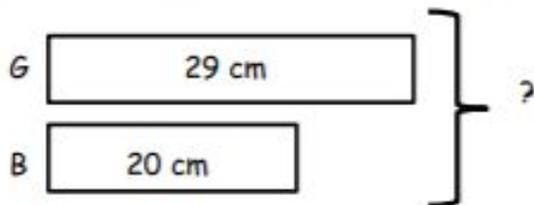
Use the RDW process to solve. Draw a tape diagram for each step. Problem 1 has been started for you.

1. There is 29 cm of green ribbon. A blue ribbon is 9 cm shorter than the green ribbon. How long is the blue ribbon?

Step 1: Find the length of blue ribbon.



Step 2: Find the length of both the blue and green ribbons.



2. Joanna and Lisa drew lines. Joanna's line is 41 cm long. Lisa's line is 19 cm longer than Joanna's. How long are Joanna's and Lisa's lines?

Step 1: Find the length of Lisa's line.

Step 2: Find the total length of their lines.

3. Pam and Mark measured the distance around each other's wrists. Pam's wrist measured 10 cm. Mark's wrist measured 3 cm more than Pam's. What is the total length around all four of their wrists?

Step 1: Find the distance around both Mark's wrists.

Step 2: Find the total measurement of all four wrists.

Name _____

Date _____

2. Jesse's tower of blocks is 30 cm tall. Sarah's tower is 9 cm shorter than Jessie's tower. What is the total height of both towers?

Step 1: Find the height of Sarah's tower.

Step 2: Find the height of both towers.

Off to Class Note-Catcher: “Protecting the Amazon”

Name: _____ **Date:** _____

Write and draw in each box.

School	Location (place)
Problem:	Solution:
Why is this school important to the community?	

--	--

© 2011 by Linda Ward Beech, Scholastic Teaching Resources. All rights reserved.

bit	can	cap
cub	cut	dim
fin	hat	hid
hop	kit	mad
man	mat	not

e	e	e
e	e	e
e	e	e
e	e	e
e	e	e