

## KEY CONCEPT OVERVIEW

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During the next few days, students will build on what they learned in Topic A as they continue learning about measurement. We will learn to use different tools (centimeter rulers, meter tapes, and meter sticks) to measure various objects in our classroom. Then, we will learn to **estimate** length using mental **benchmarks**.

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

- Choose the correct unit—centimeters or **meters**—for measuring an object.
- Measure objects using a centimeter ruler.
- Estimate the lengths of various objects, using mental benchmarks. For example, a centimeter is about the width of a pinky finger.

## SAMPLE PROBLEM (From Lesson 5)

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Circle the best estimate for each object.

a. length of a push pin

1 cm or 1 m

b. length of a classroom door

100 cm or 2 m

c. length of a pair of scissors

17 cm or 42 cm

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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- Invite your child to estimate the lengths of different objects and to share her reasoning and benchmarks. For example, “I estimate that the table is about one meter high because it is a little bit lower than the doorknob, which I know is about one meter high!”
- Use your child’s handmade centimeter ruler to practice addition up to 30: Partner A calls out two numbers (e.g., 9 and 5). Partner B uses the ruler to add the two numbers by sliding a finger up the ruler: “I start at 9, and I slide my finger five spaces. I stop at 14 because  $9 + 5 = 14$ .”
- Play “Take Out a Part”: Partner A says a total number of tens between 3 tens and 9 tens (e.g., 5 tens). Partner B takes out a part (e.g., 2 tens). Then Partner A identifies the other part needed to make the total (3 tens). Repeat this activity with different numbers of tens. Take turns with your child being Partner A and Partner B.

## TERMS

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**Benchmark:** An object whose approximate measurement is known and thus can be used to help estimate the size of something else. For example, the width of a typical child’s pinky finger is about a centimeter.

**Estimate:** To make an approximation, or an educated guess, about a quantity or number. For example, “I estimate that my brother is about a meter tall. He looks about as tall as a meter stick!”

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