



Core Knowledge[®] MATHEMATICS

Length Measurements Within 120 Units



Student Workbook



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Length Measurements Within 120 Units

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Length Measurements Within 120 Units Student Workbook

Core Knowledge Mathematics™

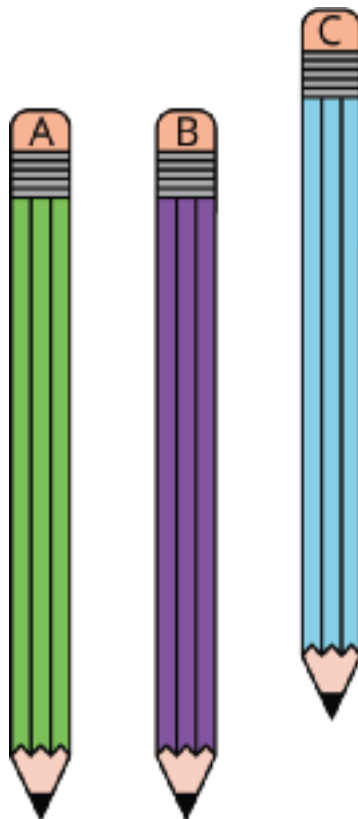
Lesson 1: Compare Lengths

- Let's compare and order objects by length.

Warm-up: Notice and Wonder: Pencils

What do you notice?

What do you wonder?



1.1: Is it Longer or Shorter?

Share your thinking with your partner.

- Choose 2 objects and compare their lengths.
- Choose 2 *different* objects and compare their lengths.

Write down your answers.

1. Choose an object that you could write with and find the tower of 3 connecting cubes.

Which is longer?

Draw the 2 objects to show which is longer.

2. Choose a different object and find the tower of 8 connecting cubes.

Which is shorter?

Draw the 2 objects to show which is shorter.

3. Find an object from the collection that is shorter than your foot.

Fill in the blank.

The _____ is shorter than my foot.

4. Find an object from the collection that is longer than your pointer finger.

Fill in the blank.

The _____ is longer than my pointer finger.

1.2: Order Objects

1. Pick 3 objects.

With your partner, put the objects in order from *shortest to longest*.

Trace or draw your objects.

2. Pick 3 new objects.

With your partner, put them in order from *longest to shortest*.

Write the names of the objects in order from longest to shortest.

1.3: Centers: Choice Time

Choose a center.

Target Numbers



Five in a Row



Get Your Numbers in Order



Lesson 2: Compare the Length of Objects Indirectly

- Let's compare 2 objects using a third object.

Warm-up: Number Talk: Add within 100

Find the value of each expression mentally.

- $35 + 20$

- $35 + 25$

- $30 + 45$

- $37 + 45$

2.1: Which is Longer? Which is Shorter?

Find 2 objects that are longer and 2 objects that are shorter than the unsharpened pencil.

Write a sentence that compares each object to the pencil.

Example: The bulletin board is longer than the pencil.

1.

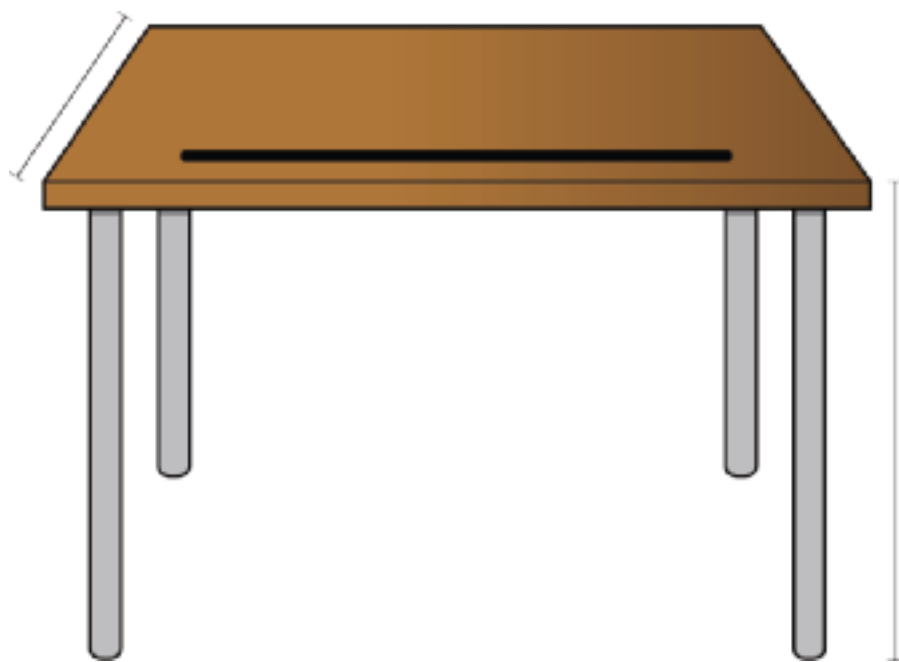
2.

3.

4.

2.2: Measure Your Desk

Compare the length of the side of your desk and the length of one of the legs of your desk using the string.



Use a drawing or words to explain how you know which is longer.

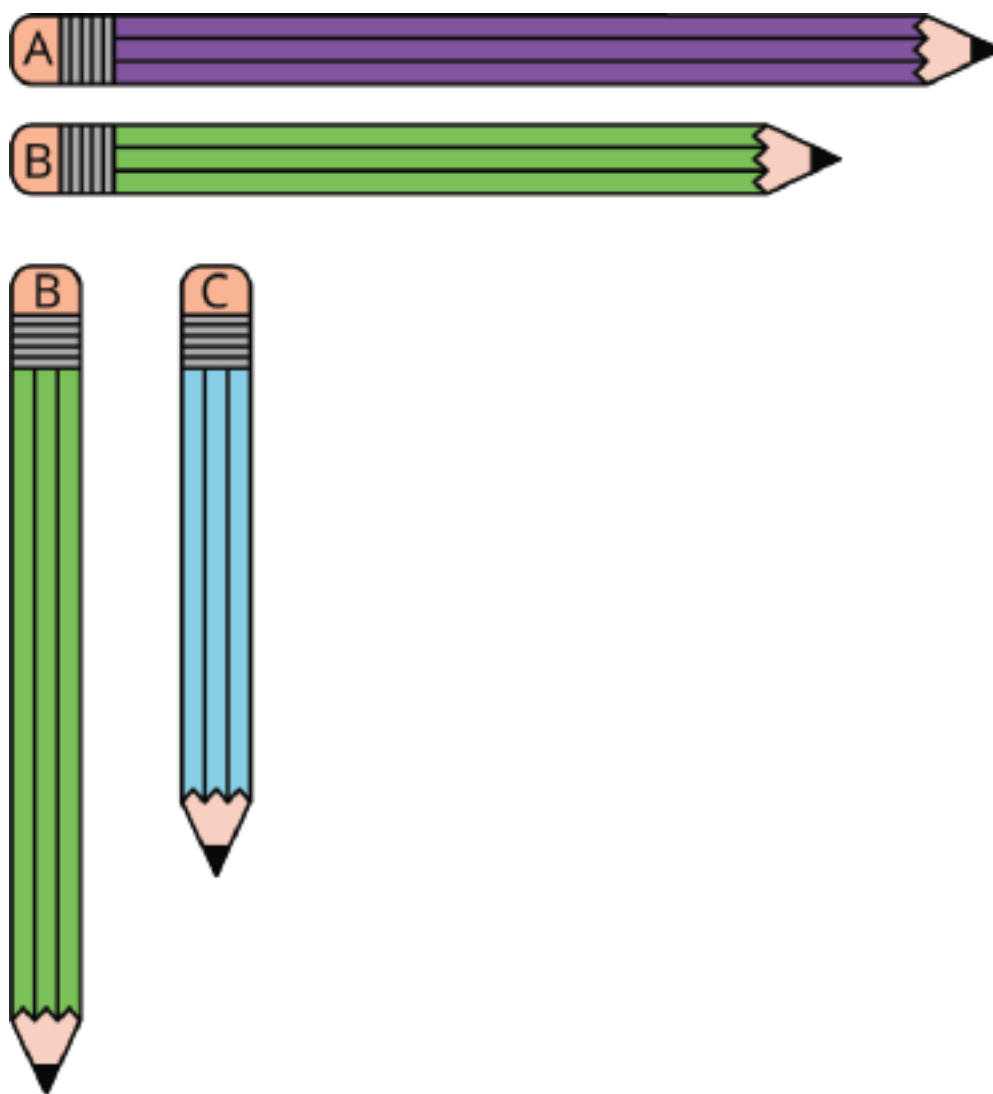
Lesson 3: Choose Objects to Compare Length Indirectly

- Let's compare the length of objects that can't be moved.

Warm-up: Notice and Wonder: More Pencils

What do you notice?

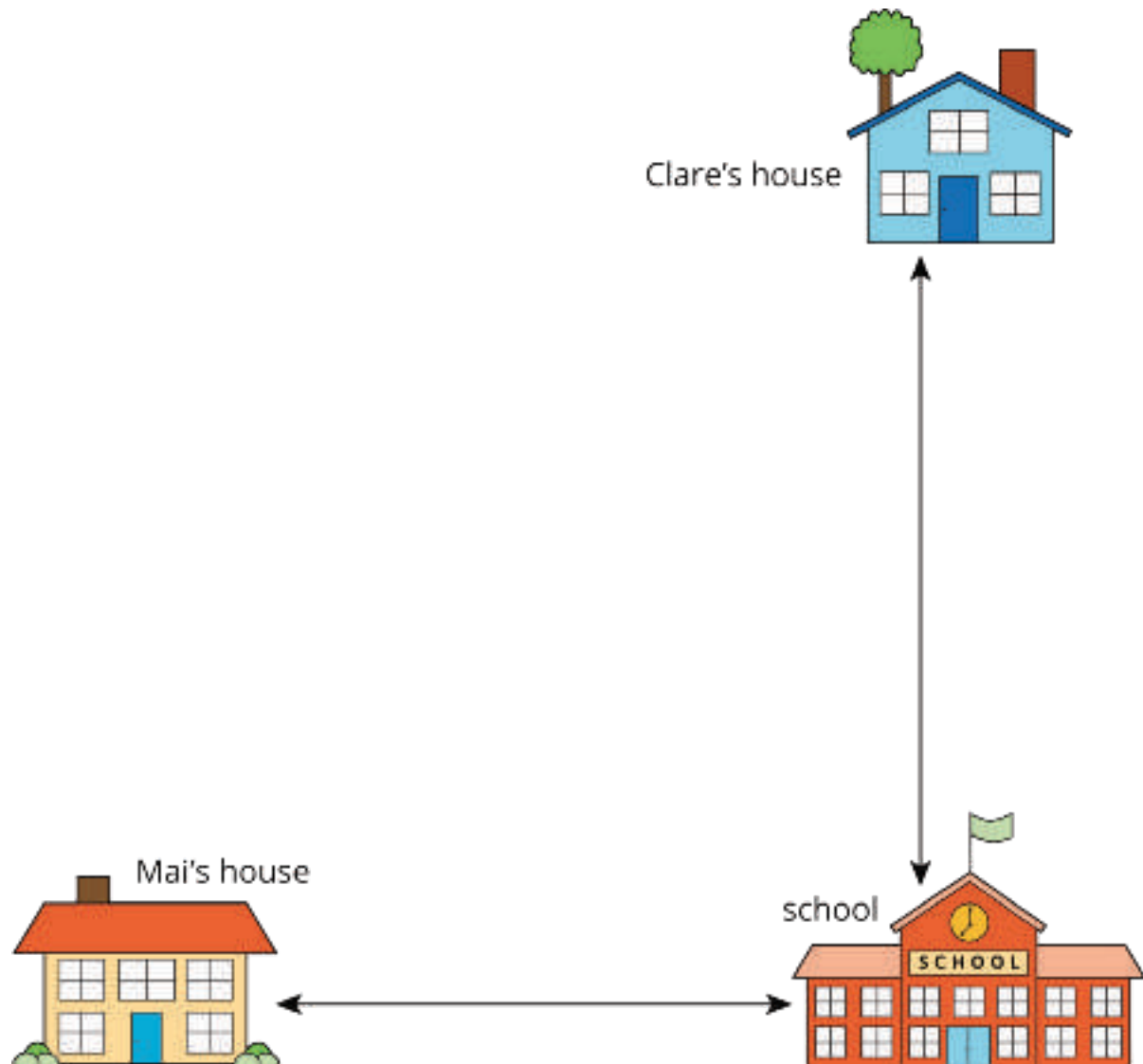
What do you wonder?



3.1: Mai and Clare Walk to School

Who has a shorter walk to school, Clare or Mai? How do you know?

Be ready to explain your thinking in a way that others will understand.



3.2: Will It Fit?

1. Will the teacher's desk fit through the door?

Show your thinking using drawings, numbers, or words.

2. Will a student desk fit through the door?

Show your thinking using drawings, numbers, or words.

3. Which is longer, the bookshelf or the rug?

Show your thinking using drawings, numbers, or words.

4. Which is longer, the file cabinet or the bookshelf?

Show your thinking using drawings, numbers, or words.

5. Which is shorter, the bookshelf or the teacher's desk?
Show your thinking using drawings, numbers, or words.

6. Will the teacher's desk fit next to the bookshelf?
Show your thinking using drawings, numbers, or words.

Lesson 4: Center Day 1

- Let's practice adding and subtracting.

Warm-up: Number Talk: Use Tens to Add

Find the value of each expression mentally.

- $9 + 6$

- $29 + 6$

- $39 + 7$

- $39 + 9$

4.2: Centers: Choice Time

Choose a center.

Target Numbers



Five in a Row



Get Your Numbers in Order



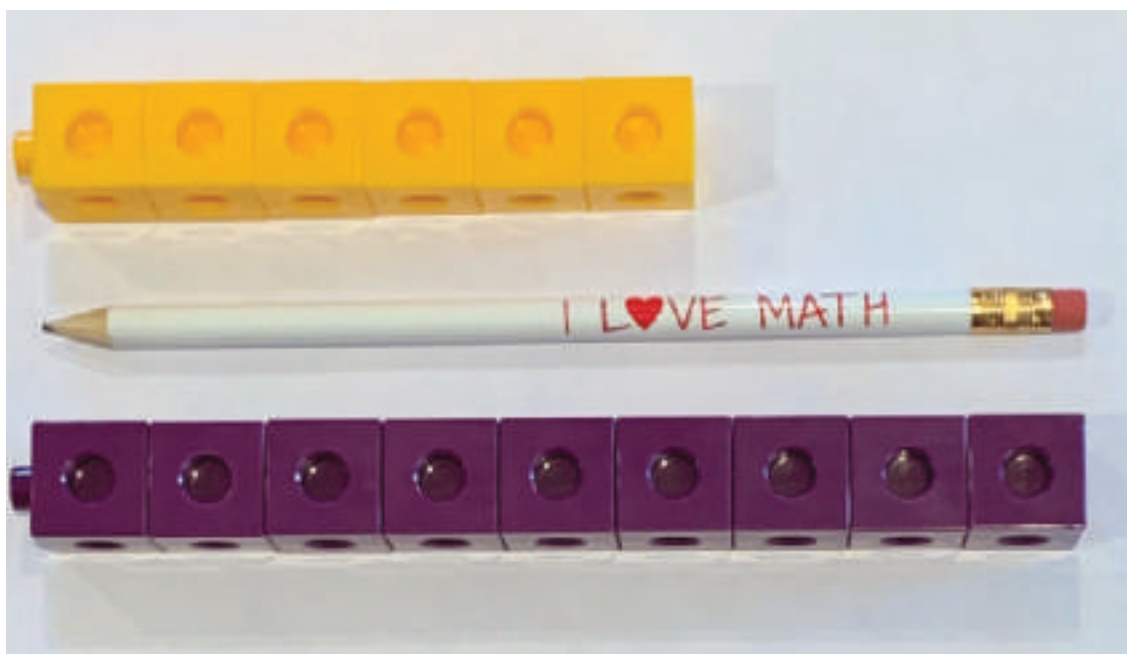
Lesson 5: Measure with Connecting Cubes

- Let's use connecting cubes to measure length.

Warm-up: Notice and Wonder: Measure a Pencil

What do you notice?

What do you wonder?



5.3: Centers: Choice Time

Choose a center.

How Close?

$$\begin{array}{|c|c|} \hline \square \\ \hline \end{array} \begin{array}{|c|c|} \hline \square \\ \hline \end{array} + \begin{array}{|c|c|} \hline \square \\ \hline \end{array} \begin{array}{|c|c|} \hline \square \\ \hline \end{array} = \underline{\hspace{2cm}}$$

Target Numbers



Five in a Row

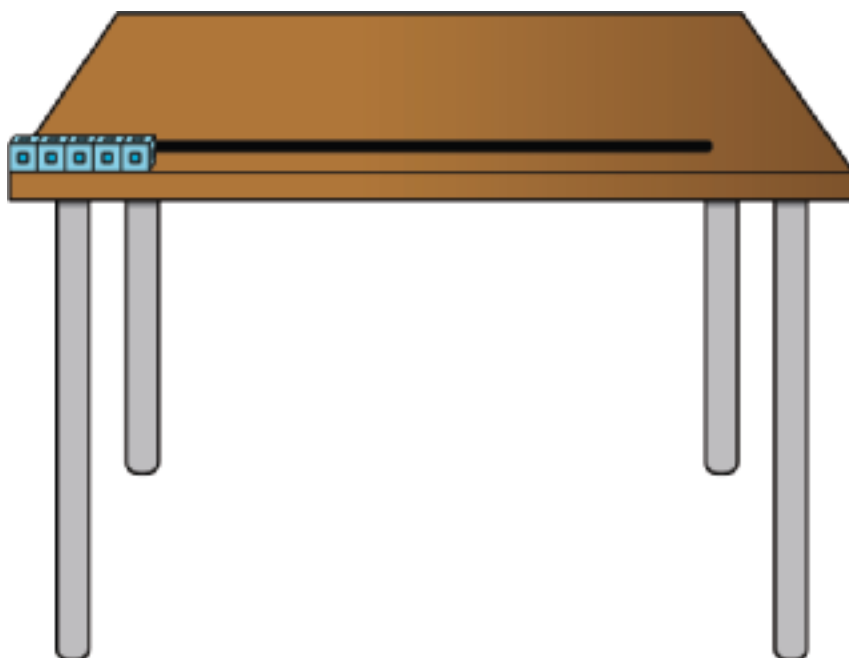


Lesson 6: Measure with Paper Clips

- Let's measure length with a new tool.

Warm-up: Estimation Exploration: Length of the Desk

How long is the desk?



Record an estimate that is:

too low	about right	too high

6.2: Measure Our Workbook

Circle whether you agree or disagree with each student.

Explain why you agree or disagree.

1.



Andre says that his student workbook is 5 paper clips long.

Agree

Disagree

I _____ because _____

2.



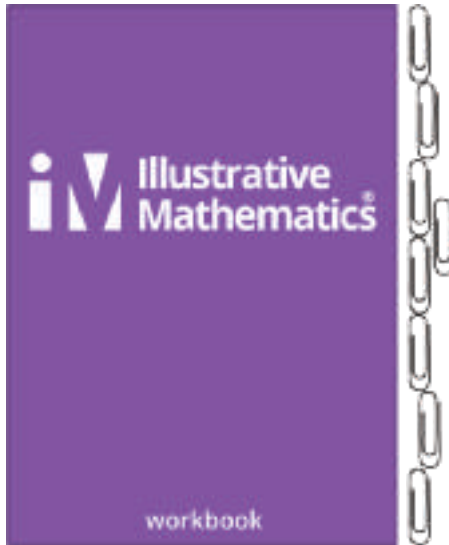
Tyler says the workbook is 7 paper clips long.

Agree

Disagree

I _____ because _____

3.



Clare says the workbook is 8 paper clips long.

Agree

Disagree

I _____ because _____

6.3: Measure Strips of Tape

Use paper clips to measure each strip of tape.

1. The length of Tape A is _____ paper clips.
2. The length of Tape B is _____ paper clips.
3. The length of Tape C is _____ paper clips.
4. The length of Tape D is _____ paper clips.
5. The length of Tape E is _____ paper clips.
6. The length of Tape F is _____ paper clips.

Lesson 7: Measure Length with Different Length Units

- Let's measure the same object using different length units.

Warm-up: Notice and Wonder: Large Cubes and Small Cubes

What do you notice?

What do you wonder?



7.1: Measure With Different Objects

Circle the 3 objects you will use:

connecting cubes

small cubes

small paper clips

large paper clips

Measure the length of Jeison's foot with each object you chose and fill in the table.

object	length

7.2: Measure the Teacher's Shoe

1. Andre measured his teacher's shoe and said it was 15 connecting cubes long.



Is his measurement accurate?

Why or why not?

2. Jada measured her teacher's shoe and said it was 12 connecting cubes long.



Is her measurement accurate?

Why or why not?

3. Clare measured her teacher's shoe and said it was 30 small cubes long.



Is her measurement accurate?

Why or why not?

4. Kiran measured his teacher's shoe and said it was 19 cubes long.



Is his measurement accurate?

Why or why not?

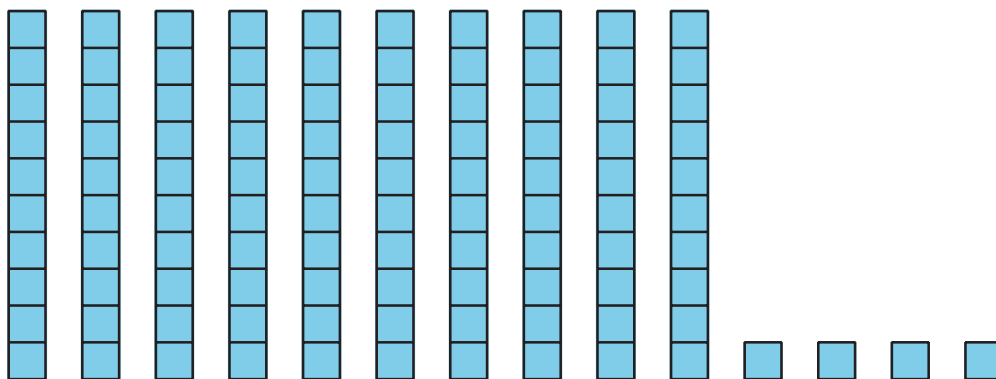
Lesson 8: Groups Up to 110

- Let's measure lengths that are longer than 100 cubes.

8.1: Long Lengths with Small Cubes

Represent your measurement using drawings, numbers, or words.

8.2: Representations of Large Numbers



Lesson 9: Write Numbers to 120

- Let's count, write, and read numbers up to 120.

9.1: Measure Animal Lengths

Animal: _____

Length: _____

Show your thinking using drawings, numbers, or words.

9.2: Write Numbers to Represent Animal Lengths

For each animal, write the number of cubes that represent its length.

1. The beaver is _____ long.

2. The dog is _____ long.

3. The giant anteater is _____ long.

4. The raccoon is _____ long.

5. The red fox is _____ long.

6. The snake is _____ long.



Lesson 10: Center Day 2

- Let's measure the length of objects.

Warm-up: True or False: Adding within 100

Is each statement true or false?

Be prepared to explain your reasoning.

- $24 + 30 = 44$

- $24 + 40 = 64$

- $30 + 45 = 75$

- $32 + 45 = 76$

10.2: Centers: Choice Time

Choose a center.

How Close?

$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} + \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} = \underline{\hspace{2cm}}$$

Target Numbers



Five in a Row



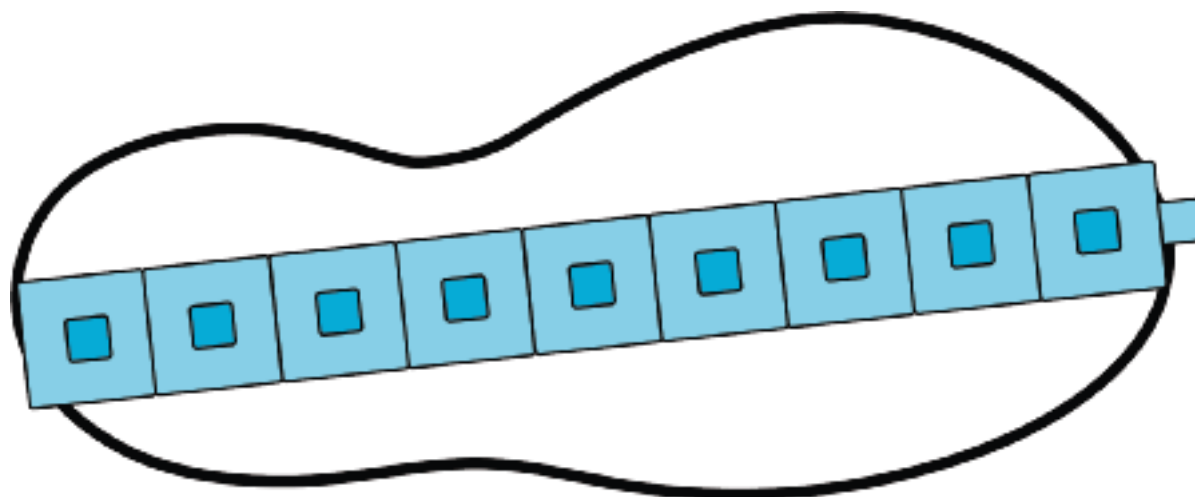
Lesson 11: How Long Are Our Shoes?

- Let's solve story problems about measurement.

Warm-up: Notice and Wonder: Length of a Shoe

What do you notice?

What do you wonder?



11.1: The Length of Our Shoes

My teacher's shoe is _____ connecting cubes long.

My shoe is _____ connecting cubes long.

My partner's shoe is _____ connecting cubes long.

Solve these problems about the length of your group's shoes.
Show your thinking using drawings, numbers, words, or equations.

1. What is the length of your shoe and your partner's shoe together?

2. Whose shoe is longer, yours or your partner's?

How much longer?

3. Whose shoe is shorter, your teacher's shoe or your shoe?

How much shorter?

11.2: Shoe Stories

Show your thinking using drawings, numbers, words, or equations.

1. Clare's shoe is 9 cubes long.

Han's shoe is 7 cubes long.

How many cubes long are Clare's and Han's shoes together?

2. Kiran's shoe is 7 cubes long.

His older brother's shoe is 9 cubes long.

His younger brother's shoe is 4 cubes long.

What is the total length of their shoes?

3. Diego's shoe is 8 cubes long.

His father's shoe is 13 cubes long.

How many cubes longer is his father's shoe than his shoe?

4. Jada's shoe is 8 cubes long.

She put her shoe together with Elena's shoe.

Together the shoes are 17 cubes long.

How long is Elena's shoe?

Lesson 12: Compare Measurements

- Let's solve story problems in which we compare lengths.

Warm-up: Notice and Wonder: 6, 8, and 14

What do you notice?

What do you wonder?

$$6 + 8 = 14$$

$$8 + 6 = 14$$

$$14 - 6 = 8$$

$$14 - 8 = \square$$

12.1: Friendship Bracelets

Priya and Han are comparing the lengths of their friendship bracelets.

Han's bracelet is 14 cubes long.

The length of Priya's bracelet is 4 cubes fewer than Han's bracelet.

How long is Priya's bracelet?

Show your thinking using drawings, numbers, or words.



12.2: Same Bracelets, Different Story

Han's bracelet is 4 cubes longer than Priya's bracelet.

Priya's bracelet is 10 cubes long.

How long is Han's bracelet?

Show your thinking using drawings, numbers, or words.

Lesson 13: Solve Take From Story Problems

- Let's solve a new type of story problem.

Warm-up: Number Talk: Add 2 Two-digit Numbers

Find the value of each expression mentally.

- $15 + 10$

- $15 + 15$

- $25 + 25$

- $25 + 28$

13.1: How Many to Start?

Elena bought a bag of beads to make bracelets.

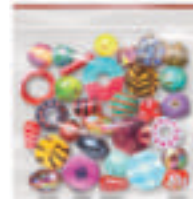
She takes out 9 beads to make a bracelet.

There are 11 beads left in the bag.

How many beads were in the bag when Elena bought it?

Solve the story problem.

Show your thinking using drawings, numbers, or words.



13.2: One Representation, Three Stories

1. Discuss with your partner how the drawing shows each problem.



- a. Elena has 15 beads in a box.
She uses 5 of them to make a bracelet.
How many beads does Elena have left?
- b. Elena has some beads in a box.
She uses 5 of them to make a bracelet.
She has 10 beads left.
How many beads were in Elena's box?
- c. Elena has 15 beads in a box.
She uses some of them to make a bracelet.
She has 10 beads left.
How many beads did Elena use to make a bracelet?

Lesson 14: Which Equation Matches?

- Let's think about story problems and equations.

Warm-up: Which One Doesn't Belong: Equations

Which one doesn't belong?

A. $10 = 6 + 4$

B. $16 - 5 = 11$

C. $11 = 6 + 4 + 1$

D. $3 + \square = 11$

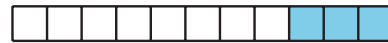


14.2: Stories and Equations

For each problem, circle the 2 equations that match the story.
You can use objects or drawings to represent the problem, if it helps you.

1. Jada uses 8 pictures of people.
She also uses some pictures of animals.
Altogether she uses 11 pictures.
How many pictures of animals does she use?

◦ $8 + 11 = ?$



◦ $8 + ? = 11$

◦ $11 - 8 = ?$

2. Kiran has 19 pictures.
He gives some to his sister.
Now, he has 11 pictures left.
How many pictures did Kiran give to his sister?

◦ $11 + 19 = ?$

◦ $19 - ? = 11$

◦ $19 - 11 = ?$

3. Han's collage has 16 stamps.

Lin's collage has 10 fewer stamps.

How many stamps does Lin's collage have?

- $10 + 16 = ?$

- $10 + ? = 16$

- $16 - 10 = ?$

4. Elena uses 9 more stickers than Andre.

Andre uses 5 stickers.

How many stickers does Elena use?

- $9 + 5 = ?$

- $5 + 9 = ?$

- $9 - 5 = ?$

5. Noah has 6 stamps.

Tyler has 16 stamps.

How many fewer stamps does Noah have than Tyler?

- $6 + ? = 16$

- $16 - 6 = ?$

- $? - 6 = 16$

6. Clare has some stickers.

She gives 9 of them to her friends.

She has 5 stickers left.

How many stickers did Clare have to start with?

- $5 + 9 = ?$

- $9 - 5 = ?$

- $? - 9 = 5$

If you have time: Choose a story problem to solve.

Show your thinking using drawings, numbers, or words.

Lesson 15: Write Equations for Story Problems

- Let’s solve story problems and write equations.

Warm-up: Estimation Exploration: Paper Cranes

How many cranes are there in the image?



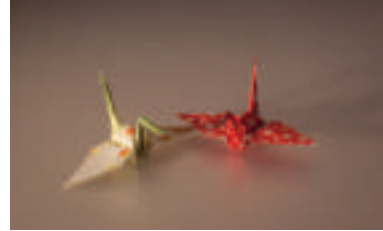
Record an estimate that is:

too low	about right	too high

15.1: Story Problems about Origami

Show your thinking using drawings, numbers, or words.

1. Clare made some paper cranes.
She gives 12 of them to Han.
Now Clare has 7 cranes left.
How many cranes did she make?



2. Tyler made 15 origami butterflies.
Jada made 9 fewer origami butterflies than Tyler.
How many origami butterflies did Jada make?

3. Elena made some red flowers.
Then she made 12 blue flowers.
Now she has 18 flowers altogether.
How many red flowers did she make?

4. Mai made 8 paper frogs.
Diego made 17 paper frogs.
How many more frogs did Diego make
than Mai?



15.2: Gallery Walk: Write Equations

Write an equation that matches your classmates' work for each story problem.

1. Equation: _____

2. Equation: _____

3. Equation: _____

4. Equation: _____

Section Summary

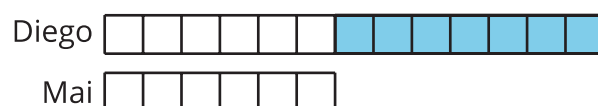
Section Summary

We solved different types of problems and represented our thinking using drawings and equations.

Diego's bracelet is 7 cubes longer than Mai's bracelet.

Mai's bracelet is 6 cubes long.

How long is Diego's bracelet?



$$6 + 7 = \boxed{13}$$

Kiran made some paper cranes.

He gave 5 of his cranes to his brother.

Now, he has 10 cranes left.

How many cranes did Kiran start with?



$$5 + 10 = \boxed{15}$$

$$\boxed{15} - 5 = 10$$

Lesson 16: Center Day 3

- Let's practice counting, measuring lengths, and writing numbers.

Warm-up: Number Talk: Add 20 and 1

Find the value of each expression mentally.

- $65 + 20$
- $85 + 1$
- $65 + 20 + 1$
- $65 + 21$

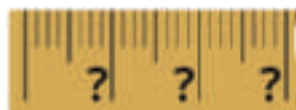
16.2: Centers: Choice Time

Choose a center.

Write Numbers



Estimate and Measure



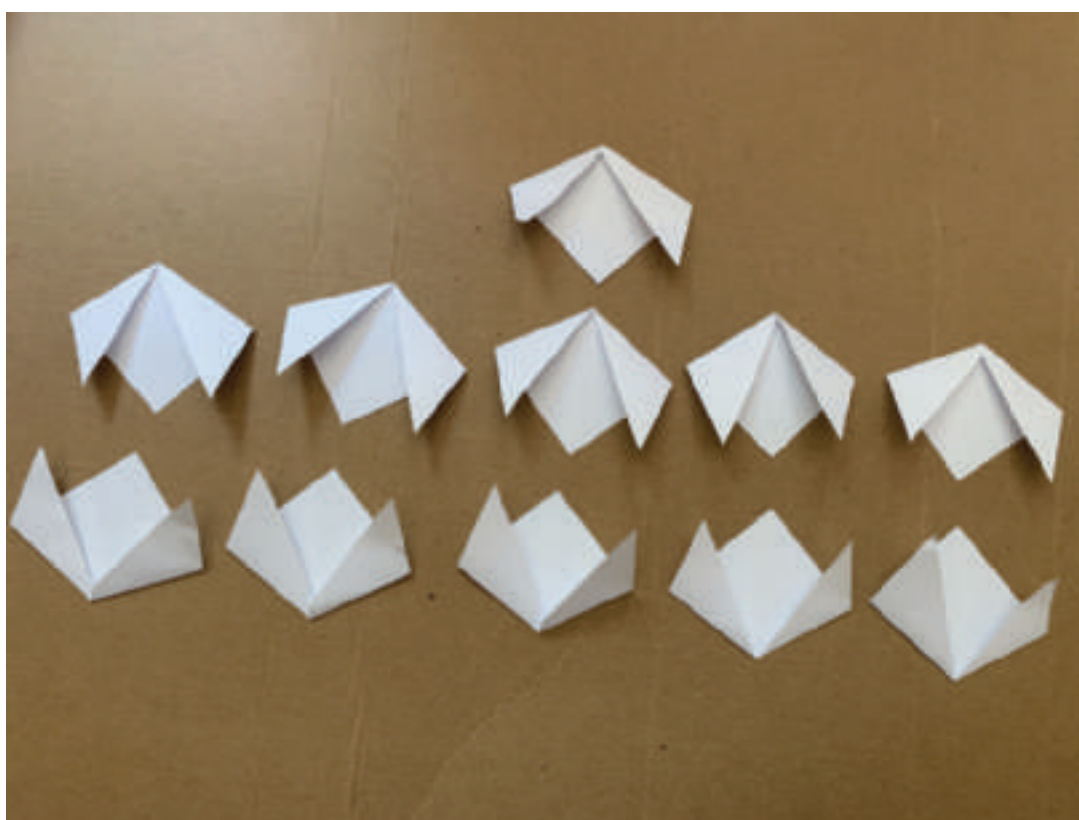
Lesson 17: Puppies and Tulips

- Let's make origami and tell and solve story problems using the words "more" and "fewer."

Warm-up: Notice and Wonder: Puppies and Tulips

What do you notice?

What do you wonder?



17.1: Puppy and Tulip Stories

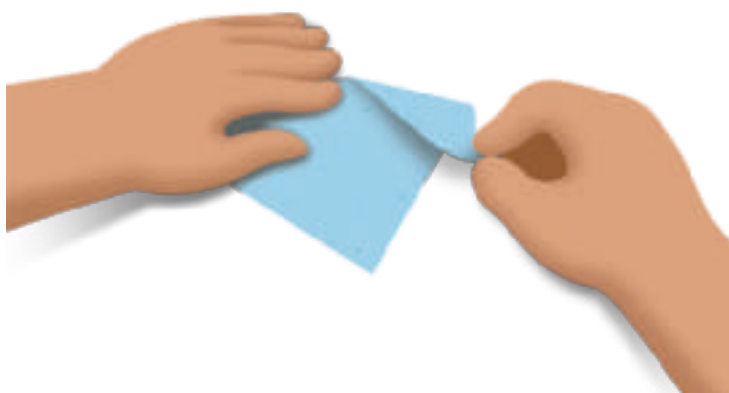


1. For each paper you fold, decide if it is a puppy or a tulip:

a. Total: _____

b. Tulips: _____

c. Puppies: _____



1. Complete the 2 sentences that apply to your story.

a. There are _____ *fewer* puppies than tulips.

There are _____ tulips.

How many puppies are there?

b. There are _____ *fewer* tulips than puppies.

There are _____ tulips.

How many puppies are there?

c. There are _____ *more* tulips than puppies.

There are _____ tulips.

How many puppies are there?

d. There are _____ *more* puppies than tulips.

There are _____ tulips.

How many puppies are there?

17.2: Act it Out

Group A: Read your problems to your partner group.

Group B:

1. Act out and solve the problems.

Show your thinking using drawings, numbers, or words.

2. Write an equation to represent each story problem.

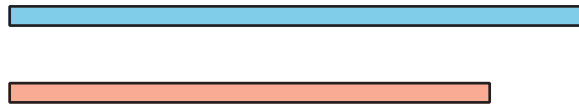
3. What do you notice about the story problems and the equations you wrote?

Switch roles.

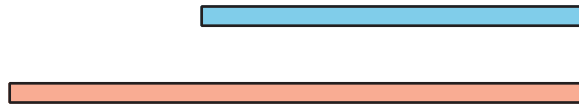
Section A: Practice Problems

1. Pre-unit

a. Circle the rectangle that is longer.



b. Circle the rectangle that is shorter.



2. Pre-unit

There are 17 fish in Han's aquarium.

There are 9 fish in Clare's aquarium.

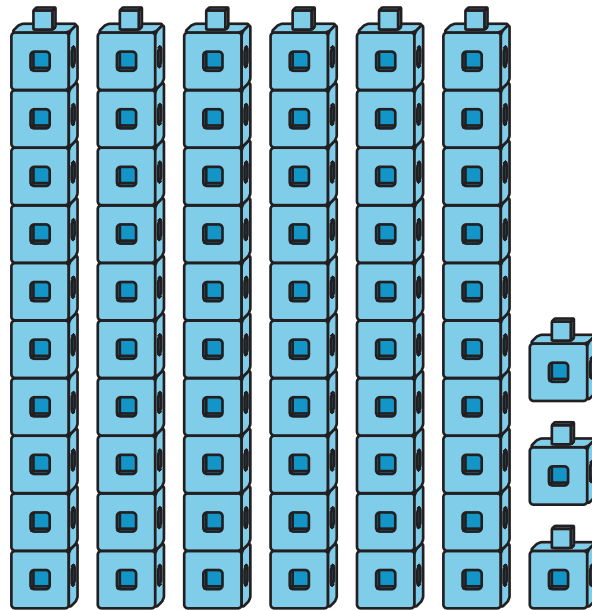
How many more fish are in Han's aquarium than Clare's aquarium?

Show your thinking with drawings, numbers, or words.

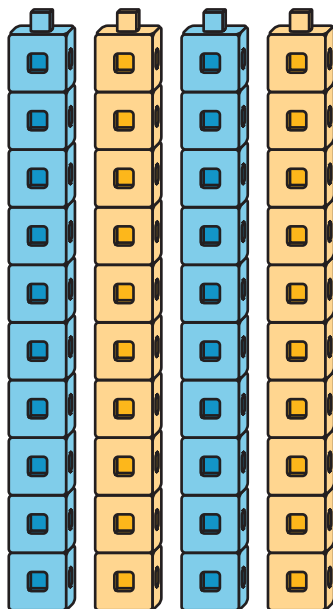
3. Pre-unit

How many connecting cubes do you see in each picture?

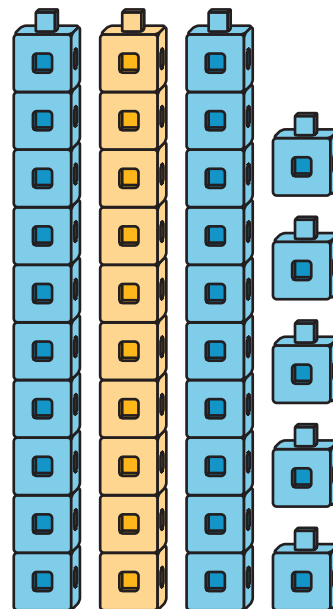
a.



b.



c.



4. Use any tool you would like to compare the length of the rectangles.

A



B



C



List the rectangles from longest to shortest.

(From Unit 6, Lesson 1.)

5. Compare the length of the top and side of your workbook.

Use a drawing or words to show which is longer.

(From Unit 6, Lesson 2.)

6. If needed, the table, bookshelf, and desks can be replaced with other objects in the classroom.

a. Which is longer, the teacher's desk or your desk?

Show your thinking using drawings, numbers, or words.

b. Which is shorter, the table or the bookshelf?

Show your thinking using drawings, numbers, or words.

(From Unit 6, Lesson 3.)

7. **Exploration**

Which is farther from your school, your home or your best friend's home? Explain how you know or how you can find out which is farther.

8. Exploration

Which is farther from your classroom door, the bathroom or the main office? Show your thinking using drawings, numbers, or words.

Section B: Practice Problems

1. Use connecting cubes to measure the length of each rectangle.

A



B



C



(From Unit 6, Lesson 5.)

2. a. Jada says the rectangle is 5 paper clips long.

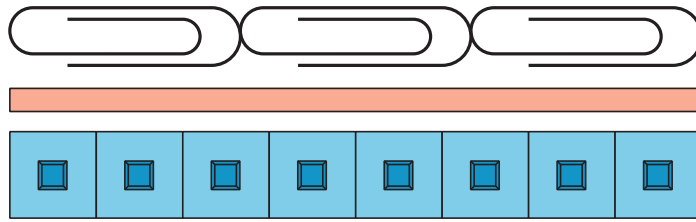


Do you agree with Jada? Why or why not?

- b. Do you think the rectangle is less than 5 paper clips long, 5 paper clips long, or more than 5 paper clips long?
Show your thinking using drawings, number or words.

(From Unit 6, Lesson 6.)

3. Jada and Han measure the rectangle.



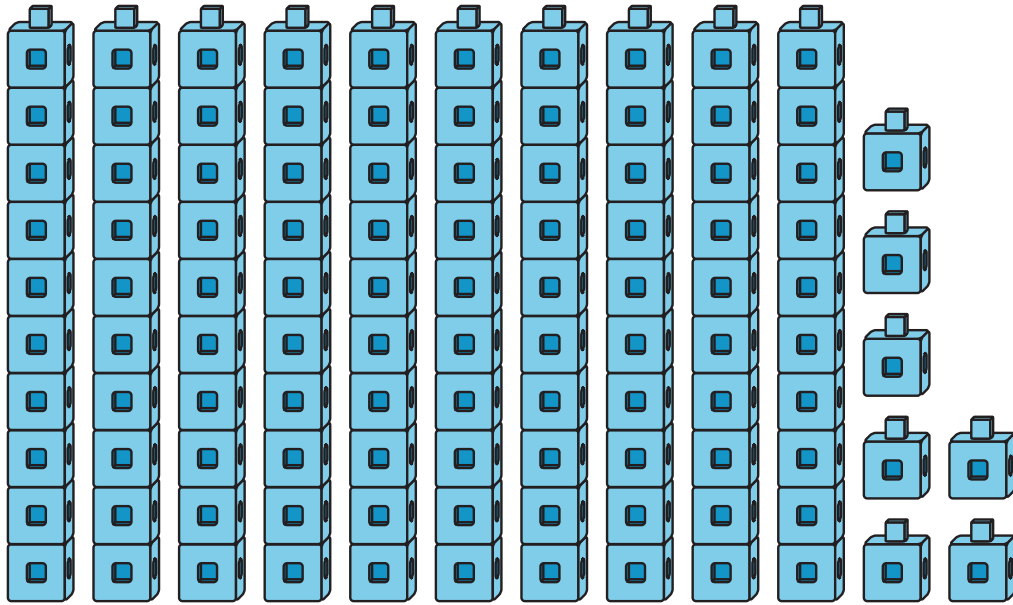
Jada says the rectangle is 3 long.

Han says that it is 8 long.

Explain how both Jada and Han can be correct.

(From Unit 6, Lesson 7.)

4. Lin measured the length of a table top using these cubes.



What is the length of the table top?

Show your thinking using drawings, numbers, or words.

(From Unit 6, Lesson 9.)

5. Exploration

Mai measured the distance from her classroom to the cafeteria using a broom.

She wrote how many times she used the broom:

10	10	10	5	10
10	10	10	8	

How many broom lengths was it from Mai's classroom to the cafeteria?

Show your thinking using drawings, numbers, or words.

6. Exploration

Priya and Noah want to measure their classroom in steps.
Priya takes 28 steps to cross the room and Noah takes 26 steps.

a. How could Priya and Noah get different measurements?

b. Measure the length of your classroom in steps.

Section C: Practice Problems

1. Lin's foot is 8 cubes long.
Her father's foot is 17 cubes long.
How many cubes shorter is Lin's foot than her father's foot?
Show your thinking using drawings, numbers, words, or equations.

(From Unit 6, Lesson 11.)

2. Priya's friendship bracelet is 11 cubes long.
Han's friendship bracelet is 3 cubes shorter than Priya's friendship bracelet.
How long is Han's friendship bracelet?
Show your thinking using drawings, numbers, words, or equations.

(From Unit 6, Lesson 12.)

3. Tyler has some beads on a bracelet.
He took 6 beads off to give to Clare.
Now there are 7 beads on Tyler's bracelet.
How many beads were on Tyler's bracelet before he took the beads off?
Show your thinking using drawings, numbers, words, or equations.

(From Unit 6, Lesson 13.)

4. There are 13 players on the soccer field.
Some of their friends come to play.
Now there are 19 players on the soccer field.
Circle the equation that represents the situation.

A. $13 + 19 = \square$

B. $13 + \square = 19$

C. $\square - 13 = 19$

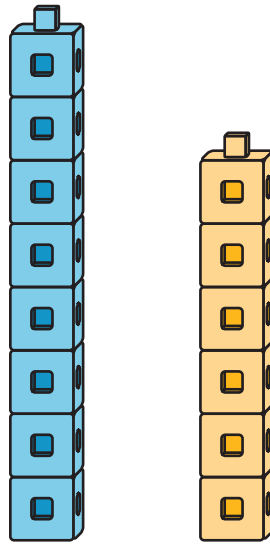
(From Unit 6, Lesson 14.)

5. Kiran and Clare made 13 origami swans together.
Kiran made 5 origami swans.
How many swans did Clare make?
Show your thinking using drawings, numbers, words, or equations.

(From Unit 6, Lesson 15.)

6. Exploration

Andre used these connecting cubes to represent a story problem.



What could Andre's story be?

7. Exploration

Write a story problem.

Trade stories with a partner.

Solve your partner's problem.

Then write 2 different equations that represent the situation.

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