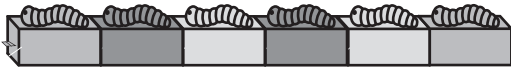
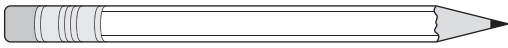


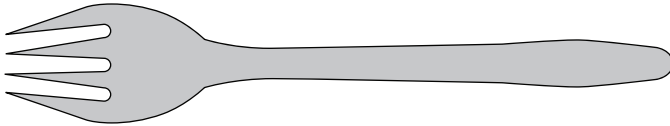
**Use Inchworms. Measure each item.**

1.



\_\_\_\_\_ inches

2.



\_\_\_\_\_ inches

**Find each item. Estimate the length.****Use Inchworms to measure the length.**

3. one side of a book

4. straw

Estimate: \_\_\_\_\_ inches

Estimate: \_\_\_\_\_ inches

Actual: \_\_\_\_\_ inches

Actual: \_\_\_\_\_ inches

5. crayon

6. dollar

Estimate: \_\_\_\_\_ inches

Estimate: \_\_\_\_\_ inches

Actual: \_\_\_\_\_ inches

Actual: \_\_\_\_\_ inches

Name \_\_\_\_\_

**Challenge!** How is measuring with  
Inchworms like measuring with a ruler?  
How is it different?

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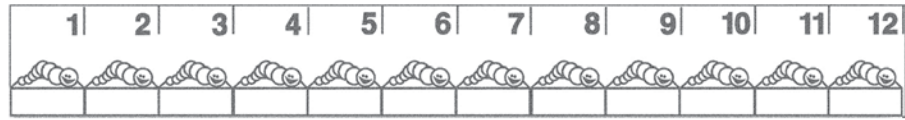
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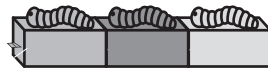


**Use Inchworms and an Inchworms Ruler.**  
**Draw a line to match the measuring tool**  
**with the unit it measures.**

1. inch



2. foot



**Estimate the length of each. Use Inchworms**  
**and an Inchworms Ruler to measure each**  
**item in your class.**

3. width of door

Estimate

\_\_\_\_\_ feet

\_\_\_\_\_ inches

Actual

\_\_\_\_\_ feet

\_\_\_\_\_ inches

4. table

Estimate

\_\_\_\_\_ feet

\_\_\_\_\_ inches

Actual

\_\_\_\_\_ feet

\_\_\_\_\_ inches

Name \_\_\_\_\_

**Challenge!** Name something that is about  
1 inch long. Name something that is about  
1 foot long.

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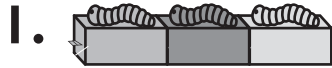
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## Use Inchworms and an Inchworms Ruler.

### Make each Inchworms train.



Is the train longer than 1 foot? \_\_\_\_\_



Is the train longer than 1 foot? \_\_\_\_\_



Is the train longer than 1 foot? \_\_\_\_\_

## Use an Inchworms Ruler.

### Answer each question.

4. Is your book shorter than 1 foot?

5. Is your classroom wider than 1 foot?

## Which unit would you use to measure each item? Circle your answer.

6. pencil

inch   foot

7. school bus

inch   foot

8. lunch box

inch   foot

Name \_\_\_\_\_

**Challenge!** A book is 12 Inchworms long.  
Write its length two ways.

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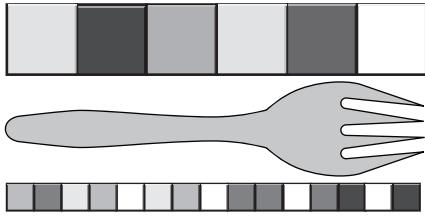
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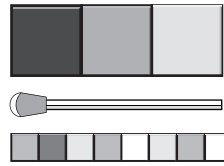
**Use Unit Cubes and Color Tiles to model the length of each item. Tell the length.**

1.



\_\_\_\_\_ inches  
\_\_\_\_\_ centimeters

2.



\_\_\_\_\_ inches  
\_\_\_\_\_ centimeters

**Using Unit Cubes and Color Tiles, model the length of each line. Tell the length.**

3.



\_\_\_\_\_ inches      \_\_\_\_\_ centimeters

4.



\_\_\_\_\_ inches      \_\_\_\_\_ centimeters

5.



\_\_\_\_\_ inches      \_\_\_\_\_ centimeters

**Find each item. Estimate its length.**

6. pencil

\_\_\_\_\_ inches

\_\_\_\_\_ centimeters

7. eraser

\_\_\_\_\_ inch(es)

\_\_\_\_\_ centimeters

8. paper clip

\_\_\_\_\_ inches

\_\_\_\_\_ centimeters

Name \_\_\_\_\_

**Challenge!** When you measure the same object in inches and then centimeters, why is the number of centimeters always greater than the number of inches? Draw models of the units to help.

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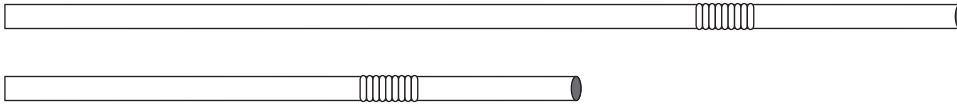
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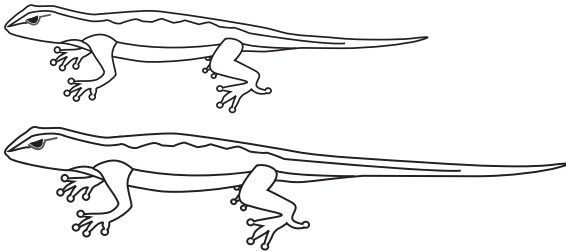
**Use Inchworms. Measure each item. Write how many inches longer one item is than the other.**

1.



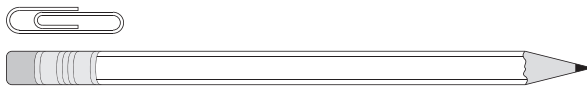
\_\_\_\_\_ inches longer

2.



\_\_\_\_\_ inch(es) longer

3.



\_\_\_\_\_ inches longer

**Use an Inchworms Ruler. Measure the items.  
Answer the question.**

**4.** How much longer is  
one side of a book  
than the other side?

one side \_\_\_\_\_ inches  
other side \_\_\_\_\_ inches  
\_\_\_\_\_ inches longer

**5.** How much longer is  
one side of your desk  
than the other side?

one side \_\_\_\_\_ inches  
other side \_\_\_\_\_ inches  
\_\_\_\_\_ inches longer

Name \_\_\_\_\_

**Challenge!** Draw two items from your room. Measure each item. Write the lengths. Write how much longer one item is than the other.

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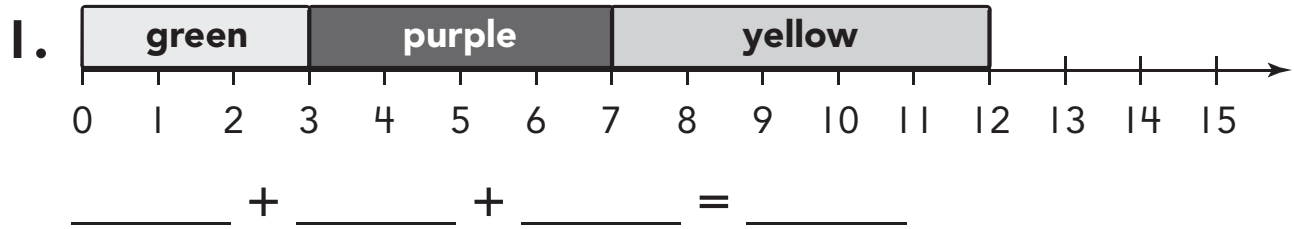
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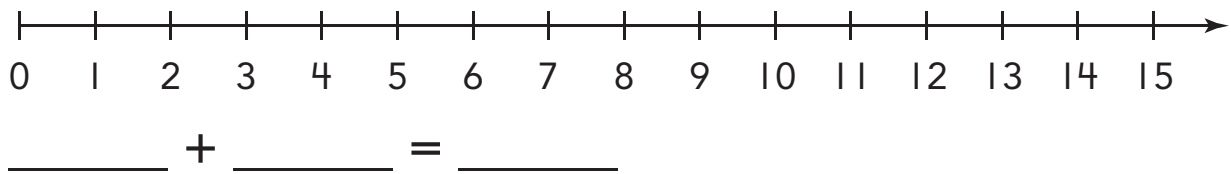


**Use Cuisenaire Rods. Build the model. Write a number sentence for the lengths.**

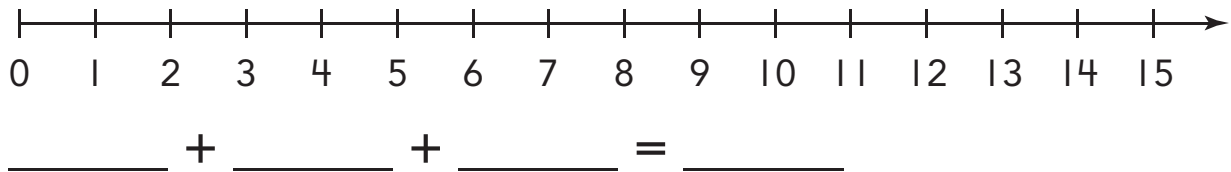


**Use two or three Cuisenaire Rods. Build the length. Draw the model. Write a number sentence.**

2. 9 cm, two rods

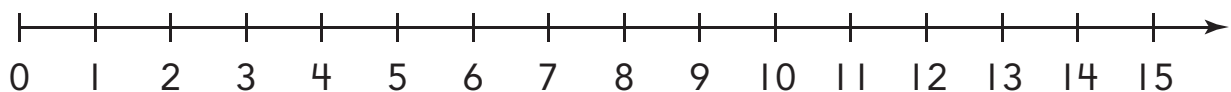


3. 13 cm, three rods

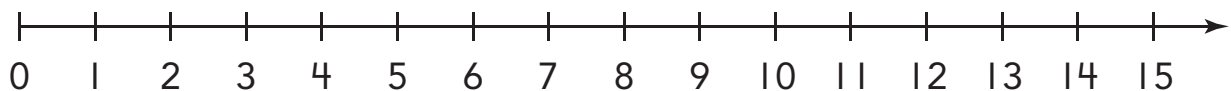


**Show the total length on the number line.**

4.  $4 + 5 + 2 + 3 =$  \_\_\_\_\_



5.  $3 + 3 + 5 + 2 =$  \_\_\_\_\_



Name \_\_\_\_\_

**Challenge!** Nora and John are trying to find rods that would end at 19 on a number line. Nora says that 3 yellow rods and a purple rod would work. John says an orange and a blue rod would work. Who is correct, and why? Use words or drawings to explain.

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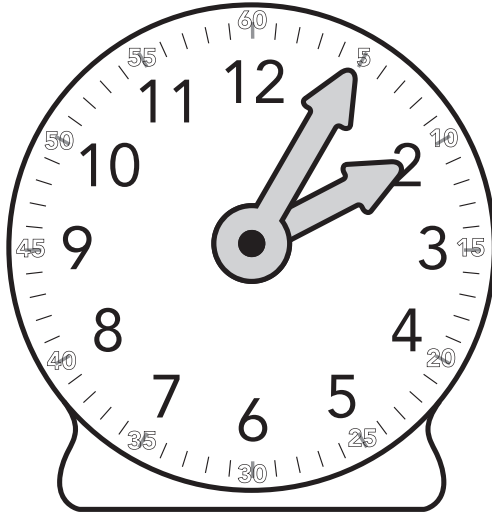
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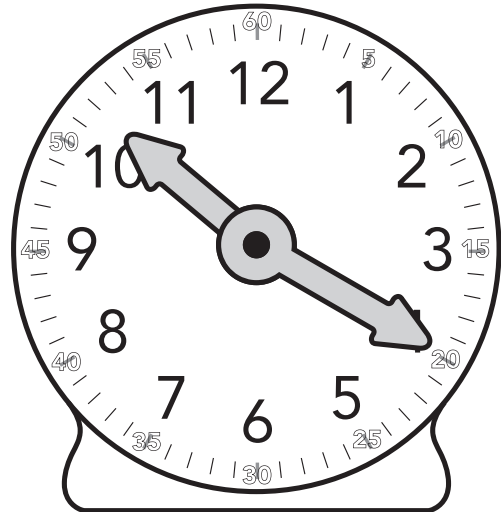
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**Use a Geared Clock. Model the time shown.  
Write the time.**

1.

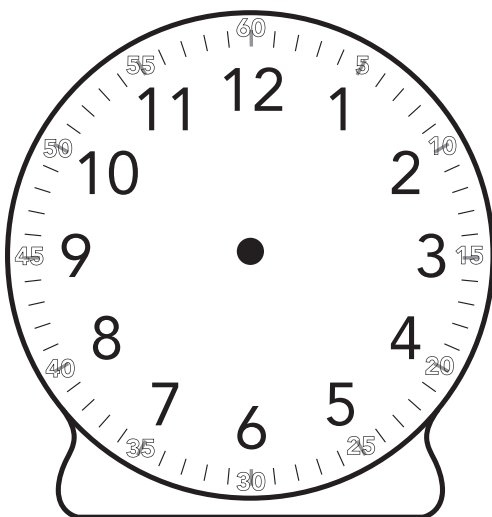


2.

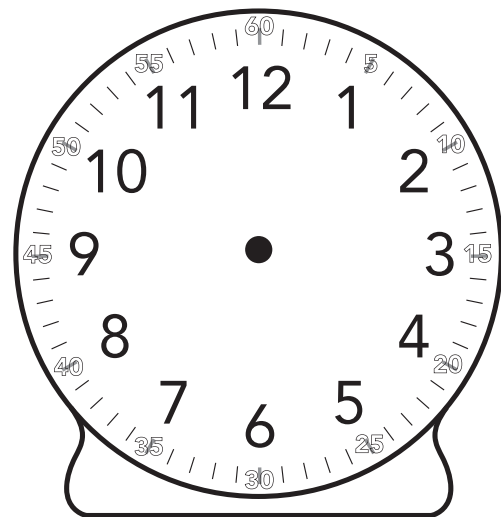


**Use a Geared Clock. Model each time.  
Draw the hands on the clock.**

3. 3:15



4. 7:40



Name \_\_\_\_\_

**Challenge!** When the minute hand points to an hour number on the clock face, how do you know the number of minutes the time is?

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**Use Coin Tiles and a Hundred Board. Build the model. Write the total amount of money.**



**Use Coin Tiles and a Hundred Board. Build a model. Draw the model. Write the total amount of money.**



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

\_\_\_\_\_



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

\_\_\_\_\_

**Use Coin Tiles. Show the amount two ways using nickels and pennies. Draw the coins using red for nickels and purple for pennies.**

4. 16¢

5. 25¢

Name \_\_\_\_\_

**Challenge!** Thad has money for games at the fair. He has 27¢ in pennies. He wants to play at least 10 games of penny toss and some nickel races. How many nickel races can he play and keep at least 10¢ for penny toss? Draw or use words to explain.

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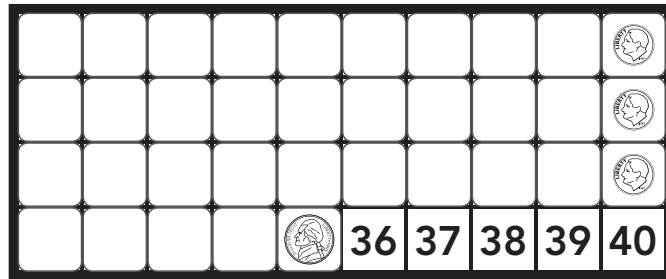
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**Use Coin Tiles and a Hundred Board. Build the model. Circle the coins you can trade for.**

1. 35 pennies



**Use Coin Tiles and a Hundred Board. Build a model. Draw the model. Circle the coins you can trade for.**

2. 3 nickels and 12 pennies



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

**Circle the coins you would use to pay for the item.**

3. an apple that costs 34¢



4. a cookie that costs 27¢



**Write the total amount.**

5.



6.



Name \_\_\_\_\_

**Challenge!** Hoda has 8 coins that equal 43 cents. She has 3 pennies. What are her other coins? Use the Hundred Board and Coin Tiles. Draw or write the 8 coins she has.

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# Use Coin Tiles and a Hundred Board.

## Find the value of the coins.

1.



= \_\_\_\_\_

2.



= \_\_\_\_\_

3.



= \_\_\_\_\_

4.



= \_\_\_\_\_

## Draw the coins you would use to pay for the item.

5. a puzzle that costs 67¢

6. a comic book that costs 88¢

Name \_\_\_\_\_

**Challenge!** Josh has 6 coins in his pocket.  
The coins total 56¢. Draw the coins that are  
in his pocket.

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## Use Coin Tiles and a Hundred Board.

1. Devin and Kevin want to buy a gift for their dad. Devin has 3 dimes, 1 nickel, and 3 pennies. Kevin has 1 quarter, 1 dime, 3 nickels, and 4 pennies. How much do they have together for the gift?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

**Circle the price. Color the amount paid.**  
**Find the change.**

2. Price 57¢; amount paid 75¢.

change: \_\_\_\_\_¢





1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

3. Price 72¢; amount paid 80¢.

change: \_\_\_\_\_¢

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4. Write the change for each row.

Price	Paid	Change
55¢		
63¢		
94¢		
33¢		

Name \_\_\_\_\_

**Challenge!** Phillip has 2 dimes, 4 nickels, and 3 pennies. Lauren has 1 quarter, 1 nickel, and 9 pennies. How much does each person have? Who has more money?

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