Name Date Time

HOME LINK 3•1

Measurements at Home

Family Note Help your child find labels, pictures, and descriptions that contain measurements. If possible, collect them in an envelope or folder so that your child can bring them to school tomorrow, along with this Home Link.

Please return this Home Link to school tomorrow.

1. Find items with measurements on them. Look at boxes and cans. List the items and their measurements.

Item	Measurement
milk carton	*1 quart*

2. Find pictures and ads that show measurements. Look in newspapers, magazines, or catalogs. Ask an adult if you can cut out some examples and bring them to school.

Practice

Write these problems on the back of this page. Write a number model for your ballpark estimate. Use any method you wish to solve each problem. Show your work.

3. 259 + 432 = _____

4. 542 − 387 = _____

Name Date Time

HOME LINK 3•2

Body Measures

Family Note Help your child measure an adult at home. Use a tape measure if you have one, or use a piece of string. Mark lengths on the string with a pen, and then measure the string with a ruler.

Please return this Home Link to school tomorrow.

Measure an adult at home to the nearest $\frac{1}{2}$ inch. Fill in the information below:

Name of adult: _____

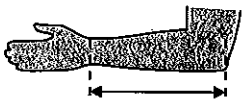
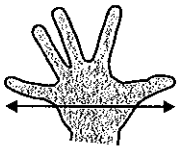
Height: about _____ inches

Length of shoe: about _____ inches

Around neck: about _____ inches

Around wrist: about _____ inches

Distance from waist to floor: about _____ inches

Forearm: about _____ inches	Hand span: about _____ inches	Arm span: about _____ inches
 forearm	 hand span	 ← arm span →

Reminder: Find more pictures that show measurements. Bring them to school if possible (ask an adult first) or write descriptions of them.

Practice

Write these problems on the back of this page. Fill in a unit box. Write number models for your ballpark estimates. Show your work.

Unit

1. 83 − 25 = _____ **2.** _____ = 35 + 47 **3.** 58 + 89 = _____

Name Date Time

HOME LINK 3·3

Measuring Height

Family Note Measuring the height of the ceiling is easiest with such tools as a yardstick, a carpenter's ruler, or a metal tape measure. Another way is to attach a string to the handle of a broom and raise it to the ceiling. Have the string extend from the ceiling to the floor, cut the string to that length, and then measure the string with a ruler.

Please return this Home Link to school tomorrow.

Work with someone at home.

1. Measure the height of the ceiling in your room.

The ceiling in my room is about _____ feet high.

2. Measure the height of a table.

The table is between _____ and _____ feet high.

3. About how many tables could you stack in your room, one on top of the other?

about _____ tables

4. Draw a picture on the back of this page to show how the tables might look stacked in your room.

Practice

Write these problems on the back of this page. Draw and fill in a unit box. Write a number model for your ballpark estimate. Use any method you wish to solve each problem. Show your work.

5. _____ = 63 + 28

6. 149 − 76 = _____

Name Date Time

HOME LINK 3•4

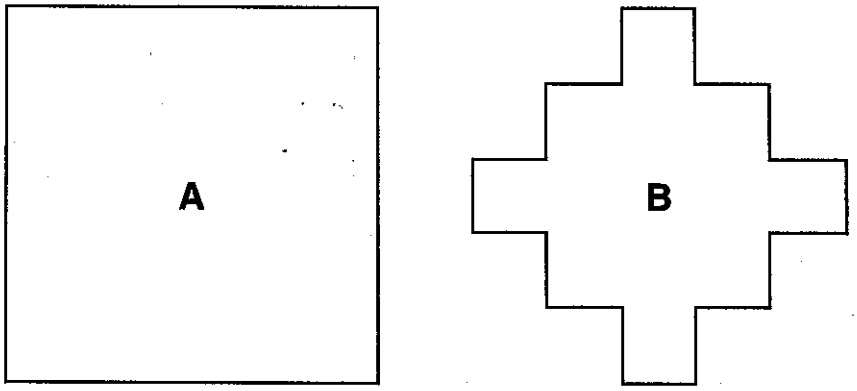
Perimeter

Family Note The perimeter of a geometric figure is the distance around the figure. If the figure is a polygon, like those on this page, the perimeter can be found by adding the lengths of the sides. If you want to review this topic in detail with your child, use the *Student Reference Book*, pages 150 and 151.

Please return this Home Link to school tomorrow.

SRB 150 151

1. Estimate: Which has the larger perimeter, polygon A or polygon B? _____

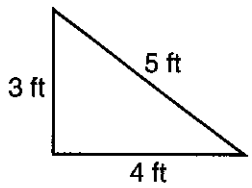


2. Check your estimate by measuring the perimeter of each polygon in centimeters. If you don't have a centimeter ruler, cut out the one at the bottom of the page.

perimeter of polygon A = _____ cm perimeter of polygon B = _____ cm

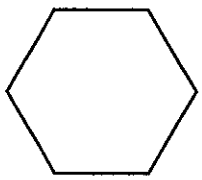
3. What is the perimeter of each figure below?

a.

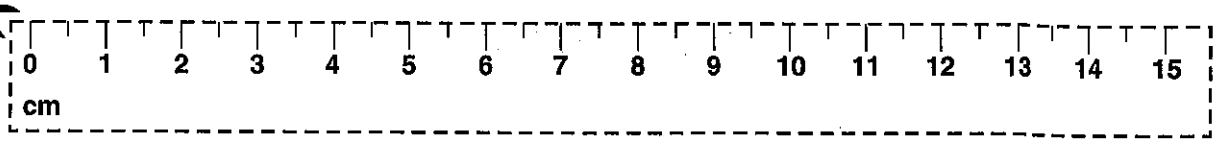


perimeter = _____ ft

b. each side 10 inches



perimeter = _____ in.



Name Date Time

HOME LINK 3•5

Describing Data

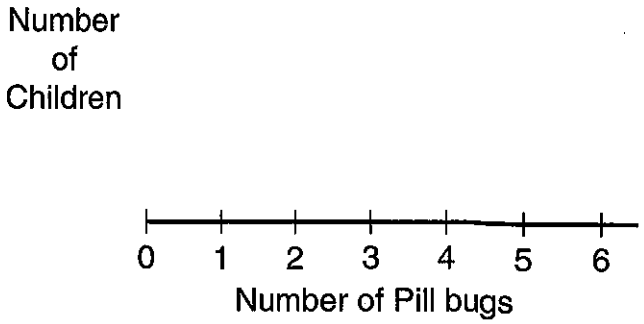
Family Note You can find information about minimum, maximum, range, median, and mode for a set of data on pages 79–82 in the *Student Reference Book*.

Please return this Home Link to school tomorrow.

SRB 79–82

Children in the Science Club collected pill bugs. The tally chart shows how many they collected. Use the data from the tally chart to complete a line plot.

Number of Pill bugs	Number of Collectors
0	
1	
2	///
3	////
4	
5	//
6	//



Use the data to answer the questions.

1. What is the maximum (greatest) number of pill bugs found? _____ pill bugs

2. What is the minimum (least) number of pill bugs found? _____ pill bugs

3. What is the range for the data? _____ pill bugs

4. What is the median for the data? _____ pill bugs

5. What is the mode for the data? _____ pill bugs

Practice

Unit

Make ballpark estimates. Solve on the back of this paper. Show your work.

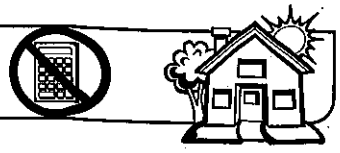
6. 67 + 28 = _____

7. 33 + 29 = _____

Name Date Time

HOME LINK 3·6

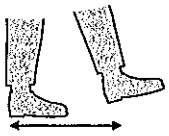
Room Perimeters

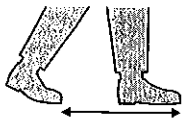


Family Note A personal measurement reference is something you know the measure of—for example, your height or ounces in a water bottle. Personal references can help you estimate measures that you don't know. A person's pace can be defined as the length of a step, measured from heel to heel or from toe to toe. It will be helpful for you to read about Personal Measurement References on pages 141, 142, 148, and 149 in the *Student Reference Book* with your child.

Please return this Home Link to school tomorrow.

Your pace is the length of one of your steps.





1. Find the perimeter, in paces, of your bedroom. Walk along each side and count the number of paces.

   The perimeter of my bedroom is about _____ paces.

2. Which room in your home has the largest perimeter? Use your estimating skills to help you decide.

   The _____ has the largest perimeter.

   Its perimeter is about _____ paces.

3. Draw this room on another sheet of paper. Plan to share your drawing with the class.

Practice

Write these problems on the back of this page. Fill in a unit box. Write a number model for your ballpark estimate. Use any method you wish to solve each problem. Show your work.

4. 38 + 9 = _____

5. 143 − 37 = _____

6. _____ = 576 − 67

Unit

Name Date Time

HOME LINK 3•7

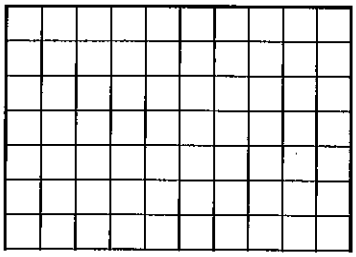
Areas of Rectangles

Family Note Today we discussed the concept of area. Area is a measure of the amount of surface inside a 2-dimensional shape. One way to find area is by counting same-size units inside a shape. For more information, see pages 154–156 in the *Student Reference Book*. In the next lesson, we will look at ways to calculate area.

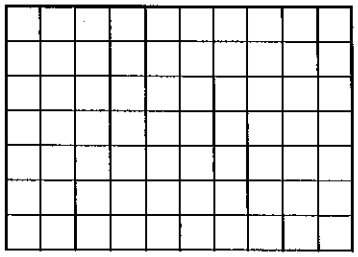
Please return this Home Link to school tomorrow.

Show someone at home how to find the area of each rectangle. Make a dot in each square as you count the squares inside the rectangle.

1. Draw a 4-by-6 rectangle on the grid.



2. Draw a 3-by-9 rectangle.



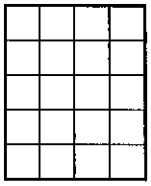
Fill in the blanks.

3.

This is a _____-by-_____ rectangle.

Area = _____ square units

4.



This is a _____-by-_____ rectangle.

Area = _____ square units

Practice

Write these problems on the back of this page. Fill in a unit box. Use any method you wish to solve each problem. Write a number model for your ballpark estimate. Show your work.

Unit

5.
$$\begin{array}{r} 571 \\ -\ 264 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 805 \\ -\ 686 \\ \hline \end{array}$$

Name Date Time

HOME LINK 3•8

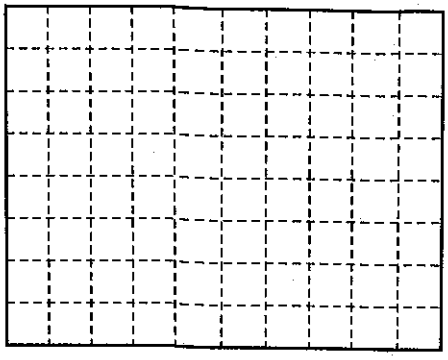
Area

Family Note Today we discussed area as an array, or diagram. An array is a rectangular arrangement of objects in rows and columns. Help your child draw an array of the tomato plants in Problem 3. Use that diagram to find the total number of plants.

Please return this Home Link to school tomorrow.

SRB 64 65

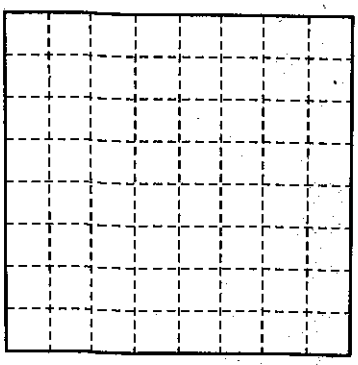
Mr. Li tiled his kitchen floor.
This is what the tiled floor looks like.



1. How many tiles did he use? _____ tiles

2. Each tile cost $2. How much did all the tiles cost? $_____

3. Mrs. Li planted tomato plants. She planted 5 rows with 6 plants in each row. Draw a diagram of her tomato plants.
Hint: You can show each plant with a large dot or an X.



4. How many tomato plants are there in all?

_____ plants

Practice

Write these problems on the back of this page. Fill in a unit box. Write a number model for your ballpark estimate. Use any method you wish to solve each problem. Show your work.

Unit

5. 548 − 59 = _____

6. _____ = 616 + 57

7. _____ = 571 − 264

Name Date Time

HOME LINK 3•9

Circumference and Diameter

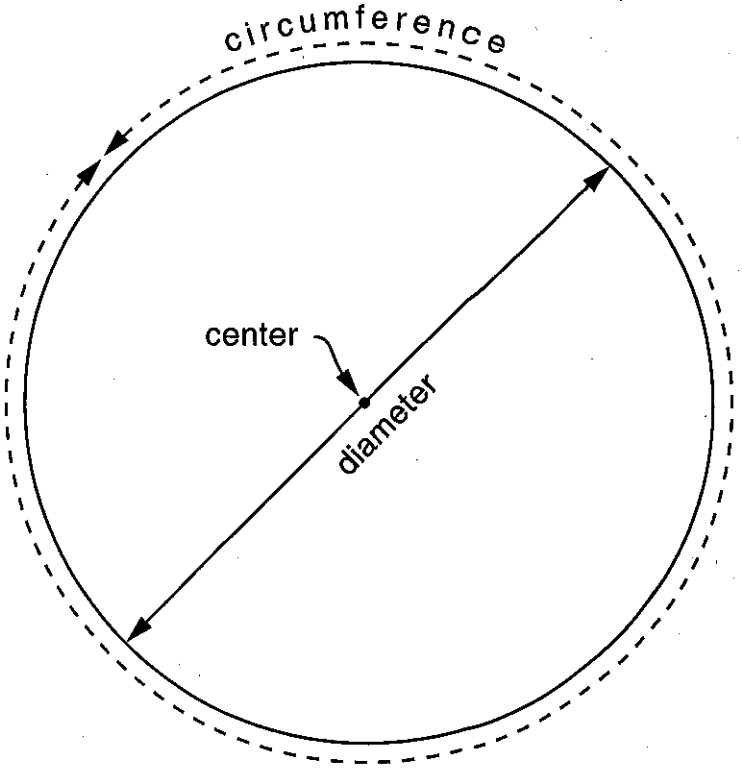
Family Note Today in school your child learned the definitions of *circumference* and *diameter*. Ask your child to explain them to you. Help your child find and measure circular objects, such as cups, plates, clocks, cans, and so on. The *about 3 times* circle rule says that the circumference of any circle, no matter what size, is about 3 times its diameter. It will be helpful for you to review pages 152 and 153 in the *Student Reference Book* with your child.

SRB 152 153

Please return this Home Link to school tomorrow.

Measure the diameters and circumferences of circular objects at home. Use a tape measure if you have one, or use a piece of string. Mark lengths on the string with your finger or a pen, and then measure the string. Record your measures in the chart below.

Does the *about 3 times* circle rule seem to work? Share the *about 3 times* rule with someone at home.



Diameter = 9 cm

Circumference = about 27 cm

Object	Diameter	Circumference