

## KEY CONCEPT OVERVIEW

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During the next three days, our math class will be learning concepts about measuring in centimeters. We will learn how to measure, first by using centimeter cubes, next by using one cube with the **mark and move forward** technique, and finally by creating centimeter rulers in class.

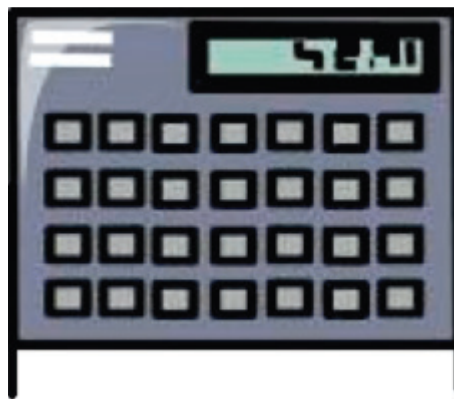
You can expect to see homework that asks your child to do the following:

- Measure pictures of objects by counting centimeter squares (a flat, two-dimensional version of the centimeter cube used in class).
- Measure pictures of objects using the mark and move forward technique.
- Measure pictures of objects using a student-made centimeter ruler, then compare lengths of objects.

## SAMPLE PROBLEM (From Lesson 2)

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Use the centimeter square provided to measure the length of the calculator. Mark the **endpoint** of the square as you measure.



The picture of the calculator is about 6 cm long.

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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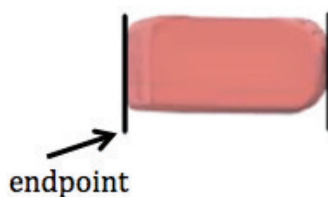
- Our class will not use rulers until Lesson 3 of this module. Until the class completes Lesson 3, invite your child to practice measuring with the centimeter square. Please do not provide a store-bought ruler.
- Remember that measurements made with little fingers may not be perfect. Encourage your child to do her best and focus on the process of measuring rather than on finding an exact measurement.
- Continue to reinforce these strategies from Module 1. **Make the Next Ten:** Say a number less than 100 (e.g., 47). Invite your child to tell how many more are needed to make the next ten (3). **Make Ten:** When solving addition problems to 20, encourage your child to “make ten” to help add the numbers. For example,  $9 + 3 = 10 + 2$ .

## TERMS

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**Mark and move forward:** A strategy used to avoid overlap when measuring with a tool such as a centimeter cube. For example, “I place my cube down and make a mark right where it ends. Then I lift my cube and put it down again, making sure my cube is right against the line, and make another mark. I keep going until I reach the end of the object.”

**Endpoint:** The point where something begins or ends.



**Hash marks:** The marks on a ruler or other measurement tool.

