Dear Family,

In this unit, students explore ways to measure things using the customary and metric systems of measurement.

The units of measure we will be working with include:

U.S. Customary System	Metric System
Length	**Length**
1 foot (ft) = 12 inches (in.)	1 meter (m) = 10 decimeters (dm)
1 yard (yd) = 3 feet (ft)	1 meter (m) = 100 centimeters (cm)
1 mile (mi) = 5,280 feet (ft)	1 decimeter (dm) = 10 centimeters (cm)
Capacity	**Capacity**
1 cup (c) = 8 fluid ounces (oz)	1 liter (L) = 1,000 milliliters (mL)
1 pint (pt) = 2 cups (c)	
1 quart (qt) = 2 pints (pt)	
1 gallon (gal) = 4 quarts (qt)	
Weight	**Mass**
1 pound (lb) = 16 ounces (oz)	1 kilogram (kg) = 1,000 grams (g)

Students will solve problems that involve liquid volumes or masses given in the same unit by adding, subtracting, multiplying, or dividing and by using a drawing to represent the problem.

Students will also generate measurement data with halves and fourths of an inch such as hand spans and lengths of standing broad jumps and graph their data in a line plot.
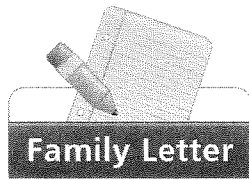
You can help your child become familiar with these units of measure by working with measurements together. For example, you might estimate and measure the length of something in inches. You might use a measuring cup to explore how the cup can be used to fill pints, quarts, or gallons of liquid.

Thank you for helping your child learn important math skills. Please call if you have any questions or comments.
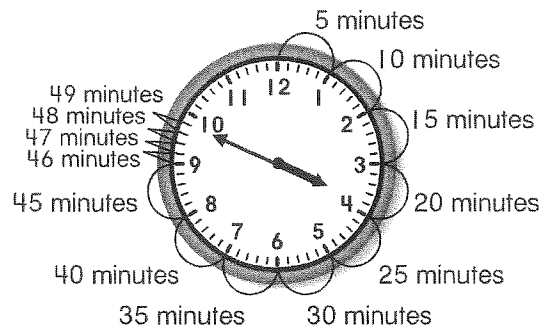
Sincerely,
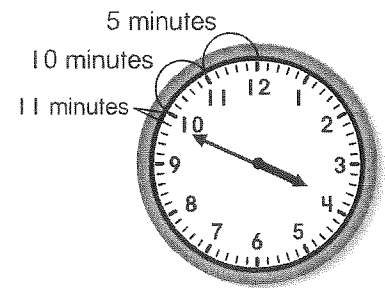Your child's teacher

Dear Family,

In math class, your child is beginning lessons about time. This topic is directly connected to home and community and involves skills your child will use often in everyday situations.

Students are reading time to the hour, half-hour, quarter-hour, five minutes, and minute, as well as describing the time before the hour and after the hour.

For example, you can read 3:49 both as after and before the hour.

Forty-nine minutes after three

Eleven minutes before four

Students will be using clocks to solve problems about elapsed time.

Help your child read time and find elapsed time. Ask your child to estimate how long it takes to do activities such as eating a meal, traveling to the store, or doing homework. Have your child look at the clock when starting an activity and then again at the end of the activity. Ask how long the activity took.
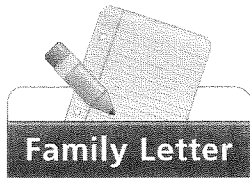
Your child will also learn to add and subtract time on a number line.

If you have any questions or comments, please call or write to me.
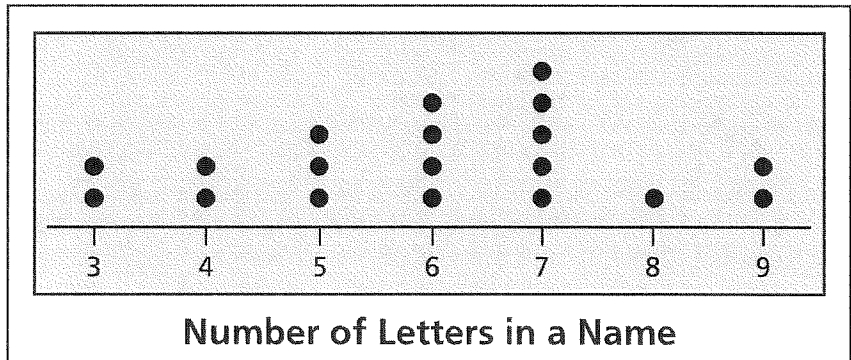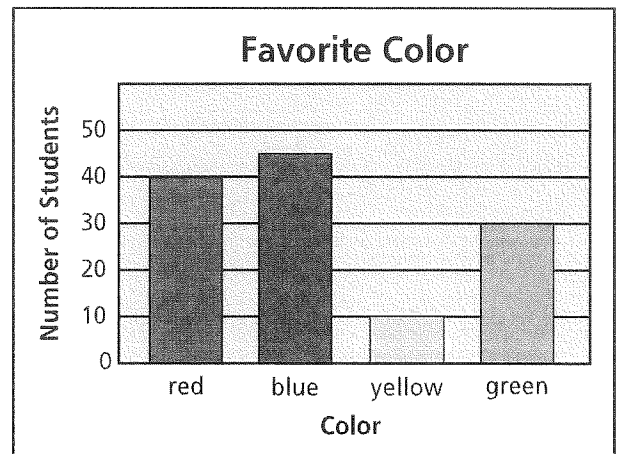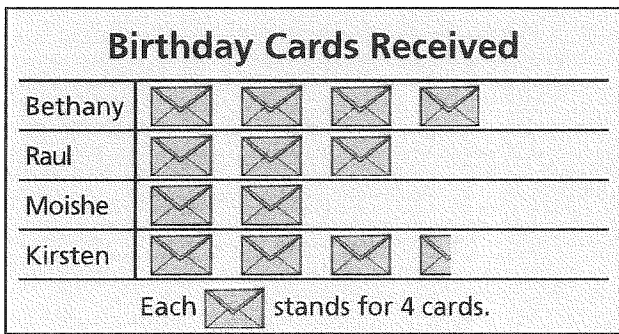
Sincerely,
Your child's teacher

Dear Family,

In the rest of the lessons in this unit, your child will be learning to show information in various ways. Students will learn to read and create pictographs and bar graphs. They will organize and display data in frequency tables and line plots. Students will also learn how to use graphs to solve real world problems.

Examples of pictographs, bar graphs, and line plots are shown below.

Birthday Cards Received

Bethany	✉ ✉ ✉ ✉
Raul	✉ ✉ ✉
Moishe	✉ ✉
Kirsten	✉ ✉ ✉ ◁

Each ✉ stands for 4 cards.

Favorite Color

Number of Students (0, 10, 20, 30, 40, 50)

red — 40
blue — 45
yellow — 10
green — 30

Color

Number of Letters in a Name

(line plot over 3, 4, 5, 6, 7, 8, 9)

Your child is learning how graphs are used in the world around us. You can help your child learn by sharing graphs that appear in newspapers, magazines, or online.

Thank you for helping your child learn how to read, interpret, and create graphs.

Sincerely,
Your child's teacher