

# Home Connections

## Math Activities

### Grade 1

### Measurement

Measuring & Comparing Lengths At Home  
Area At Home  
Measuring Capacity At Home

# Measuring and Comparing Lengths at Home

Have your child:

1. Find three objects to measure its length (for example, belt, shoelace, piece of string).
2. Pick something to measure with (for example, paper clips, toothpicks).
3. Measure each object using the same thing.
4. Compare the lengths of each object. (for example, the pencil is longer than the eraser because the pencil is 7 paper clips long and the eraser is 2 paper clips long).



## Measuring length

Paper clips and toothpicks are examples of non-standardized units. Centimeters and kilometers are examples of standardized units.

## Let's Talk About It

- How much longer was the longest object compared to the shortest object?
- Find something in our home that is longer than the \_\_\_\_\_. Find something that is shorter than the \_\_\_\_\_. How can you check?
- How else could you measure the object?

## Area at Home

1. Pick a flat rectangular surface to measure (for example, a bed, a table, a mat).
2. Pick something to measure with (for example, recipe cards, playing cards, tissues, sheets of paper).
3. Ask your child to guess (estimate) the number of things that will cover the surface.
4. Cover the surface (the bed or table or mat...) and count the number of things used.



### Measuring Area

Recipe cards and playing cards are examples of non-standardized units. Centimeter and millimeter are examples of standardized units.

## Let's Talk About It

- Which object has the largest area? How do you know?
- Which object has the smallest area? How do you know?
- Which things are best to use to cover a large surface?
- Which things are best to use to cover a small surface?

## Measuring Capacity at Home

1. Find three empty containers (for example: jar, mug, glass, plastic storage box) Try to find containers that will hold about the same amount (have the same capacity) but are different shapes.
2. Ask your child to guess (estimate) which container will hold the most (most capacity).
3. Ask your child to guess (estimate) which container will hold the least (least capacity).
4. Give your child a large spoon or small scoop and a pourable material, like sand. Have your child count the number of spoonfuls or scoops needed to fill each of the containers.



**Capacity** is the maximum amount that a container can hold.

## Let's Talk About It

- When is the capacity of a container important? (e.g., when baking, when storing left over food)
- Why did you think that container would hold the least?
- Which container actually held the least? How were these containers different?
- Why did you think that container would hold the most?
- Which container actually held the most? How were these containers different?