

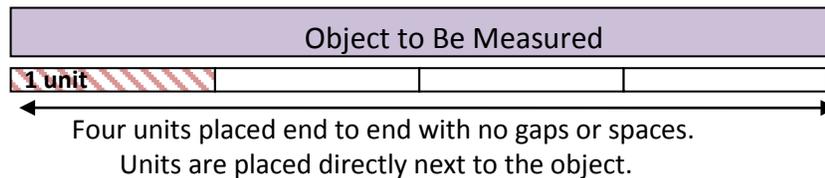
## Dear Parents and Caregivers,

Thank you for the support you provide to help your child learn. This is a letter in which we hope to clarify new expectations in mathematics for children in first grade. This letter will focus on children's early encounters with **measurement** and how we can all help youngsters develop the understandings the standards now stress for first graders. I welcome any questions you may have.

### Children will measure lengths of objects indirectly, explaining their process and thoughts. (1.MD.1.2)

Your child will be learning how to express how long an object is using a specific set of *units*. A good way to learn this skill is to measure objects. Your child will learn that when a measurement is taken there are three important things to remember:

- **Start at the end of an object to begin the measurement.**
- **Lay the unit you use (perhaps a tile or a ruler) end to end, leaving no gaps.**
- **Make sure there are no overlaps of one unit and the next during the measurement.**



**Family Practice** – Select an object to measure. Choose a unit to measure with, which can be laid end to end. Try to select units that will go evenly into the length of the object to be measured. If the object doesn't go evenly, the child may say a little more than, or a little less than, the last measure. You may also use a ruler.

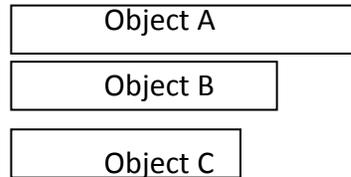
Directions: Use the unit to compare the lengths of two or more objects.

Ask your children to explain which object is the longest and the shortest. How do they know? When listening to your children explain what they did, listen for their explanation of the three important measuring skills:

- The end of the unit, or zero on the ruler, lined up with end of the object.
- The unit was laid end to end, with no spaces between each unit.
- The units did not overlap, and you can see all of each unit being used.

If your child does not use correct measuring skills, tell them that something doesn't sound right with what they did. Allow them to review the process that was used to discover the error that was made. Ask your child to explain the process again.

**Measuring indirectly.** A new requirement in first grade is for children to compare lengths of objects indirectly. That is, if there are three objects, they do not have to measure each one. They can easily see that Object B is shorter than Object A, and Object C is also shorter than Object B. Using reasoning skills, then Object C is also shorter than Object A.



Children are asked to begin to reason about Object A and Object C instead of measuring them directly. You can use everyday examples like length of shoes or how tall three children are, to have children think in a similar way. If Kari's shoes are longer than Maura's and Maura's are longer than mine, are mine longer or shorter than Kari's?

This kind of thinking lays a foundation for more complicated reasoning later on.

Children will be making sense of problems and persevering in solving them. Mistakes will happen and they should be seen as a natural part of learning. As children share their reasoning with you, help them rethink if they make a mistake.

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First Grade Teacher