

# Measure, Time, Money

Teacher-led choices and number writing for length, time, money, and data.

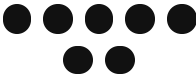
**1.MDR.6** "Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Teacher: this page is run aloud. The script and answers are on the guide page.

## 1 CIRCLE IT \_\_\_\_\_

|   |                                                                                   |                                                                                   |                                                                                     |
|---|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| a |  |  |  |
| b | 6                                                                                 | 9                                                                                 | 12                                                                                  |
| c | 1:00                                                                              | 2:00                                                                              | 3:00                                                                                |
| d | 1¢                                                                                | 5¢                                                                                | 10¢                                                                                 |

## 2 WRITE IT \_\_\_\_\_

|     |  |
|-----|--|
| 4¢  |  |
| \$7 |  |

**HOW TO RUN THIS PAGE**

Read the choices and each question aloud, then give students time to mark one answer in each row. Students compare numbers as lengths and times, use money values, and read dot groups as vote totals.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

**PART 1 • CIRCLE IT**

**SAY** “Listen to each question. Point to the choices as I read them, then circle one answer.”

| ROW | SAY                                                                                                                | STUDENTS CIRCLE |
|-----|--------------------------------------------------------------------------------------------------------------------|-----------------|
| a   | Each dot is one vote. Which group has the most votes? Circle the dots that show the most.                          | <b>7 dots</b>   |
| b   | These numbers show inches. A strip is 9 inches long. Which number shows a length shorter than 9 inches? Circle it. | <b>6</b>        |
| c   | A game starts at 1:00 and ends one hour later. Which time shows when it ends? Circle it.                           | <b>2:00</b>     |
| d   | You need to pay 5 cents exactly with one coin. Which coin value can you use? Circle it.                            | <b>5¢</b>       |

**PART 2 • WRITE IT**

**SAY** “Look at the first box. A price is 4 cents, and you have 1-cent coins. How many coins do you need? Write the number. Look at the second box. A price is 7 dollars, and you have 5 dollars. How many more dollars do you need? Write the number.”

- Box 1 (beside 4¢): **4**
- Box 2 (beside \$7): **2**

**WHAT TO ACCEPT**

Circle-row answers, in order, are 7 dots, 6, 2:00, and 5¢. Accept 4 and 2 in the writing boxes, including reversed or uneven numeral formation if the intended numeral is clear.