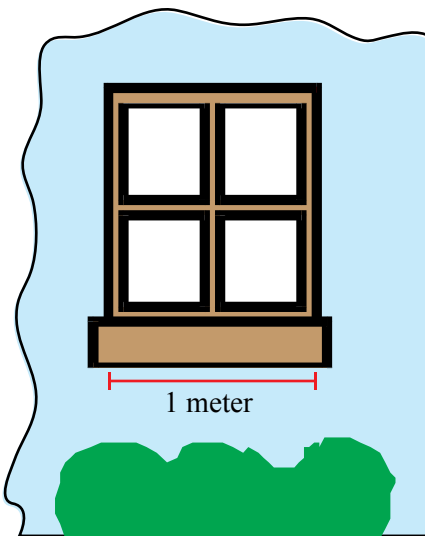


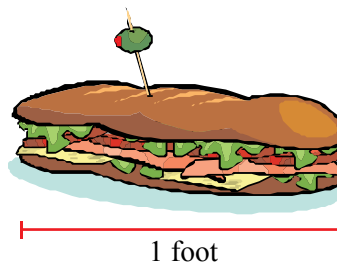
**Teacher Guide**

**School Bus Measurements (TG pp. 1–2)  
Homework  
Questions 1–5**

1. A. inches  
B. feet  
C. meters  
D. centimeters
2. meters; Possible response: A bus is tall so I would tell Frank to use a larger unit like meters.
3. I agree with both Irma and Ming because 1 meter is just about the same length as 1 yard.
4. Drawings will vary. Possible response:



5. Drawing will vary. Possible response:



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Name \_\_\_\_\_ Date \_\_\_\_\_

**School Bus Measurements**

Dear Family Member:  
Students have been measuring distances using centimeters, meters, feet, and yards. Help your child visualize the size of these units as they estimate. A meter is 100 centimeters. A yard is about the same size as a meter. A foot is about the size of this page.  
Thank you.

1. Carla and Rosa measured objects they found on a school bus but forgot to label the units. Circle the appropriate unit.

Object Measured	Length	Unit	
A. Size of buckle	3	inches	feet
B. Seatbelt strap length	4	feet	yards
C. Length of bus	11	centimeters	meters
D. Length of 1 window	50	centimeters	meters

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Name \_\_\_\_\_ Date \_\_\_\_\_

2. Frank wants to measure the height of the bus. Which unit should he use? Circle one.  
centimeters      meters      inches  
  
Explain your thinking. \_\_\_\_\_  
\_\_\_\_\_
3. Ming and Irma describe the size of the wheel on the school bus. Do you agree with Ming or Irma? Circle one.  
  
Tell how you decided.  
\_\_\_\_\_  
\_\_\_\_\_
4. Draw a picture of a distance that is about 1 meter.
5. Draw a picture of a distance that is about 1 foot.

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