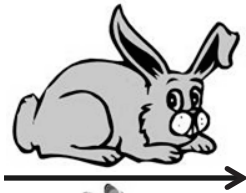Name _____   Date _____

Follow the directions. Complete the sentences.

1. Circle the **longer** rabbit.

Peter

Floppy

_____ is longer than _____.

2. Circle the **shorter** fruit.

A   B

_____is shorter than _____.

Write the words **longer than** or **shorter than** to make the sentences true.
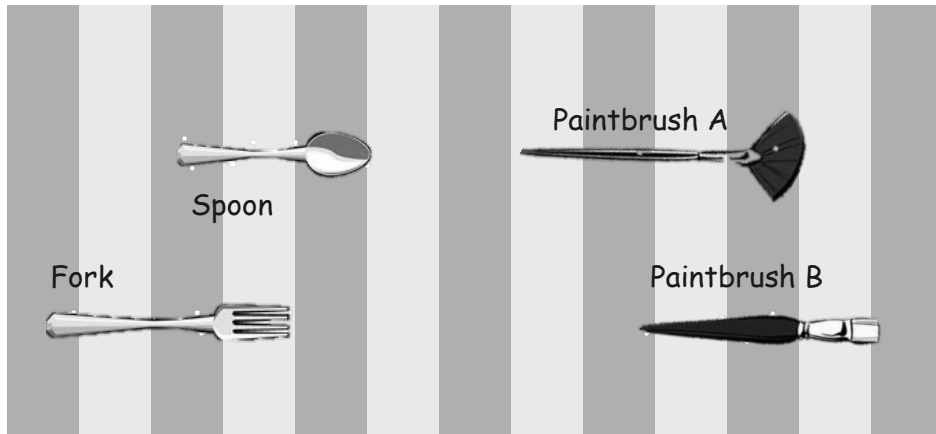
3.

The glue

is _____

the ketchup.

4.

The dragonfly's wingspan

is _____

the butterfly's wingspan.

Paintbrush A

Spoon

Fork

Paintbrush B

5. Paintbrush A is _____ Paintbrush B.

6. The spoon is _____ the fork.

7. Circle true or false.

    The spoon is shorter than Paintbrush B.   **True** or **False**

_____

8. Find 3 objects in your room. Draw them here in order from shortest to longest.
    Label each object.

Lesson 1:   Compare length directly and consider the importance of aligning
            endpoints.

4

Name _____   Date _____

Use the paper strip provided by your teacher to measure each **picture**. Circle the words you need to make the sentence true. Then, fill in the blank.

1.

The sundae is
| longer than |
| shorter than |
| the same length as |
the paper strip.

The spoon is
| longer than |
| shorter than |
| the same length as |
the paper strip.

The **spoon** is _____ the **sundae.**

2.

The **balloon** is _____ the **cake.**

Lesson 2:   Compare length using indirect comparison by finding objects
longer than, shorter than, and *equal in length to* that of a string.

8

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3.

The **ball** is shorter than the paper strip.

So, the **shoe** is _____ the **ball**.

Use the measurements from Problems 1–3. Circle the word that makes the sentences true.

4. The spoon is (**longer/shorter**) than the cake.

5. The balloon is (**longer/shorter**) than the sundae.

6. The shoe is (**longer/shorter**) than the balloon.

7. Order these objects from shortest to longest:

cake, spoon, and paper strip

_____   _____   _____

Draw a picture to help you complete the measurement statements. Circle the word that makes each statement true.

8. Marni's hair is shorter than Wesley's hair.

    Marni's hair is longer than Bita's hair.

    Bita's hair is (**longer/shorter**) than Wesley's hair

9. Elliott is shorter than Brady.

    Sinclair is shorter than Elliott.

    Brady is (**taller/shorter**) than Sinclair.

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Lesson 2:   Compare length using indirect comparison by finding objects
               longer than, shorter than, and *equal in length to* that of a string.
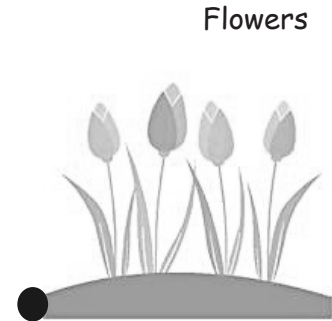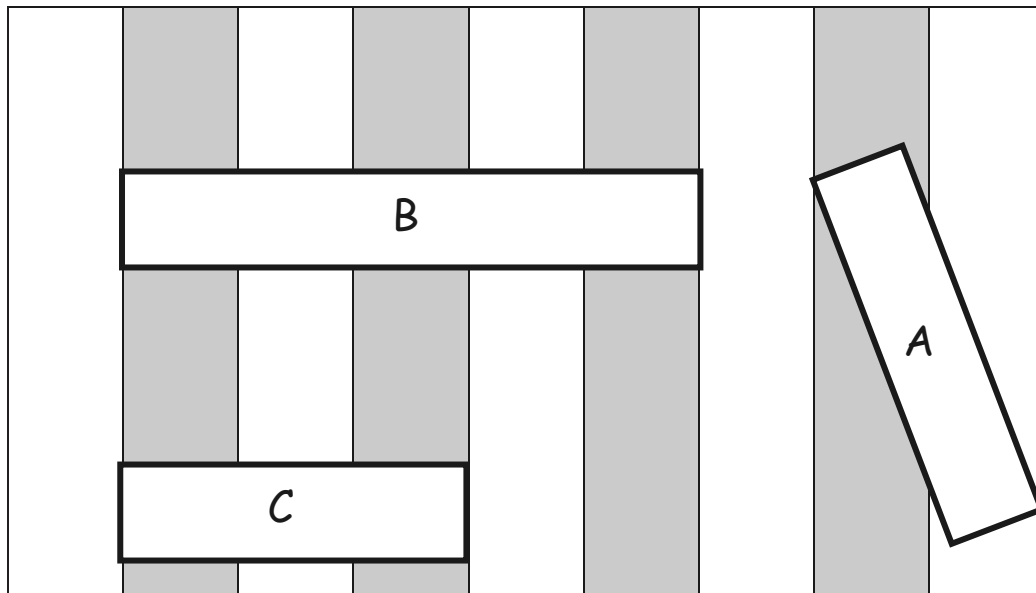
10

Name _____   Date _____

1. The string that measures the path from the garden to the tree is longer than the
    path between the tree and the flowers. Circle the shorter path.

    the garden to the tree

    the tree to the flowers

    Flowers

    Garden

    Tree

Use the picture to answer the questions about the rectangles.

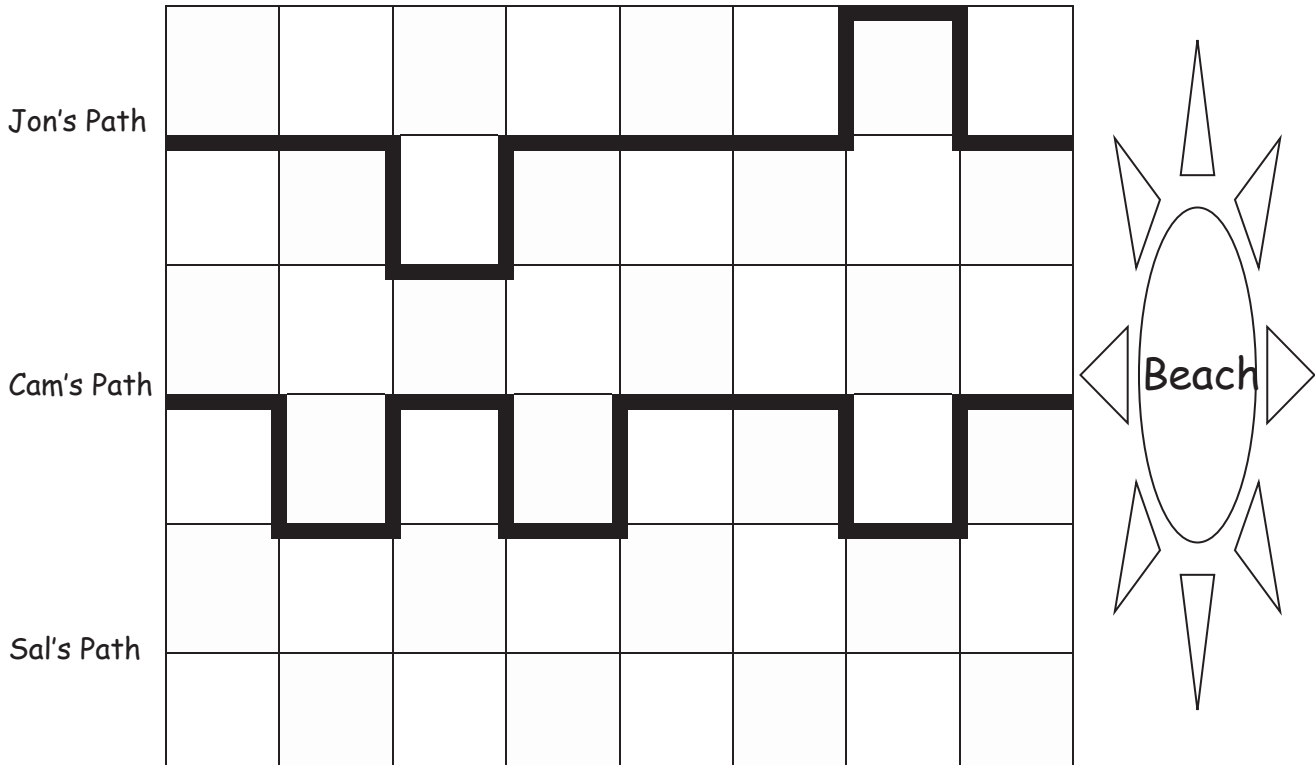   B

    A

    C

2. Which is the longest rectangle? _____

3. If Rectangle A is longer than Rectangle C, the shortest rectangle is

    _____.

4. Order the rectangles from shortest to longest.

    _____   _____   _____

Use the picture to answer the questions about the children's paths to the beach.

Jon's Path

Cam's Path

Sal's Path

Beach

5. How long is Jon's path to the beach? _____ blocks

6. How long is Cam's path to the beach? _____ blocks

7. Jon's path is longer than Sal's path. Draw Sal's path.

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Circle the correct word to make the statement true.

8. Cam's path is **longer/shorter** than Sal's path.

9. Who took the shortest path to the beach? _____

10. Order the paths from shortest to longest.

_____   _____   _____

Name _____   Date _____

Measure the length of each picture with your cubes. Complete the statements below.

1. The lollipop is _____ centimeter cubes long.

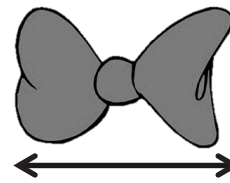2. The stamp is _____ centimeter cubes long.

3. The purse is _____ centimeter cubes long.

4. The candle is _____ centimeter cubes long.

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Lesson 4:   Express the length of an object using centimeter cubes as length units
to measure with no gaps or overlaps.

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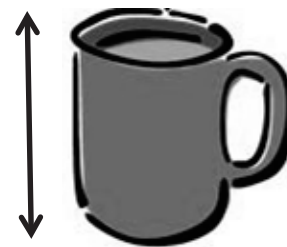G1-M3-B2-v1.3.0_05/11/15

5. The bow is _____ centimeter cubes long.

6. The cookie is _____ centimeter cubes long.

7. The mug is about _____ centimeter cubes long.
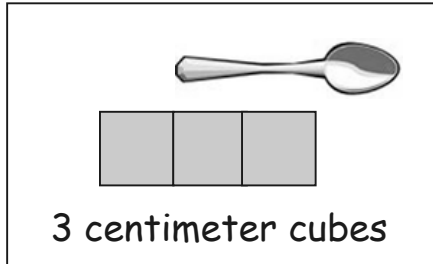
8. The ketchup is about _____ centimeter cubes long.

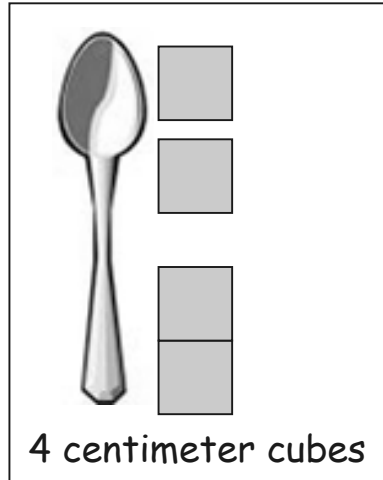9. The envelope is about _____ centimeter cubes long.

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Lesson 4:   Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps.

22

10. Circle the picture that shows the correct way to measure.

A

3 centimeter cubes
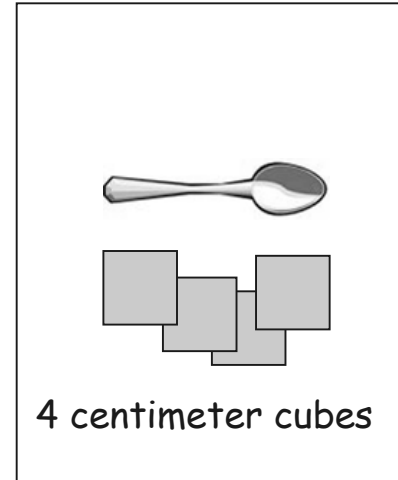
B

4 centimeter cubes

C

4 centimeter cubes

D
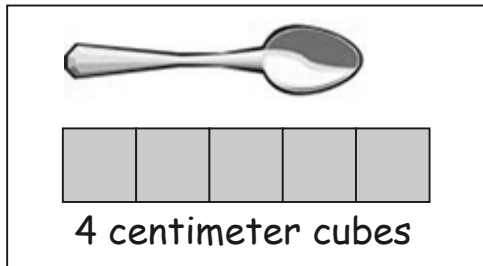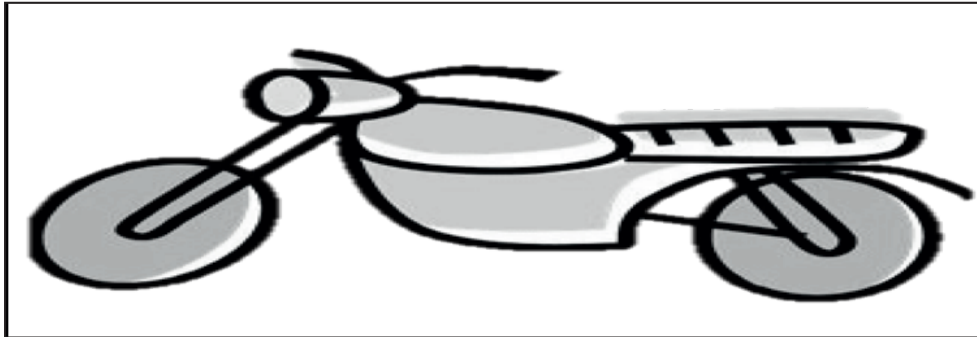
4 centimeter cubes

11. Explain what is wrong with the measurements for the pictures you did NOT circle.

_____

_____

_____

Name _____   Date _____

1. Justin collects stickers. Use centimeter cubes to measure Justin's stickers.
    Complete the sentences about Justin's stickers.

    a. The motorcycle sticker is _____ centimeters long.

    b. The car sticker is _____ centimeters long.
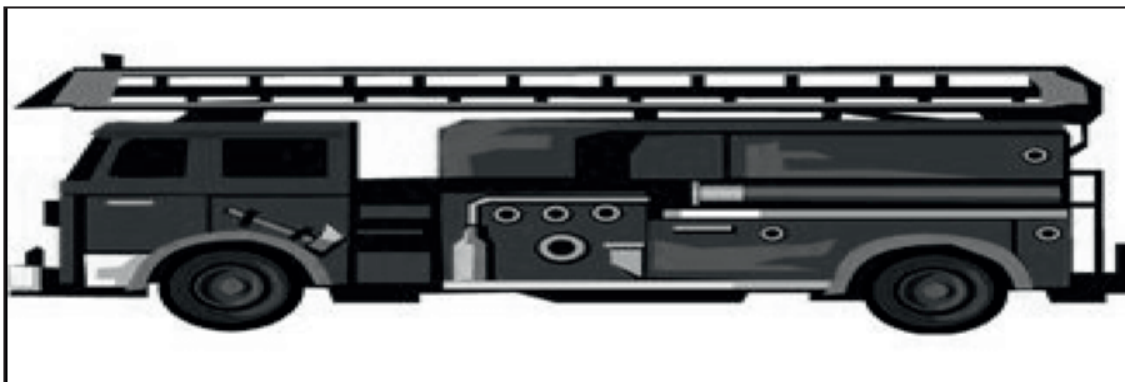
    c. The fire truck sticker is _____ centimeters long.

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Lesson 5:   Rename and measure with centimeter cubes, using their standard
             unit name of centimeters.

27
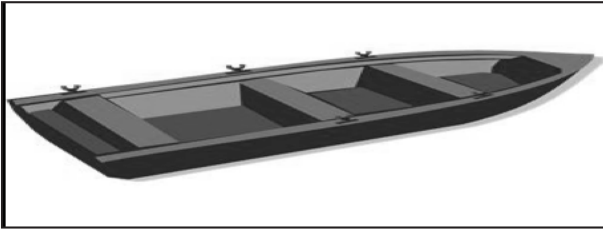
d. The rowboat sticker is _____ centimeters long.
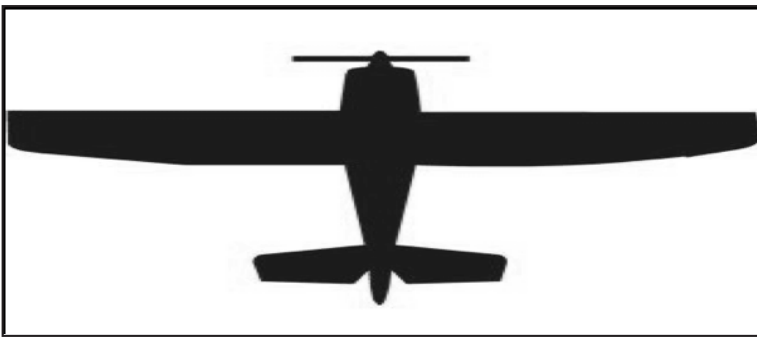
e. The airplane sticker is _____ centimeters long.

2. Use the stickers' measurements to order the stickers of the **fire truck**, the **rowboat**, and the **airplane** from longest to shortest. You can use drawings or names to order the stickers.

Longest ⟶ Shortest

Lesson 5:   Rename and measure with centimeter cubes, using their standard unit name of centimeters.

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3. Fill in the blanks to make the statements true. (There may be more than one correct answer.)

   a. The airplane sticker is longer than the _____ sticker.

   b. The rowboat sticker is longer than the _____ sticker and shorter

   than the _____ sticker.

   c. The motorcycle sticker is shorter than the _____ sticker and longer

   than the _____ sticker.

   d. If Justin gets a new sticker that is longer than the rowboat, it will also be longer

   than which of his other stickers? _____

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Lesson 5:   Rename and measure with centimeter cubes, using their standard
            unit name of centimeters.

29

Name _____   Date _____

1. Natasha's teacher wants her to put the fish in order from longest to shortest. Measure each fish with the centimeter cubes that your teacher gave you.

A
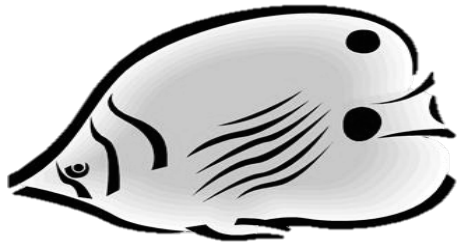
_____ centimeters

B

_____ centimeters

C

_____ centimeters

D

_____ centimeters

E

_____ centimeters

2. Order fish A, B, and C from longest to shortest.

_____   _____   _____

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Lesson 6:   Order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving *compare with difference unknown* word problems.

34

3. Use all of the fish measurements to complete the sentences.

   a. Fish A is longer than Fish _____ and shorter than Fish _____.

   b. Fish C is shorter than Fish _____ and longer than Fish _____.

   c. Fish _____ is the shortest fish.

   d. If Natasha gets a new fish that is shorter than Fish A, list the fish that the new fish is also shorter than.

Use your centimeter cubes to model each length, and answer the question.

4. Henry gets a new pencil that is 19 centimeters long. He sharpens the pencil several times. If the pencil is now 9 centimeters long, how much shorter is the pencil now than when it was new?

5. Malik and Jared each found a stick at the park. Malik found a stick that was 11 centimeters long. Jared found a stick that was 17 centimeters long. How much longer was Jared's stick?

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Lesson 6:   Order, measure, and compare the length of objects before and after measuring with centimeter cubes, solving *compare with difference unknown* word problems.

35

Name _____   Date _____

Cut the strip of paper clips. Measure the length of each object with the **large** paper clips to the right. Then, measure the length with the **small** paper clips on the back.

1. Fill in the chart on the back of the page with your measurements.

Paintbrush

Scissors

Glue

Crayon

Eraser

EUREKA MATH   Lesson 7:   Measure the same objects from Topic B with different non-standard   **39**
units simultaneously to see the need to measure with a consistent
unit.
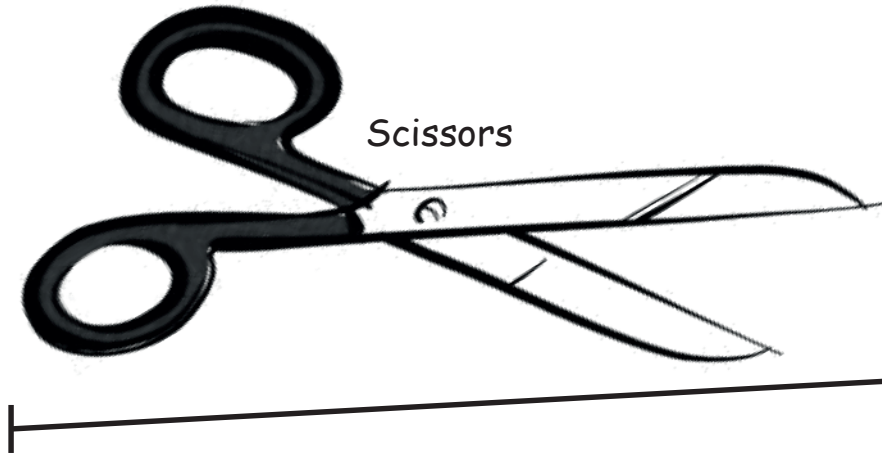
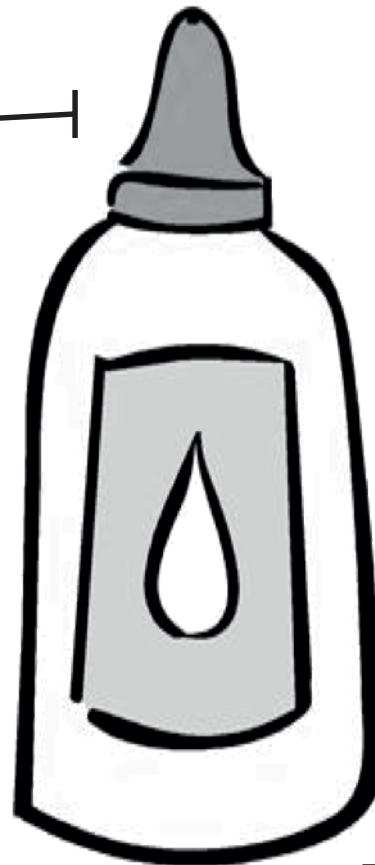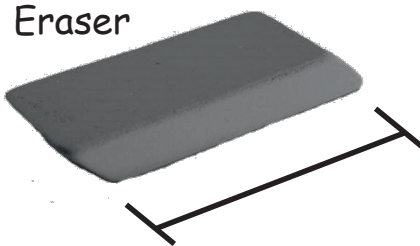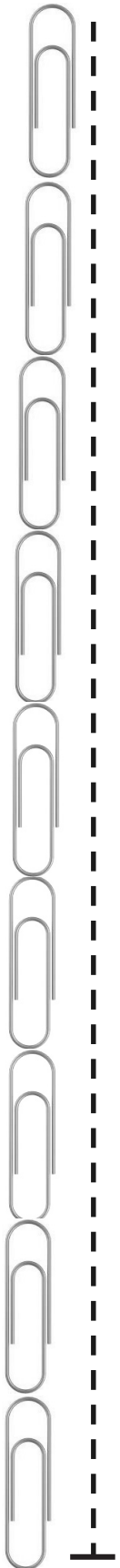| Name of Object	Length in Large Paper Clips	Length in Small Paper Clips
a. paintbrush		
b. scissors		
c. eraser		
d. crayon		
e. glue		

2. Find objects around your home to measure. Record the objects you find and their measurements on the chart.

Name of Object	Length in Large Paper Clips	Length in Small Paper Clips
a.		
b.		
c.		
d.		
e.		

Lesson 7:   Measure the same objects from Topic B with different non-standard units simultaneously to see the need to measure with a consistent unit.

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EUREKA MATH™

Name _____   Date _____

Circle the length unit you will use to measure. Use the same length unit for all objects.

Small Paper Clips   Large Paper Clips

Toothpicks   Centimeter Cubes

1. Measure each object listed on the chart, and record the measurement. Add the names of other objects in your house, and record their measurements.

Home Object	Measurement
a. fork	
b. picture frame	
c. pan	
d. shoe	

EUREKA MATH

Lesson 8:   Understand the need to use the same units when comparing measurements with others.

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Home Object	Measurement
e. stuffed animal	
f.	
g.	

Did you remember to add the name of the length unit after the number? Yes   No

2. Pick 3 items from the chart. List your items from longest to shortest:

a. _____

b. _____

c. _____

Lesson 8:   Understand the need to use the same units when comparing
measurements with others.
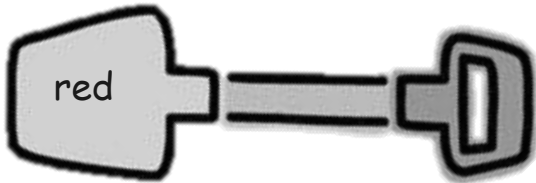
45

Name _____   Date _____

1. Look at the picture below. How much **shorter** is Trophy A than Trophy B?

A

B
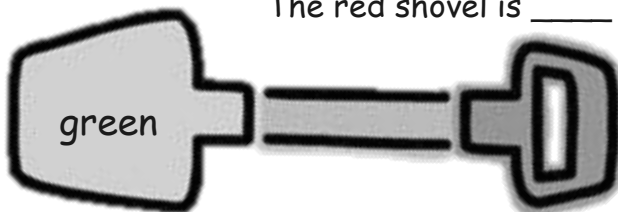
Trophy A is _____ units **shorter** than Trophy B.

2. Measure each object with centimeter cubes.

red

The red shovel is _____   _____.

green

The green shovel is _____   _____.

3. How much **longer** is the green shovel than the red shovel?
    The green shovel is _____ centimeters **longer** than the red shovel.

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Lesson 9:   Answer *compare with difference unknown* problems about lengths of two different objects measured in centimeters.

50

Use your centimeter cubes to model each problem. Then, solve by drawing a picture of your model and writing a number sentence and a statement.

4. Susan grew 15 centimeters, and Tyler grew 11 centimeters. How much **more** did Susan grow than Tyler?

5. Bob's straw is 13 centimeters long. If Tom's straw is 6 centimeters long, how much **shorter** is Tom's straw than Bob's straw?

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Lesson 9:   Answer *compare with difference unknown* problems about lengths of
two different objects measured in centimeters.

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6. A purple card is 8 centimeters long. A red card is 12 centimeters long. How much **longer** is the red card than the purple card?

7. Carl's bean plant grew to be 9 centimeters tall. Dan's bean plant grew to be 14 centimeters tall. How much **taller** is Dan's plant than Carl's plant?

Name _____   Date _____

Students were asked about their favorite ice cream flavor. Use the data below to answer the questions.

Ice Cream Flavor	Tally Marks	Votes
Chocolate	|||||	
Strawberry	|||	
Cookie Dough	~~||||~~ ~~||||~~	

1. Fill in the blanks in the table by writing the number of students who voted for each flavor.

2. How many students chose cookie dough as the flavor they like **best**?

    _____ students

3. What is the total number of students who like chocolate or strawberry the **best**?

    _____ students

4. Which flavor received the **least** amount of votes? _____

5. What is the total number of students who like cookie dough or chocolate the **best**?

    _____ students

6. Which two flavors were liked by a **total** of 7 students?

    _____ and _____

7. Write an addition sentence that shows how many students voted for their favorite ice cream flavor.

    _____

Lesson 10:   Collect, sort, and organize data; then ask and answer questions about the number of data points.

54

Students voted on what they like to read the most. Organize the data using tally marks, and then answer the questions.

comic book	magazine	chapter book	comic book	magazine
chapter book	comic book	comic book	chapter book	chapter book
chapter book	chapter book	magazine	magazine	magazine

What Students Like to Read the Most	Number of Students
Comic Book	
Magazine	
Chapter Book	

8. How many students like to read chapter books the most? _____ students

9. Which item received the **least** amount of votes? _____

10. How many more students like to read chapter books than magazines?

    _____ students

11. What is the total number of students who like to read magazines or chapter books?

    _____ students

12. Which two items did a total of 9 students like to read?

    _____ and _____

13. Write an addition sentence that shows how many students voted.

    _____

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Lesson 10:   Collect, sort, and organize data; then ask and answer questions about
              the number of data points.

55

Name _____ Date _____

Collect information about things you own. Use tally marks or numbers to organize the data in the chart below.

How many **pets** do you have?	How many **toothbrushes** are in your home?	How many **pillows** are in your home?	How many **jars of tomato sauce** are in your home?	How many **picture frames** are in your home?

- Complete the question sentence frames to ask questions about your data.
- Answer your own questions.

1. How many _____ do you have? (Pick the item you have the **most** of.)

2. How many _____ do you have? (Pick the item you have the **least** of.)
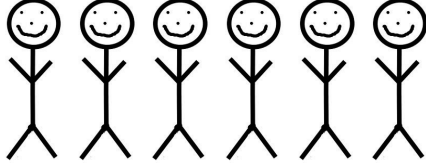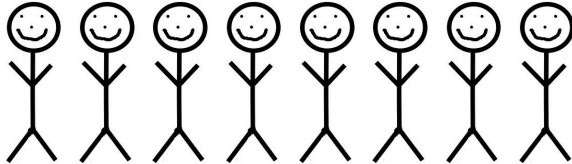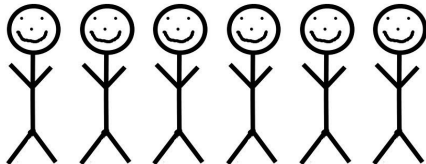
3. **Together**, how many picture frames and pillows do you have?

4. Write and answer two more questions using the data you collected.

   a. _____?

   b. _____?

Lesson 11: Collect, sort, and organize data; then ask and answer questions about the number of data points.

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Students voted on their favorite type of museum to visit. Each student could only vote once. Answer the questions based on the data in the table.

Science Museum	
Art Museum	
History Museum	

5. How many students chose art museums? _____ students

6. How many students chose the art museum or the science museum?

    _____ students

7. From this data, can you tell how many students are in this class? Explain your thinking.

Lesson 11:   Collect, sort, and organize data; then ask and answer questions about the number of data points.

60

Name _____   Date _____

The class has 18 students. On Friday, 9 students wore sneakers, 6 students wore sandals, and 3 students wore boots. Use squares with no gaps or overlaps to organize the data. Line up your **squares** carefully.

Shoes Worn on Friday   Number of Students   ☐ = 1 student

Shoes		

1. How many more students wore sneakers than sandals? _____ students

2. Write a number sentence to tell how many students were asked about their shoes on Friday.

   _____

3. Write a number sentence to show how many fewer students wore boots than sneakers.

   _____

Lesson 12:   Ask and answer varied word problem types about a data set with three categories.

63

Our school garden has been growing for two months. The graph below shows the numbers of each vegetable that have been harvested so far.

Vegetables Harvested   [face] = 1 vegetable

beets [beet]	carrots [carrot]	corn [corn]

Number of Vegetables
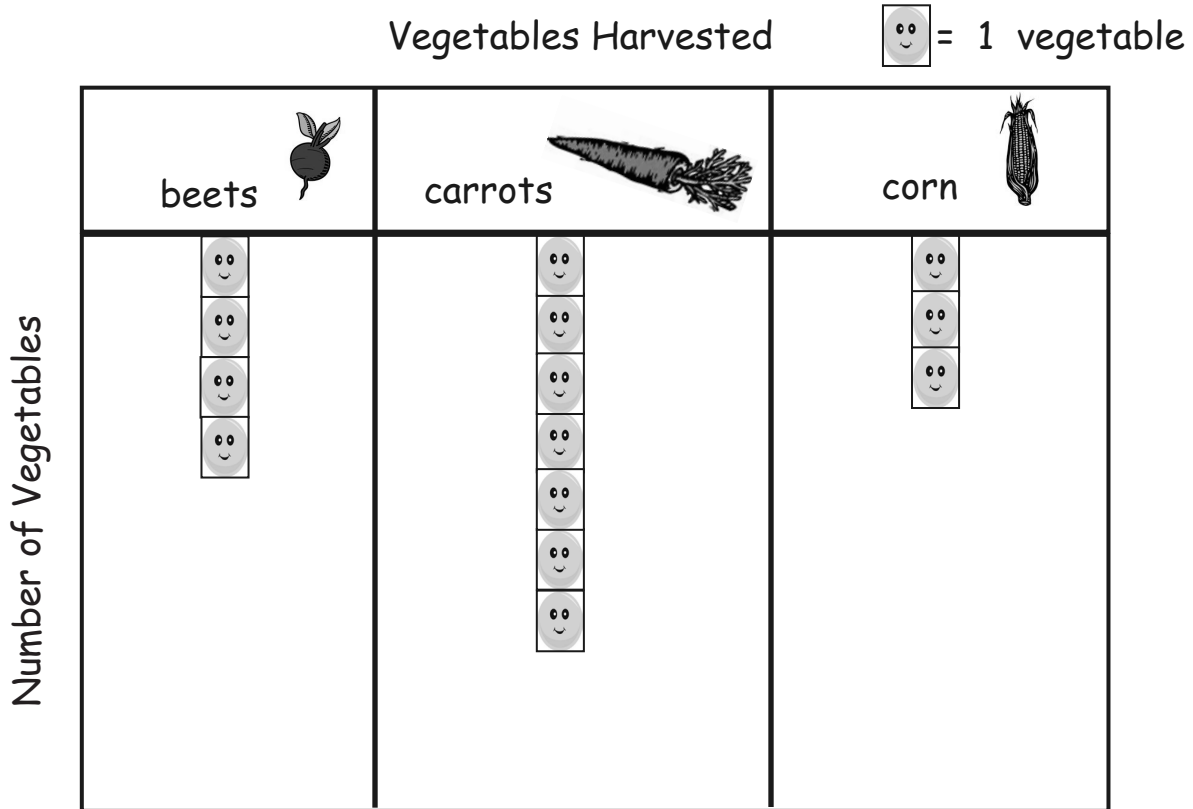
4. How many total vegetables were harvested?

_____ vegetables

5. Which vegetable has been harvested the most?

_____

6. How many more beets were harvested than corn?

_____ more beets than corn

7. How many more beets would need to be harvested to have the same amount as the number of carrots harvested?

_____

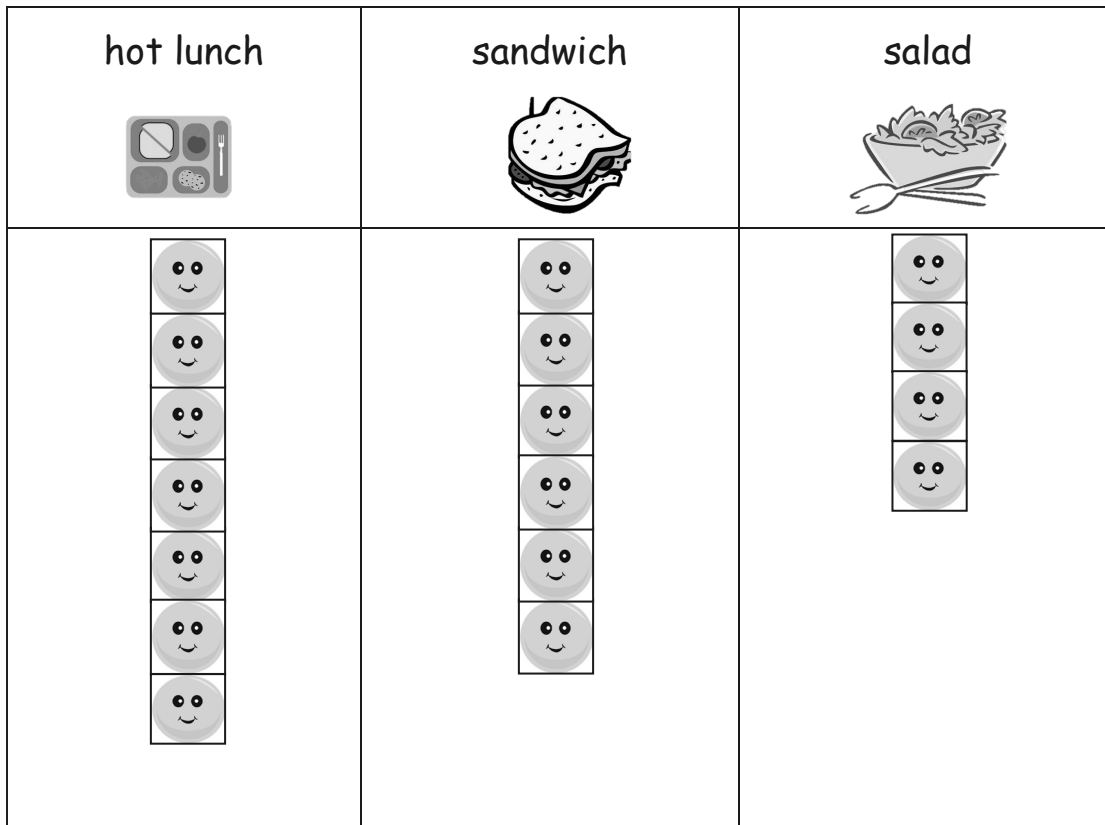EUREKA MATH

Lesson 12:   Ask and answer varied word problem types about a data set with three categories.

64

Name _____ Date _____

Use the graph to answer the questions. Fill in the blank, and write a number sentence.

School Lunch Order   😊 = 1 student

hot lunch	sandwich	salad
😊 😊 😊 😊 😊 😊 😊	😊 😊 😊 😊 😊 😊	😊 😊 😊 😊

1. How many more hot lunch orders were there than sandwich orders?

    There were _____ more hot lunch orders.

    _____

2. How many fewer salad orders were there than hot lunch orders?

    There were _____ fewer salad orders.

    _____

3. If 5 more students order hot lunch, how many hot lunch orders will there be?

    There will be _____ hot lunch orders.

    _____

Use the table to answer the questions. Fill in the blanks, and write a number sentence.

Favorite Type of Book

𝍫𝍫 = 5 students

fairy tales	𝍫𝍫 𝍫𝍫 |
science books	𝍫𝍫 |||
poetry books	𝍫𝍫 𝍫𝍫 𝍫𝍫

4. How many more students like fairy tales than science books?

   _____ more students like fairy tales.   _____

5. How many fewer students like science books than poetry books?

   _____ fewer students like science books.   _____

6. How many students picked fairy tales or science books in all?

   _____ students picked fairy tales or science books.   _____

7. How many more students would need to pick science books to have the same number of books as fairy tales?

   _____ more students would need to pick science books. _____

8. If 5 more students show up late and all pick fairy tales, will this be the most popular book? Use a number sentence to show your answer.

   _____

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Lesson 13:   Ask and answer varied word problem types about a data set with three categories.

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