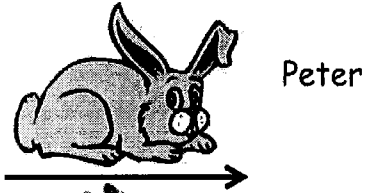


Name \_\_\_\_\_

Date \_\_\_\_\_

Follow the directions. Complete the sentences.

1. Circle the longer rabbit.



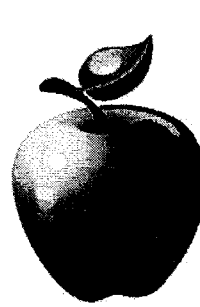
Peter



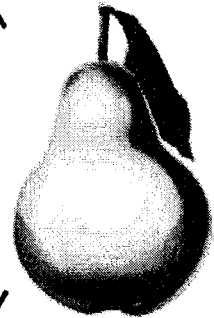
Floppy

\_\_\_\_\_ is longer than \_\_\_\_\_.

2. Circle the shorter fruit.



A

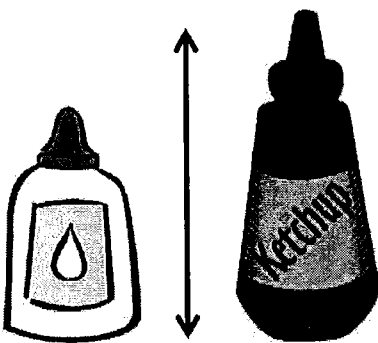


B

\_\_\_\_\_ is shorter than \_\_\_\_\_.

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

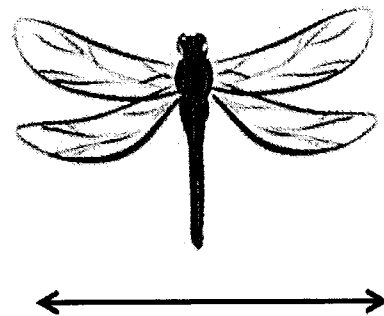
3.



The glue

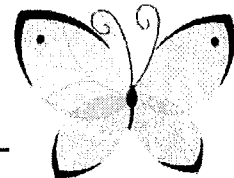
is \_\_\_\_\_  
the ketchup.

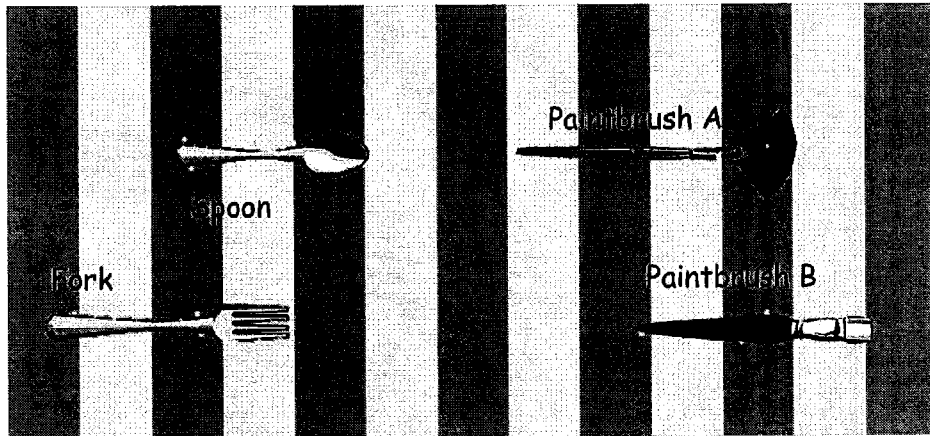
4.



The dragonfly's wingspan

is \_\_\_\_\_  
the butterfly's wingspan.





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

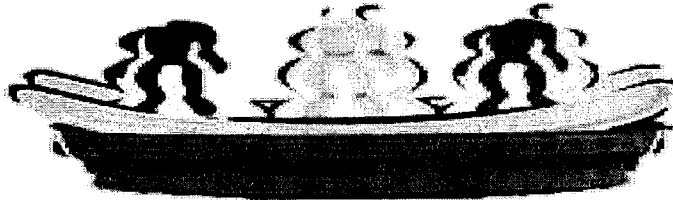
8. Find 3 objects in your room. Draw them here in order from shortest to longest. Label each object.

Name \_\_\_\_\_

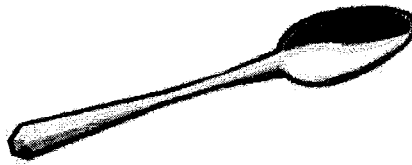
Date \_\_\_\_\_

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.



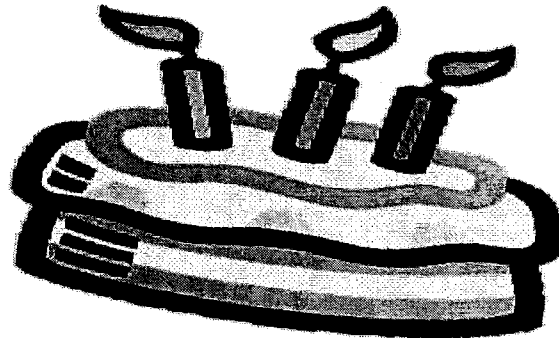
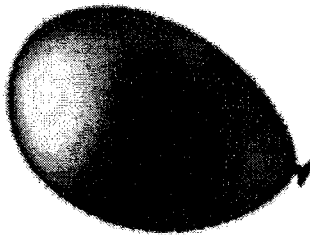
The sundae is longer than  
shorter than  
the same length as the paper strip.



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

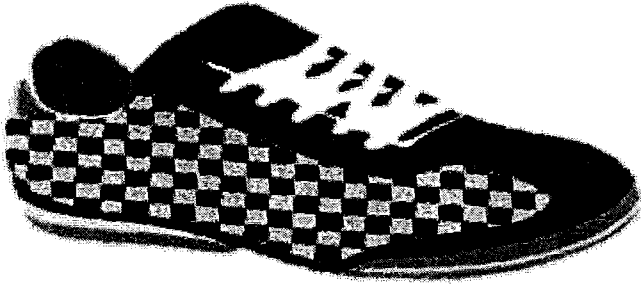
The spoon is \_\_\_\_\_ the sundae.

2.



The balloon is \_\_\_\_\_ the cake.

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 Bitá's hair.  
Bitá'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.

Name \_\_\_\_\_

Date \_\_\_\_\_

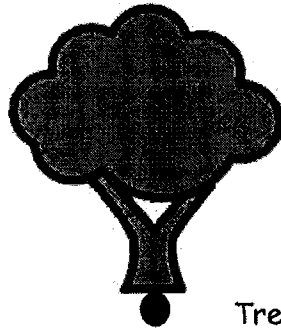
1. The string that measures the path from the garden to the tree is longer than the path between the tree and the flowers. Circle the shorter path.

the garden to the tree

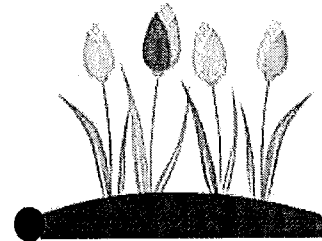
the tree to the flowers



Garden

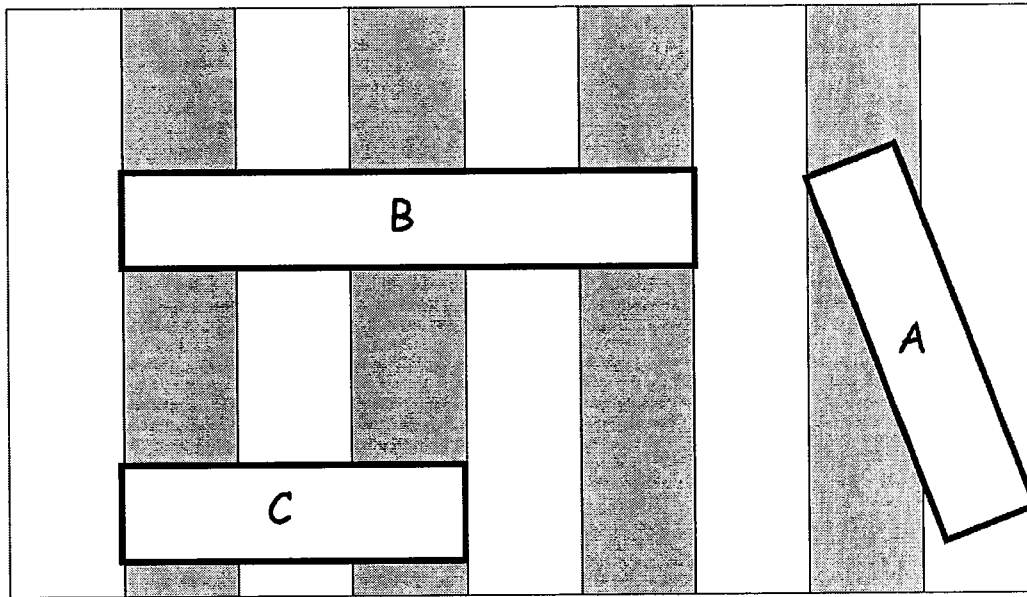


Tree



Flowers

Use the picture to answer the questions about the rectangles.



2. Which is the longest rectangle? \_\_\_\_\_

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

\_\_\_\_\_.



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.

\_\_\_\_\_

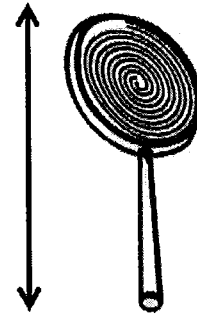


Name \_\_\_\_\_

Date \_\_\_\_\_

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

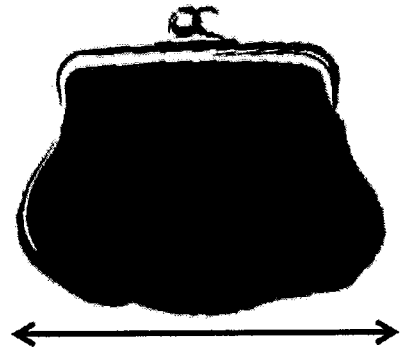
1. The lollipop is \_\_\_\_\_ centimeter cubes long.



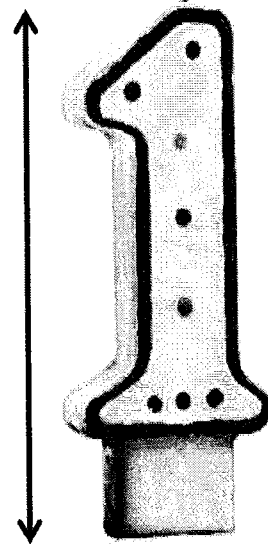
2. The stamp is \_\_\_\_\_ centimeter cubes long.



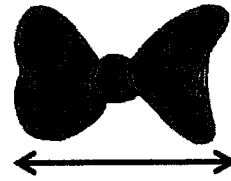
3. The purse is \_\_\_\_\_ centimeter cubes long.



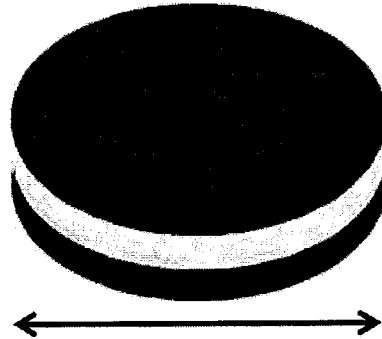
4. The candle is \_\_\_\_\_ centimeter cubes long.



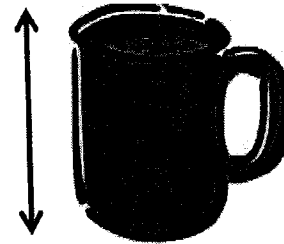
5. The bow is \_\_\_\_\_ centimeter cubes long.



6. The cookie is \_\_\_\_\_ centimeter cubes long.



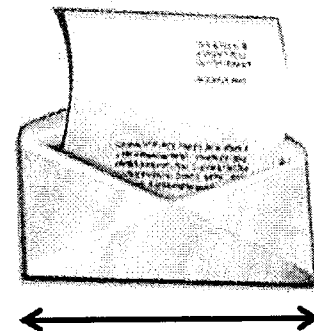
7. The mug is about \_\_\_\_\_ centimeter cubes long.



8. The ketchup is about \_\_\_\_\_ centimeter cubes long.

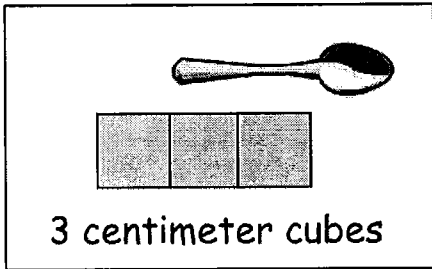


9. The envelope is about \_\_\_\_\_ centimeter cubes long.

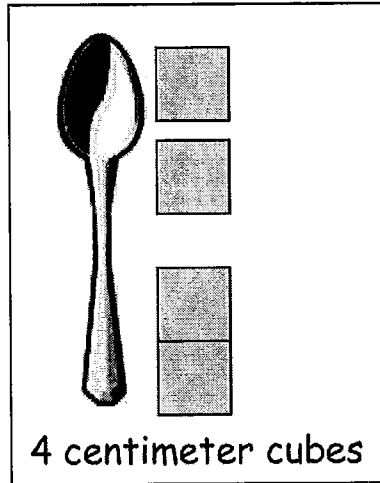


10. Circle the picture that shows the correct way to measure.

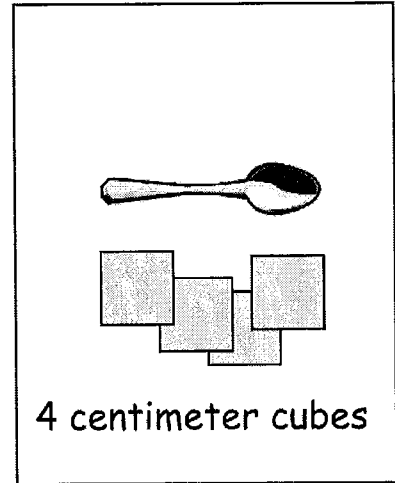
A



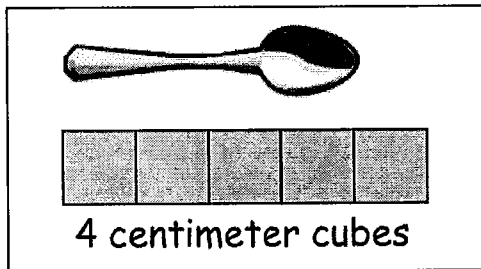
B



C



D



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

---



---

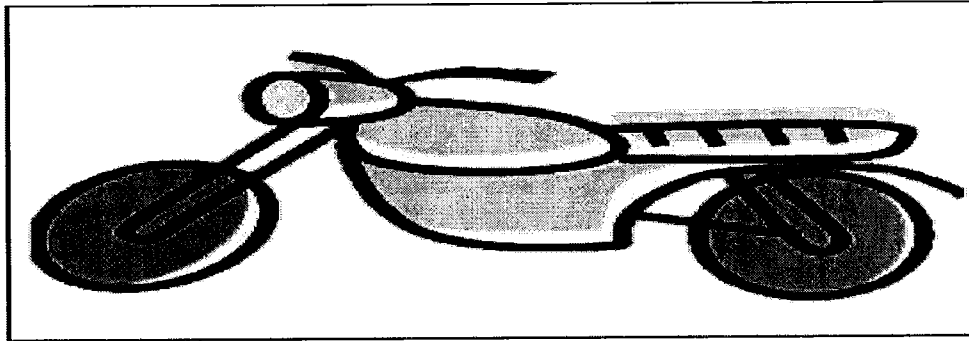


---

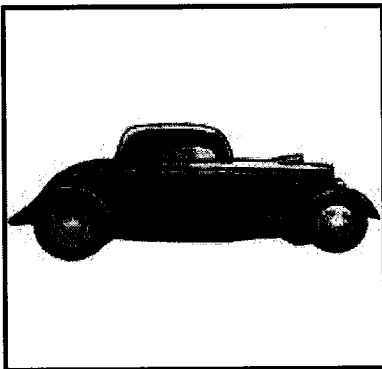
Name \_\_\_\_\_

Date \_\_\_\_\_

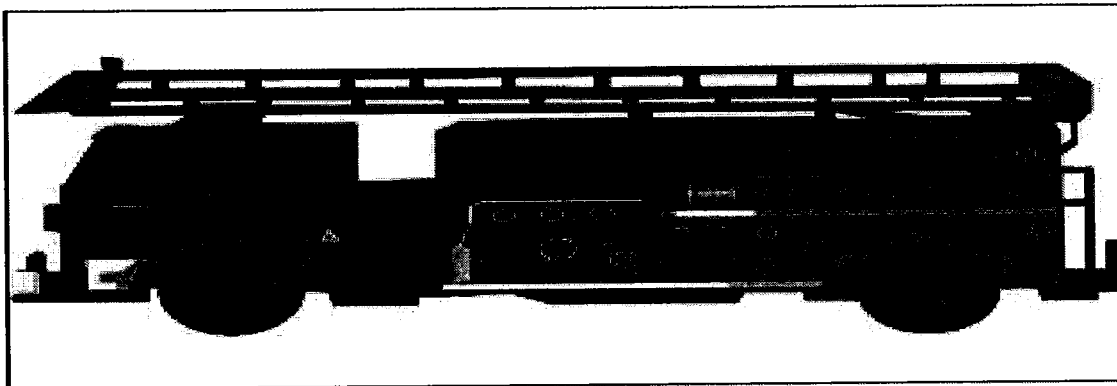
1. Justin collects stickers. Use centimeter cubes to measure Justin's stickers. Complete the sentences about Justin's stickers.



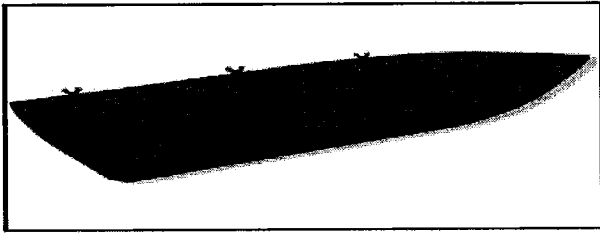
- a. The motorcycle sticker is \_\_\_\_\_ centimeters long.



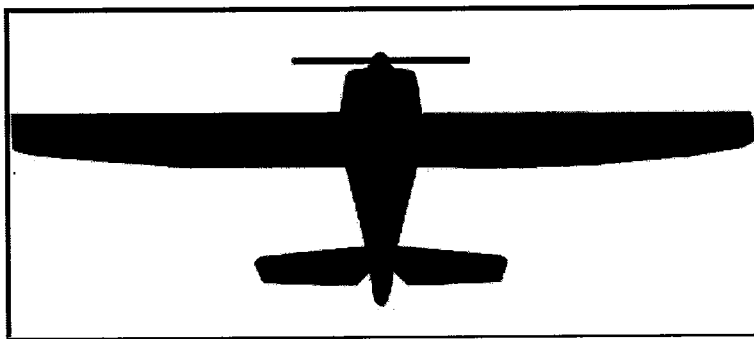
- b. The car sticker is \_\_\_\_\_ centimeters long.



- c. The fire truck sticker is \_\_\_\_\_ centimeters long.



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

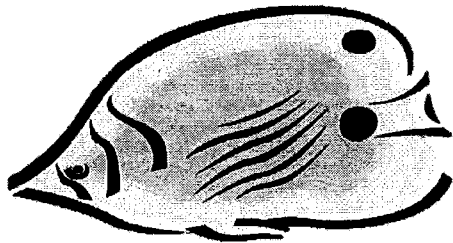
3. Fill in the blanks to make the statements true. (There may be more than one correct answer.)
- a. The airplane sticker is longer than the \_\_\_\_\_ sticker.
- b. The rowboat sticker is longer than the \_\_\_\_\_ sticker and shorter than the \_\_\_\_\_ sticker.
- c. The motorcycle sticker is shorter 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? \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

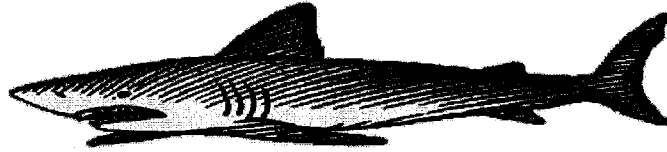
1. Natasha's teacher wants her to put the fish in order from longest to shortest. Measure each fish with the centimeter cubes that your teacher gave you.

A



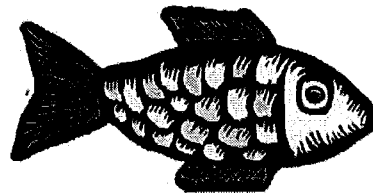
\_\_\_\_\_ centimeters

B



\_\_\_\_\_ centimeters

D



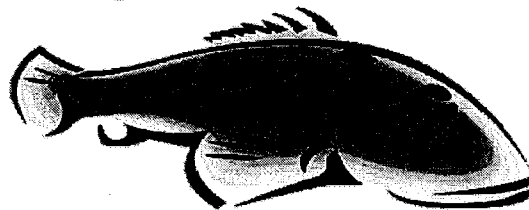
\_\_\_\_\_ centimeters

C



\_\_\_\_\_ centimeters

E



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

\_\_\_\_\_

3. Use all of the fish measurements to complete the sentences.
- Fish A is longer than Fish \_\_\_\_\_ and shorter than Fish \_\_\_\_\_.
  - Fish C is shorter than Fish \_\_\_\_\_ and longer than Fish \_\_\_\_\_.
  - Fish \_\_\_\_\_ is the shortest fish.
  - 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?



Name \_\_\_\_\_

Date \_\_\_\_\_

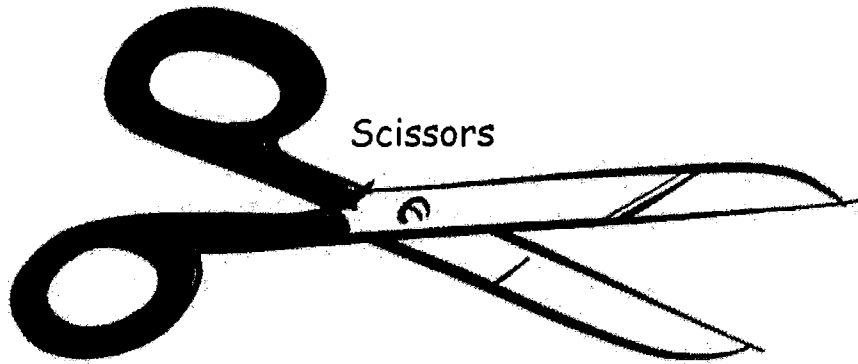
Cut the strip of paper clips. Measure the length of each object with the large paper clips to the right. Then, measure the length with the small paper clips on the back.

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

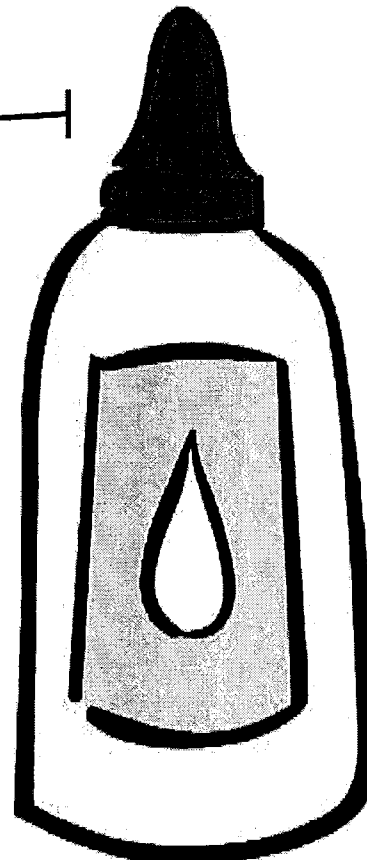
Paintbrush



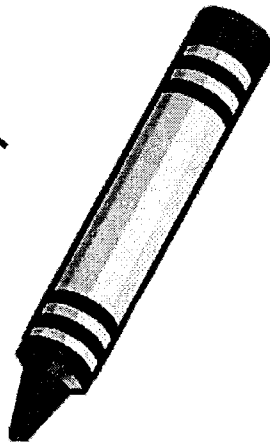
Scissors



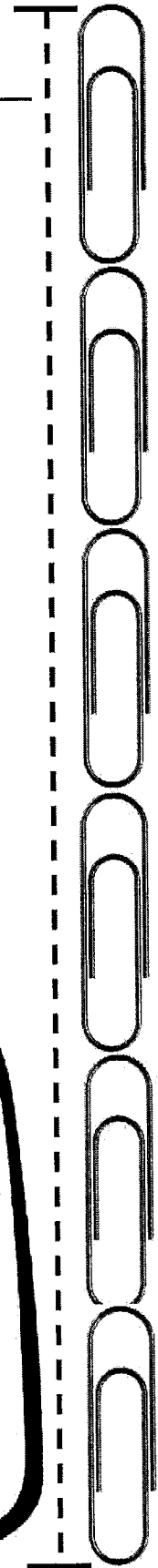
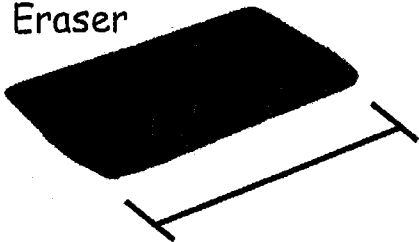
Glue

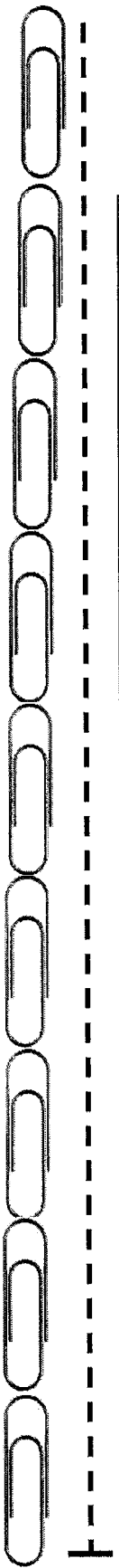


Crayon



Eraser





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.		

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	

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. \_\_\_\_\_

Name \_\_\_\_\_

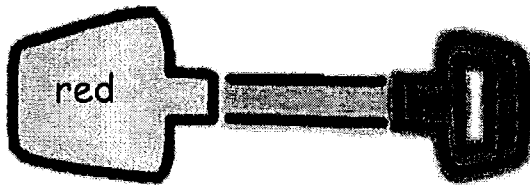
Date \_\_\_\_\_

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

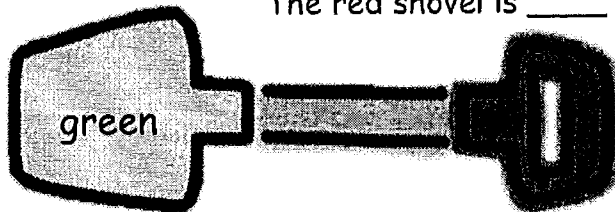


Trophy A is \_\_\_\_\_ units **shorter** than Trophy B.

2. Measure each object with centimeter cubes.



The red shovel is \_\_\_\_\_



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.

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?

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	<del>    </del> <del>    </del>	

- Fill in the blanks in the table by writing the number of students who voted for each flavor.
- How many students chose cookie dough as the flavor they like **best**?  
\_\_\_\_\_ students
- What is the total number of students who like chocolate or strawberry the **best**?  
\_\_\_\_\_ students
- Which flavor received the **least** amount of votes? \_\_\_\_\_
- What is the total number of students who like cookie dough or chocolate the **best**?  
\_\_\_\_\_ students
- Which two flavors were liked by a **total** of 7 students?  
\_\_\_\_\_ and \_\_\_\_\_
- Write an addition sentence that shows how many students voted for their favorite ice cream flavor.  
\_\_\_\_\_



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.  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

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

How many <b>pets</b> do you have?	How many <b>toothbrushes</b> are in your home?	How many <b>pillows</b> are in your home?	How many <b>jars of tomato sauce</b> are in your home?	How many <b>picture frames</b> are in your home?

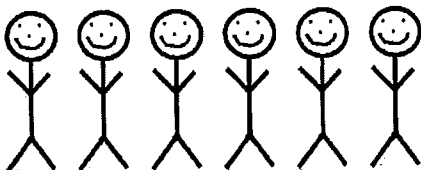
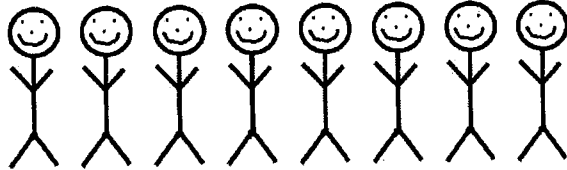
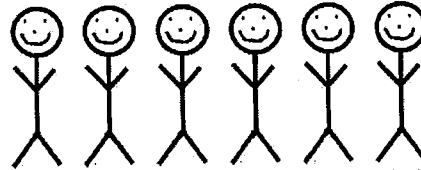
- Complete the question sentence frames to ask questions about your data.
- Answer your own questions.

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. \_\_\_\_\_?

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.

Name \_\_\_\_\_

Date \_\_\_\_\_

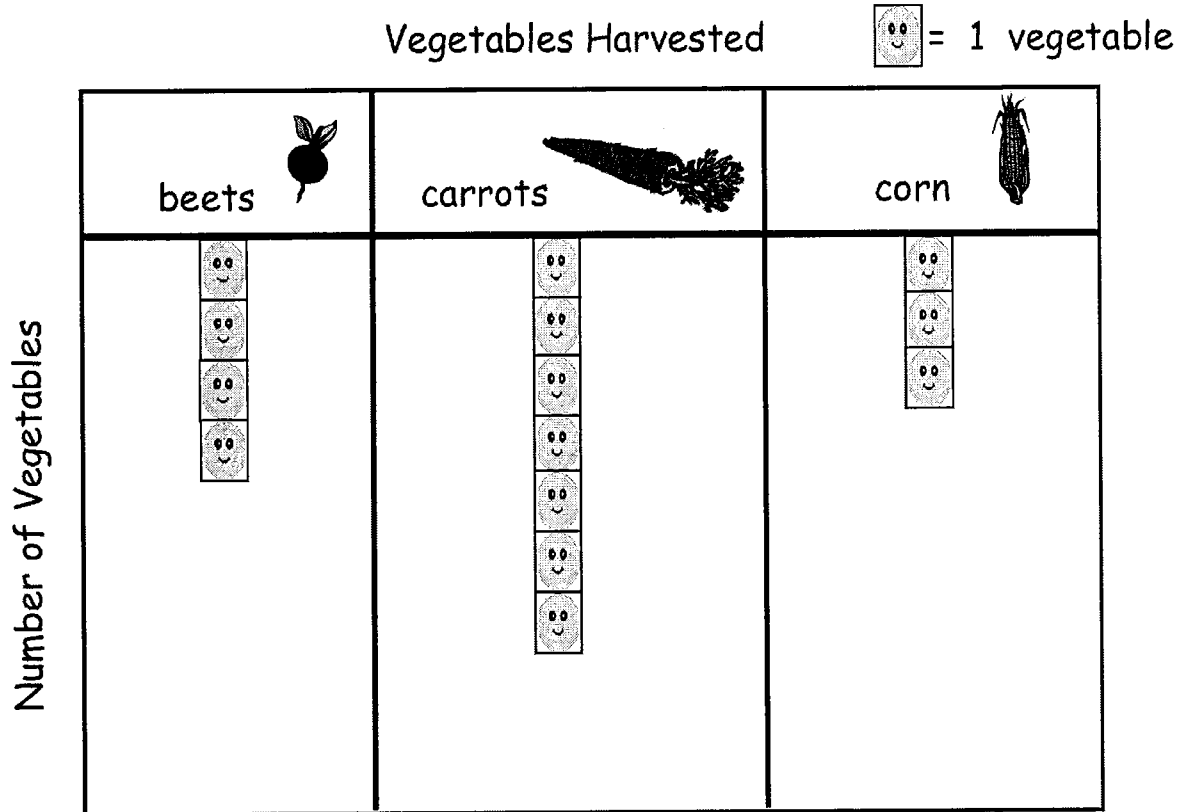
The class has 18 students. On Friday, 9 students wore sneakers, 6 students wore sandals, and 3 students wore boots. Use squares with no gaps or overlaps to organize the data. Line up your squares carefully.

Shoes Worn on Friday      Number of Students       = 1 student

Shoes		
		
		

- How many more students wore sneakers than sandals? \_\_\_\_\_ students
- Write a number sentence to tell how many students were asked about their shoes on Friday.  
\_\_\_\_\_
- Write a number sentence to show how many fewer students wore boots than sneakers.  
\_\_\_\_\_

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



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?  
\_\_\_\_\_

Name \_\_\_\_\_

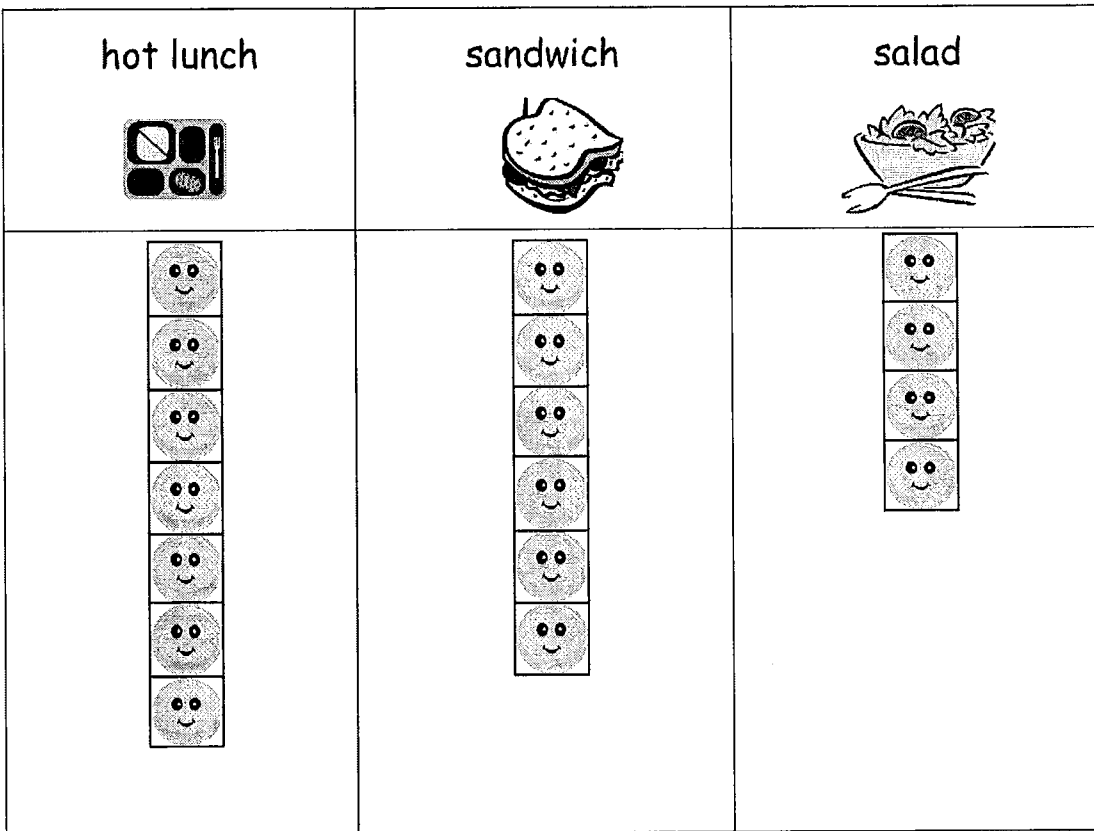
Date \_\_\_\_\_

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

## School Lunch Order



= 1 student



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

 = 5 students

fairy tales	
science books	
poetry books	

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.

\_\_\_\_\_