

# A Story of Units<sup>®</sup>

## Eureka Math<sup>™</sup>

### Grade 1, Module 3

### Student File\_A

*Contains copy-ready classwork and homework  
as well as templates (including cut outs)*

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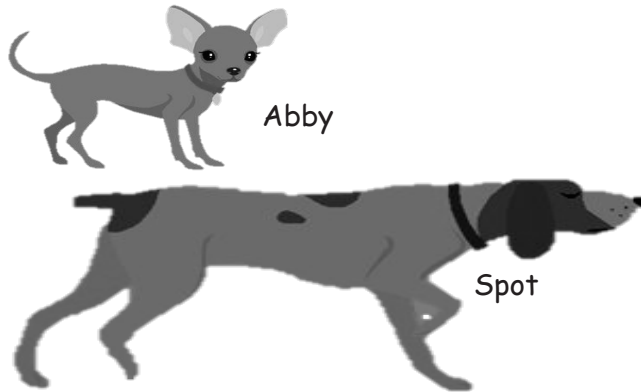
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Name \_\_\_\_\_

Date \_\_\_\_\_

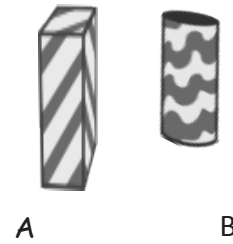
Write the words **longer than** or **shorter than** to make the sentences true.

1.



Abby is \_\_\_\_\_ Spot.

2.



B is \_\_\_\_\_ A.

3.



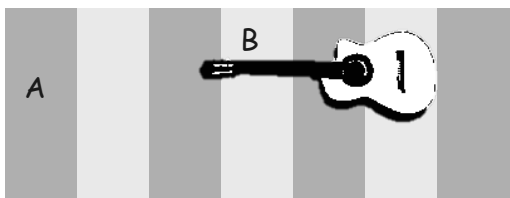
The American flag hat  
is \_\_\_\_\_  
the chef hat.

4.

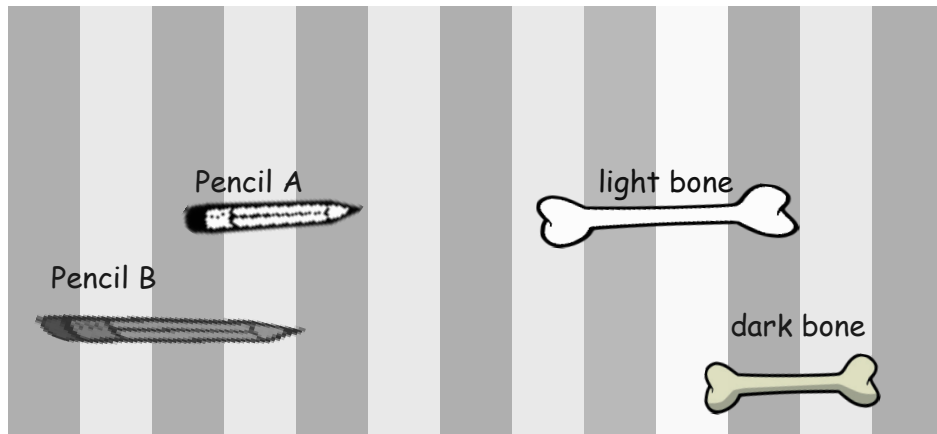


The darker bat's wingspan  
is \_\_\_\_\_  
the lighter bat's wingspan.

5.



Guitar B is  
\_\_\_\_\_  
Guitar A.



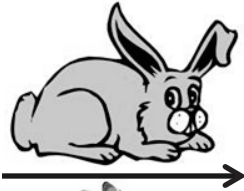
6. Pencil B is \_\_\_\_\_ Pencil A.
7. The dark bone is \_\_\_\_\_ the light bone.
8. Circle true or false.  
The light bone is shorter than Pencil A. **True** or **False**
- 

9. Find 3 school supplies. Draw them here in order from **shortest** to **longest**.  
Label each school supply.

Name \_\_\_\_\_

Date \_\_\_\_\_

Follow the directions. Complete the sentences.

1. Circle the **longer** rabbit.

Peter



Floppy

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

2. Circle the **shorter** fruit.

A

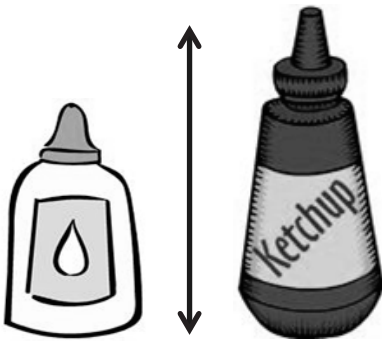


B

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

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

3.



The glue

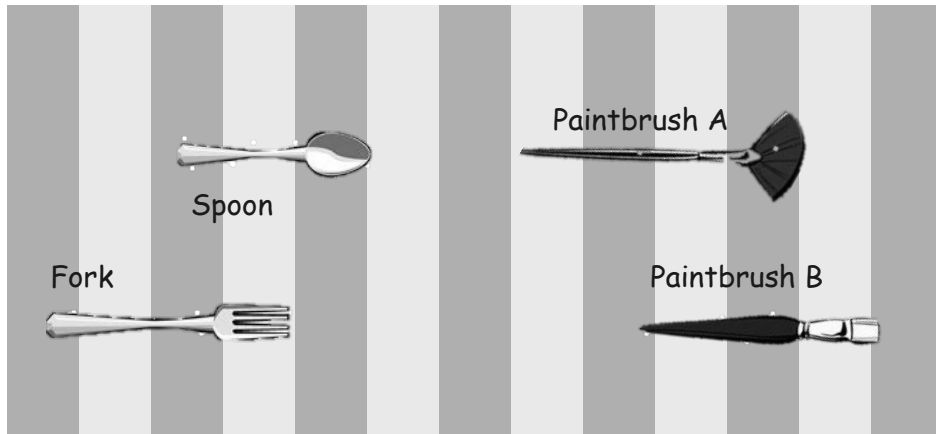
is \_\_\_\_\_  
the ketchup.

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.

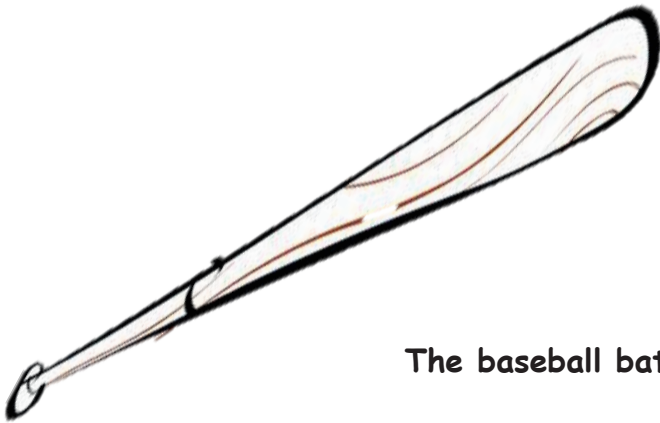
The spoon is shorter than Paintbrush B. **True** or **False**

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

Name \_\_\_\_\_

Date \_\_\_\_\_

1. 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.



The baseball bat is

longer than  
shorter than  
the same length as

the paper strip.



The book is

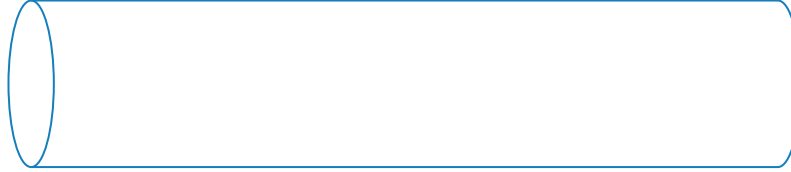
longer than  
shorter than  
the same length as

the paper strip.

The baseball bat is \_\_\_\_\_ the book.

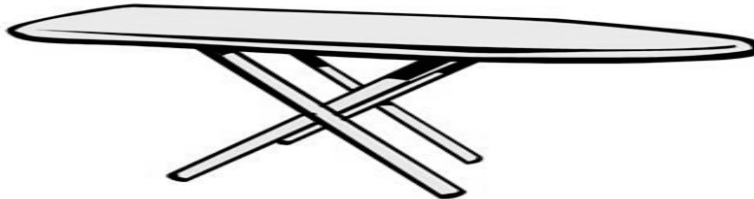
2. Complete the sentences with **longer than**, **shorter than**, or **the same length as** to make the sentences true.

a.



The **tube** is \_\_\_\_\_ the **cup**.

b.



The **iron** is \_\_\_\_\_ the **ironing board**.

Use the measurements from Problems 1 and 2. Circle the word that makes the sentences true.

- The baseball bat is (**longer/shorter**) than the cup.
- The cup is (**longer/shorter**) than the ironing board.
- The ironing board is (**longer/shorter**) than the book.
- Order these objects from shortest to longest:

cup, tube, and paper strip

\_\_\_\_\_

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

7. Sammy is taller than Dion.

Janell is taller than Sammy.

Dion is (**taller than/shorter than**) Janell.

8. Laura's necklace is longer than Mihal's necklace.

Laura's necklace is shorter than Sarai's necklace.

Sarai's necklace is (**longer than/shorter than**) Mihal's necklace.



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 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.

If \_\_\_\_\_ is longer than  
(classroom object)  
my foot and

\_\_\_\_\_ is shorter than my  
(classroom object)  
foot, then

\_\_\_\_\_ is longer than  
(classroom object)  
\_\_\_\_\_.  
(classroom object)

My foot is about the same  
length as \_\_\_\_\_.  
(classroom object)

indirect comparison statements

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Name \_\_\_\_\_

Date \_\_\_\_\_

- In a playroom, Lu Lu cut a piece of string that measured the distance from the doll house to the park. She took the same string and tried to measure the distance between the park and the store, but she ran out of string!

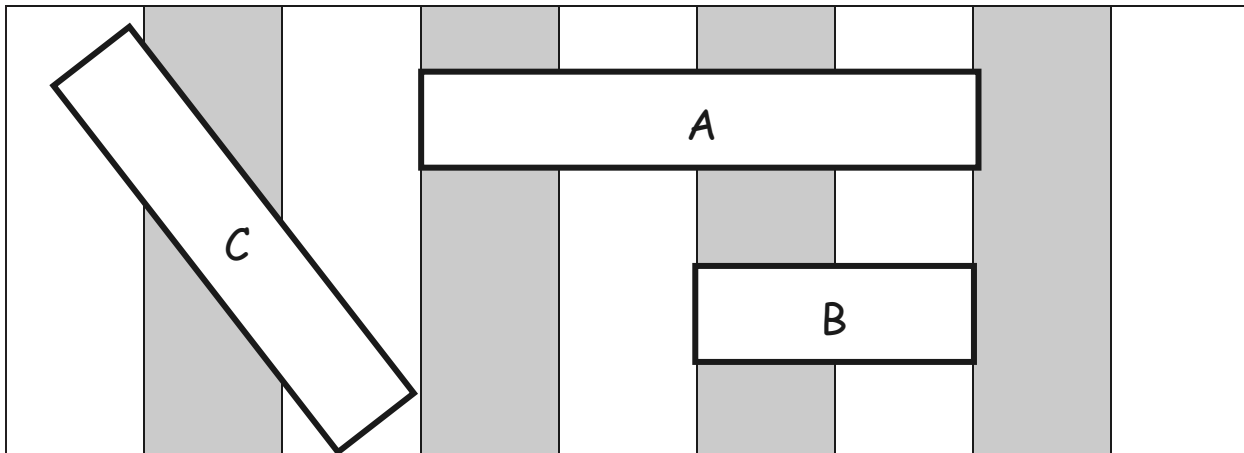
Which is the longer path? Circle your answer.

**the doll house to the park**

**the park to the store**



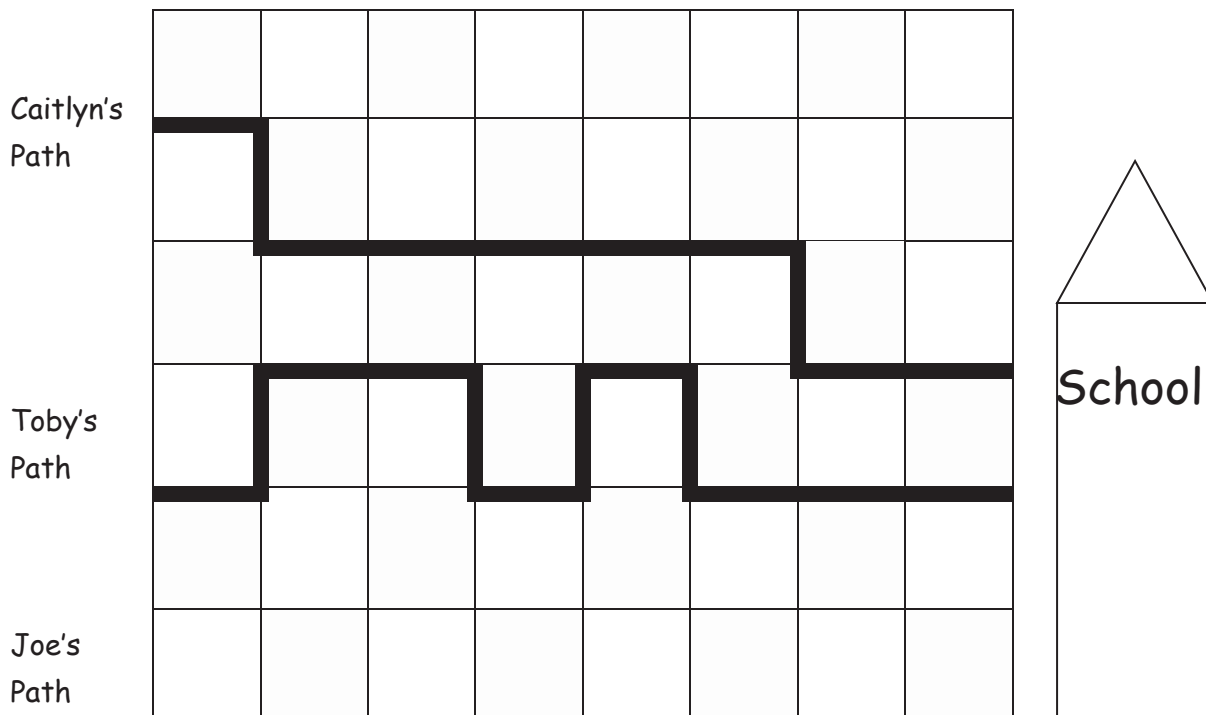
Use the picture to answer the questions about the rectangles.



- Which is the shortest rectangle? \_\_\_\_\_
- If Rectangle A is longer than Rectangle C, the longest rectangle is \_\_\_\_\_.
- Order the rectangles from shortest to longest:

\_\_\_\_\_

Use the picture to answer the questions about the students' paths to school.



5. How long is Caitlyn's path to school? \_\_\_\_\_ blocks

6. How long is Toby's path to school? \_\_\_\_\_ blocks

7. Joe's path is shorter than Caitlyn's. Draw Joe's path.

Circle the correct word to make the statement true.

8. Toby's path is **longer/shorter** than Joe's path.

9. Who took the shortest path to school? \_\_\_\_\_

10. Order the paths from shortest to longest.

\_\_\_\_\_

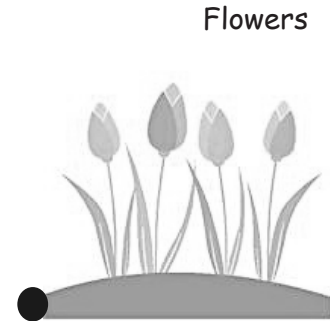
Name \_\_\_\_\_

Date \_\_\_\_\_

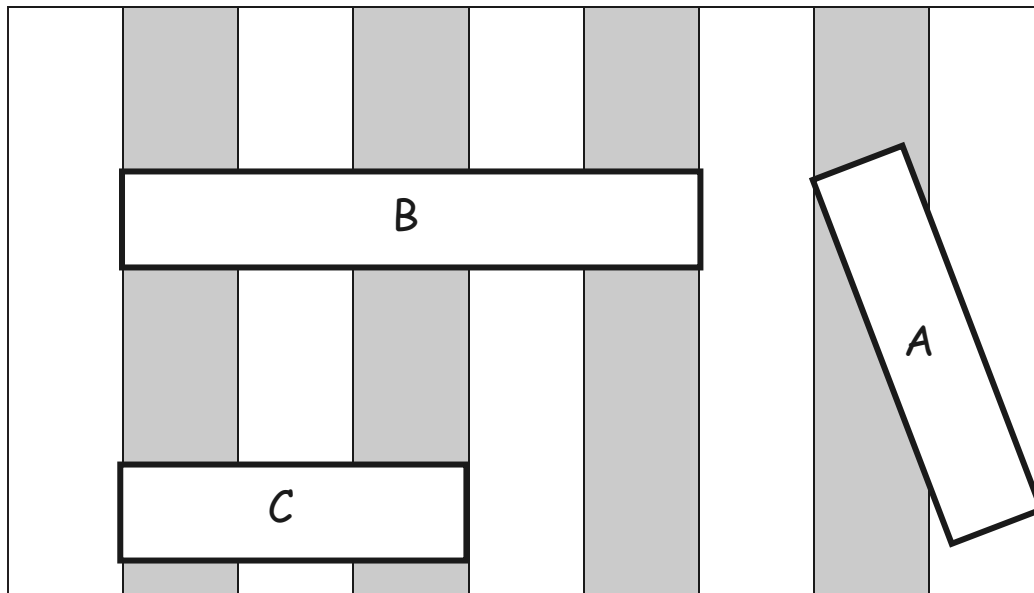
1. The string that measures the path from the garden to the tree is longer than the path between the tree and the flowers. Circle the shorter path.

the garden to the tree

the tree to the flowers



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

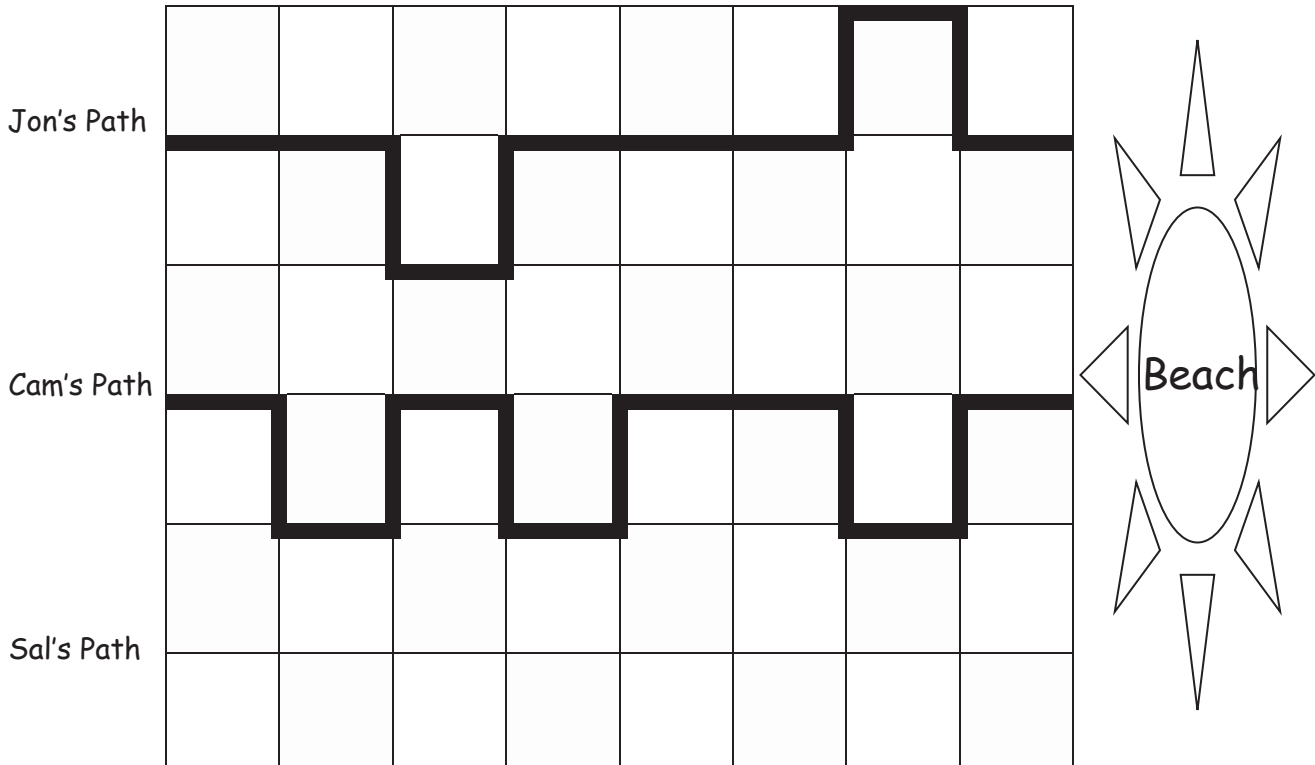
\_\_\_\_\_.



4. Order the rectangles from shortest to longest.

\_\_\_\_\_

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

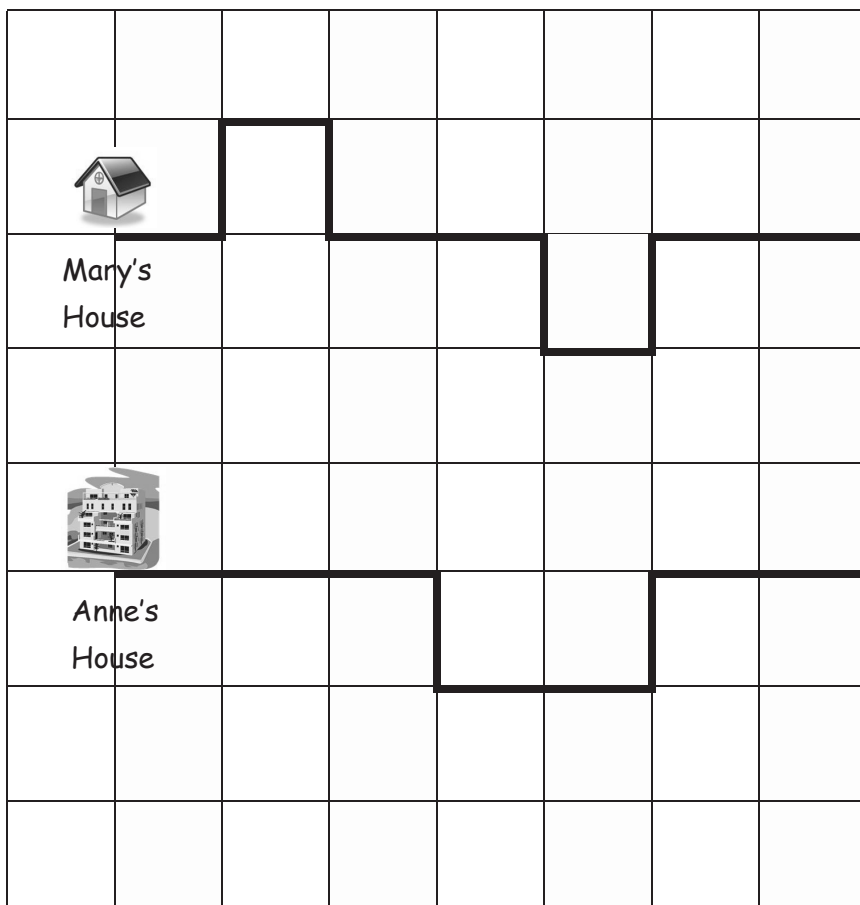
Circle the correct word to make the statement true.

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.

\_\_\_\_\_



Mary's House



Anne's House



Park

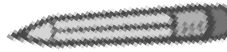
city blocks grid

Name \_\_\_\_\_

Date \_\_\_\_\_

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

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



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



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



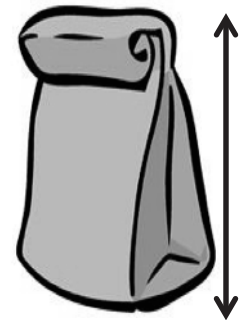
4. The bottle is \_\_\_\_\_ centimeter cubes long.



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



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



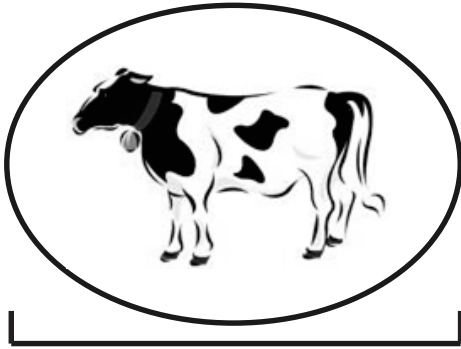
7. The ant is \_\_\_\_\_ centimeter cubes long.



8. The cupcake is \_\_\_\_\_ centimeter cubes long.



9.



The cow sticker is \_\_\_\_\_ centimeter cubes long.

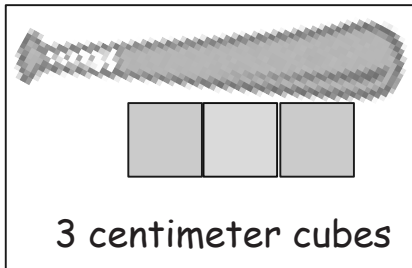
10.



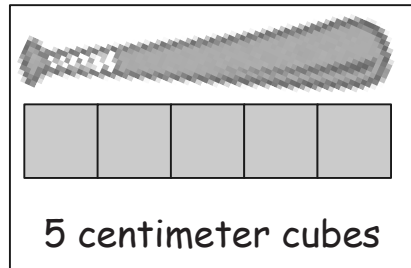
The vase is \_\_\_\_\_ centimeter cubes long.

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

A



B



12. How would you fix the picture that shows an incorrect measurement?

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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.



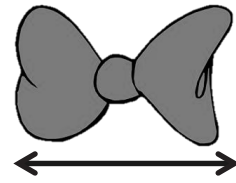
3. The purse is \_\_\_\_\_ centimeter cubes long.



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



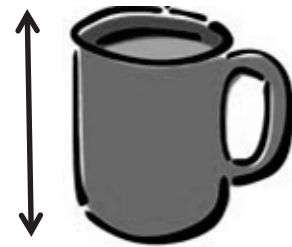
5. The bow is \_\_\_\_\_ centimeter cubes long.



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



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



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

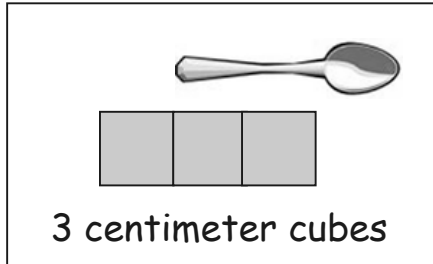


9. The envelope is about \_\_\_\_\_ centimeter cubes long.

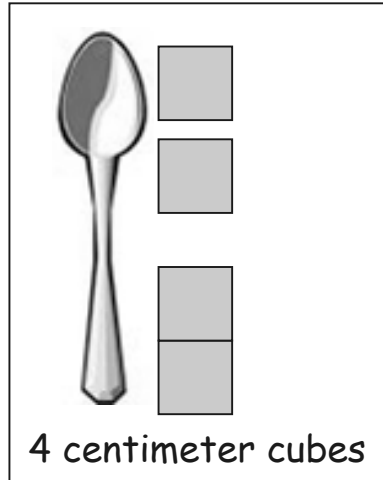


10. Circle the picture that shows the correct way to measure.

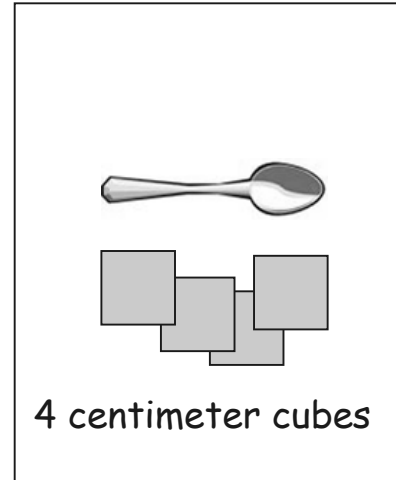
A



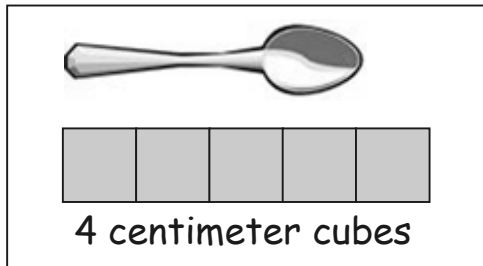
B



C



D



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

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Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Objects	Length Using Centimeter Cubes
glue stick 	_____ centimeter cubes long
dry erase marker 	_____ centimeter cubes long
craft stick 	_____ centimeter cubes long
paper clip 	_____ centimeter cubes long
	_____ centimeter cubes long
	_____ centimeter cubes long
	_____ centimeter cubes long

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 measurement recording sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle the object(s) that are measured correctly.

a.



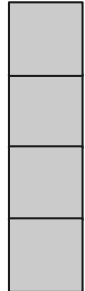
3 centimeters long

b.



5 centimeters long

c.



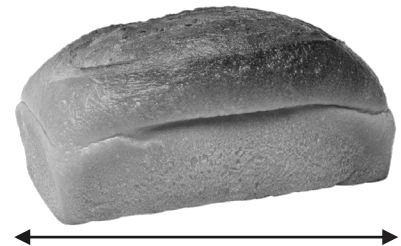
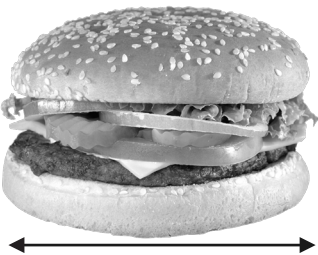
4 centimeters long

2. Measure the paper clip in 1(b) with your cubes. Then, check the cubes with your centimeter ruler.

The paper clip is \_\_\_\_\_ *centimeter cubes* long.The paper clip is \_\_\_\_\_ *centimeters* long.

Be ready to explain why these are the same or different during the Debrief!

3. Use centimeter cubes to measure the length of each picture from left to right. Complete the statement about the length of each picture in centimeters.




a. The hamburger picture is \_\_\_\_\_ centimeters long.


b. The hot dog picture is \_\_\_\_\_ centimeters long.

c. The bread picture is \_\_\_\_\_ centimeters long.


4. Use centimeter cubes to measure the objects below. Fill in the length of each object.

a. 

The eraser is about \_\_\_\_\_ centimeters long.

b. 

The hair clip is about \_\_\_\_\_ centimeters long.

c. 

The key is about \_\_\_\_\_ centimeters long.

d. 

The marker is about \_\_\_\_\_ centimeters long.

5. The eraser is longer than the \_\_\_\_\_, but it is shorter than the \_\_\_\_\_.

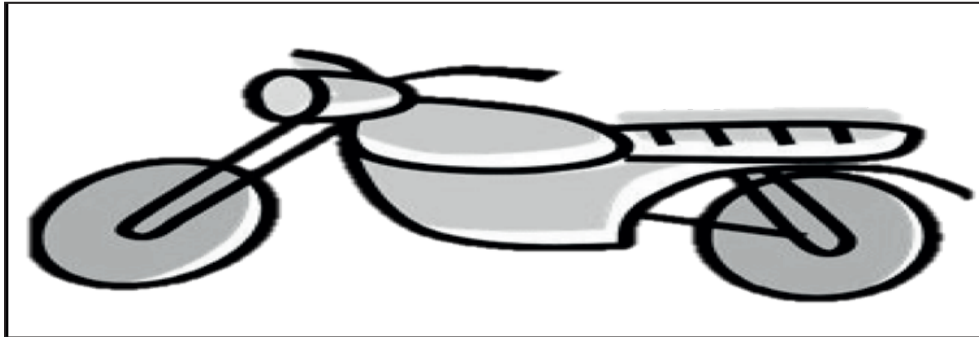
6. Circle the word that makes the sentence true.

If a paper clip is shorter than the key, then the marker is **longer/shorter** than the paper clip.

Name \_\_\_\_\_

Date \_\_\_\_\_

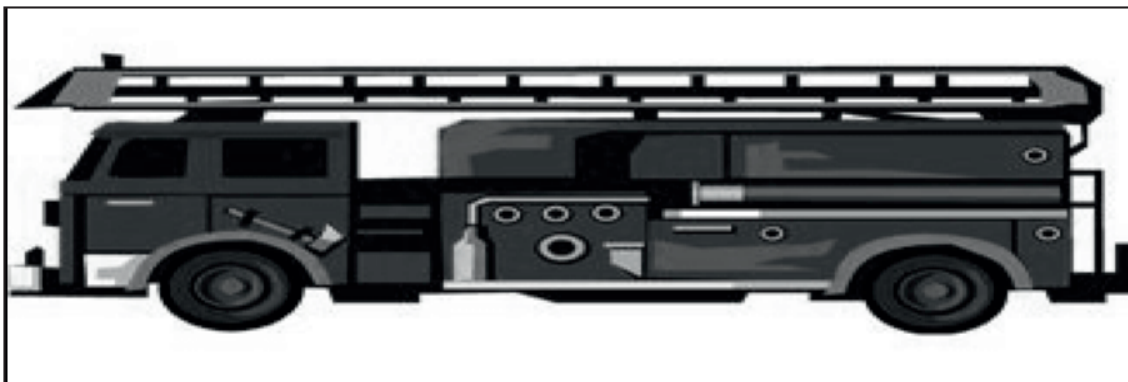
1. Justin collects stickers. Use centimeter cubes to measure Justin's stickers. Complete the sentences about Justin's stickers.



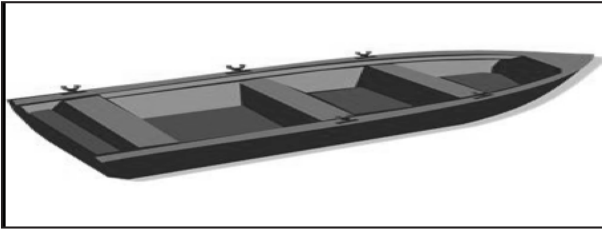
- a. The motorcycle sticker is \_\_\_\_\_ centimeters long.



- 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? \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Order the bugs from longest to shortest by writing the bug names on the lines. Use centimeter cubes to check your answer. Write the length of each bug in the space to the right of the pictures.

The bugs from longest to shortest are

\_\_\_\_\_

Fly



\_\_\_\_\_ centimeters

Caterpillar



\_\_\_\_\_ centimeters

Bee

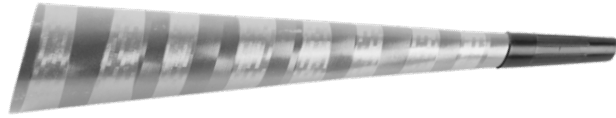


\_\_\_\_\_ centimeters

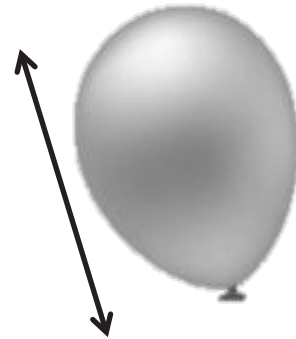


2. Order the objects below from shortest to longest using the numbers 1, 2, and 3. Use your centimeter cubes to check your answers, and then complete the sentences for problems d, e, f, and g.

a. The noise maker: \_\_\_\_\_



b. The balloon: \_\_\_\_\_

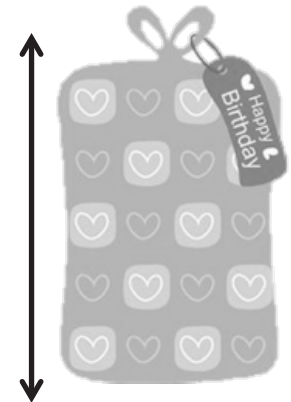


c. The present: \_\_\_\_\_

d. The present is about \_\_\_\_\_ centimeters long.

e. The noise maker is about \_\_\_\_\_ centimeters long.

f. The balloon is about \_\_\_\_\_ centimeters long.



g. The noise maker is about \_\_\_\_\_ centimeters longer than the present.

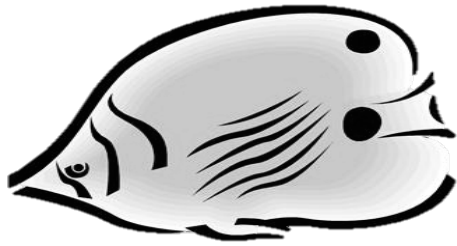


Name \_\_\_\_\_

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?

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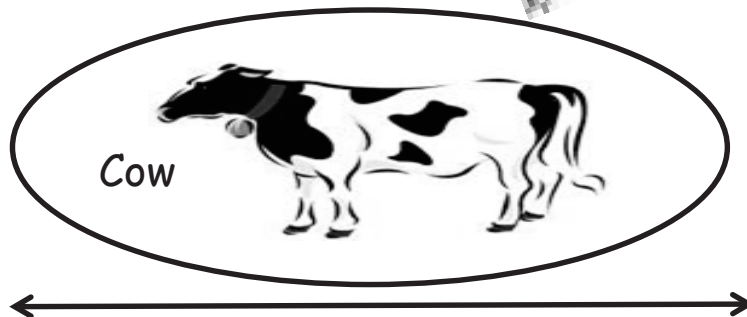
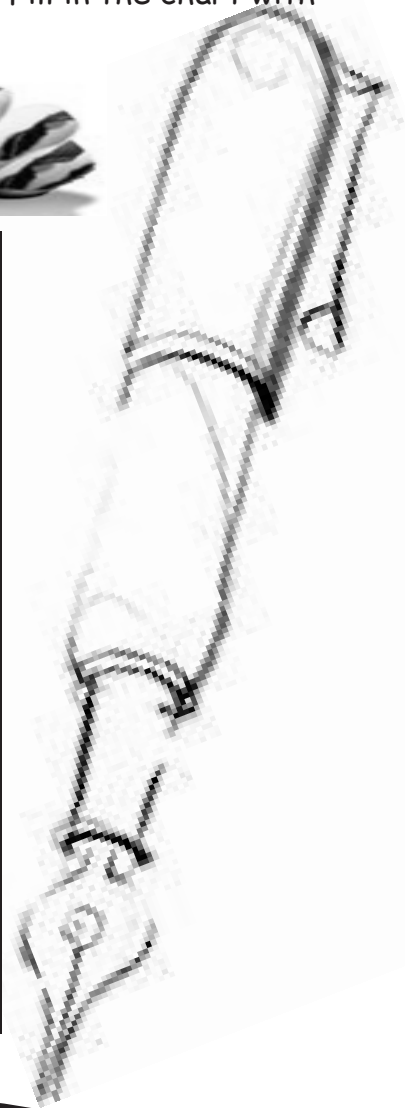
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Measure the length of each object with **LARGE** paper clips. Fill in the chart with your measurements.



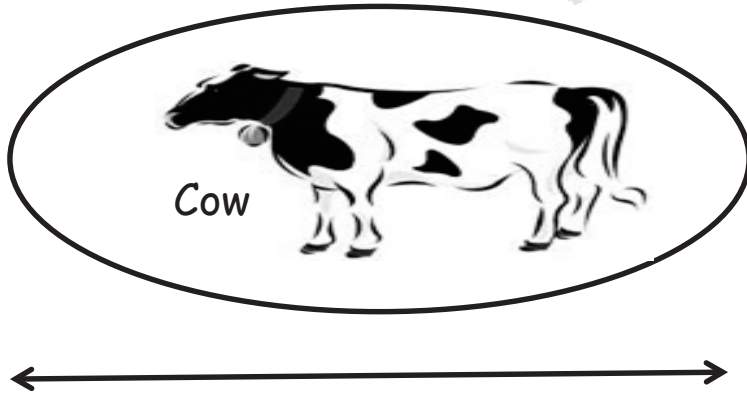
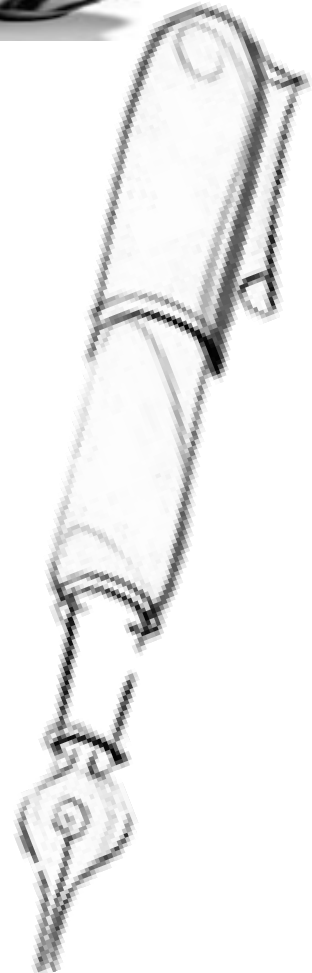
Name of Object	Number of Large Paper Clips
a. bottle	
b. caterpillar	
c. key	
d. pen	
e. cow sticker	
f. Problem Set paper	↕
g. reading book (from classroom)	



2. Measure the length of each object with **SMALL** paper clips. Fill in the chart with your measurements.



Name of Object	Number of Small Paper Clips
a. bottle	
b. caterpillar	
c. key	
d. pen	
e. cow sticker	
f. Problem Set paper	
g. reading book (from classroom)	



Name \_\_\_\_\_

Date \_\_\_\_\_

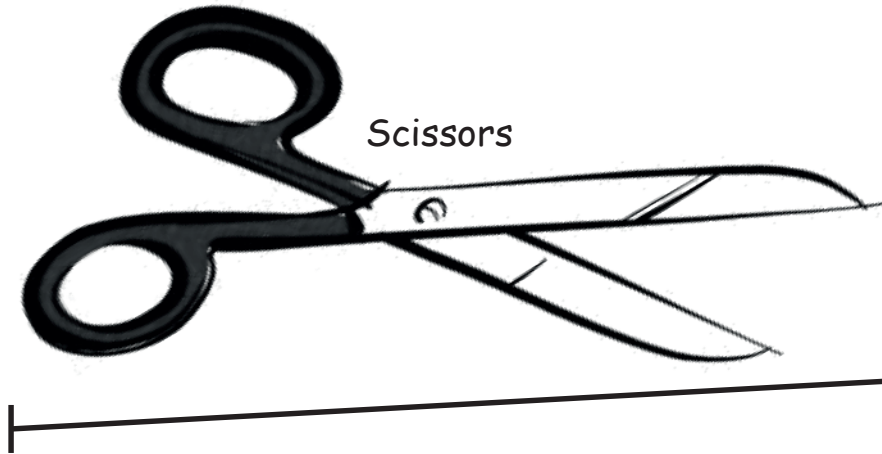
Cut the strip of paper clips. Measure the length of each object with the **large** paper clips to the right. Then, measure the length with the **small** paper clips on the back.

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

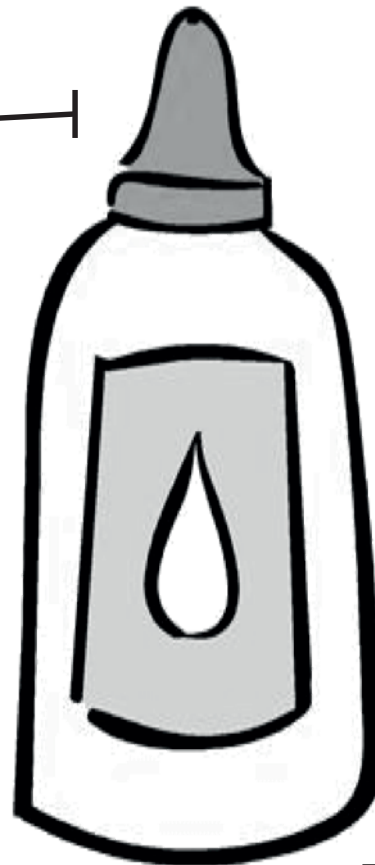
Paintbrush



Scissors



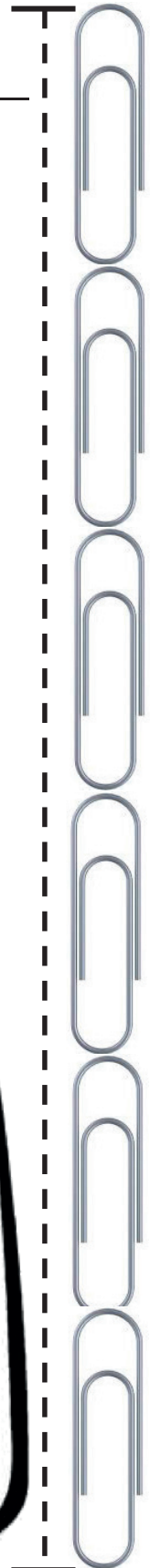
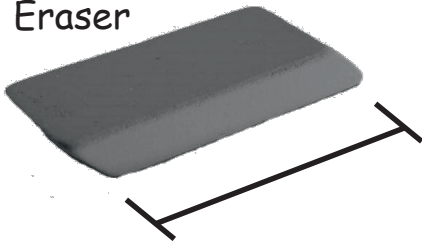
Glue



Crayon

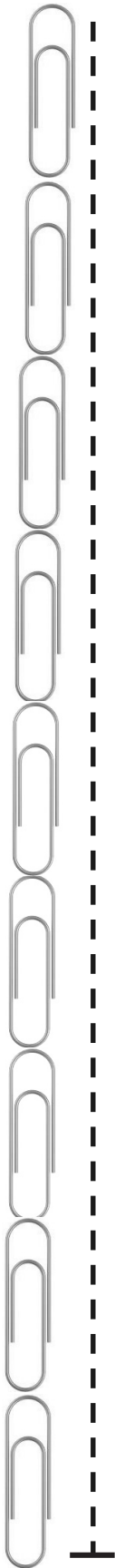


Eraser









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



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

Classroom Object	Measurement
a. glue stick	
b. dry erase marker	
c. unsharpened pencil	
d. personal white board	
e.	
f.	
g.	

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. \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Look at the picture below. How much **longer** is Guitar A than Guitar B?



Guitar A is \_\_\_\_\_ unit(s) **longer** than Guitar B.

2. Measure each object with centimeter cubes.



The blue pen is \_\_\_\_\_.



The yellow pen is \_\_\_\_\_.



3. How much **longer** is the yellow pen than the blue pen?

The yellow pen is \_\_\_\_\_ centimeters **longer** than the blue pen.

4. How much **shorter** is the blue pen than the yellow pen?

The blue pen is \_\_\_\_\_ centimeters **shorter** than the yellow pen.

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.

5. Austin wants to make a train that is 13 centimeter cubes long. If his train is already 9 centimeter cubes long, how many **more** cubes does he need?

6. Kea's boat is 12 centimeters long, and Megan's boat is 8 centimeters long. How much **shorter** is Megan's boat than Kea's boat?

7. Kim cuts a piece of ribbon for her mom that is 14 centimeters long. Her mom says the ribbon is 8 centimeters too long. How **long** should the ribbon be?
8. The tail of Lee's dog is 15 centimeters long. If the tail of Kit's dog is 9 centimeters long, how much **longer** is the tail of Lee's dog than the tail of Kit's dog?

Name \_\_\_\_\_

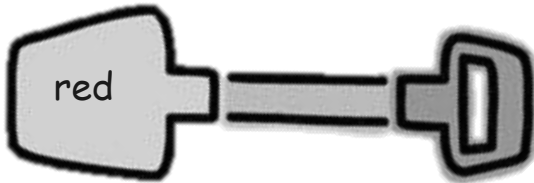
Date \_\_\_\_\_

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

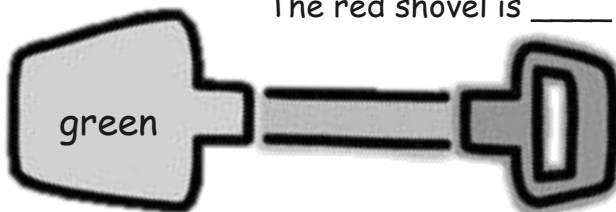


Trophy A is \_\_\_\_\_ units **shorter** than Trophy B.

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?

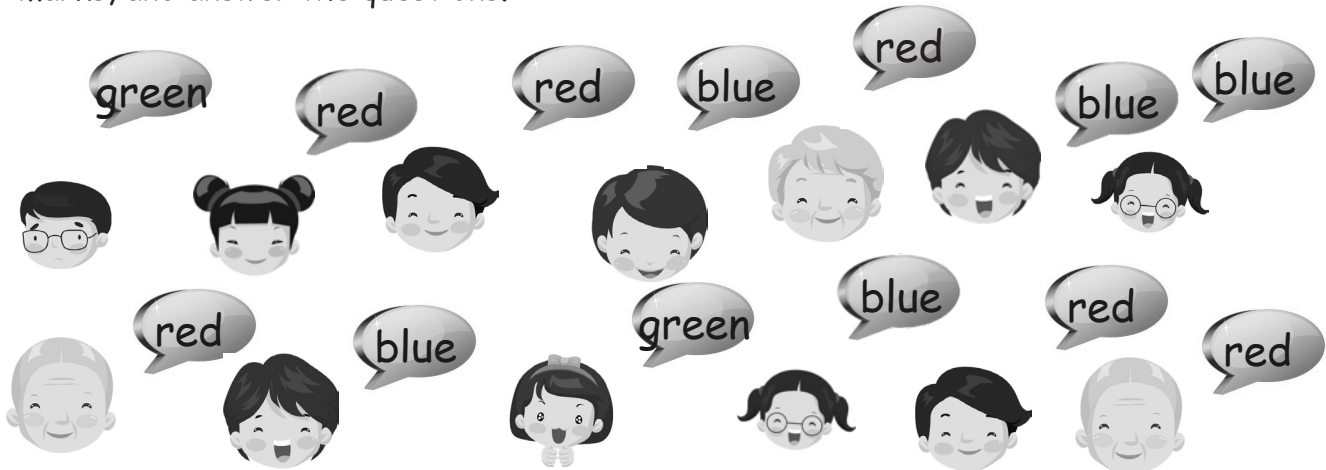
5. Bob's straw is 13 centimeters long. If Tom's straw is 6 centimeters long, how much **shorter** is Tom's straw than Bob's straw?

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 \_\_\_\_\_

A group of people were asked to say their favorite color. Organize the data using tally marks, and answer the questions.



Red	
Green	
Blue	

- How many people chose red as their favorite color? \_\_\_\_\_ people like red.
- How many people chose blue as their favorite color? \_\_\_\_\_ people like blue.
- How many people chose green as their favorite color? \_\_\_\_\_ people like green.
- Which color received the least amount of votes? \_\_\_\_\_
- Write a number sentence that tells the total number of people who were asked their favorite color.

---

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	

- How many students like to read chapter books the most? \_\_\_\_\_ students
- Which item received the **least** amount of votes? \_\_\_\_\_
- How many more students like to read chapter books than magazines?  
\_\_\_\_\_ students
- What is the total number of students who like to read magazines or chapter books?  
\_\_\_\_\_ students
- Which two items did a total of 9 students like to read?  
\_\_\_\_\_ and \_\_\_\_\_
- Write an addition sentence that shows how many students voted.  
\_\_\_\_\_



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Name \_\_\_\_\_

Date \_\_\_\_\_

Welcome to Data Day! Follow the directions to **collect** and **organize** data. Then, **ask** and **answer questions** about the data.

- Choose a question. Circle your choice.
- Pick 3 answer choices.
- Ask your classmates the question, and show them the 3 choices. Record the data on a class list.
- Organize the data in the chart below.

Which fruit do you like best?	Which snack do you like best?	What do you like to do on the playground the most?	Which school subject do you like the best?	Which animal would you most like to be?
-------------------------------	-------------------------------	--	--	---

Answer Choices	Number of Students



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.)

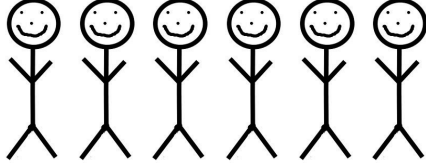
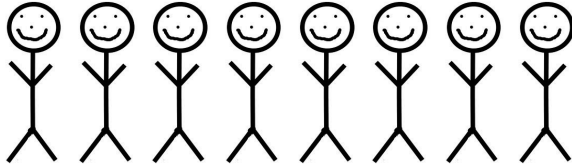
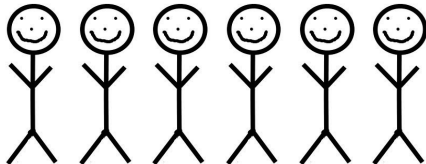
3. **Together**, how many picture frames and pillows do you have?

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	

- How many students chose art museums? \_\_\_\_\_ students
- How many students chose the art museum or the science museum?  
\_\_\_\_\_ students
- From this data, can you tell how many students are in this class? Explain your thinking.

Name \_\_\_\_\_

Date \_\_\_\_\_

Use squares with no gaps or overlaps to organize the data from the picture. Line up your **squares** carefully.

Favorite Ice Cream Flavor      □ = 1 student

	Number of Students
□ vanilla	
■ chocolate	

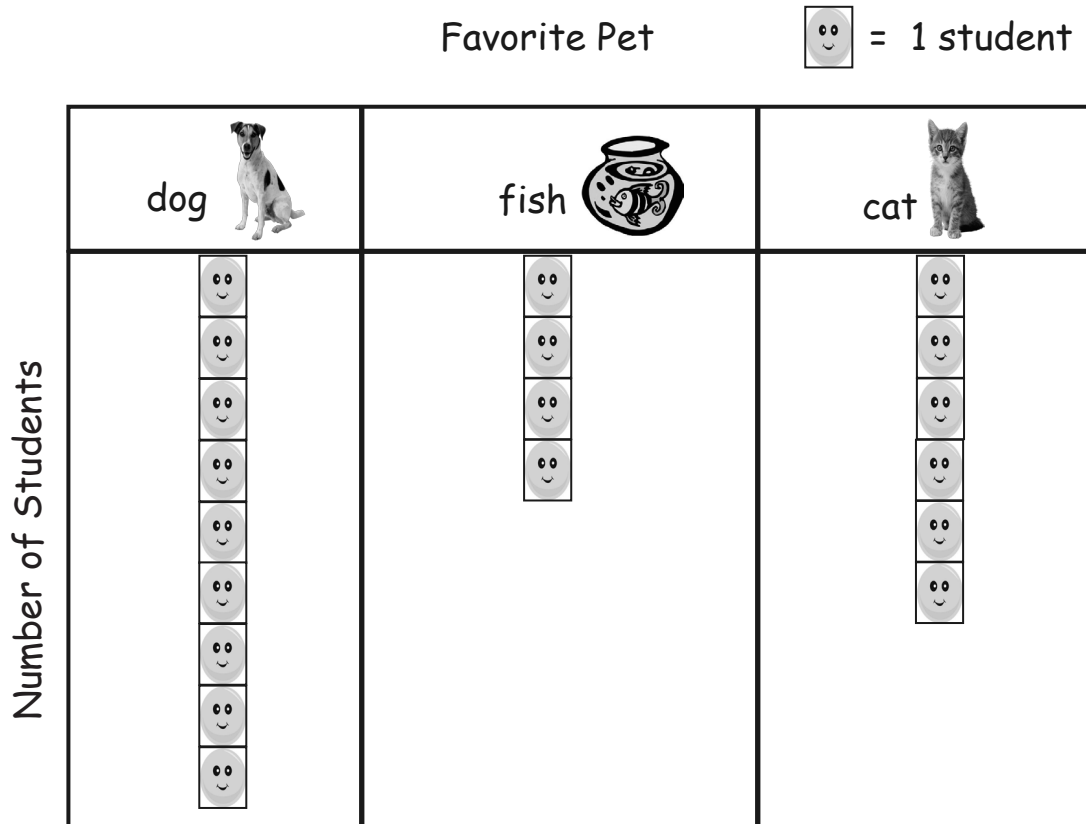
- How many **more** students liked chocolate than liked vanilla? \_\_\_\_\_ students
- How many **total** students were asked about their favorite ice cream flavor?  
\_\_\_\_\_ students

	Ties on Shoes	Number of Students
Types of Shoe Ties	Velcro	□ □ □ □ □
	laces	□ □ □ □ □ □ □ □ □
	no ties	□ □ □ □ □ □ □

□ = 1 student

- Write a number sentence to show how many **total** students were asked about their shoes.  
\_\_\_\_\_
- Write a number sentence to show how many **fewer** students have Velcro on their shoes than laces.  
\_\_\_\_\_

Each student in the class added a sticky note to show his or her favorite kind of pet. Use the graph to answer the questions.



5. How many students chose dogs or cats as their favorite pet?

\_\_\_\_\_ students

6. How many more students chose dogs as their favorite pet than cats?

\_\_\_\_\_ students

7. How many more students chose cats than fish?

\_\_\_\_\_ students

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.

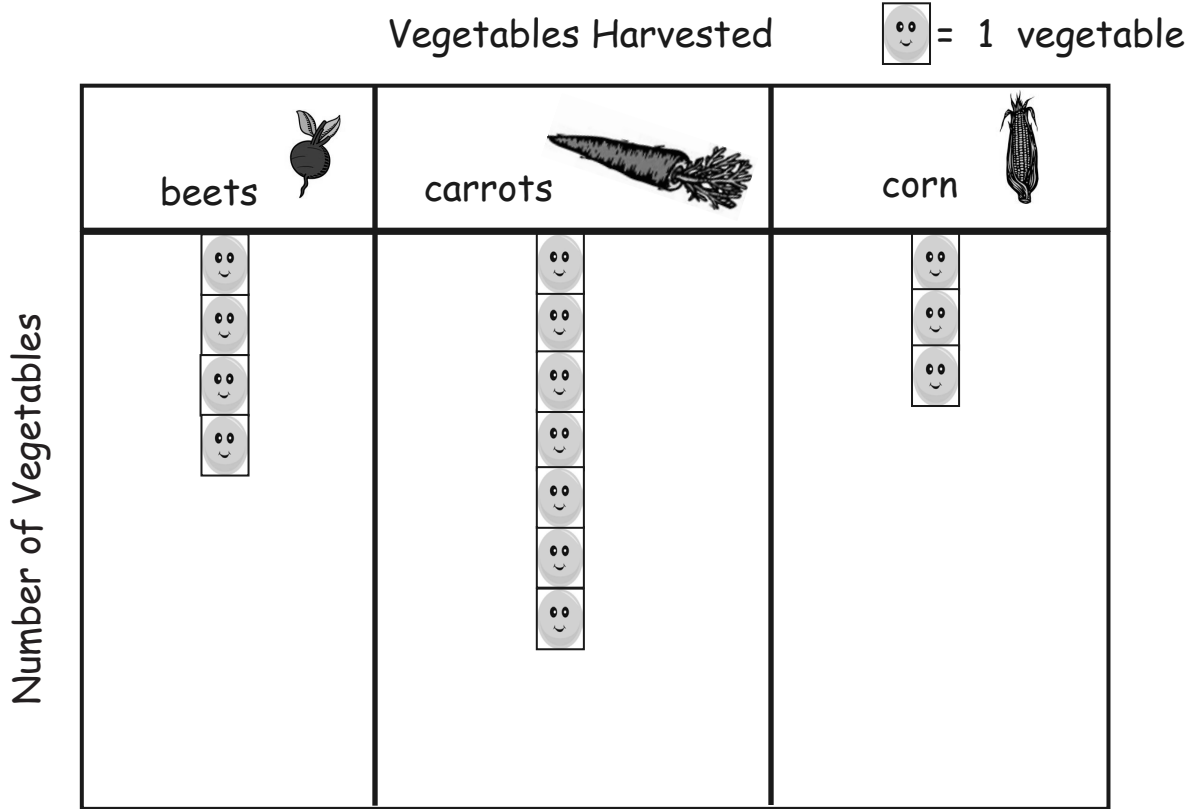
Shoes Worn on Friday      Number of Students       = 1 student

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.

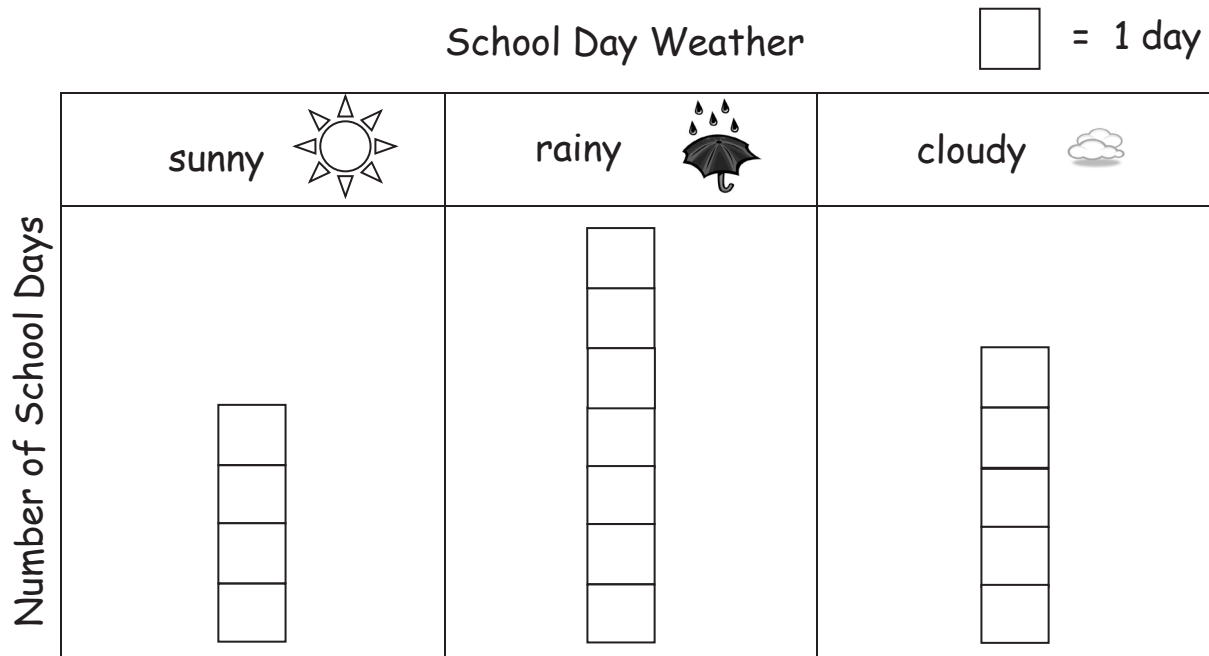


4. How many total vegetables were harvested? \_\_\_\_\_ vegetables
  
5. Which vegetable has been harvested the most? \_\_\_\_\_
  
6. How many more beets were harvested than corn? \_\_\_\_\_ more beets than corn
  
7. How many more beets would need to be harvested to have the same amount as the number of carrots harvested? \_\_\_\_\_

Name \_\_\_\_\_

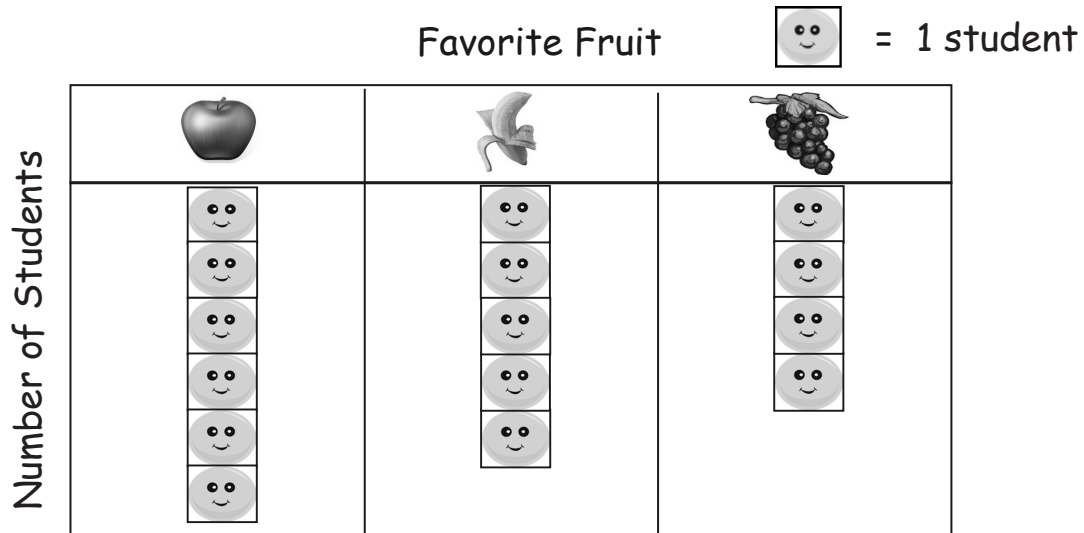
Date \_\_\_\_\_

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



- How many more days were cloudy than sunny?  
 \_\_\_\_\_ more day(s) were cloudy than sunny. \_\_\_\_\_
- How many fewer days were cloudy than rainy?  
 \_\_\_\_\_ more day(s) were cloudy than rainy. \_\_\_\_\_
- How many more days were rainy than sunny?  
 \_\_\_\_\_ more day(s) were rainy than sunny. \_\_\_\_\_
- How many total days did the class keep track of the weather?  
 The class kept track of a total of \_\_\_\_\_ days. \_\_\_\_\_
- If the next 3 school days are sunny, how many of the school days will be sunny in all?  
 \_\_\_\_\_ days will be sunny.

Use the graph to answer the questions. Fill in the blank, and write a number sentence that helps you solve the problem.



6. How many fewer students chose bananas than apples?

\_\_\_\_\_ fewer students chose bananas than apples. \_\_\_\_\_

7. How many more students chose bananas than grapes?

\_\_\_\_\_ more students chose bananas than grapes. \_\_\_\_\_

8. How many fewer students chose grapes than apples?

\_\_\_\_\_ fewer students chose grapes than apples. \_\_\_\_\_

9. Some more students answered about their favorite fruits. If the new total number of students who answered is 20, how many more students answered?

\_\_\_\_\_ more students answered the question. \_\_\_\_\_

Name \_\_\_\_\_

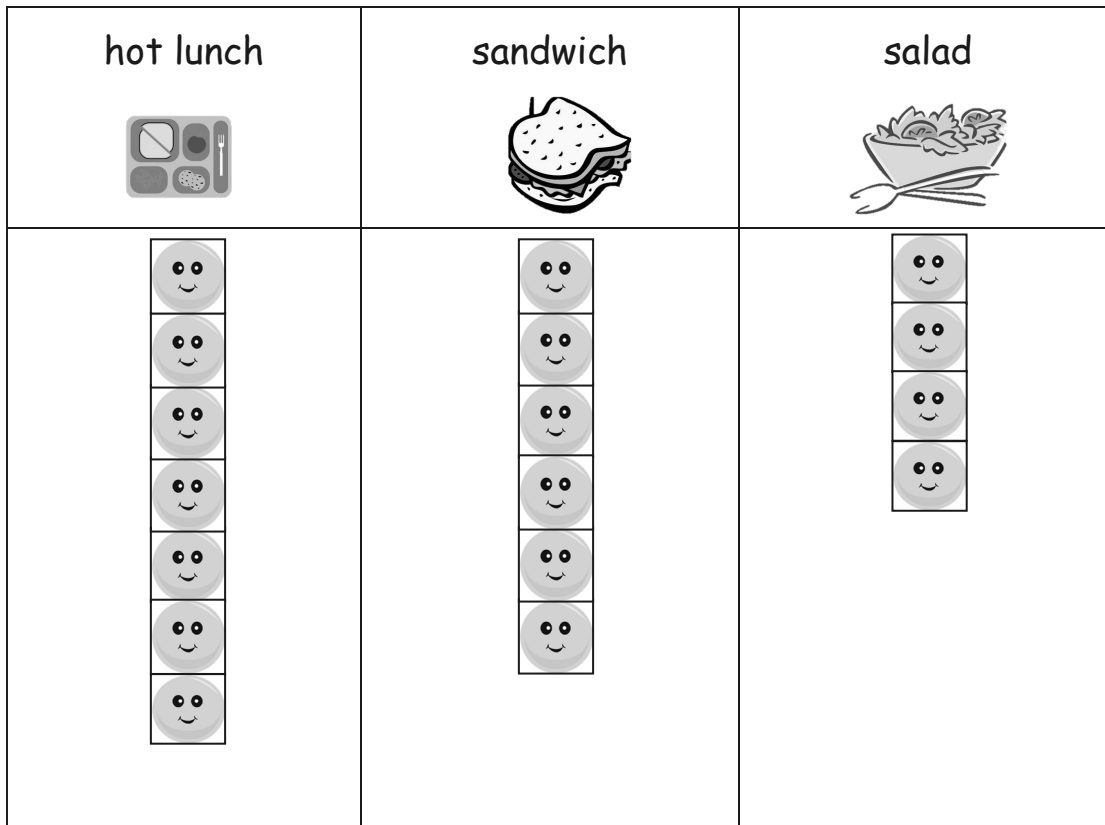
Date \_\_\_\_\_

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. \_\_\_\_\_

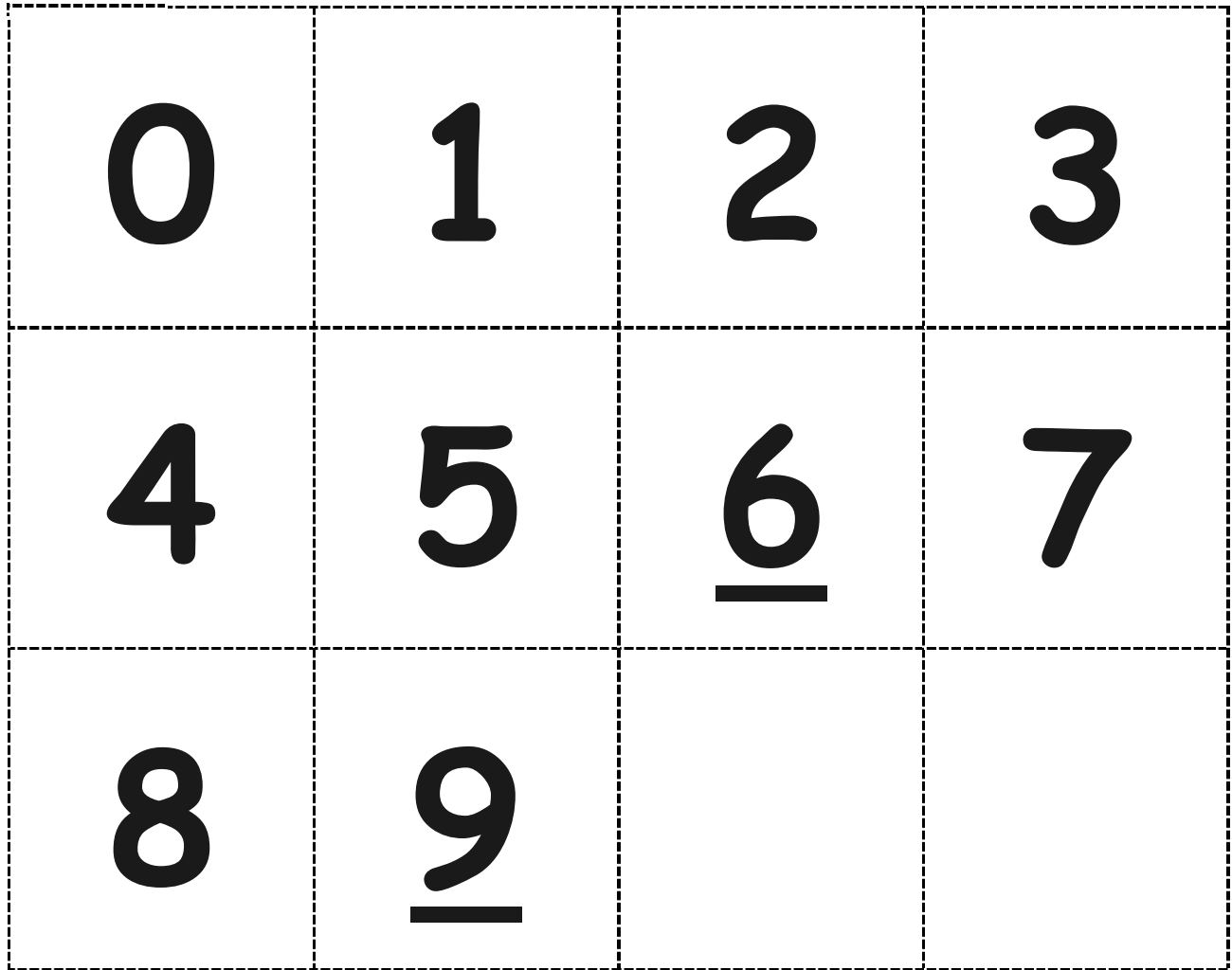
7. How many more students would need to pick science books to have the same number of books as fairy tales?

\_\_\_\_\_ 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.














\_\_\_\_\_

**Cut Out Packet**



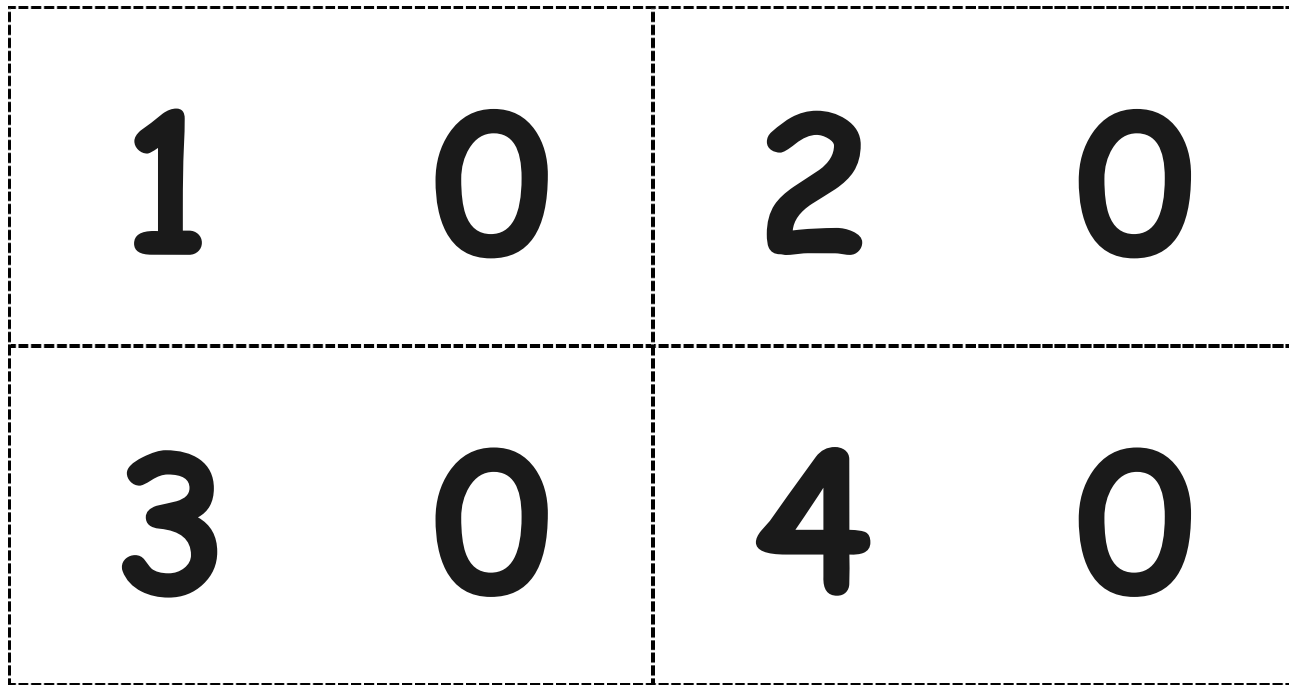
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Hide Zero cards, numeral side of ones digits

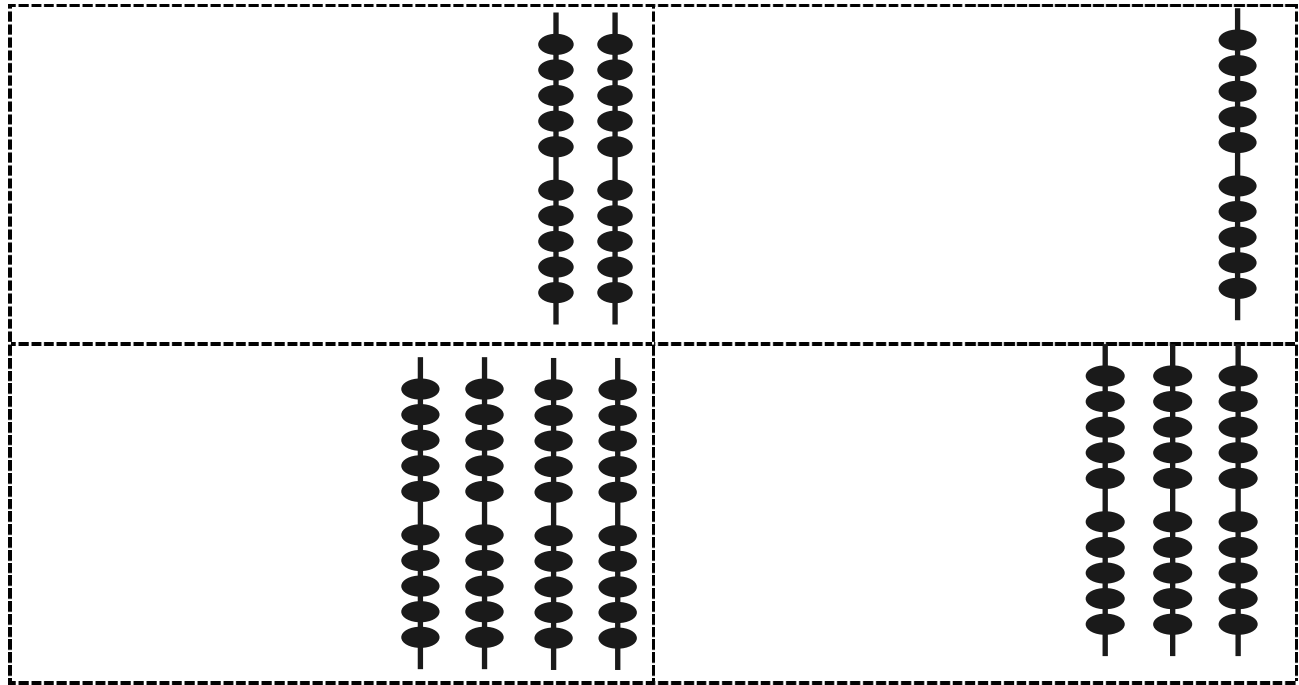
Hide Zero cards, dot side of ones digits



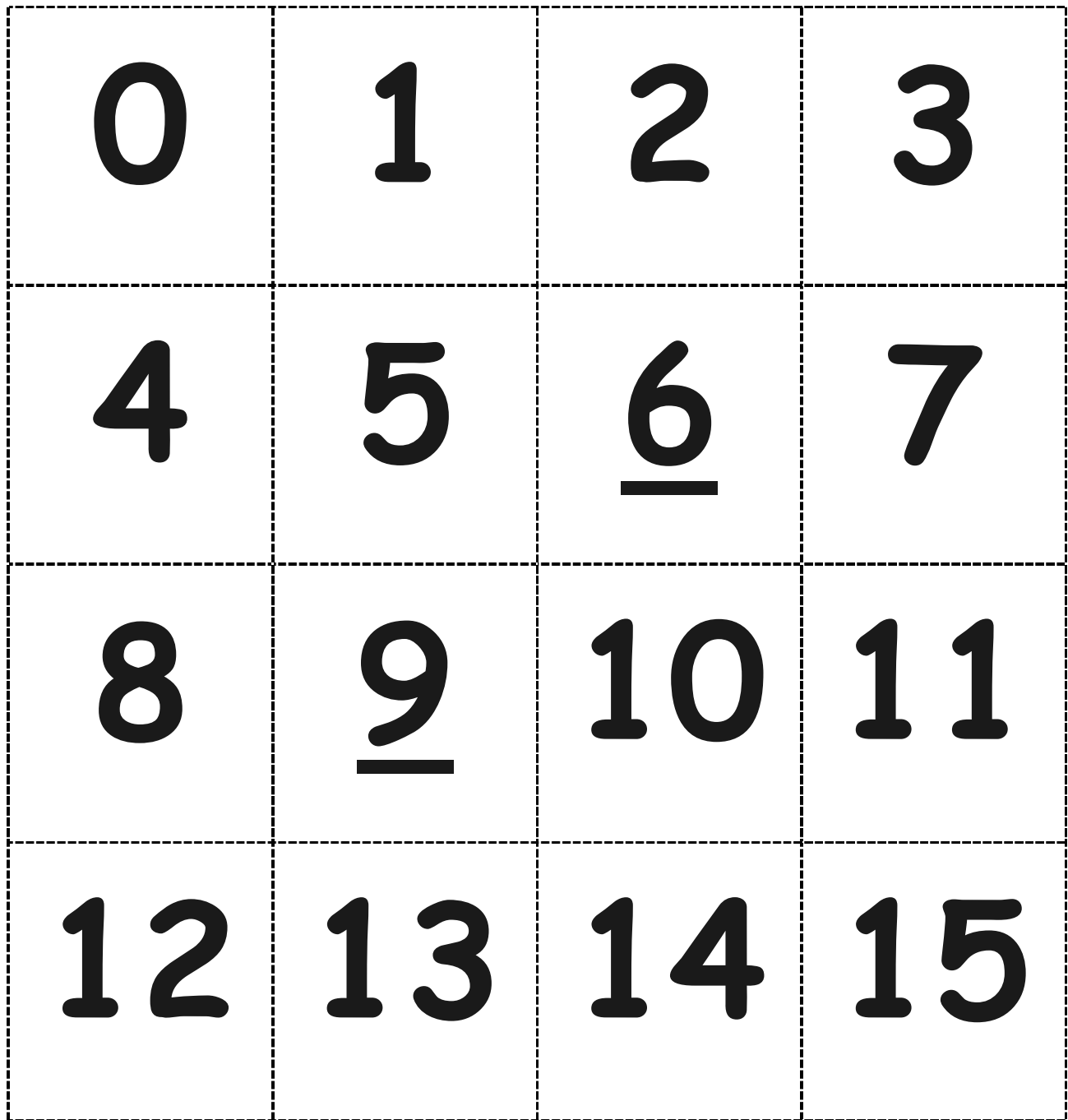


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Hide Zero cards, numeral side of tens digits, 10–40



Hide Zero cards, dot side of tens digits, 10–40



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numeral cards