Name Answer Key

Date

Follow the directions. Complete the sentences.

1. Circle the longer rabbit.

Peter

Floppy

Peter is longer than Floppy

2. Circle the shorter fruit.

A

B

A is shorter than B.

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

3.

The glue

is Shorter than

the ketchup.

4.

The dragonfly's wing span

is longer than

the butterfly's wing span.
5. Paintbrush A is longer than Paintbrush B.

6. The spoon is shorter than the fork.

7. Circle true or false.

   The spoon is shorter than Paintbrush B. \(\text{True}\) or \(\text{False}\)

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

   Drawings will vary
Use your paper strip to measure each picture. Circle the words you need to make the sentence true.

1. The sundae is shorter than the paper. The spoon is longer than the paper.
   The spoon is shorter than the sundae.

2. The balloon is shorter than the cake.

3. The ball is shorter than the paper.

So, the shoe is longer than the ball.
Answer Key

Use the measurements from the first page. Circle the word that would make the sentences true.

4. The spoon is **longer** than the cake.

5. The balloon is **shorter** than the sundae.

6. The shoe is **longer** than the balloon.

7. Order these objects from shortest to longest:
   - the cake, the spoon, and the paper.

   __Spoon___  _____Cake_____  _____paper_____

Draw a picture to help you solve the measurement questions. Circle the word that would make the sentences true.

8. Marni's hair is shorter than Wesley's hair.
   - Marni's hair is longer than Bita's hair.
   - Bita's hair is **shorter** than Wesley's hair.

9. Elliott is shorter than Brady.
   - Sinclair is shorter than Elliott.
   - Brady is **shorter** than Sinclair.
Name: Answer Key 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.

   ![Diagram showing the path between the garden and the tree, and the path between the tree and the flowers.]

Use the picture to answer the questions about the rectangles.

2. Which is the longest rectangle? ______ B ______

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

4. Order the rectangles from shortest to longest:

   ______ C ______ A ______ B ______
Use the picture to answer the questions about the children's paths to the beach.

5. How long is Juan's path to the beach? ______ 12 ______ blocks

6. How long is Che's path to the beach? ______ 14 ______ blocks

7. Juan's path is longer than Sean's path. Draw Sean's path.
   (Drawings will vary but must be less than 12.)
   Circle the correct word to make the statement true.

8. Che's path is ______ longer ______ shorter ______ Sean's path.

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

10. Order the paths from shortest to longest:
    __________ Juan's ________ Che's ________ Sean's ________
10. Circle the picture that shows the correct way to measure.

A
![Image of 3 centimeter cubes]
3 centimeter cubes

B
![Image of 4 centimeter cubes]
4 centimeter cubes

C
![Image of 4 centimeter cubes]
4 centimeter cubes

D
![Image of 4 centimeter cubes]
4 centimeter cubes

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

A does not match the endpoints.
B has gaps between the cubes.
C has cubes that overlap.
*These do not match up evenly.*

Name ___________________________ Date ______________

Measure the length of each object's 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 _____ centimeter cubes long.

8. The ketchup is about _____ centimeter cubes long.

9. The envelope is about _____ centimeter cubes long.
Justin collects transportation stickers. Use the centimeter cubes from your teacher to measure Justin's stickers. Complete the sentences about Justin's stickers.

The motorcycle sticker is 12 centimeters long.

The car sticker is 5 centimeters long.

The fire truck sticker is 14 centimeters long.

The row boat sticker is 7 centimeters long.

The airplane sticker is 9 centimeters long.
Use the stickers' measurements to list the stickers of the row boat, the airplane, and the fire truck from longest to shortest. You can use drawings or names to list the stickers.

Longest → Shortest

fire truck, motorcycle, airplane, row boat, car

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

1. The airplane sticker is longer than the __________ sticker.
   - row boat
   - motorcycle
   - fire truck

2. The row boat sticker is longer than the __________ sticker and shorter than the __________ sticker.
   - car
   - fire truck
   - motorcycle

3. The motorcycle sticker is shorter than the __________ sticker and longer than the __________ sticker.
   - airplane
   - fire truck
   - row boat

4. If Justin gets a new sticker that is longer than the row boat, it will also be longer than which of his other stickers? __________
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. Then, use the letters to put the fish in order from longest to shortest.

A 6 centimeters.
B 8 centimeters.
C 5 centimeters.
D
E Measured B and C several times and I think they are the same.
F 7 centimeters.

Order Fish A, B, and C from longest to shortest.

B C A
Use the fish measurements to complete the sentences.

Fish A is longer than Fish ___ and shorter than Fish B, C, E.

Fish C is shorter than Fish ___ and longer than Fish A, D, E.

Fish ___ is the shortest fish.

If Natasha gets a new fish that is also shorter than ___, B, C, E.

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

1. 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?

___ cm.

The pencil is now 10 cm. shorter.

2. Malik and Jared threw baseballs at the park. Malik threw his baseball 6 centimeters less than Jared threw his baseball. If Jared threw his baseball 17 centimeters, how far did Malik throw his baseball?

___ cm

Jared threw his baseball 11 cm.
Cut the strip of paper clips. Measure the length of each object with your large paper clips to the right. Then, measure the length with your small paper clips on the back. Fill in the chart on the back of the page with your measurements.
<table>
<thead>
<tr>
<th>Name of Object</th>
<th>Length in Large Paper Clips</th>
<th>Length in Small Paper Clips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paintbrush</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Scissors</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Eraser</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Crayon</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Glue</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Now find objects around your home to measure. Record the objects you find on the chart.

<table>
<thead>
<tr>
<th>Name of Object</th>
<th>Length in Large Paper Clips</th>
<th>Length in Small Paper Clips</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Circle the length unit you used to measure. Use the same length unit for all objects.

<table>
<thead>
<tr>
<th>Small Paperclips</th>
<th>Large Paperclips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toothpicks</td>
<td>Centimeter Cubes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Home Object</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fork</td>
<td></td>
</tr>
<tr>
<td>Picture Frame</td>
<td></td>
</tr>
<tr>
<td>Pan</td>
<td></td>
</tr>
<tr>
<td>Shoe</td>
<td></td>
</tr>
<tr>
<td>Home Object</td>
<td>Measurement</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Stuffed Animal</td>
<td></td>
</tr>
</tbody>
</table>

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

Pick 3 items. List your items from longest to shortest:

1. ______________________
2. ______________________
3. ______________________
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 ___ centimeters.

The green shovel is ___ centimeters.

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, draw a picture of your model.

3. Susan grew 15 centimeters and Tyler grew 11 centimeters. How much more did Susan grow than Tyler?

Susan grew 4 more centimeters.

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

Tom's straw is 7 centimeters shorter.

5. A purple card is 8 toothpicks long. A red card is 12 toothpicks long. How much longer is the red card than the purple card?

The red card is 4 centimeters longer than the purple card.

6. Carlos' bean plant grew to be 9 centimeters high. Dallas' bean plant grew to be 14 centimeters high. How much higher is Dallas' plant than Carlos' plant?

Dallas' plant is 5 centimeters higher.
Students were asked about their favorite ice cream flavor. Use the data below to answer the questions.

<table>
<thead>
<tr>
<th>Ice Cream Flavor</th>
<th>Tally Marks</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
<td>III</td>
<td>4</td>
</tr>
<tr>
<td>Strawberry</td>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>Cookie Dough</td>
<td>– – – – – – –</td>
<td>10</td>
</tr>
</tbody>
</table>

1. Write the number of students that liked each flavor in the Votes column.

2. How many students chose cookie dough as the flavor they like best?
   __10__ students

3. What is the total number of students who like chocolate or strawberry the best? __7__ students

4. Which flavor is the least favorite? __strawberry__

5. What is the total number of students who like cookie dough or chocolate the best? __14__ students

6. Which two flavors were liked by a total of 7 students?
   __chocolate__ and __strawberry__

7. Write an addition sentence that shows how many students voted for their favorite ice cream flavor:
   __4 + 3 + 10 = 17__
Students voted on what they like to read the most. Organize the data using tally marks and then answer the questions.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>chapter book</td>
<td>chapter book</td>
<td>magazine</td>
<td>magazine</td>
<td>magazine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Students Like to Read the Most</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comic Book</td>
<td>111</td>
</tr>
<tr>
<td>Magazine</td>
<td>77</td>
</tr>
<tr>
<td>Chapter Book</td>
<td>19</td>
</tr>
</tbody>
</table>

1. How many students like to read chapter books? 6 students
2. Which item is the least favorite to read among the students? comic book
3. How many more students like to read chapter books than magazines?
   1 students
4. What is the total number of students that like to read magazines or chapter books?
   11 students
5. Which two items did a total of 9 students like to read?
   comic book and magazine
6. Write an addition sentence that shows how many students voted.
   \[4 + 5 + 6 = 15\]
Collect information about things you own. Then, organize your data like you did for the Problem Set and answer the questions.

<table>
<thead>
<tr>
<th>How many pets do you have?</th>
<th>How many toothbrushes are in your home?</th>
<th>How many pillows are in your home?</th>
<th>How many jars of tomato sauce are in your home?</th>
<th>How many picture frames are in your home?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

answers will vary

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.

5. ___________________________?

6. ___________________________?
Students took a poll asking which museum is their favorite to visit. Each student could only vote once. Answer the questions based on the table.

<table>
<thead>
<tr>
<th>Museum</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Museum</td>
<td><img src="image1" alt="Voters" /></td>
</tr>
<tr>
<td>Art Museum</td>
<td><img src="image2" alt="Voters" /></td>
</tr>
<tr>
<td>History Museum</td>
<td><img src="image3" alt="Voters" /></td>
</tr>
</tbody>
</table>

1. How many students chose art museums? **8** students

2. How many students chose the art museum or the science museum? **14** students

3. From this data, can you tell how many students are in this class?

Yes, by counting the **X**
The class has 18 students and they wore different kinds of shoes to school on Friday. Nine students wore sneakers, six students wore sandals, and three students wore boots. Use squares with no overlaps to organize the data from the pictures. Line up your squares carefully.

<table>
<thead>
<tr>
<th>Shoes</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sneakers</td>
<td></td>
</tr>
<tr>
<td>Sandals</td>
<td></td>
</tr>
<tr>
<td>Boots</td>
<td></td>
</tr>
</tbody>
</table>

1. How many more students wore sneakers than sandals? __3__ students

2. Write a number sentence to show how you could use the chart to tell how many students were asked about their shoes on Friday.

   \[ 9 + 6 + 3 = 18 \]

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

   \[ 9 - 3 = 6 \]
Our school garden has been growing for two months. These are the vegetables that we have harvested so far.

**Vegetables Harvested**

<table>
<thead>
<tr>
<th>Beets</th>
<th>Carrots</th>
<th>Corn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

8. How many total vegetables were harvested?  **14** vegetables

9. What vegetable have students harvested the most of?  **carrots**

10. How many more beets were harvested than corn?  **1** beet

11. How many more beets would need to grow to have the same as the number of carrots?  **3** beets
Use the graph to answer the questions. Fill in the blank and write a number sentence.

### School Lunch Order

<table>
<thead>
<tr>
<th>Hot Lunch</th>
<th>Sandwich</th>
<th>Salad</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

1. How many more hot lunch orders than sandwich orders?
   - 1 more hot lunch orders

2. How many fewer salad orders than hot lunch orders?
   - 3 fewer salad orders

3. If 5 more students order hot lunch, how many hot lunch orders will there be?
   - 12 hot lunch orders
Use the chart to answer the questions. Fill in the blanks and write a number sentence.

<table>
<thead>
<tr>
<th>Favorite Type of Book</th>
<th>student bars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairy Tales</td>
<td>IIIII</td>
</tr>
<tr>
<td>Science Books</td>
<td>IIII</td>
</tr>
<tr>
<td>Picture Books</td>
<td>IIIIIII</td>
</tr>
</tbody>
</table>

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

   3 more students

2. How many fewer students like science books than picture books?

   7 fewer students

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

   19 students

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

   3 students

5. If 5 more students show up late and all pick fairy tales will this be the type of book that the most students picked as their favorite? Yes or no? Use a number sentence to show your answer.

   Yes 11 + 5 = 16