

GRADE 1 MODULE 3

Version 3

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



Shoe A is _____ Shoe B.



Name	Date
	-

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

Tanya's doll is shorter than Aline's doll. Mira's doll is taller than Aline's doll. Tanya's doll is (**taller than/shorter than**) Mira's doll.



Name _____ Date _____

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



1. How long is Kim's path to the museum? _____ blocks

2. Iko's path is shorter than Kim's path. Draw Iko's path.

Circle the correct word to make the statement true.

- 3. Kim's path is longer/shorter than Iko's path.
- 4. How long is Iko's path to the museum? _____ blocks



Name _____ Date _____

1.



2.



The boy's crutch is about _____ centimeter cubes long.



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

Name	Date

Use the centimeter cubes to measure the items. Complete the sentences.

1. The water bottle is about _____ centimeters tall.

2. The melon is about _____ centimeters long.



3. The screw is about _____ centimeters long.



4. The umbrella is about _____ centimeters tall.





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

Name	Date	

Read the measurements of the tool pictures.

The wrench is 8 centimeters long.



The screwdriver is 12 centimeters long.



The hammer is 9 centimeters long.



1. Order the pictures of the tools from shortest to longest.

2. How much longer is the screwdriver than the wrench?

The screwdriver is _____ centimeters longer than the wrench.



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

Name _____

Date _____

Measure the length of each object with **large** paper clips. Then, measure the length of each object with **small** paper clips. Fill in the chart with your measurements.

Name of Object	Number of Large Paper Clips	Number of Small Paper Clips
a. bow		
b. candle		
c. vase and flowers		





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.

Jame Date	
Circle the length unit you will use to measur	e. Use the same length unit for all objects.
Small Paper Clips	Large Paper Clips
	\sim
Toothpicks	Centimeter Cubes

Choose two objects in your desk that you would like to measure. Measure each object, and record the measurement.

Classroom Object	Measurement
۵.	
b.	



Name	Date

Use your centimeter cubes to model the problem. Then, draw a picture of your model.

Mona's hair grew 7 centimeters. Claire's hair grew 15 centimeters. How much **less** did Mona's hair grow than Claire's hair?



Name Date

A group of students were asked what they ate for lunch. Use the data below to answer the following questions.

Student Lunches

Lunch	Number of Students	
sandwich	3	
salad	5	
pizza	4	

1. What is the **total** number of students who ate pizza? _____ student(s)

2. Which lunch was eaten by the greatest number of students? _

3. What is the total number of students who ate pizza or a sandwich?

_____ student(s)

4. Write an addition sentence for the **total** number of students who were asked what they ate for lunch.



Name _____ Date _____

A class collected the information in the chart below. Students asked each other: Among stuffed animals, toy cars, and blocks, which is your favorite toy?

Then, they organized the information in this chart.

Тоу	Number of Students	
Stuffed Animals	11	
Toy Cars	5	
Blocks	13	

1. How many students chose toy cars? _____

- 2. How many more students chose blocks than stuffed animals?
- 3. How many students would need to choose toy cars to equal the number of students who chose blocks?



Name	Date	

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



Each picture represents 1 student's vote.

- 1. Write a number sentence to show how many **total** students were asked about their favorite animal at the zoo.
- 2. Write a number sentence to show how many **fewer** students like elephants than like giraffes.



Name	Date	
		,

Use the graph to answer the questions.

		Animals on Lily's Farm			= 1 animal	
	sheep	COWS		pigs		
Number of Animals						

1. How many animals are on Lily's farm in all? _____ animals

2. How many fewer sheep than pigs are on Lily's farm? _____ fewer sheep

3. How many more cows are on Lily's farm than sheep? _____ more cows



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