



A Story of Units

Pleasanton
UNIFIED SCHOOL DISTRICT

Mathematics Curriculum



Grade 1 • MODULE 3

Ordering and Comparing Length Measurements as Numbers

Homework

Video tutorials: <http://embarc.online>

Info for parents: <http://bit.ly/pusdmath>

Version 3



Table of Contents

GRADE 1 • MODULE 3

Ordering and Comparing Length Measurements as Numbers

Module Overview i

Topic A: Indirect Comparison in Length Measurement 3.A.1

Topic B: Standard Length Units 3.B.1

Topic C: Non-Standard and Standard Length Units 3.C.1

Topic D: Data Interpretation 3.D.1

Module Assessment 3.S.1

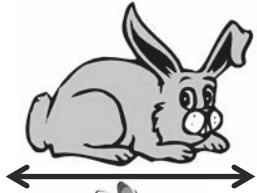
NOTE: Student sheets should be printed at 100% scale to preserve the intended size of figures for accurate measurements. Adjust copier or printer settings to *actual size* and set page scaling to *none*.

Name _____

Date _____

Follow the directions. Complete the sentences.

1. Circle the **longer** rabbit.



Peter



Floppy

_____ is longer than _____.

2. Circle the **shorter** fruit.



A

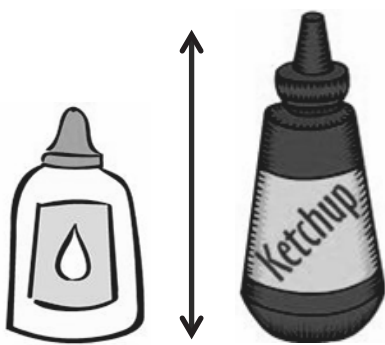


B

_____ is shorter than _____.

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

3.



The glue

is _____
the ketchup.

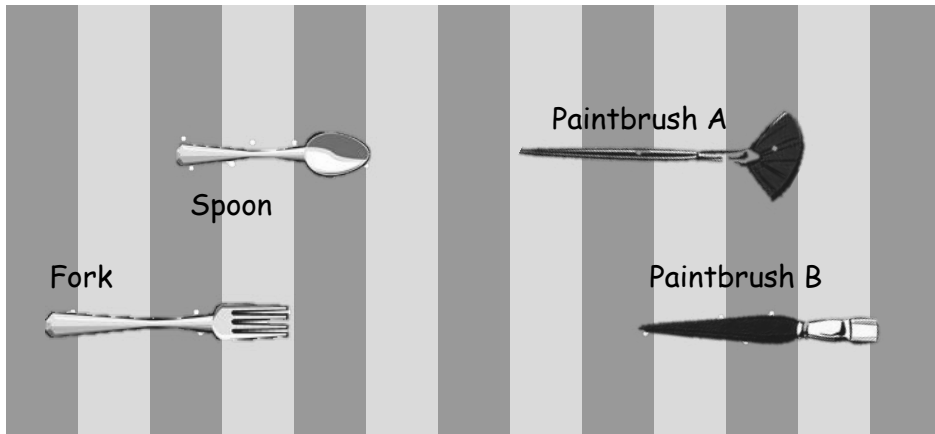
4.



The dragonfly's wing span

is _____
the butterfly's wing span.





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.

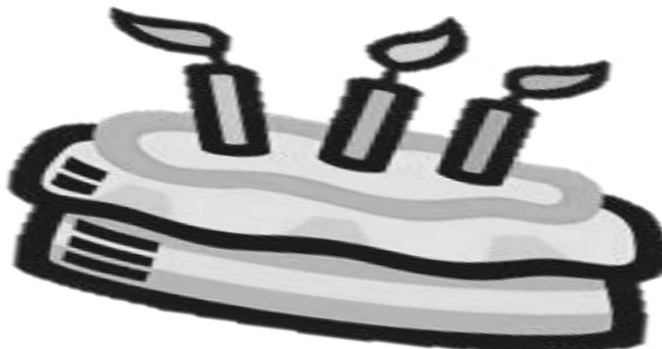
1.



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

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

2.



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

3.



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

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

Use the measurements from the first page. 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

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 (**longer/shorter**) than Sinclair.

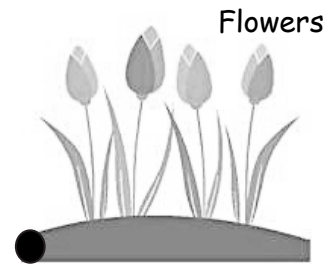
Name _____

Date _____

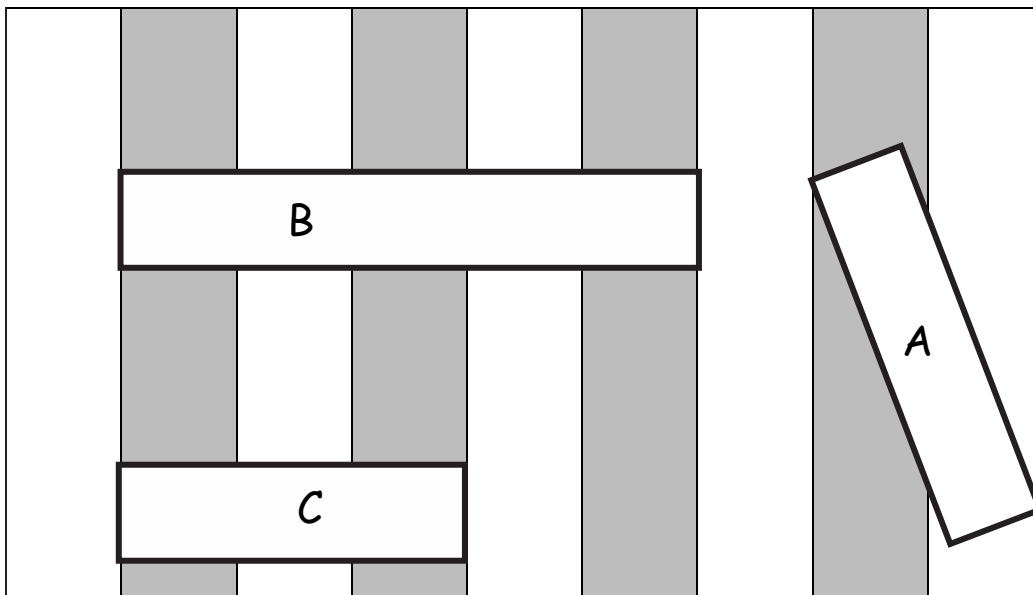
1. The string that measures the path from the garden to the tree is longer than the path between the tree and the flowers. Circle the shorter path.

the garden to the tree

the tree to the flowers

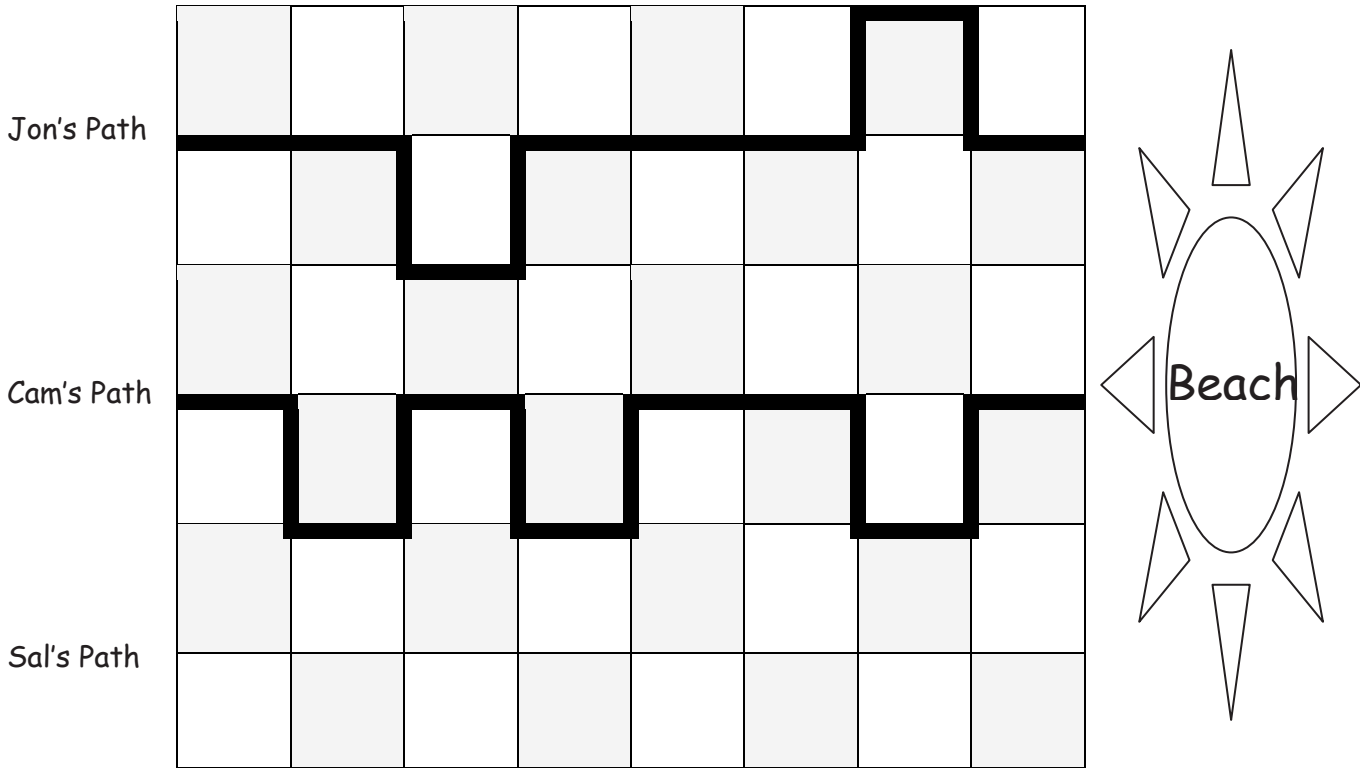


Use the picture to answer the questions about the rectangles.



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.



- How long is Jon's path to the beach? _____ blocks
 - How long is Cam's path to the beach? _____ blocks
 - Jon's path is longer than Sal's path. Draw Sal's path.
- Circle the correct word to make the statement true.
- Cam's path is **longer/shorter** than Sal's path.
 - Who took the shortest path to the beach? _____
 - 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.



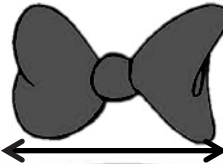
3. The purse is _____ centimeter cubes long.



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 _____ centimeter cubes long.



8. The ketchup is about _____ centimeter cubes long.

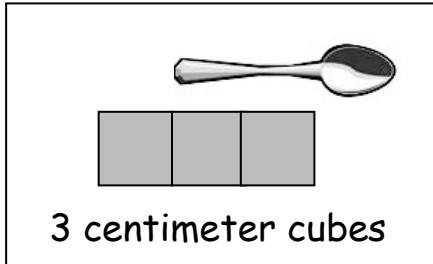


9. The envelope is about _____ centimeter cubes long.

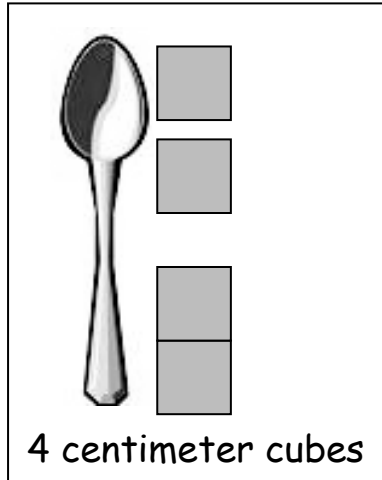


10. Circle the picture that shows the correct way to measure.

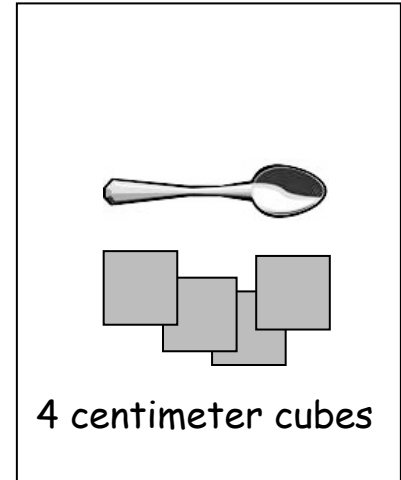
A



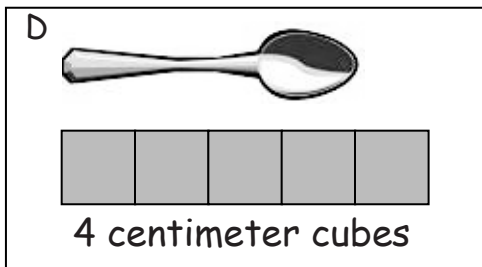
B



C



D

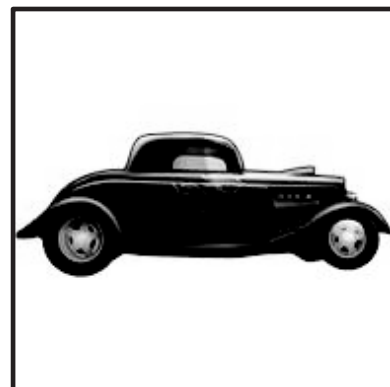
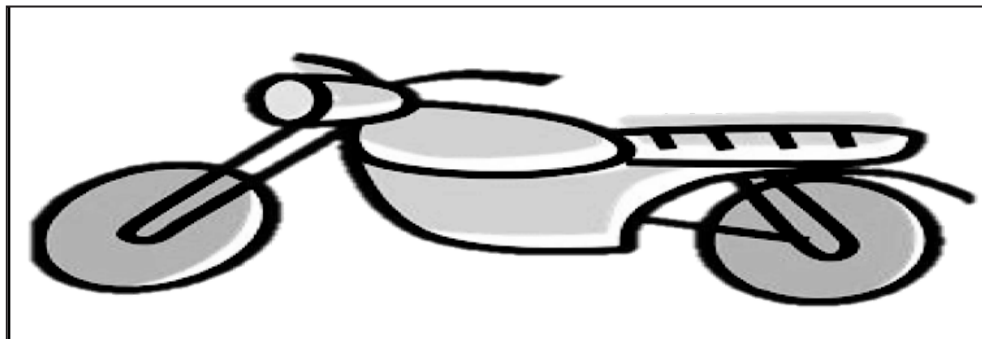


11. Explain what is wrong with the measurements for the pictures you did NOT circle.

Name _____

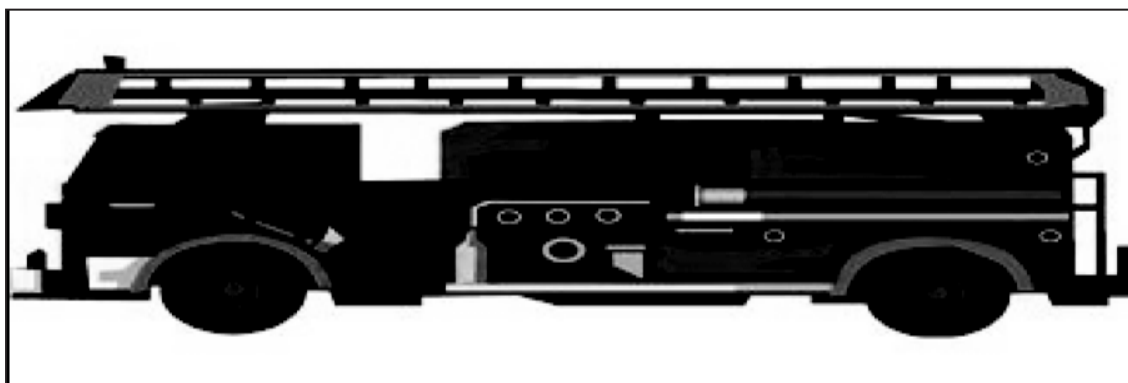
Date _____

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

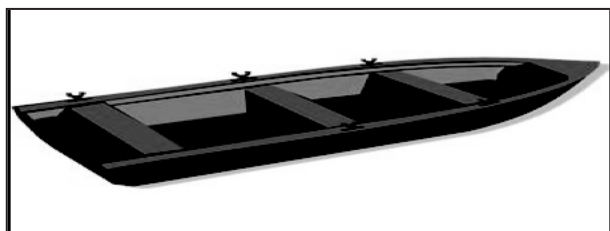


a. The motorcycle sticker is _____ centimeters long.

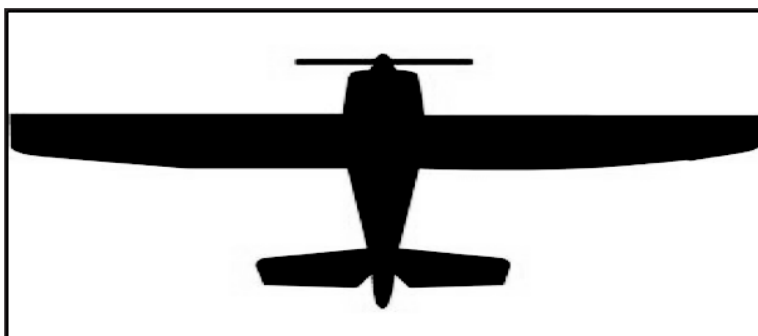
b. The car sticker is _____ centimeters long.



c. The fire truck sticker is _____ centimeters long.



d. The row boat 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 **row boat**, and the **airplane** from longest to shortest. You can use drawings or names to order the stickers.

Longest  Shortest

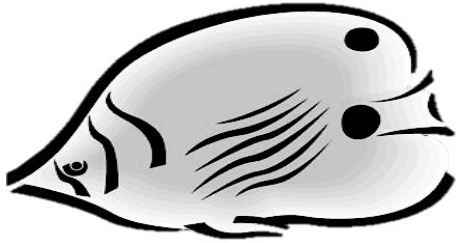
3. Fill in the blanks to make the statements true. (There may be more than one correct answer.)
- The airplane sticker is longer than the _____ sticker.
 - The row boat sticker is longer than the _____ sticker and shorter than the _____ sticker.
 - The motorcycle sticker is shorter than the _____ sticker and longer than the _____ sticker.
 - If Justin gets a new sticker that is longer than the row boat, 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



_____ centimeters

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

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 _____

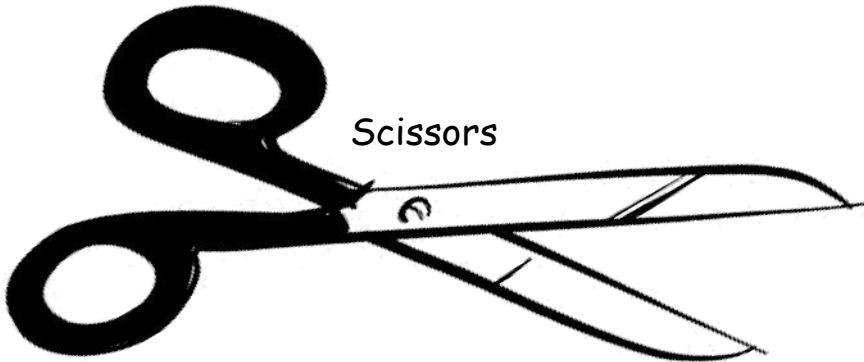
Cut the strip of paper clips. Measure the length of each object with the **large** paper clips to the right. Then, measure the length with the **small** paper clips on the back.

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

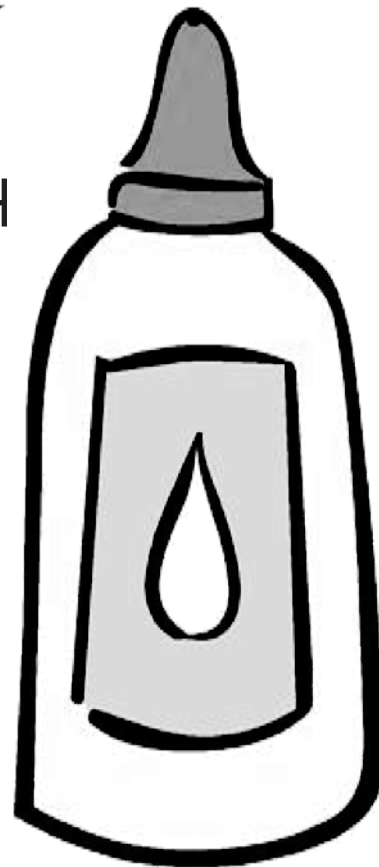
Paintbrush



Scissors



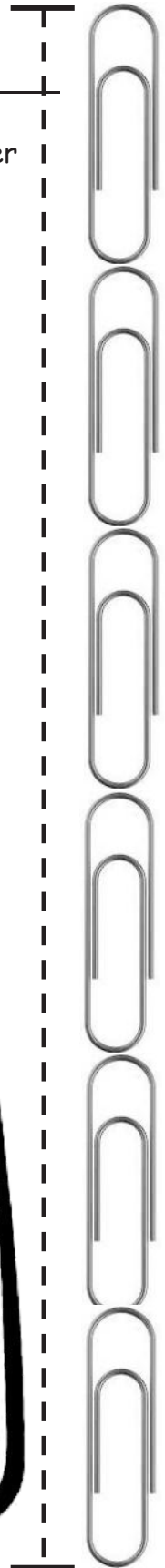
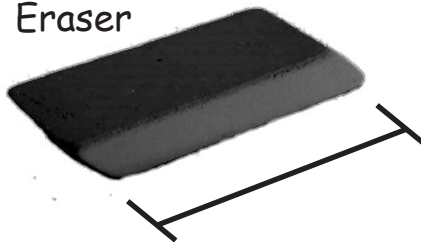
Glue

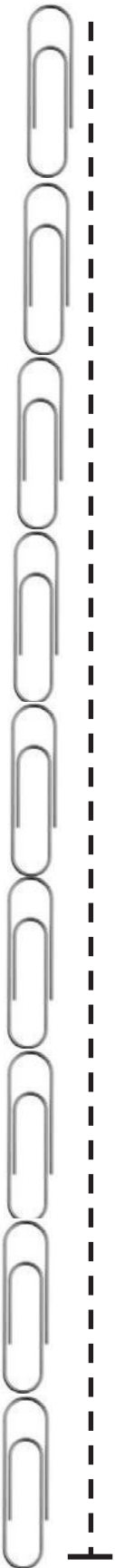


Crayon



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 Paperclips



Large Paperclips



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 _____

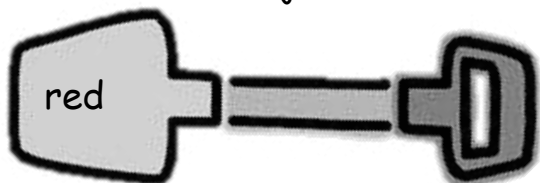
Date _____

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

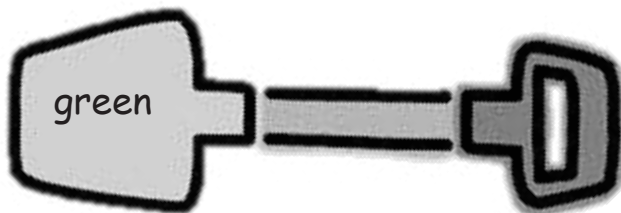


Trophy A is _____ units **shorter** than Trophy B.

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.

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	 	

- 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.

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?

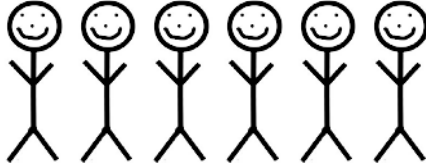
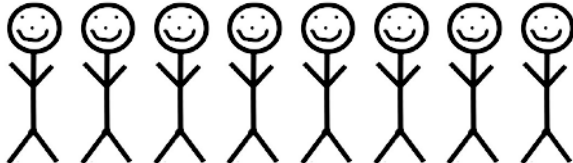
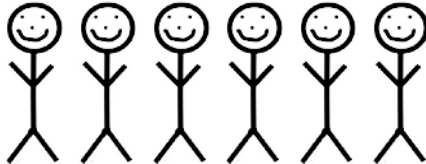
- Complete the question sentence frames to ask questions about your data.
- Answer your own questions.

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. _____?

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







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 table below shows the numbers of each vegetable that have been harvested so far.

Vegetables Harvested

	beets 	carrots 	corn 
Number of Vegetables			

- How many total vegetables were harvested?
_____ vegetables
- Which vegetable has been harvested the most?

- How many more beets were harvested than corn?
_____ more beets than corn
- How many more beets would need to be harvested to have the same amount as the number of carrots harvested?

Name _____







Date _____

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

School Lunch Order




= 1 student




hot lunch 	sandwich 	salad 
		

- How many more hot lunch orders were there than sandwich orders?
_____ more hot lunch orders
- How many fewer salad orders were there than hot lunch orders?
_____ fewer salad orders
- If 5 more students order hot lunch, how many hot lunch orders will there 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

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

_____ fewer students

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

_____ students

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

_____ students

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.









Video tutorials: <http://bit.ly/eurekapusd>
Info for parents: <http://bit.ly/pusdmath>