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 wing span is ____________ the lighter bat’s wing span.

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.
Lesson 2 Problem Set

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.

   The baseball bat is ____________________________ than the paper strip.

   The book is ____________________________ than the paper strip.

   The baseball bat is ____________________________ than the book.

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

   a. The tube is ____________________________ the cup.

   b. The iron is ____________________________ the ironing board.

Lesson 2: Compare length using indirect comparison by finding objects longer than, shorter than, and equal in length to that of a string.

Date: 7/30/13

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

3. The baseball bat is (longer/shorter) than the cup.

4. The cup is (longer/shorter) than the ironing board.

5. The ironing board is (longer/shorter) than the book.

6. Order these objects from shortest to longest:
   - the cup, the tube, and the paper strip.

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

1. In a playroom, LuLu 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.

1. Which is the shortest rectangle? __________________

2. If Rectangle A is longer than Rectangle C, the longest rectangle is ________________.

3. Order the rectangles from shortest to longest:

   ________________  ________________  ________________
Use the picture to answer the questions about the students’ paths to school.

1. How long is Caitlyn’s path to school? ________________ blocks

2. How long is Toby’s path to school? ________________ blocks

3. Joe’s path is shorter than Caitlyn’s. Draw Joe’s path.

   Circle the correct word to make the statement true.

4. Toby’s path is longer/shorter than Joe’s path.

5. Who took the shortest path to school? ________________

6. Order the paths from shortest to longest:

   ________________  ________________  ________________
Measure the length of each object’s 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.

![Correct measurement with 5 centimeter cubes]

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

__________________________
Lesson 5 Problem Set

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Lesson 5

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

Date: 7/30/13

1. Circle the objects that are measured correctly.

A    B
[Images of objects]

3 centimeters long  5 centimeters long

2. Measure the paperclip (B) with your cubes.

The paperclip is _________ centimeter cubes long.

Check your cubes along your ruler. How long is the paperclip in centimeters?

The paperclip is _________ centimeters long.

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

Use centimeter cubes to measure the pictures from left to right.
Write a statement about the length of each picture in centimeters.

3. The hamburger picture is _________ centimeters long.

4. The hotdog picture is _________ centimeters long.

5. The bread picture is _________ centimeters long.

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Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Use centimeter cubes to measure the objects below. Fill in the length of each object.

- The eraser is about _______ centimeters long.
- The hair clip is about _______ centimeters long.
- The marker is about _______ centimeters long.
- The key is about _______ centimeters long.
- The pen is about _______ centimeters long.

6. The eraser is longer than the ________________ but it is shorter than the ________________.

Circle the word that makes the second sentence true.

7. If a paper clip is shorter than the key, then the marker is longer/shorter than the paper clip.
Lesson 6 Problem Set

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

The bugs from longest to shortest are

___ centimeters  ___ centimeters  ___ centimeters

Fly  Caterpillar  Bee

2. Order the objects below from shortest (1) to longest (3) by writing the number next to the object name. Use your centimeter cubes to check your answer and complete the sentences.

The noise maker: ___  The present: ___  The balloon: ___

The present is about _______ centimeters long.  The noise maker is about _______ centimeters long.  The balloon is about _______ centimeters long.  The noise maker is about ___ centimeters longer than the present.
Use your centimeter cubes to model each length and answer the question. Write a statement for your answer.

3. Peter’s toy T-rex is 11 centimeters tall, and his toy velociraptor is 6 centimeters tall. How much taller is the T-rex than the velociraptor?

4. Miguel’s pencil rolled 17 centimeters and Sonya’s pencil rolled 9 centimeters. How much less did Sonya’s pencil roll than Miguel’s?

5. Tania makes a cube tower that is 3 centimeters taller than Vince’s tower. If Vince’s tower is 9 centimeters tall, how tall is Tania’s tower?
Name ________________________________ Date ____________________

Measure the length of each object with your LARGE paper clips. Fill in the chart with your measurement.

<table>
<thead>
<tr>
<th>Name of Object</th>
<th>Number of Large Paper Clips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottle</td>
<td></td>
</tr>
<tr>
<td>Caterpillar</td>
<td></td>
</tr>
<tr>
<td>Key</td>
<td></td>
</tr>
<tr>
<td>Pen</td>
<td></td>
</tr>
<tr>
<td>Sticker</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td></td>
</tr>
<tr>
<td>Reading book</td>
<td></td>
</tr>
</tbody>
</table>
Measure the length of each object with your **SMALL** paper clips. Fill in the chart with your measurement.

<table>
<thead>
<tr>
<th>Name of Object</th>
<th>Number of Small Paper Clips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottle</td>
<td></td>
</tr>
<tr>
<td>Caterpillar</td>
<td></td>
</tr>
<tr>
<td>Key</td>
<td></td>
</tr>
<tr>
<td>Pen</td>
<td></td>
</tr>
<tr>
<td>Sticker</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td></td>
</tr>
<tr>
<td>Reading book</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 8
Understand the need to use the same units when comparing measurements with others.

Date: 7/30/13

Name ___________________________  Date __________________

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 the room and record their measurements.

<table>
<thead>
<tr>
<th>Classroom Object</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glue Stick</td>
<td></td>
</tr>
<tr>
<td>Dry Erase Marker</td>
<td></td>
</tr>
<tr>
<td>Unsharpened Pencil</td>
<td></td>
</tr>
<tr>
<td>Personal White Board</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 9 Problem Set

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, draw a picture of your model.

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

6. Kea’s doll is 12 centimeters long, and Megan’s doll is 8 centimeters long. How much shorter is Megan’s doll than Kea’s doll?

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 Lee’s dog’s tail than the tail of Kit’s dog?
A group of people were asked their favorite color. Organize the data using tally marks and answer the questions.

How many people like red? ___________ people like red.

How many people like blue? ___________ people like blue.

How many people like green? ___________ people like green.

What color do people like the least? _____________

Write a number sentence that tells the total number of people who were asked their favorite color.
Welcome to Data Day! Follow the directions to collect, organize, ask, and answer questions about data.

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

<table>
<thead>
<tr>
<th>Which fruit do you like best?</th>
<th>Which snack do you like best?</th>
<th>What do you like to do on the playground the most?</th>
<th>Which school subject do you like the best?</th>
<th>Which animal would you most like to be?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Collect, sort, and organize data, then ask and answer questions about the number of data points. 7/30/13
Lesson 11 Problem Set

- Complete the question sentence frames to ask questions about your data.
- Trade papers with a partner and have your partner answer your questions.

1. How many students liked ______________ the best?

2. How many students liked ______________ the least?

3. How many more students liked ______________ than ______________?

4. What is the total number of students that liked ______________ or ______________ the best?

5. How many total students answered the question?
Lesson 12 Problem Set

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 12: Ask and answer varied word problem types about a data set with three categories.

Date: 7/30/13

<table>
<thead>
<tr>
<th>Flavor</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanilla</td>
<td></td>
</tr>
<tr>
<td>Chocolate</td>
<td></td>
</tr>
<tr>
<td>No Ties</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Shoe Ties</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Velcro</td>
<td></td>
</tr>
<tr>
<td>Laces</td>
<td></td>
</tr>
<tr>
<td>No Ties</td>
<td></td>
</tr>
</tbody>
</table>

1. How many **more** students liked chocolate than liked vanilla? _________

2. How many **total** students were asked about their favorite ice cream flavor? _________ students

3. Write a number sentence to show how many **total** students were asked about their shoes?

4. Write a number sentence to show how many **fewer** students have Velcro ties on their shoes than laces?
Each student in the class added a sticky note to show their favorite kind of pet.
Use the chart to answer the questions.

### Favorite Pet

<table>
<thead>
<tr>
<th></th>
<th>Dog</th>
<th>Fish</th>
<th>Cat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Dog" /></td>
<td><img src="image" alt="Fish" /></td>
<td><img src="image" alt="Cat" /></td>
</tr>
</tbody>
</table>

5. How many students chose dogs or cats as their favorite?
   
   __________ 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
Lesson 13 Problem Set

Name ___________________________ Date ____________

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

### School Day Weather

<table>
<thead>
<tr>
<th>Sunny</th>
<th>Rainy</th>
<th>Cloudy</th>
</tr>
</thead>
<tbody>
<tr>
<td>☀️</td>
<td>🌧️</td>
<td>🌒</td>
</tr>
</tbody>
</table>

Fill in the blank and write a number sentence to the right to solve the problem.

1. **How many more day(s) were cloudy than sunny?**
   
   _______ more day(s) were cloudy than sunny. ____________________________

2. **How many fewer days were cloudy than rainy?**
   
   _______ more day(s) were cloudy than rainy. ____________________________

3. **How many more days were rainy than sunny?**
   
   _______ more day(s) were rainy than sunny. ____________________________

4. **How many total days did the class keep track of the weather?**
   
   _______ total days

5. **If the next 3 days were sunny, how many of the school days will be sunny in all?**
   
   _______ days would be sunny.
Use the graph to answer the questions. Fill in the blank and write a number sentence that helps you solve the problem.

7. How many fewer students chose bananas than apples?

_______ fewer students like bananas than apples.  

8. How many more students chose bananas than grapes?

_______ more students chose bananas than grapes.  

9. How many fewer students chose grapes than apples?

_______ fewer students chose grapes than apples.  

10. 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.