A Story of Units®

Eureka Math™

Grade 1, Module 3

Student File_A

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

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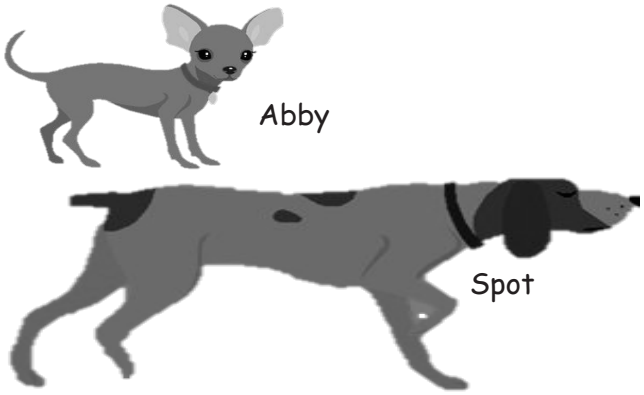
10 9 8 7 6 5 4 3 2 1

Name _____ Date _____

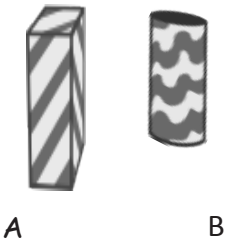
Write the words **longer than** or **shorter than** to make the sentences true.

1.



Abby is _____ Spot.

2.



B is _____A.

3.

The American flag hat

is _____

the chef hat.

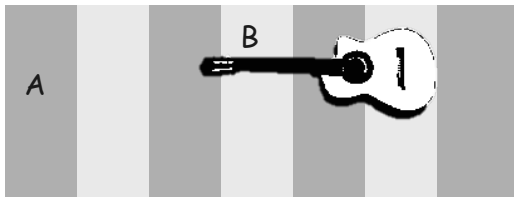
4.

The darker bat's wingspan

is _____

the lighter bat's wingspan.

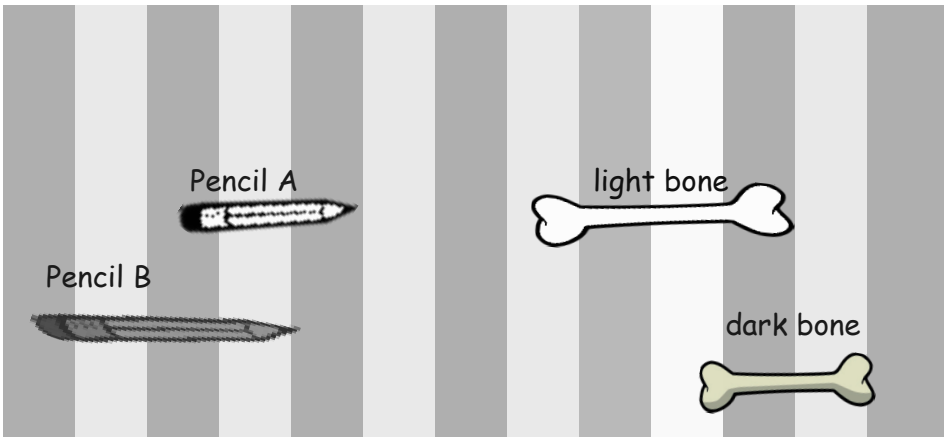
5.



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**

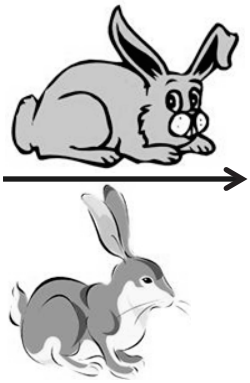
---

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.

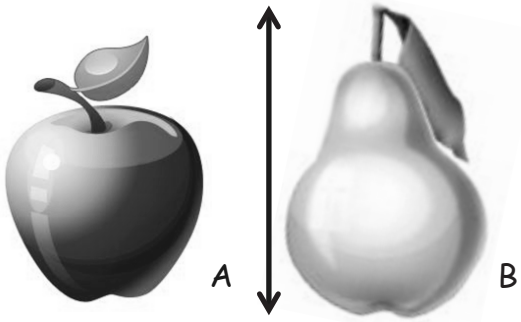


Peter

Floppy

_____ is longer than _____.

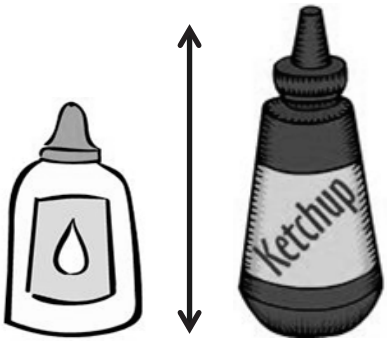
2. Circle the **shorter** fruit.



_____is shorter than _____.

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

3.

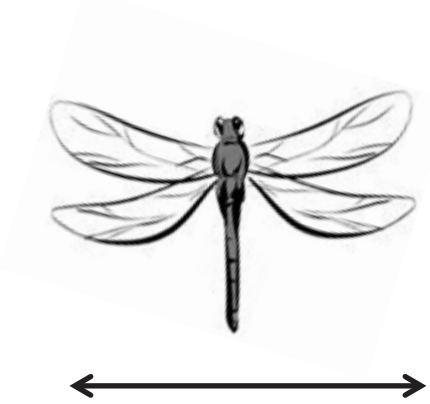


The glue

is _____

the ketchup.

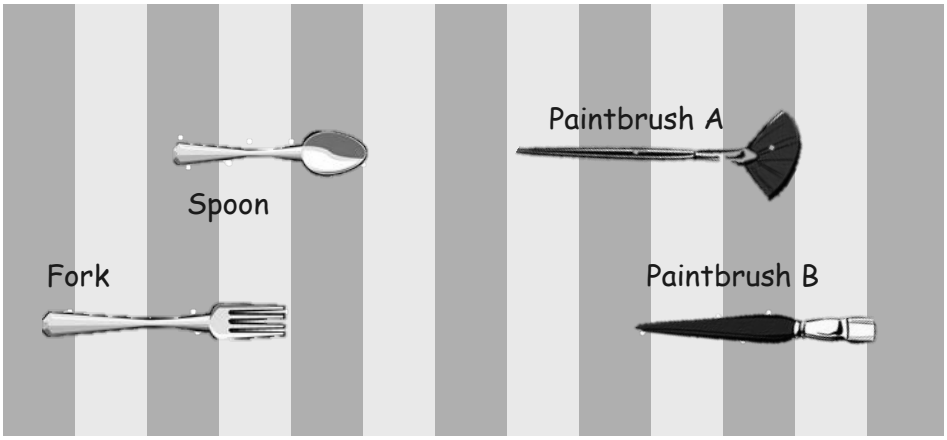
4.



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.

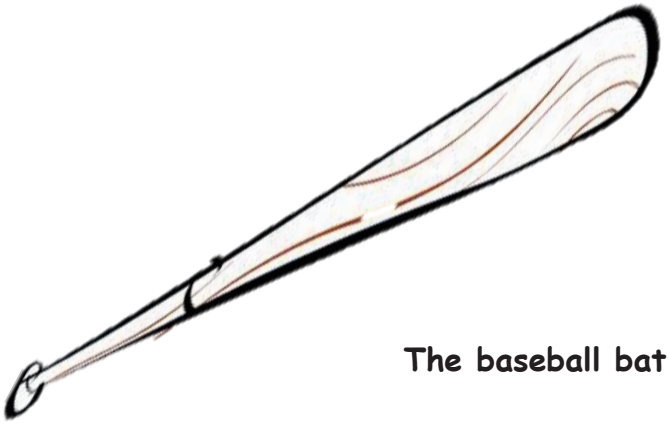
   The spoon is shorter than Paintbrush B. **True** or **False**

---

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.**

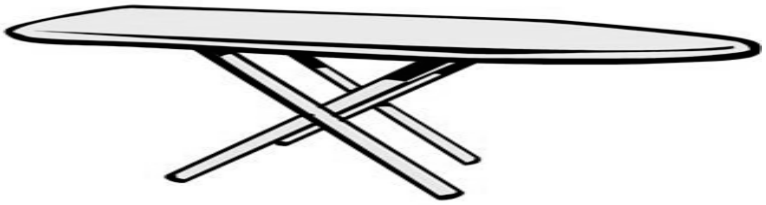
The **baseball bat** is _____ the **book.**

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.

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:

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 my foot and
(classroom object)

_____ is shorter than my foot, then
(classroom object)

_____ is longer than
(classroom object)

_____.
(classroom object)

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

indirect comparison statements

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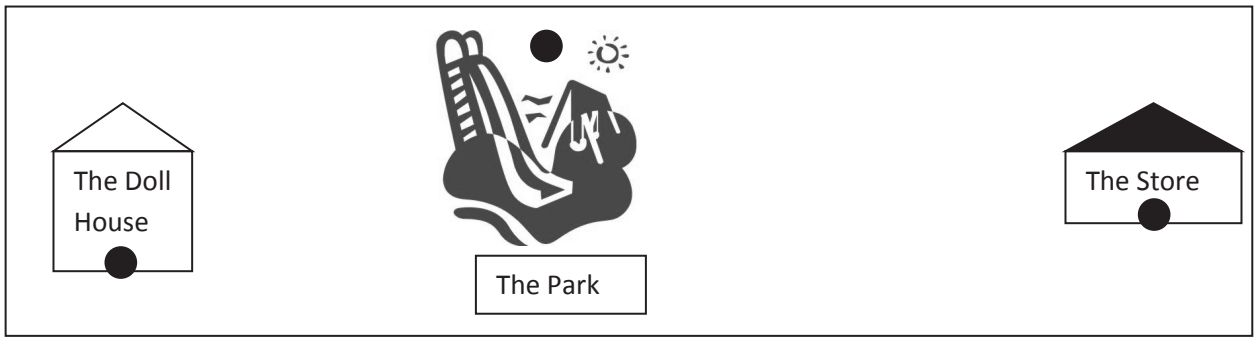
Name _____ Date _____

1. 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!

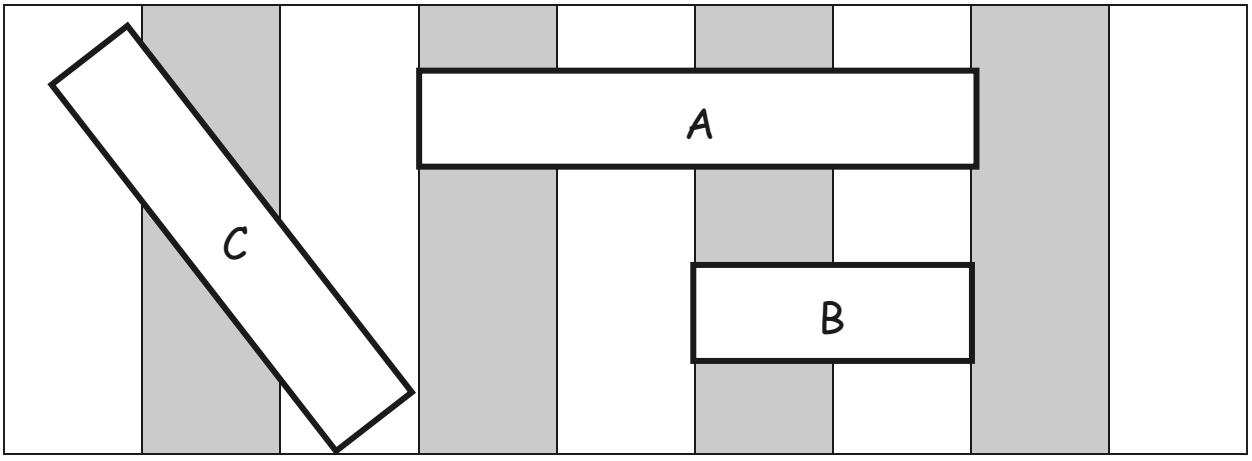
   Which is the longer path? Circle your answer.

   the doll house to the park

   the park to the store



Use the picture to answer the questions about the rectangles.



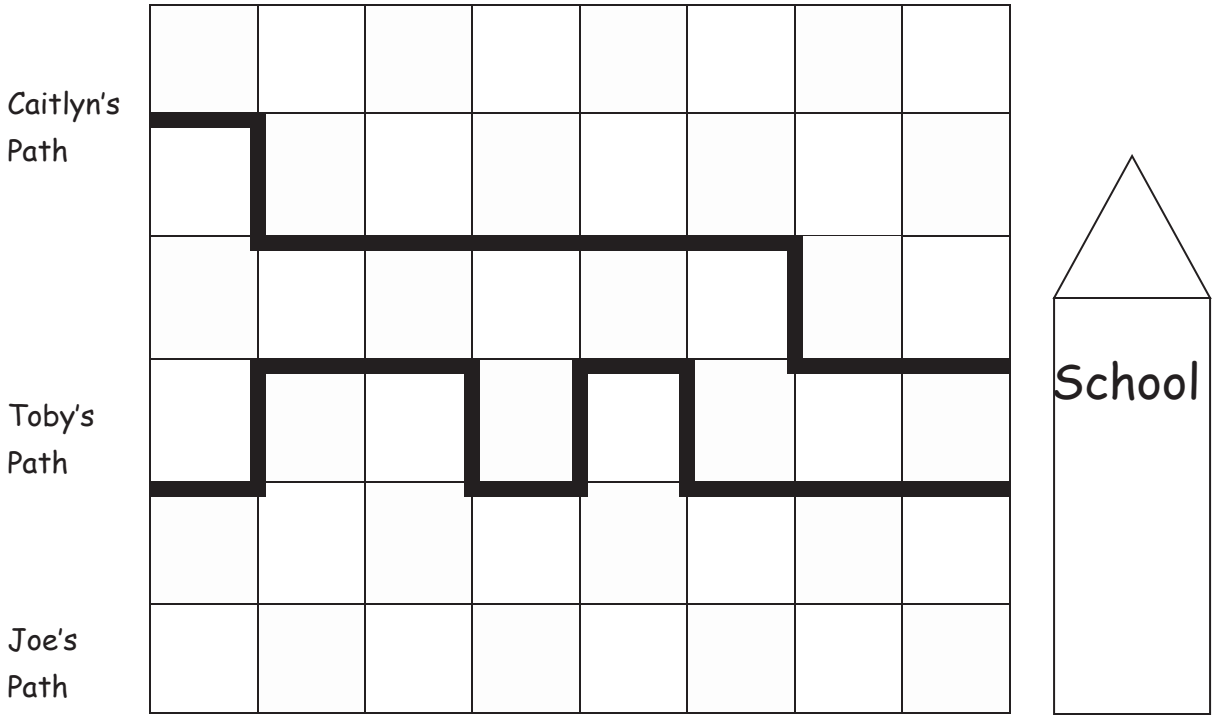
2. Which is the shortest rectangle? _____

3. If Rectangle A is longer than Rectangle C, the longest rectangle is _____.

4. 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.

_____ _____ _____

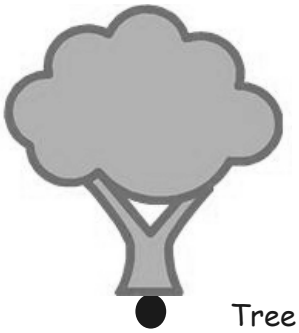
Name _____ Date _____

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

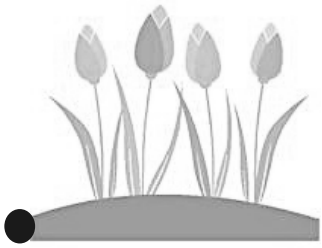
the tree to the flowers

Garden

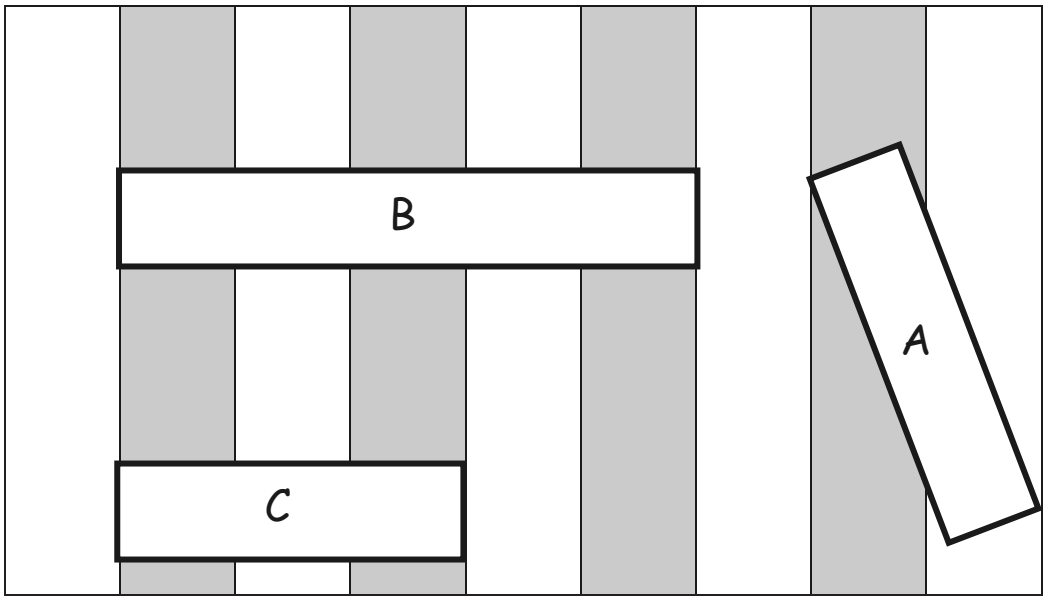


Tree

Flowers



Use the picture to answer the questions about the rectangles.



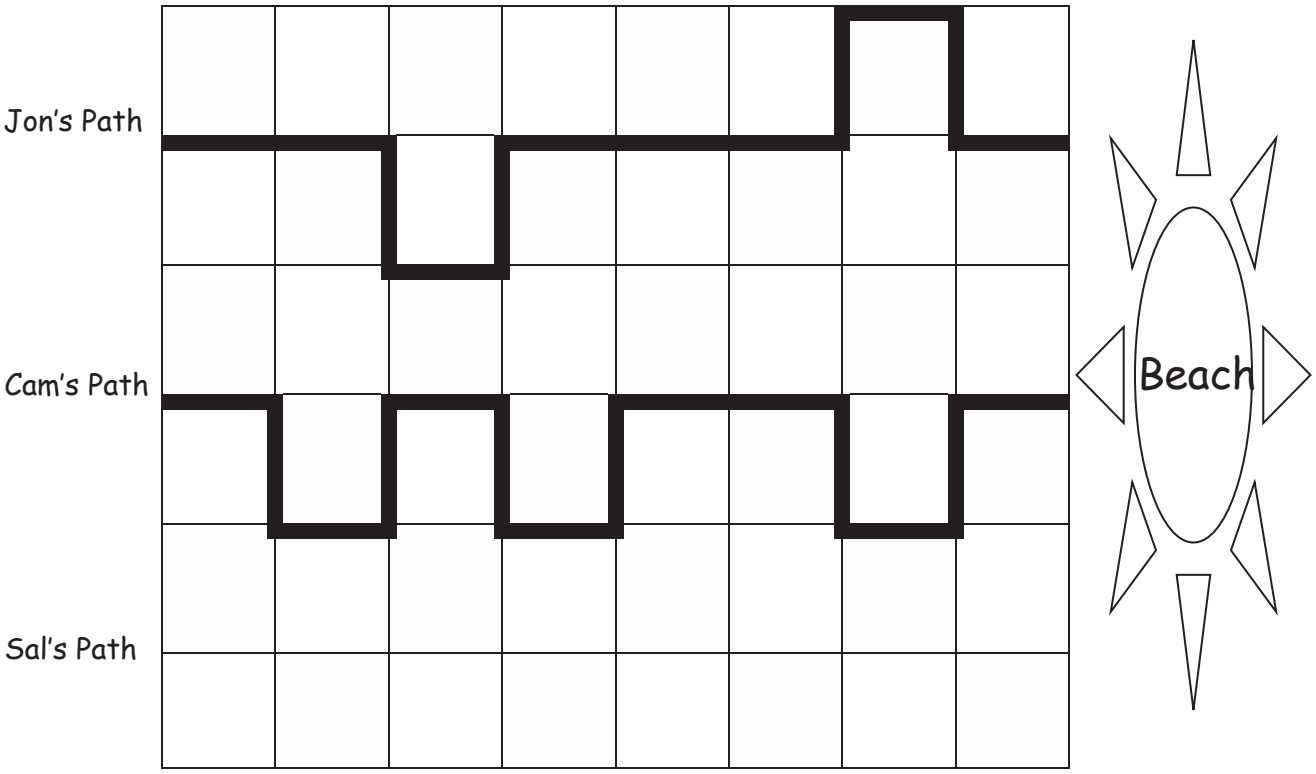
2. Which is the longest rectangle? _____

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.

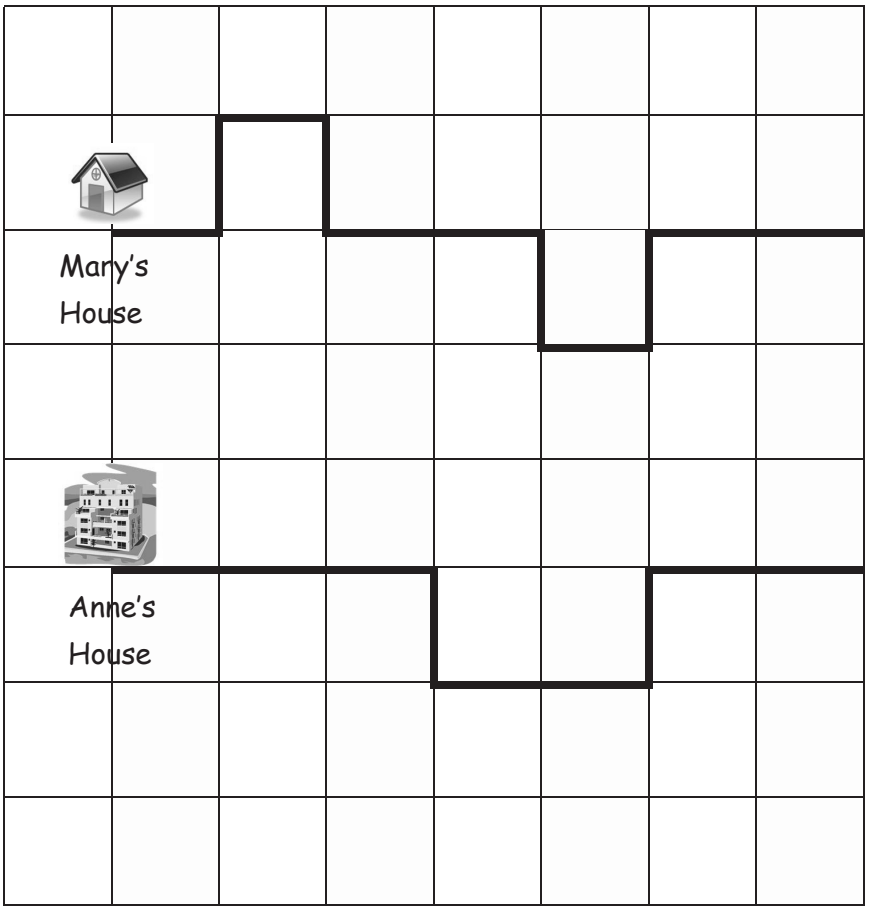
Circle the correct word to make the statement true.

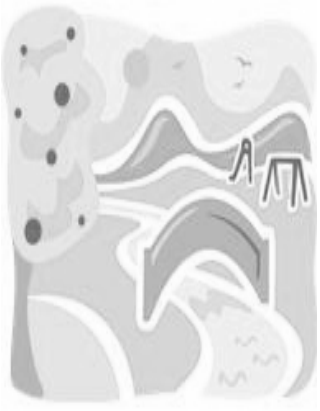
8. Cam's path is **longer/shorter** than Sal's path.

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

10. Order the paths from shortest to longest.

_____ _____ _____





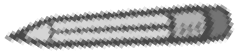
Park

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.

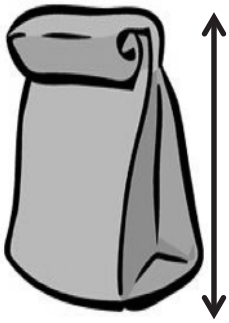


2. The pan is _____ centimeter cubes long.

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.

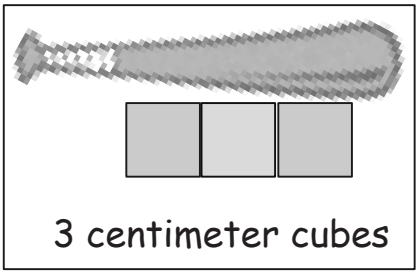
The cow sticker is _____ centimeter cubes long.

10.

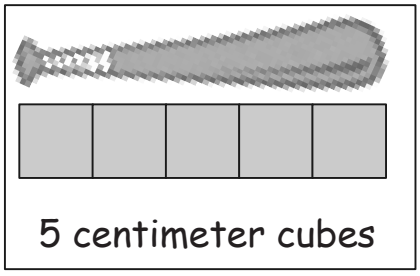
The vase is _____ centimeter cubes long.

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?

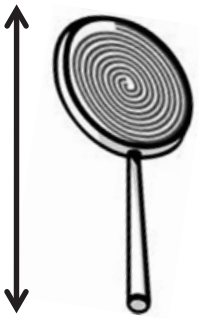
_____

_____

Name _____ Date _____

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

1. The lollipop is _____ centimeter cubes long.

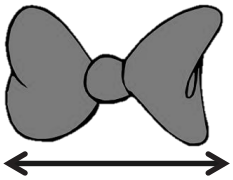


2. The stamp is _____ centimeter cubes long.

3. The purse is _____ centimeter cubes long.

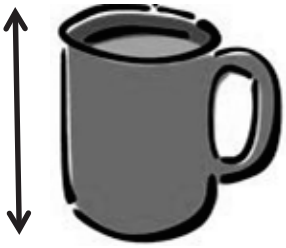
4. The candle is _____ centimeter cubes long.

5. The bow is _____ centimeter cubes long.



6. The cookie is _____ centimeter cubes long.

7. The mug is about _____ centimeter cubes long.

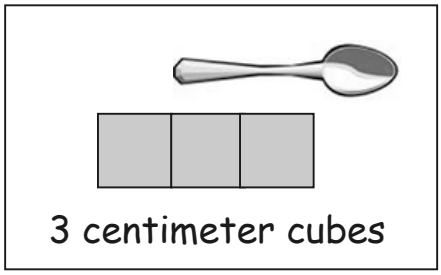


8. The ketchup is about _____ centimeter cubes long.

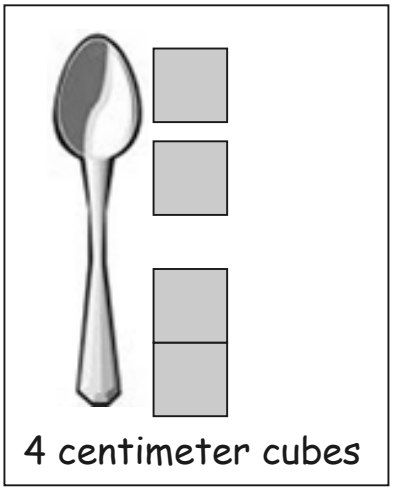
9. The envelope is about _____ centimeter cubes long.

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

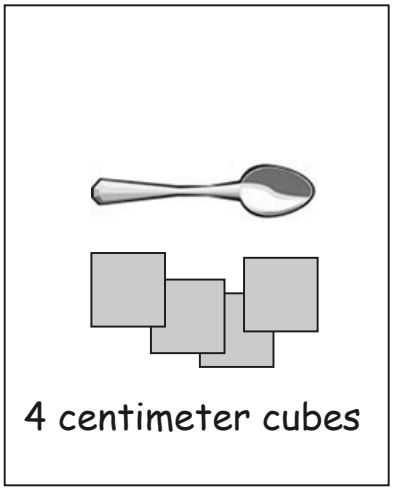
A



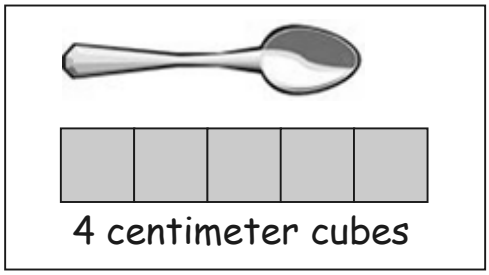
B



C



D



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

Name _____ Date _____

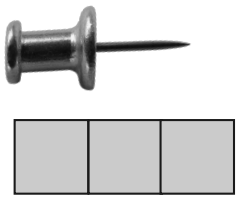
Classroom Objects	Length Using Centimeter Cubes
glue stick 	_____ centimeter cubes long
dry erase marker 	_____ centimeter cubes long
craft stick 	_____ centimeter cubes long
paper clip 	_____ centimeter cubes long
	_____ centimeter cubes long
	_____ centimeter cubes long
	_____ centimeter cubes long

measurement recording sheet

Name _____ Date _____

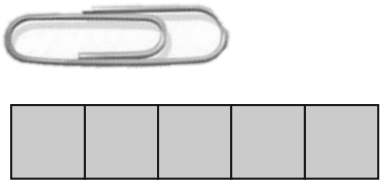
1. Circle the object(s) that are measured correctly.

a.



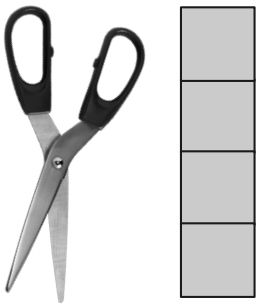
3 centimeters long

b.



5 centimeters long

c.



4 centimeters long

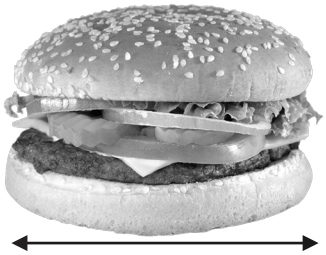
2. Measure the paper clip in 1(b) with your cubes. Then, check the cubes with your centimeter ruler.

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.

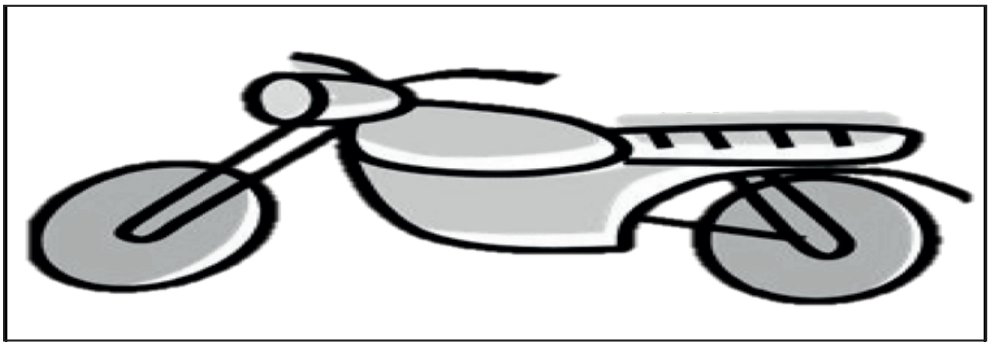
5. The eraser is longer than the _____, but it is shorter than the _____.

6. Circle the word that makes the sentence true.

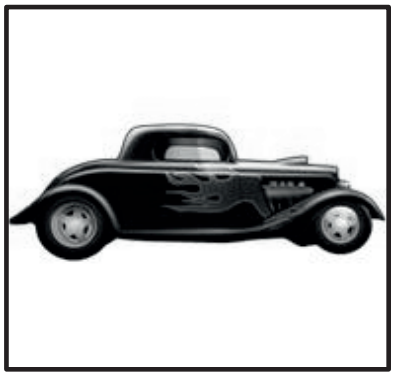
If a paper clip is shorter than the key, then the marker is **longer/shorter** than the paper clip.

Name _____ Date _____

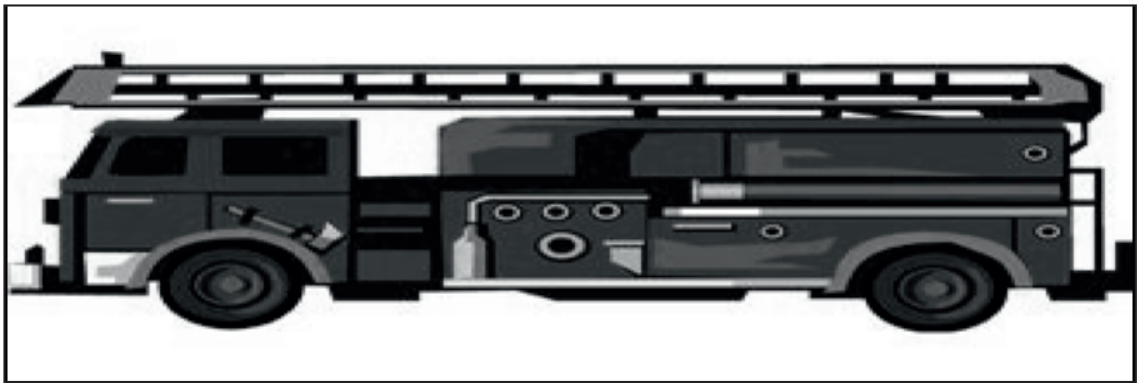
1. Justin collects stickers. Use centimeter cubes to measure Justin's stickers. Complete the sentences about Justin's stickers.



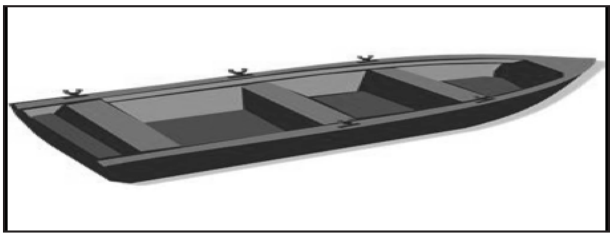
a. The motorcycle sticker is _____ centimeters long.



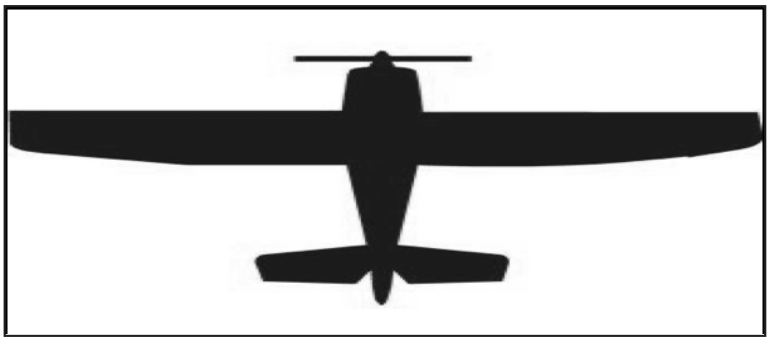
b. The car sticker is _____ centimeters long.



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

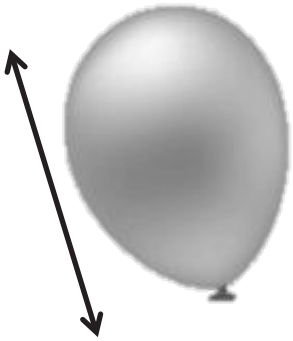
Bee

____ 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: _____

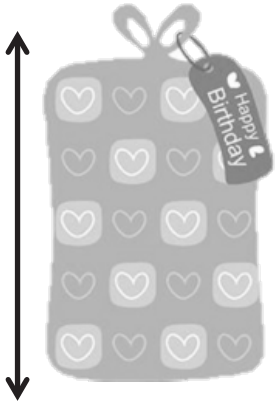
   b. The balloon: _____



   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.

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?

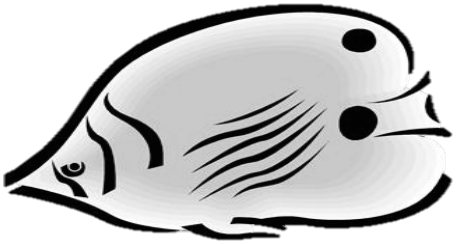
4. Miguel's pencil rolled 17 centimeters, and Sonya's pencil rolled 9 centimeters. How much less did Sonya's pencil roll than Miguel's?

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 _____

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

C

_____ centimeters

D

_____ 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.

   a. Fish A is longer than Fish _____ and shorter than Fish _____.

   b. Fish C is shorter than Fish _____ and longer than Fish _____.

   c. Fish _____ is the shortest fish.

   d. 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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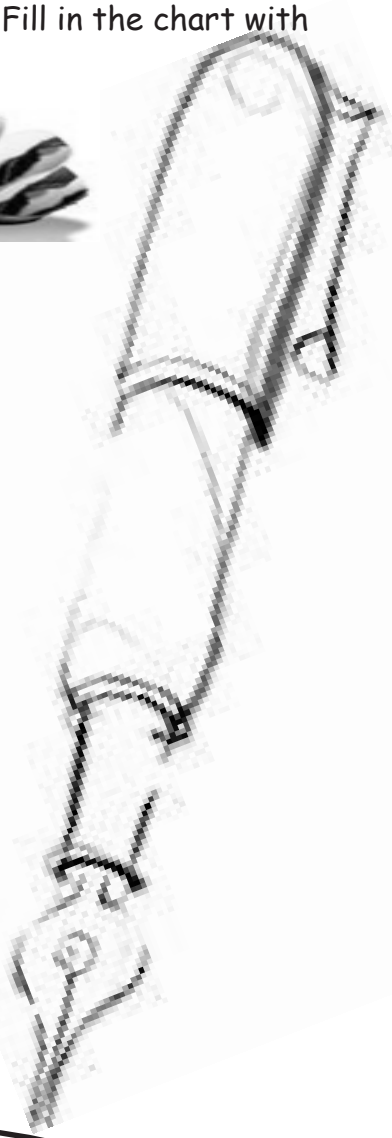
Name _____ Date _____

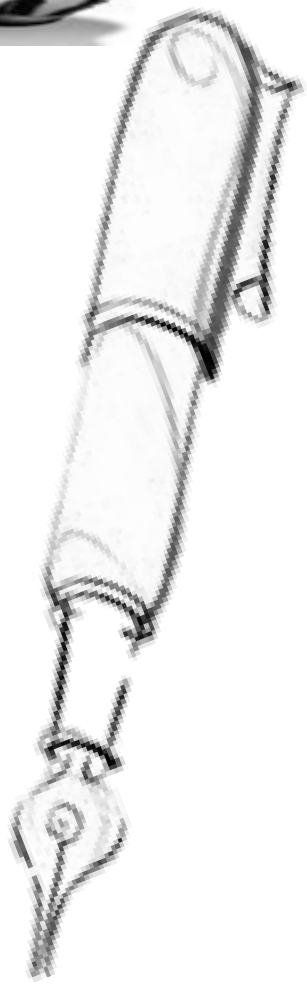
1. Measure the length of each object with **LARGE** paper clips. Fill in the chart with your measurements.

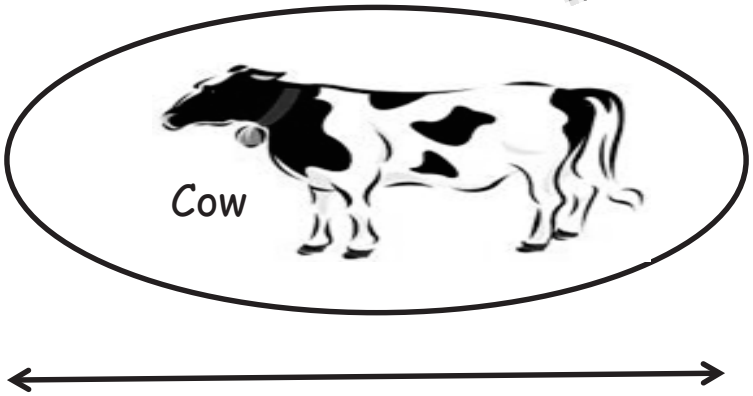
Name of Object	Number of Large Paper Clips
a. bottle	
b. caterpillar	
c. key	
d. pen	
e. cow sticker	
f. Problem Set paper	
g. reading book (from classroom)	



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)	





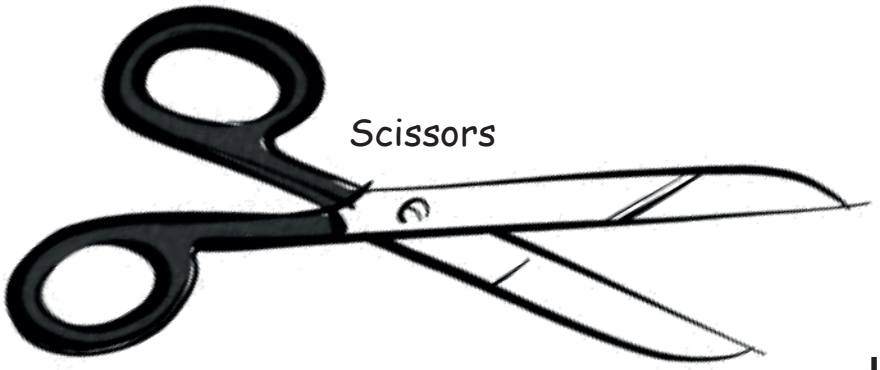
Name _____ Date _____

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.

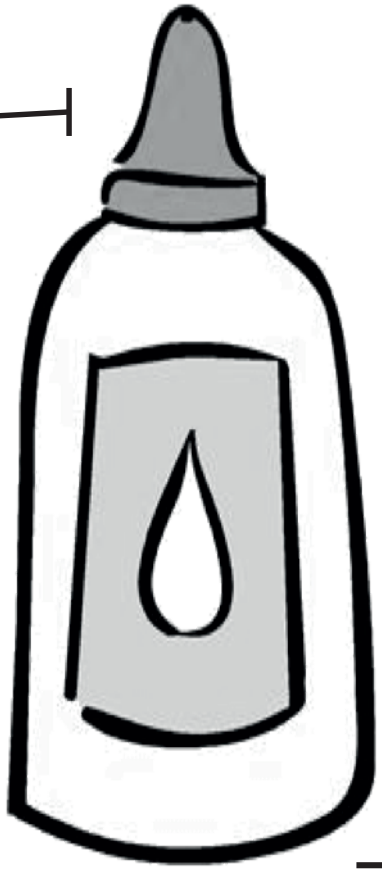
1. Fill in the chart on the back of the page with your measurements.

Paintbrush

Scissors

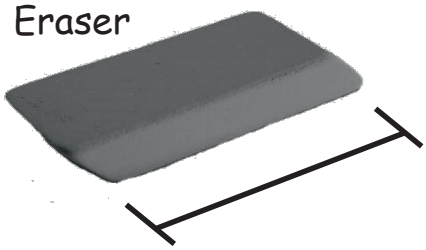


Glue



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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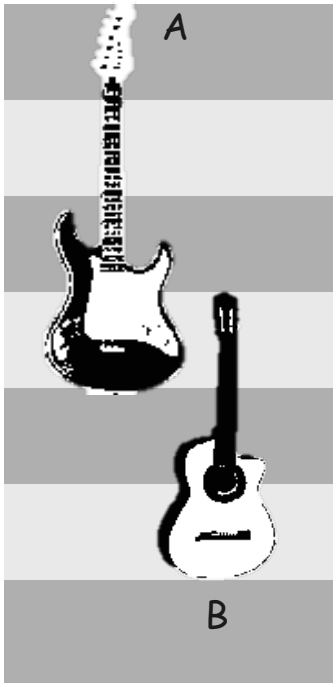
Name _____ Date _____

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



GuitarA is _____ unit(s) **longer** than GuitarB.

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?

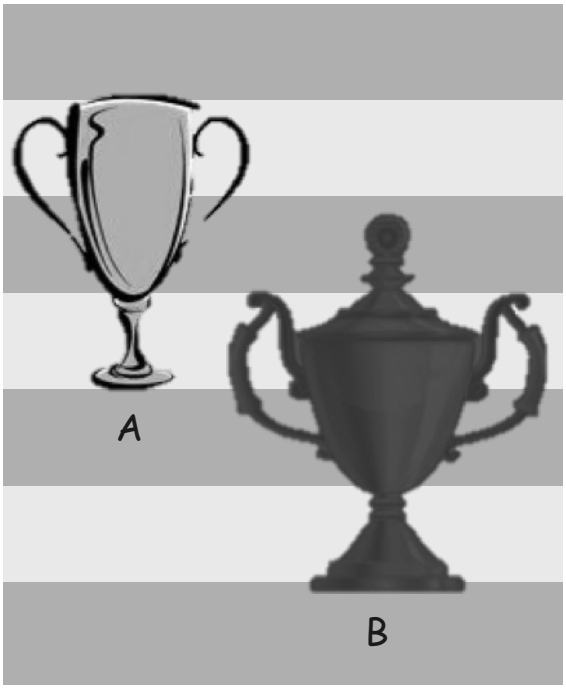
6. Kea's boat is 12 centimeters long, and Megan's boat is 8 centimeters long. How much **shorter** is Megan's boat than Kea's boat?

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?

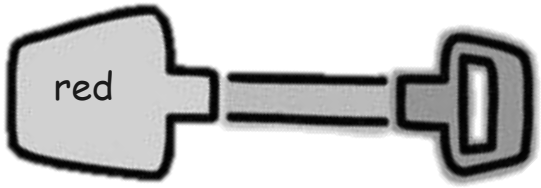
Name _____ Date _____

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

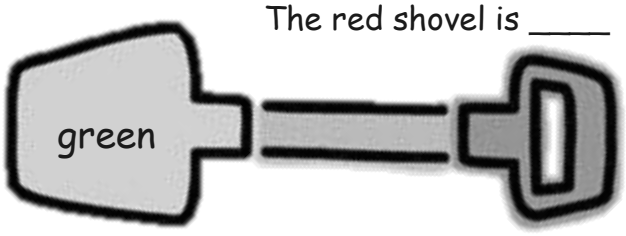


Trophy A is _____ units **shorter** than Trophy B.

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?

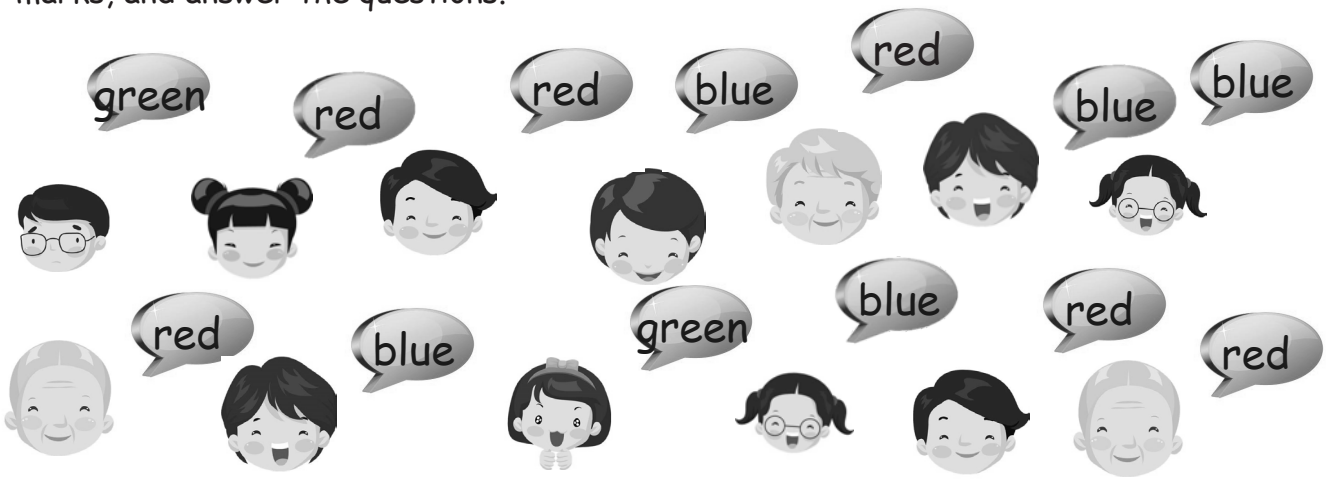
5. Bob's straw is 13 centimeters long. If Tom's straw is 6 centimeters long, how much **shorter** is Tom's straw than Bob's straw?

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	

1. How many people chose red as their favorite color? _____ people like red.

2. How many people chose blue as their favorite color? _____ people like blue.

3. How many people chose green as their favorite color? _____ people like green.

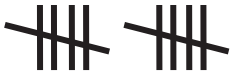
4. Which color received the least amount of votes? _____

5. 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		

1. Fill in the blanks in the table by writing the number of students who voted for each flavor.

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

   _____ students

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

   _____ students

4. Which flavor received the **least** amount of votes? _____

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

   _____ students

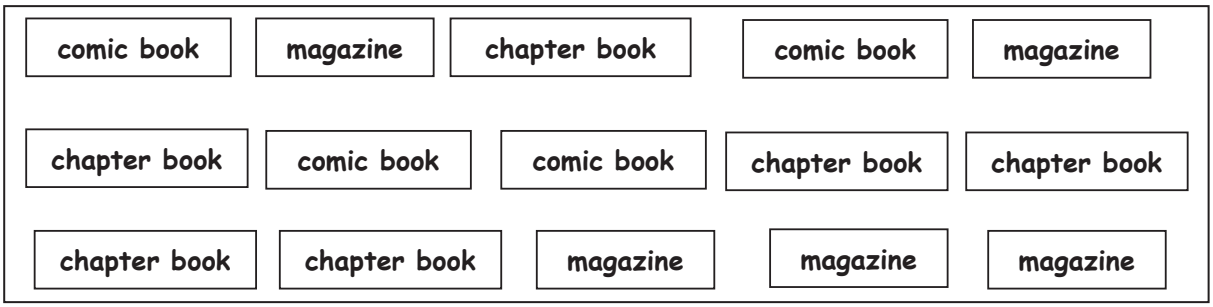
6. Which two flavors were liked by a **total** of 7 students?

   _____ and _____

7. 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.



What Students Like to Read the Most	Number of Students
Comic Book	
Magazine	
Chapter Book	

8. How many students like to read chapter books the most? _____ students

9. Which item received the **least** amount of votes? _____

10. How many more students like to read chapter books than magazines?

    _____ students

11. What is the total number of students who like to read magazines or chapter books?

    _____ students

12. Which two items did a total of 9 students like to read?

    _____ and _____

13. 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

- 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. Which category received the fewest votes? _____

3. How many more students liked _____ than _____?

4. What is the total number of students who liked _____ or _____ the best?

5. How many students answered the question? How do you know?

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.)

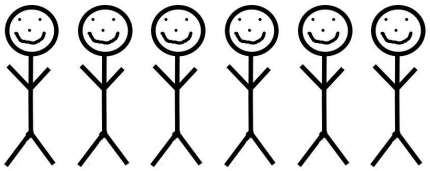
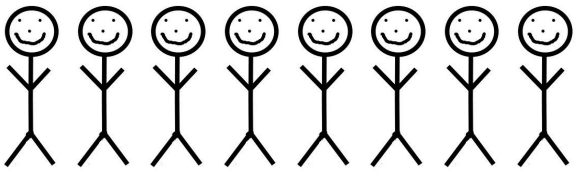
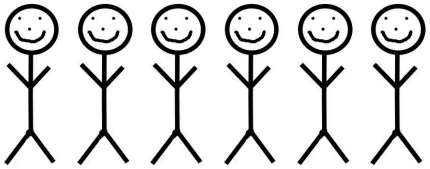
3. **Together**, how many picture frames and pillows do you have?

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?

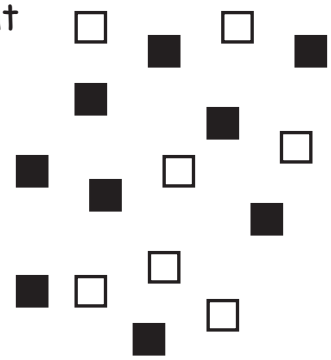
   _____ students

7. From this data, can you tell how many students are in this class? Explain your thinking.

Name _____ Date _____

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



Flavors	Number of Students
☐ vanilla	
■ chocolate	

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

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

_____ students

Ties on Shoes Number of Students ☐ = 1 student

Types of Shoe Ties	Number of Students
Velcro	☐☐☐☐☐
laces	☐☐☐☐☐☐☐☐
no ties	☐☐☐☐☐☐☐

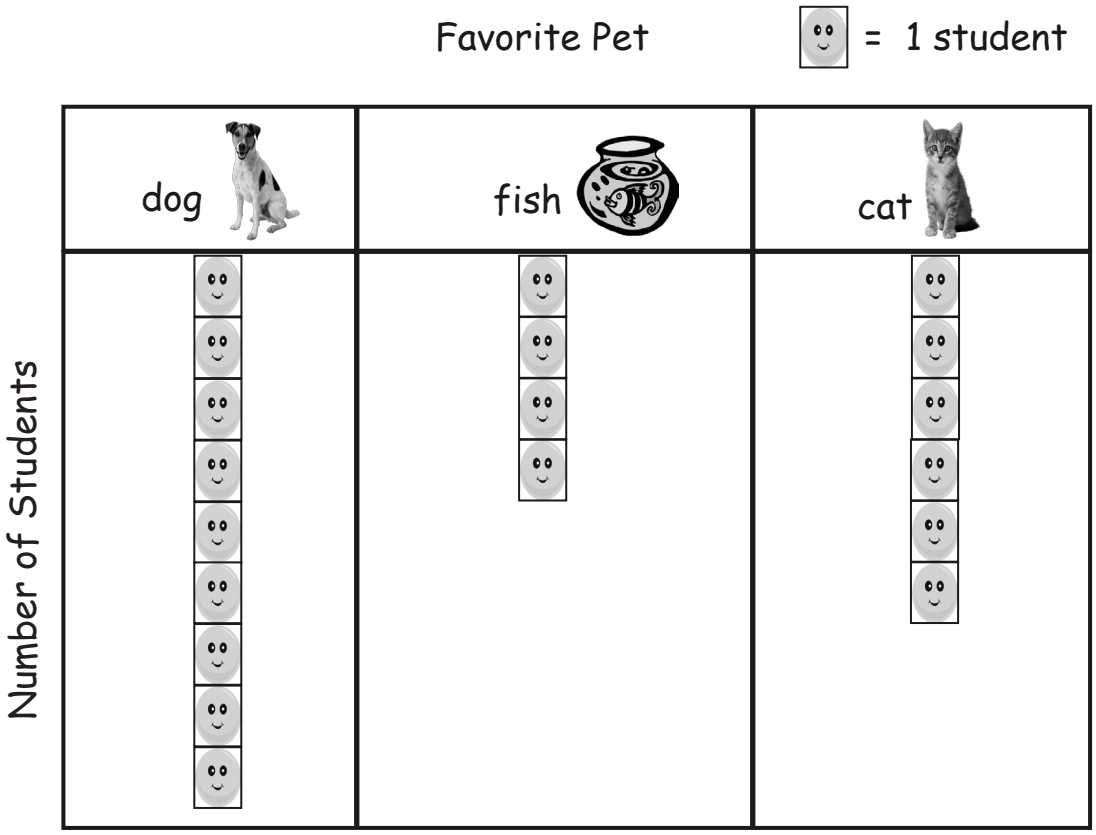
3. Write a number sentence to show how many **total** students were asked about their shoes.

_____

4. Write a number sentence to show how many **fewer** students have Velcro 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	
	
	
	

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

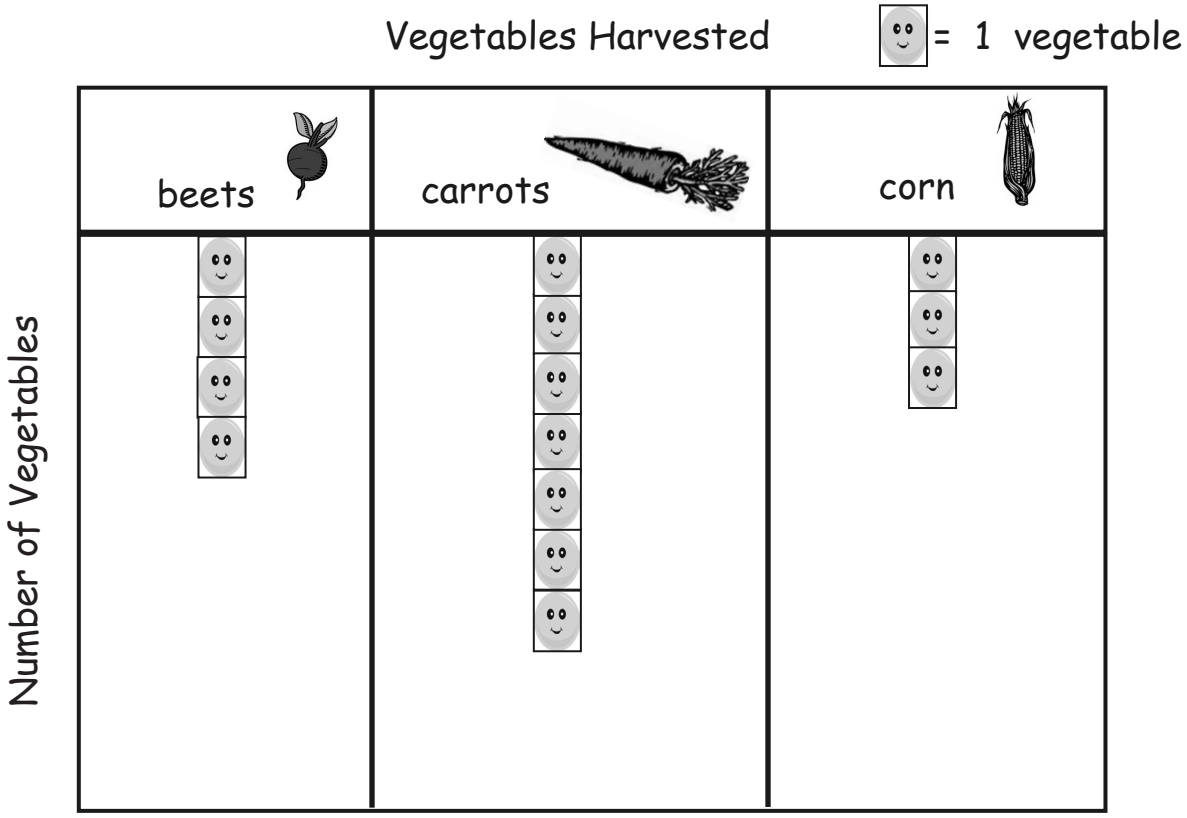
2. Write a number sentence to tell how many students were asked about their shoes on Friday.

_____

3. 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

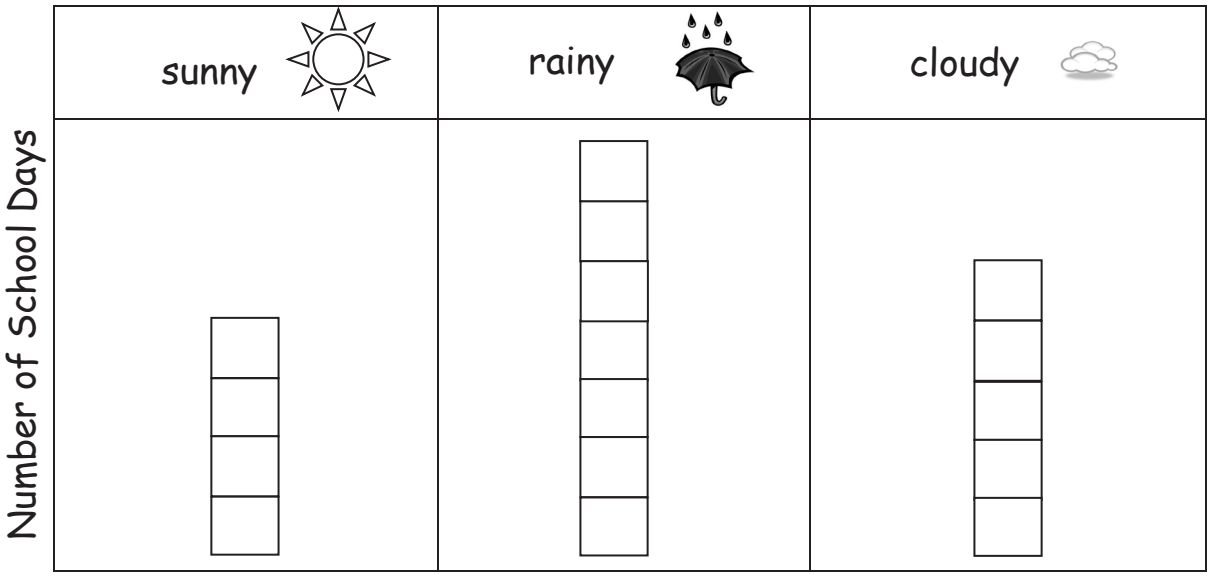
7. How many more beets would need to be harvested to have the same amount as the number of carrots harvested?

_____

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.

School Day Weather ☐ = 1 day



1. How many more days 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. _____

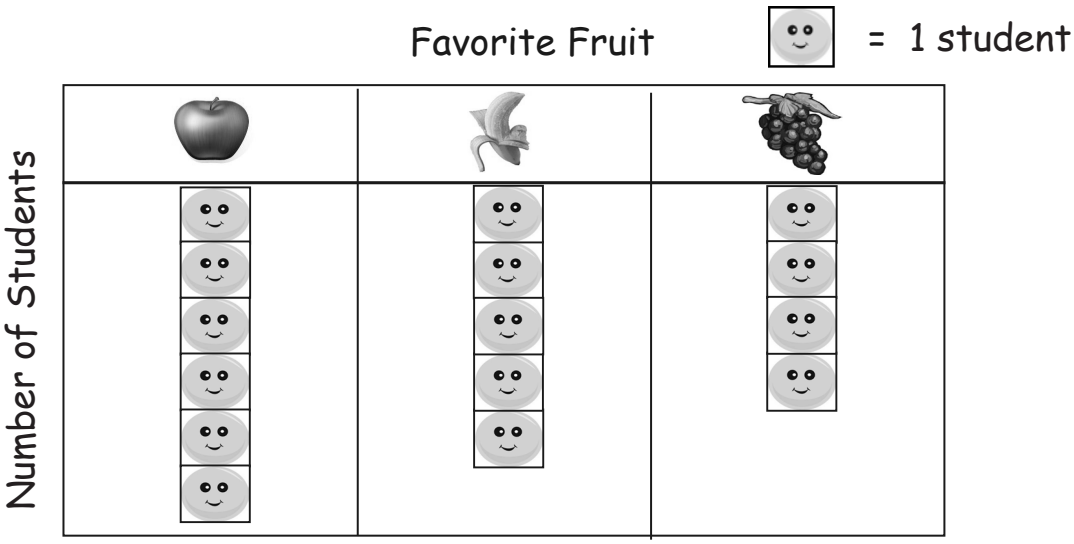
4. How many total days did the class keep track of the weather?

   The class kept track of a total of _____ days. _____

5. 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. _____

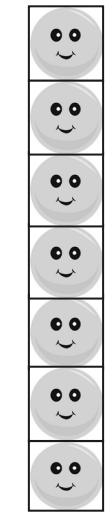
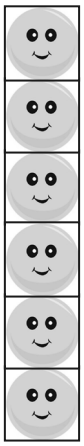
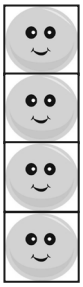
9. Some more students answered about their favorite fruits. If the new total number of students who answered is 20, how many more students answered?

_____ 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

hot lunch	sandwich	salad
		

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. _____

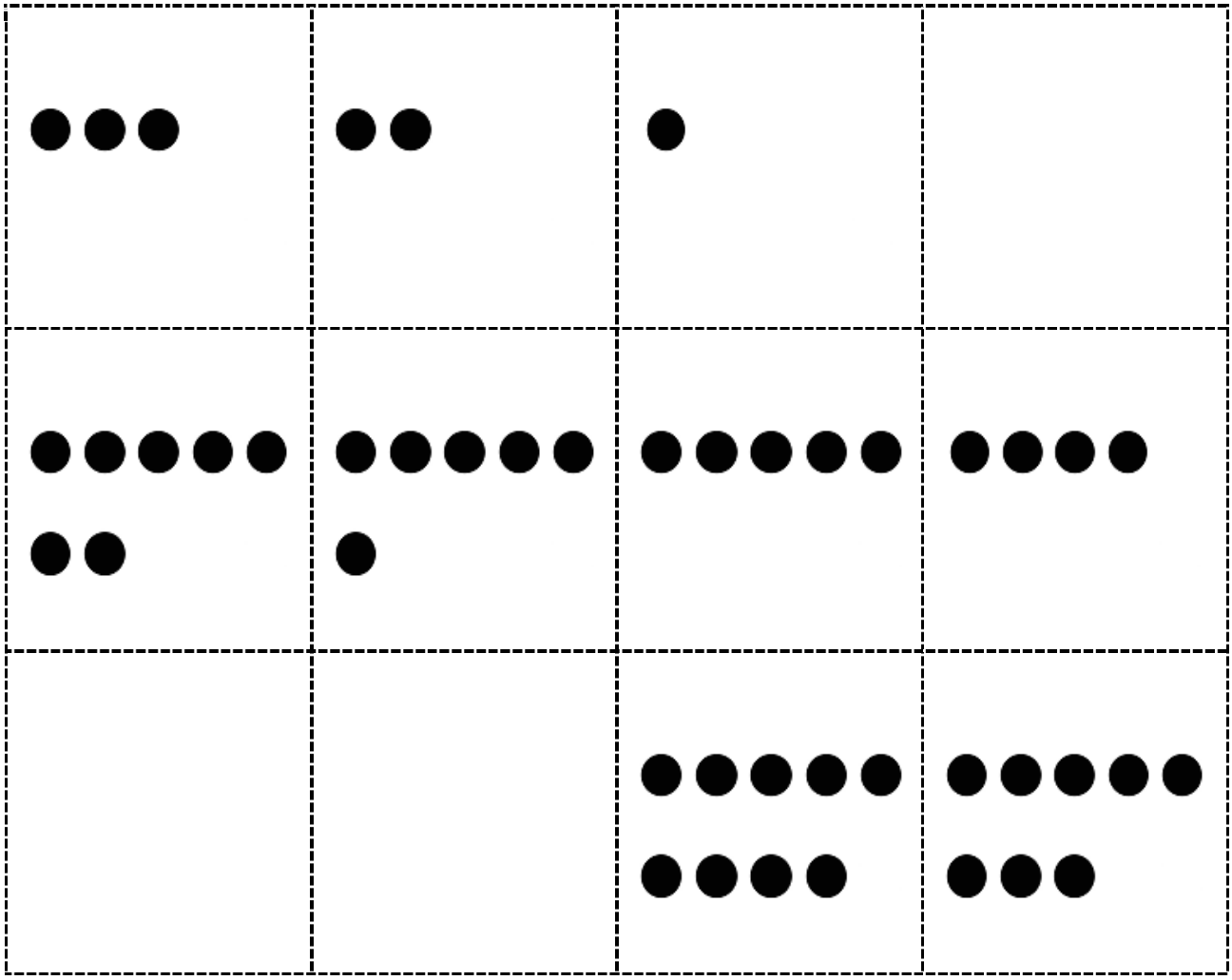
8. If 5 more students show up late and all pick fairy tales, will this be the most popular book? Use a number sentence to show your answer.

_____

Cut Out Packet

0	1	2	3
4	5	6	7
8	9		

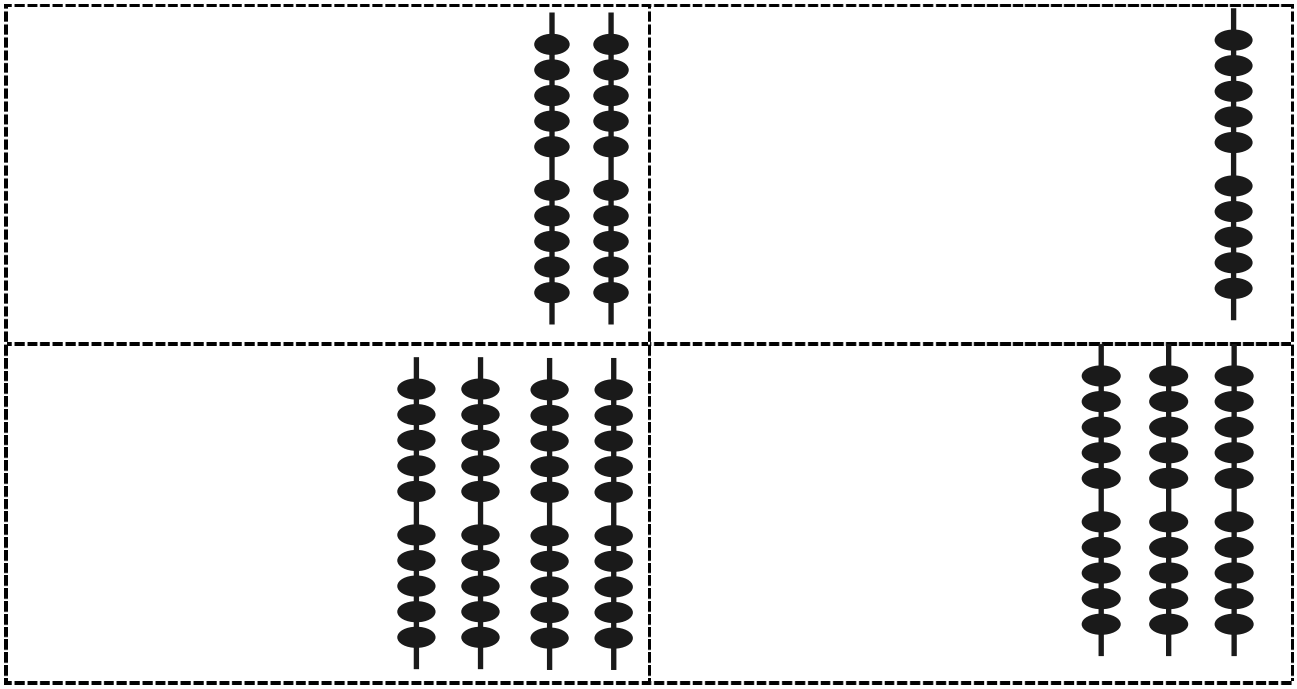
Hide Zero cards, numeral side of ones digits



Hide Zero cards, dot side of ones digits

10	20
30	40

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



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

0	1	2	3
4	5	6	7
8	9	10	11
12	13	14	15

numeral cards