Name _____

Lesson 70

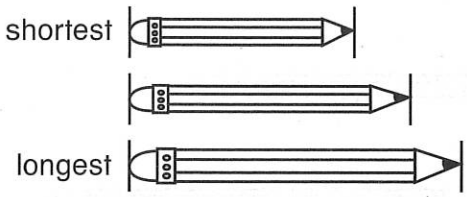
COMMON CORE STANDARD CC.1.MD.1

Lesson Objective: Order objects by length.

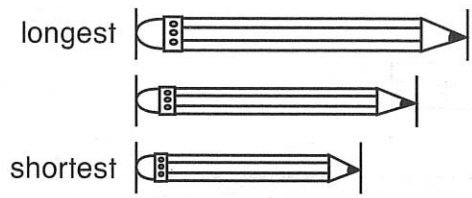
Order Length

You can put objects in order by length.

These pencils are in order from **shortest** to **longest**.



These pencils are in order from **longest** to **shortest**.



Draw three lines in order from **shortest** to **longest**.

1. shortest

2.

3. longest

Draw three lines in order from **longest** to **shortest**.

4. longest

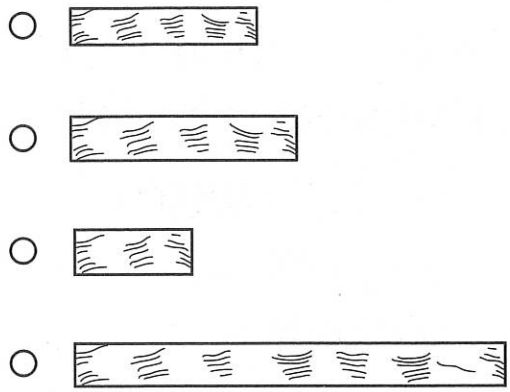
5.

6. shortest

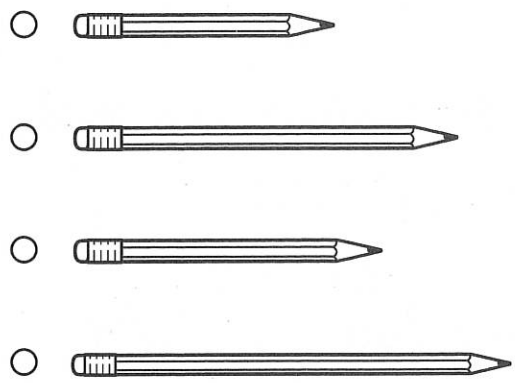
Name _____

Lesson 70
CC.1.MD.1

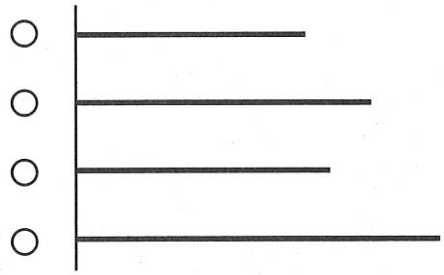
1. Which ribbon is the shortest?



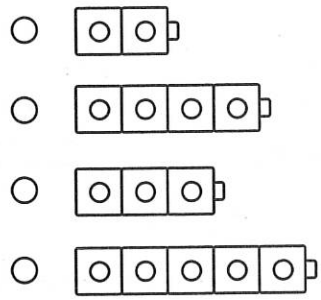
3. Which pencil is the longest?



2. Which string is the shortest?



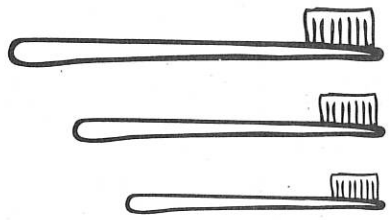
4. Which cube train is the longest?



PROBLEM SOLVING REAL WORLD

Solve.

5. Fred has the shortest toothbrush in the bathroom. Circle Fred's toothbrush.



Name _____

Lesson 71

COMMON CORE STANDARD CC.1.MD.1

Lesson Objective: Use the transitivity principle to measure indirectly.

Indirect Measurement

Clue 1: A marker is shorter than a pencil.
Clue 2: The pencil is shorter than a ribbon.

Is the marker shorter or longer than the ribbon?

marker	
pencil	
ribbon	

Draw Clue 1.
Draw Clue 2.
Then compare the marker and the ribbon.

So, the marker is shorter than the ribbon.

Use the clues. Write **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

Draw Clue 1.
Draw Clue 2.
Then compare the string and the pencil.

1. Clue 1: A string is longer than a straw.
   Clue 2: The straw is longer than a pencil.
   Is the string shorter or longer than the pencil?

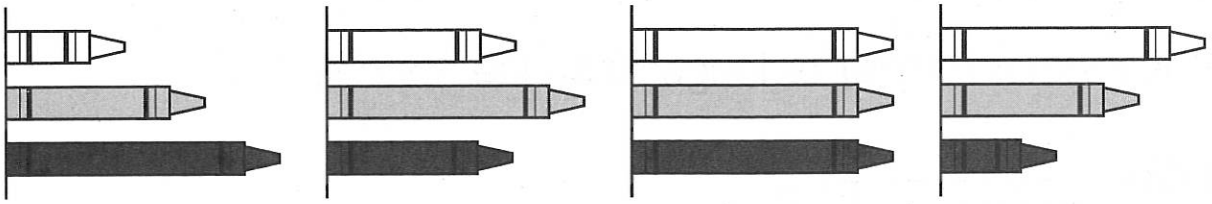
string	
straw	
pencil	

The string is _____ than the pencil.

Name _____

Lesson 71
CC.1.MD.1

1. A white crayon is shorter than a gray crayon.
The gray crayon is shorter than a black crayon.
Which is correct?



○ ○ ○ ○

---

2. Use the clues. Circle **shorter** or **longer** to complete the sentence. Then draw to prove your answer.

Clue 1: A blue line is shorter than a red line.
Clue 2: The red line is shorter than a green line.

So, the blue line is shorter / longer than the green line.

blue	
red	
green	

Name _____

Lesson 72

COMMON CORE STANDARD CC.1.MD.2

Lesson Objective: Measure length using nonstandard units.

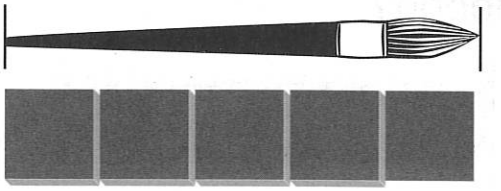
Use Nonstandard Units to Measure Length

You can use ■ to measure length.

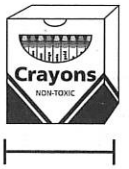
Line up the ■.

Count how many.

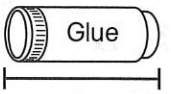
about 5 ■



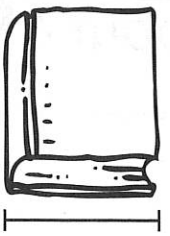
Use real objects. Use ■ to measure. Count how many.

1. 

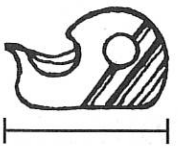
about _____ ■

2. 

about _____ ■

3. 

about _____ ■

4. 

about _____ ■

Name _____

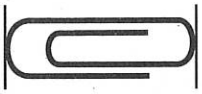
Lesson 72
CC.1.MD.2

Use ■ measuring 1 inch on each side to measure.

1. About how long is the ribbon?

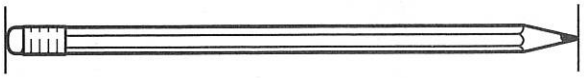
- ○ about 2 ■
- ○ about 3 ■
- ○ about 4 ■
- ○ about 5 ■

2. About how long is the paper clip?



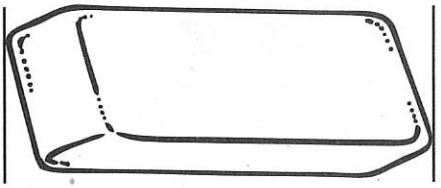
- ○ about 1 ■
- ○ about 2 ■
- ○ about 3 ■
- ○ about 4 ■

3. About how long is the pencil?



- ○ about 1 ■
- ○ about 3 ■
- ○ about 5 ■
- ○ about 7 ■

4. About how long is the eraser?



- ○ about 1 ■
- ○ about 2 ■
- ○ about 4 ■
- ○ about 6 ■

5. About how long is the string?

Draw ■ to show your measure.

about _____ ■

Name _____

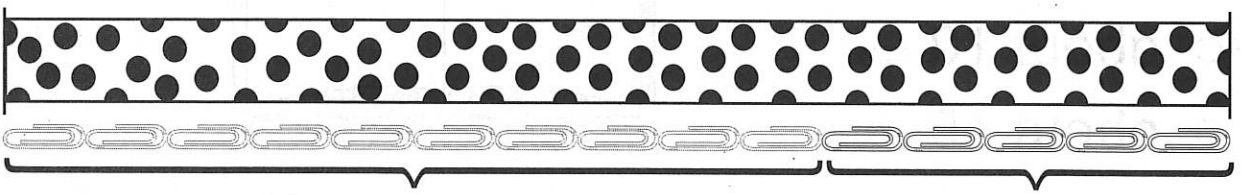
Lesson 73

COMMON CORE STANDARD CC.1.MD.2

Lesson Objective: Make a nonstandard measuring tool to measure length.

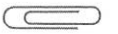
Make a Nonstandard Measuring Tool

About how long is the ribbon?
Count to measure.

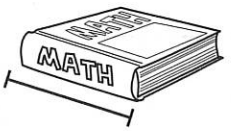


10

Count on by ones.

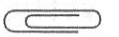
about _____ 

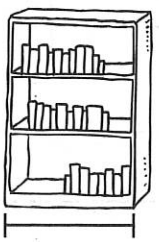
Use real objects and the measuring tool you made. Measure.

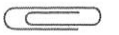
1. 

about _____ 

2. 

about _____ 

3. 

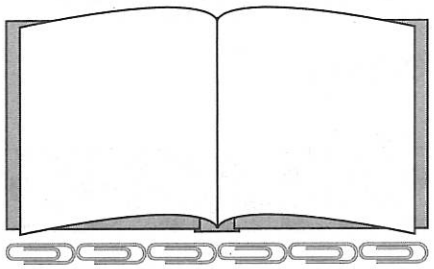
about _____ 

Name _____

Lesson 73
CC.1.MD.2

1. Joy measures her book with 📎.
   About how long is her book?

   - ○ about 3 📎
   - ○ about 6 📎
   - ○ about 10 📎
   - ○ about 15 📎



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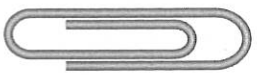
2. Bo used this paper clip to measure a line.

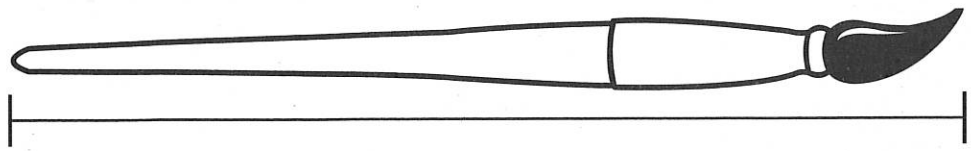


Which line is about 3 paper clips long?

- ○ |——————
- ○ |————————————
- ○ |————————————————————
- ○ |————————

---

3. Molly is measuring a paintbrush with paper clips.
   Write two things she should do.



_____

_____

Name _____

Lesson 74

COMMON CORE STANDARD CC.1.MD.2

Lesson Objective: Solve measurement problems using the strategy *act it out.*

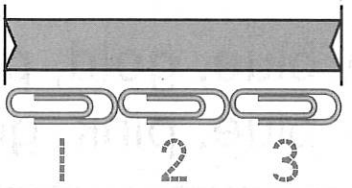
Problem Solving • Measure and Compare

The gray ribbon is 3 paper clips long. The white ribbon is 4 paper clips long. The black ribbon is 1 paper clip longer than the white ribbon. Draw and color the length of the ribbons in order from **shortest** to **longest**.

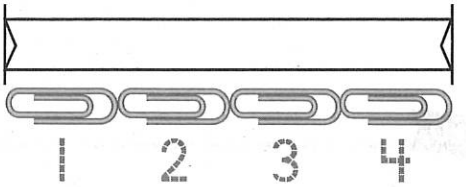
What do I need to find?	**What information do I need to use?**
order the ribbons from shortest to longest	Measure the ribbons using paper clips.

Show how to solve the problem.

shortest

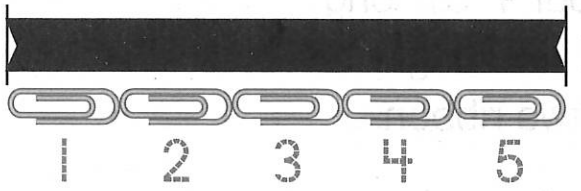


about 3 paper clips



about 4 paper clips

longest



about 5 paper clips

1. The _____ ribbon is the shortest ribbon.

2. The _____ ribbon is the longest ribbon.

Name _____

Lesson 74
CC.1.MD.2

1. The red book is about 9 paperclips long. The blue book is 2 paperclips shorter than the red book. The green book is 1 paperclip shorter than the blue book. Which lists the book colors in order from **shortest** to **longest**?

   ○ red, blue, green
   ○ green, blue, red
   ○ blue, green, red
   ○ green, red, blue

---

2. The pink box is about 8 paperclips long. The blue box is 2 paperclips longer than the pink box. The gold box is 3 paperclips shorter than the pink box. Which lists the box colors in order from **longest** to **shortest**?

   ○ gold, pink, blue
   ○ pink, gold, blue
   ○ blue, gold, pink
   ○ blue, pink, gold

PROBLEM SOLVING REAL WORLD

3. Sandy has a ribbon about 4 paperclips long. She cut a new ribbon 2 paperclips longer. Measure and draw the two ribbons.

The new ribbon is about _____ paperclips long.

Name _____

Lesson 75

COMMON CORE STANDARD CC.1.MD.3

Lesson Objective: Write times to the hour shown on analog clocks.

Time to the Hour

Look at the hour hand.

The hour hand points to the 8.

It is 8:00.

Look at where the hour hand points. Write the time.

1. The hour hand points to the _____.

   It is _____.

2. The hour hand points to the _____.

   It is _____.

3.

_____

4.

_____

5.

_____

Name _____

Lesson 75
CC.1.MD.3

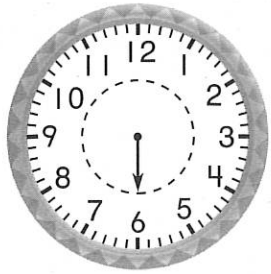
1. Look at the hour hand. What is the time?

○ 5:00 ○ 3:00
○ 4:00 ○ 2:00

2. Look at the hour hand. What is the time?

○ 11:00 ○ 8:00
○ 10:00 ○ 1:00

3. Look at the hour hand. What is the time?

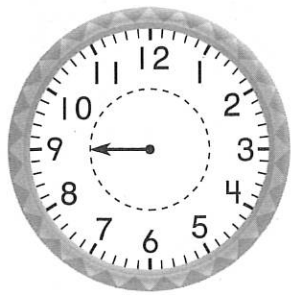


○ 2:00 ○ 6:00
○ 5:00 ○ 12:00

4. Look at the hour hand. What is the time?

○ 1:00 ○ 7:00
○ 6:00 ○ 8:00

5. Look at where the hour hand points. Write the time.



_____

Name _____

Lesson 76

COMMON CORE STANDARD CC.1.MD.3

Lesson Objective: Write times to the half hour shown on analog clocks.

Time to the Half Hour

The hour hand points halfway between

the 9 and the 10.

It is half past 9:00.

Look at where the hour hand points. Write the time.

1. The hour hand points halfway between

   the _____ and the _____.

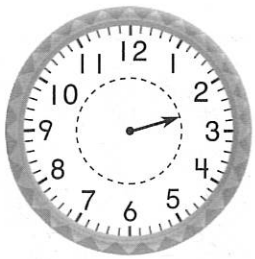
   It is _____.

2. The hour hand points halfway between

   the _____ and the _____.

   It is _____.

3.



_____

4.

_____

5.

_____

Name _____

Lesson 76
CC.1.MD.3

1. Look at the hour hand. What is the time?

- ○ 3:00
- ○ half past 3:00
- ○ 4:00
- ○ half past 4:00

2. Look at the hour hand. What is the time?

- ○ half past 5:00
- ○ 5:00
- ○ half past 4:00
- ○ 4:00

3. Look at the hour hand. What is the time?

- ○ half past 10:00
- ○ 10:00
- ○ half past 9:00
- ○ 9:00

4. Mindy woke up at 7:30. Leah ate lunch at 12:30. Write the name of the person whose activity matches the time.

_____

Name _____

Lesson 77

COMMON CORE STANDARD CC.1.MD.3

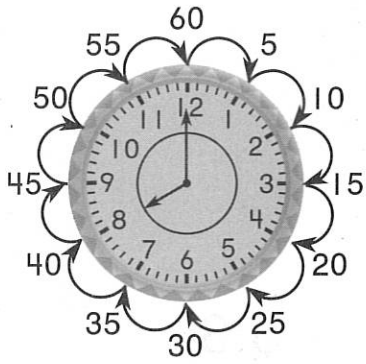
Lesson Objective: Tell times to the hour and half hour using analog and digital clocks.

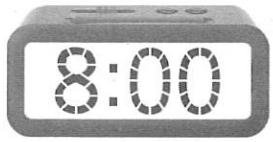
Tell Time to the Hour and Half Hour

The short hand is the **hour hand**.
It shows the hour.

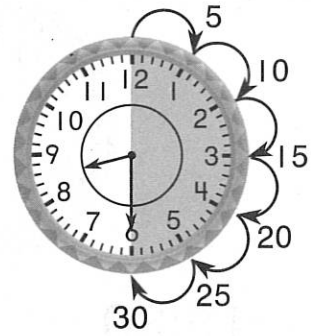
The long hand is the **minute hand**.
It shows the minutes after the hour.

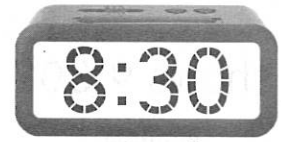
There are 60 minutes in one hour.





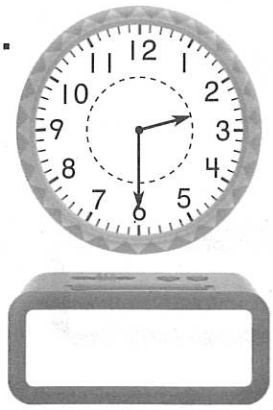
There are 30 minutes in a half hour.



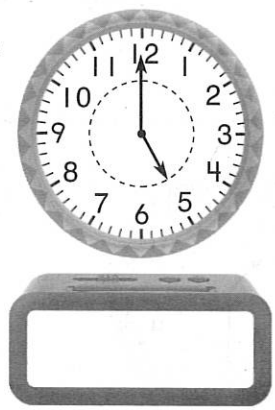


Write the time.

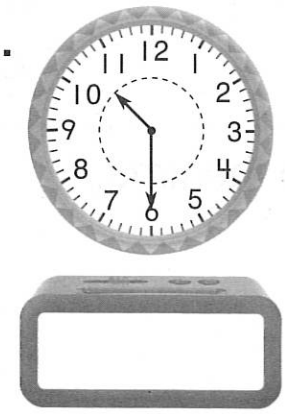
1.



2.



3.



Name _____

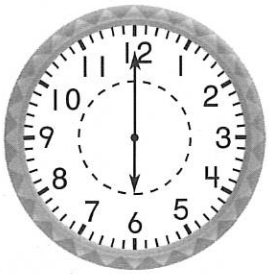
Lesson 77
CC.1.MD.3

1. What time is shown on the clock?

5:30 ○ 5:00 ○ 4:30 ○ 3:00 ○

---

2. What time is it?



12:00 ○ 12:30 ○ 6:00 ○ 6:30 ○

---

3. Which clock shows 9:30?


○


○


○


○

---

4. Write the time.

Name _____

Lesson 78

COMMON CORE STANDARD CC.1.MD.3

Lesson Objective: Use the hour hand to draw and write times on analog and digital clocks.

Practice Time to the Hour and Half Hour

The hour hand points to 8.
The minute hand points to 12.

8:00

The hour hand points between 8 and 9.
The minute hand points to 6.

8:30

Use the hour hand to write the time. Draw the minute hand.

1.

_____

2.

_____

3.

_____

Name _____

Lesson 78
CC.1.MD.3

1. Which clock shows the correct time?


○


○


○


○

---

2. Nora walked her dog for one hour. How many minutes did she walk her dog?

- ○ 10 minutes
- ○ 30 minutes
- ○ 60 minutes
- ○ 100 minutes

PROBLEM SOLVING REAL WORLD

Solve.

3. Billy played outside for a half hour. Write how many minutes Billy played outside.

_____ minutes

Name _____

Lesson 79

COMMON CORE STANDARD CC.1.MD.4

Lesson Objective: Analyze and compare data shown in a picture graph where each symbol represents one.

Read Picture Graphs

A **picture graph** uses pictures to show how many. Count the 🧍 in each row.

Snack We Like					
apple	🧍	🧍	🧍	🧍	🧍
pretzel	🧍	🧍	🧍		

Each 🧍 stands for 1 child who chose that snack.

There are 5 children who chose  .

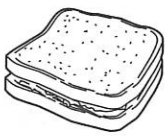
There are 3 children who chose  .

Use the picture graph to answer each question.

What We Ate for Lunch							
 sandwich	🧍	🧍	🧍	🧍	🧍	🧍	
 soup	🧍	🧍					

Each 🧍 stands for 1 child.

1. Which lunch did more children choose? Circle.



2. How many children chose  ? _____ children

3. How many children chose 

? _____ children

Name _____

Lesson 79
CC.1.MD.4

Use the picture graph to answer the question.

Pets We Have							
dog	☺	☺	☺	☺	☺	☺	
cat	☺	☺	☺	☺	☺		
hamster	☺	☺					

Each ☺ stands for 1 child.

1. How many children in all have cat and hamster?

○ 3 ○ 7 ○ 4 ○ 11

2. How many children have hamster?

○ 2 ○ 4 ○ 5 ○ 6

3. How many more children have dog than cat?

○ 11 ○ 6 ○ 5 ○ 1

4. How can you use the picture graph to find how many pets in all? Show your work.

_____

_____

Name _____

Lesson 80

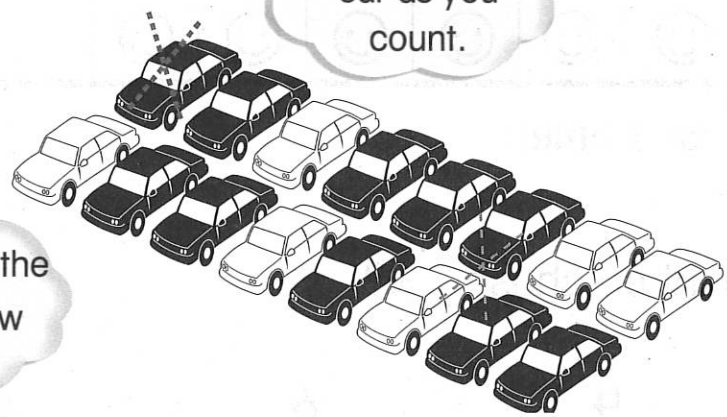
COMMON CORE STANDARD CC.1.MD.4

Lesson Objective: Make a picture graph where each symbol represents one and interpret the information.

Make Picture Graphs

Are there more black cars or white cars? Complete the picture graph to find out.

Cross out each car as you count.



Draw a ◯ in the graph to show each car.

Black and White Cars										
black	◯									
white										

Each ◯ stands for 1 car.

Use the picture graph to answer each question.

1. How many  are there? _____ 

2. How many  are there? _____ 

3. Are there more  or  ? Circle.  

Name _____

Lesson 80
CC.1.MD.4

Use the picture graph to answer the question.

Our Favorite Zoo Animal									
 ape	☺	☺	☺	☺	☺	☺	☺	☺	
 lion	☺	☺	☺	☺	☺				
 seal	☺	☺	☺	☺	☺	☺			

Each ☺ stands for 1 child.

1. How many children chose  ?

3	4	6	8
○	○	○	○

2. Which animal did the fewest children choose?

			
○	○	○	○

3. Which animal did the most children choose?

			
○	○	○	○

4. How many more children chose  than  ?
Show your work.

_____

Name _____

Lesson 81

COMMON CORE STANDARD CC.1.MD.4

Lesson Objective: Analyze and compare data shown in a bar graph.

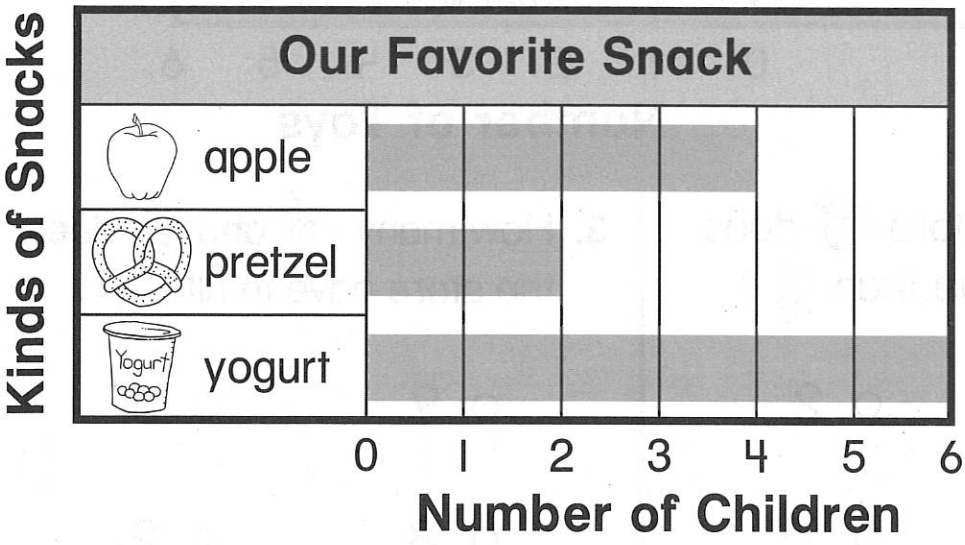
Read Bar Graphs

A **bar graph** uses a bar to show how many.

This graph shows 6 children chose 

.

The longest bar shows the snack most children chose.



Use the bar graph to answer the question.

1. How many children chose  ? _____ children

2. How many children chose  ? _____ children

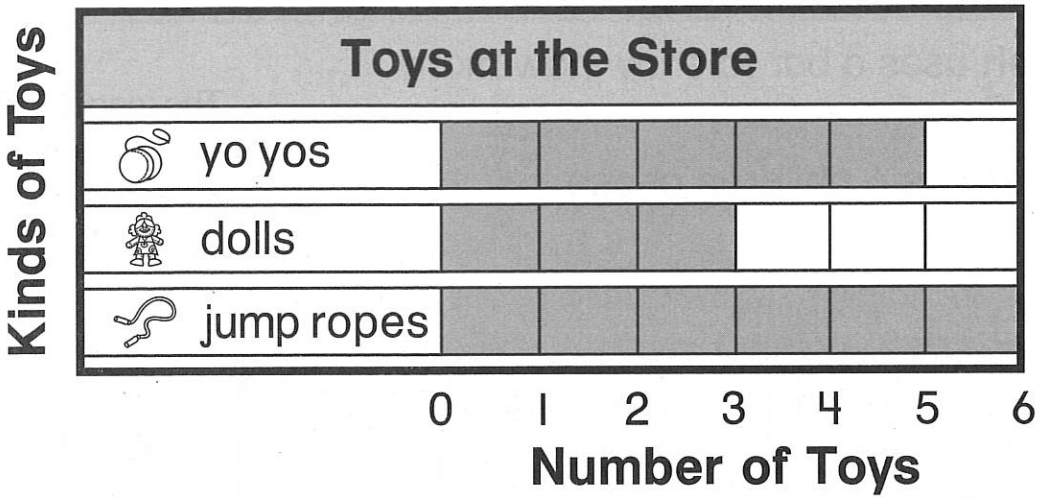
3. Circle the snack the most children chose.

4. Circle the snack the fewest children chose.

Name _____

Lesson 81
CC.1.MD.4

Use the bar graph to answer the question.



1. How many more does the store have than ?

○ 8 ○ 2

○ 3 ○ 1

2. How many does the store have?

○ 2 ○ 5

○ 3 ○ 6

3. How many and does the store have in all?

○ 9 ○ 5

○ 8 ○ 2

4. How many does the store have?

○ 3 ○ 5

○ 4 ○ 6

5. How many were sold if the store started with 8? Show your work.

_____

_____

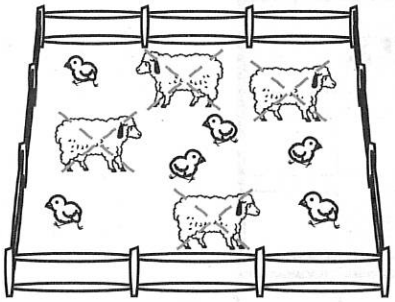
Name _____

Lesson 82

COMMON CORE STANDARD CC.1.MD.4

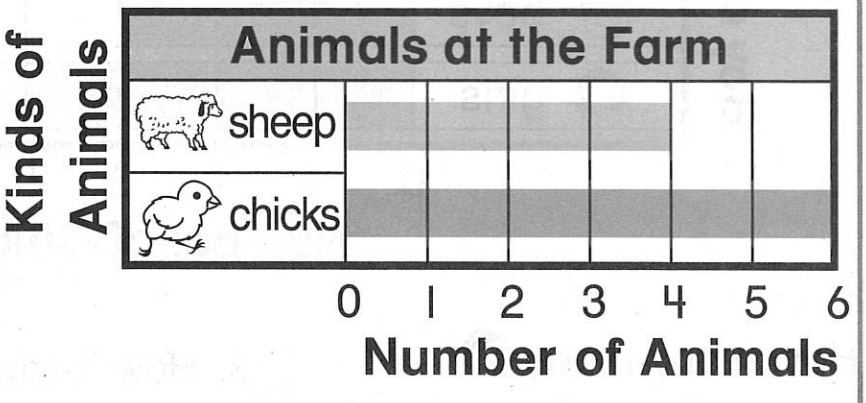
Lesson Objective: Make a bar graph and interpret the information.

Make Bar Graphs



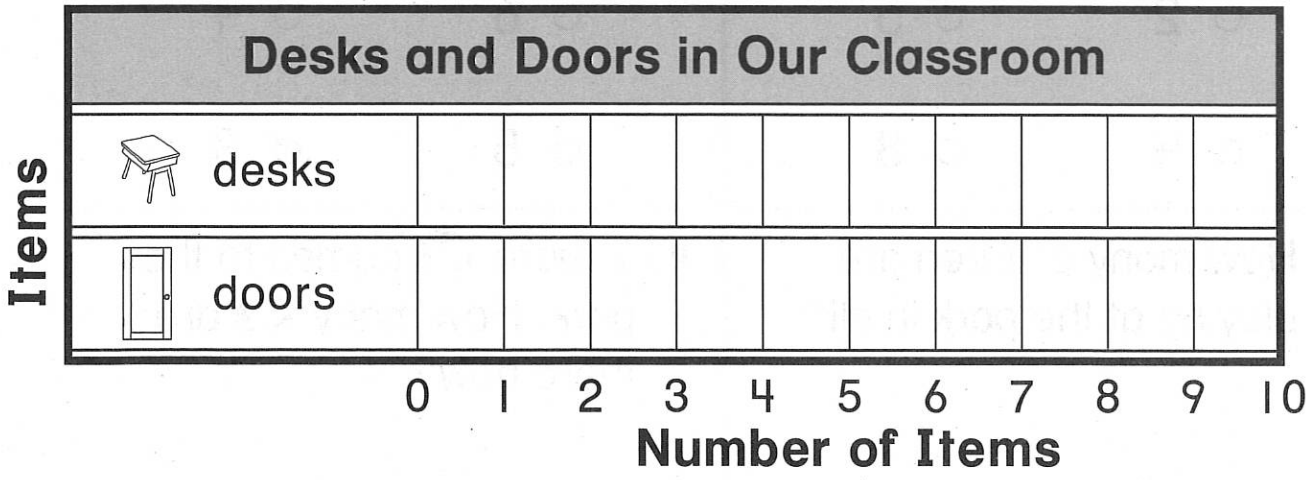
Cross out each animal as you show it in the graph.

Make a bar graph to show each animal in the picture.



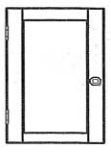
Are there more  **or**  **in your classroom?**

1. Make a bar graph to find out.



2. How many  are in your classroom? _____ 

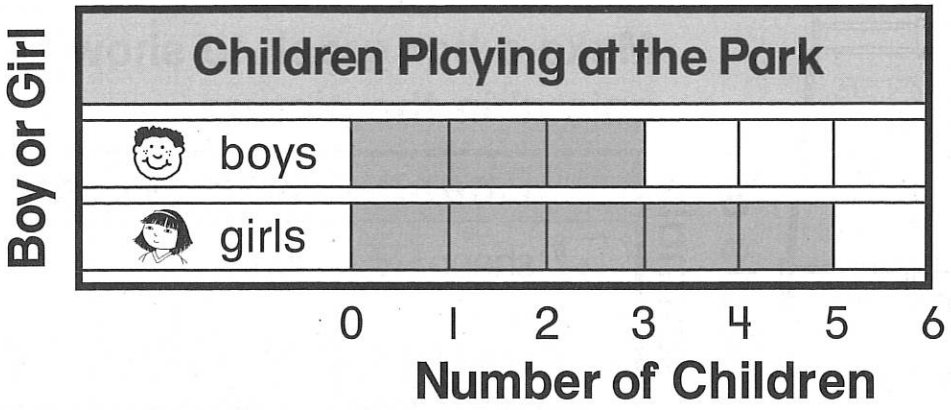
3. Are there more  or  in your classroom? Circle.



Name _____

Lesson 82
CC.1.MD.4

Use the bar graph to answer the question.



1. How many more  are playing at the park than  ?

○ 2 ○ 5

○ 4 ○ 8

2. How many children are playing at the park in all?

○ 8 ○ 5

○ 6 ○ 3

3. How many  are playing at the park?

○ 6 ○ 4

○ 5 ○ 3

4. 1 more  comes to the park. How many  are there now?

○ 7 ○ 5

○ 6 ○ 4

5. 2 more  come to the park. Color the bar graph to show this.

Name _____

Lesson 83

COMMON CORE STANDARD CC.1.MD.4

Lesson Objective: Analyze and compare data shown in a tally chart.

Read Tally Charts

Some children named their favorite collections.
Each | stands for 1 child.
Each 𝍸 stands for 5 children.

Our Favorite Thing to Collect		Total
 shells	1 2 3 4	4
 stamps	5 6 7	7

More children like to collect stamps.

Complete the tally chart.

Do you have a pet?		Total
yes	𝍸 | | |	
no	𝍸	

Use the tally chart to answer each question.

1. How many children have a pet? ____ children

2. How many children do not have a pet? ____ children

3. Did more children answer yes or no? _____

Name _____

Lesson 83
CC.1.MD.4

Use the tally chart to answer the question.

Our Favorite Lunch		Total
 pizza	𝍸 III	
 sandwich	IIII	
 spaghetti	III	

1. How many children chose  ?

2	3	4	5
○	○	○	○

2. How many more children chose  than  ?

1	3	4	7
○	○	○	○

3. How many children in all chose their favorite lunch?

16	15	12	11
○	○	○	○

4. Complete the tally chart. Write the numbers.

Name _____

Lesson 84

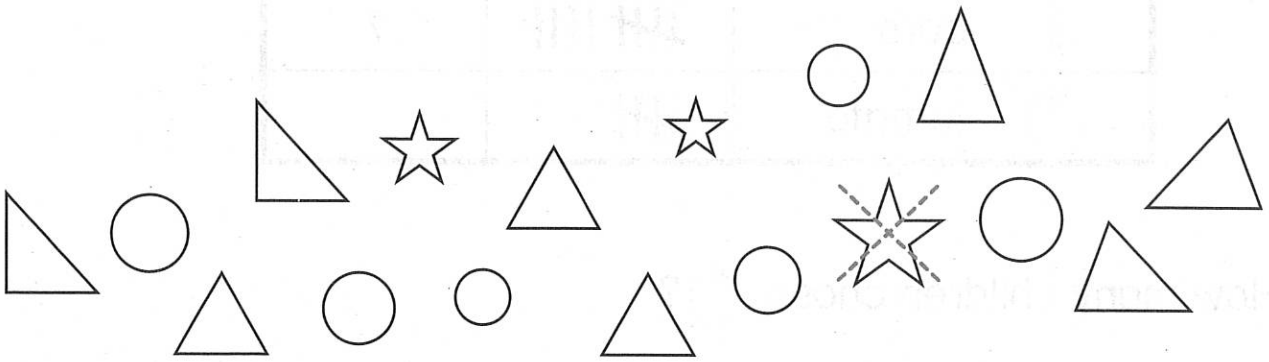
COMMON CORE STANDARD CC.1.MD.4

Lesson Objective: Make a tally chart and interpret the information.

Make Tally Charts

The picture shows shapes. Make a tally chart to show how many of each shape.

Cross out each shape as you count.



Shapes in the Picture		Total
○ circles	𝍸 I	6
☆ stars	III	3
△ triangles	𝍸 III	8

Use the tally chart to answer each question.

1. How many ☆ are there?

____ ☆

2. How many more △ than ○ are there?

____ more △

3. Which shape is there the most of? Circle.

○ ☆ △

Name _____

Lesson 84
CC.1.MD.4

Use the tally chart to answer the question.

Our Favorite Vegetable		Total
 carrot	𝍸 I	6
 corn	𝍸 IIII	9
 tomato	𝍸	

1. How many children chose  ?

2	5	6	9
○	○	○	○

2. How many children chose  and  ?

6	9	14	15
○	○	○	○

3. How many more children chose  than  ?

1	2	8	4
○	○	○	○

4. How many children in all voted for a favorite vegetable? Show the total in tally marks. Then write the number.

_____ children in all.

Name _____

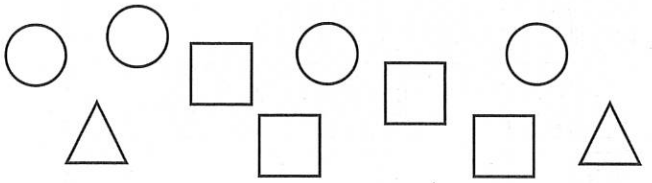
Lesson 85

COMMON CORE STANDARD CC.1.MD.4

Lesson Objective: Solve problem situations using the strategy *make a graph.*

Problem Solving • Represent Data

Ava has these beads to make a bracelet.
How can you find how many beads she has?

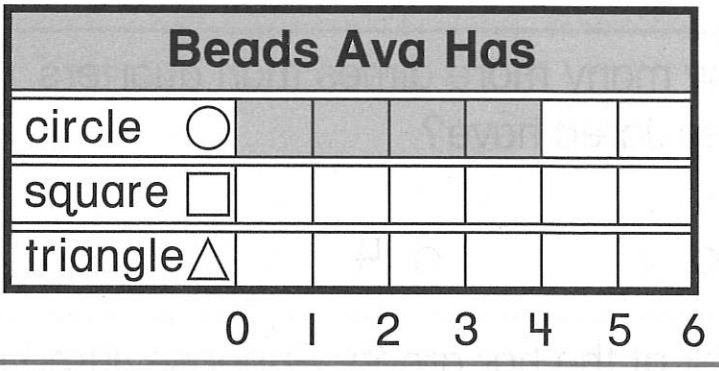


Unlock the Problem

What do I need to find?	What information do I need to use?
how many beads Ava has	the number of ○, _____, _____ and _____ in the picture

Show how to solve the problem.

Color the first bar to show there are 4 circles.



Use the graph. Write how many. Add to solve.

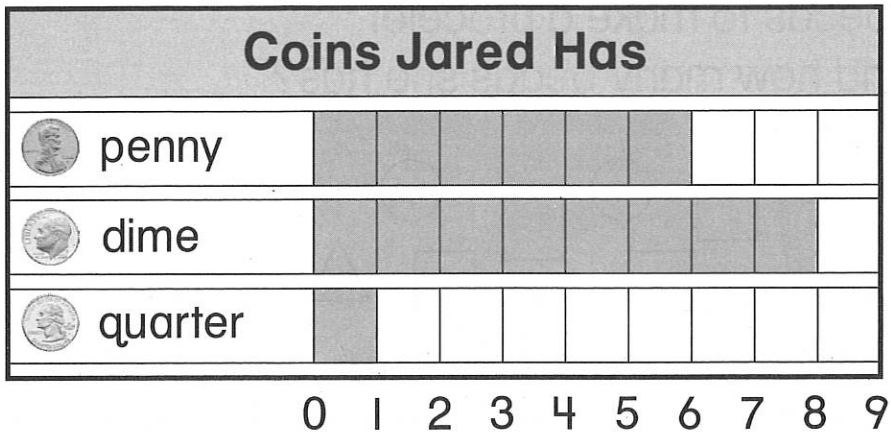
1. 4 ○ + _____ □ + _____ △ = _____

How many beads does Ava have? _____ beads

Name _____

Lesson 85
CC.1.MD.4

Use the bar graph to answer the question.



1. How many fewer pennies than dimes does Jared have?

○ 1 ○ 2 ○ 3 ○ 4

2. How many dimes does Jared have?

○ 8 ○ 6 ○ 5 ○ 3

3. How many more dimes than quarters does Jared have?

○ 1 ○ 4 ○ 7 ○ 8

4. Look at the bar graph. Suppose Jared uses 3 dimes to buy a marker. How would the bar graph change?

_____

_____

_____