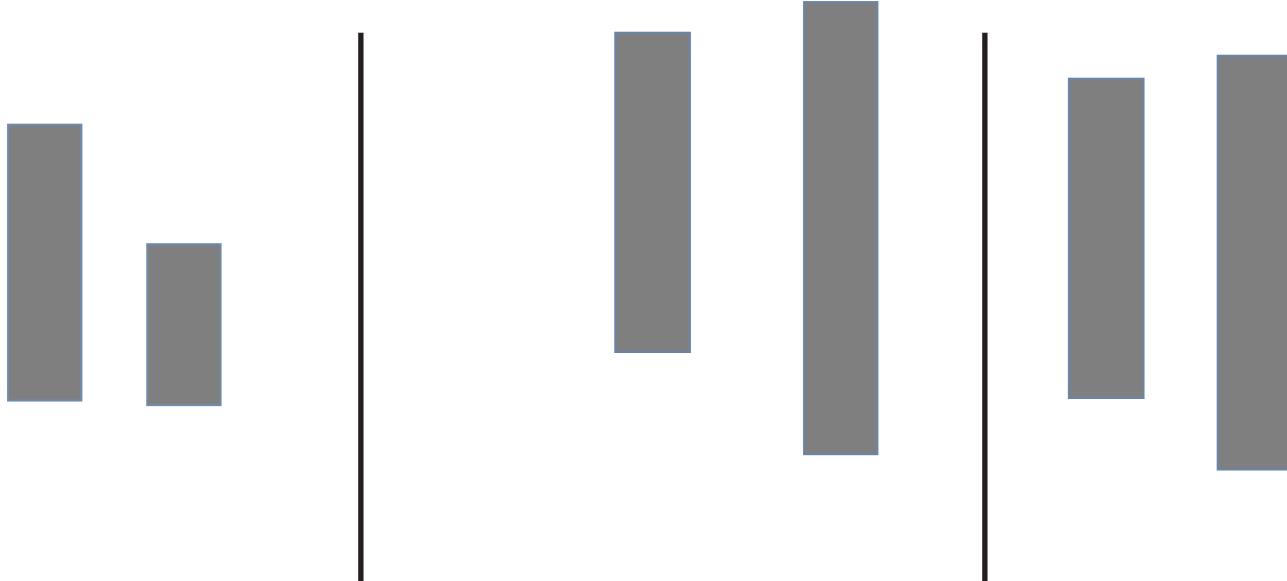


Name _____

Date _____

For each pair, circle the longer one. Imagine the paper strips are lying flat on a table.



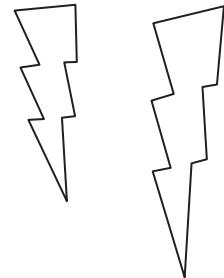
Draw a flower that is taller than the vase.



Draw a tree that is taller than the house.



For each pair, circle the shorter one.



Draw a bookmark that is shorter than this book.



Draw a crayon that is shorter than this pencil.

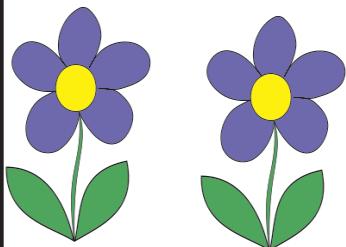


Name _____

Date _____

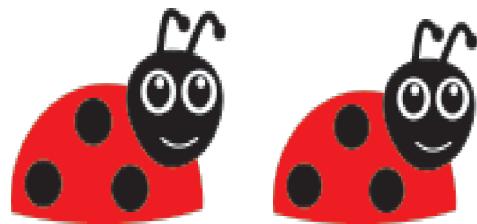
Draw 3 more flowers that are shorter than these flowers.

Count how many flowers you have now. Write the number in the box.



Draw 2 more ladybugs that are taller than these ladybugs.

Count how many ladybugs you have now. Write the number in the box.



On the back of your paper, draw something that is taller than you.
Draw something that is shorter than a flagpole.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

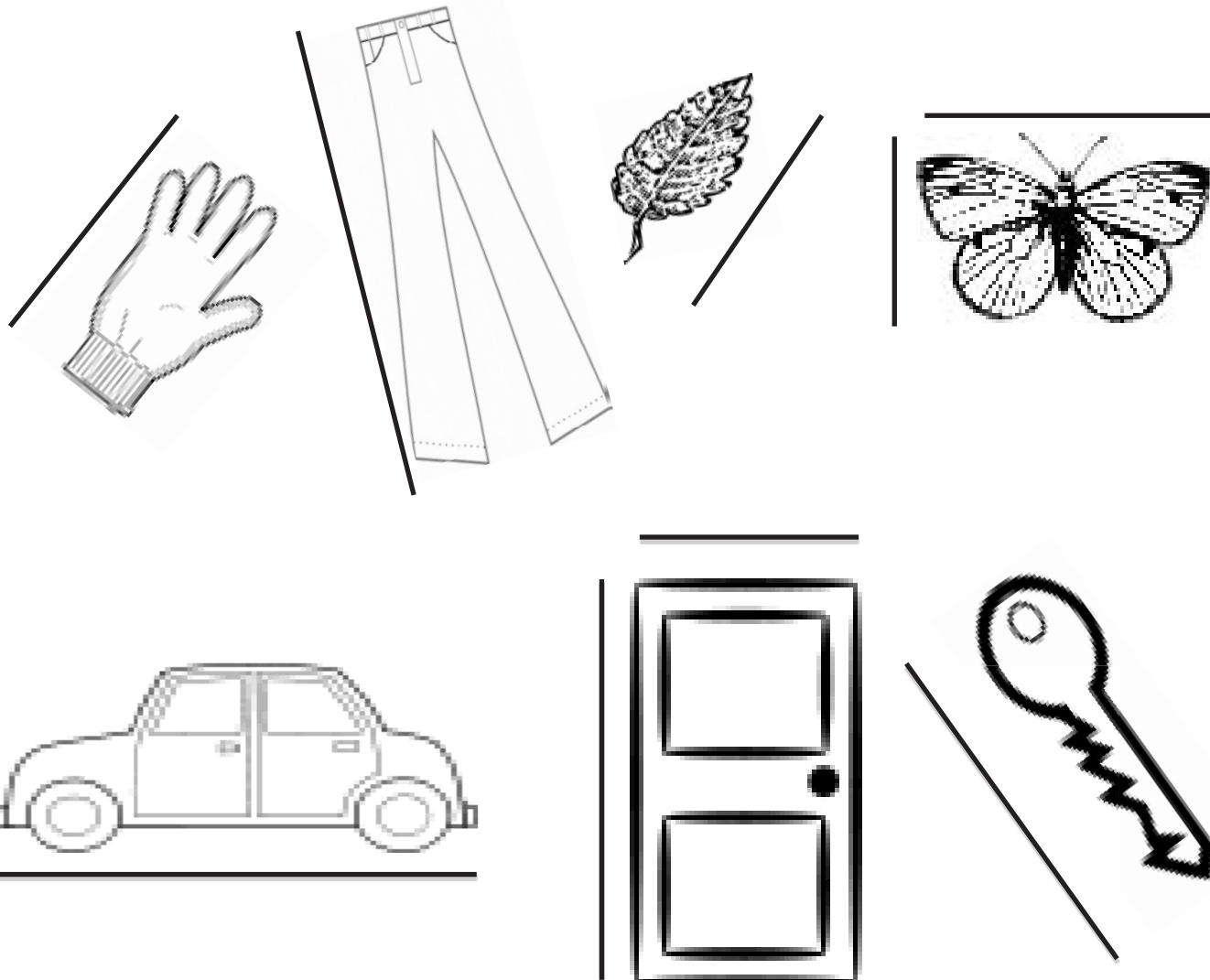
1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

number path

Name _____

Date _____

Cut out the picture of the string at the bottom of the page. Compare the string with each object to see which is longer. Use the line next to each object to help you compare. Color objects shorter than the string green. Color objects longer than the string orange.



On the back of your paper, draw something longer than, shorter than, and the same length as the picture of the string on the back of your paper. Color objects shorter than the string green. Color objects longer than the string orange.



Name _____

Date _____

Using the piece of string from class, find three items at home that are shorter than your piece of string and three items that are longer than your piece of string. Draw a picture of those objects on the chart. Try to find at least one thing that is about the same length as your string, and draw a picture of it on the back.

Shorter than the string

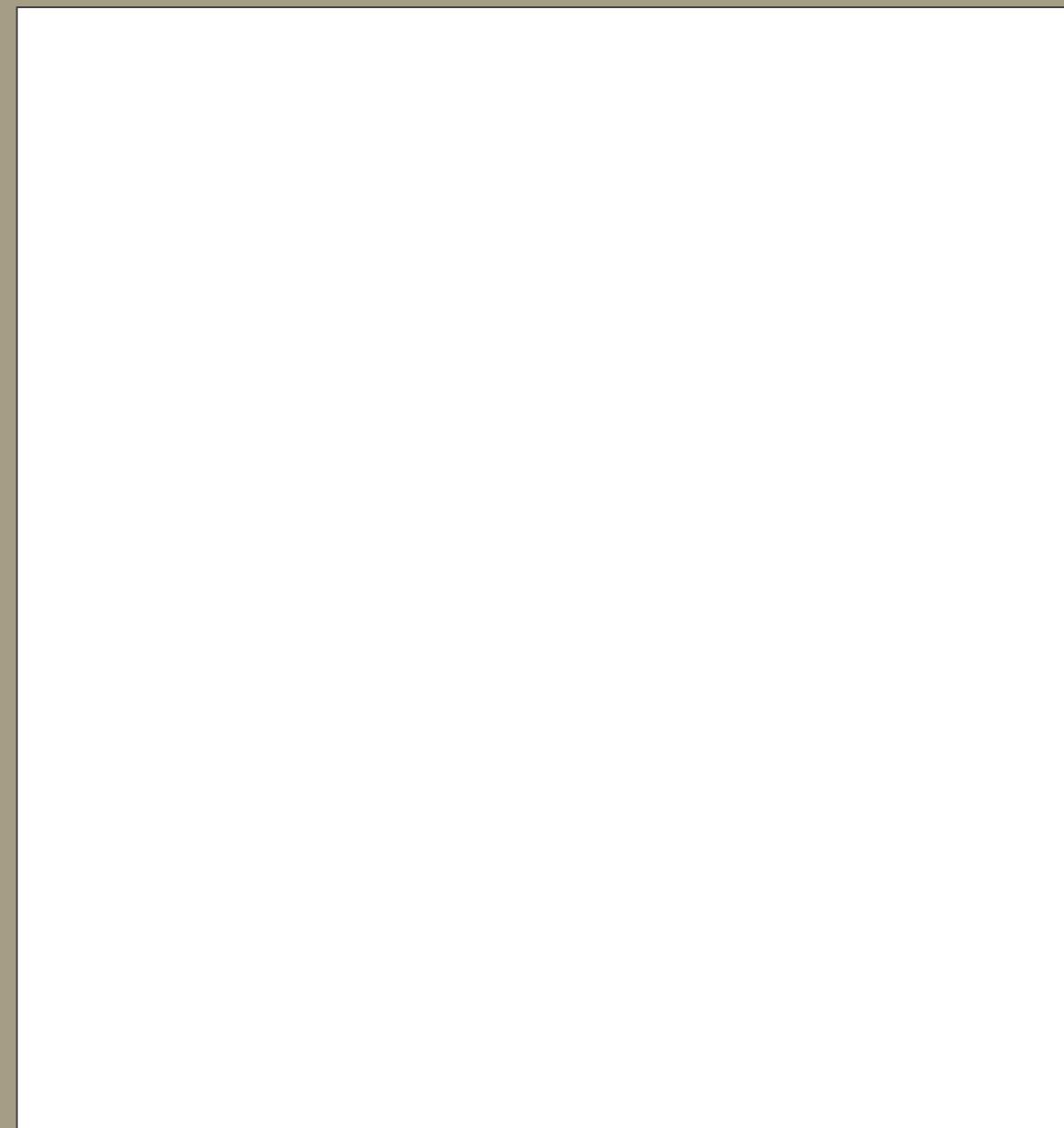
Longer than the string

Longer or Shorter Recording Sheet

These objects are longer than my string.

These objects are shorter than my string.

longer or shorter



Home is where the heARRt is, matey.

Name _____

Date _____

Take out a new crayon. Circle objects with lengths shorter than the crayon blue. Circle objects with lengths longer than the crayon red.

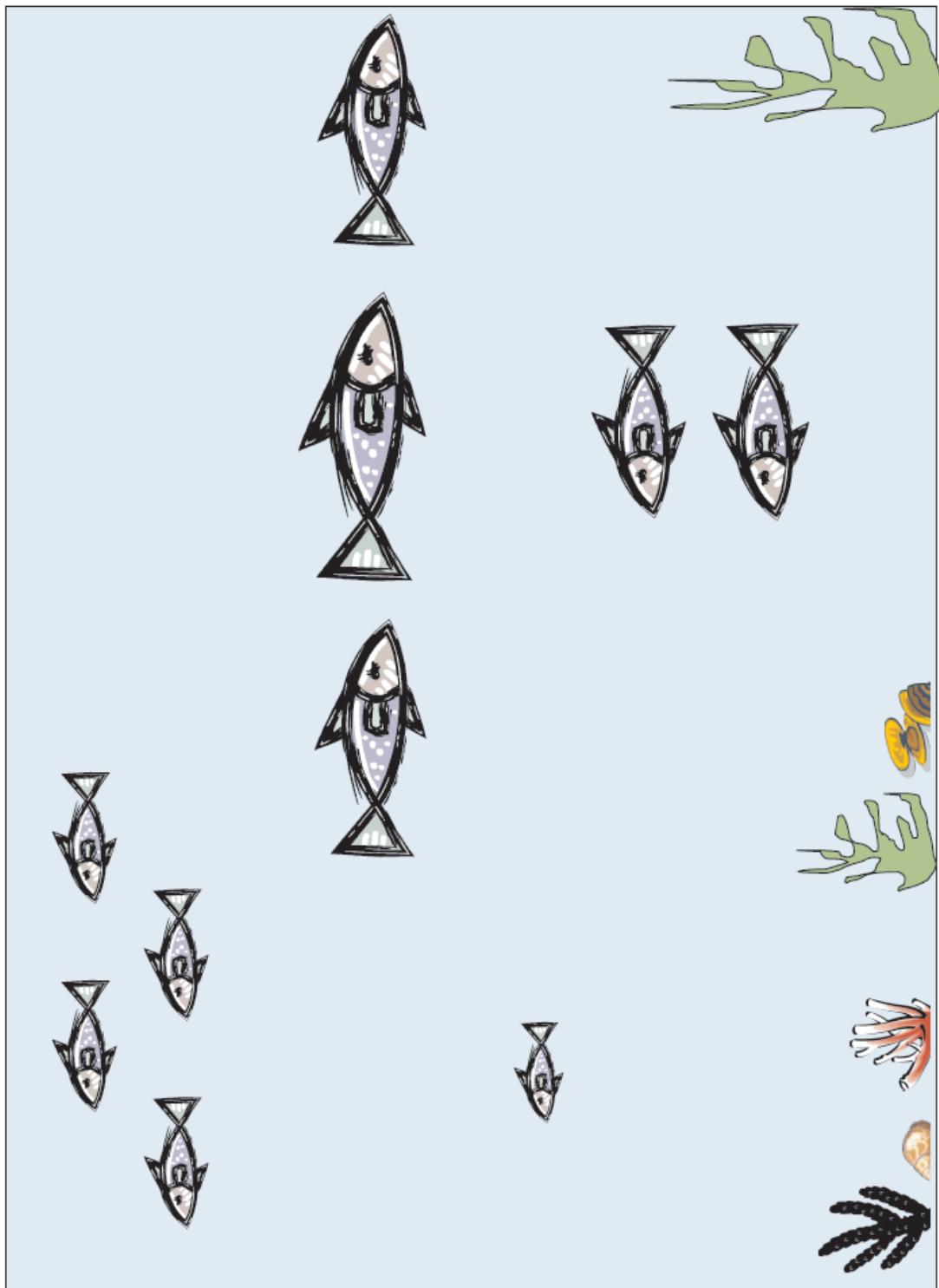


On the back of your paper, draw some things shorter than the crayon and longer than the crayon. Draw something that is the same length as the crayon.

Longer than...

Shorter than...

longer than and shorter than work mat

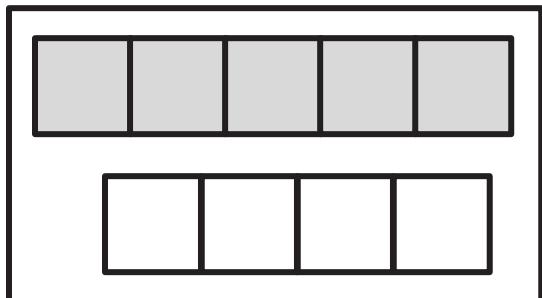


hidden numbers mat

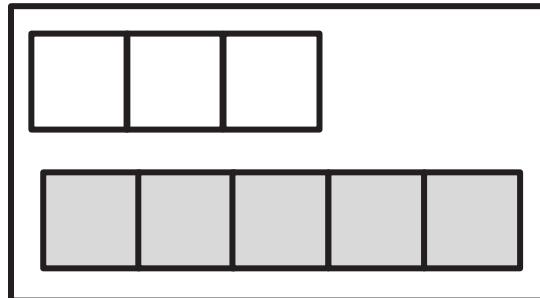
Name _____

Date _____

Circle the shorter stick.

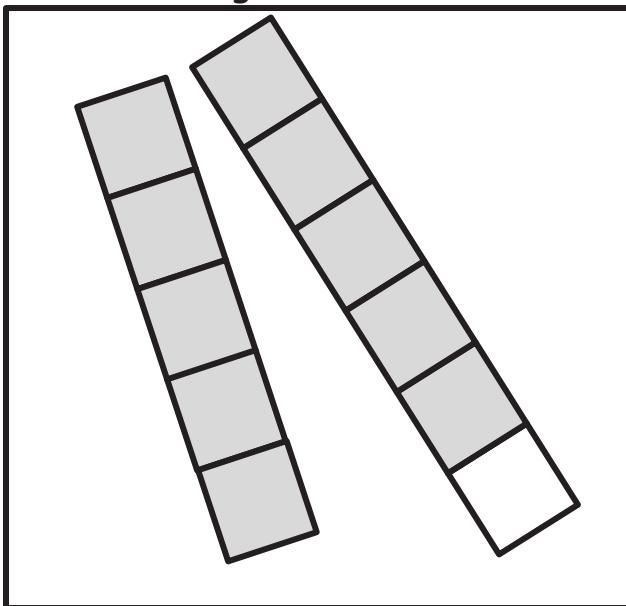


How many linking cubes are in the shorter stick? Write the number in the box.

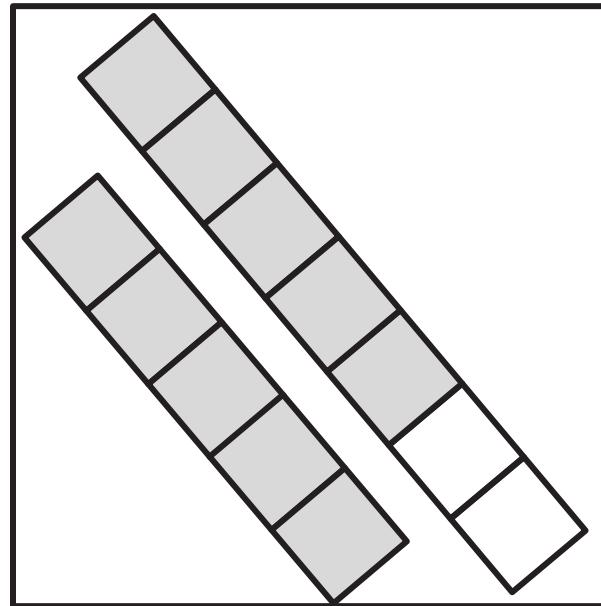


How many linking cubes are in the shorter stick? Write the number in the box.

Circle the longer stick



How many linking cubes are in the longer stick? Write the number in the box.



How many linking cubes are in the longer stick? Write the number in the box.

Draw a stick **shorter** than my 5-stick.



Draw a stick **longer** than mine.



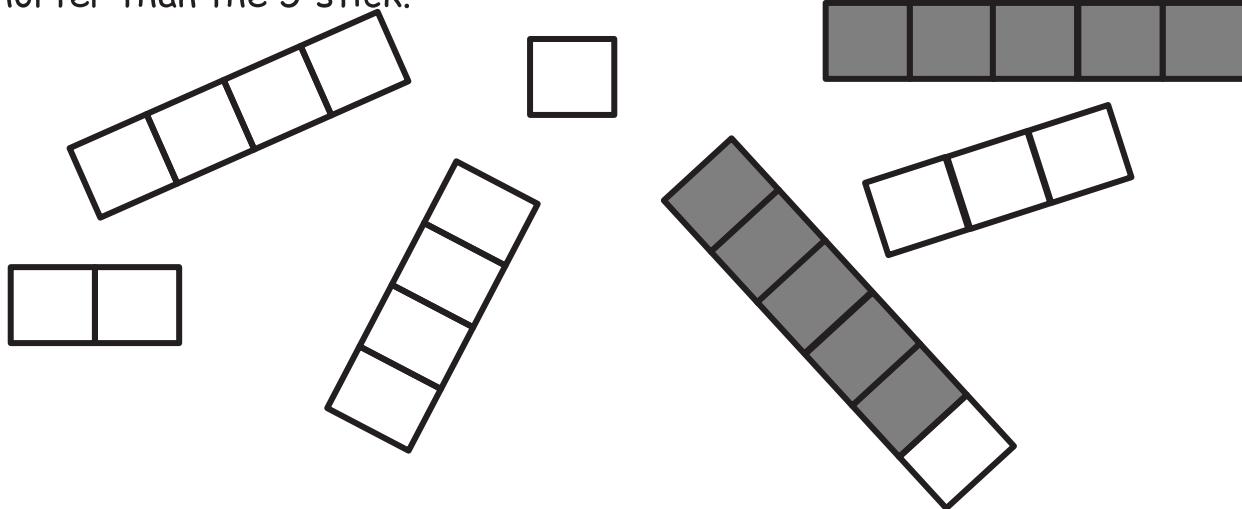
Draw a stick **shorter** than mine.



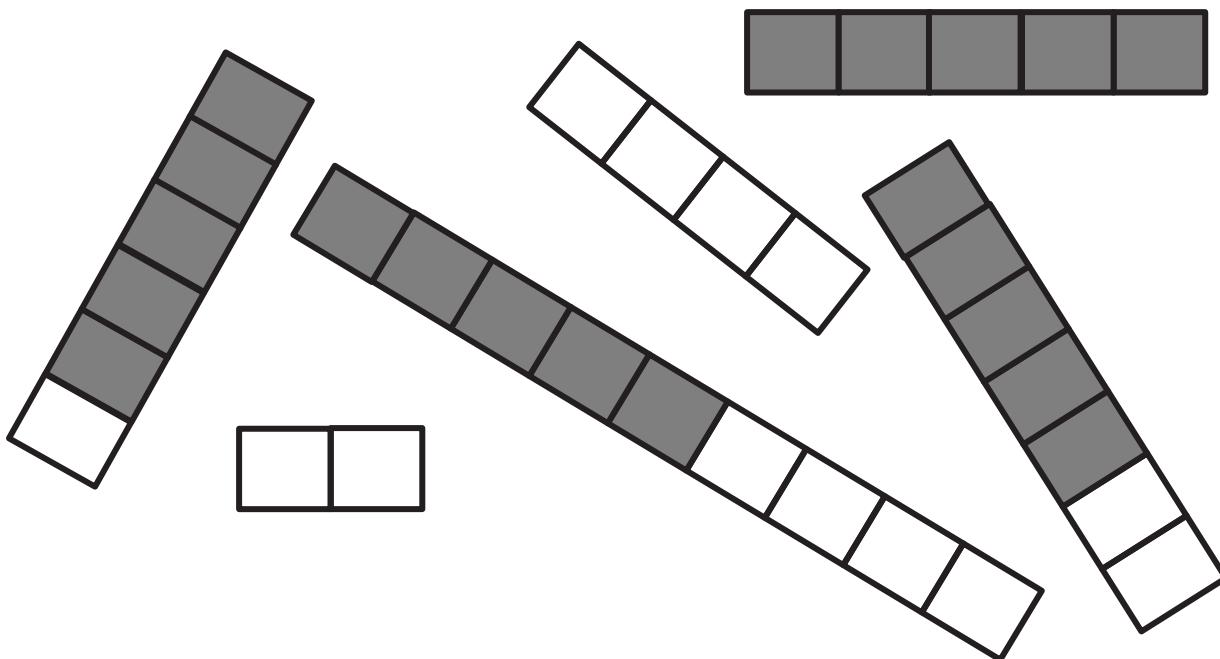
Name _____

Date _____

Use a red crayon to circle the sticks that are shorter than the 5-stick.



Use a blue crayon to circle the sticks that are longer than the 5-stick.



On the back, draw a 7-stick. Draw a stick longer than it. Draw a stick shorter than it.

Shorter than my 5-stick:

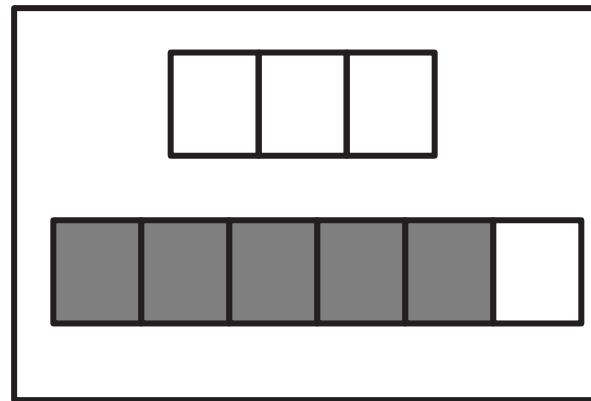
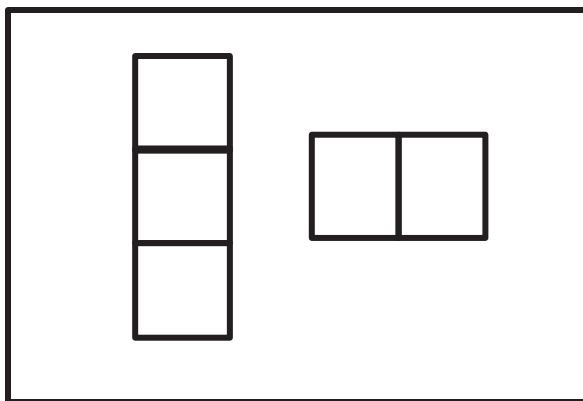
Longer than my 5-stick:

longer or shorter mat

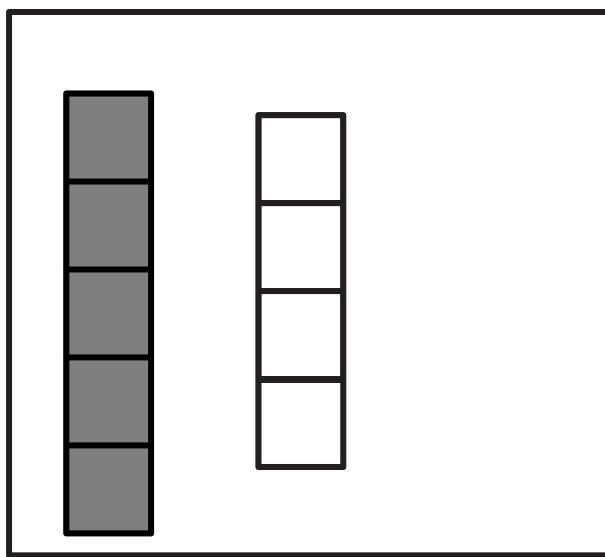
Name _____

Date _____

Circle the stick that is shorter than the other.



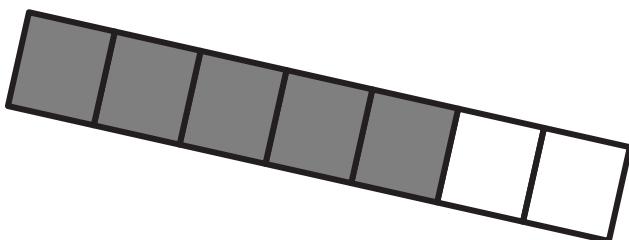
Circle the stick that is longer than the other.



My _____ -stick is longer than my _____ -stick.

My _____ -stick is shorter than my _____ -stick.

Circle the stick that is shorter than the other stick.



My _____ -stick is longer than my _____ -stick.

My _____ -stick is shorter than my _____ -stick.

On the back of your paper, draw a 6-stick.

Draw a stick longer than your 6-stick.

Draw a stick shorter than your 6-stick.

OR

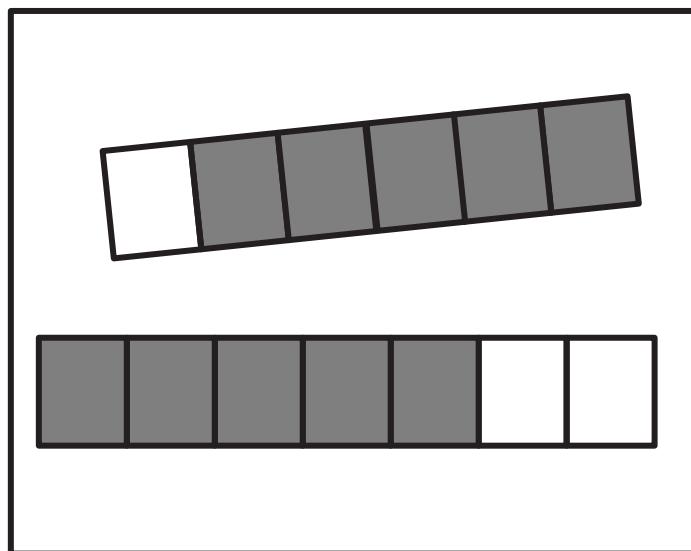
On the back of your paper, draw a 9-stick.

Draw a stick longer than your 9-stick.

Draw a stick shorter than your 9-stick.

Name _____ Date _____

Circle the stick that is shorter than the other.



My _____ -stick is shorter than my _____ -stick.

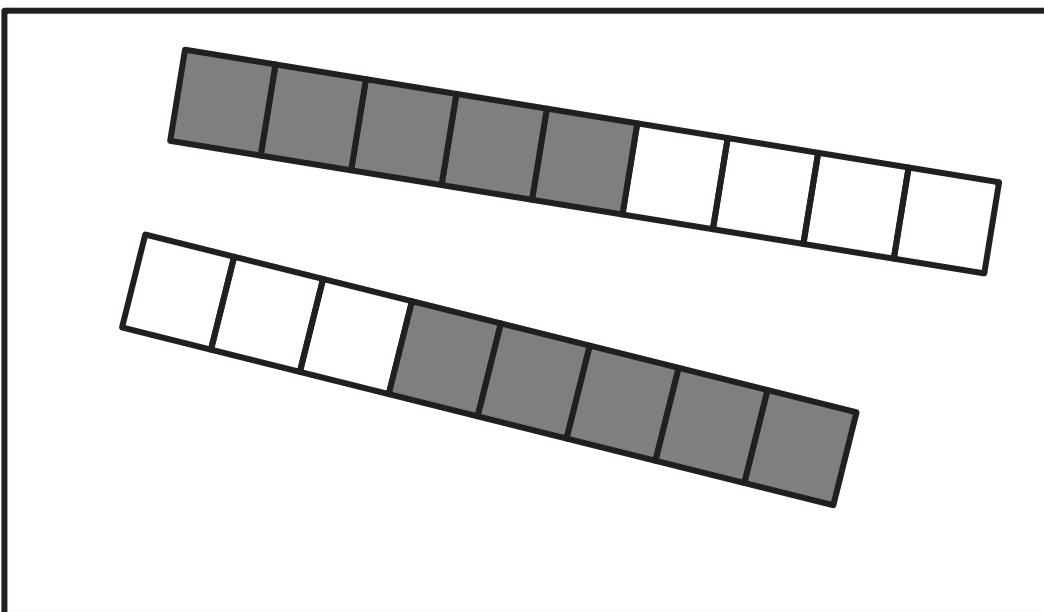
My _____ -stick is longer than my _____ -stick.

On the back of your paper, draw a 7-stick.

Draw a stick that is longer than the 7-stick.

Draw a stick that is shorter than the 7-stick.

Circle the stick that is longer than the other.



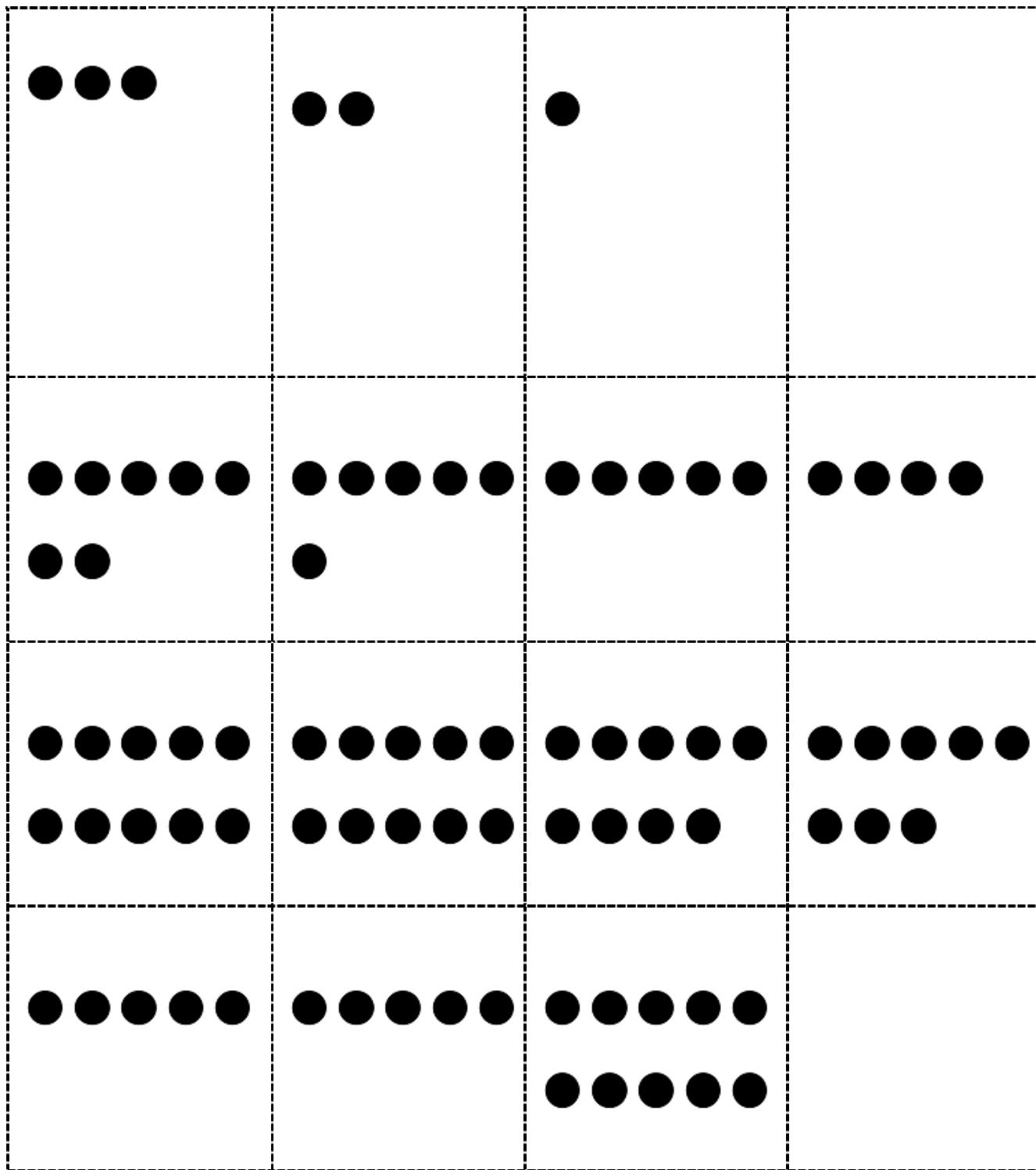
My _____ -stick is shorter than my _____ -stick.

My _____ -stick is longer than my _____ -stick.

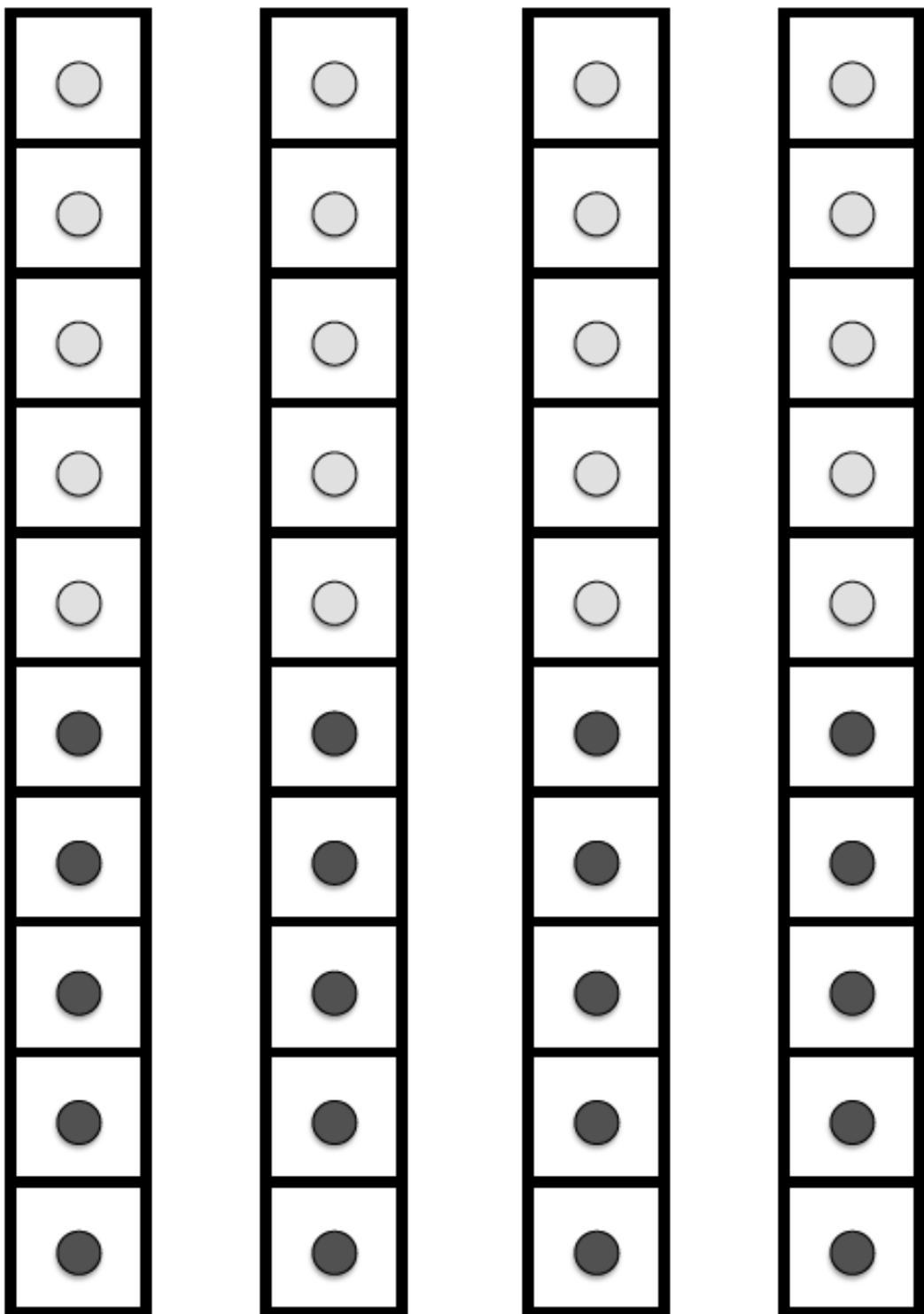
On the back of your paper, draw a stick that is between a 4- and a 6-stick.

Draw a stick that is longer than your new stick.

Draw a stick this is shorter than your new stick.



5-group cards



dot path

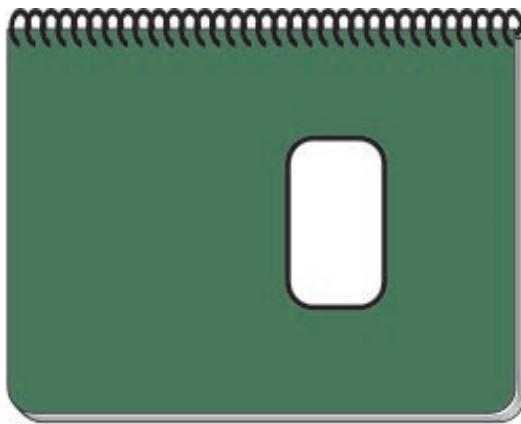
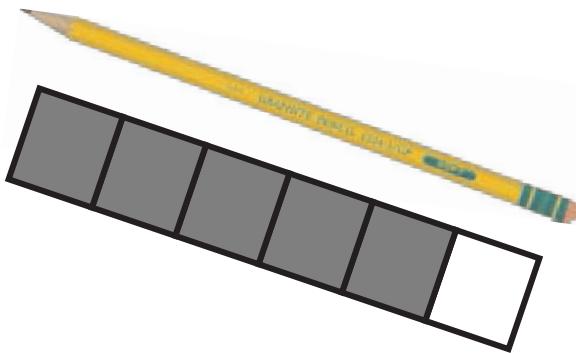
Name _____

Date _____

In the box, write the number of cubes there are in the pictured stick.

Draw a green circle around the stick if it is longer than the object.

Draw a blue circle around the stick if it is shorter than the object.



Make a 3-stick. In your classroom, select a crayon, and see if your crayon is longer than or shorter than your stick.

Trace your 3-stick and your crayon to compare their lengths.

In your classroom, find a marker, and make a stick that is longer than your marker.

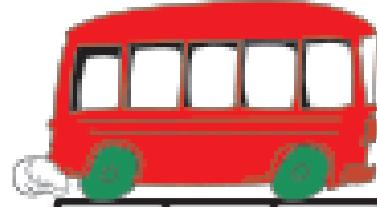
Trace your stick and your marker to compare their lengths.

Make a 5-stick. Find something in the classroom that is longer than your 5-stick.

Trace your 5-stick and the object to compare their lengths.

Name _____ Date _____

Color the cubes to show the length of the object.



Name _____

Date _____

These boxes represent cubes.



Color 2 cubes red. Color 3 cubes green.

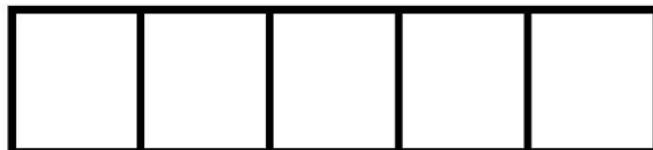


How many cubes did you color?

Is this stick the same length as the gray stick? YES NO

Together 2 cubes and 3 cubes are the same length as 5.

Color 1 cube red and the rest green.



How many cubes did you color?

Is this stick the same length as the gray stick? YES NO

Together 1 cube and 4 cubes are the same length as _____.
_____.

Trace a 6-stick. Find something the same length as your 6-stick.

Draw a picture of it here.

Trace a 7-stick. Find something the same length as your 7-stick.

Draw a picture of it here.

Trace an 8-stick. Find something the same length as your 8-stick. Draw a picture of it here.

Name _____

Date _____

These boxes represent cubes.



Color 2 cubes green. Color 3 cubes blue.

Together, my 2 green stick and 3 blue stick are the same length as 5 cubes.



Color 3 cubes blue. Color 2 cubes green.

Together, my 3 blue stick and 2 green stick are the same length as _____ cubes.



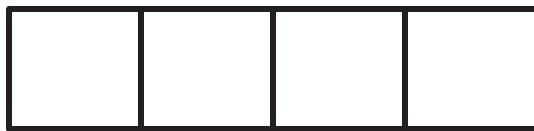
Color 1 cube green. Color 4 cubes blue.

How many did you color? _____



Color 4 cubes green. Color 1 cube blue.

How many did you color? _____



Color 2 cubes yellow. Color 2 cubes blue.

Together, my 2 yellow and 2 blue are the same as _____.

My 5:

My ____:

My ____:

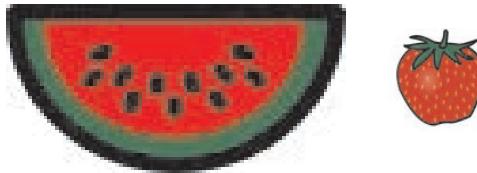
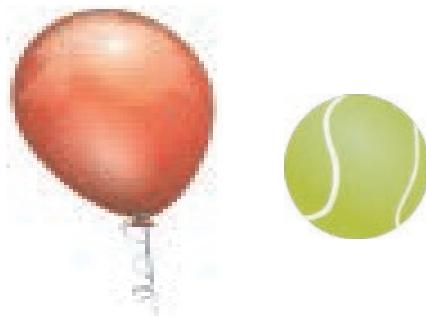
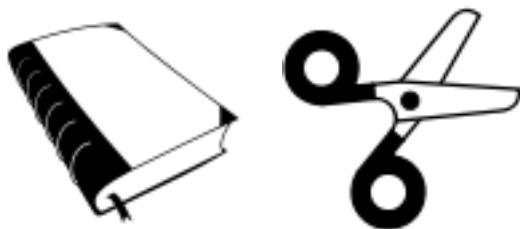
Together, my _____ and my _____ are the same as my 5.

riddle work mat

Name _____

Date _____

Which is heavier? Circle the object that is heavier than the other.



On the back, draw 3 objects that are lighter than your chair.

Name _____

Date _____

Draw an object that would be lighter than the one in the picture.









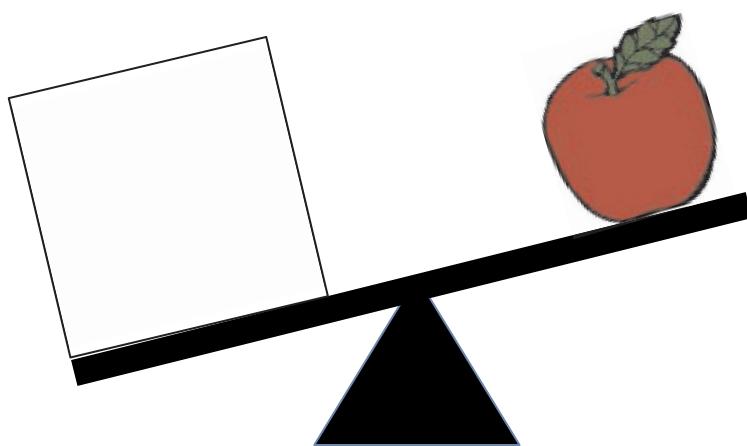
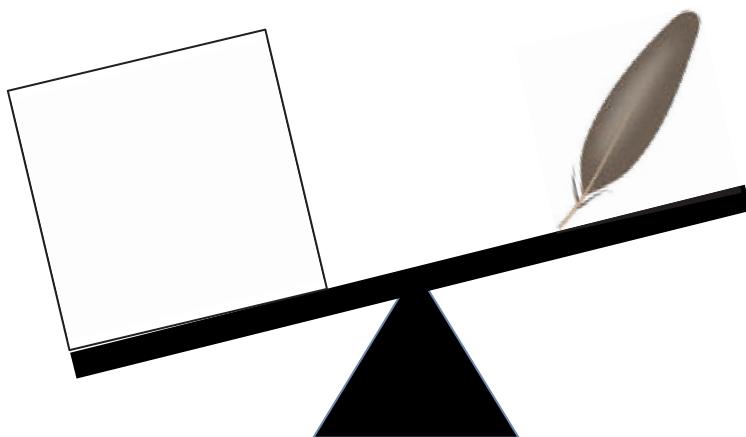
Draw more objects or cross out objects to make 5. Circle the group of 5.

make 5

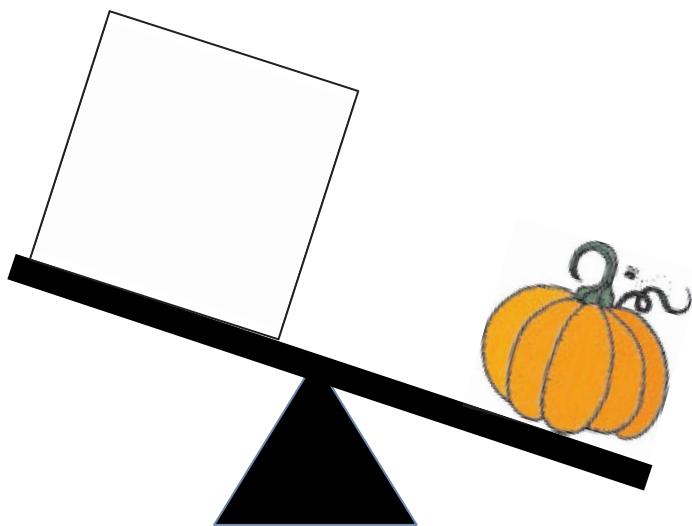
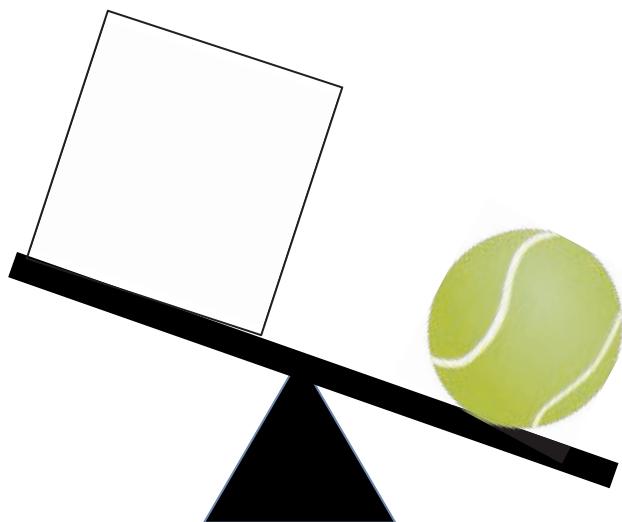
Name _____

Date _____

Draw something inside the box that is heavier than the object on the balance.



Draw something lighter than the object on the balance.



Name _____

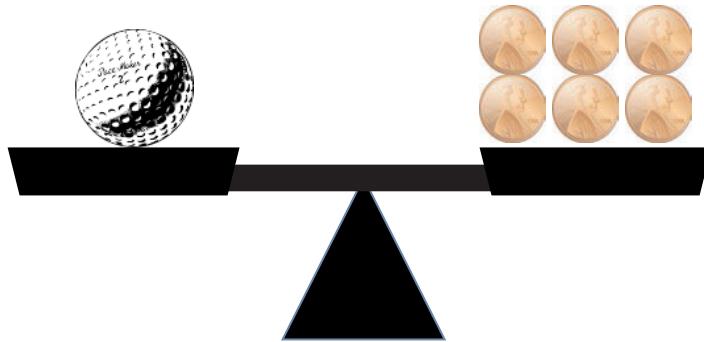
Date _____



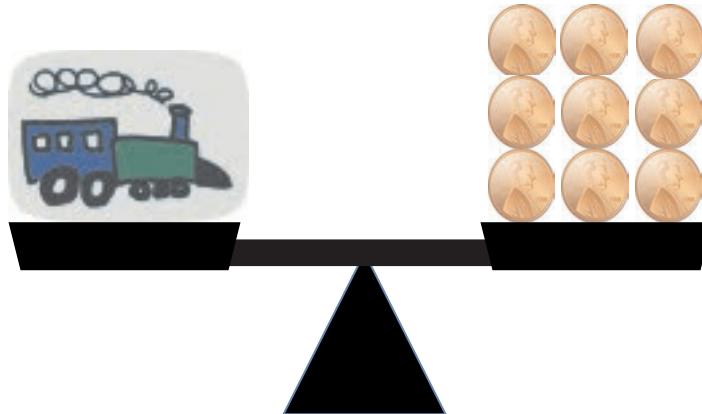
lighter or heavier recording sheet

Name _____

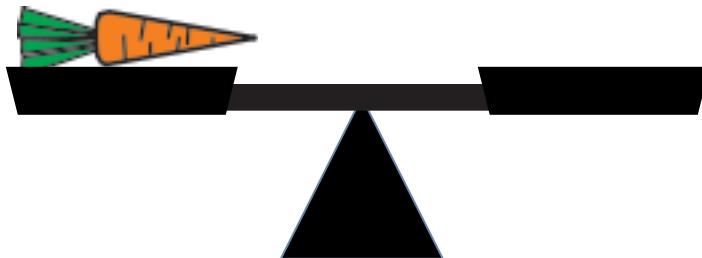
Date _____



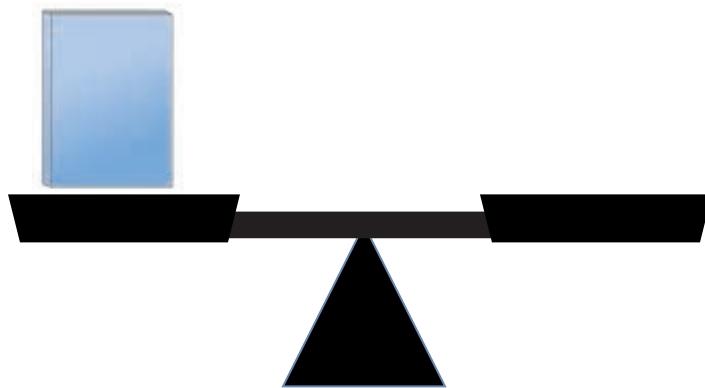
The golf ball is as heavy as _____
pennies.



The toy train is as heavy as _____
pennies.



Draw in the pennies so the carrot is as heavy as 5 pennies.

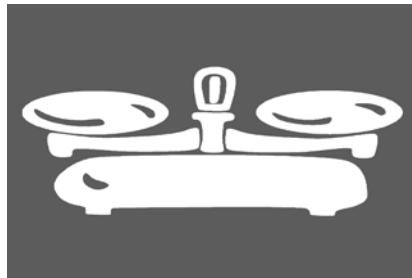


Draw in the pennies so the book is as heavy as 10 pennies.

On the back of your paper, draw a balance scale with an object. Write how many pennies you think the object would weigh. If you can, bring in the object tomorrow. We will weigh it to see if it weighs as many pennies as you thought.

Name _____

Date _____



is as heavy as _____ pennies.



is as heavy as _____ pennies.



is as heavy as _____ pennies.

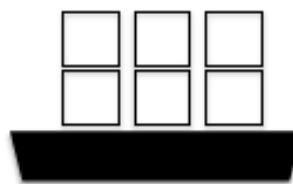
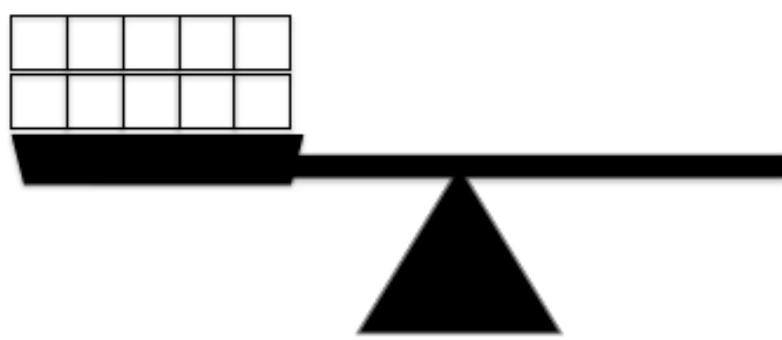
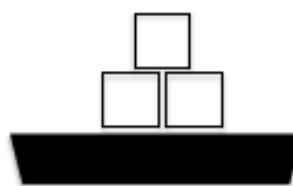
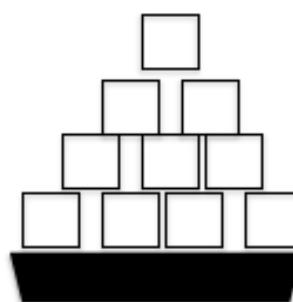
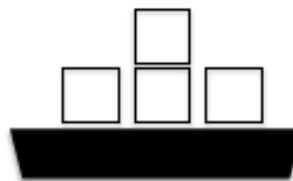


is as heavy as _____ pennies.

as heavy as recording sheet

Name _____ Date _____

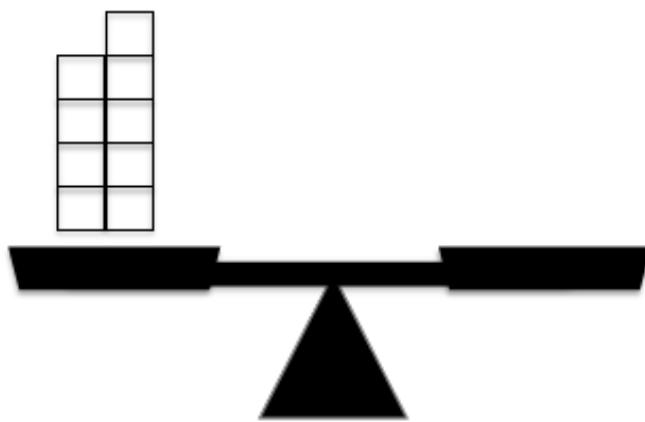
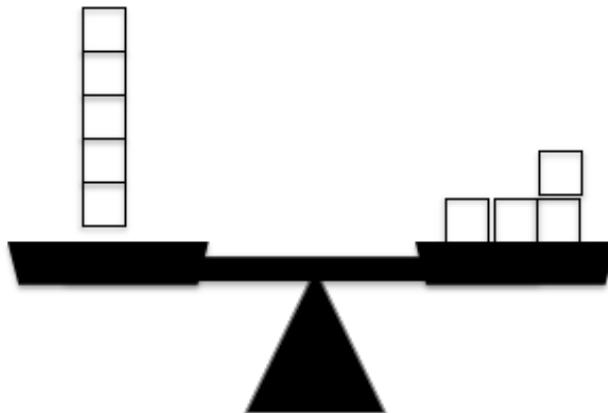
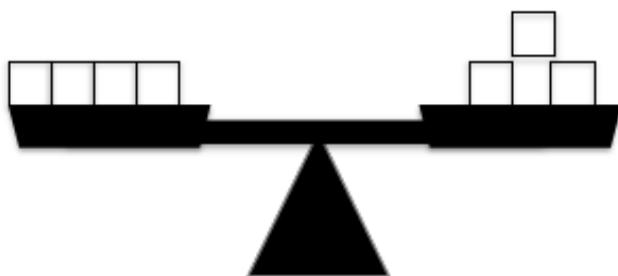
Draw a line from the balance to the linking cubes that weigh the same.



Name _____

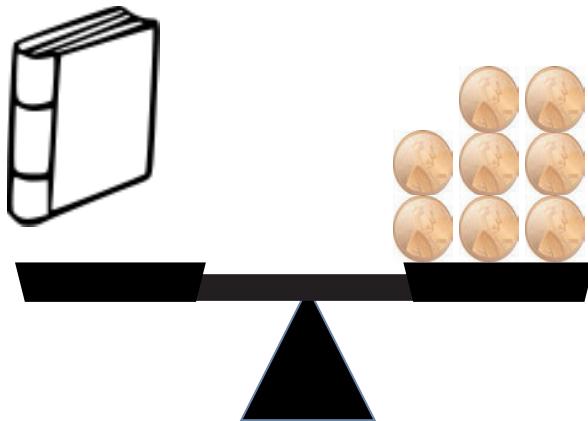
Date _____

Draw linking cubes so each side weighs the same.

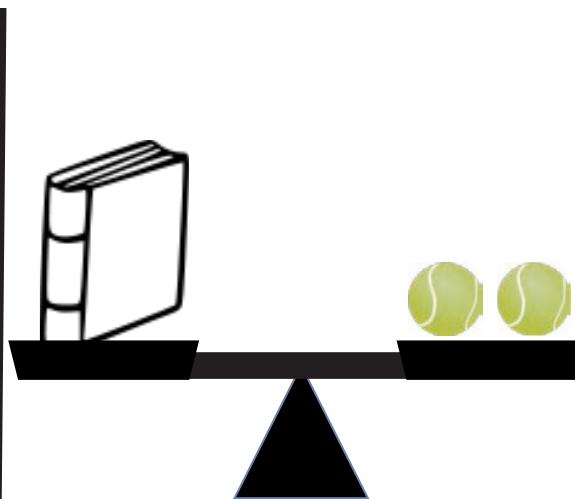


Name _____

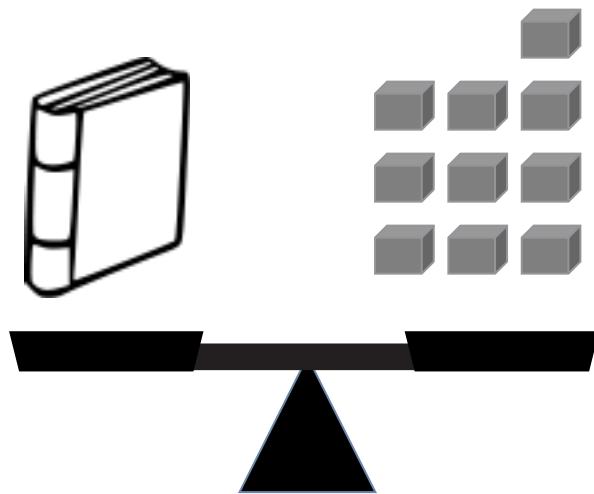
Date _____



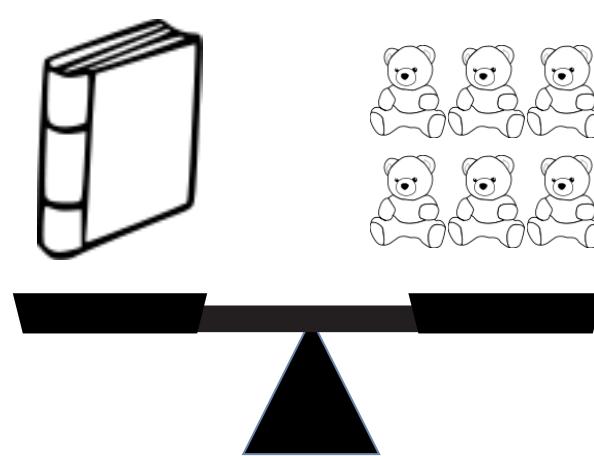
The book is as heavy as _____ pennies.



The book is as heavy as _____ tennis balls.



The book is as heavy as _____ cubes.



The book is as heavy as _____ counting bears.

Name _____

Date _____



My _____

is as heavy as a set of

My _____

is as heavy as a set of

My _____

is as heavy as a set of

My _____

is as heavy as a set of

as heavy as a set recording sheet

Name _____

Date _____

Talk to your partner about which container might have more or less capacity. Which might have about the same capacity? What happens if the containers are not filled up to the top? Can we tell that they are filled completely from looking at the pictures?

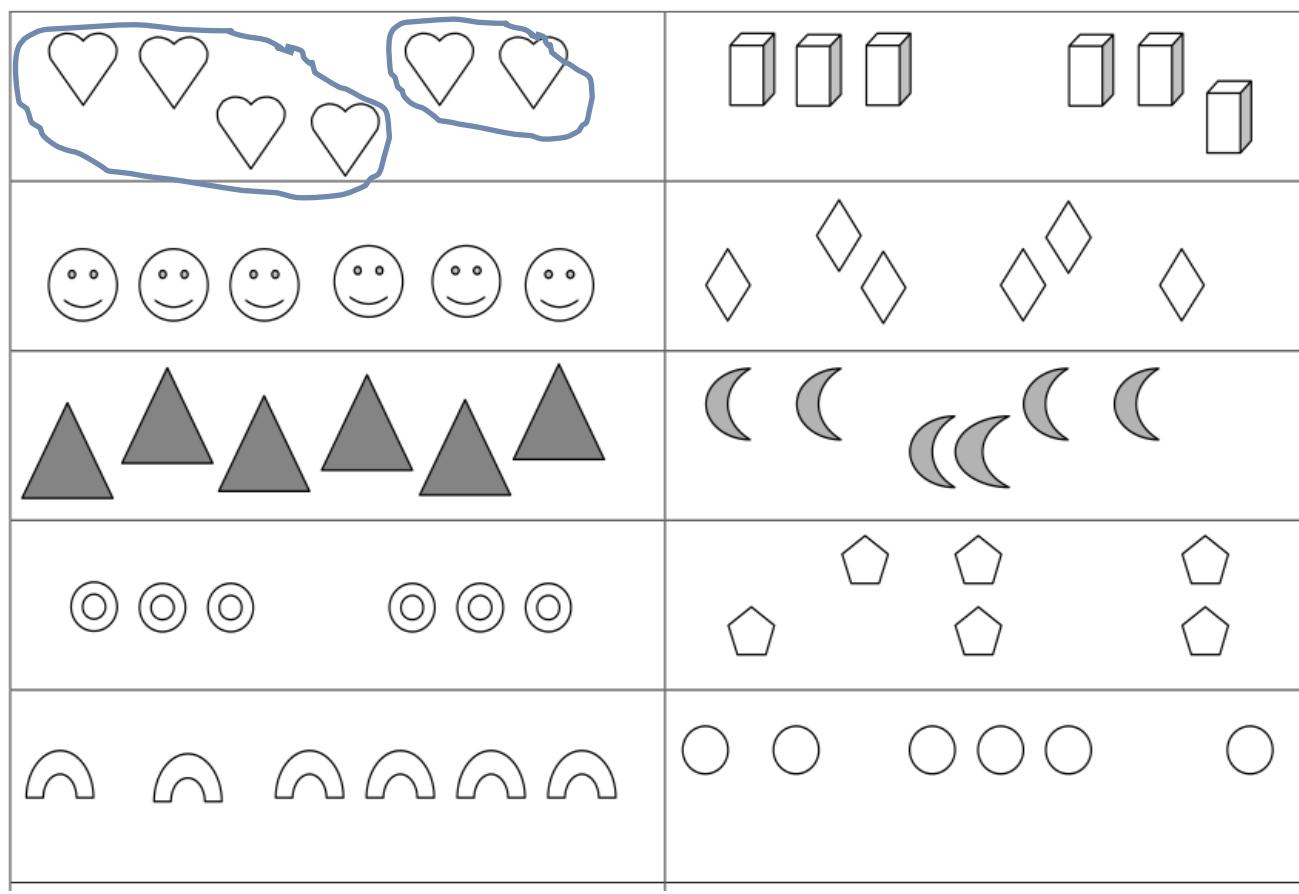


Name _____ Date _____

In class, we have been working on capacity. Encourage your child to explore with different-sized containers to see which ones have the biggest and smallest capacity. Children can experiment by pouring liquid from one container to another.

All the homework you will see for the next few days will be a review of skills taught from Module 1.

Each rectangle shows 6 objects. Circle 2 different sets within each. The two sets represent the two parts that make up the 6 objects. The first one has been done for you.



Name _____

Date _____

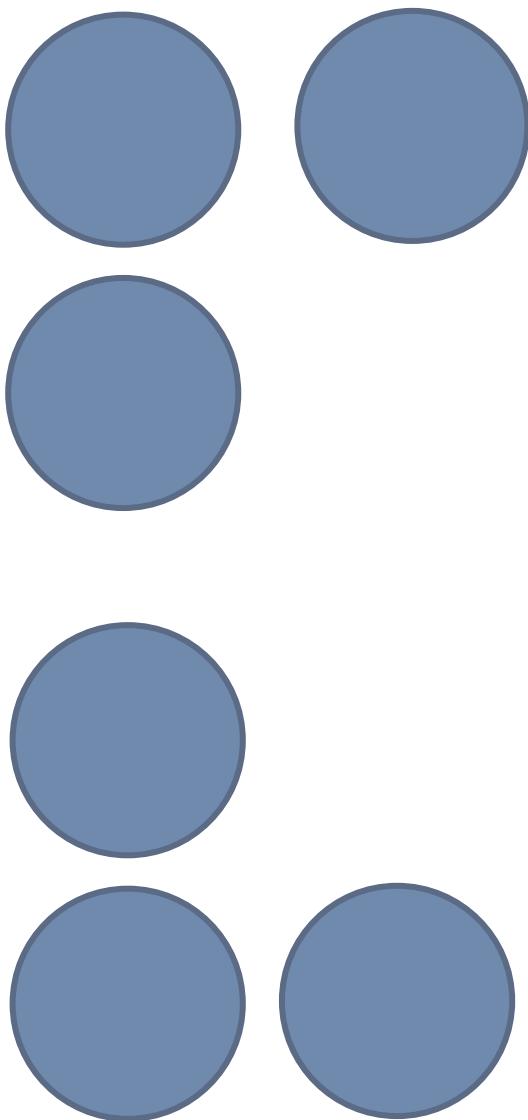
I found out that this container held the most rice.

It had the biggest capacity.

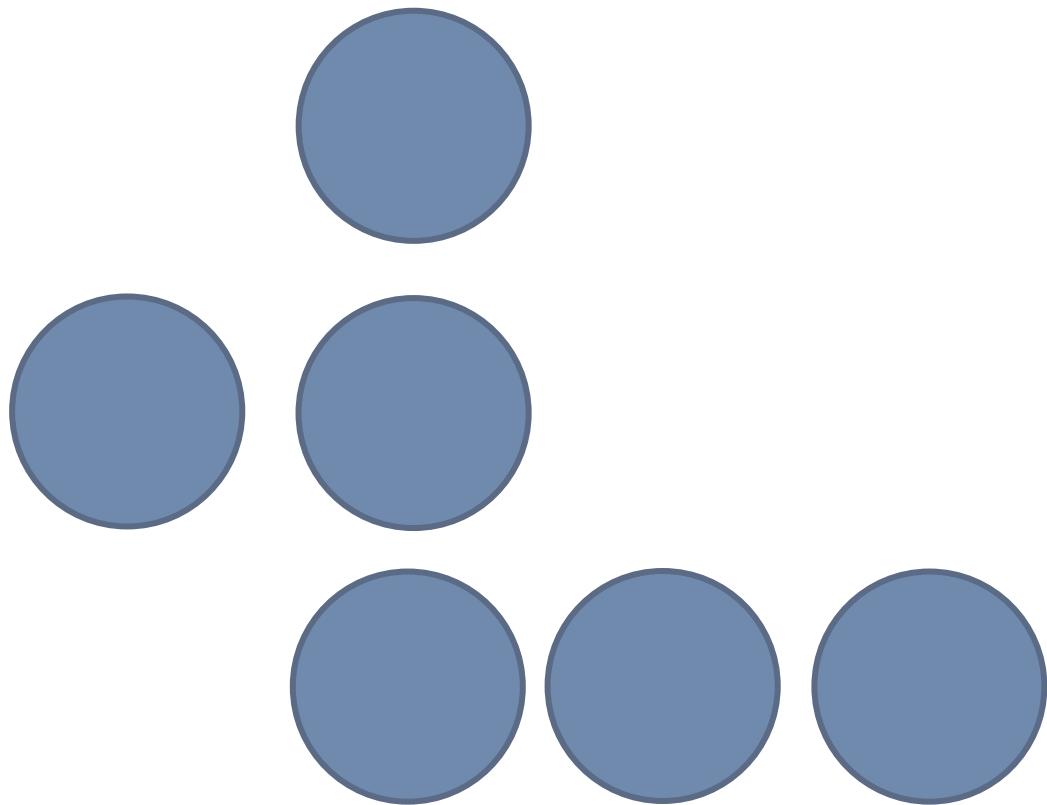
I found out that this container held the least rice.

It had the smallest capacity.

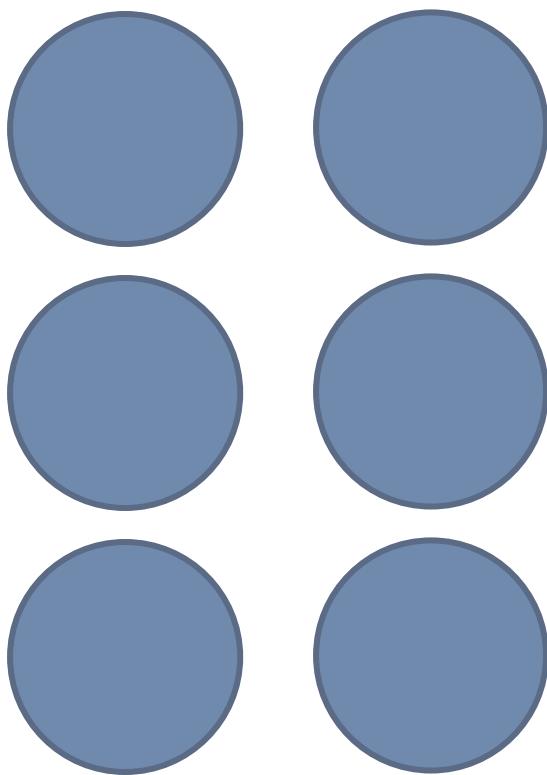
capacity recording sheet



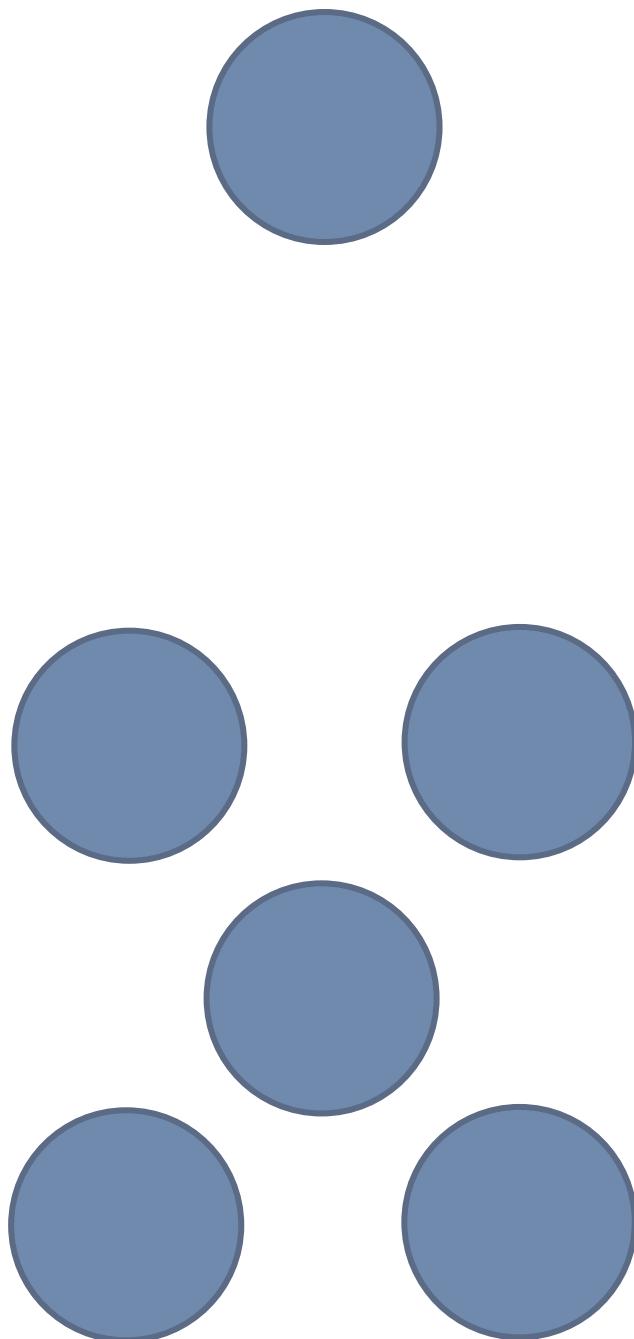
dot cards of 6



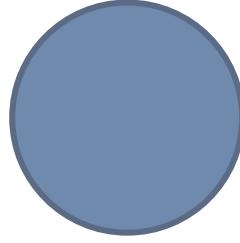
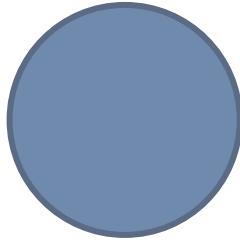
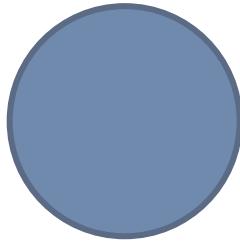
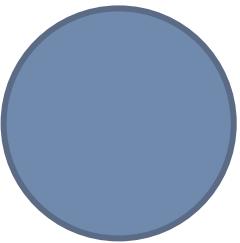
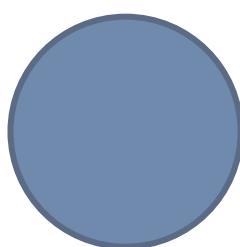
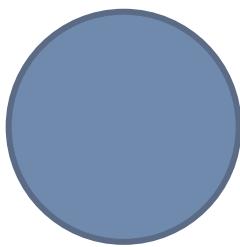
dot cards of 6



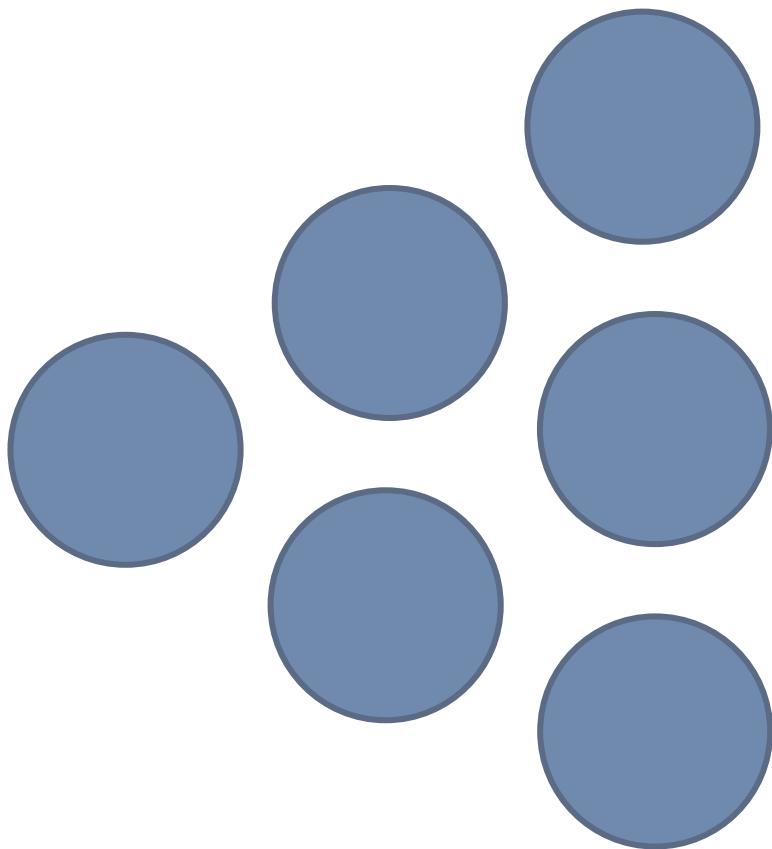
dot cards of 6



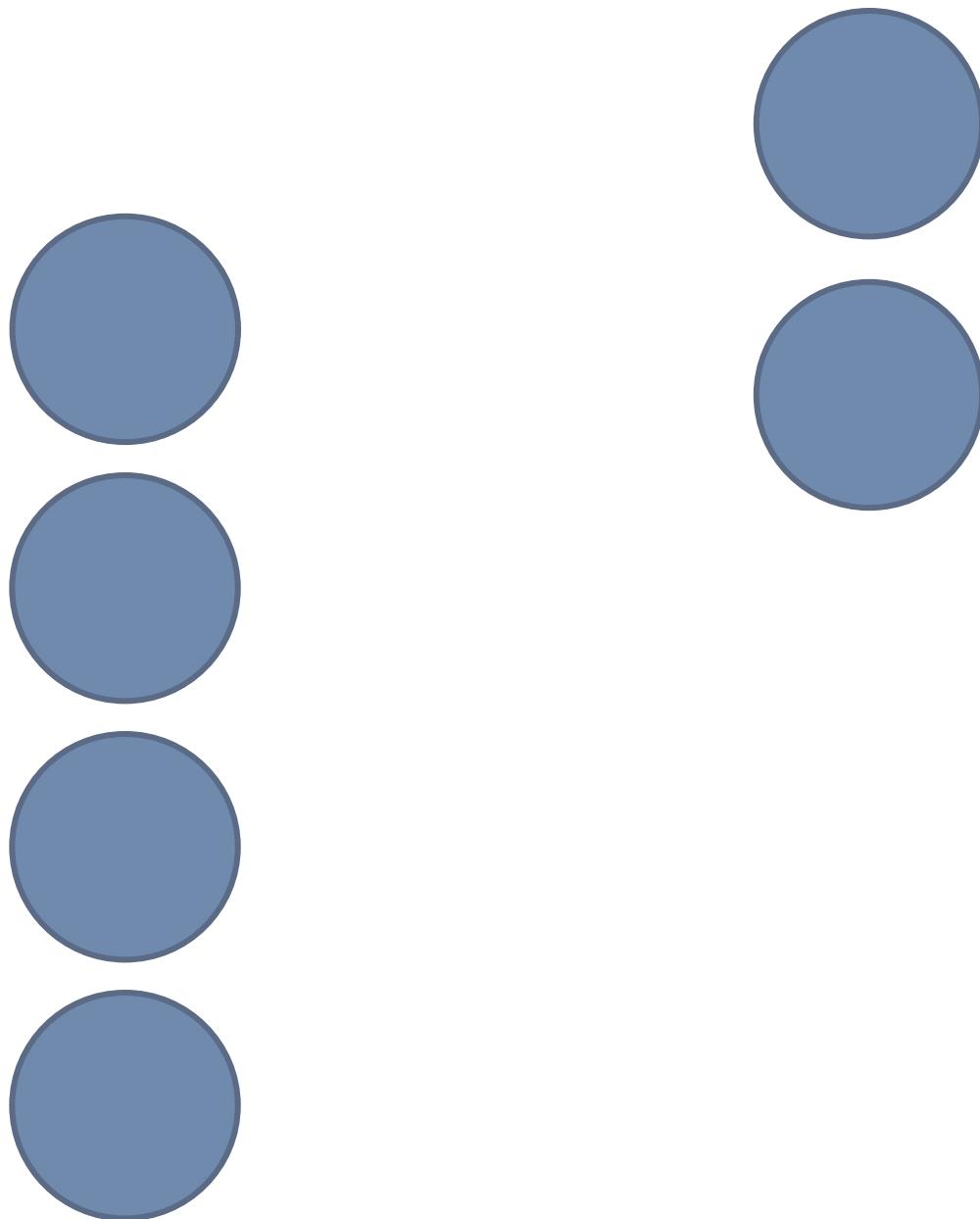
dot cards of 6



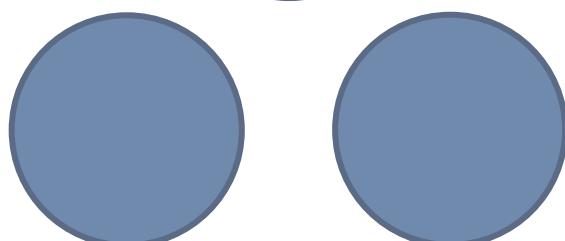
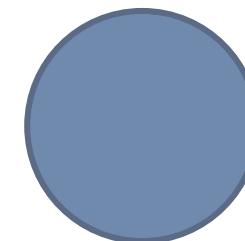
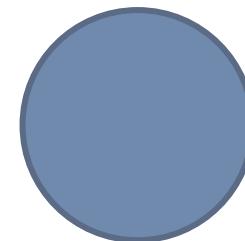
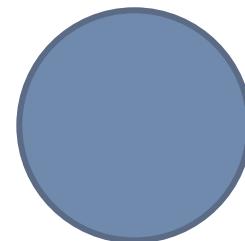
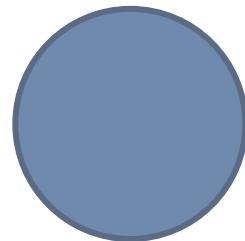
dot cards of 6



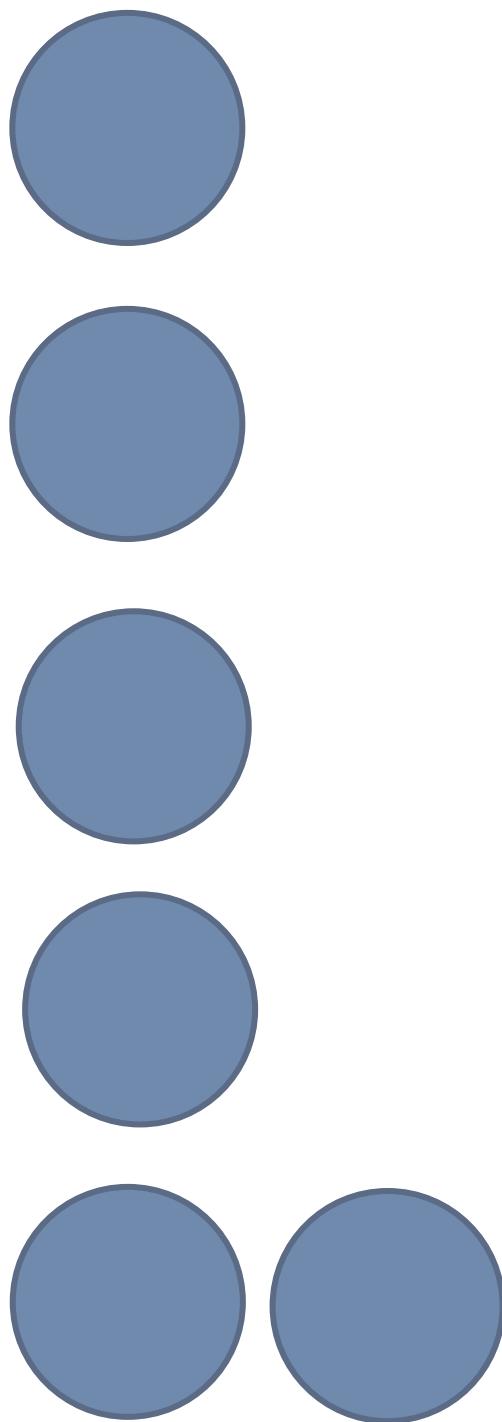
dot cards of 6



dot cards of 6



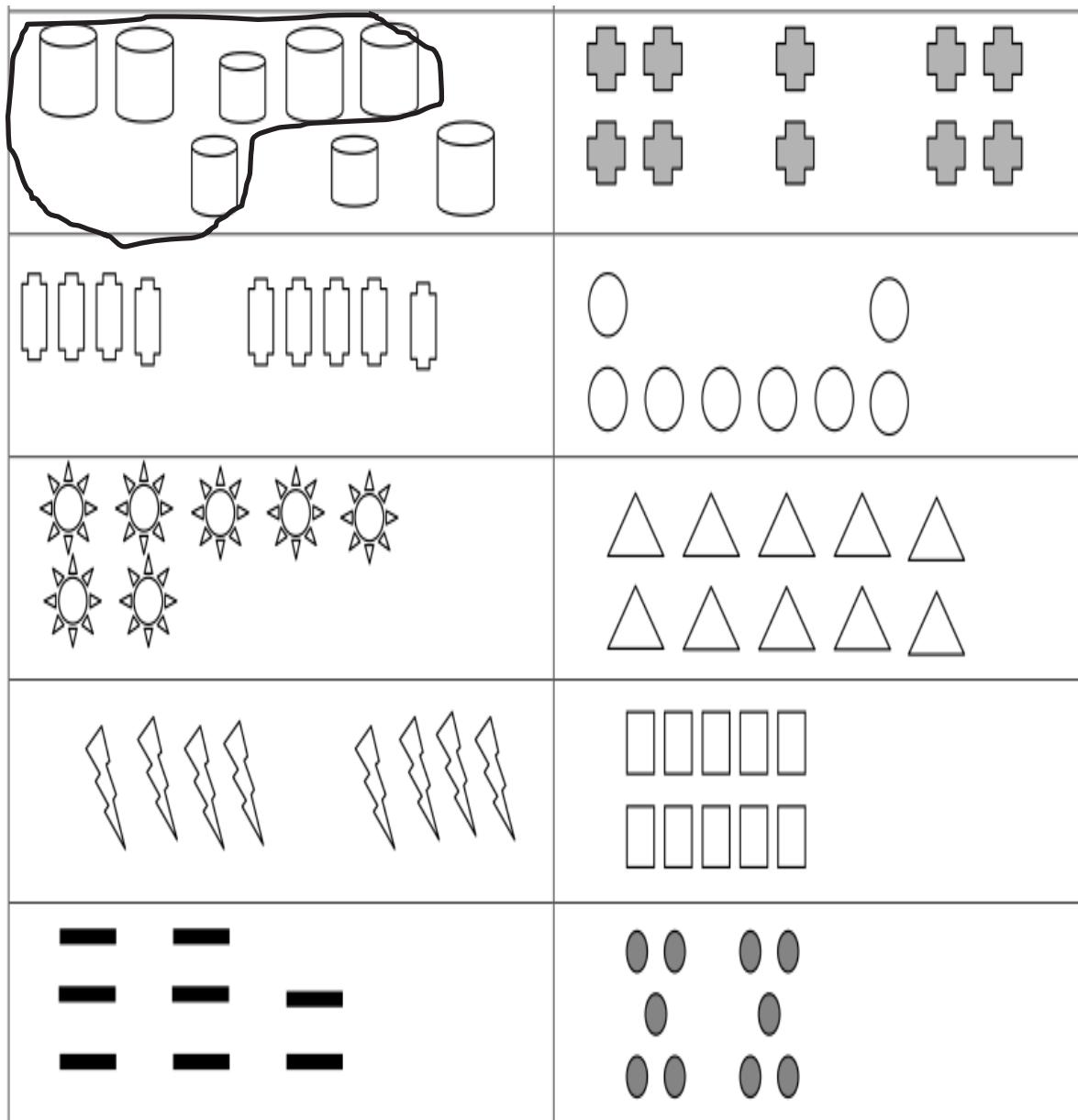
dot cards of 6



dot cards of 6

Name _____ Date _____

Within each rectangle, make one set of 6 objects. The first one has been done for you.



Name _____

Date _____

My cup of rice looks like:

Now it looks like:

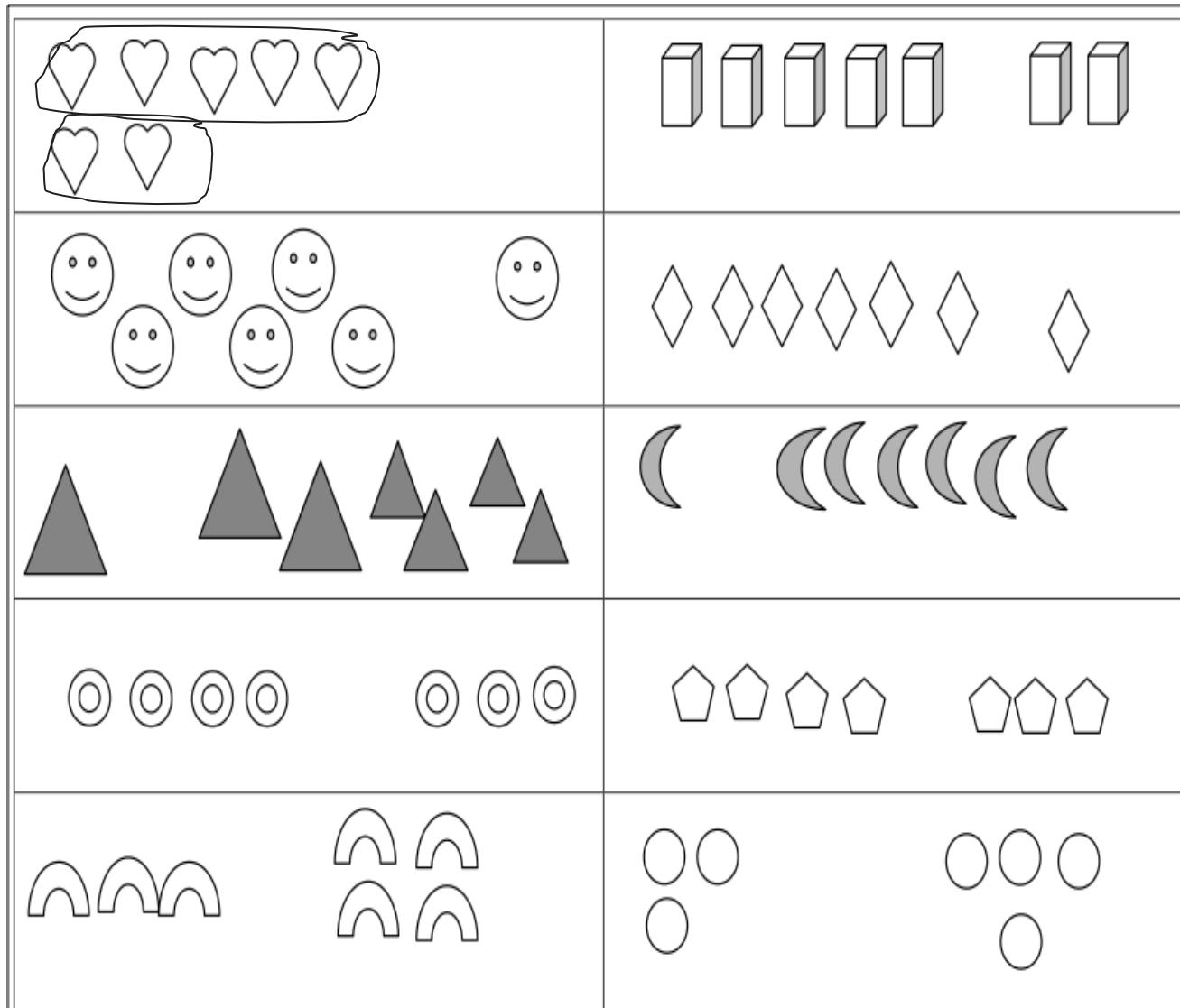
Now it looks like:

Now it looks like:

volume recording sheet

Name _____ Date _____

Circle 2 sets within each set of 7. The first one has been done for you.

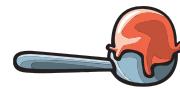


Name _____

Date _____



We've Got the Scoop!



is the same as _____ scoops.

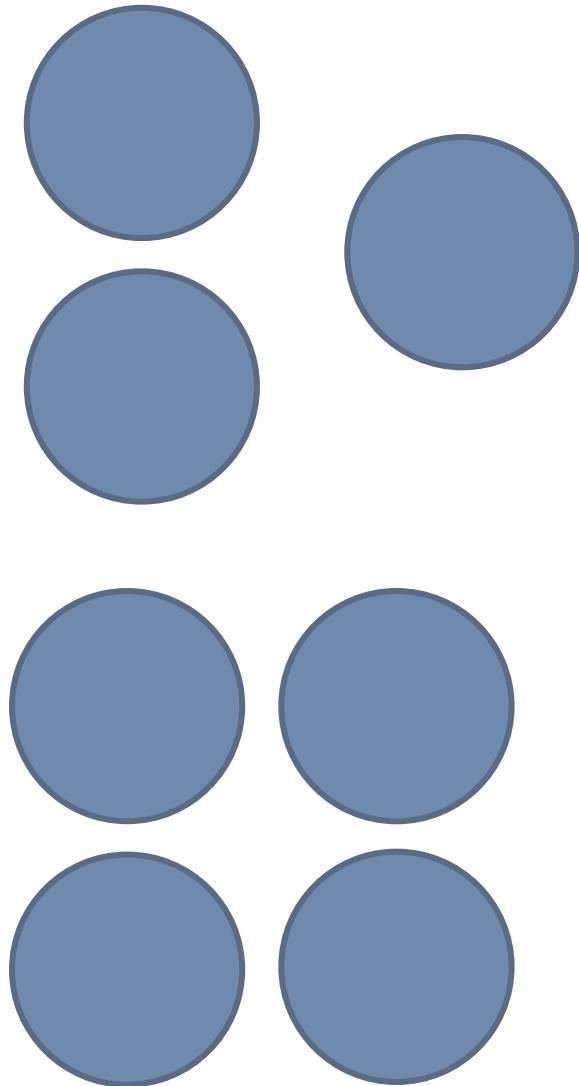
is the same as _____ scoops.

is the same as _____ scoops.

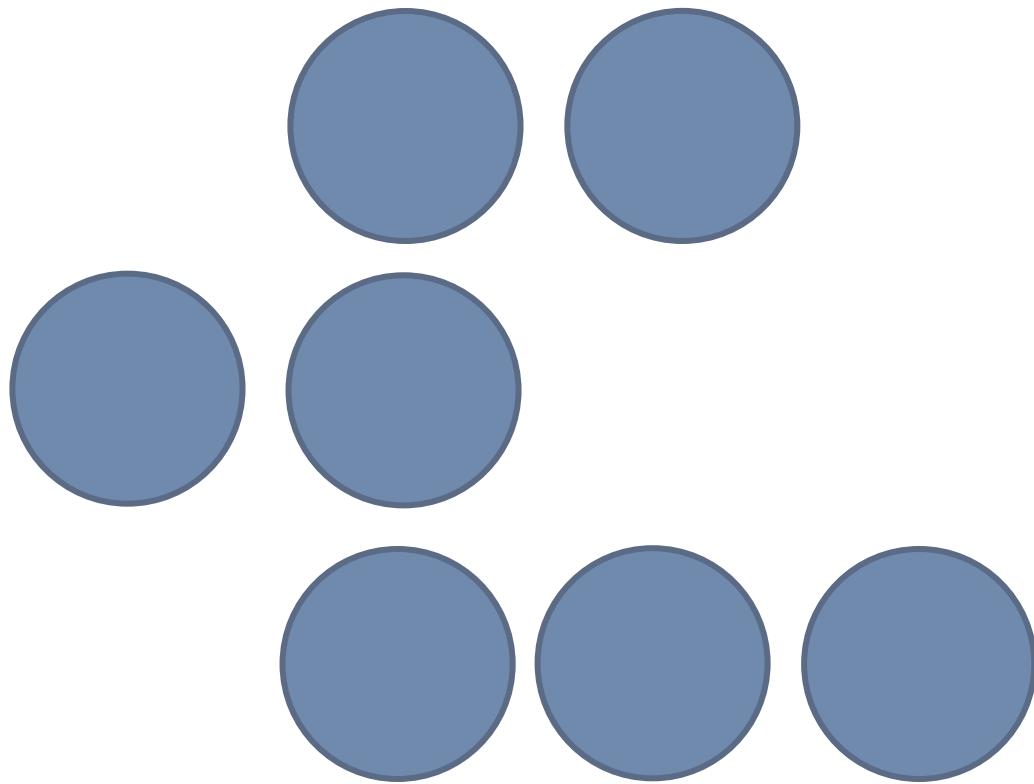
_____ scoops is the same as

_____ scoops is the same as

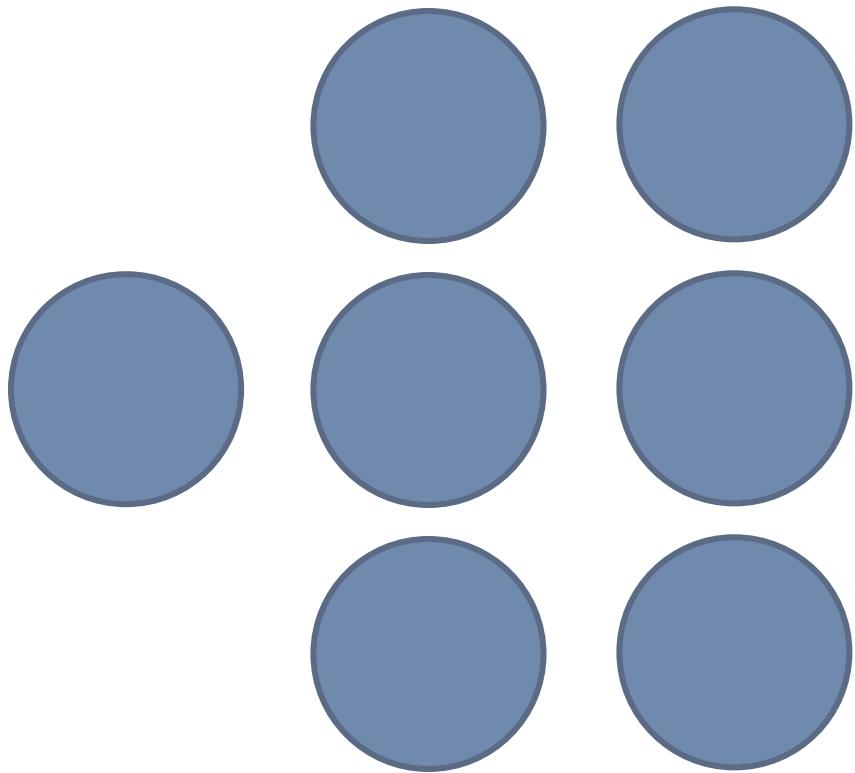
we've got the scoop recording sheet



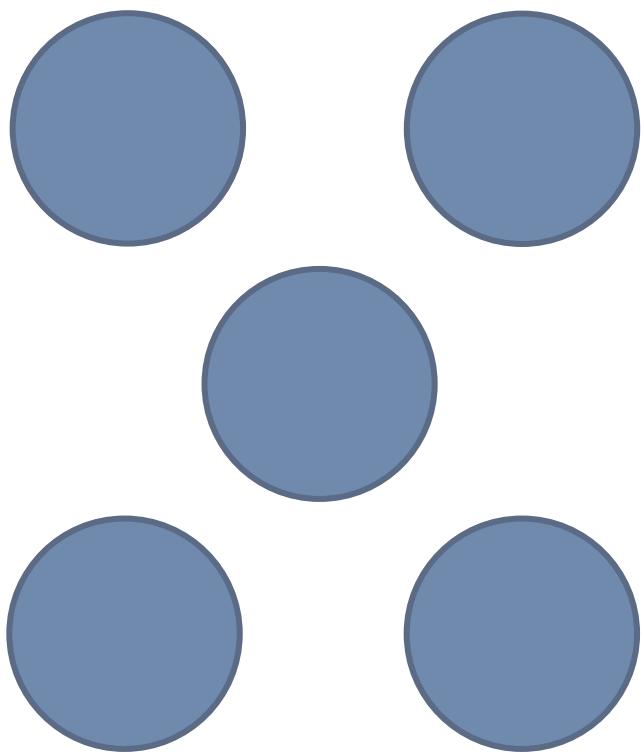
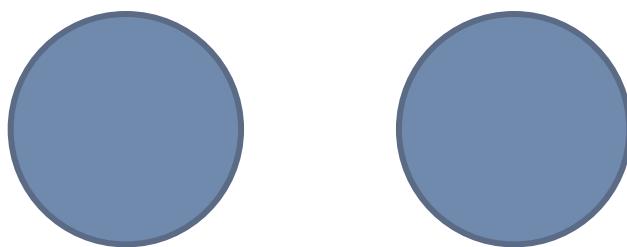
dot cards of 7



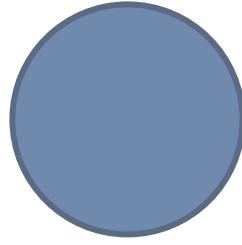
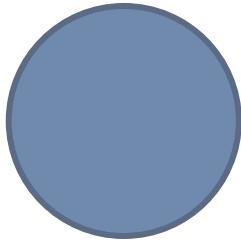
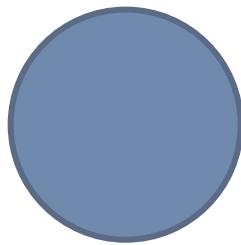
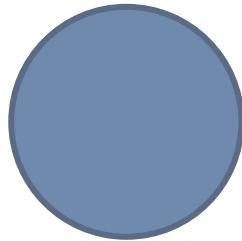
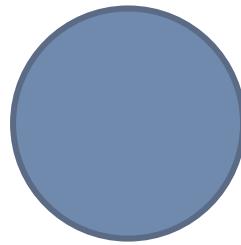
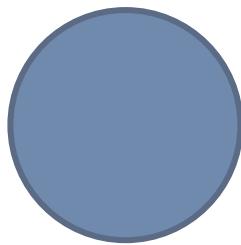
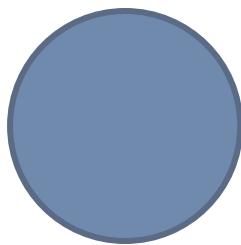
dot cards of 7



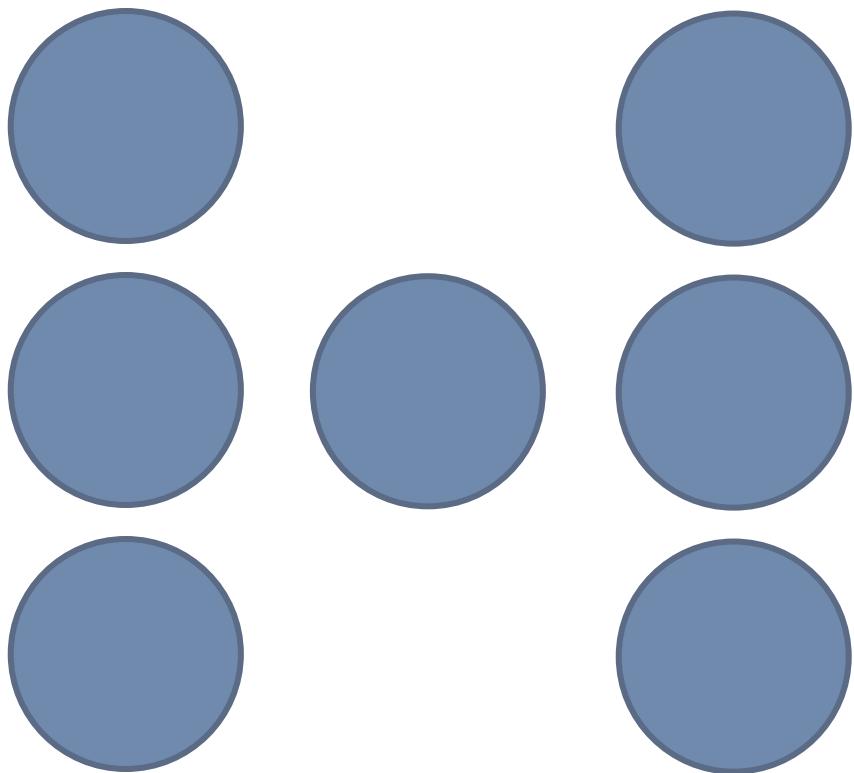
dot cards of 7



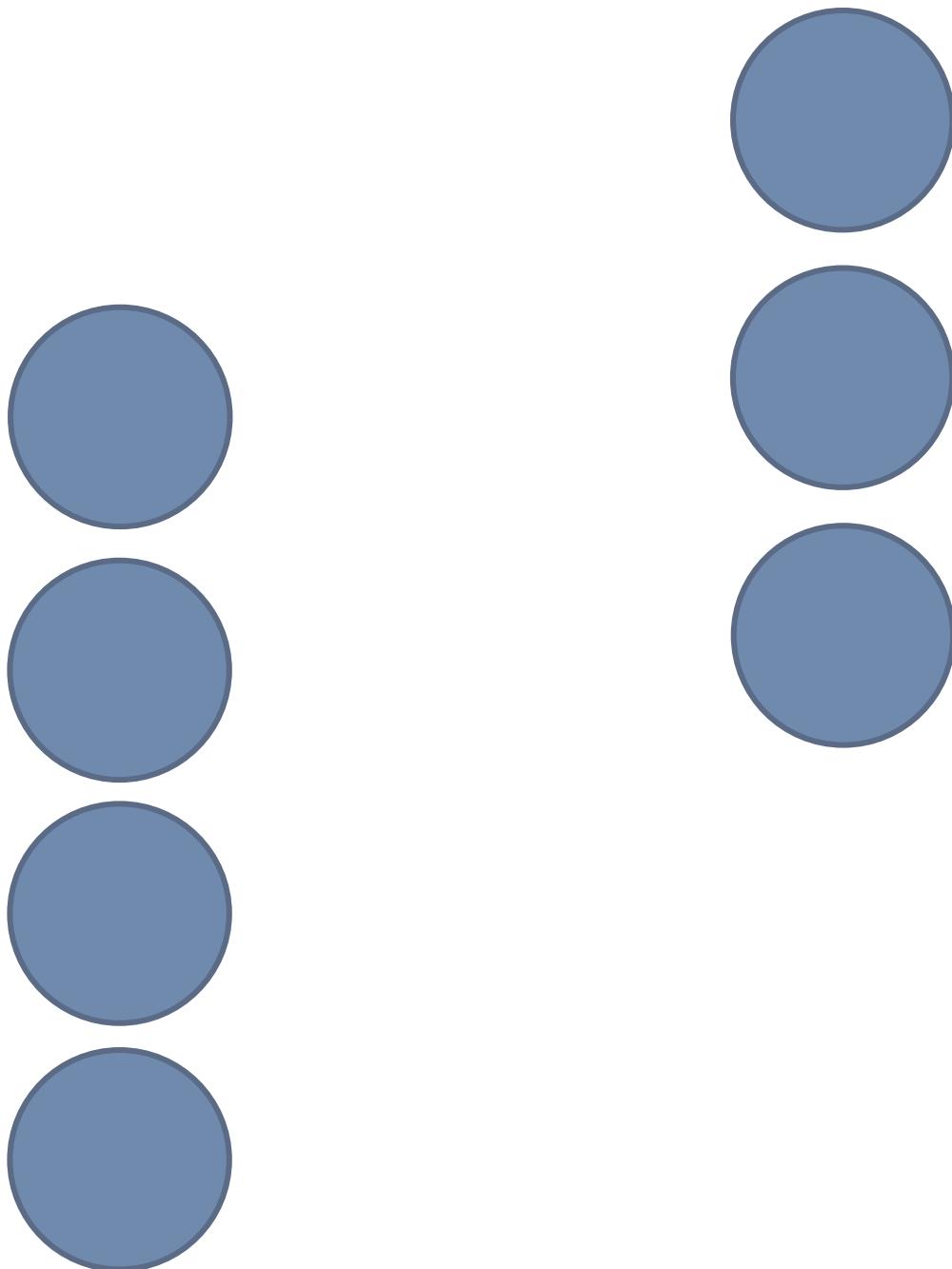
dot cards of 7



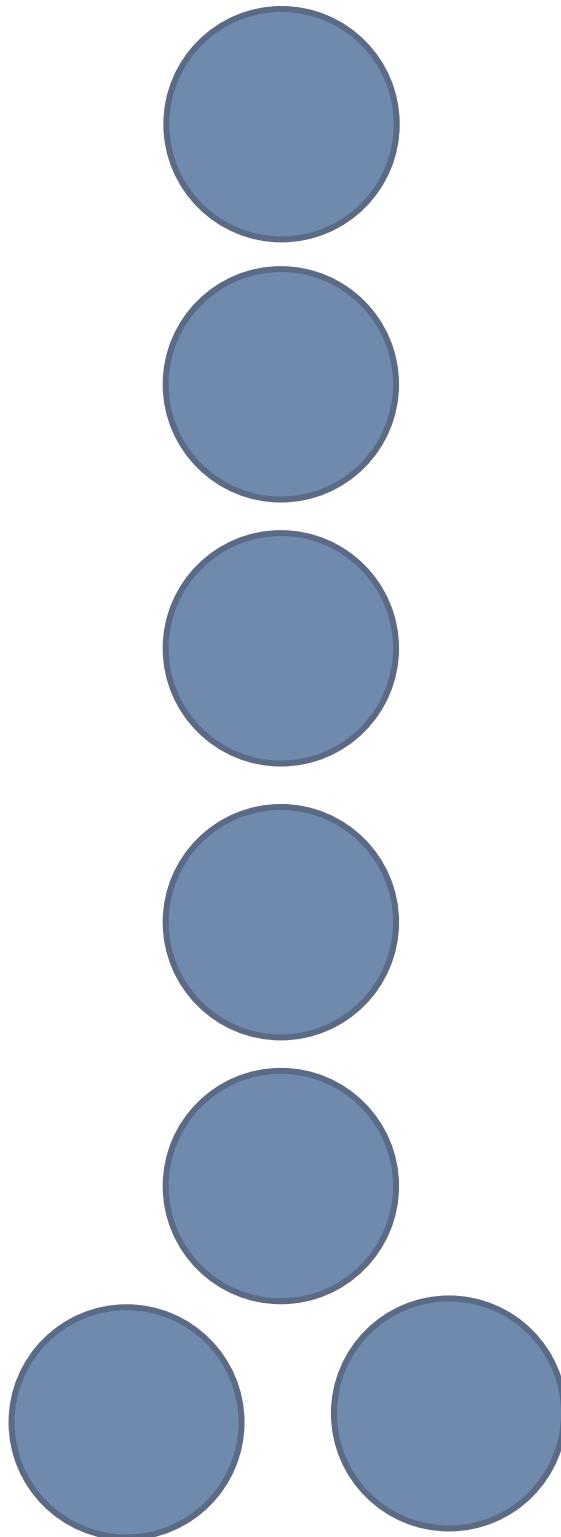
dot cards of 7



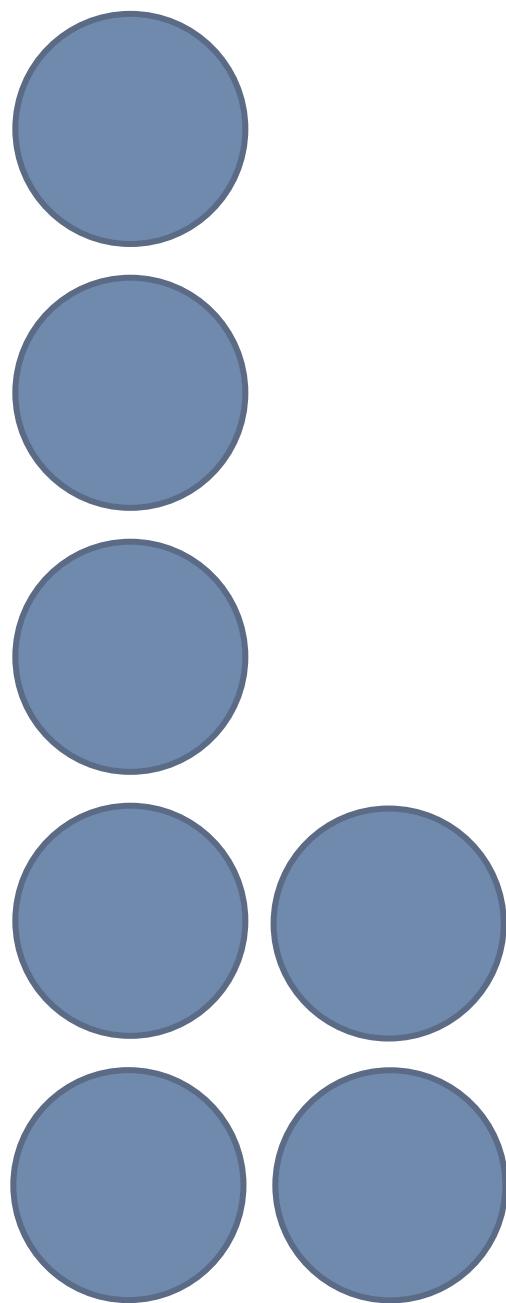
dot cards of 7



dot cards of 7



dot cards of 7

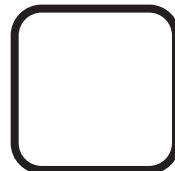
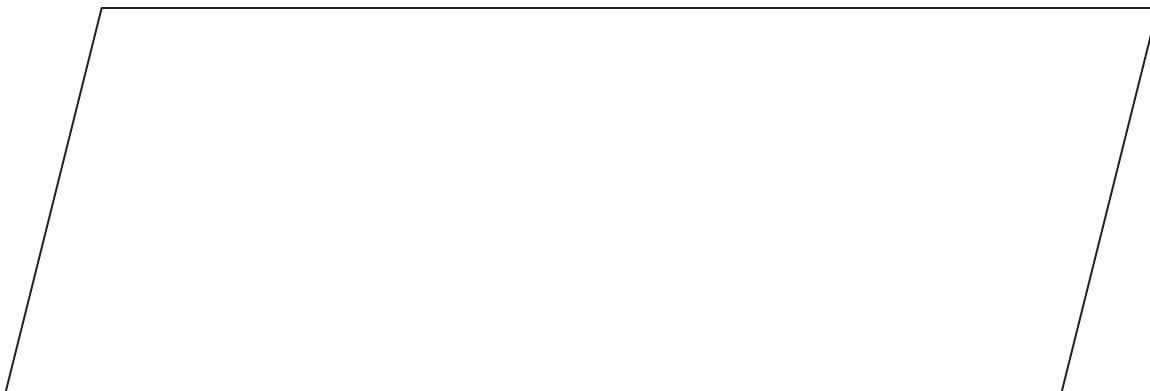


dot cards of 7

Name _____

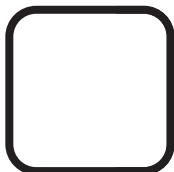
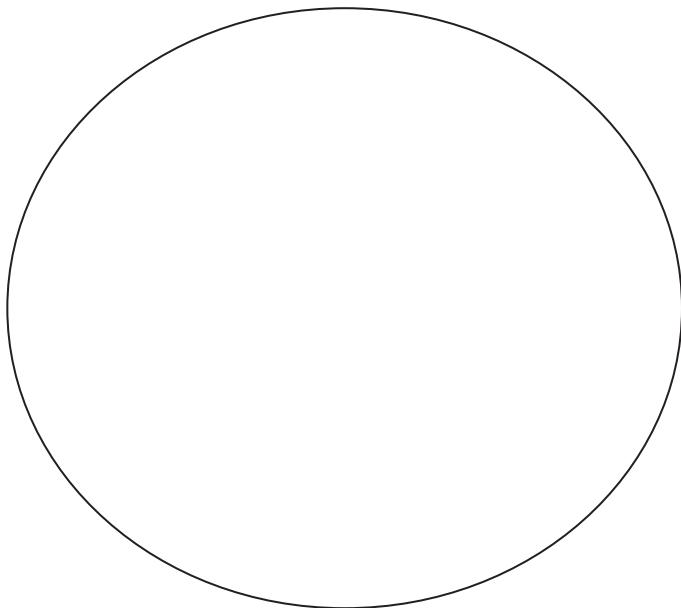
Date _____

Cover the shape with squares. Count how many, and write the number in the box.



Squares

Cover the shape with beans. Count how many, and write the number in the box.



Beans

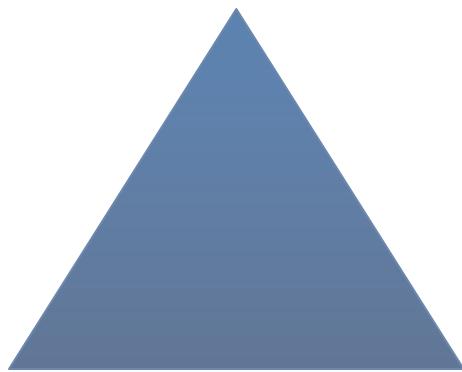
Name _____

Date _____

Trace your hand. Cover the tracing with pennies. Have an adult trace his or her hand. Cover tracing with pennies.* Whose hand is bigger? How do you know that?

*Note: Instead of pennies, you can use pasta, beans, buttons, or another coin. You may want to do this activity twice using different materials to cover the hands. Talk about which materials took more or less to cover and why.

Triangle



Rectangle

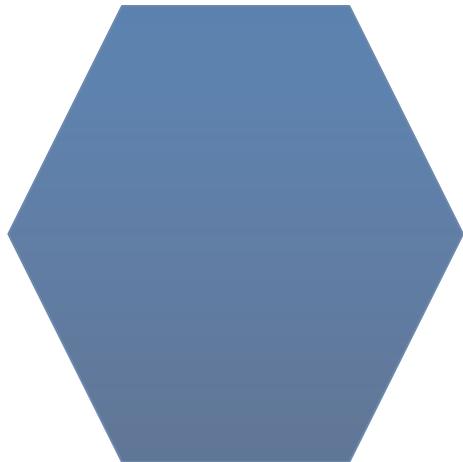


shape signs

Square

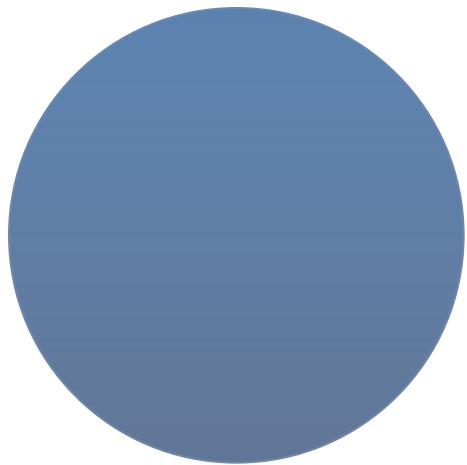


Hexagon

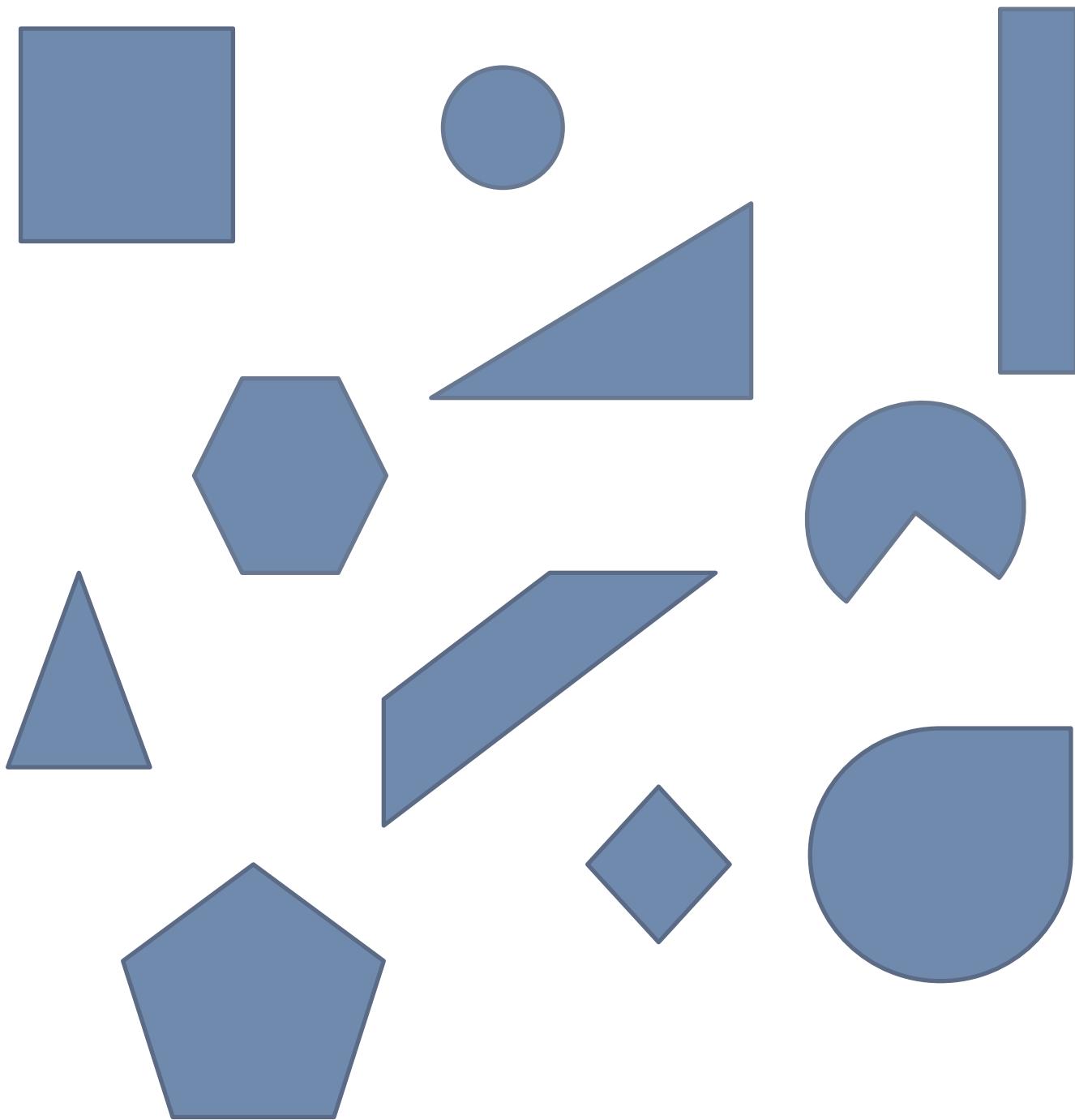


shape signs

Circle



shape signs



shape cutouts

Name _____

Date _____



My square.

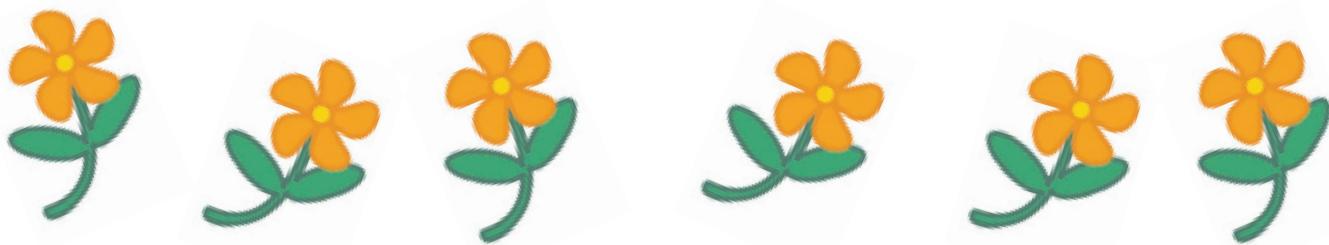
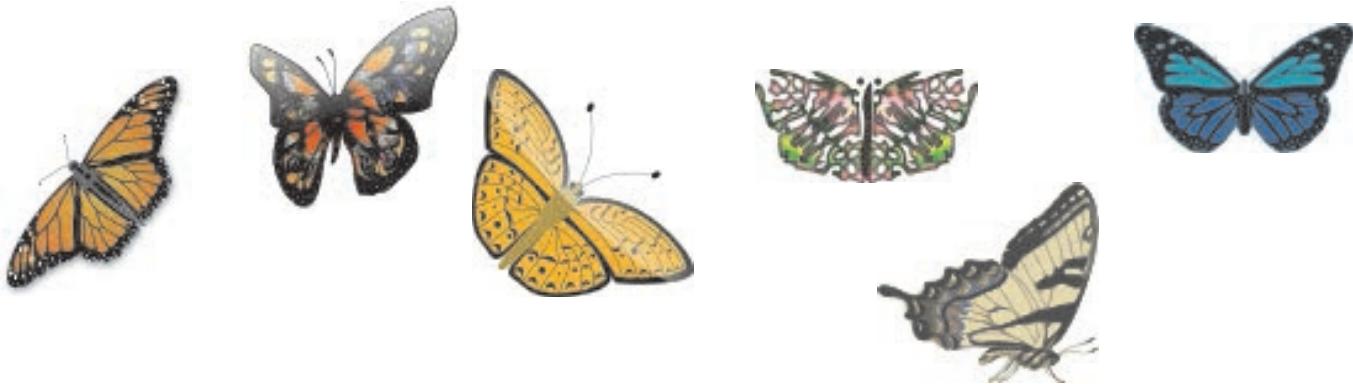
My square covered
with a circle.My square covered
with little squares.My square covered
with beans.

my square recording sheet

Name _____

Date _____

Draw straight lines with your ruler to see if there are enough flowers for the butterflies.



On the back, draw some plates. Draw enough apples so each plate has one.

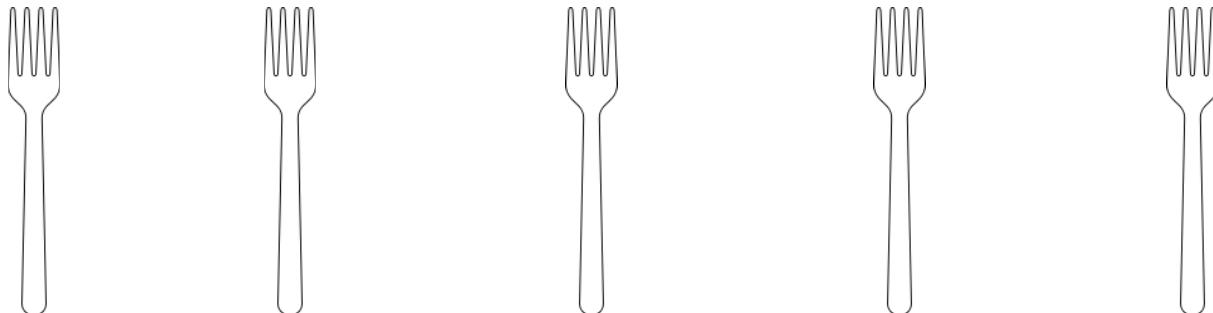
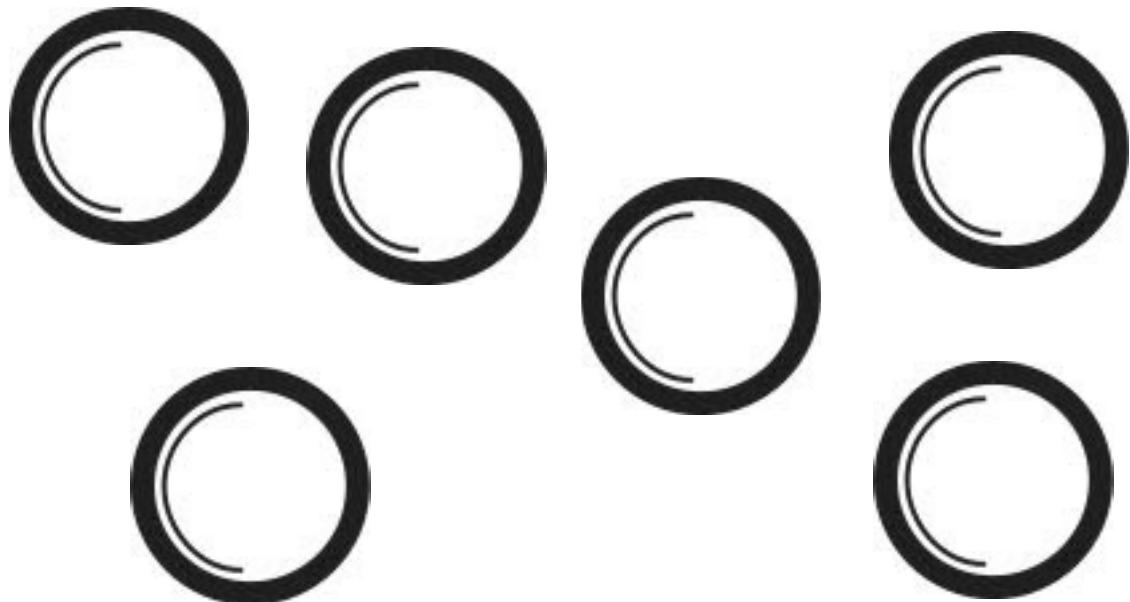
Name _____

Date _____

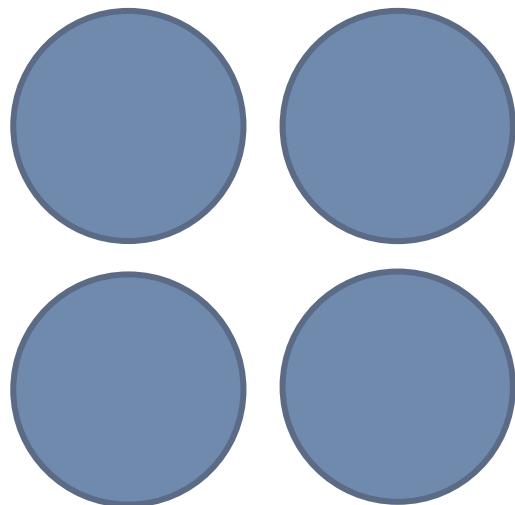
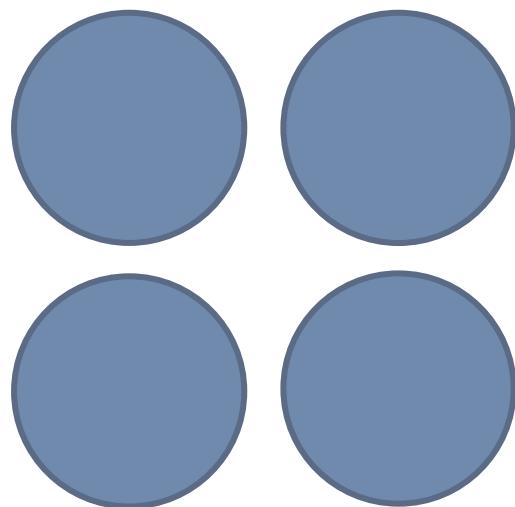
Draw straight lines with your ruler to see if there are enough shovels for the pails.



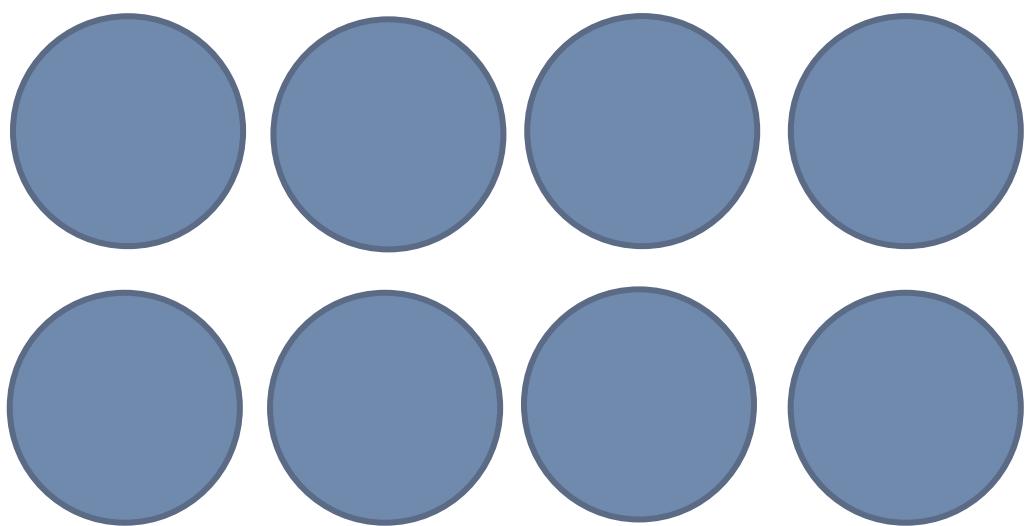
Make sure there is a fork for every plate. Draw straight lines with a ruler from each plate to a fork. If there are not enough forks, draw one.



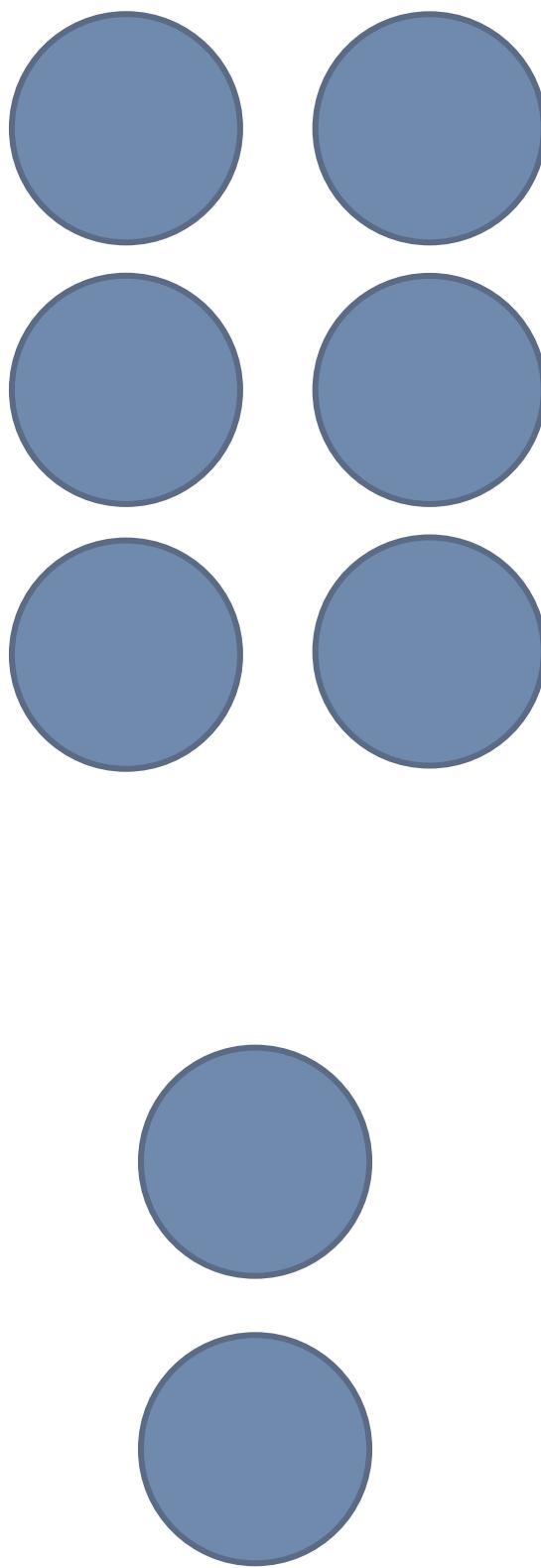
You have 4 fishes. Draw enough fish bowls so you can put 1 fish in each fish bowl.



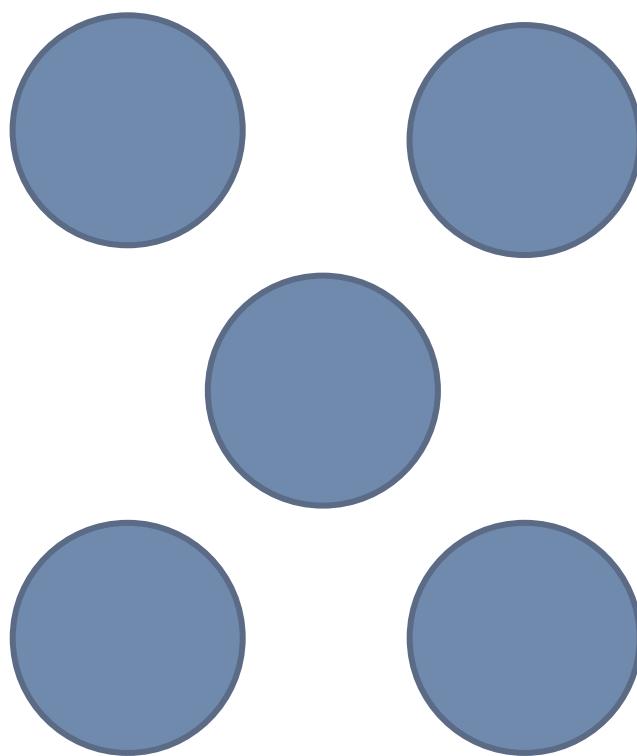
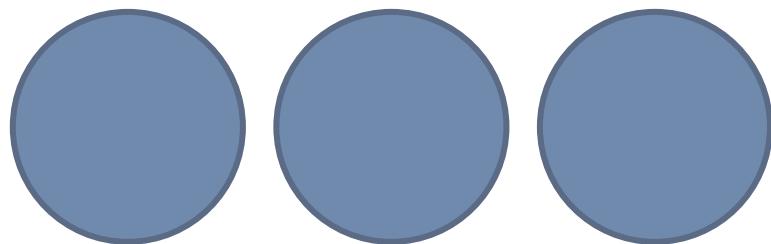
dot cards of 8



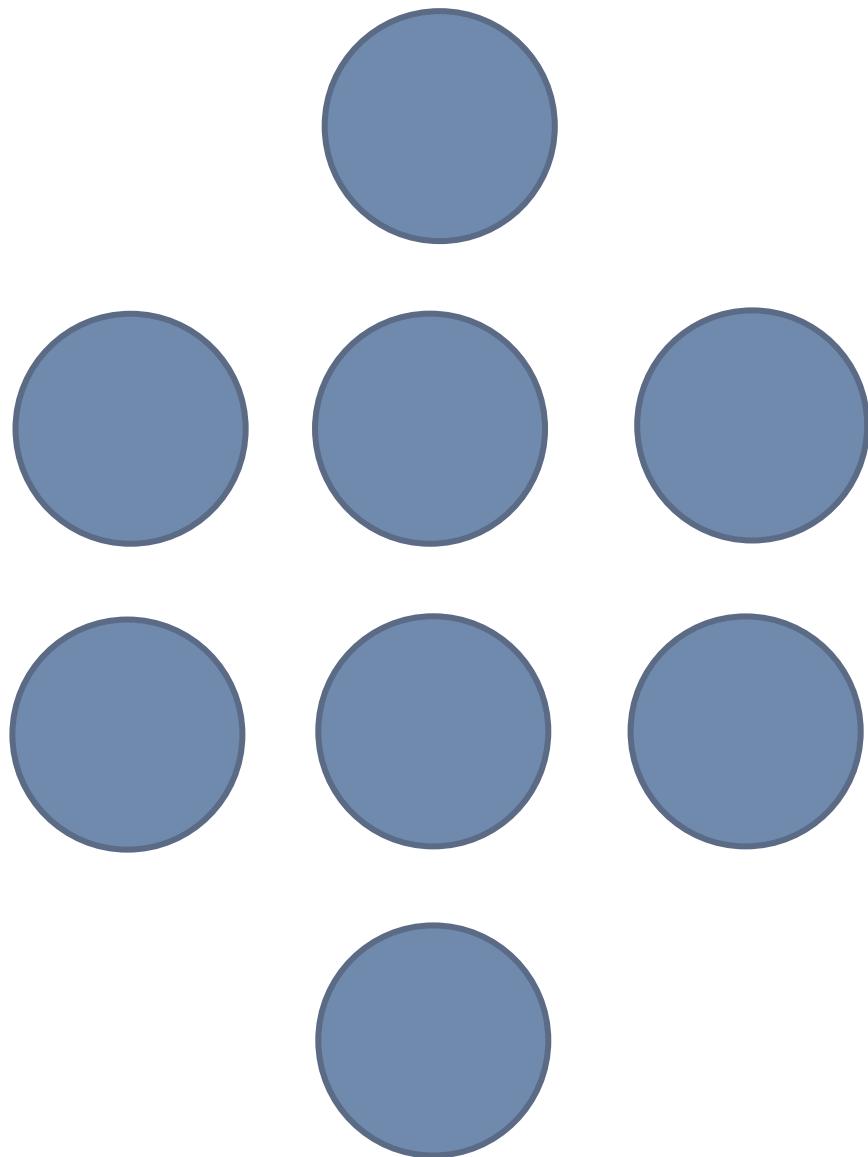
dot cards of 8



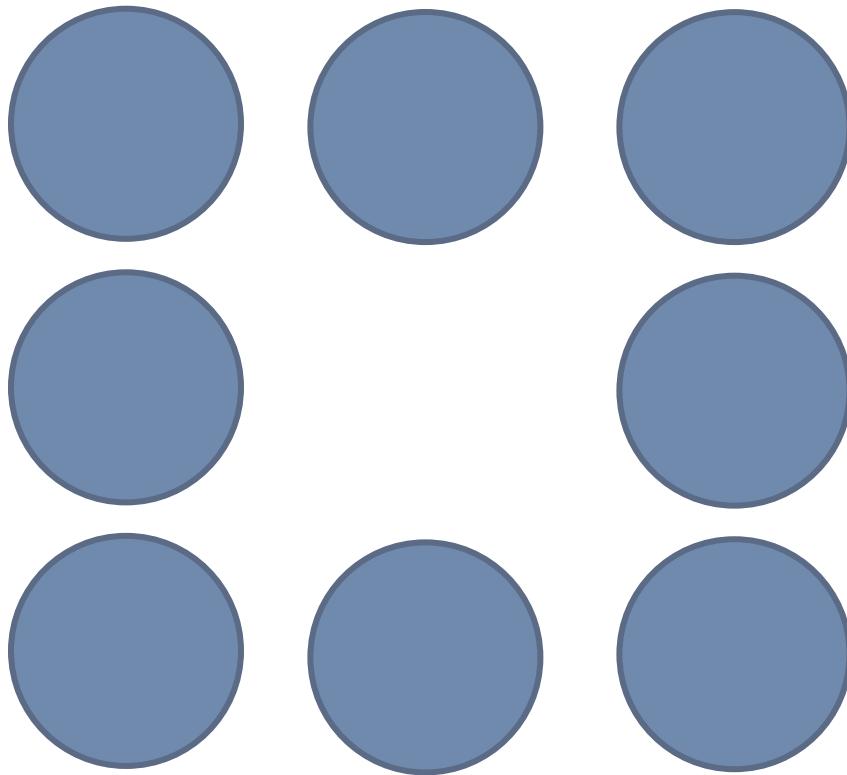
dot cards of 8



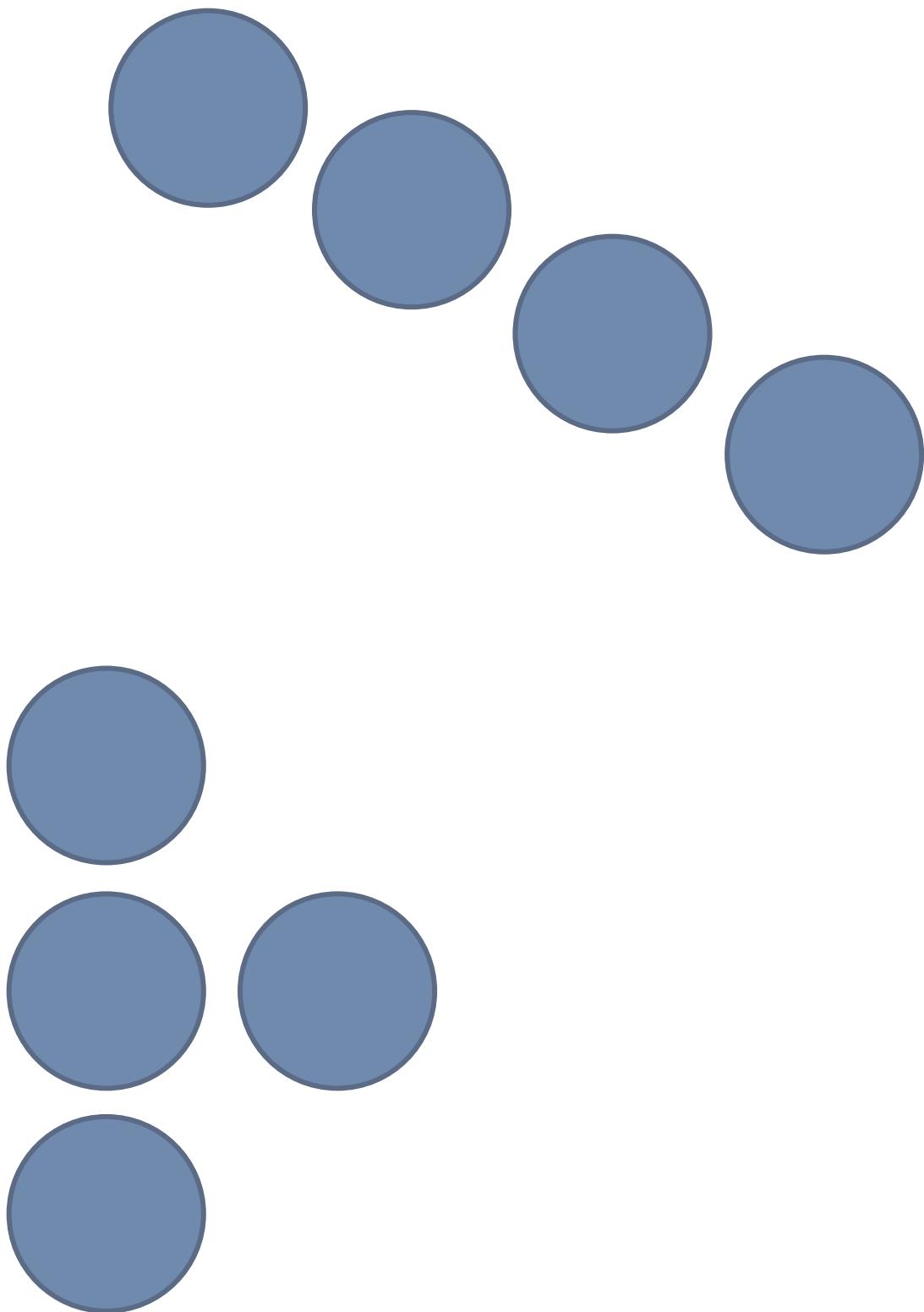
dot cards of 8



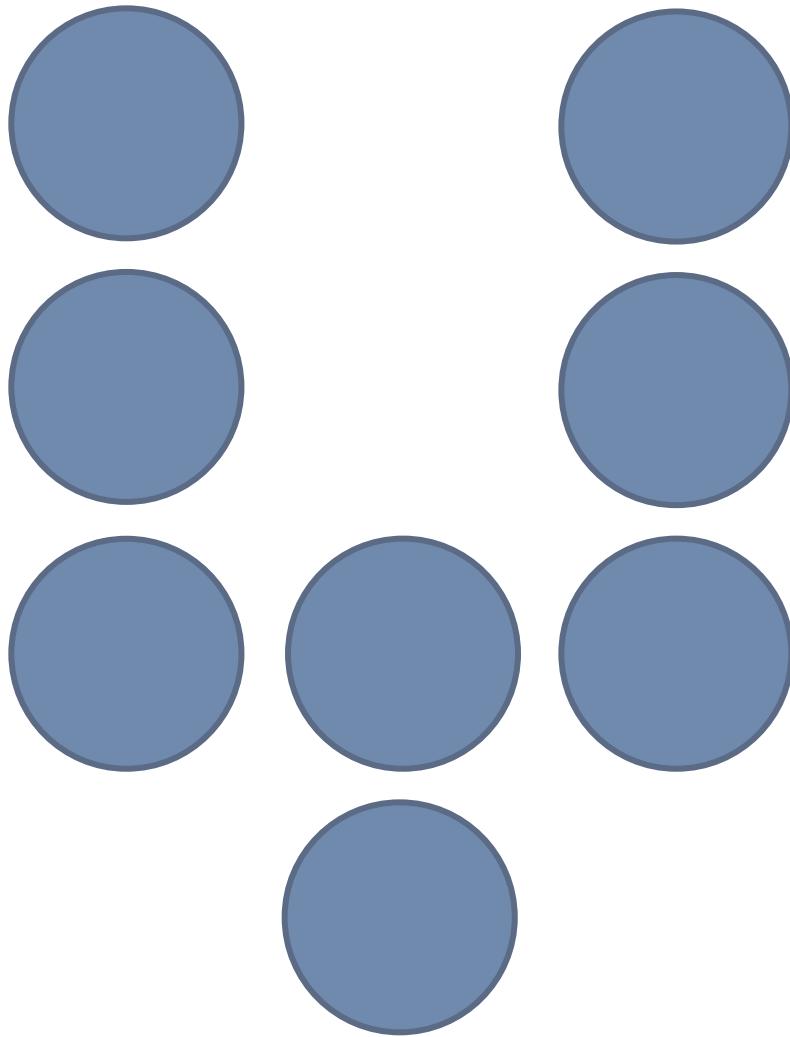
dot cards of 8



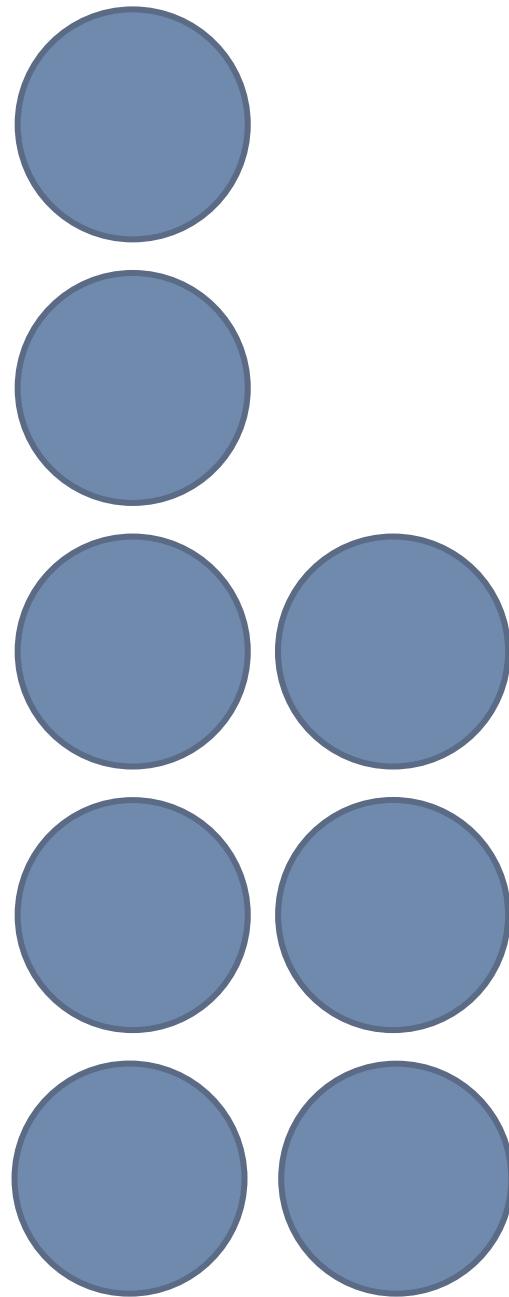
dot cards of 8



dot cards of 8



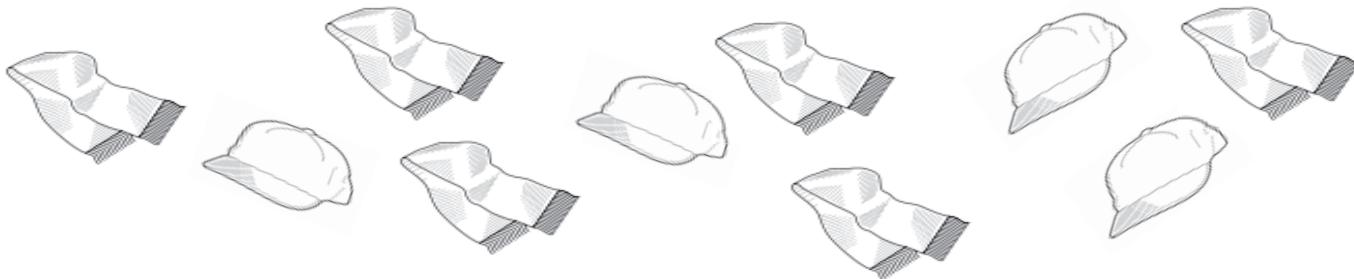
dot cards of 8



dot cards of 8

Name _____

Date _____

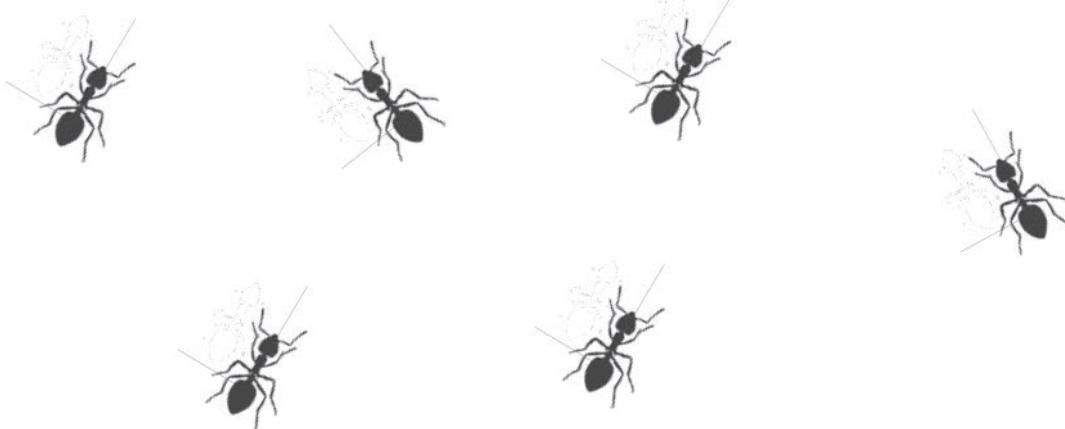


Draw straight lines with your ruler to see if there are enough hats for the scarves.

Are there more or ?

Cross off by putting an X on 2 . Talk to your partner about what you notice now.

Draw more leaves than ants.



Name _____

Date _____

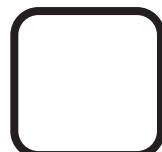


Draw straight lines with your ruler to see if there is one hoop for each ball.

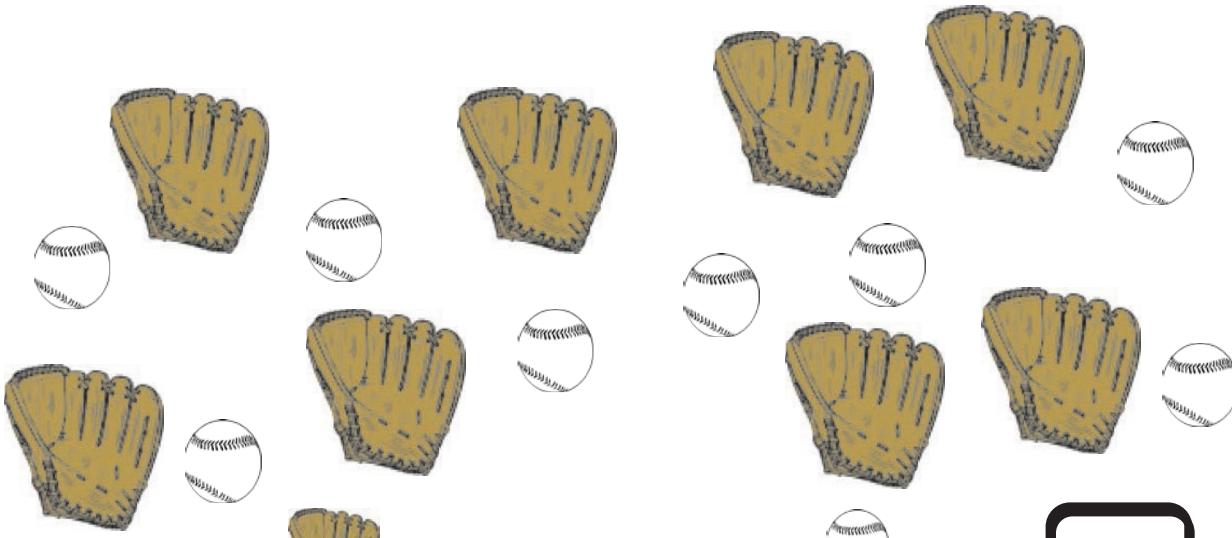
Are there more



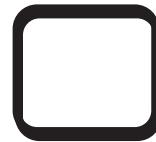
or ?



Write the number of



Write the number of . Write the number of



Are there the same number of as ? Circle yes or no.

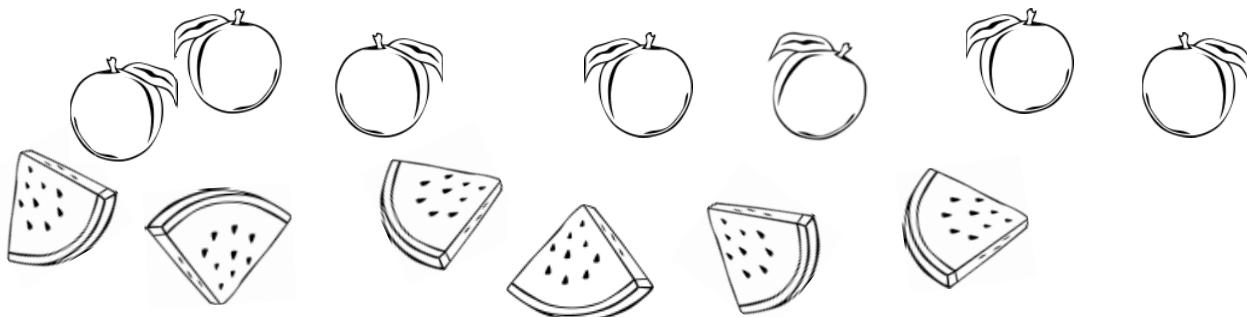
Name _____ Date _____

Count the objects. Circle the set that has fewer.



Draw more ladybugs so there are the same number of ladybugs as leaves.

Count the objects. Circle the set that has fewer.



Draw more watermelon slices so there are the same number of watermelon slices as peaches.

On the back, draw suns and stars. Draw fewer suns than stars.

Name _____

Date _____

Draw another bird so there are the same number of birds as bird cages.



On the back of your paper, draw 5 dogs

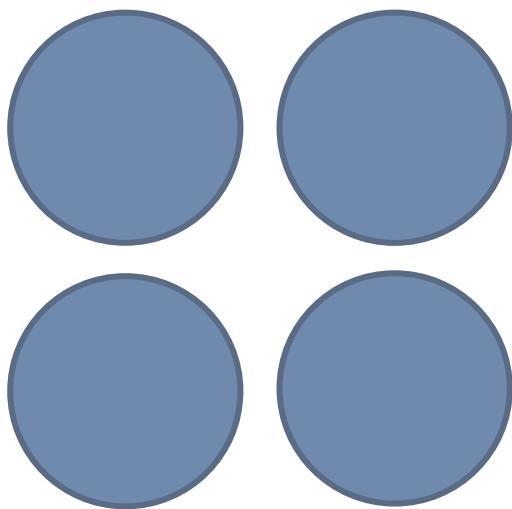
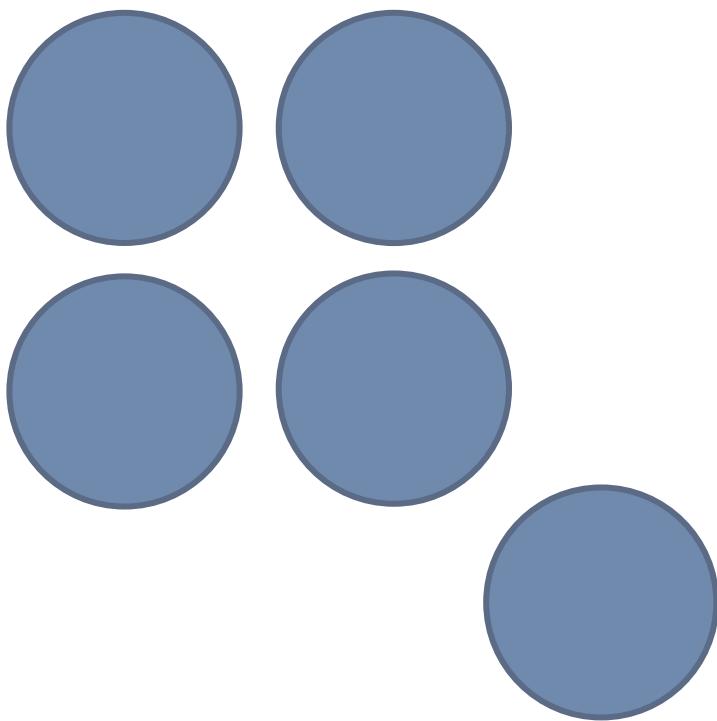


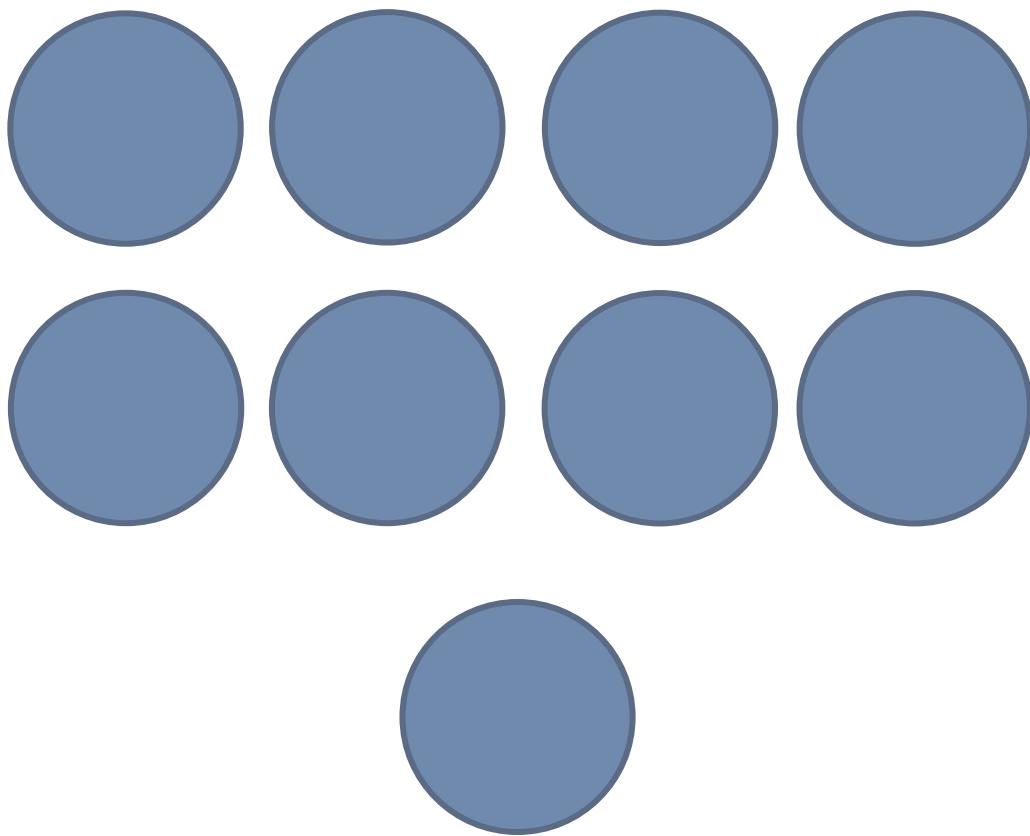
Draw dog houses so there are fewer dog houses than dogs



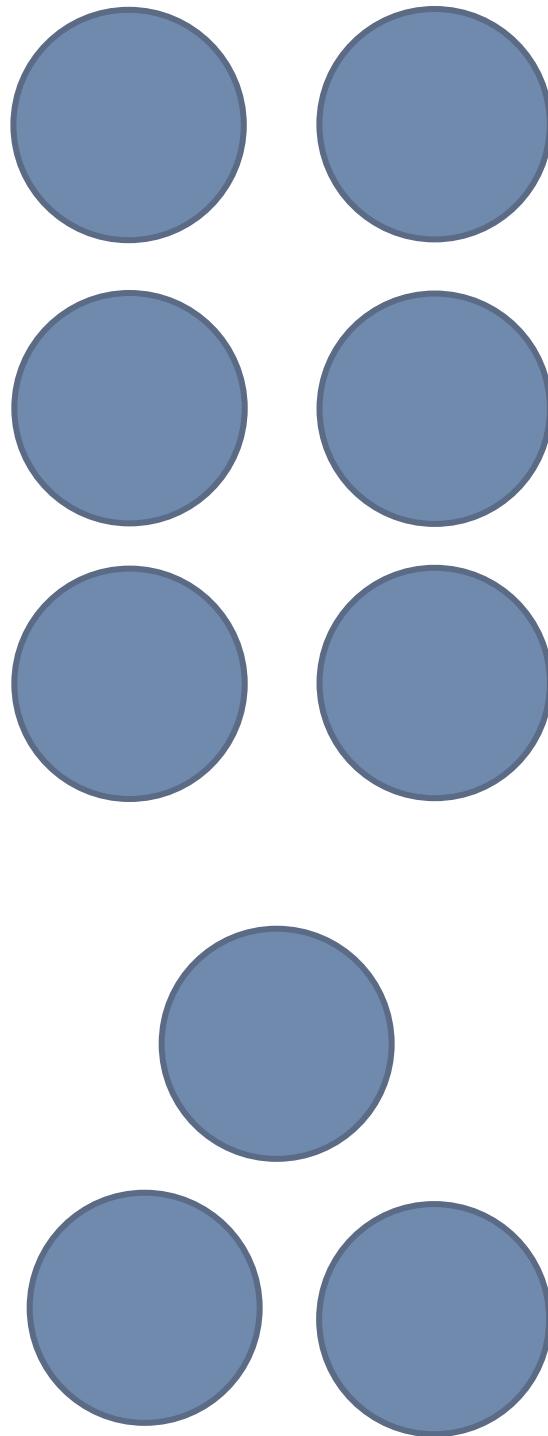
Draw bones so there are the same number of bones as dogs



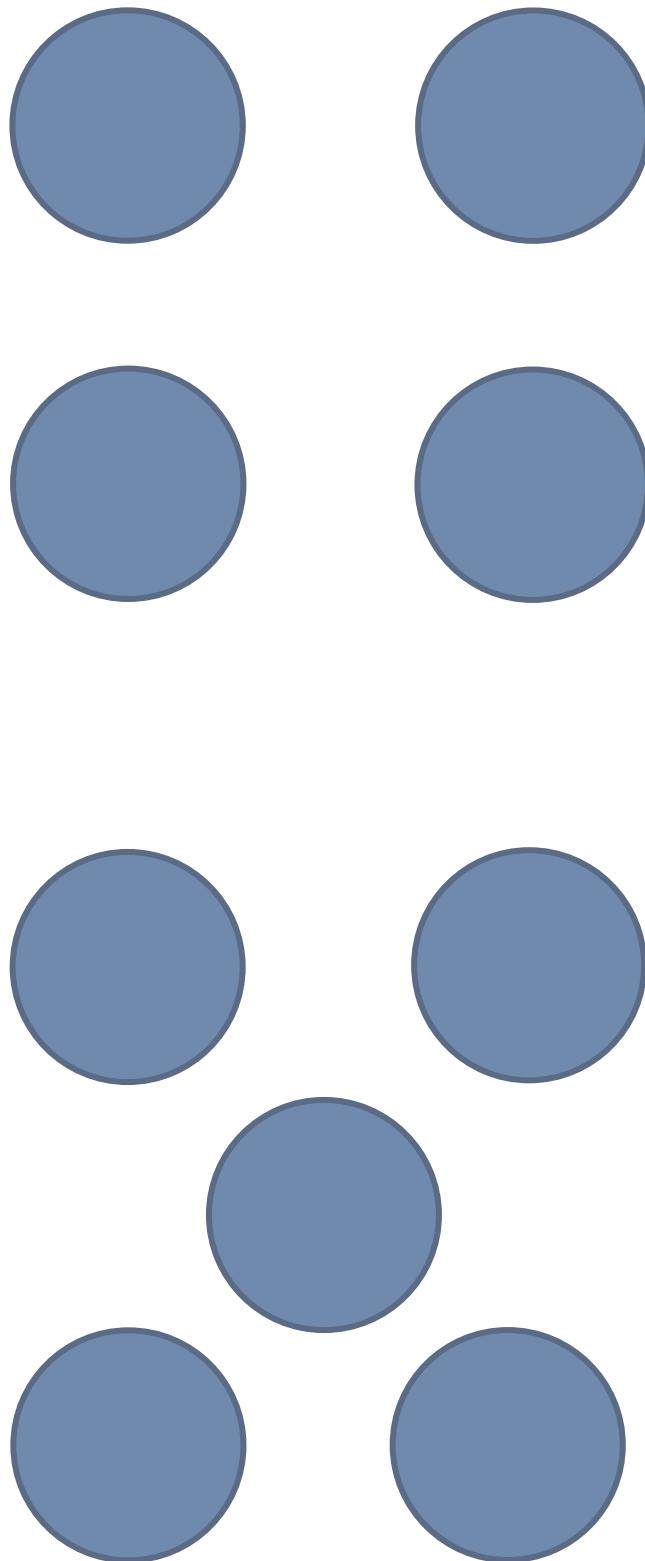




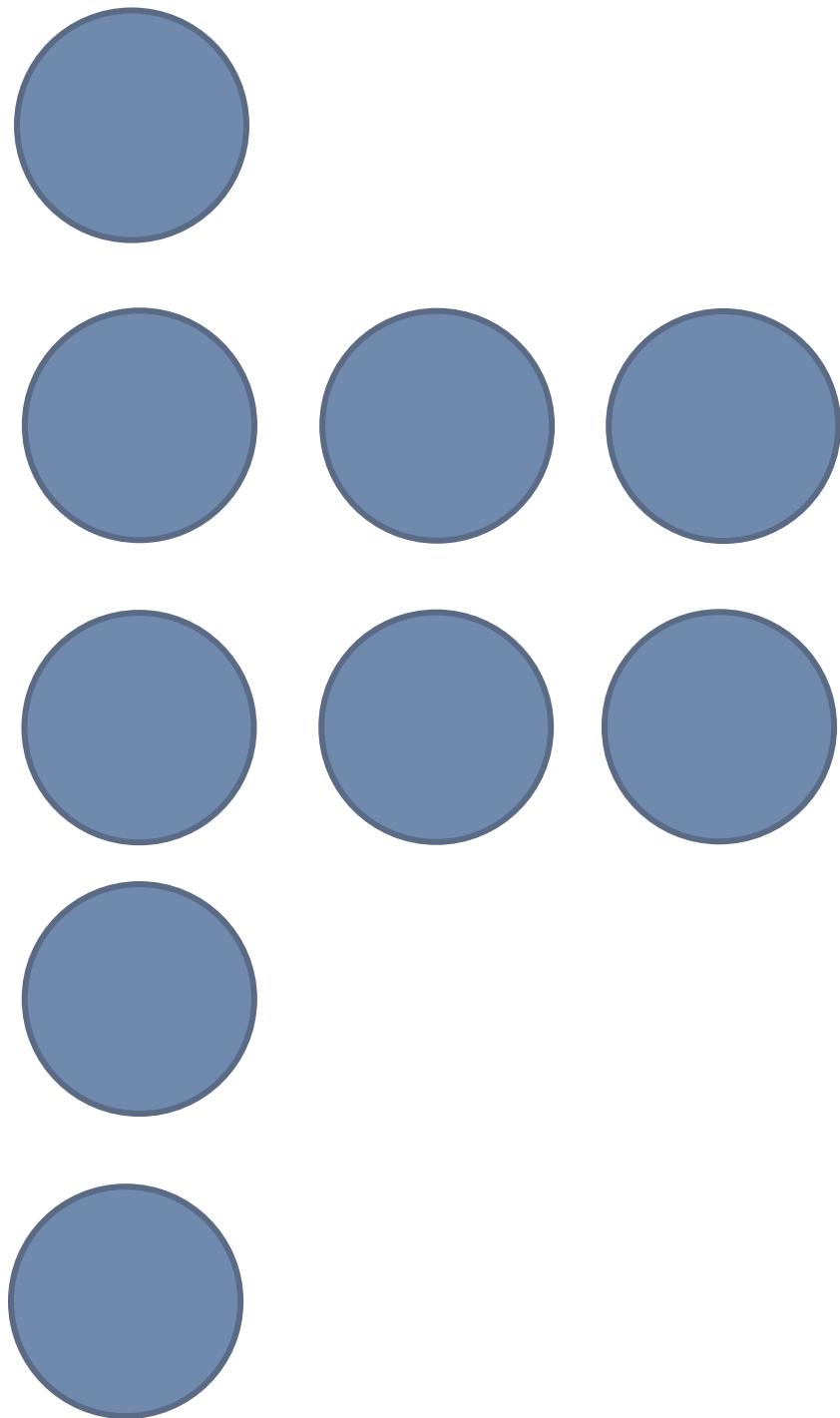
dot cards of 9



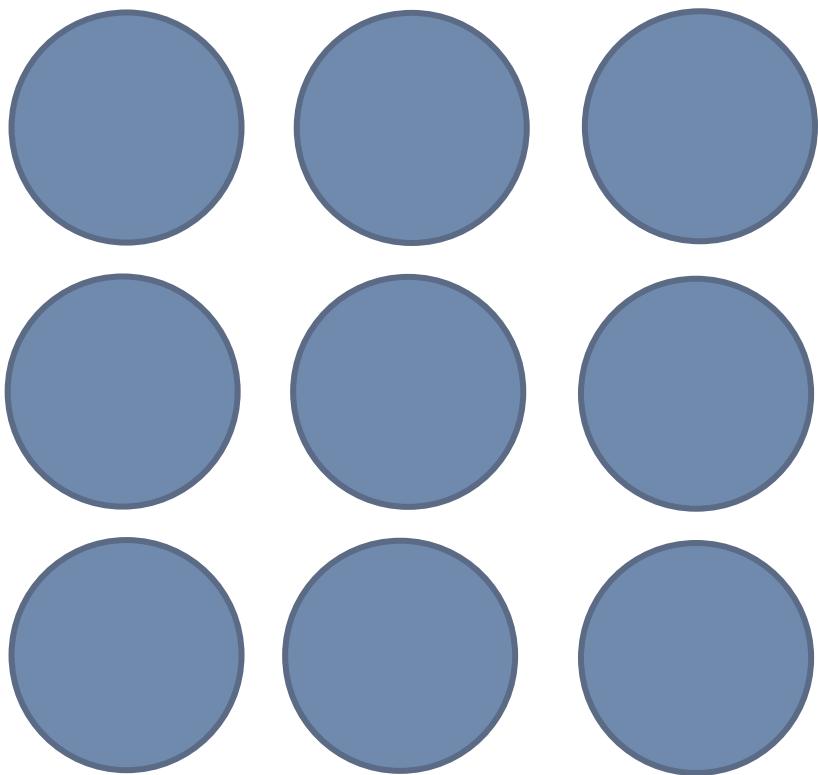
dot cards of 9



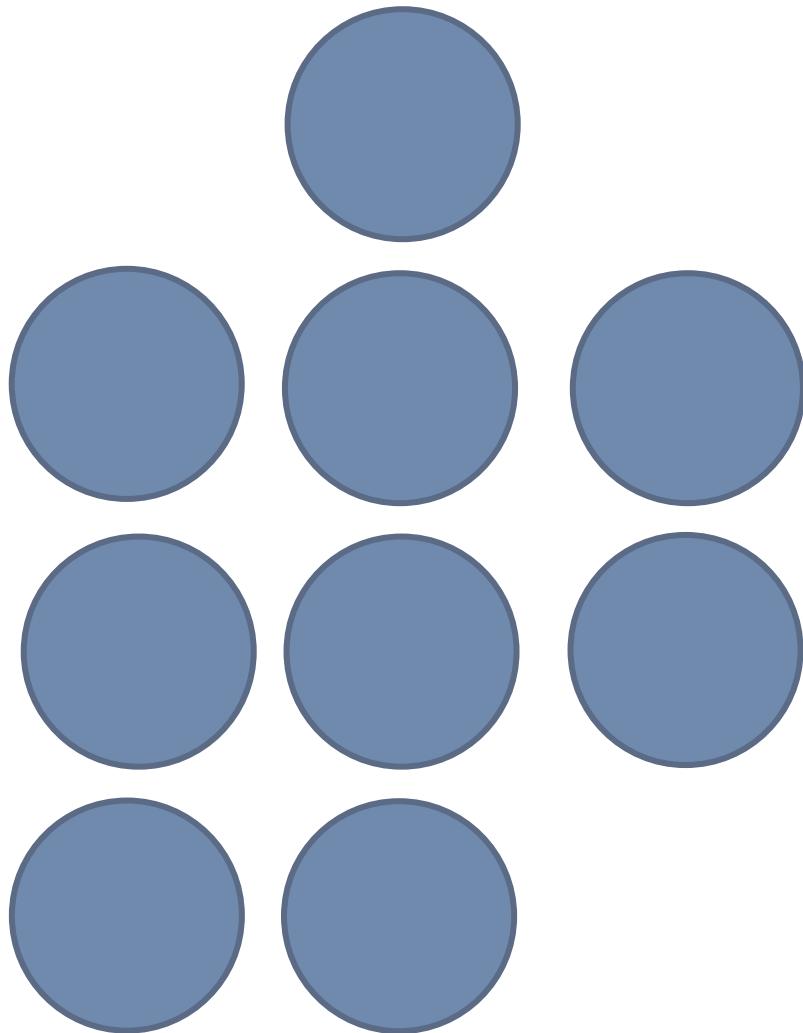
dot cards of 9



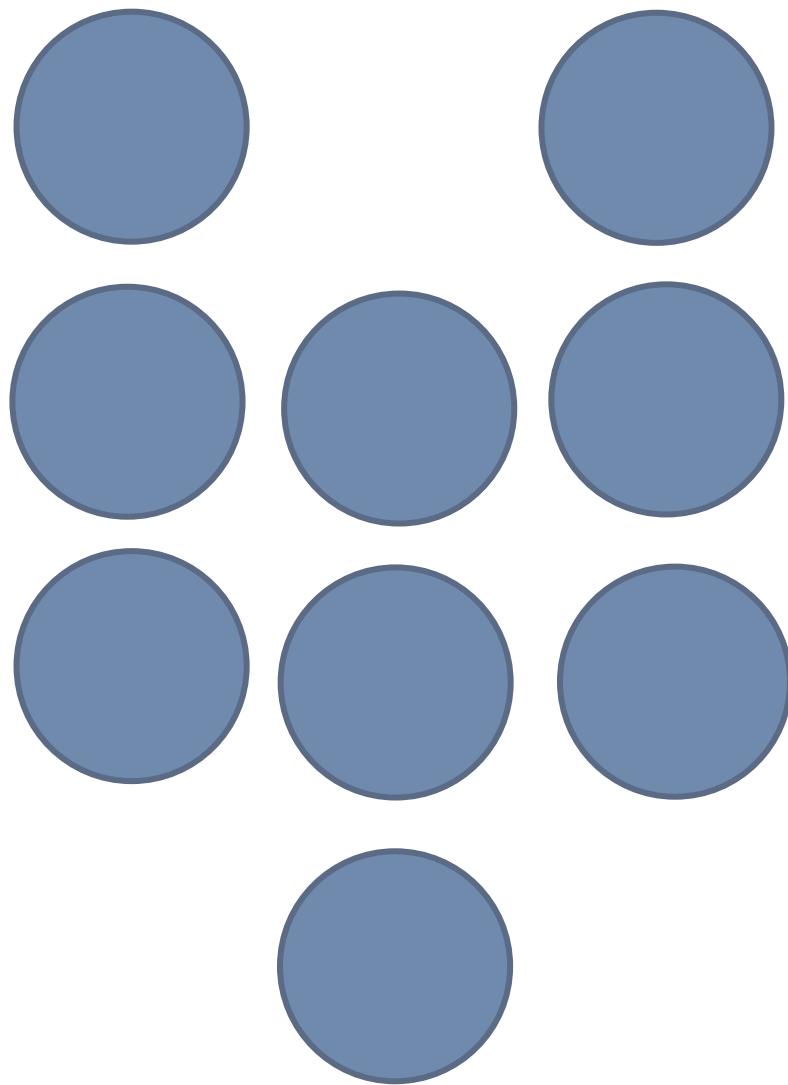
dot cards of 9



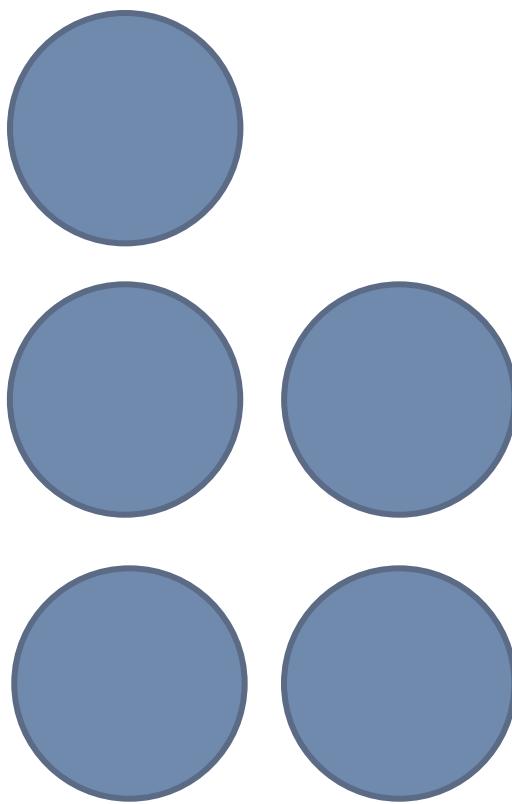
dot cards of 9



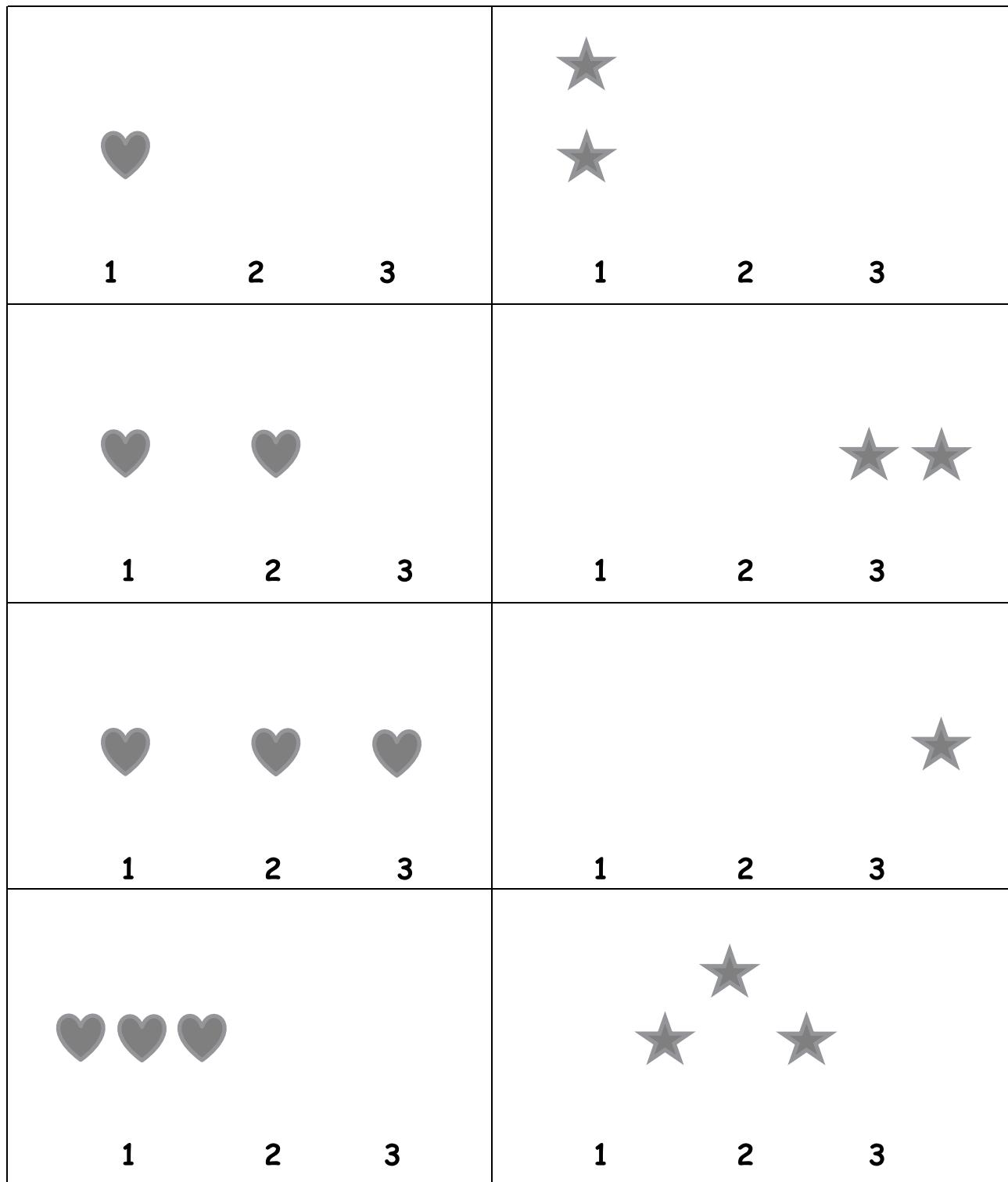
dot cards of 9



dot cards of 9



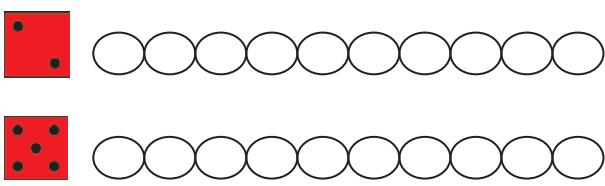
dot cards of 9



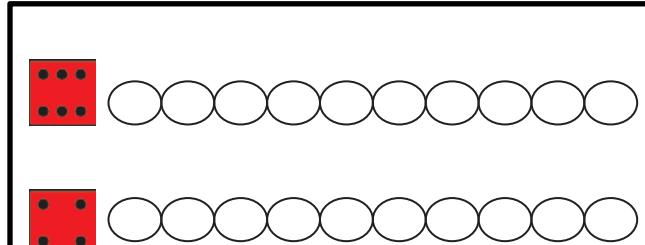
Name _____

Date _____

Count the dots on the die. Color as many beads as the dots on the die. Circle the longer chain in each pair.

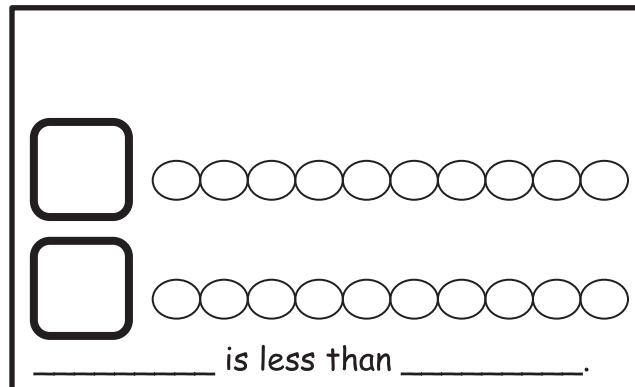
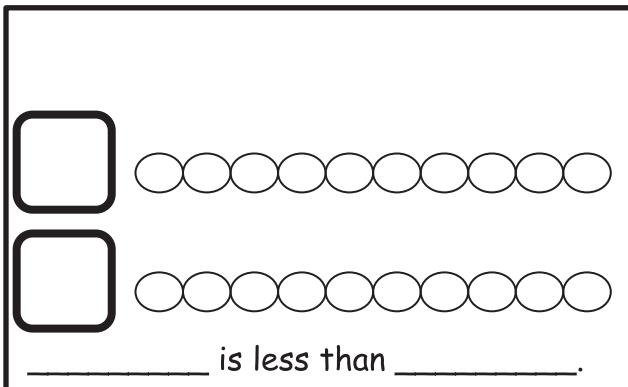


_____ is more than _____.



_____ is more than _____.

Roll the die. Write the number you roll in the box and color that many beads. Roll the die again, and do the same on the next set of beads. Circle the chain with fewer beads.



On the back, make more chains by rolling the die. Write the number you rolled, and then make a chain with the same number you rolled.

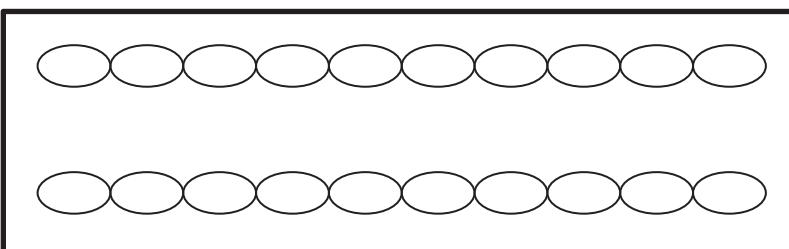
Name _____

Date _____

On the first chain, color the first 3 beads blue.

On the next chain, color more than 3 beads red.

How many beads did you color red? Write the number in the box.

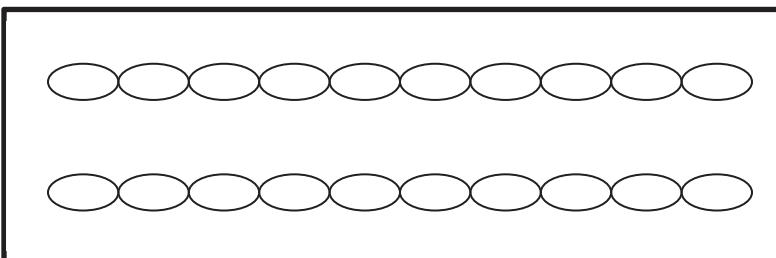


_____ red beads is more than 3.

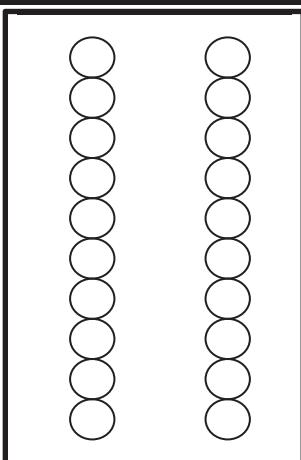
On the first chain, color the first 5 beads green.

On the next chain, color fewer than 5 beads yellow.

How many beads did you color yellow? Write the number in the box.



_____ yellow beads is fewer than 5.

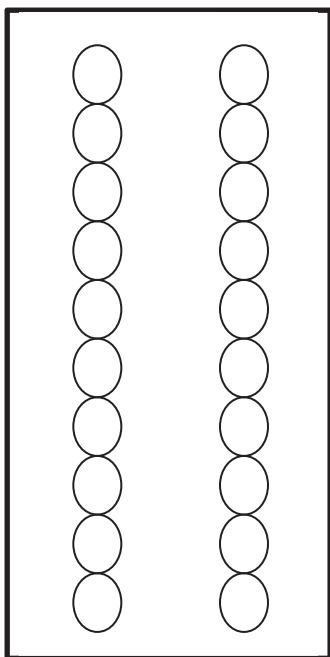


Color 2 beads brown in the first column.

Color more than 2 beads blue in the second column.

How many beads did you color in the second column?
Write the number in the box.

_____ blue beads is more than 2.



Color 9 beads red in the first column.

Color fewer than 9 beads green in the second column.

How many beads did you color in the second column? Write the number in the box.

_____ green beads is fewer than 9.

Draw a chain with more than 3 beads but fewer than 10 beads.

Draw a chain that has fewer than 10 beads but more than 4 beads.



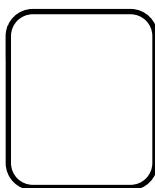
square path letter trains

Name _____

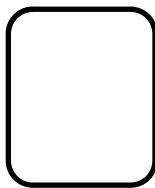
Date _____

Color the shapes. Count how many of each shape is in the shape robot.
Write the number next to the shape.

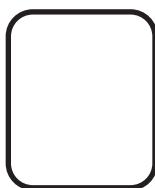
Red



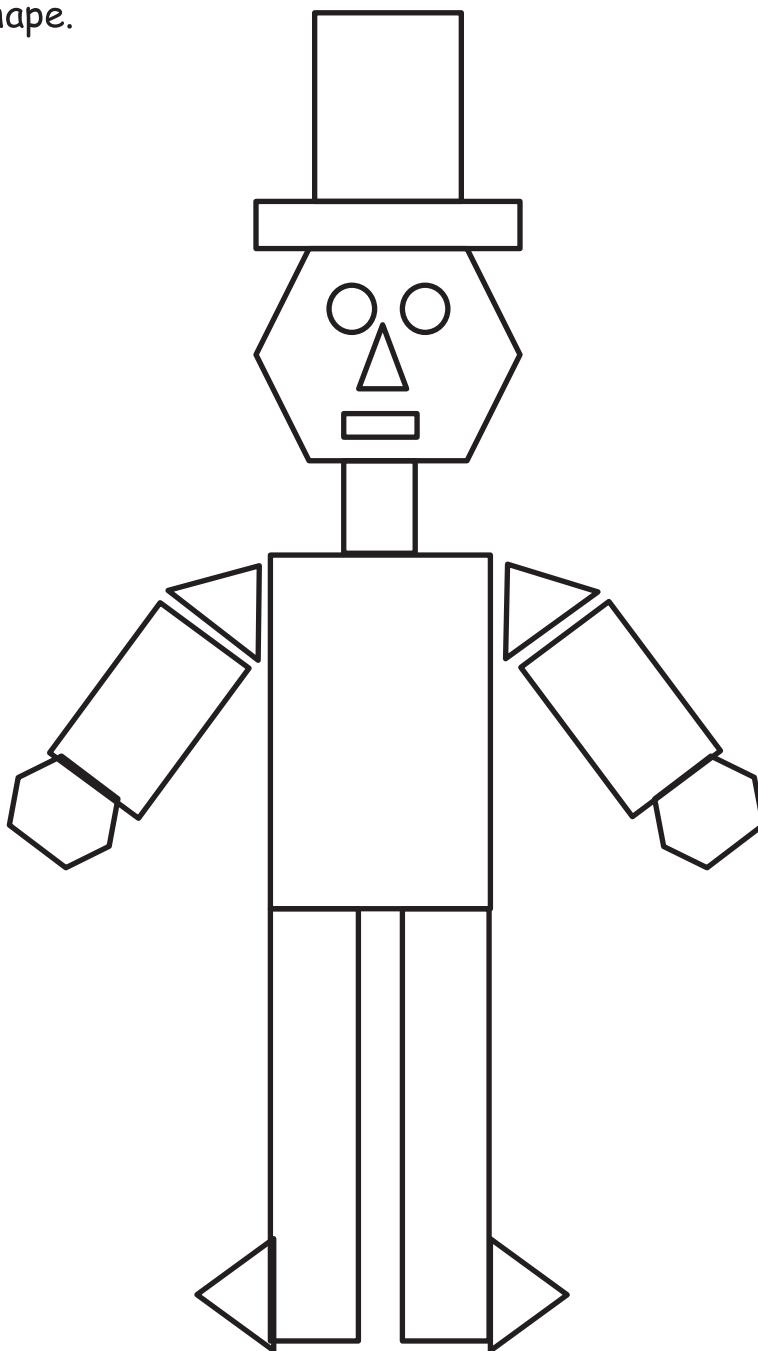
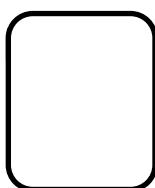
Yellow



Green



Orange



Look at the robot. Color the shape that has more.

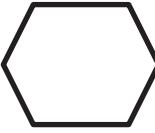
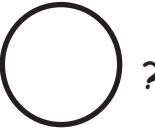
Are there more  or  ?

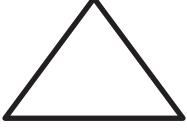
Are there more  or  ?

Are there more  or  ?

Look at the robot. Color the shape that has fewer.

Are there fewer  or  ?

Are there fewer  or  ?

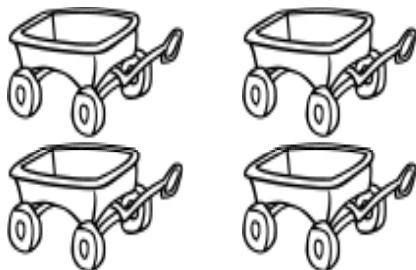
Are there fewer  or  ?

Name _____

Date _____

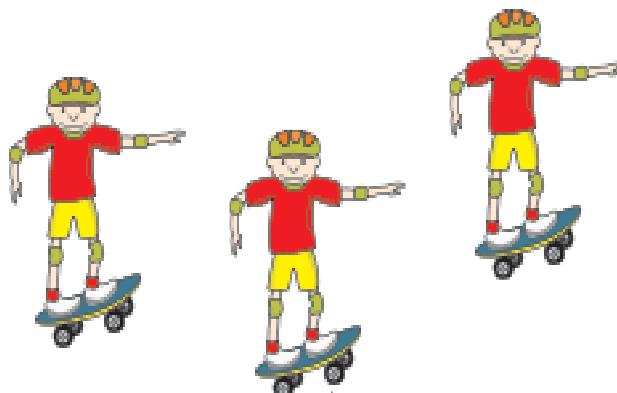
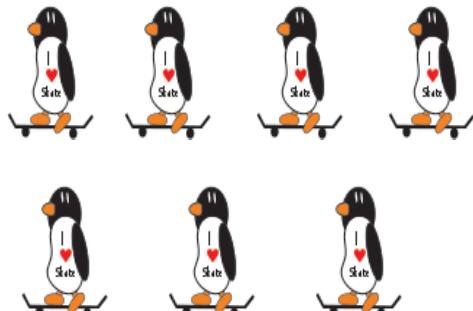
Which has more? The  or ?

Circle the set that has more.



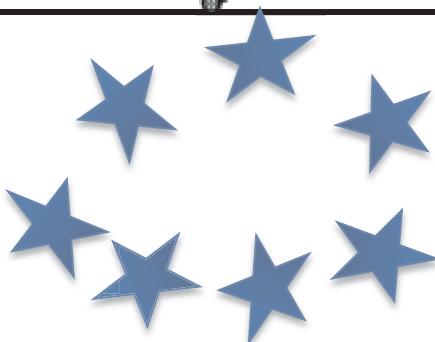
Which has fewer? The  or ?

Circle the set that has fewer.

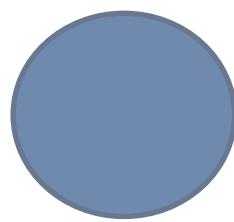
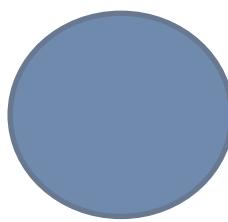
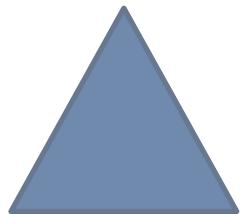
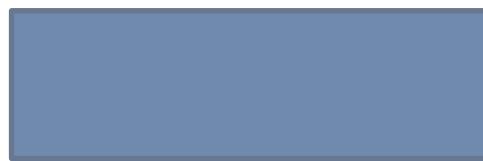
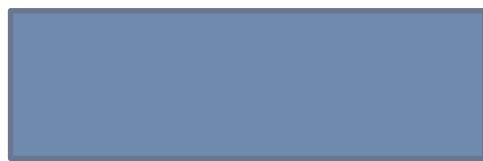
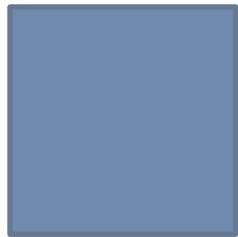
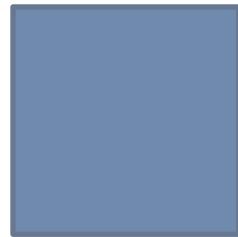
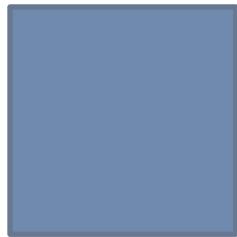


Which has fewer? The  or ?

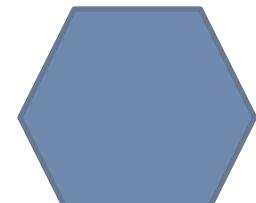
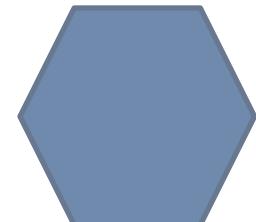
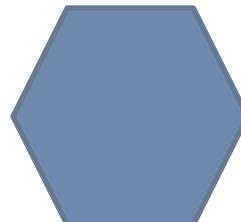
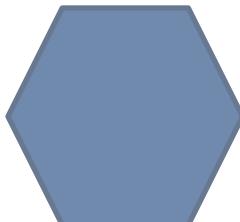
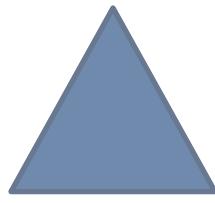
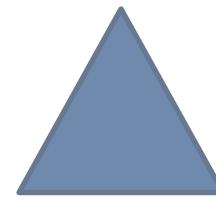
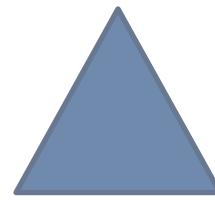
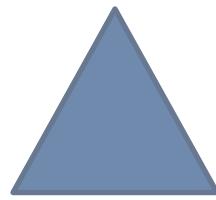
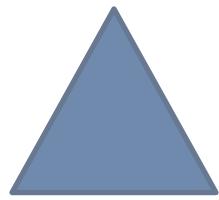
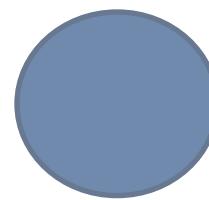
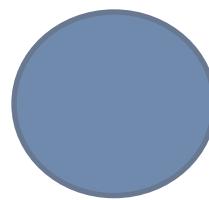
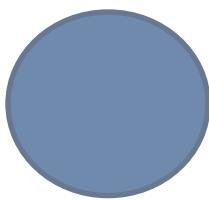
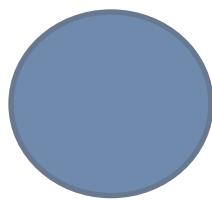
Circle the set that has fewer.



On the back of your paper, draw a set of 5 books. Draw some apples.
Are there fewer apples or fewer books?



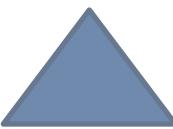
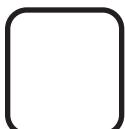
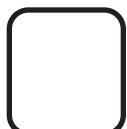
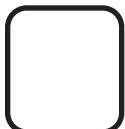
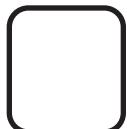
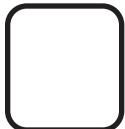
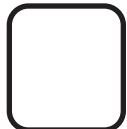
shapes



shapes

Name _____

Date _____



Draw a shape to make the sentence true.

There are more _____ than .

There are fewer than _____.

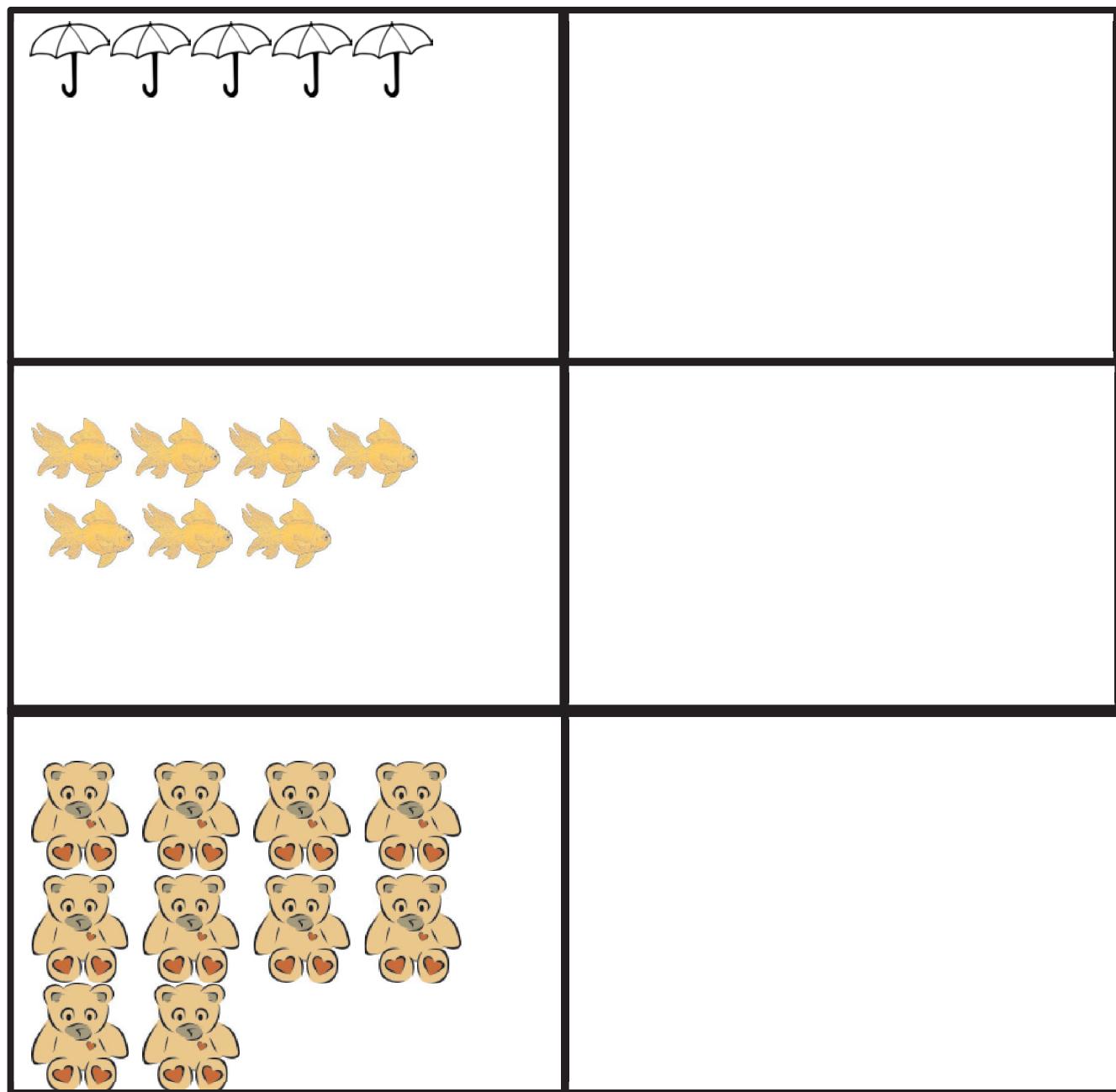
There are fewer _____ than .

more than, fewer than recording sheet

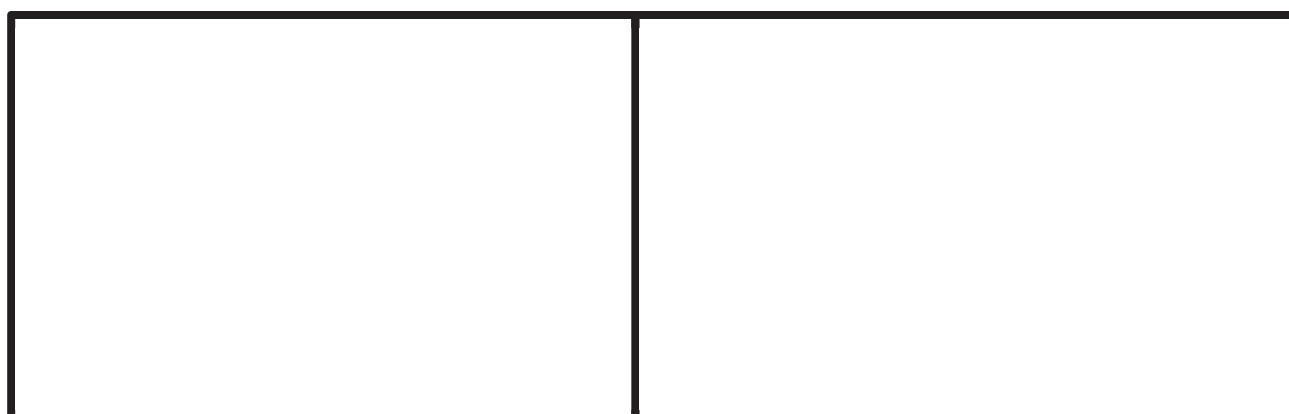
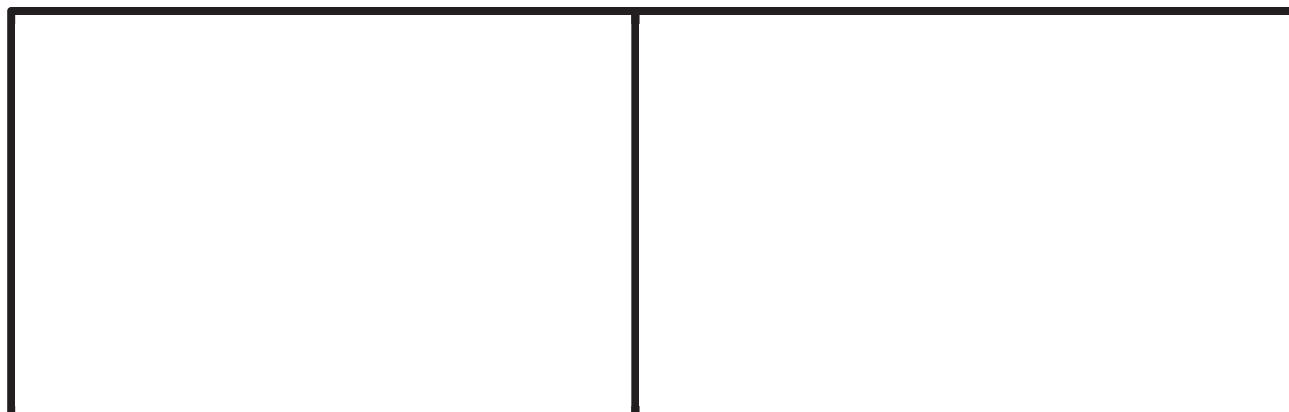
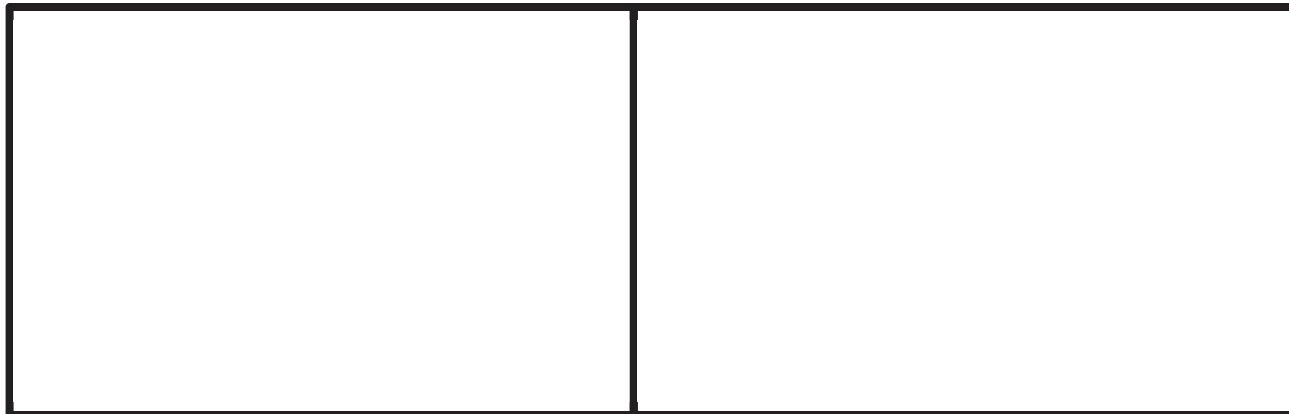
Name _____

Date _____

Count the objects in the box. Then, draw the same number of circles in the empty box.

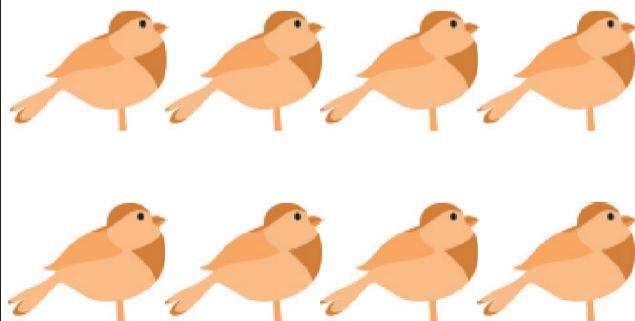


Draw a set of objects in the first box. Switch papers with a partner.
Have your partner draw the same number of objects in the next box.



Name _____ Date _____

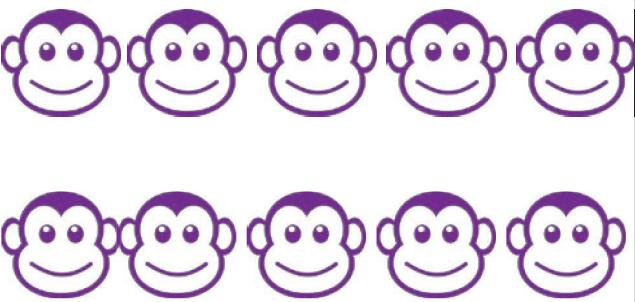
Count the birds. In the next box, draw the same number of nests as birds.



Count the houses. In the next box, draw the same number of trees as houses.



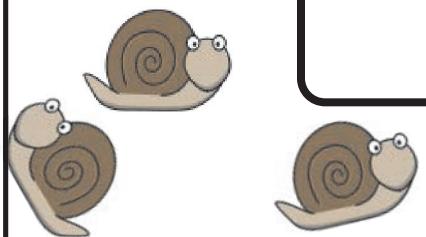
Count the monkeys. In the next box, draw the same number of bananas as



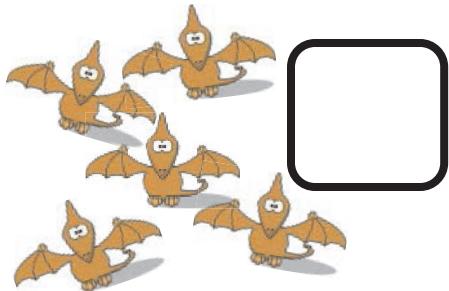
On the back of your paper, draw some pencils. Then, draw a crayon for each pencil.

Name _____ Date _____

How many snails?

Draw 1 leaf for every snail and 1 more leaf.
How many leaves?

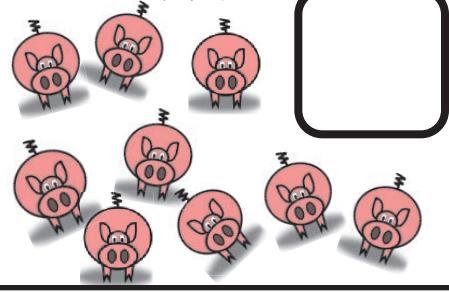
How many pterodactyls?

Draw 1 fish for every pterodactyl and 1 more fish.
How many fish?

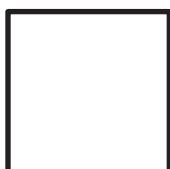
How many squirrels?

Draw 1 acorn for every squirrel and 1 more acorn.
How many acorns?

How many pigs?

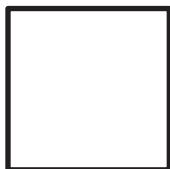
Draw 1 piece of corn for every pig and 1 more piece of corn.
How many pieces of corn?

Roll the die. Draw the number of dots in the first box. Then, draw a set of objects that has 1 more. Write the number in the box.



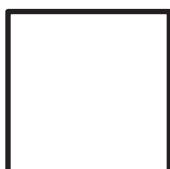
An empty square outline for drawing dots.

An empty square outline for drawing objects.



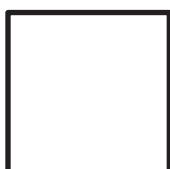
An empty square outline for drawing dots.

An empty square outline for drawing objects.



An empty square outline for drawing dots.

An empty square outline for drawing objects.

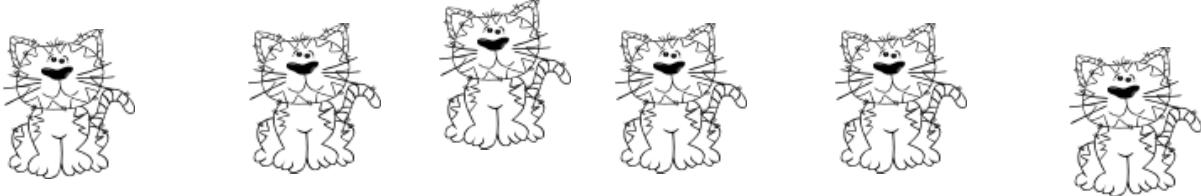


An empty square outline for drawing dots.

An empty square outline for drawing objects.

Name _____

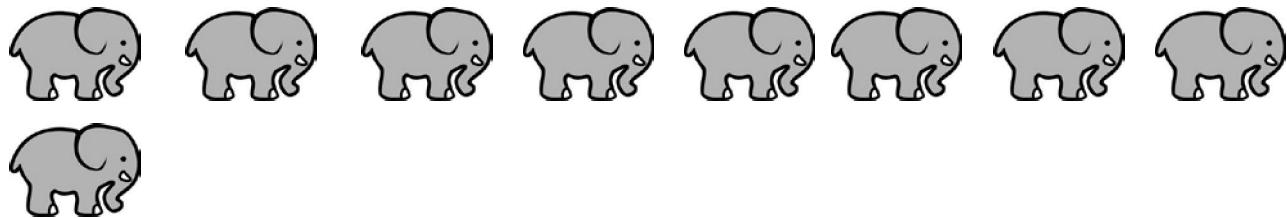
Date _____



How many cats?

Draw a ball for every cat and 1 more ball.

How many balls?



How many elephants?

Draw a peanut for every elephant and 1 more peanut.

How many peanuts?

Name _____

Date _____

As you work, use your math words *less than*.

How many kites?



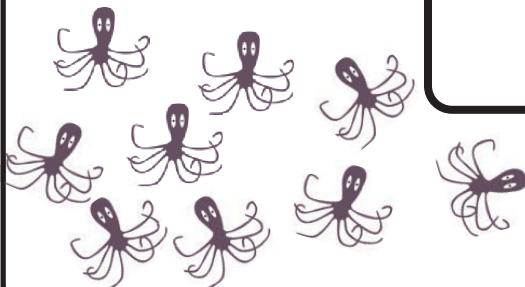
Draw a set of suns that has 1 less. How many suns?

How many hot air balloons?



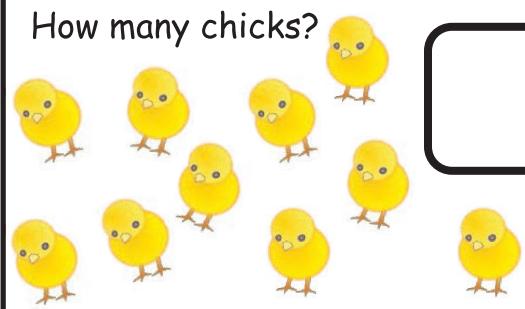
Draw a set of clouds that has 1 less. How many clouds?

How many octopi?



Draw a set of sharks that has 1 less. How many sharks?

How many chicks?



Draw a set of worms that has 1 less. How many worms?

Roll the die. Draw the number of dots in the first box. Then, make a set of objects that has 1 less. Write the number in the box.

Name _____ Date _____

Count the set of objects, and write how many in the box.

Draw a set of circles that has 1 less, and write how many in the box. As you work, use your math words *less than*.

Six sun icons arranged in two rows of three.	<input type="text"/>	<input type="text"/>
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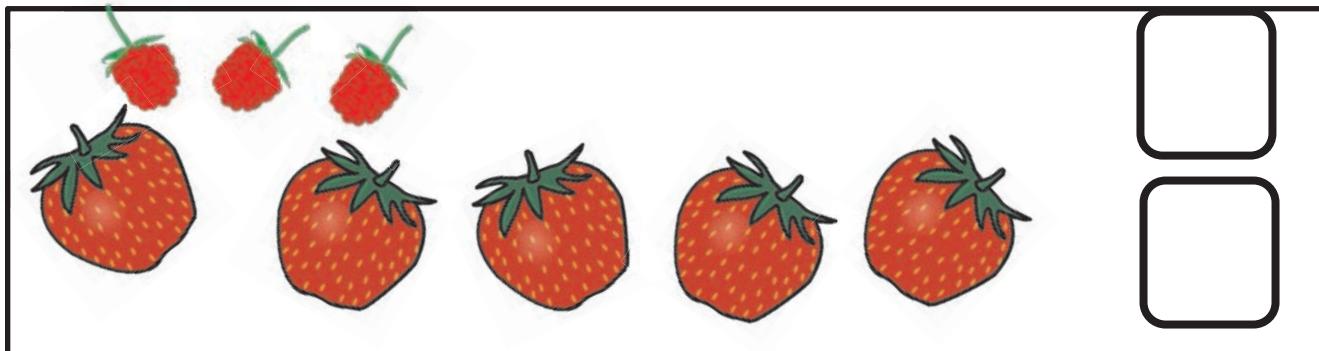
Seven star icons arranged in three rows of two, with one star in the fourth position.	<input type="text"/>	<input type="text"/>
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Eight right-pointing arrow icons arranged in three rows of three, with one arrow in the fourth position.	<input type="text"/>	<input type="text"/>
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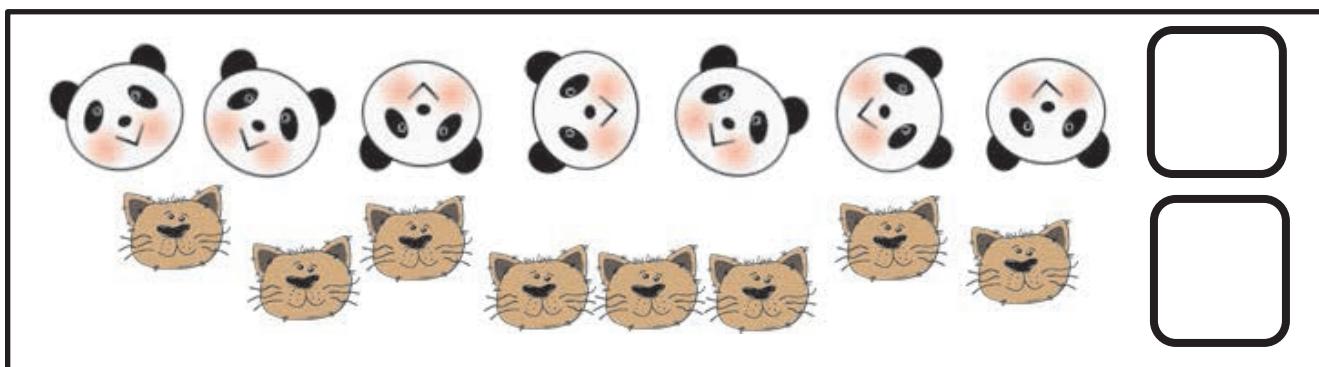
Nine heart icons arranged in three rows of three.	<input type="text"/>	<input type="text"/>
---	----------------------	----------------------

Name _____ Date _____

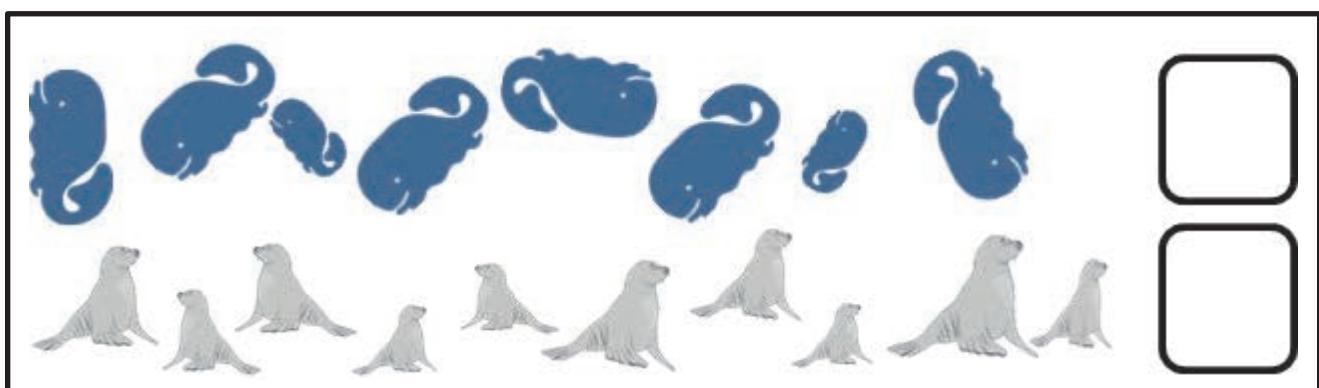
1. Count the objects in each line. Write how many in the box. Then, fill in the blanks below. Use the words *more than* to compare the numbers.



_____ is more than _____.



_____ is more than _____.



_____ is more than _____.

2. Roll a die, and draw a set of objects to match the number rolled. Write the number in the box. Roll the die again, and do the same in the next box. Use the words *more than* to compare the numbers.

	<input type="text"/>
	<input type="text"/>

_____ is more than _____.

	<input type="text"/>
	<input type="text"/>

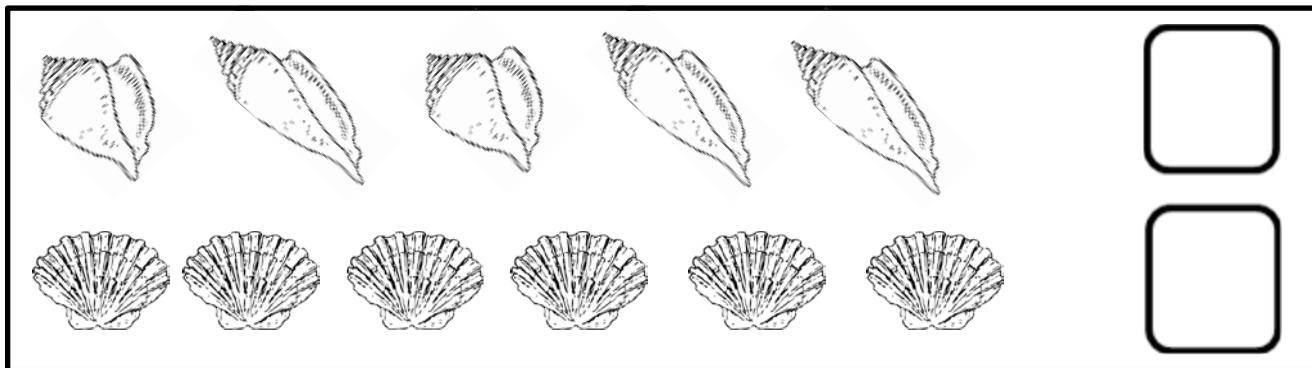
_____ is more than _____.

	<input type="text"/>
	<input type="text"/>

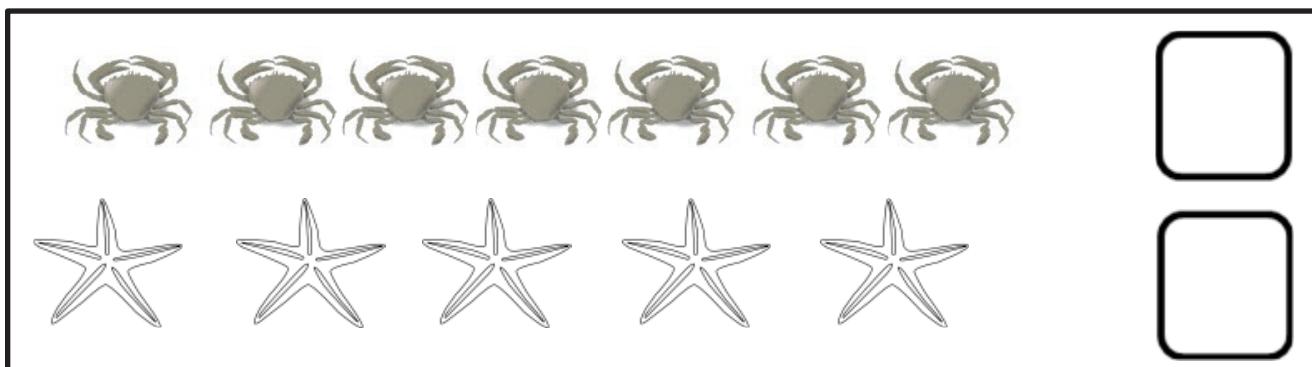
_____ is more than _____.

Name _____ Date _____

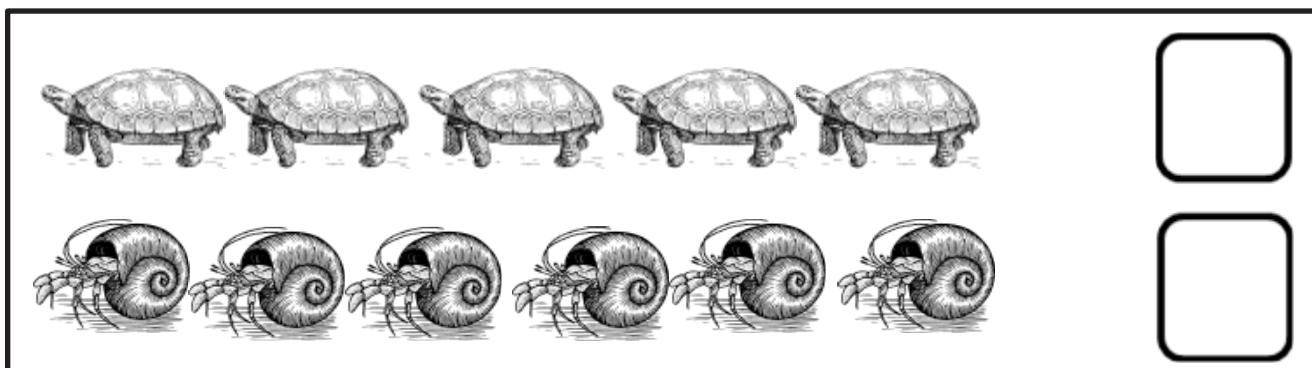
Count the objects in each line. Write how many in the box. Then, fill in the blanks below.



_____ is more than _____.



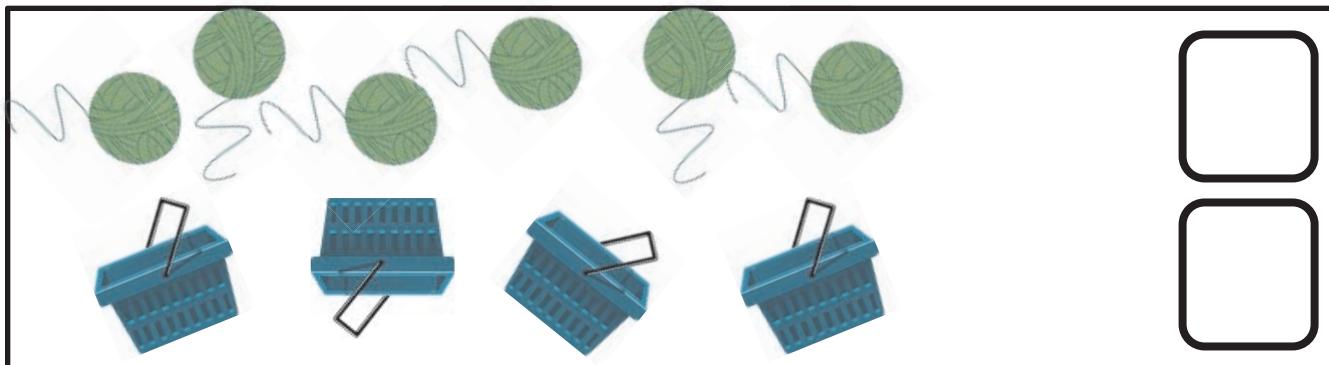
_____ is more than _____.



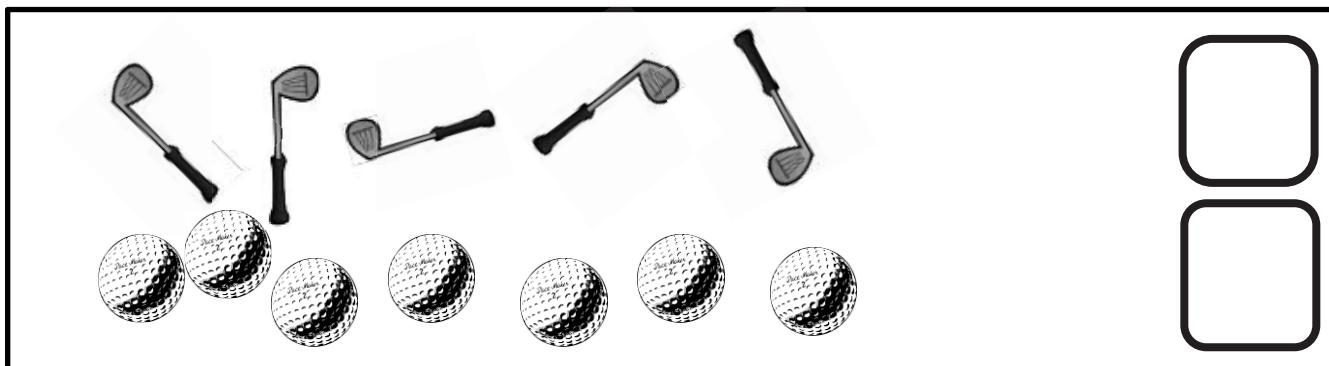
_____ is more than _____.

Name _____ Date _____

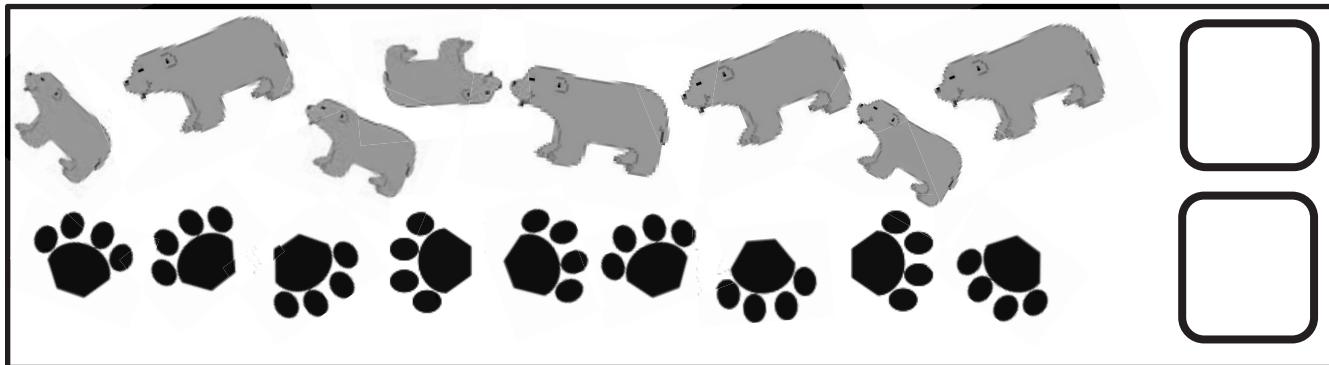
1. Count the objects in each line. Write how many in the box. Then, fill in the blanks below. Say your words *less than* out loud as you work.



_____ is less than _____.

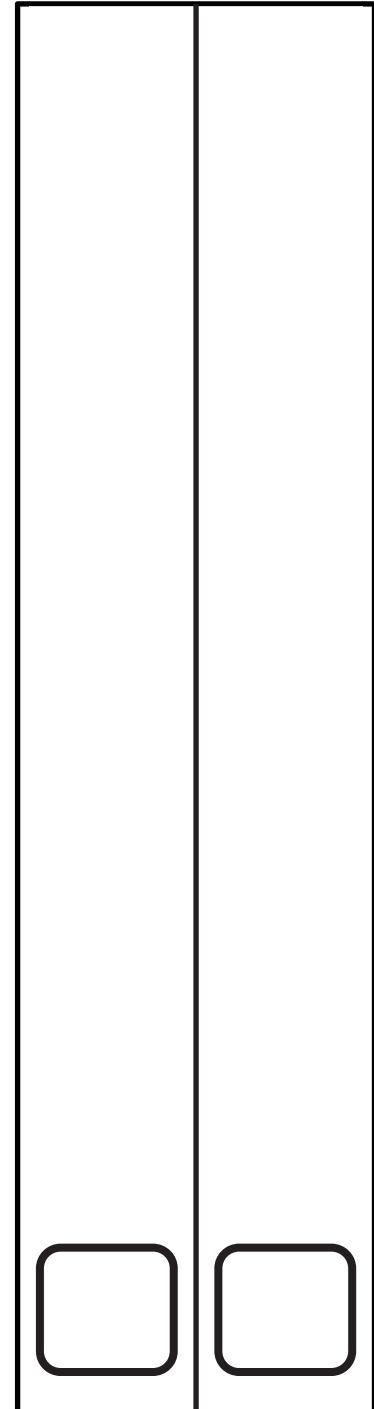
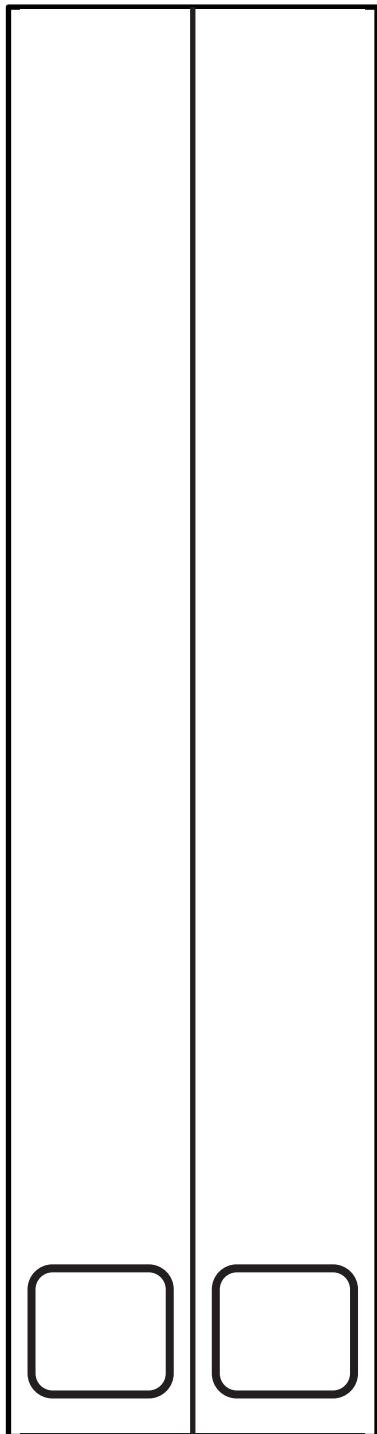


_____ is less than _____.



_____ is less than _____.

2. Roll a die and draw the number of dots in the box. Then, draw a set of objects to match the number. Roll the die again, and do the same in the next

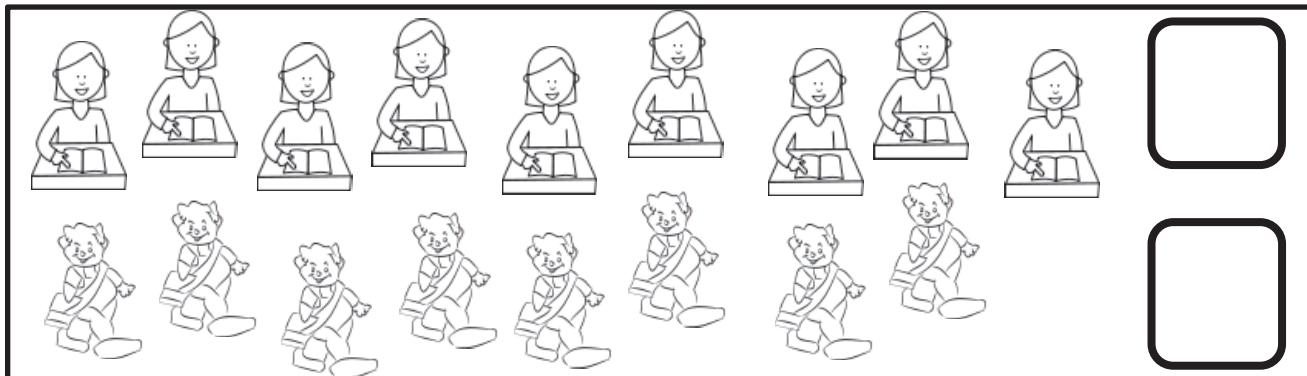


_____ is less than _____.

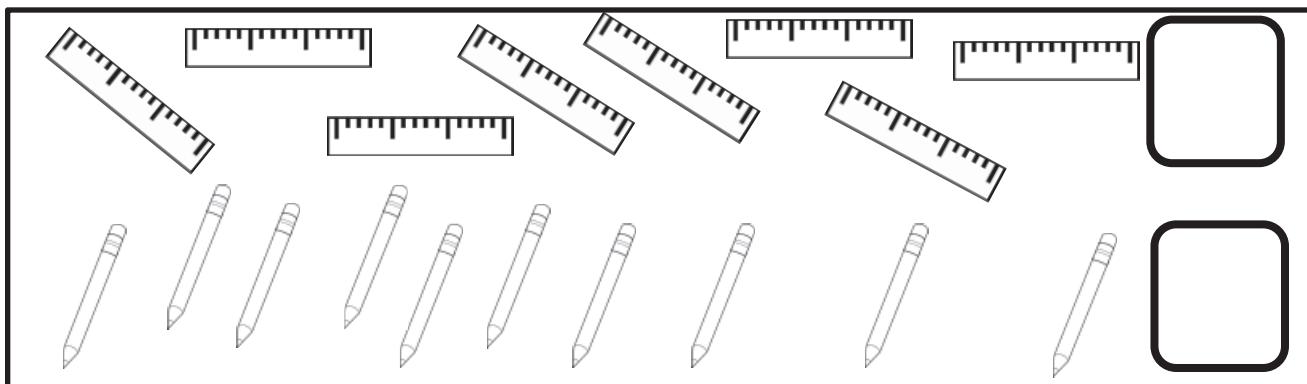
_____ is less than _____.

Name _____ Date _____

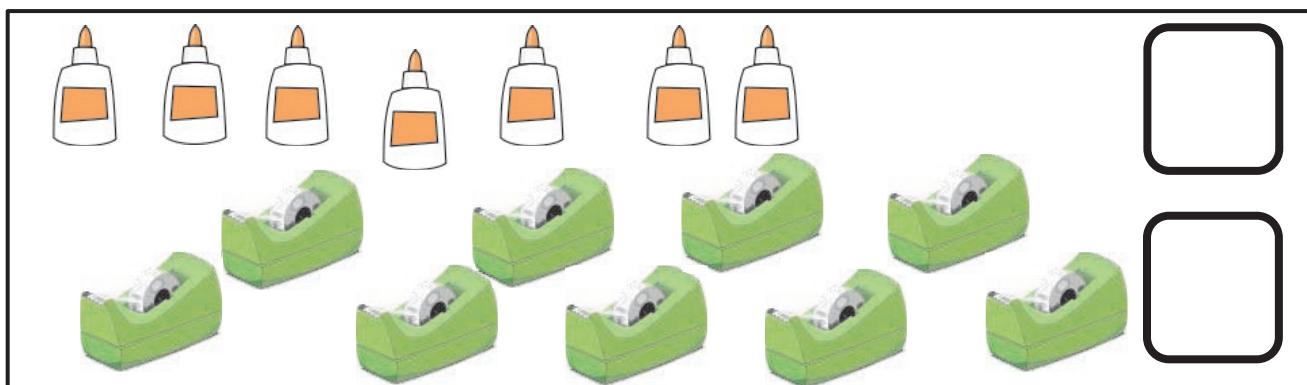
Count the objects in each line. Write how many in the box. Then, fill in the blanks below.



_____ is less than _____.



_____ is less than _____.



_____ is less than _____.

Name _____

Date _____

Draw a tower with more cubes.

_____ is more than _____.



Draw a train with fewer cubes.

_____ is less than _____.



Draw a tower with more cubes.

_____ is more than _____.



Draw a train. Draw another train with fewer cubes.

_____ is more than _____. _____ is less than _____.

Name _____

Date _____

Draw a tower with more cubes.

_____ is more than _____.
is less than _____.



Draw a tower with fewer cubes.

_____ is more than _____.
_____ is less than _____.



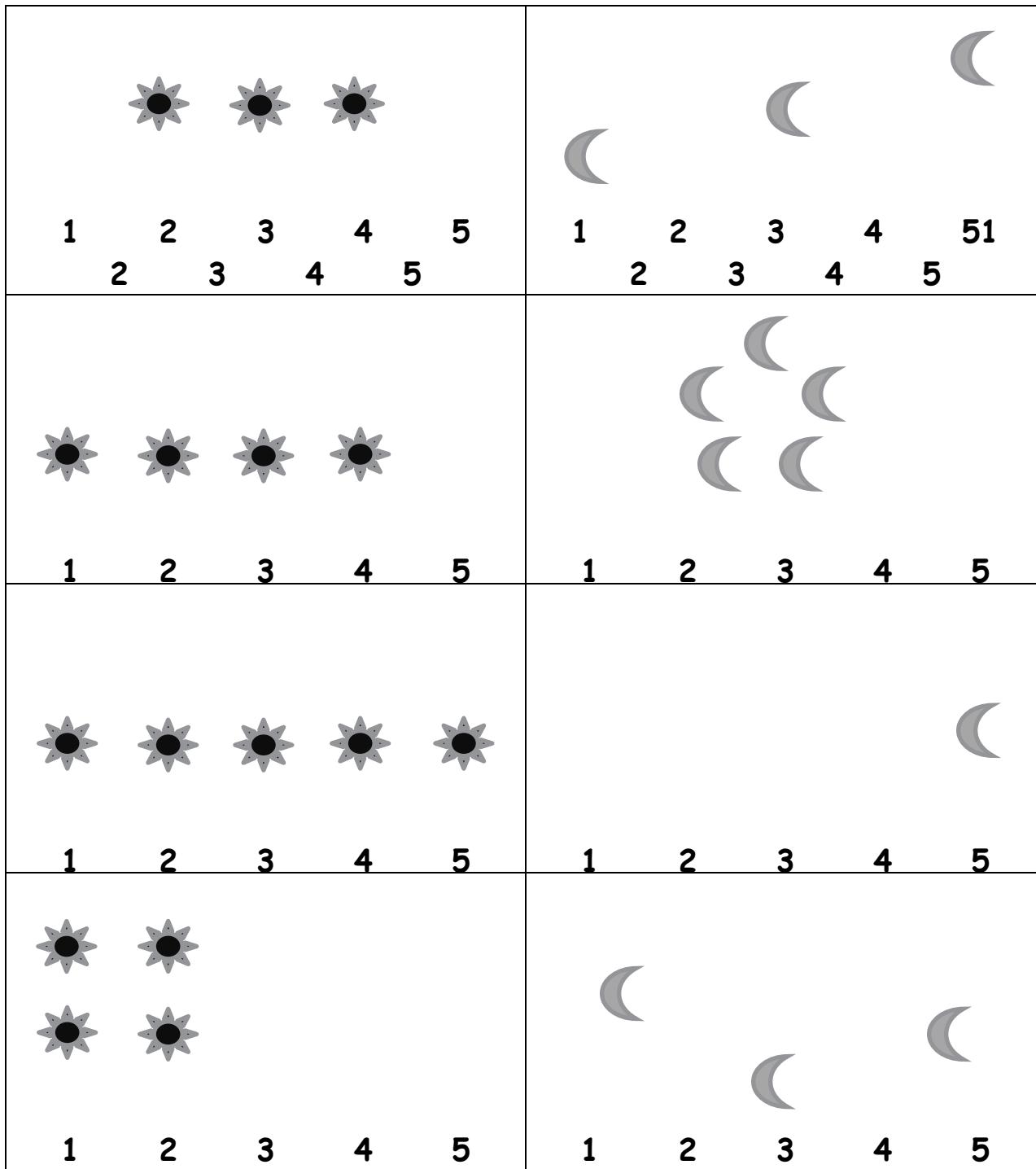
Draw a train with more cubes.

_____ is more than _____.
_____ is less than _____.



On the back, draw a tower. Draw another tower that has more cubes.

_____ is more than _____.
_____ is less than _____.



Name _____

Date _____

Visualize the number in Set A and Set B. Write the number in the sentences.



Set A



Set B

_____ is more than _____.

_____ is less than _____.



Set A



Set B

_____ is more than _____.

_____ is less than _____.



Set A



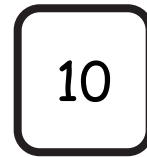
Set B

_____ is more than _____.

_____ is less than _____.



Set A



Set B

_____ is more than _____.

_____ is less than _____.

Roll a die twice, and write both numbers on the back. Circle the number that is more than the other.

Name _____

Date _____

Visualize the number in Set A and Set B. Write the number in the sentences.



Set A



Set B

_____ is more than _____.

_____ is less than _____.



Set A



Set B

_____ is more than _____.

_____ is less than _____.



Set A



Set B

_____ is more than _____.

_____ is less than _____.



Set A

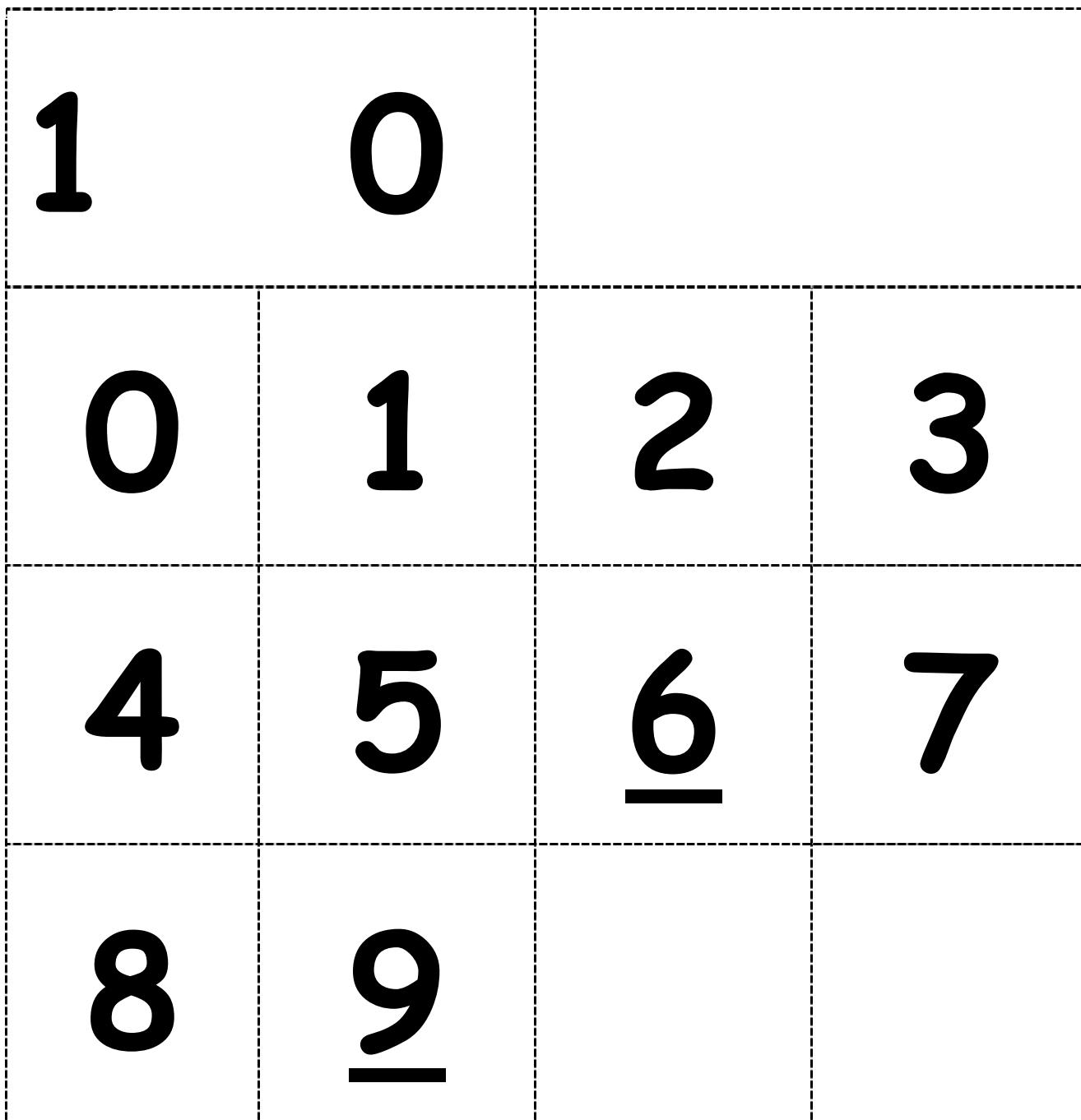


Set B

_____ is more than _____.

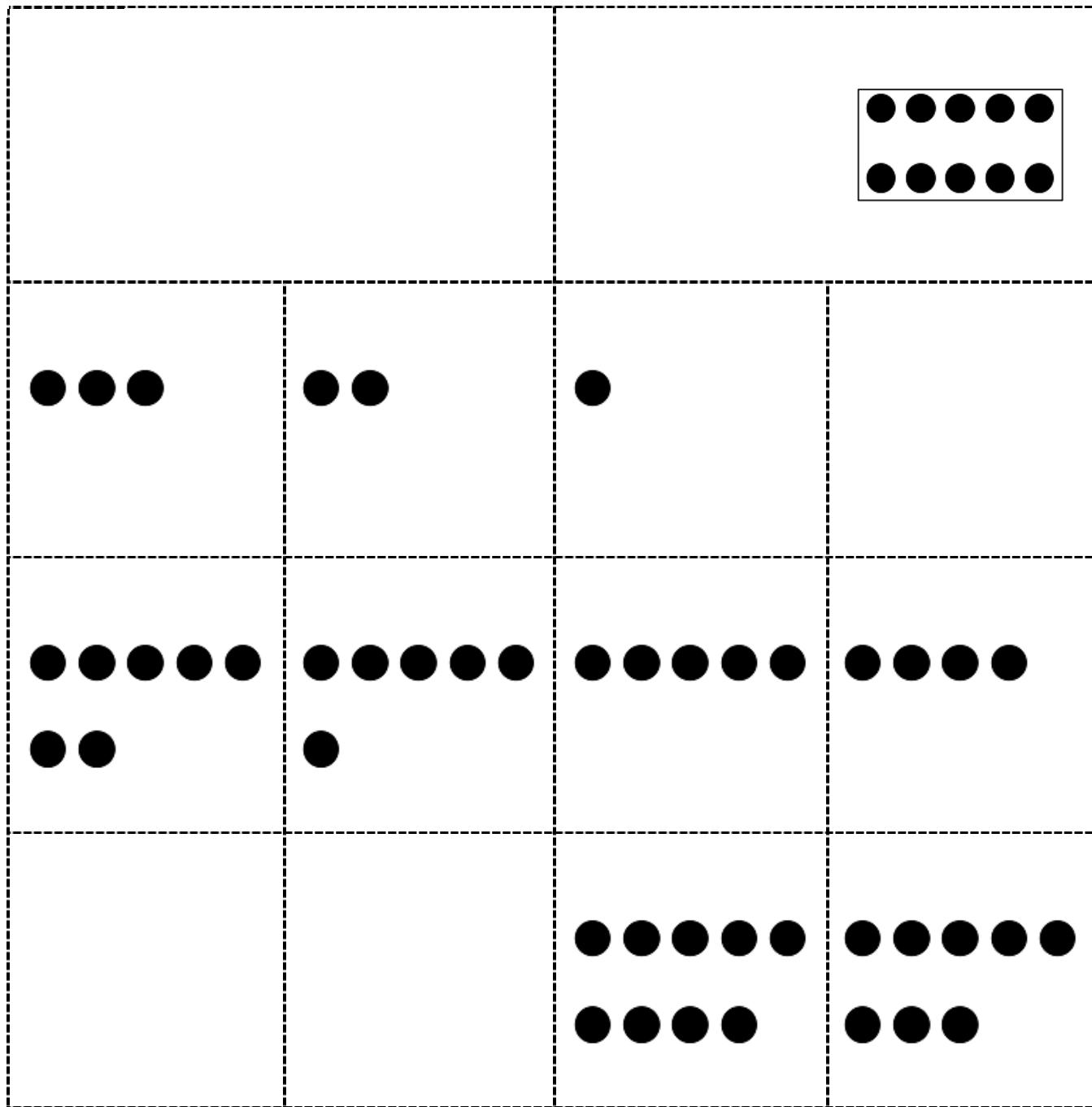
_____ is less than _____.

Ask a family member to give you 2 numbers. Write the numbers on the back, and circle the number that is more than the other.



Copy numerals and 5-groups double-sided.

5-groups (numeral side)



5-groups (5-group side)

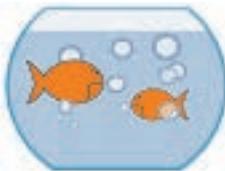
Name _____

Date _____

Draw a line from each container to the word that describes the amount of liquid the container is holding.



Full



Not Full



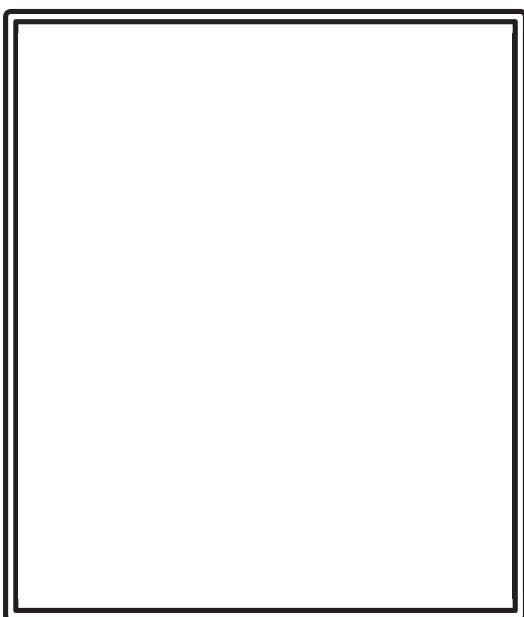
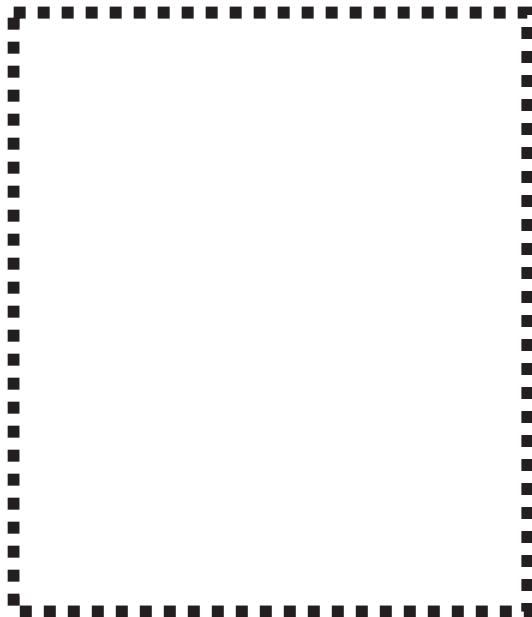
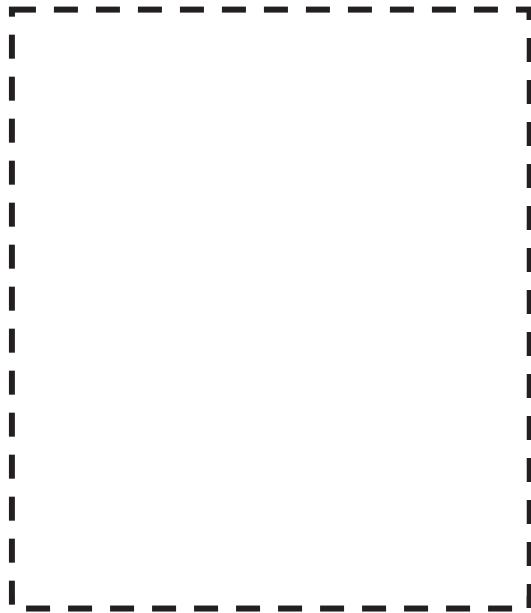
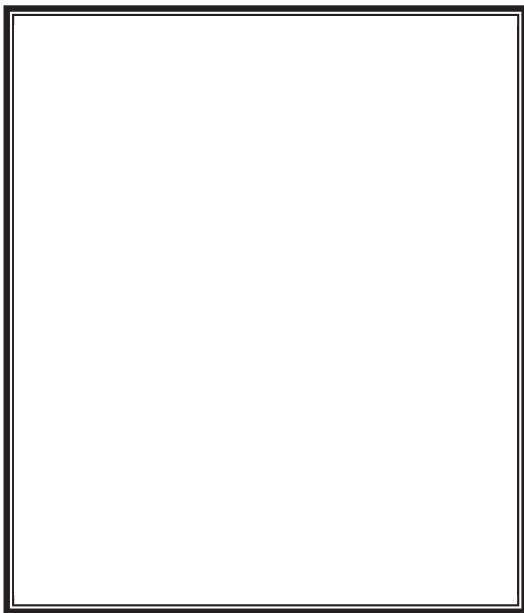
Empty



Name _____

Date _____

My Capacity Museum!

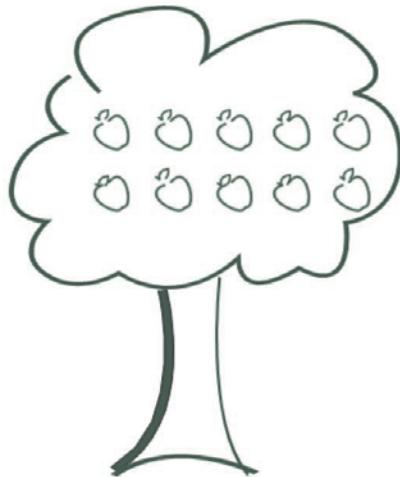


my capacity museum recording sheet

Name _____

Date _____

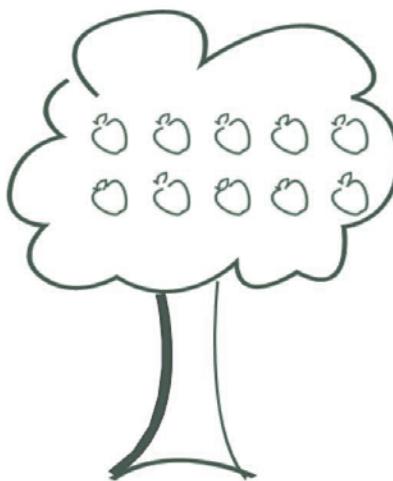
Color 4 apples.



I colored ____ apples.

I need to color ____ more to make 10.

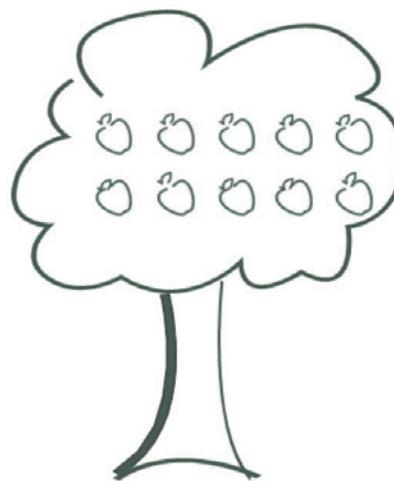
Color 2 apples.



I colored ____ apples.

I need to color ____ more to make 10.

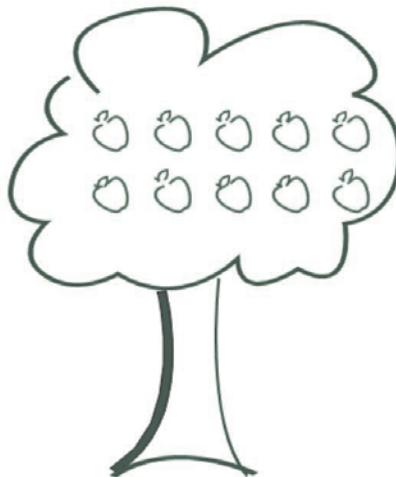
Color 7 apples.



I colored ____ apples.

I need to color ____ more to make 10.

Color 1 apple.



I colored ____ apples.

I need to color ____ more to make 10.

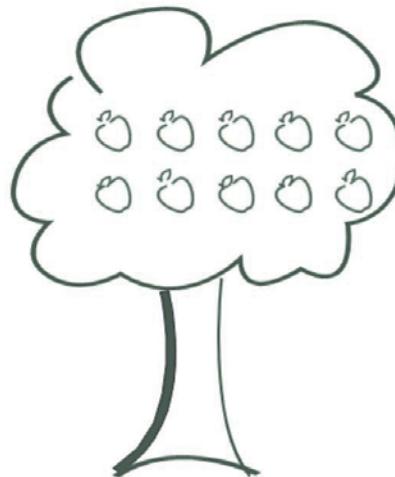
Color 9 apples.



I colored ____ apples.

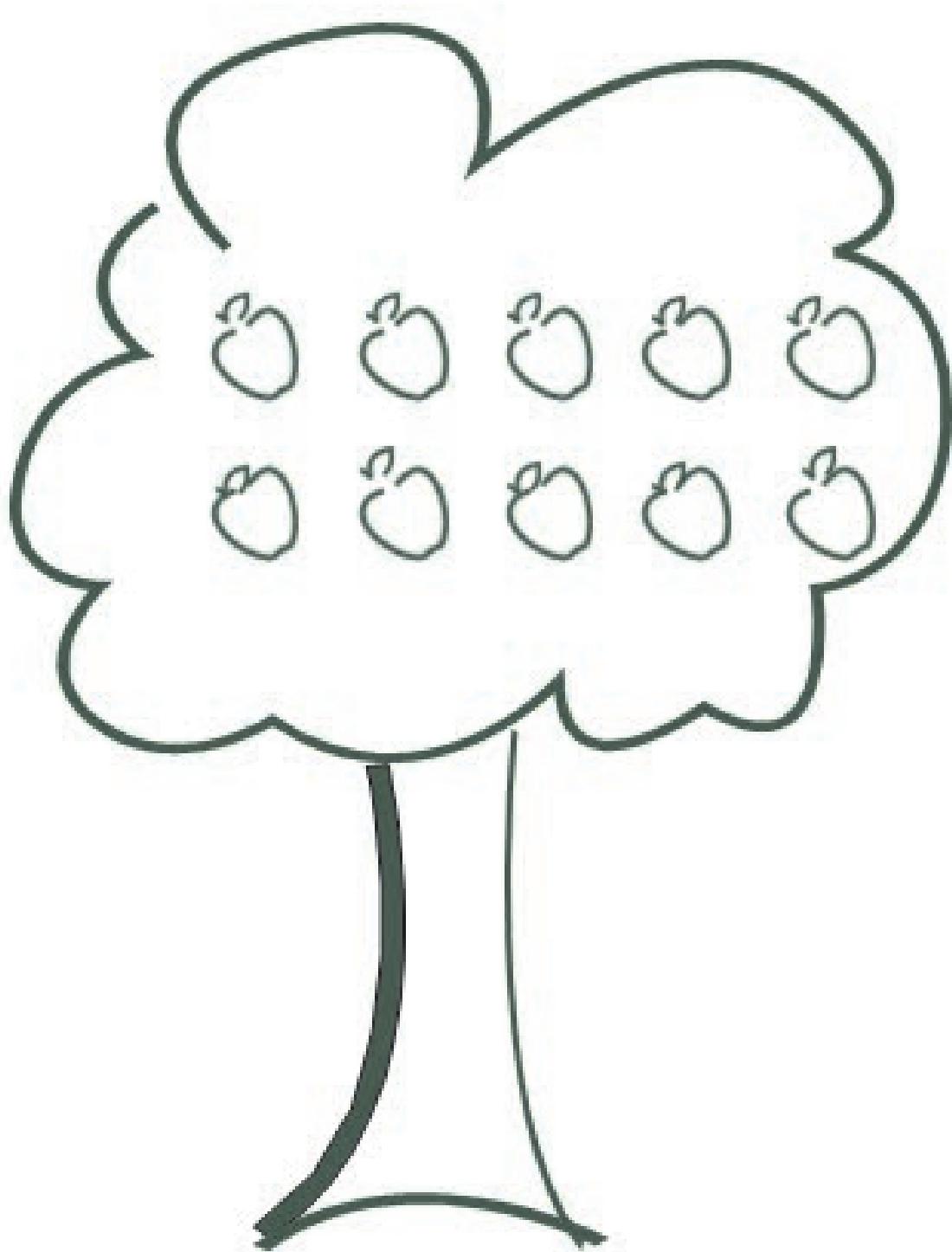
I need to color ____ more to make 10.

Color 3 apples.



I colored ____ apples.

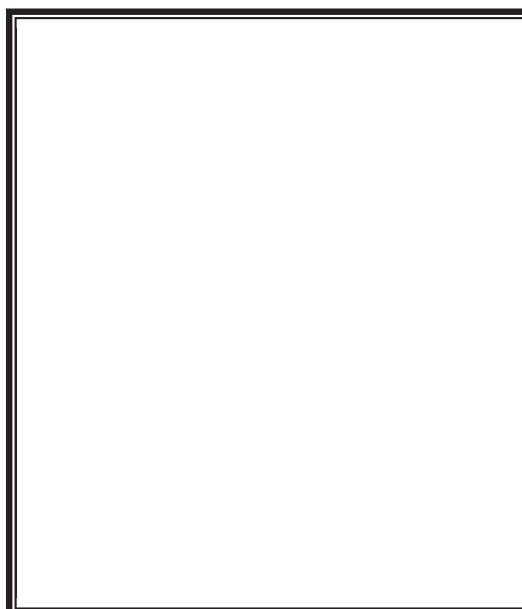
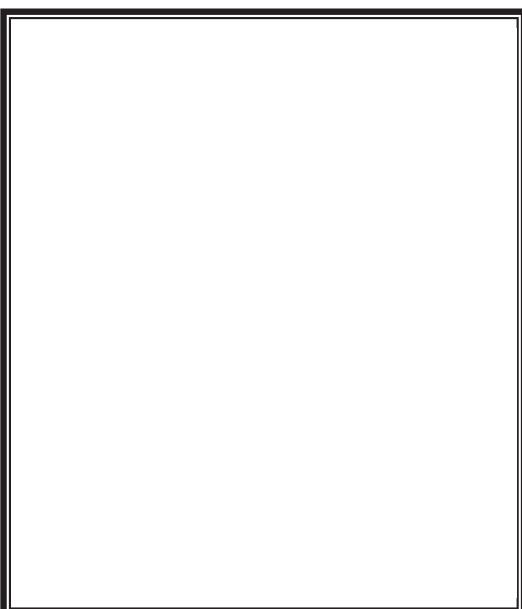
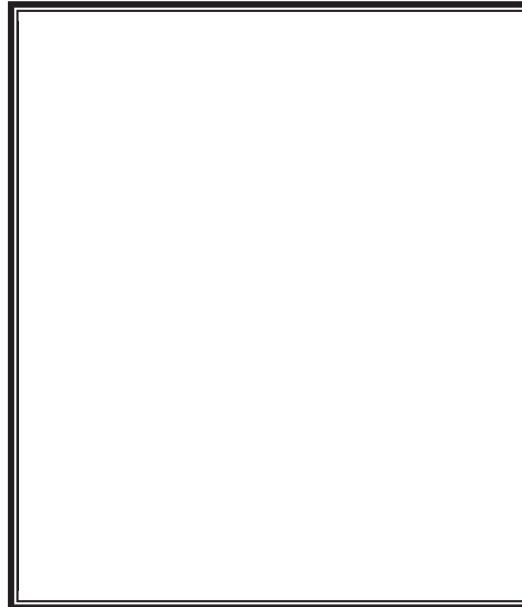
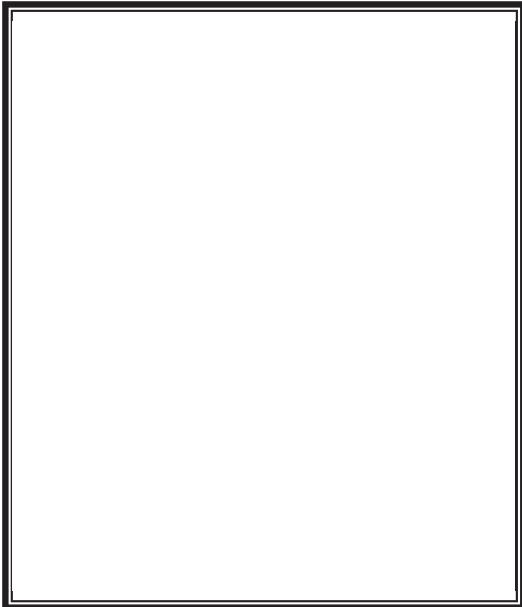
I need to color ____ more to make 10.



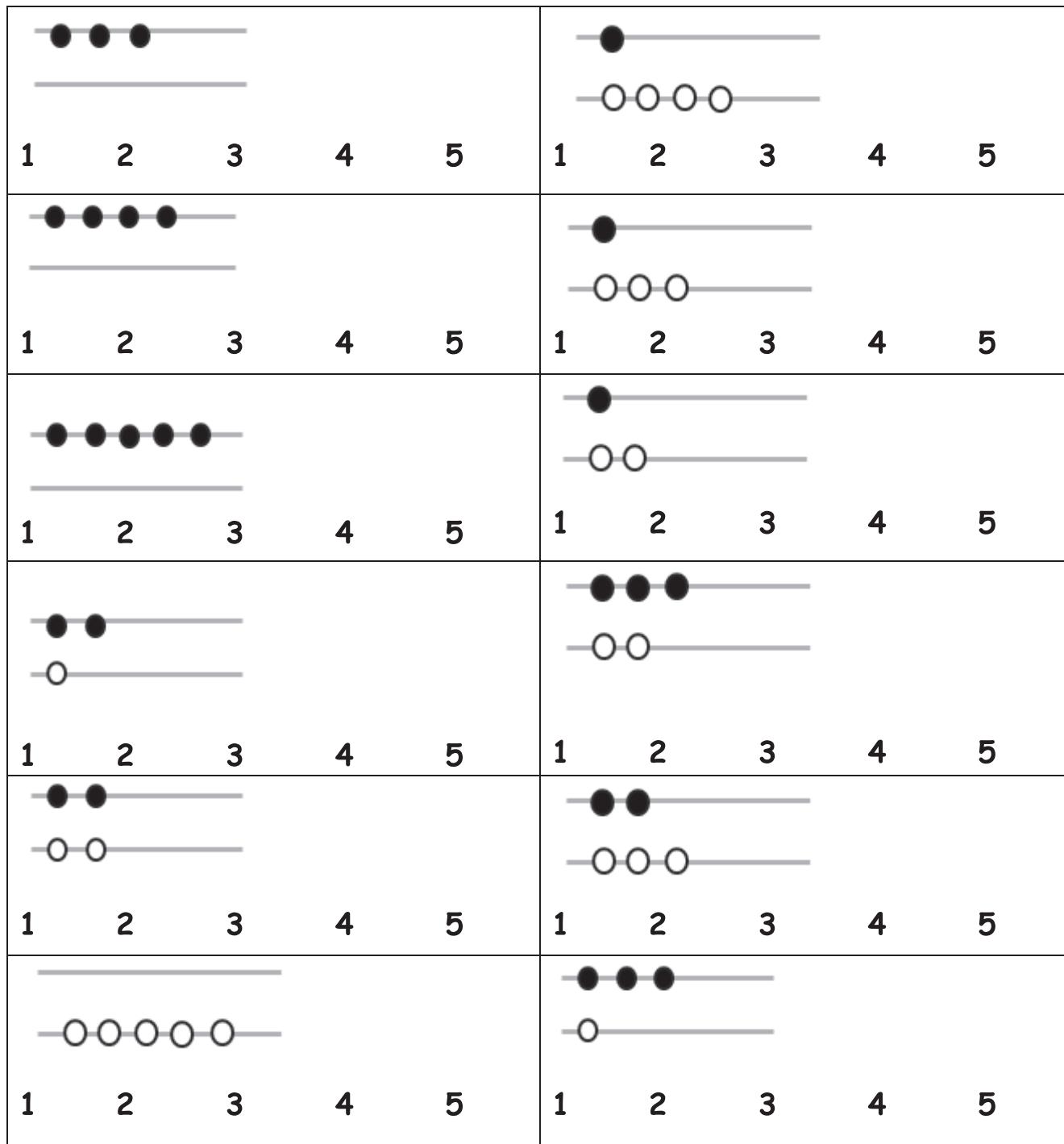
apple mat

Name _____

Date _____

Clay Shapes

clay shapes recording sheet



Name _____

Date _____

Listen to the directions, and draw the imaginary animal inside the box.

Draw a rectangle body as long as a 5-stick.

Draw 4 rectangle legs each as long as your thumb.

Draw a circle for a head as wide as your pinky.

Draw a line for a tail shorter than your pencil.

Draw in eyes, a nose, and a mouth.

Imaginary Animal

Name _____ Date _____

Read the following directions to your child to make a castle:

- Draw a rectangle as long as a spoon.
- Draw another rectangle on each side of the rectangle you just made.
- Draw a triangle on top of each rectangle to make towers shorter than your hand.
- Draw 1 rectangle flag pole as long as your pointer finger.
- Draw 1 square flag as long as your pinky.
- Draw a door as long as your thumb.
- Draw 2 hexagon windows each as long as a fingernail.
- Draw a prince or princess in your castle.

Castle

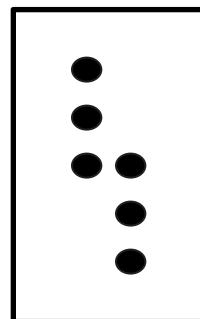
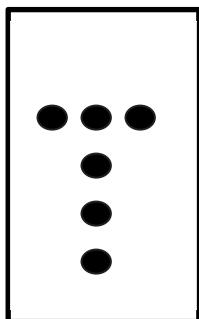
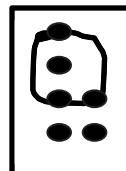
Name _____

Date _____

The homework is a review of fluency skills from Module 3.

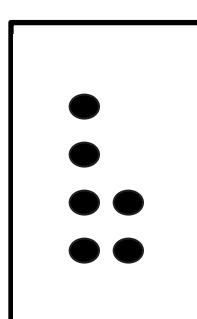
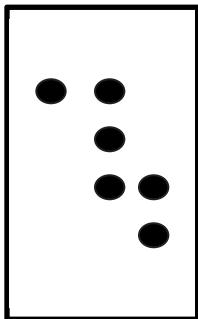
Circle a group of dots. Then, fill in the blanks to make a number sentence.

2 and 4 is 6



_____ and _____ is _____.

_____ and _____ is _____.



_____ and _____ is _____.

_____ and _____ is _____.

On the back, make your own 6-dot cards. Circle some dots, and then say, " _____ and _____ is _____."

Name _____

Date _____

A large rectangular frame divided into four horizontal sections by three thick black lines.

comparing attributes recording sheet

Student Name _____

Topic A: Comparison of Length and Height

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 6- and 9-inch pieces of string

	Date 1	Date 2	Date 3
Topic A			
Topic B			
Topic C			
Topic D			

Cover strings so each string has 3 inches exposed from a piece of paper. Let pieces be parallel to each other.

1. Each piece of string is hiding under the paper. Can we tell which one is longer? Why or why not?
2. (Uncover them.) Compare this string to this string. Use the words *longer than*.
3. Move the strings so that they line up on one end.
4. Compare these strings now. Use the words *shorter than*.
5. When we use the words *longer than* or *shorter than*, what are we comparing?

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

Topic B: Comparison of Length and Height of Linking Cube Sticks Within 10

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Linking cube sticks of 5 and 7, 9-inch piece of string

1. (Present the 5-stick and 7-stick.) Compare the length of these two sticks. Use the words *longer than*.
2. Compare the length of your 5-stick to the length of this string. (Show the 9-inch string from Topic A.) Use the words *shorter than*.
3. Break this 5-stick into two parts. Compare the length of your 5-stick to the length of the two sticks you are holding now.

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic C: Comparison of Weight

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Balance scale, pennies, centimeter cubes, 1 light book, 1 heavy book

1. Compare the weight of this book to the weight of this book. Use the words *heavier than*.
2. Put the scissors and the ruler on the balance scale. Use the words *lighter than* to compare their weights.
3. Use the scale to show how many cubes are the same weight as the marker. How many cubes are the same weight as the marker?
4. Use the scale to show how many pennies are the same weight as the marker. How many pennies are the same weight as the marker? Tell me anything else you notice.
5. When we use the words *lighter than* or *heavier than*, what are we comparing?

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

Topic D: Comparison of Volume

Rubric Score: _____ Time Elapsed: _____

Materials: 1 small container ($\frac{1}{8}$ cup), 1 plastic cup with $\frac{1}{2}$ cup of rice in it, 1 small bowl filled with rice, tub for pouring rice from bowl into cup

1. Compare the capacity of this bowl and this cup. Use the words *more than*. (The student may want to pour to assess or will simply observe to make the comparison.)
2. How many small containers of rice hold the same amount of rice as this large container? (Watch to see what the student does. Ask the student to use the small container to prove his or her answer if the container is not used without prompting.)
3. When we just used the words *more than* or *less than*, what were we comparing?

What did the student do?	What did the student say?
1.	
2.	
3.	

Class Record Sheet of Rubric Scores: Module 3					
Name:	Topic A: Comparison of Length and Height	Topic B: Comparison of Length and Height of Linking Cube Sticks Within 10	Topic C: Comparison of Weight	Topic D: Comparison of Volume	Next Steps:

Student Name _____

Topic E: Are There Enough?

Rubric Score: _____ Time Elapsed: _____

Materials: (T) 7 spoons, 8 bowls, 6–1 inch × 1 inch squares, 1—2 inch × 3 inch square piece of paper

	Date 1	Date 2	Date 3
Topic E			
Topic F			
Topic G			
Topic H			

1. Is there enough space on this paper for all these squares? Show me how you know.
2. Are there enough spoons for the bowls? Show me how you know.
3. Use the words *more than* to compare the spoons and bowls.
4. Use the words *less than* to compare the spoons and bowls.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic F: Comparison of Sets Within 10

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 1 set of 6 linking cubes, 1 set of 4 linking cubes, additional linking cubes

1. Which set has more cubes? (Show the set of 6 cubes and the set of 4 cubes.)
2. Make a set that has the same number of cubes as this one. (Present the set with 4 cubes.) Tell me what you are doing.
3. Make a set that has 1 more cube than this set. (Present the set with 6 cubes.)
4. Make a set that has 1 less cube than this set. (Present a set with 10 cubes.)

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic F: Comparison of Sets Within 10

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 1 set of 6 linking cubes, 1 set of 4 linking cubes, additional linking cubes

1. Which set has more cubes? (Show the set of 6 cubes and the set of 4 cubes.)
2. Make a set that has the same number of cubes as this one. (Present the set with 4 cubes.) Tell me what you are doing.
3. Make a set that has 1 more cube than this set. (Present the set with 6 cubes.)
4. Make a set that has 1 less cube than this set. (Present a set with 10 cubes.)

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic G: Comparison of Numerals

Rubric Score: _____ Time Elapsed: _____

Materials: (T) 12 loose linking cubes

1. (Present a set with 7 cubes and a set with 5 cubes.) Put these objects in lines to match and compare them.
2. Which number is more? Less?
3. (Write the numerals 8 and 4.) Use the words *more than* to compare these two numerals.

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic H: Clarification of Measurable Attributes

Rubric Score: _____ Time Elapsed: _____

Materials: (T) Empty juice box with the top cut off, cup, linking cube stick of 7, balance scale, many additional cubes, a tub with the empty juice box full of rice, student scissors

1. Compare the length of this juice box to the length of this stick. Use your words.
2. Compare the weight of this juice box to the weight of this pair of scissors. Use your words.
3. Compare the weight of this juice box to the weight of the cubes. How many cubes weigh the same as the juice box? Use your words. (If the student does not use the balance scale but makes a thoughtful guess, encourage use of the scale to confirm the estimate.)
4. Compare the capacity of this juice box to this cup.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Class Record Sheet of Rubric Scores: Module 3					
Name:	Topic E: Are There Enough?	Topic F: Comparison of Sets Within 10	Topic G: Comparison of Numerals	Topic H: Clarification of Measurable Attributes	Next Steps: