

# A Story of Units<sup>®</sup>

## Eureka Math<sup>™</sup>

### Grade K, Module 3

### Student File\_A

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

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10 9 8 7 6 5 4 3 2 1

Name \_\_\_\_\_

Date \_\_\_\_\_

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



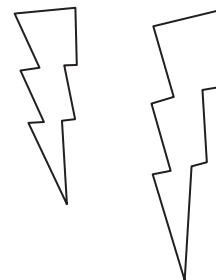
Draw a flower that is taller than the vase.



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.



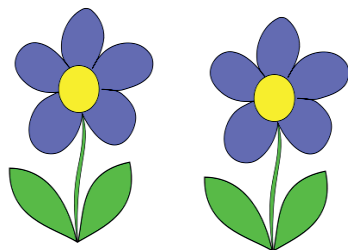
Draw a crayon that is shorter than this pencil.



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.

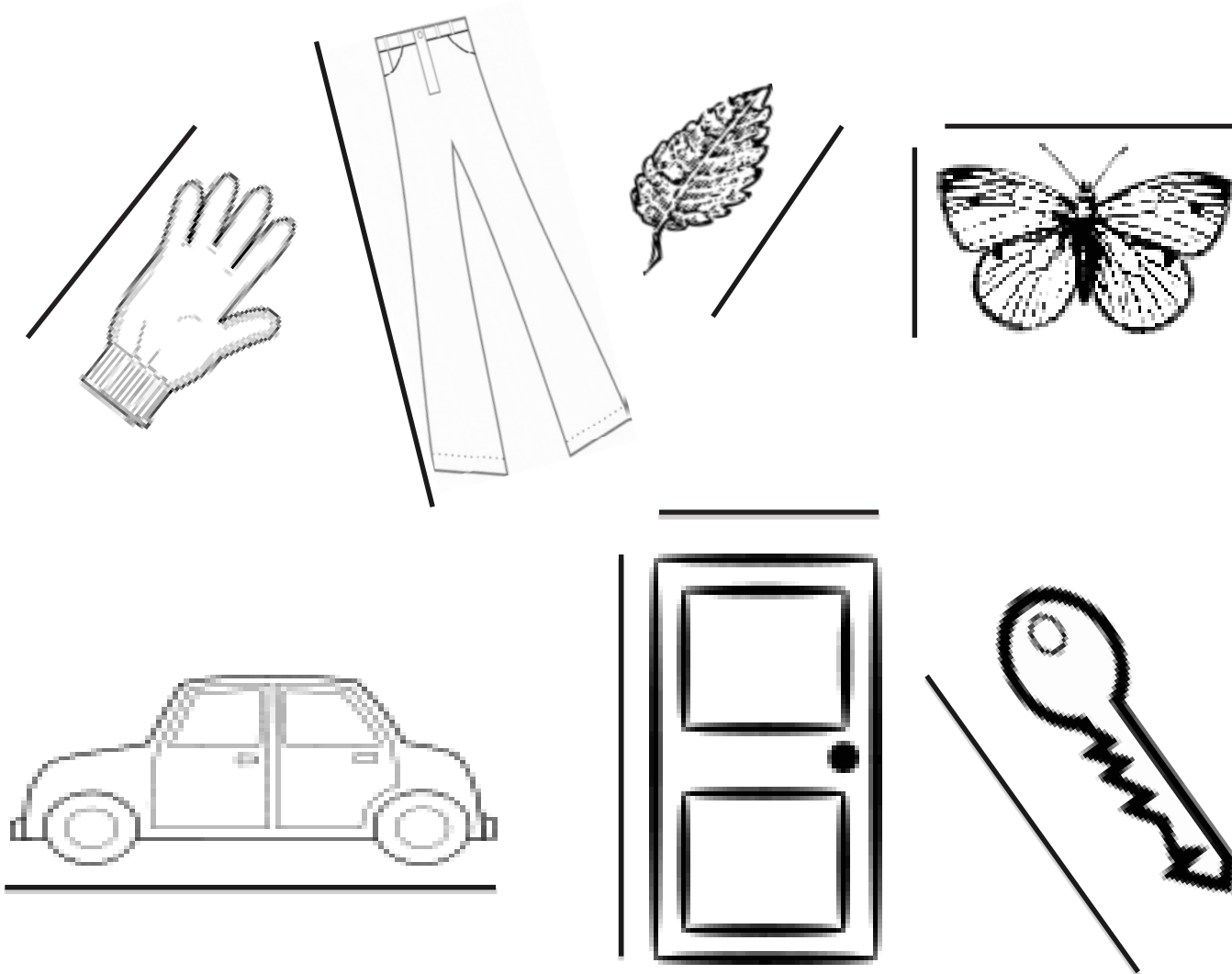


On the back of your paper, draw something that is taller than you.  
Draw something that is shorter than a flagpole.

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. 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

Name \_\_\_\_\_

Date \_\_\_\_\_



Home is where the heARTt 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

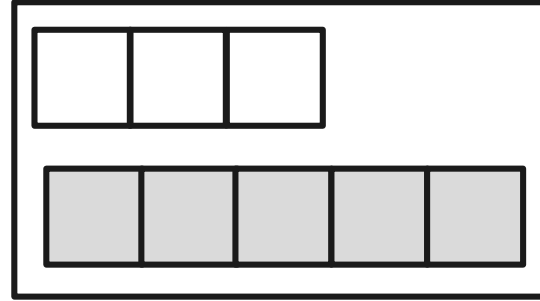
Name \_\_\_\_\_

Date \_\_\_\_\_

Circle the shorter stick.

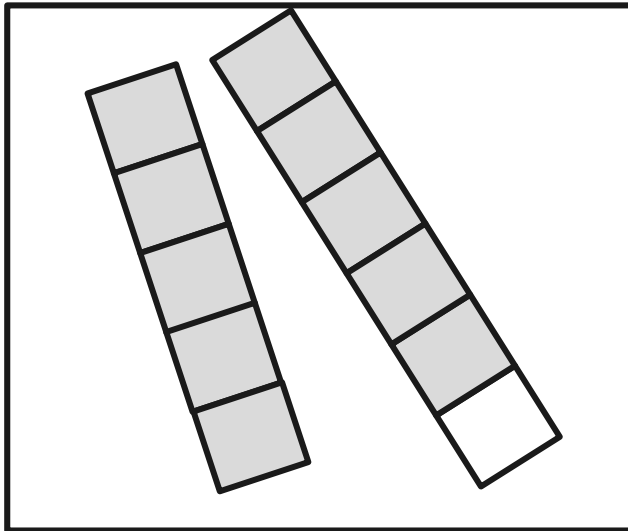


How many linking cubes are in the shorter stick? Write the number in the box.

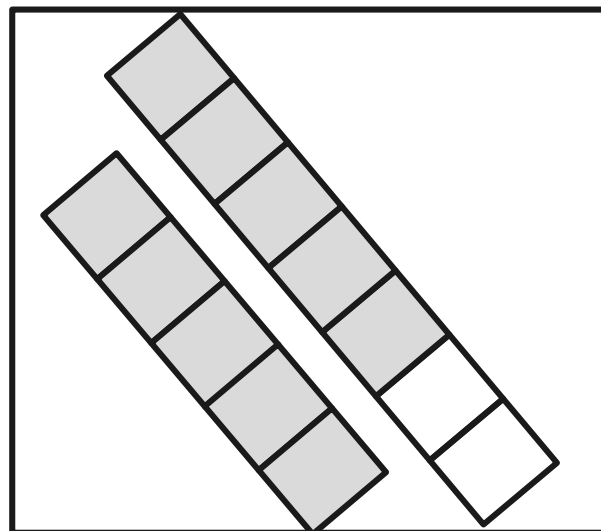


How many linking cubes are in the shorter stick? Write the number in the box.

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.



---

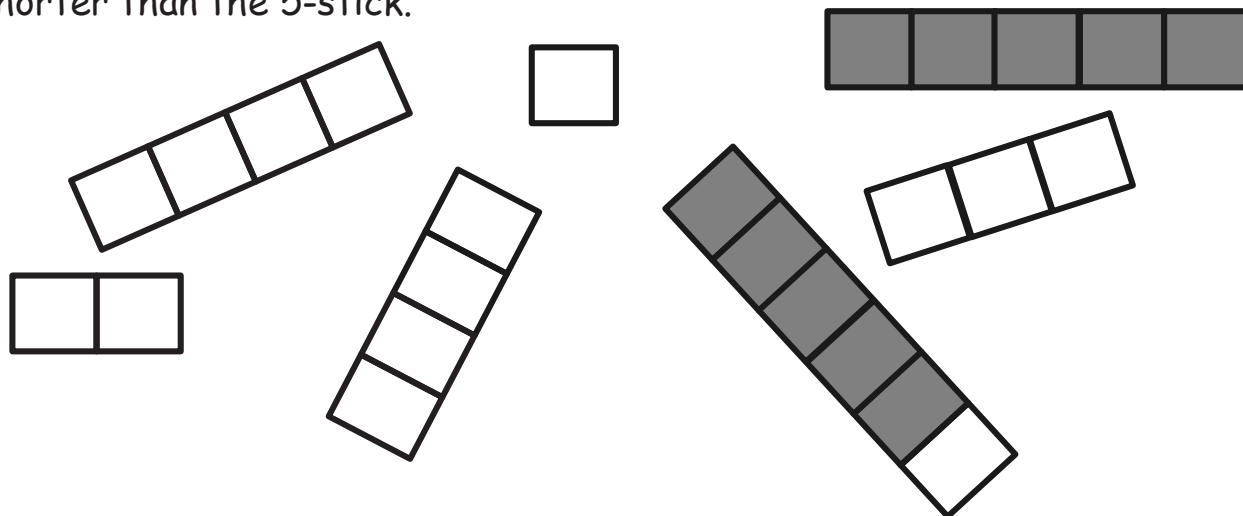
Draw a stick **shorter** than mine.



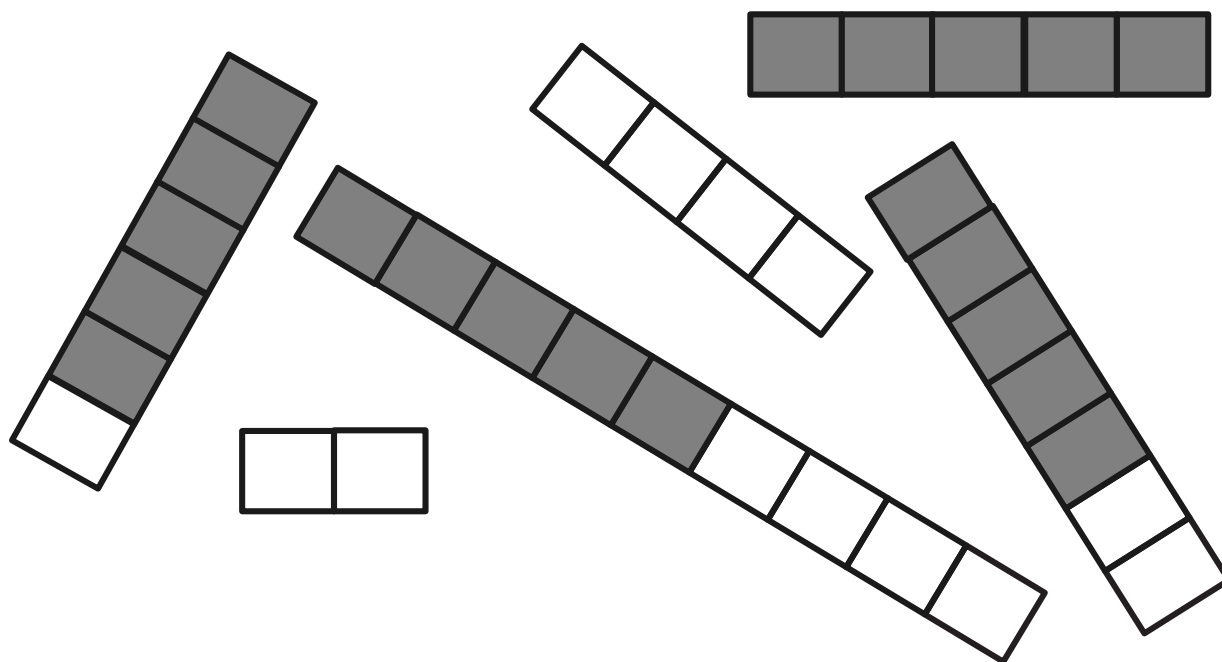
Name \_\_\_\_\_

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.

**Longer than my 5-stick:**

**Shorter than my 5-stick:**

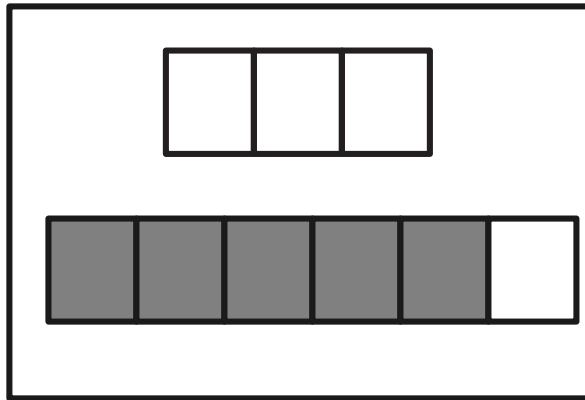
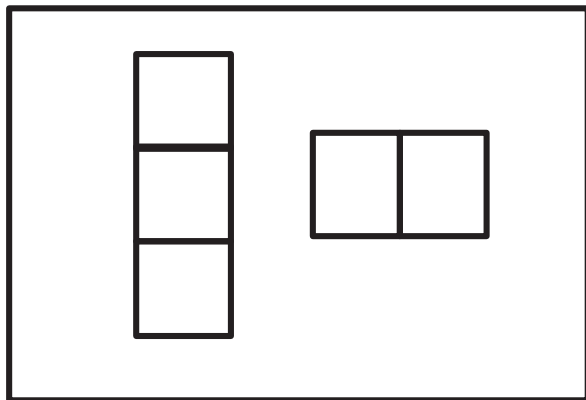
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longer or shorter mat

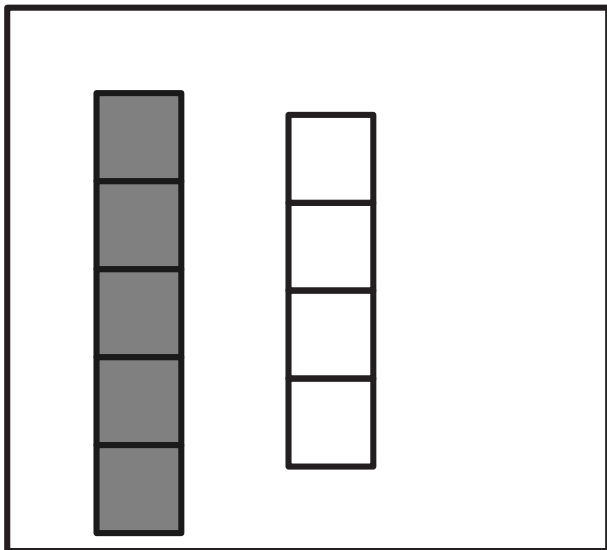
Name \_\_\_\_\_

Date \_\_\_\_\_

Circle the stick that is shorter than the other.



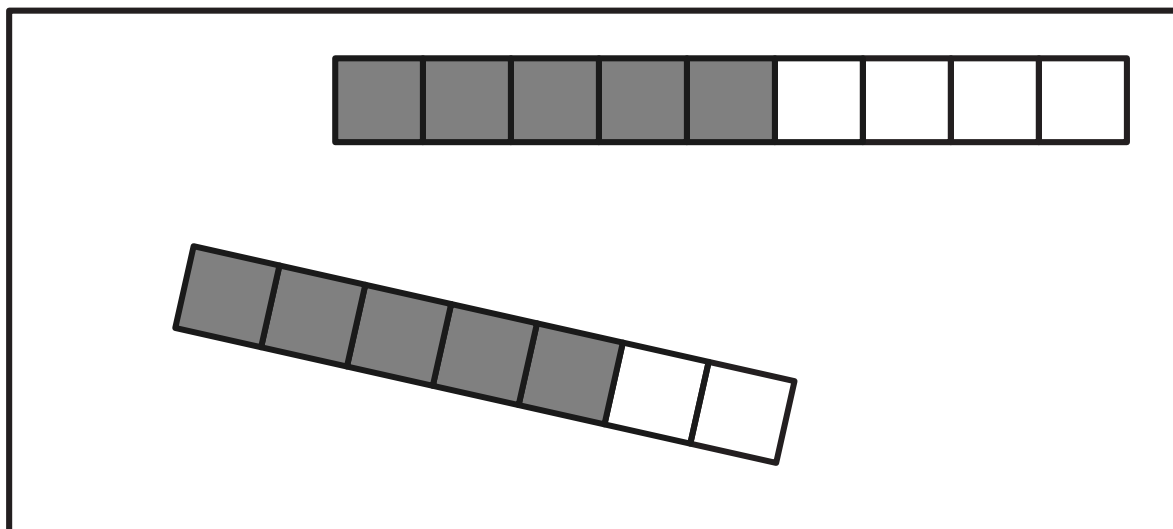
Circle the stick that is longer than the other.



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.

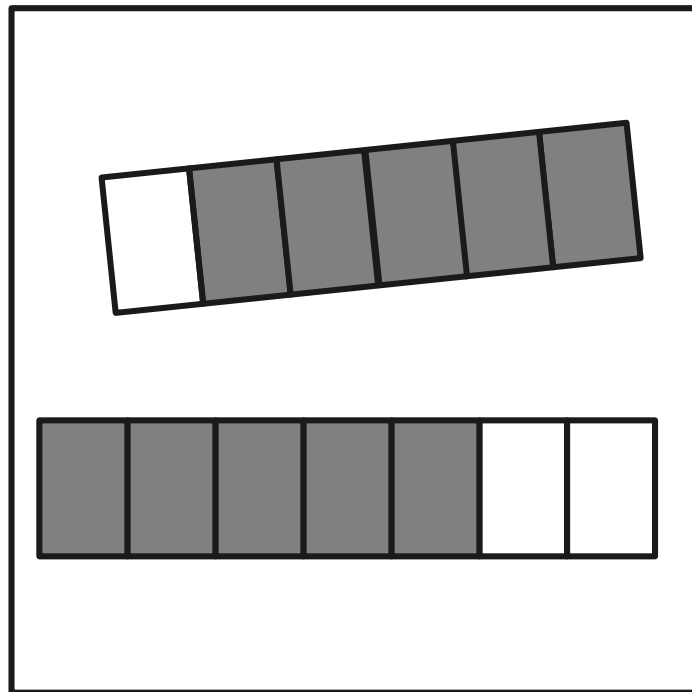
Draw a stick shorter than your 9-stick.



Name \_\_\_\_\_

Date \_\_\_\_\_

Circle the stick that is shorter than the other.



My \_\_\_\_\_ -stick is shorter than my \_\_\_\_\_ -stick.

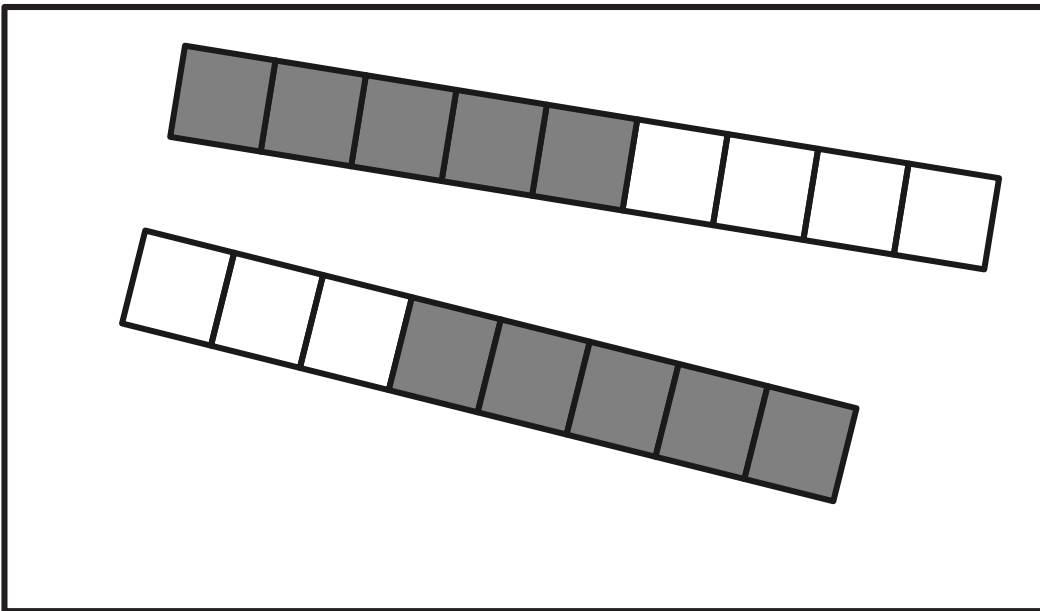
My \_\_\_\_\_ -stick is longer than my \_\_\_\_\_ -stick.

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.

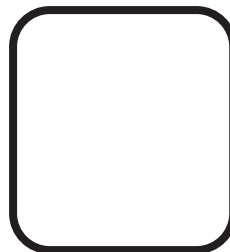
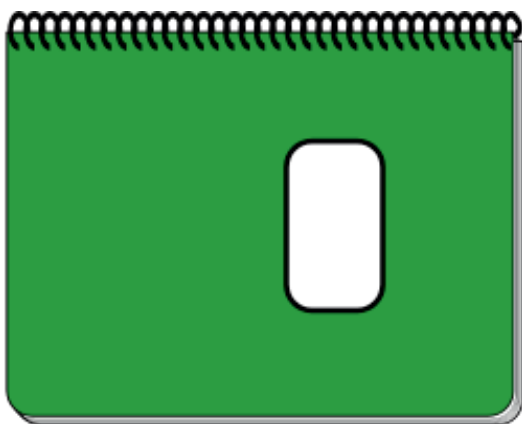
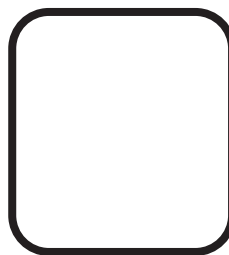
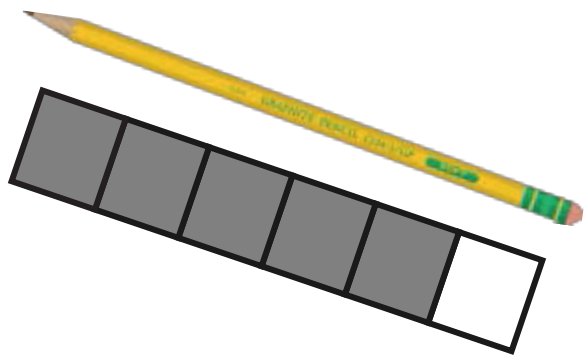
Name \_\_\_\_\_

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.

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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.

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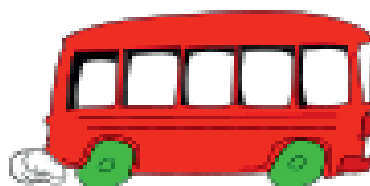
Make a 5-stick. Find something in the classroom that is longer than your 5-stick.

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.

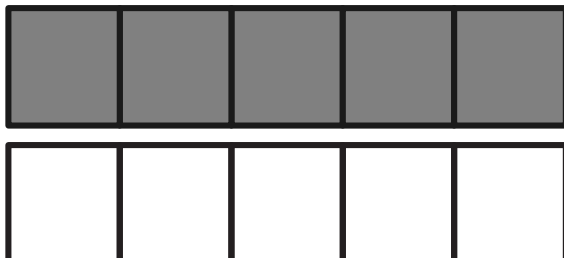
Trace an 8-stick. Find something the same length as your 8-stick.

Draw a picture of it here.

Name \_\_\_\_\_

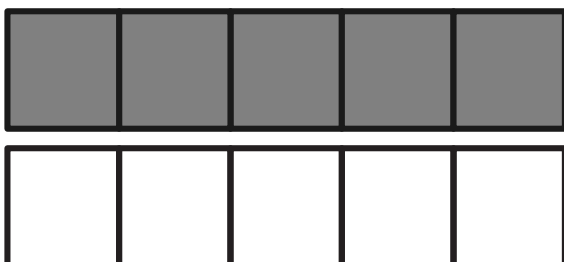
Date \_\_\_\_\_

These boxes represent cubes.



Color 2 cubes green. Color 3 cubes blue.

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



Color 3 cubes blue. Color 2 cubes green.

Together, my blue 3-stick and green 2-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 \_\_\_\_\_:

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riddle work mat

My 5:

My \_\_\_\_\_:

My \_\_\_\_\_:

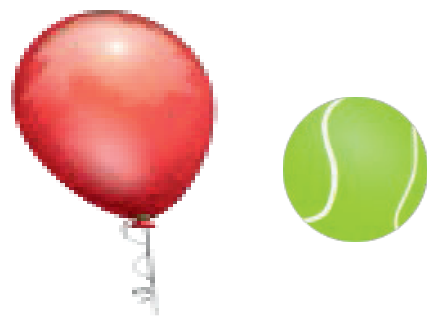
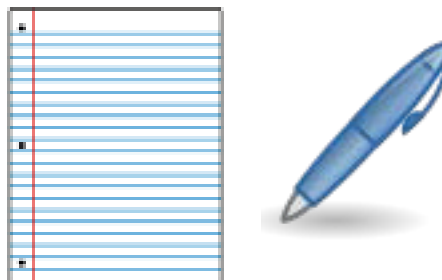
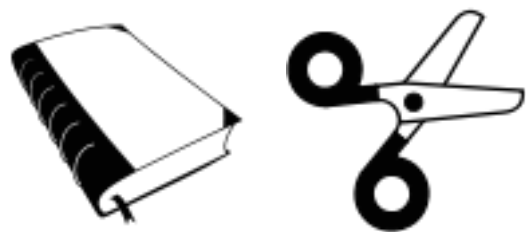
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riddle work mat

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 \_\_\_\_\_

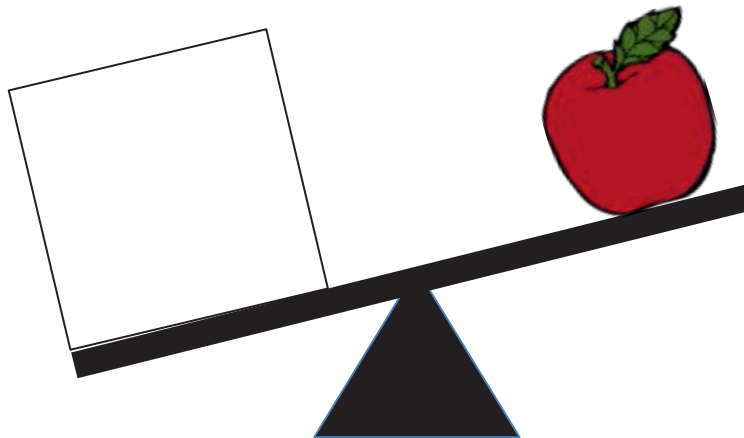
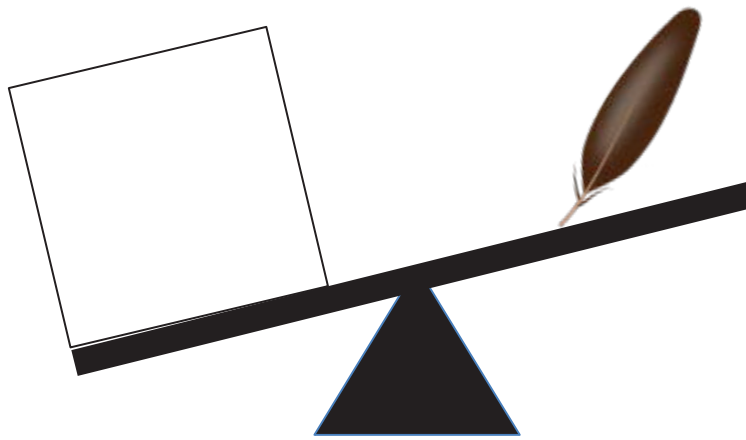
Draw an object that would be lighter than the one in the picture.



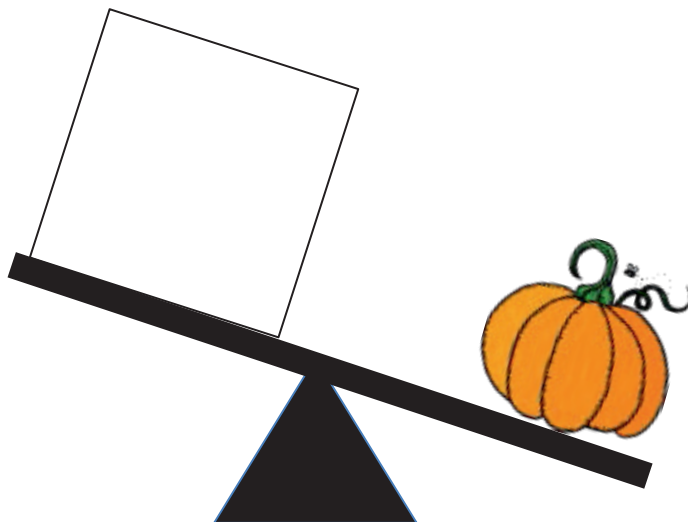
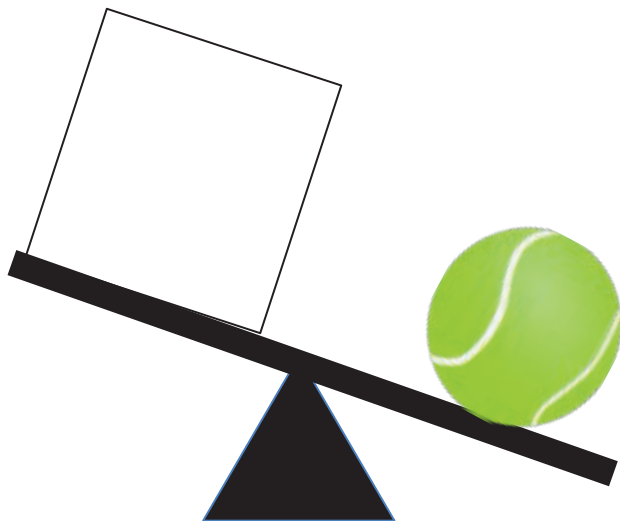
Name \_\_\_\_\_

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

Heavier

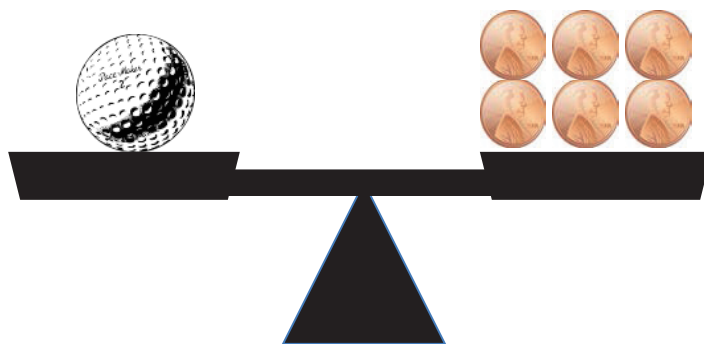
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lighter or heavier recording sheet

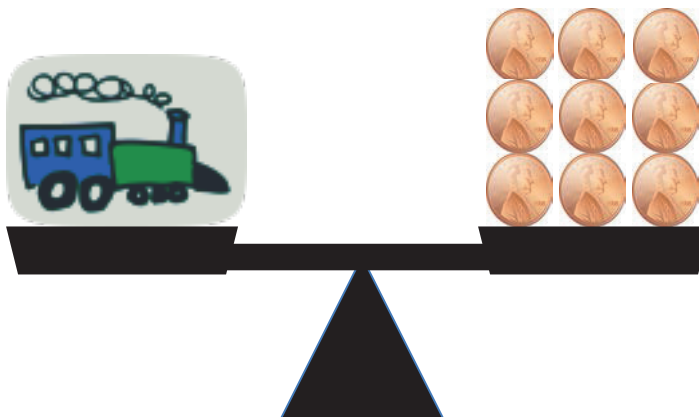


Name \_\_\_\_\_

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.

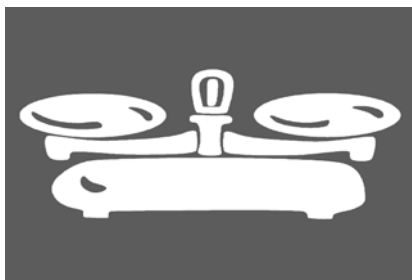


Draw in the pennies so the book is as heavy as 10 pennies.

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. |
|--|-------------------------------|

|  |                               |
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|  | is as heavy as _____ pennies. |
|--|-------------------------------|

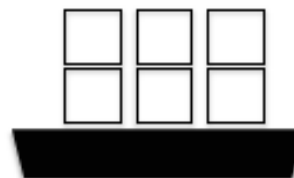
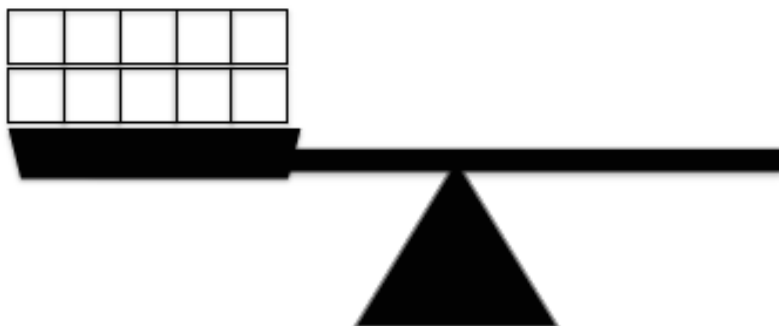
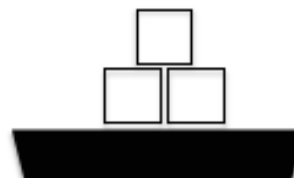
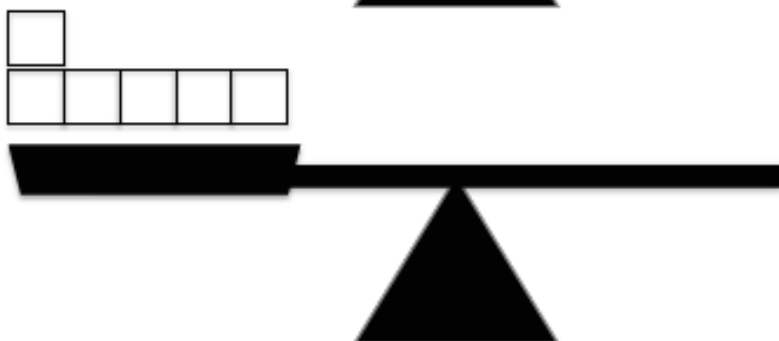
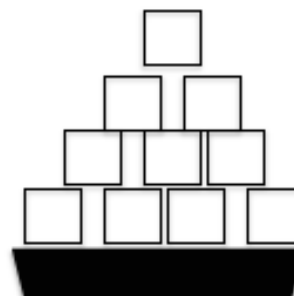
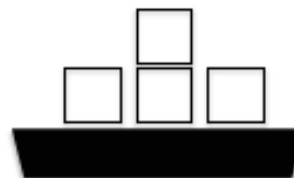
|  |                               |
|--|-------------------------------|
|  | is as heavy as _____ pennies. |
|--|-------------------------------|

as heavy as recording sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

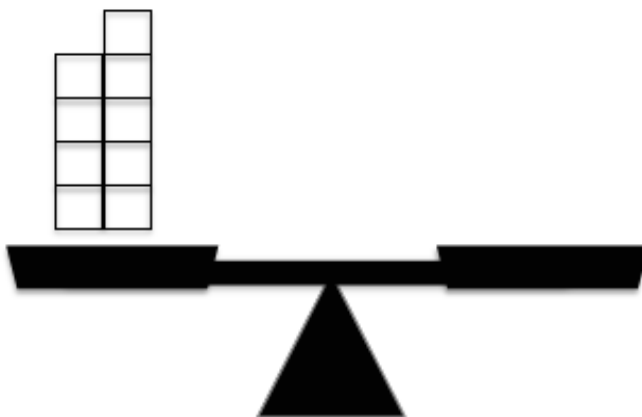
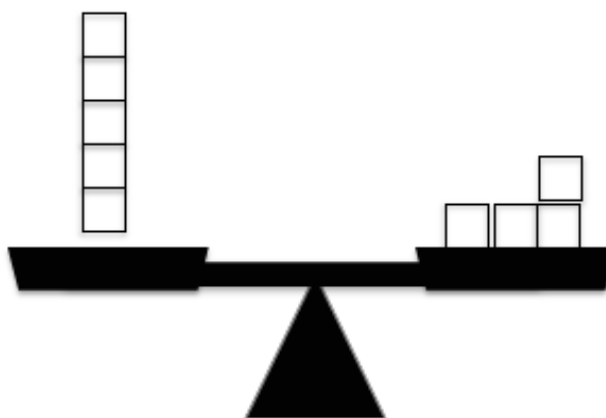
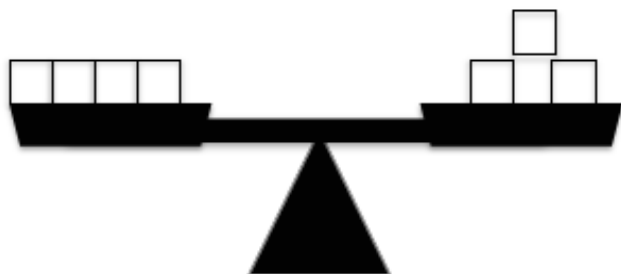
Draw a line from the balance to the linking cubes that weigh the same.



Name \_\_\_\_\_

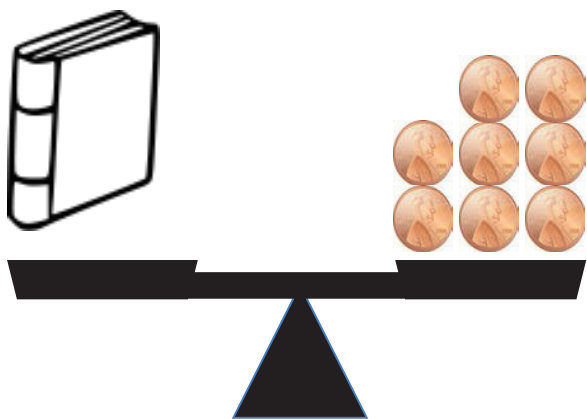
Date \_\_\_\_\_

Draw linking cubes so each side weighs the same.

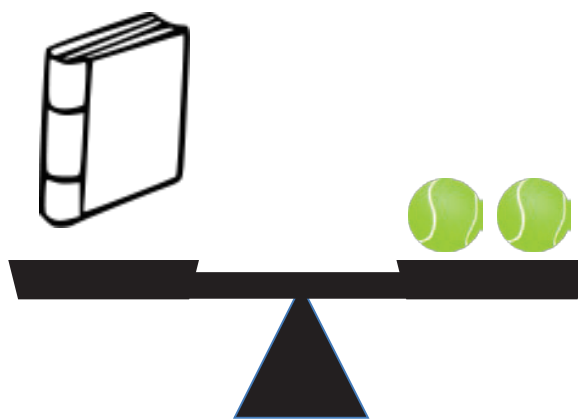


Name \_\_\_\_\_

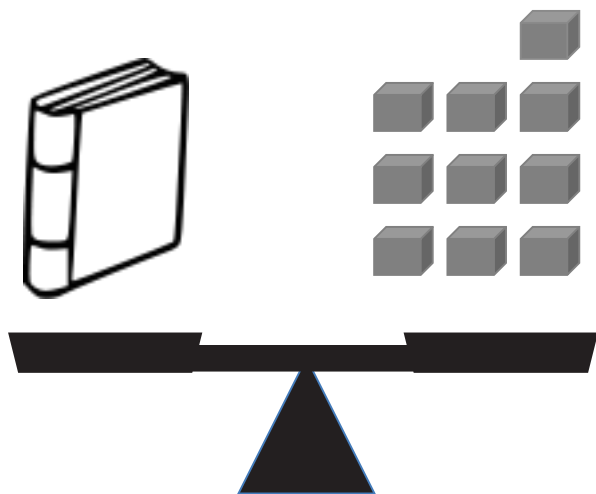
Date \_\_\_\_\_



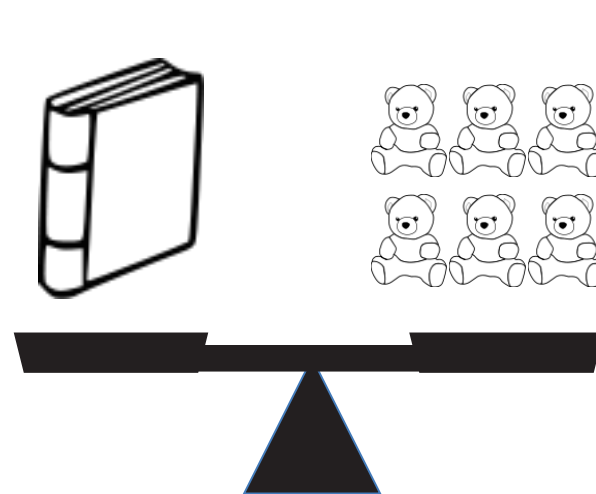
The book is as heavy as \_\_\_\_\_ pennies.



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.

|  |  |
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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

Name \_\_\_\_\_

Date \_\_\_\_\_

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

|  |  |
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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.

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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

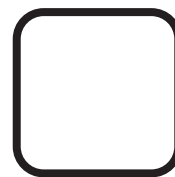
\_\_\_\_\_ scoops is the same as

we've got the scoop recording sheet

Name \_\_\_\_\_

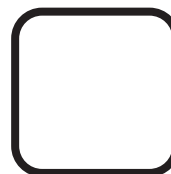
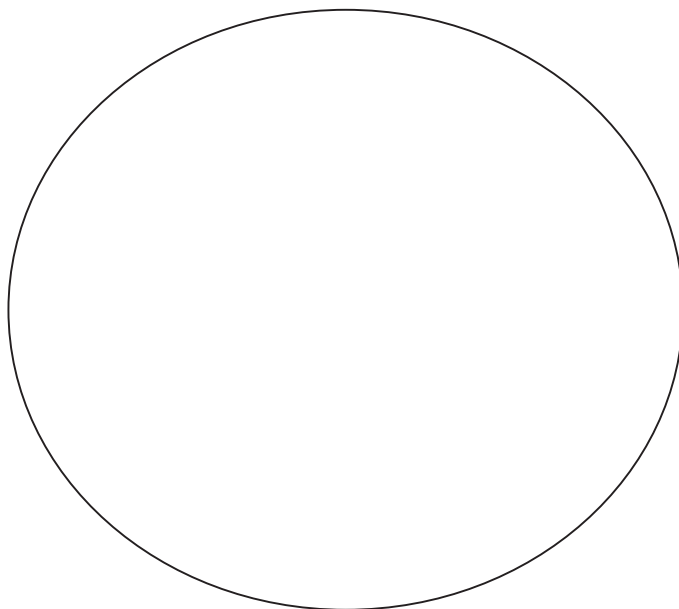
Date \_\_\_\_\_

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 the 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.



Name \_\_\_\_\_

Date \_\_\_\_\_



My square.



My square covered  
with a circle.



My square covered  
with little squares.



My square covered  
with beans.

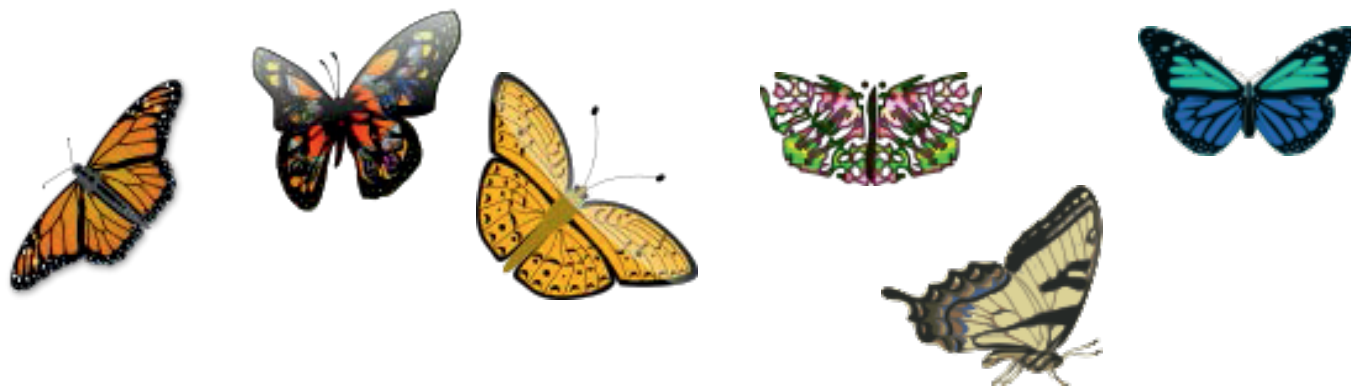
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my square recording sheet

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.

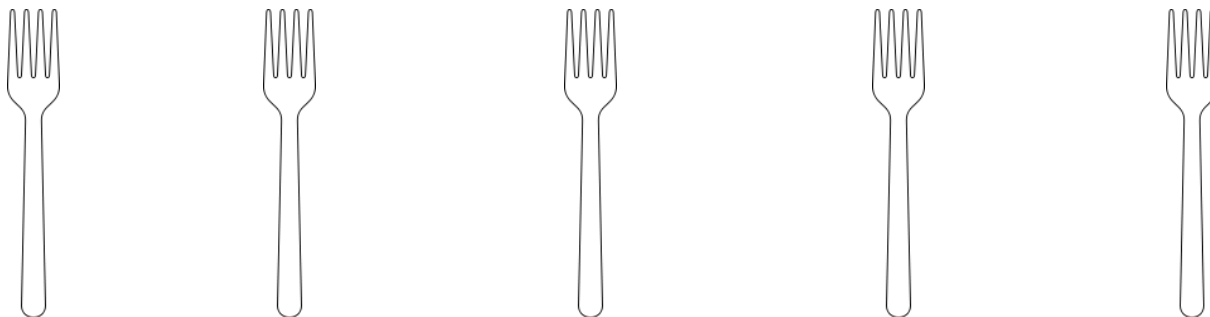
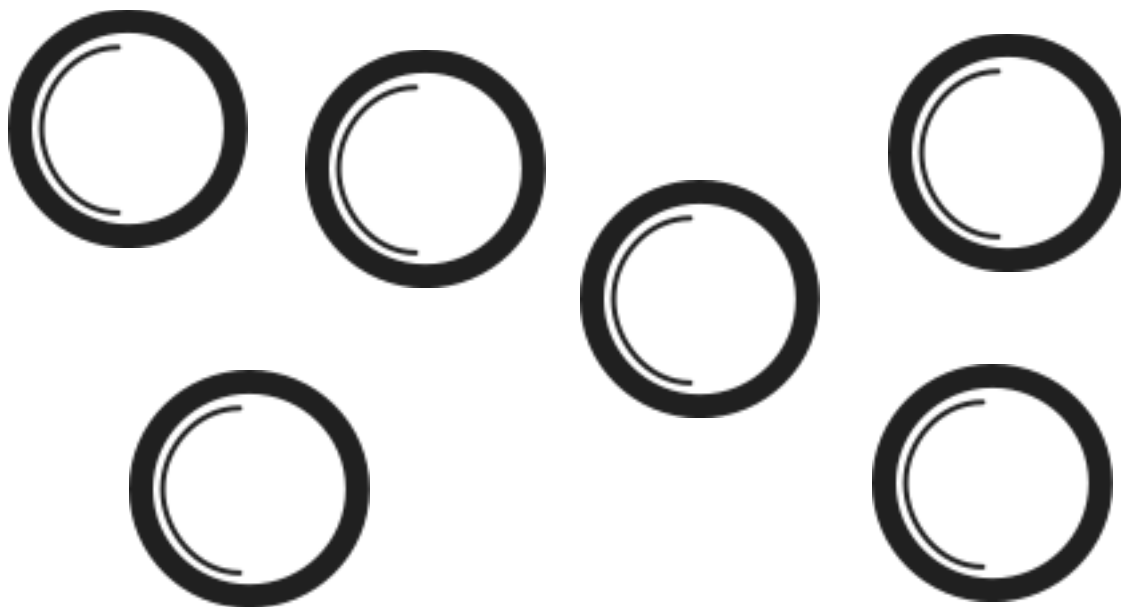
Name \_\_\_\_\_

Date \_\_\_\_\_

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



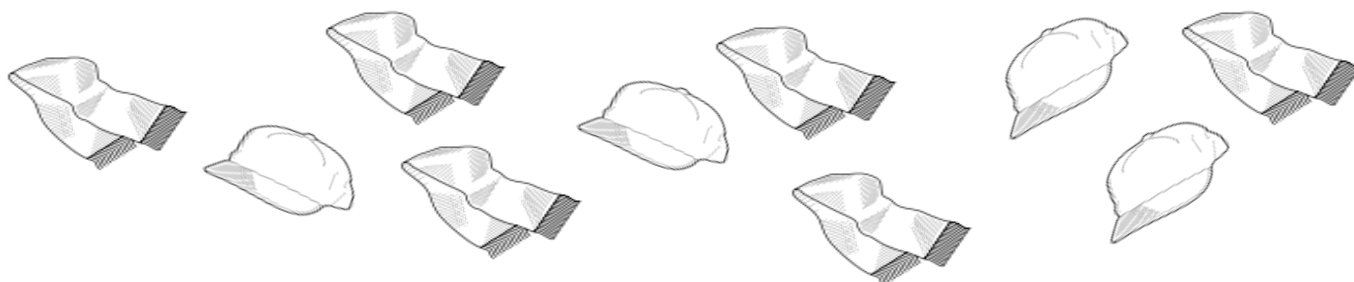
Make sure there is a fork for every plate. Draw straight lines with a ruler from each plate to a fork. If there are not enough forks, draw one.



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

Name \_\_\_\_\_

Date \_\_\_\_\_

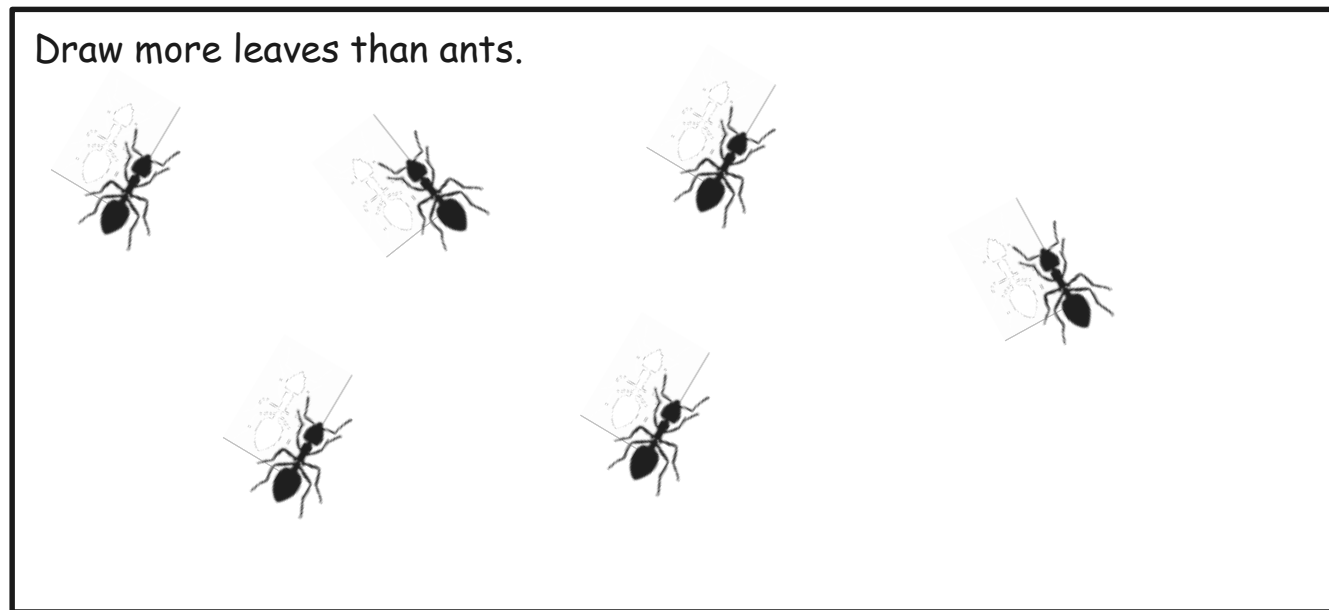


Draw straight lines with your ruler to see if there are enough hats for the scarves.

Are there more  or  ?

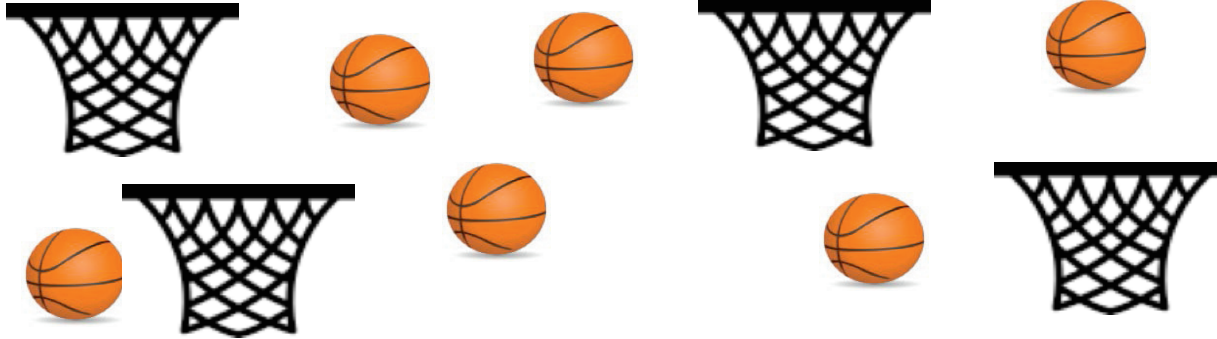
Cross off by putting an X on 2  . Talk to your partner about what you notice now.

Draw more leaves than ants.



Name \_\_\_\_\_

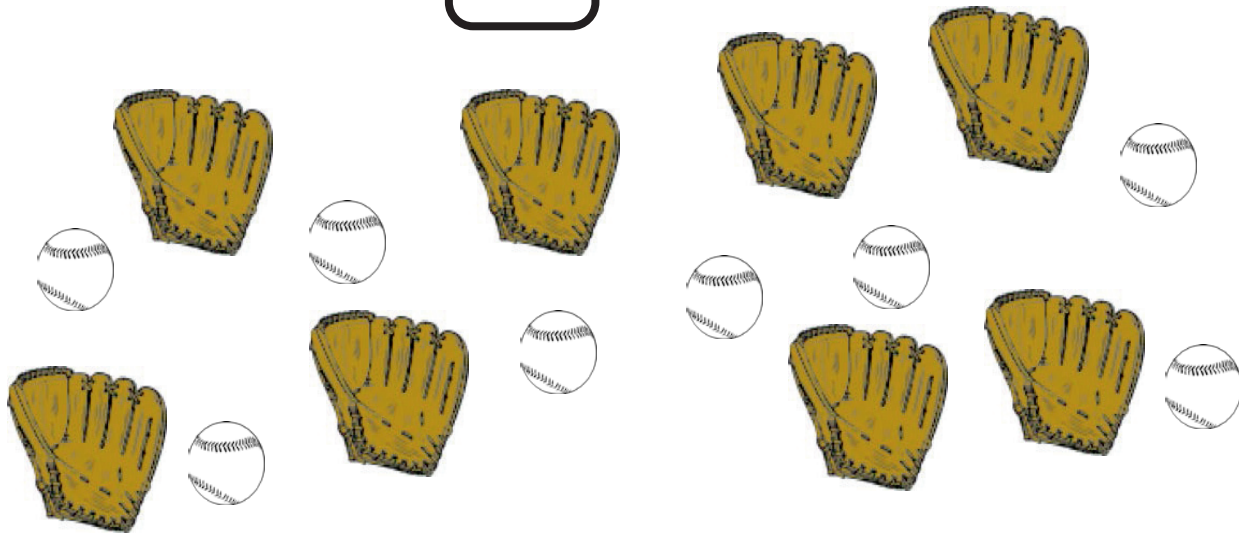
Date \_\_\_\_\_





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

Are there *more*  or  ?

Write the number of  .



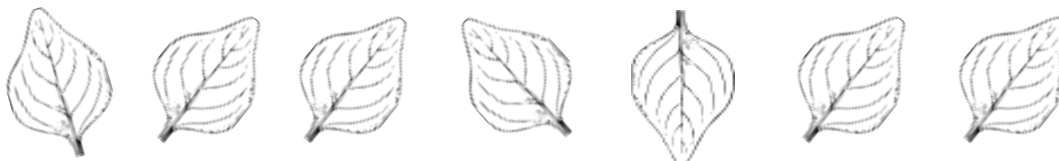
Write the number of  . Write the number of  .

Are there the same number of  as  ? Circle Yes or No.

Name \_\_\_\_\_

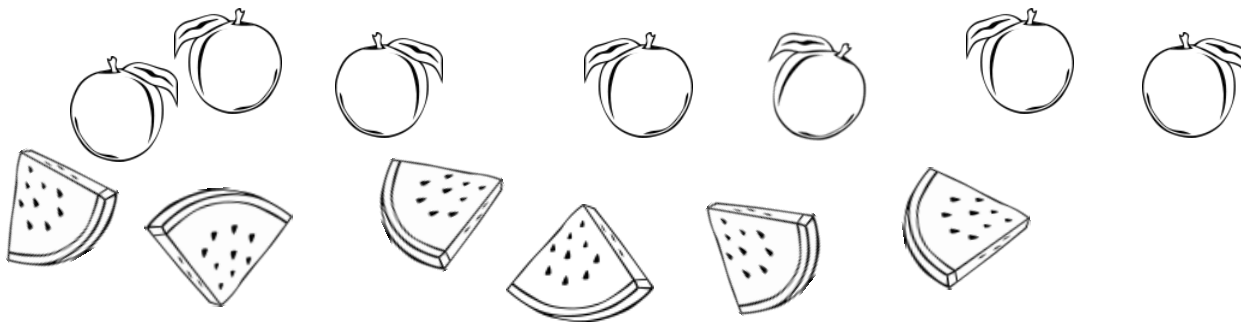
Date \_\_\_\_\_

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 .

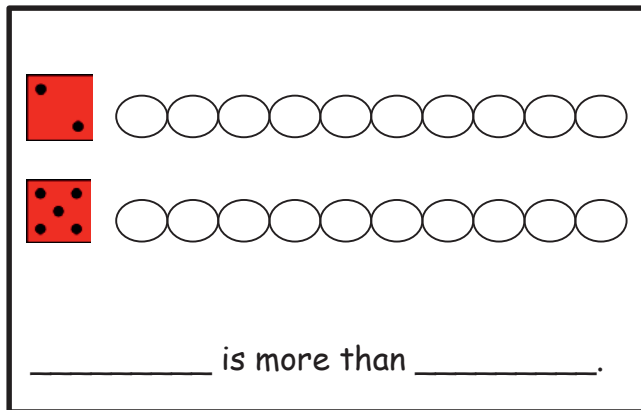
 Draw bones  so there are the *same* number of bones as dogs .



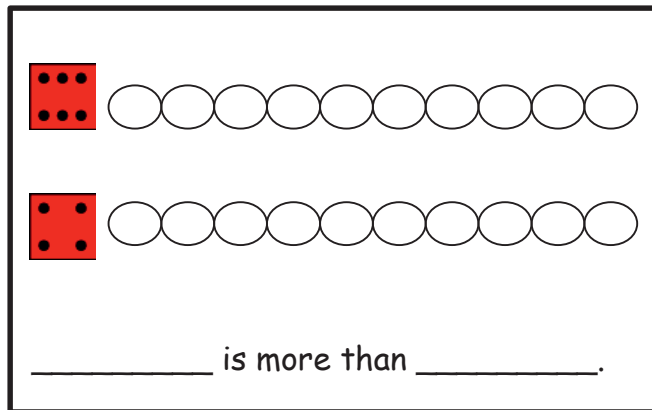
Name \_\_\_\_\_

Date \_\_\_\_\_

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

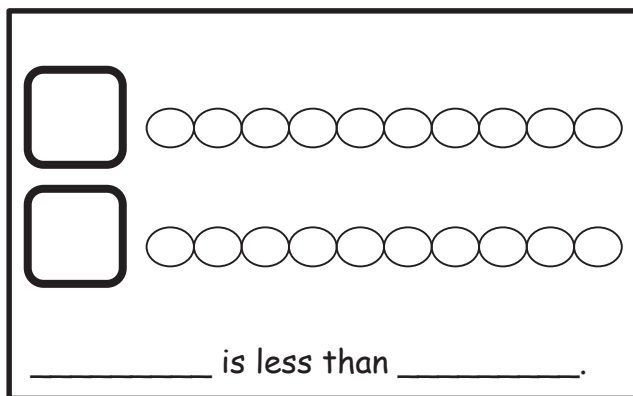


\_\_\_\_\_ is more than \_\_\_\_\_.

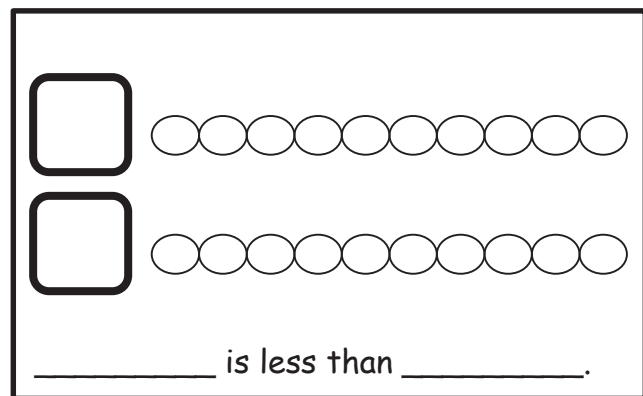


\_\_\_\_\_ is more than \_\_\_\_\_.

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.



\_\_\_\_\_ is less than \_\_\_\_\_.



\_\_\_\_\_ is less than \_\_\_\_\_.

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.

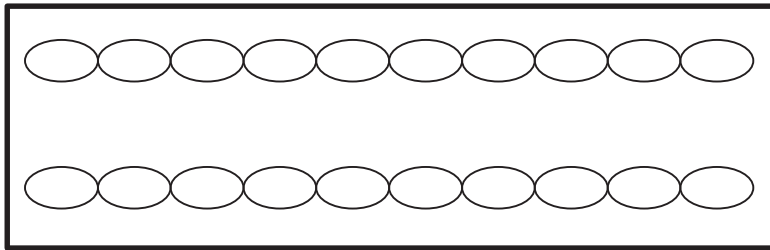
Name \_\_\_\_\_

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.

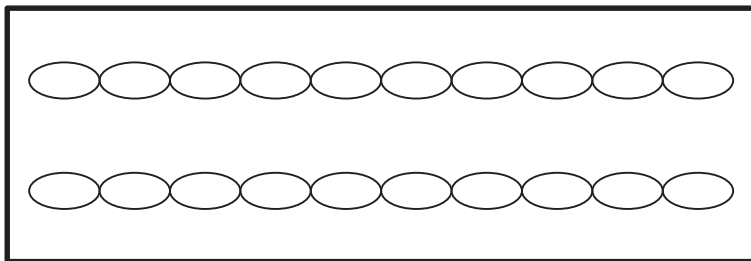



\_\_\_\_\_ red beads is more than 3.

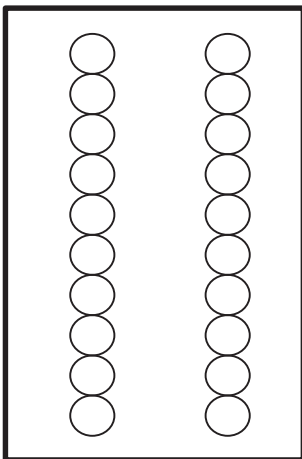
On the first chain, color the first 5 beads green.

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.

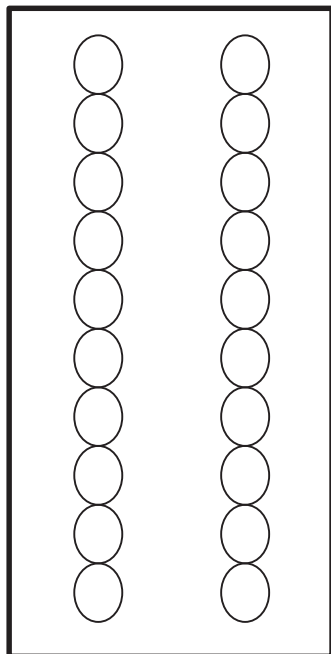


Color 2 beads brown in the first column.

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.

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

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

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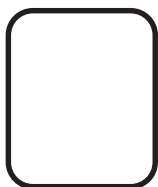
square path letter trains

Name \_\_\_\_\_

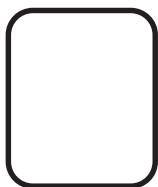
Date \_\_\_\_\_

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

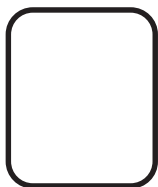
Red



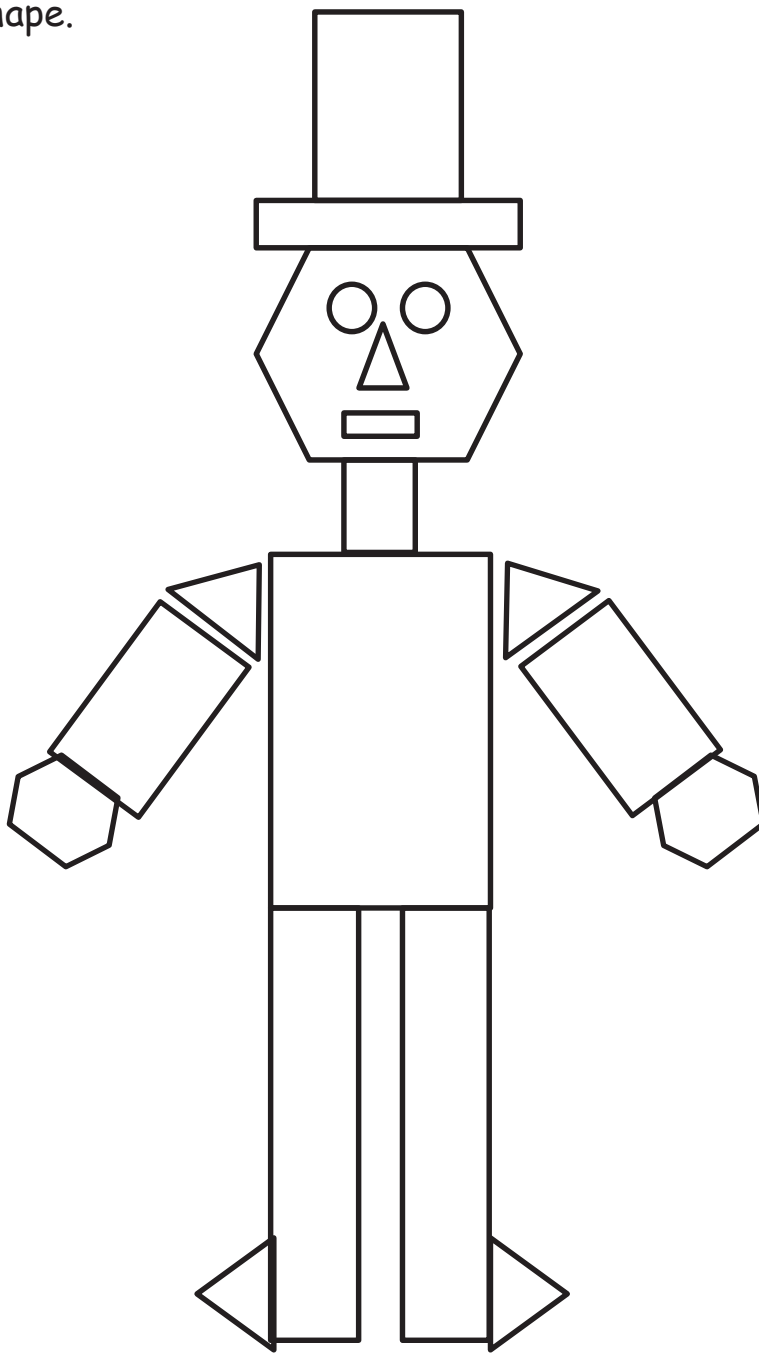
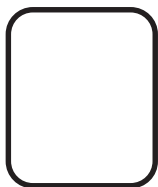
Yellow



Green





Orange



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

Are there more  or  ?

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Are there more  or  ?

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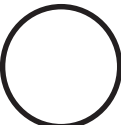
Are there more  or  ?

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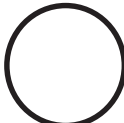

Look at the robot. Color the shape that has fewer.

Are there fewer  or  ?

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Are there fewer  or  ?

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Are there fewer  or  ?

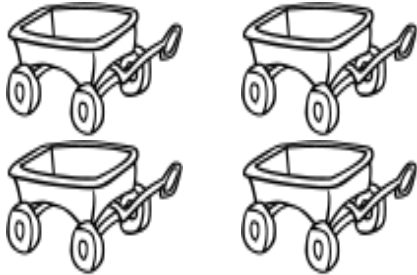
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Name \_\_\_\_\_

Date \_\_\_\_\_

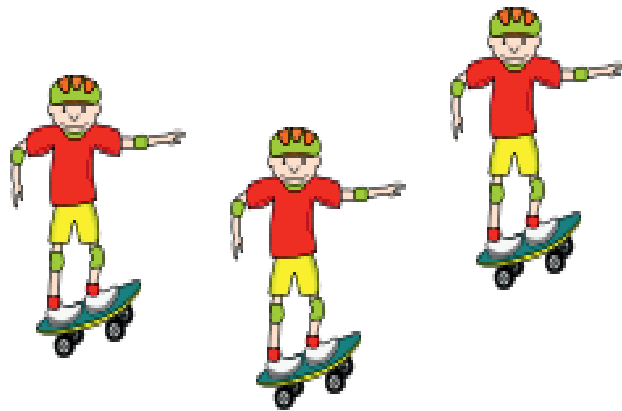
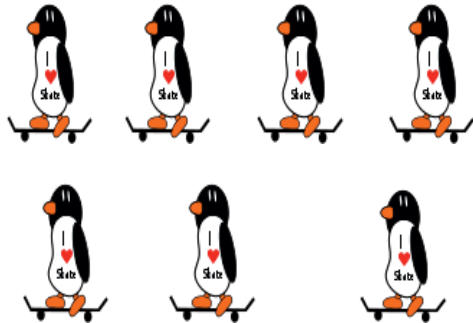
Which has more? The  or  ?



Circle the set that has more.



Which has fewer? The  or  ?

Circle the set that has fewer.



Which has fewer? The  or  ?

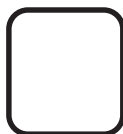
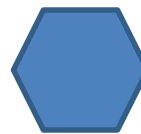
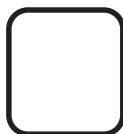
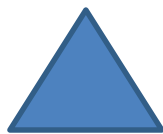
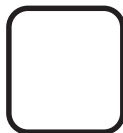
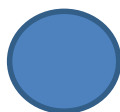
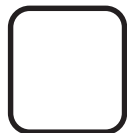
Circle the set that has fewer.



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

Name \_\_\_\_\_

Date \_\_\_\_\_



Draw a shape to make the sentence true.

There are more \_\_\_\_\_ than  .There are fewer  than \_\_\_\_\_.There are fewer \_\_\_\_\_ than  .


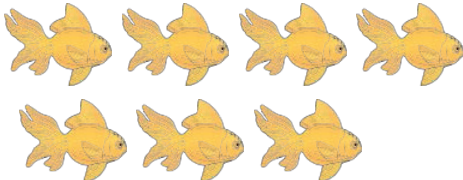
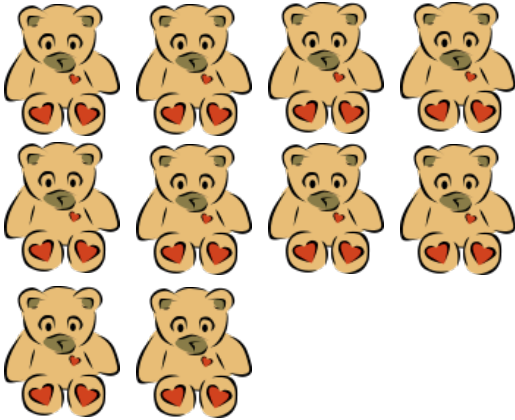
more than, fewer than recording sheet



Name \_\_\_\_\_

Date \_\_\_\_\_

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

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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.

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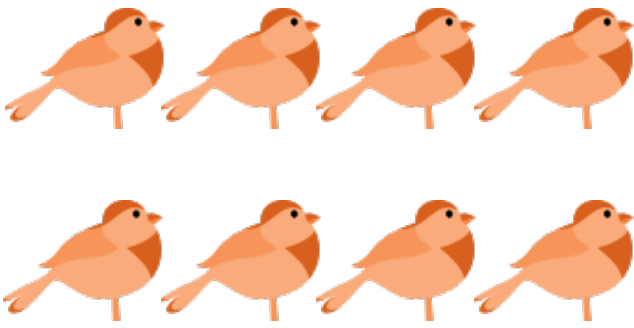
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Name \_\_\_\_\_

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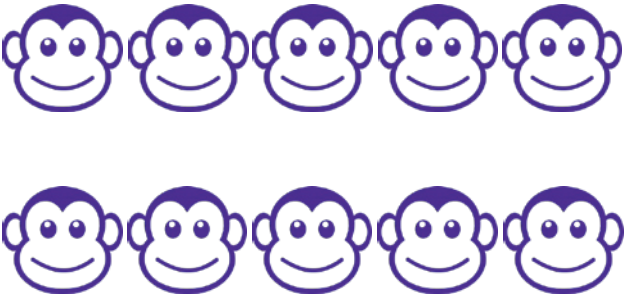
Count the birds. In the next box, draw the same number of nests as birds.

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

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

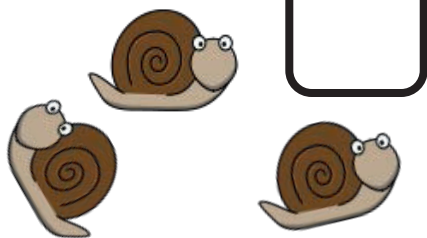
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On the back of your paper, draw some pencils. Then, draw a crayon for each pencil.

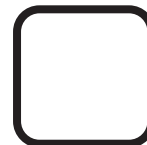
Name \_\_\_\_\_

Date \_\_\_\_\_

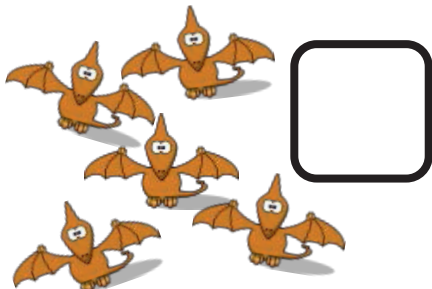
How many snails?



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?



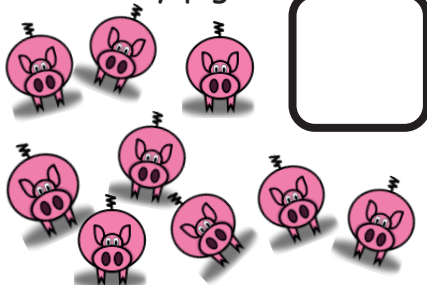
How many squirrels?



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



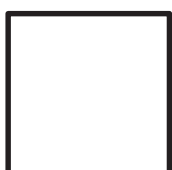
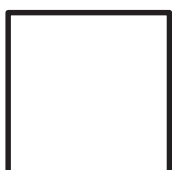
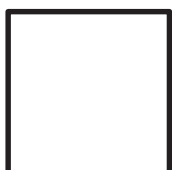
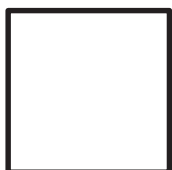
How many pigs?



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

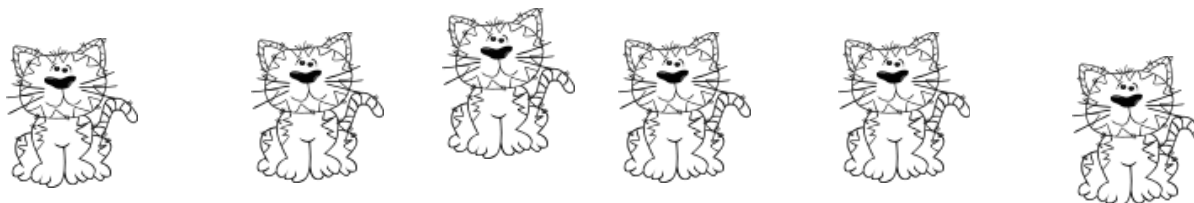


Roll the die. Draw the number of dots in the first box. Then, draw a set of objects that has 1 more. Write the number in the box.



Name \_\_\_\_\_

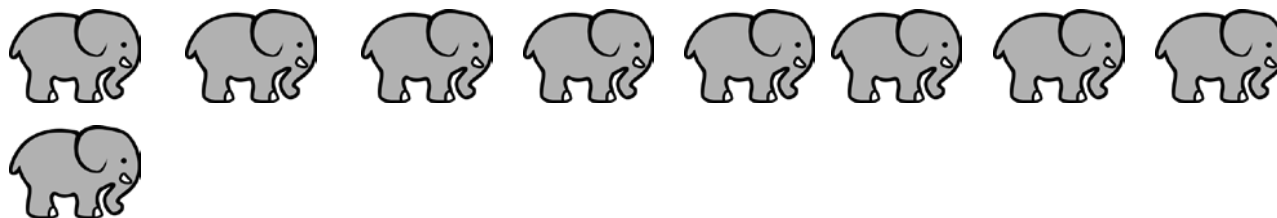
Date \_\_\_\_\_



How many cats?

Draw a ball for every cat and 1 more ball.

How many balls?



How many elephants?


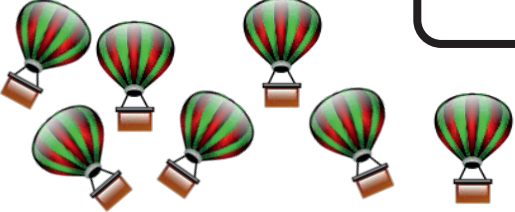
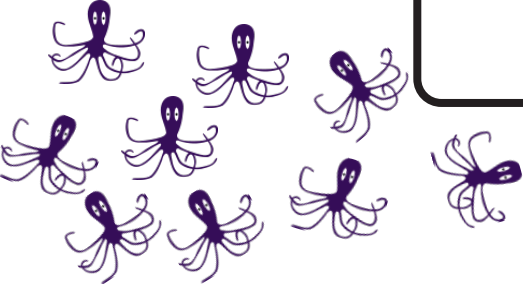
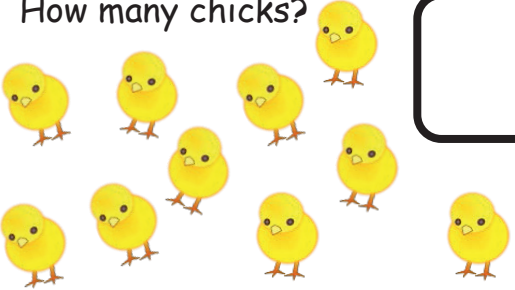
Draw a peanut for every elephant and 1 more peanut.

How many peanuts?

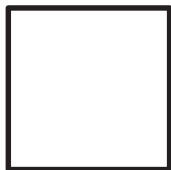

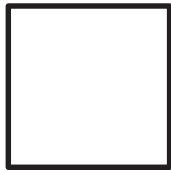

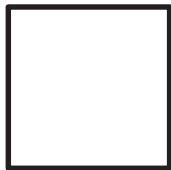

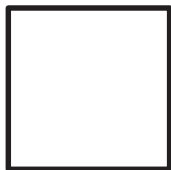

Name \_\_\_\_\_

Date \_\_\_\_\_

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

|                                                                                                                                                                       |                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <p>How many kites?</p>  <input data-bbox="521 449 678 600" type="text"/>             | <p>Draw a set of suns that has 1 less. How many suns?</p> <input data-bbox="1312 590 1469 741" type="text"/>       |
| <p>How many hot air balloons?</p>  <input data-bbox="521 785 678 936" type="text"/> | <p>Draw a set of clouds that has 1 less. How many clouds?</p> <input data-bbox="1312 947 1469 1098" type="text"/>  |
| <p>How many octopi?</p>  <input data-bbox="521 1142 678 1293" type="text"/>        | <p>Draw a set of sharks that has 1 less. How many sharks?</p> <input data-bbox="1312 1304 1469 1455" type="text"/> |
| <p>How many chicks?</p>  <input data-bbox="521 1507 678 1659" type="text"/>        | <p>Draw a set of worms that has 1 less. How many worms?</p> <input data-bbox="1312 1661 1469 1812" type="text"/>   |

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.

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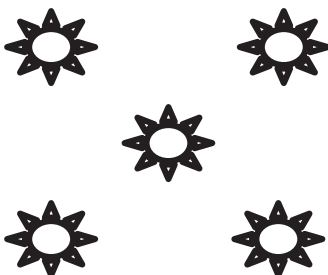



Name \_\_\_\_\_

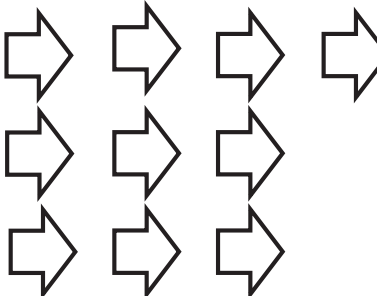
Date \_\_\_\_\_

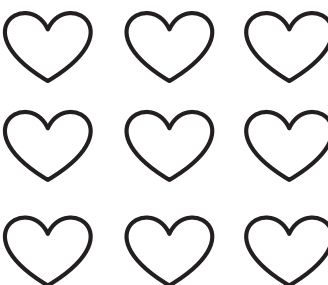
Count the set of objects, and write how many in the box.

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*.

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Name \_\_\_\_\_

Date \_\_\_\_\_

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 \_\_\_\_\_.

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.

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|  | <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.

|                                                                                    |                      |
|------------------------------------------------------------------------------------|----------------------|
|  | <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. Say your words *less than* out loud as you work.

\_\_\_\_\_ is less than \_\_\_\_\_.

\_\_\_\_\_ is less than \_\_\_\_\_.

\_\_\_\_\_ is less than \_\_\_\_\_.

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 box.

\_\_\_\_\_ 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 \_\_\_\_\_.



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



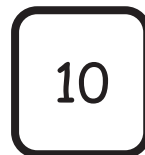
Set B

\_\_\_\_\_ is more than \_\_\_\_\_.

\_\_\_\_\_ is less than \_\_\_\_\_.



Set A



Set B

\_\_\_\_\_ is more than \_\_\_\_\_.

\_\_\_\_\_ is less than \_\_\_\_\_.

8

Set A

6

Set B

\_\_\_\_\_ is more than \_\_\_\_\_.

\_\_\_\_\_ is less than \_\_\_\_\_.

---

4

Set A

5

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.

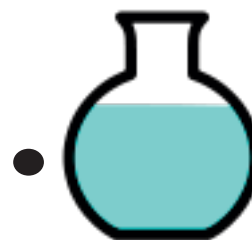
Name \_\_\_\_\_

Date \_\_\_\_\_

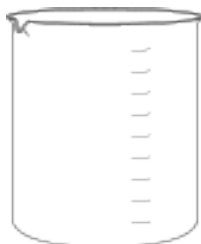
Draw a line from each container to the word that describes the amount of liquid the container is holding.



Full



Not Full



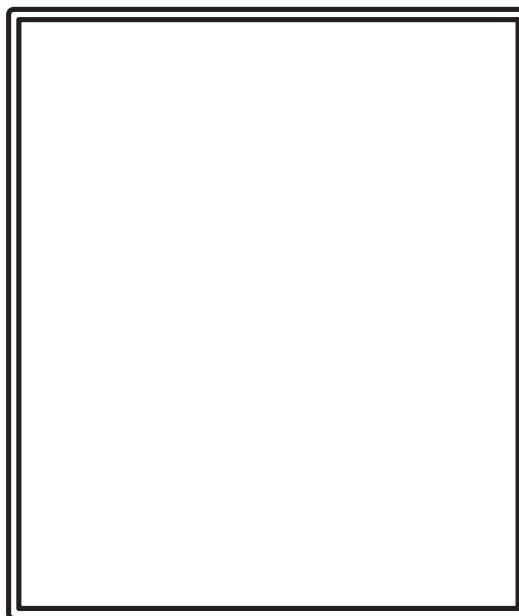
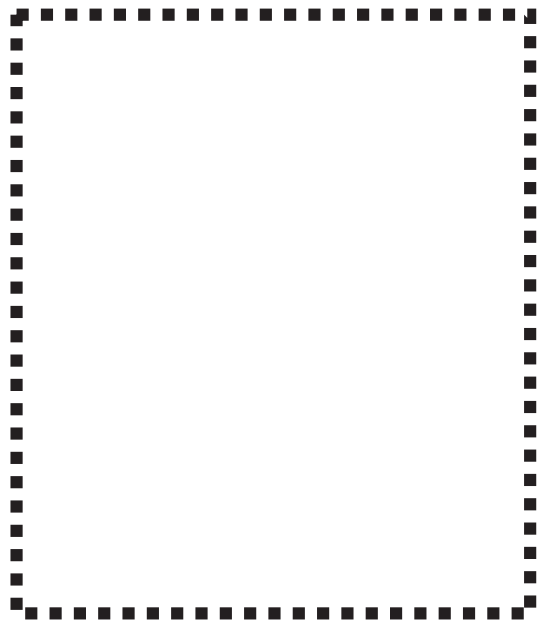
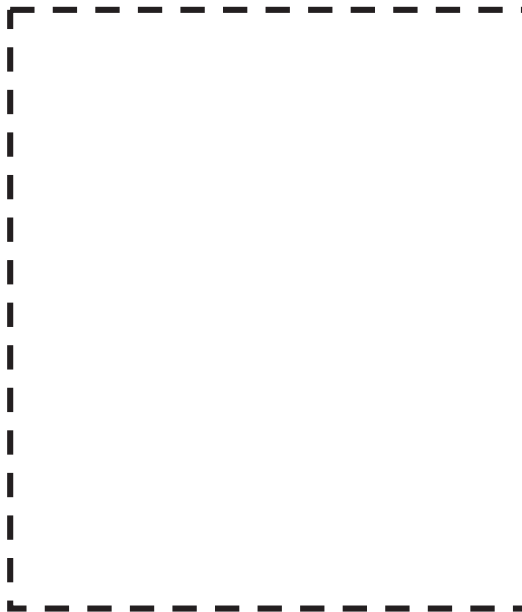
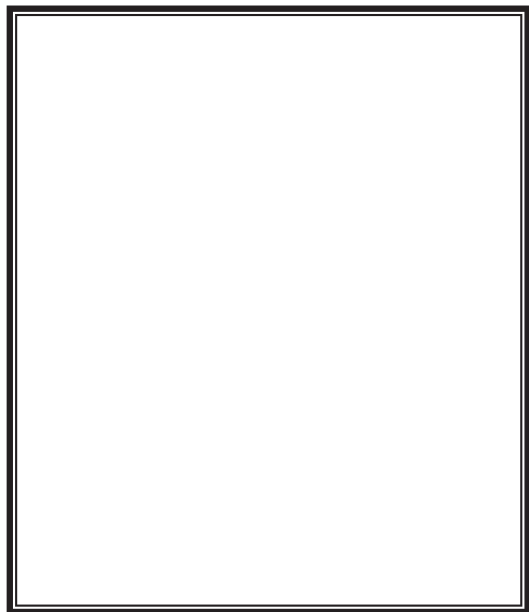
Empty



Name \_\_\_\_\_

Date \_\_\_\_\_

## *My Capacity Museum!*



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my capacity museum recording sheet

Dear Parents:

In class, we used balls of clay that weigh the same on the balance scale to make different sculptures. We saw that the same balls of clay can take various forms without changing the weight. The balls weighed the same on the balance scale, as did the sculptures.

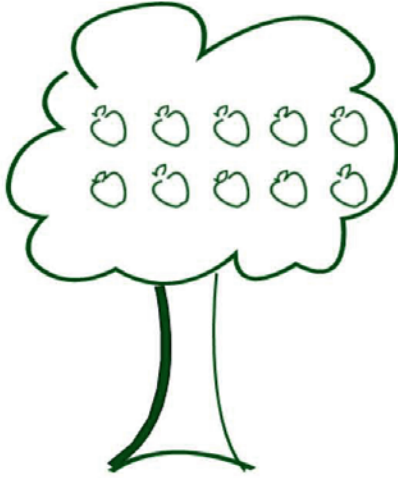
Today's homework is a review of fluency work.



Name \_\_\_\_\_

Date \_\_\_\_\_

Color 4 apples.



I colored \_\_\_\_ apples.

I need to color \_\_\_\_ more to make 10.

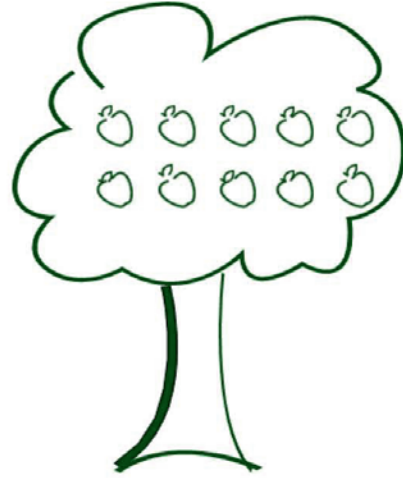
Color 2 apples.



I colored \_\_\_\_ apples.

I need to color \_\_\_\_ more to make 10.

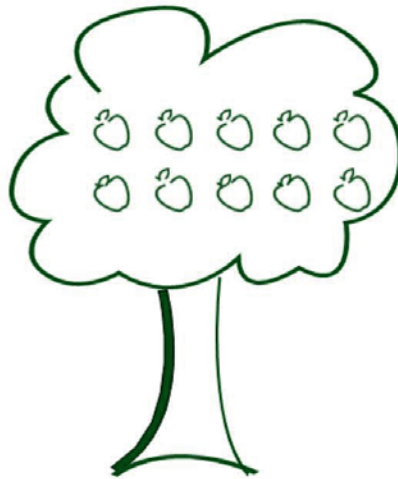
Color 7 apples.



I colored \_\_\_\_ apples.

I need to color \_\_\_\_ more to make 10.

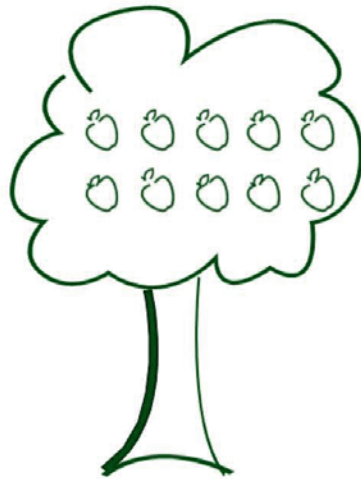
Color 1 apple.



I colored \_\_\_\_ apples.

I need to color \_\_\_\_ more to make 10.

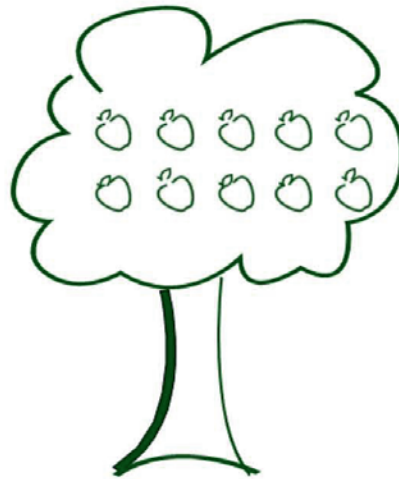
Color 9 apples.



I colored \_\_\_\_ apples.

I need to color \_\_\_\_ more to make 10.

Color 3 apples.



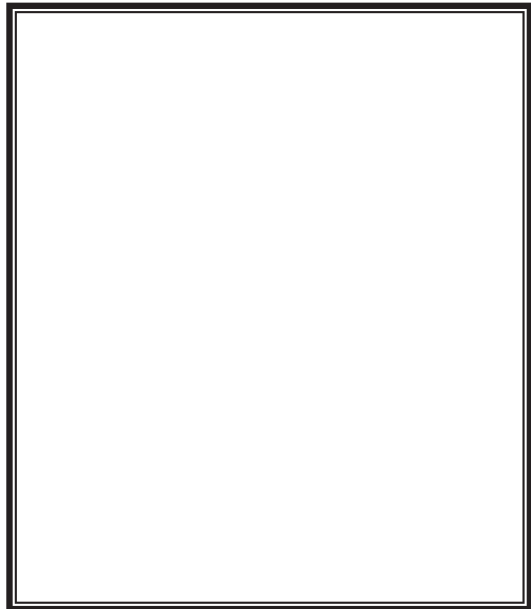
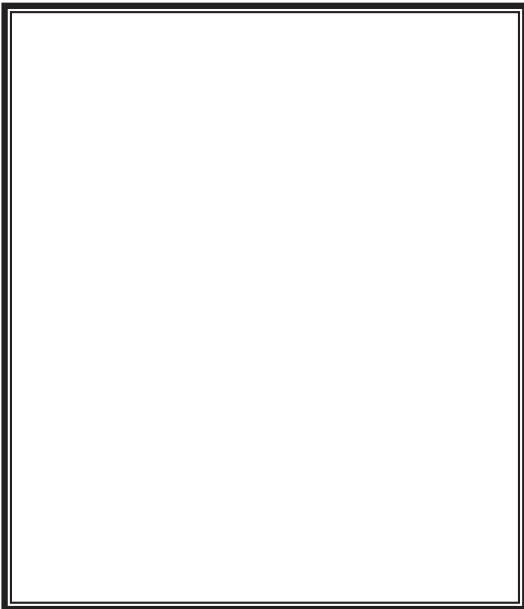
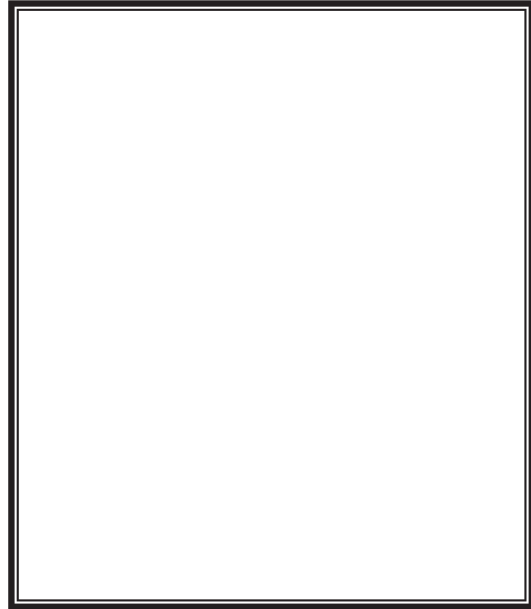
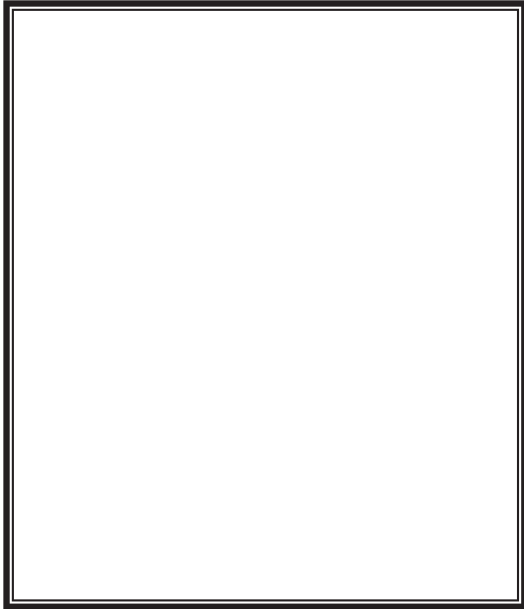
I colored \_\_\_\_ apples.

I need to color \_\_\_\_ more to make 10.

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 \_\_\_\_\_

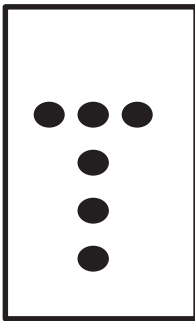
Date \_\_\_\_\_

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

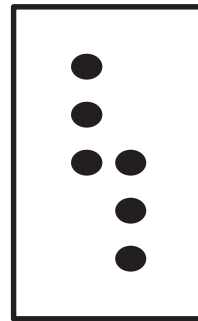
2 and 4 is 6



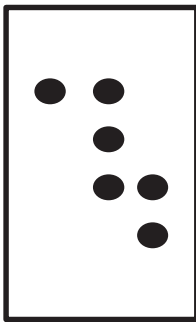
Circle a group of dots. Then, fill in the blanks to make a number sentence.



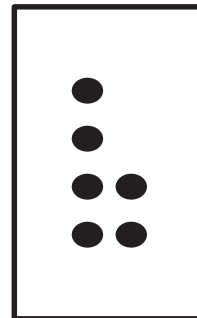
\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.



\_\_\_\_\_ 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 \_\_\_\_\_

|  |
|--|
|  |
|  |
|  |
|  |

comparing attributes recording sheet

**Cut Out Packet**

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 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 |
|---|---|---|---|---|---|---|---|---|----|

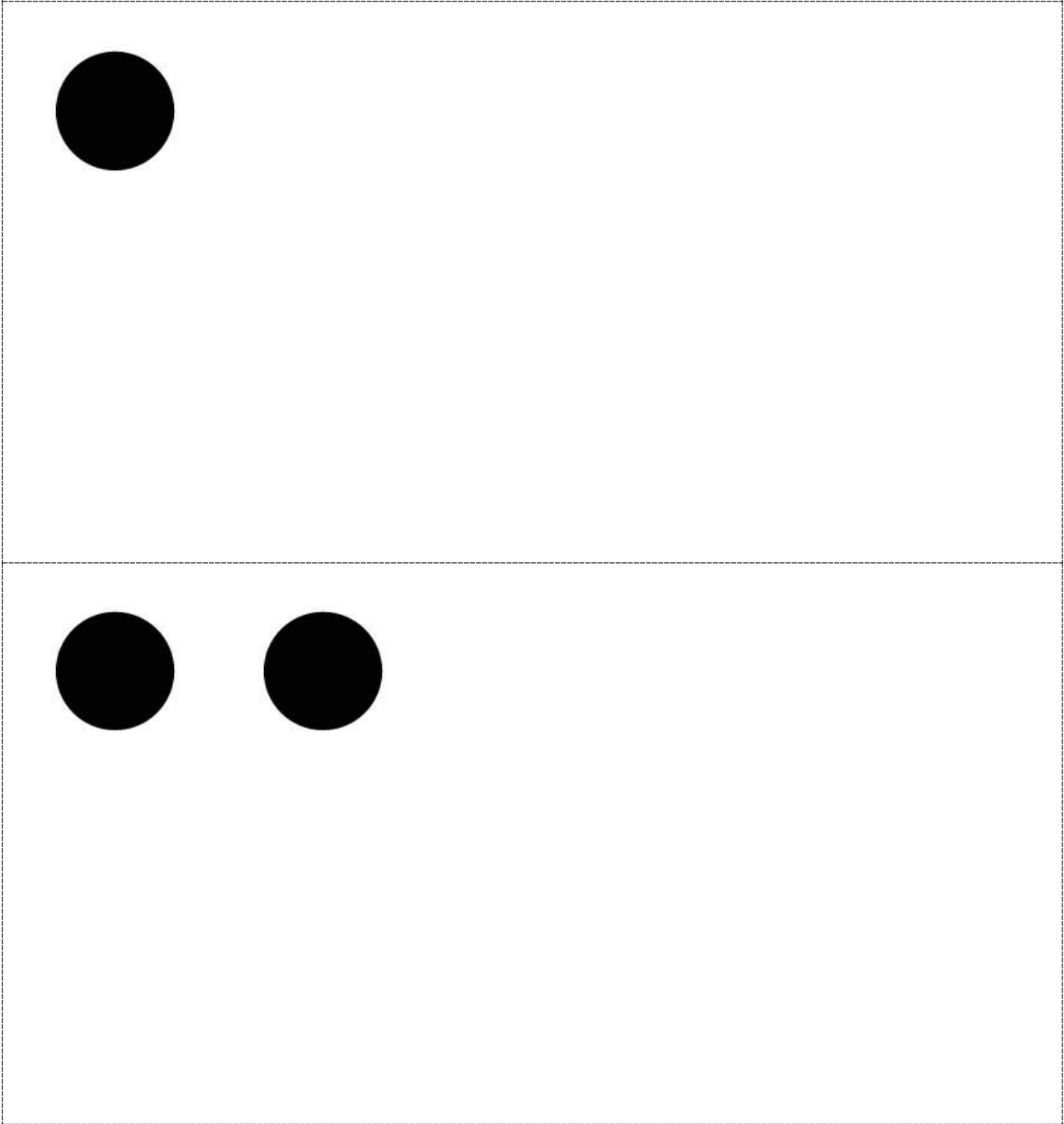
|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

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

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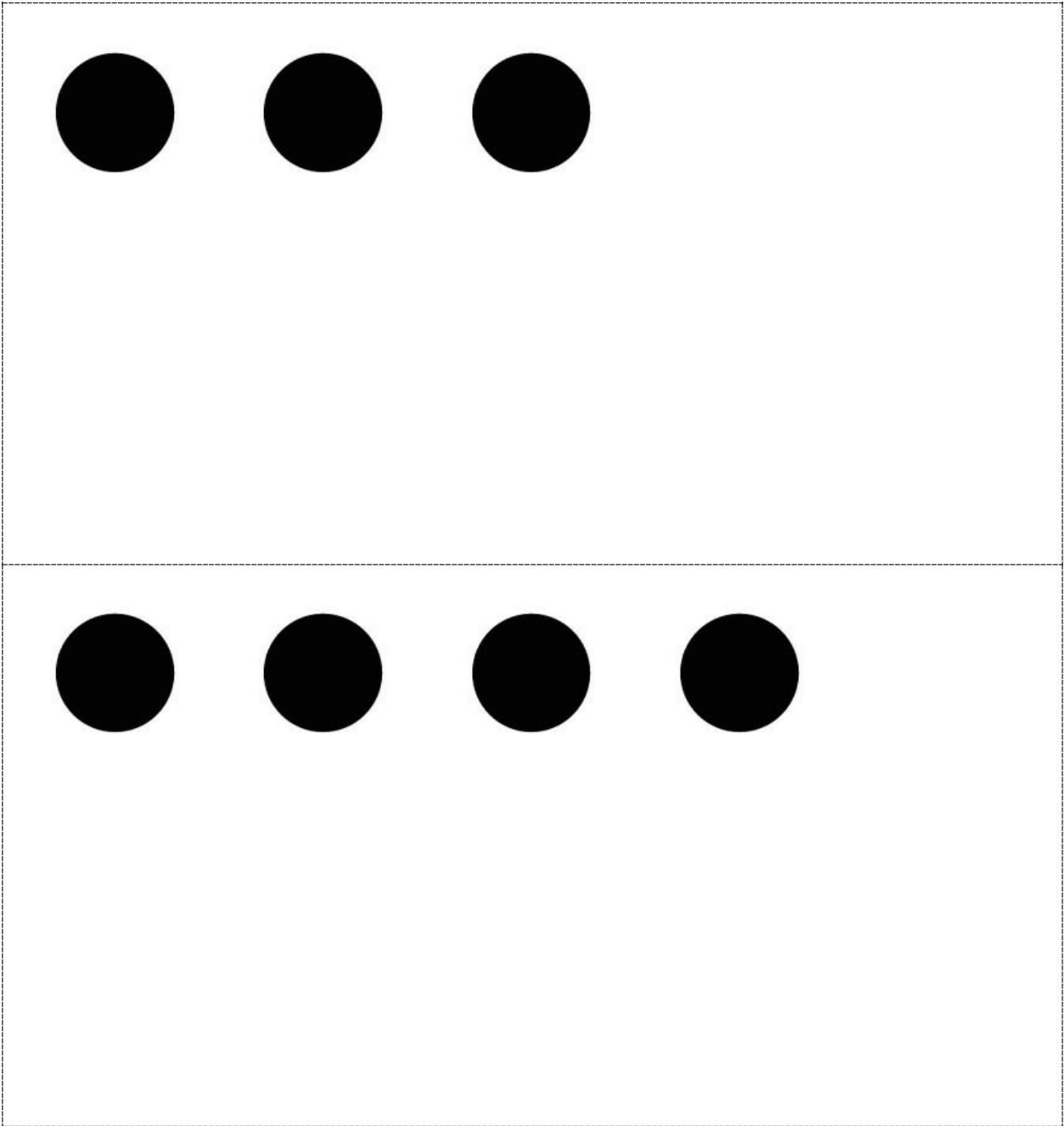
number path



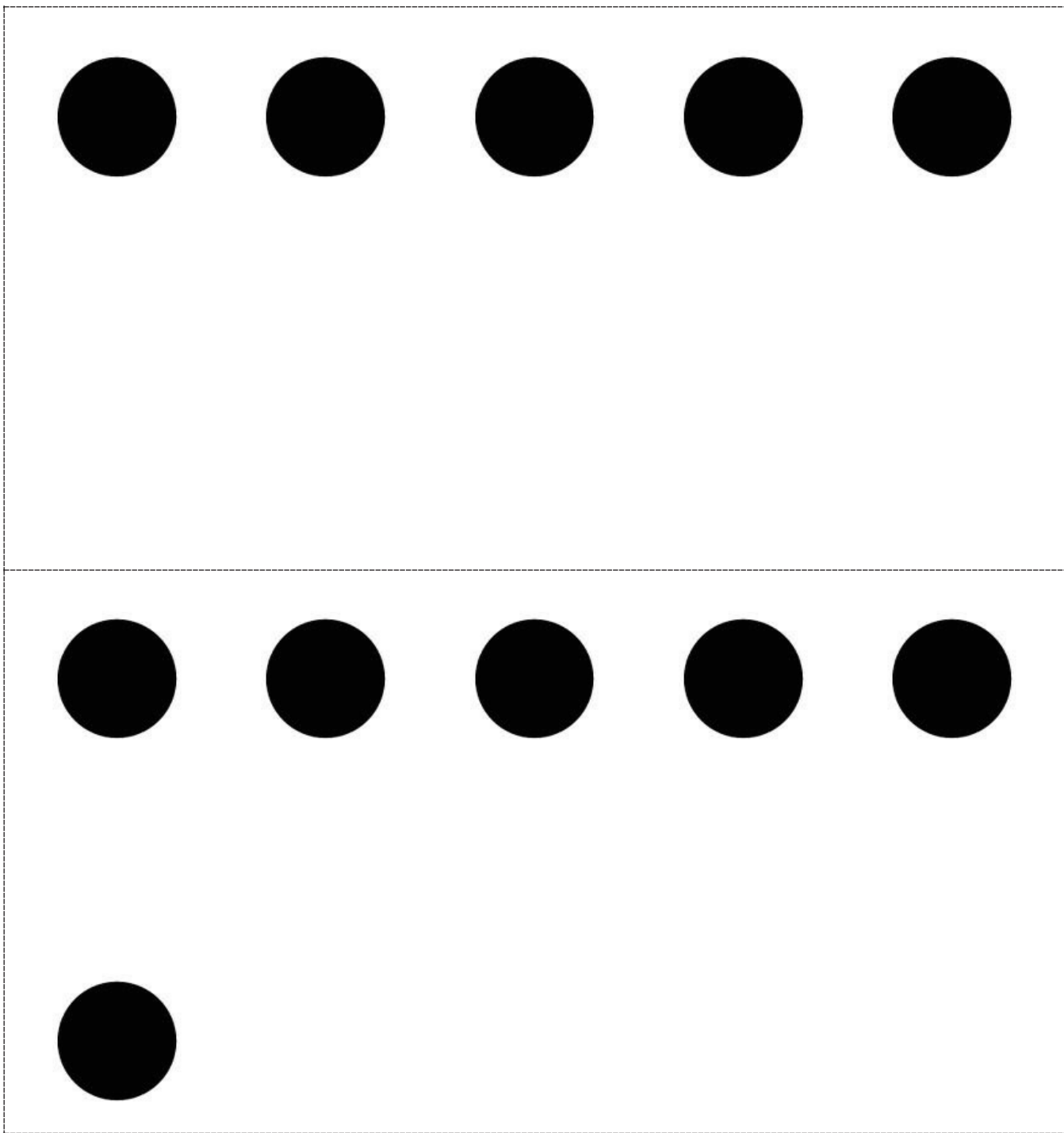


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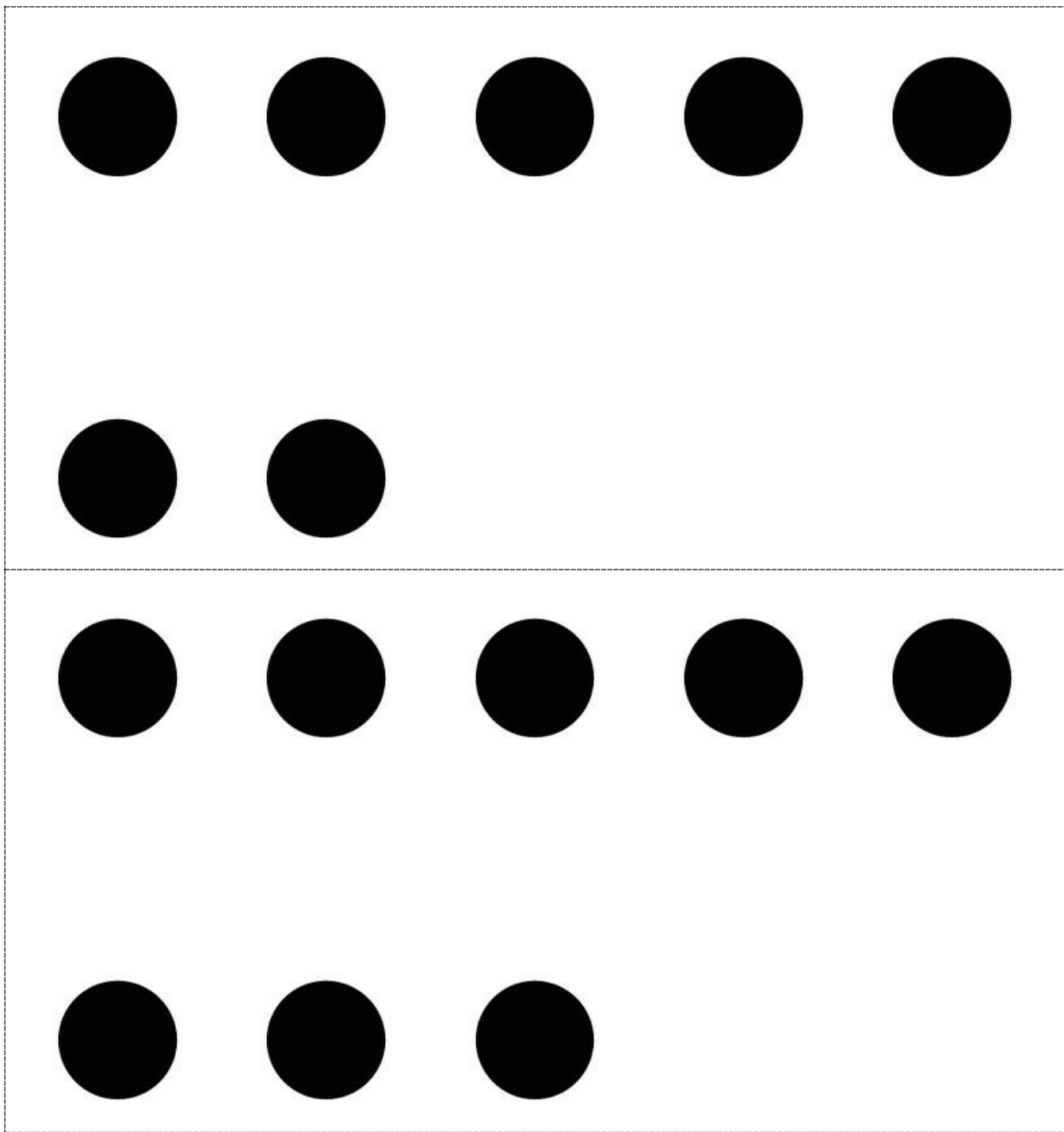
large 5-group cards



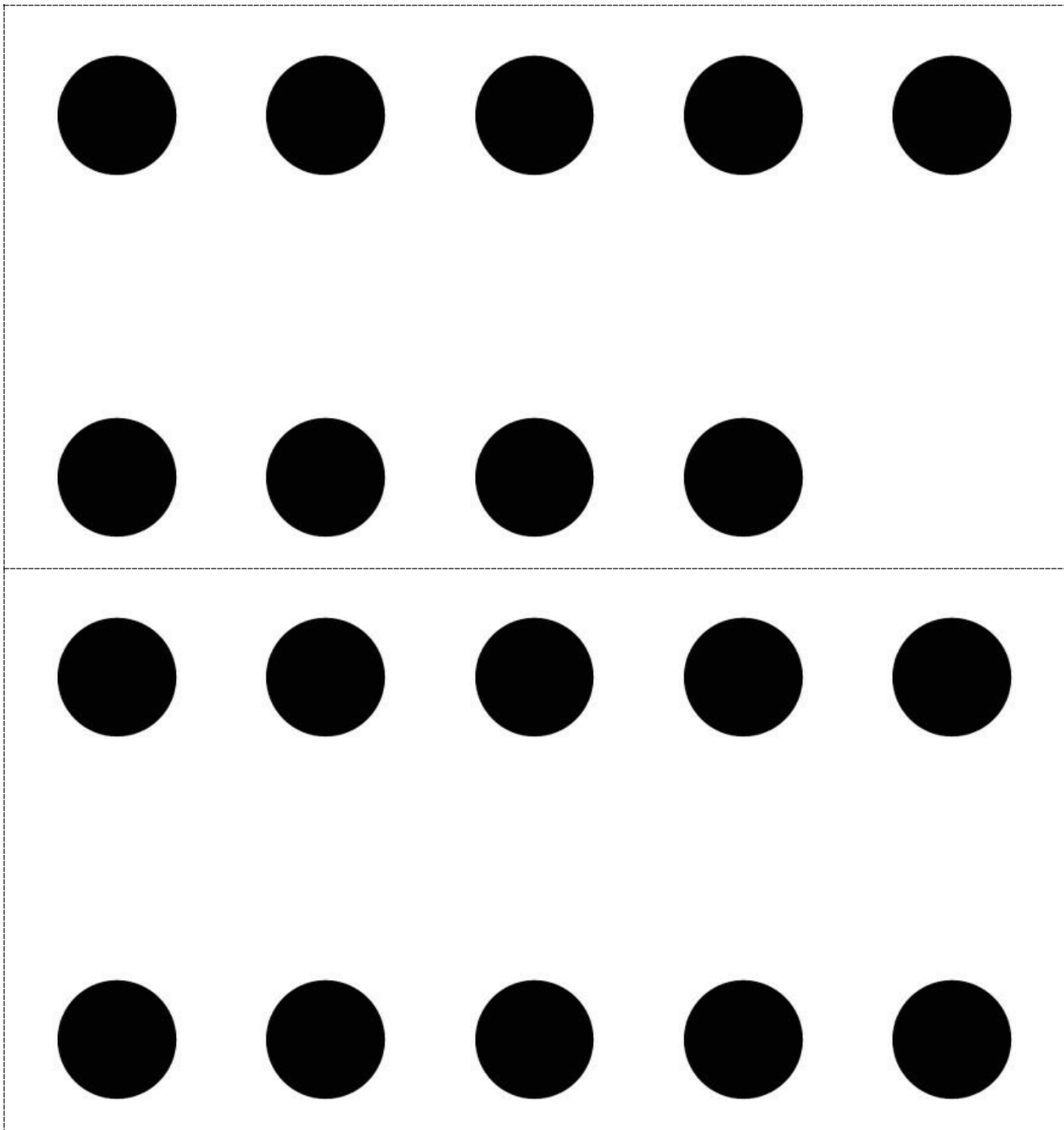
large 5-group cards



large 5-group cards

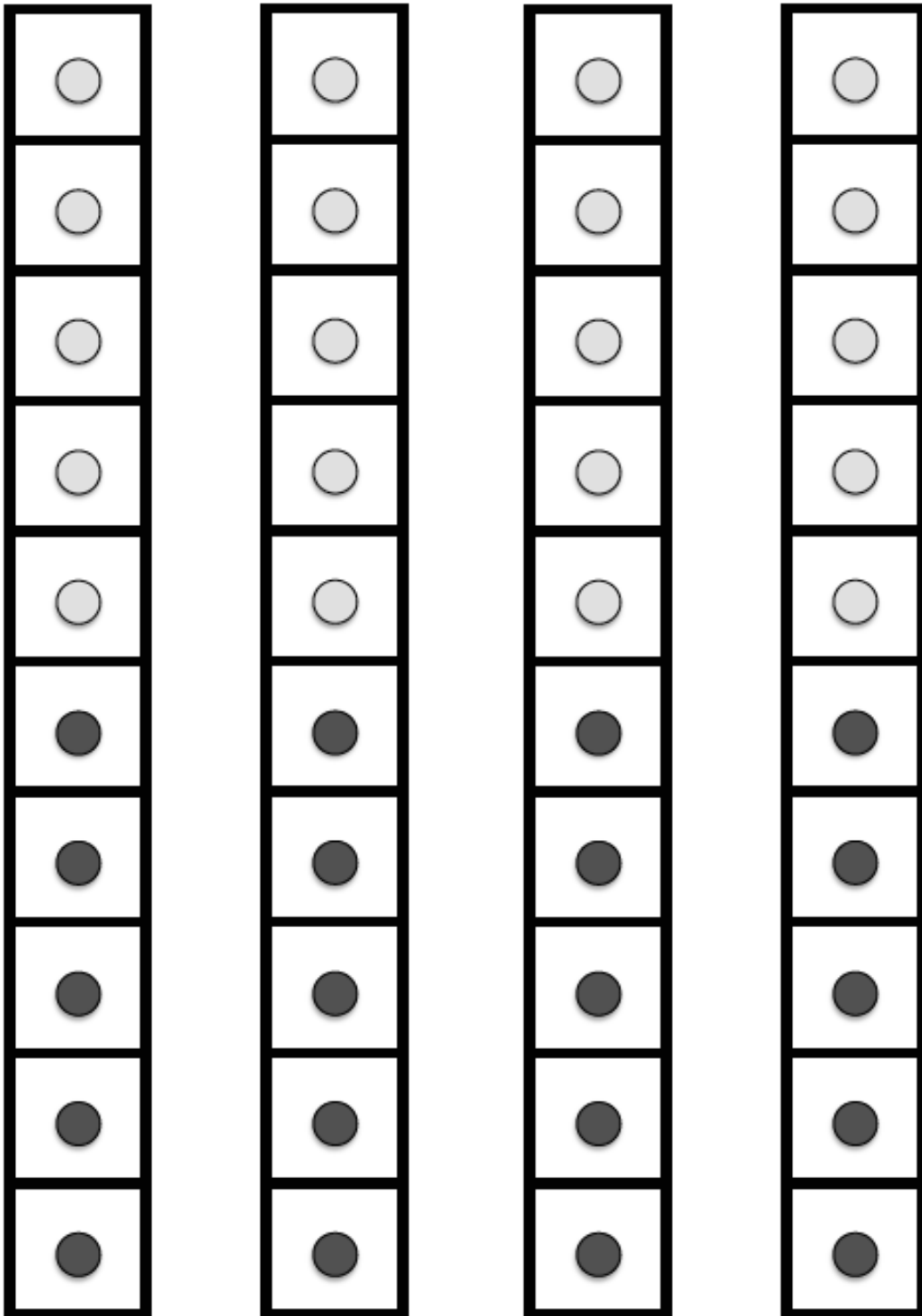


large 5-group cards



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large 5-group cards



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dot path

# Triangle



# Rectangle



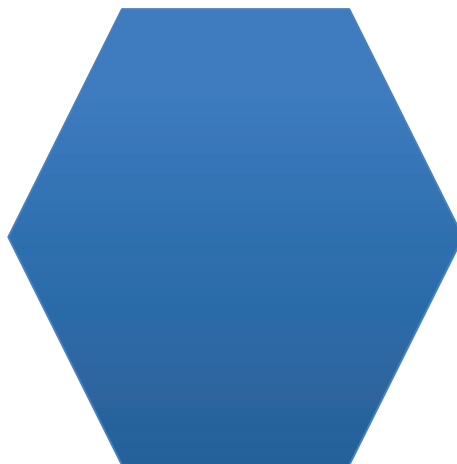
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shape signs

# Square



# Hexagon

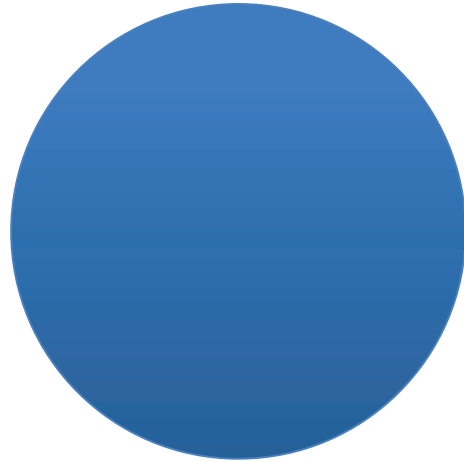


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shape signs

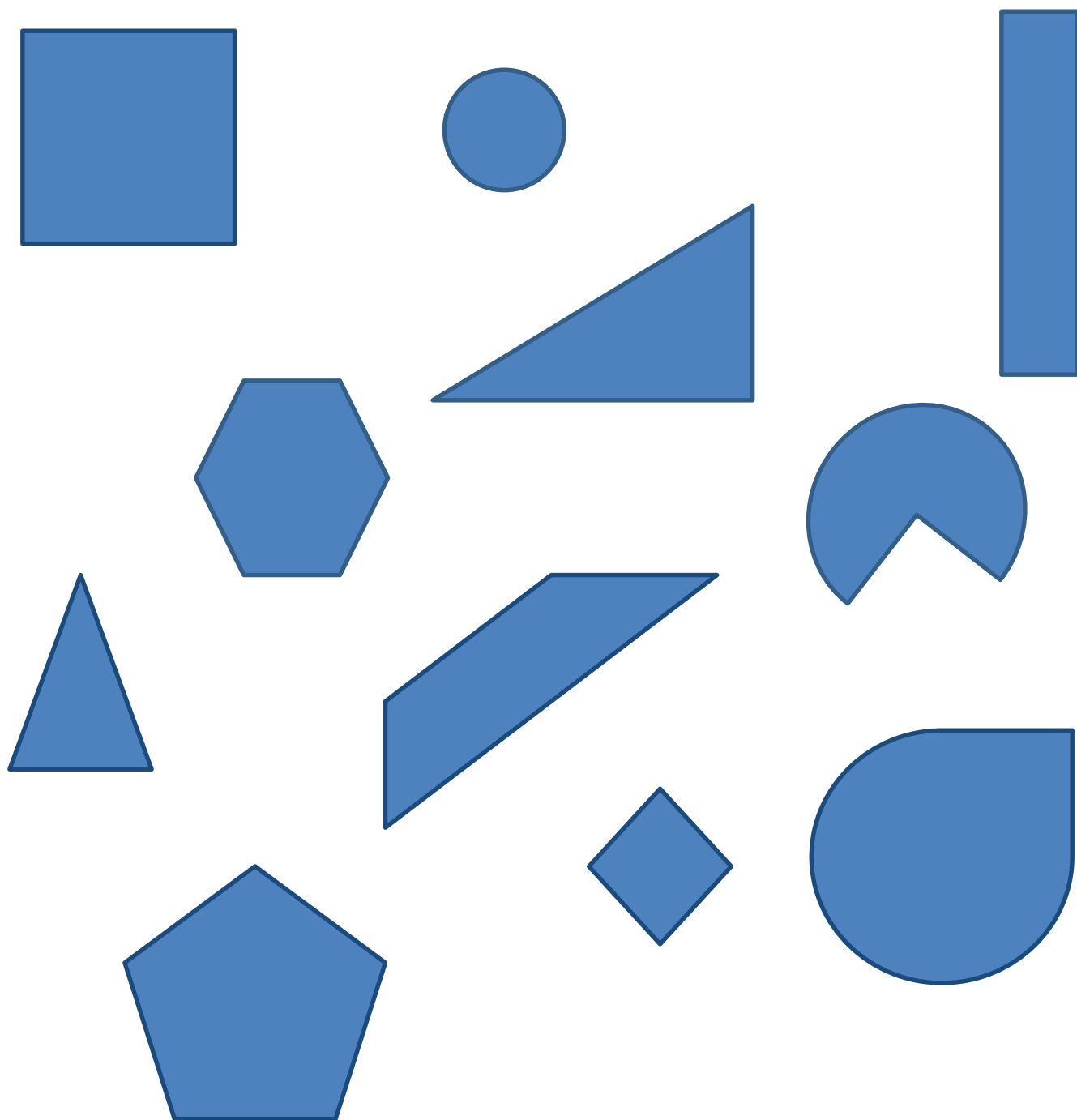


# Circle

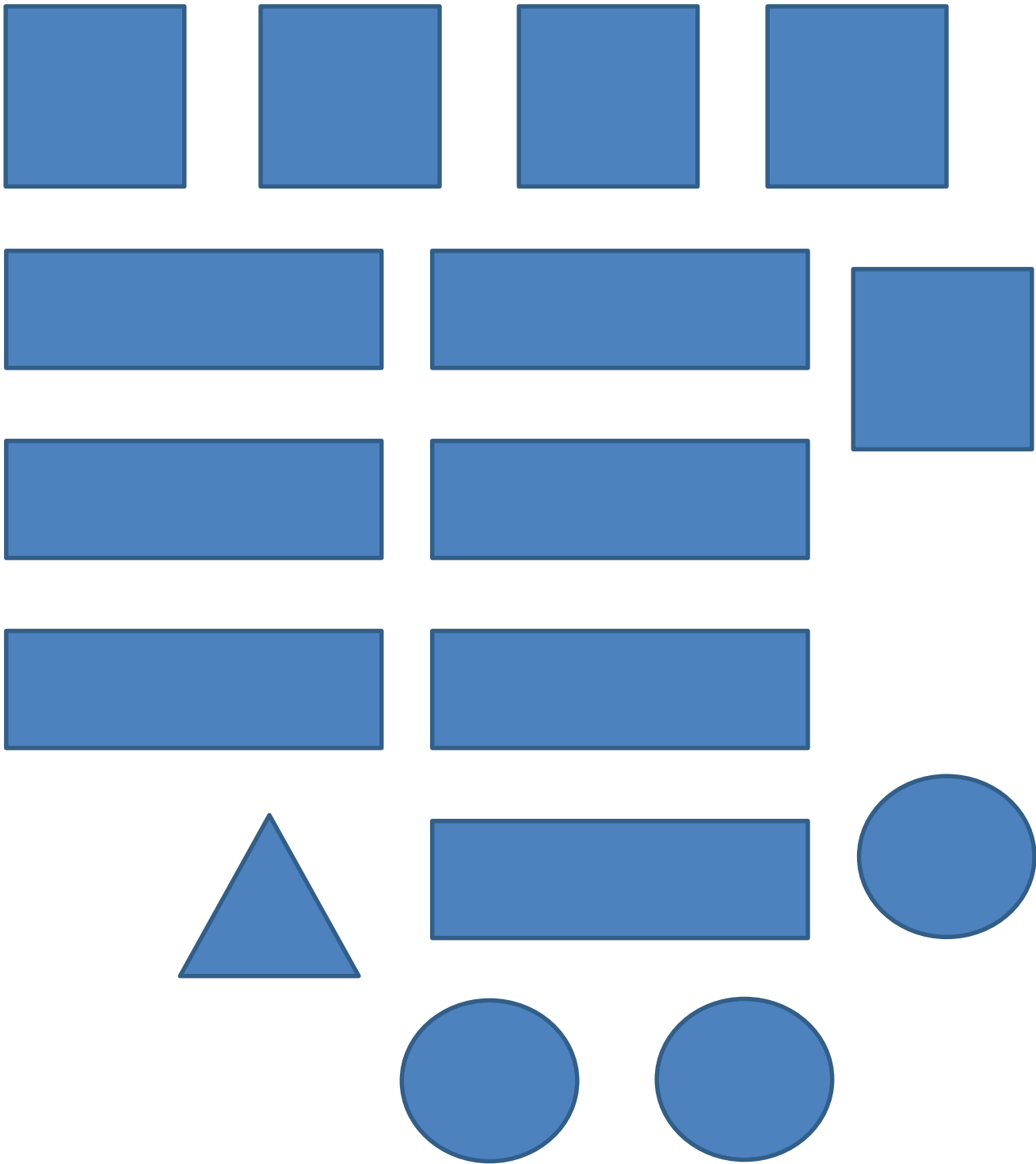


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shape signs

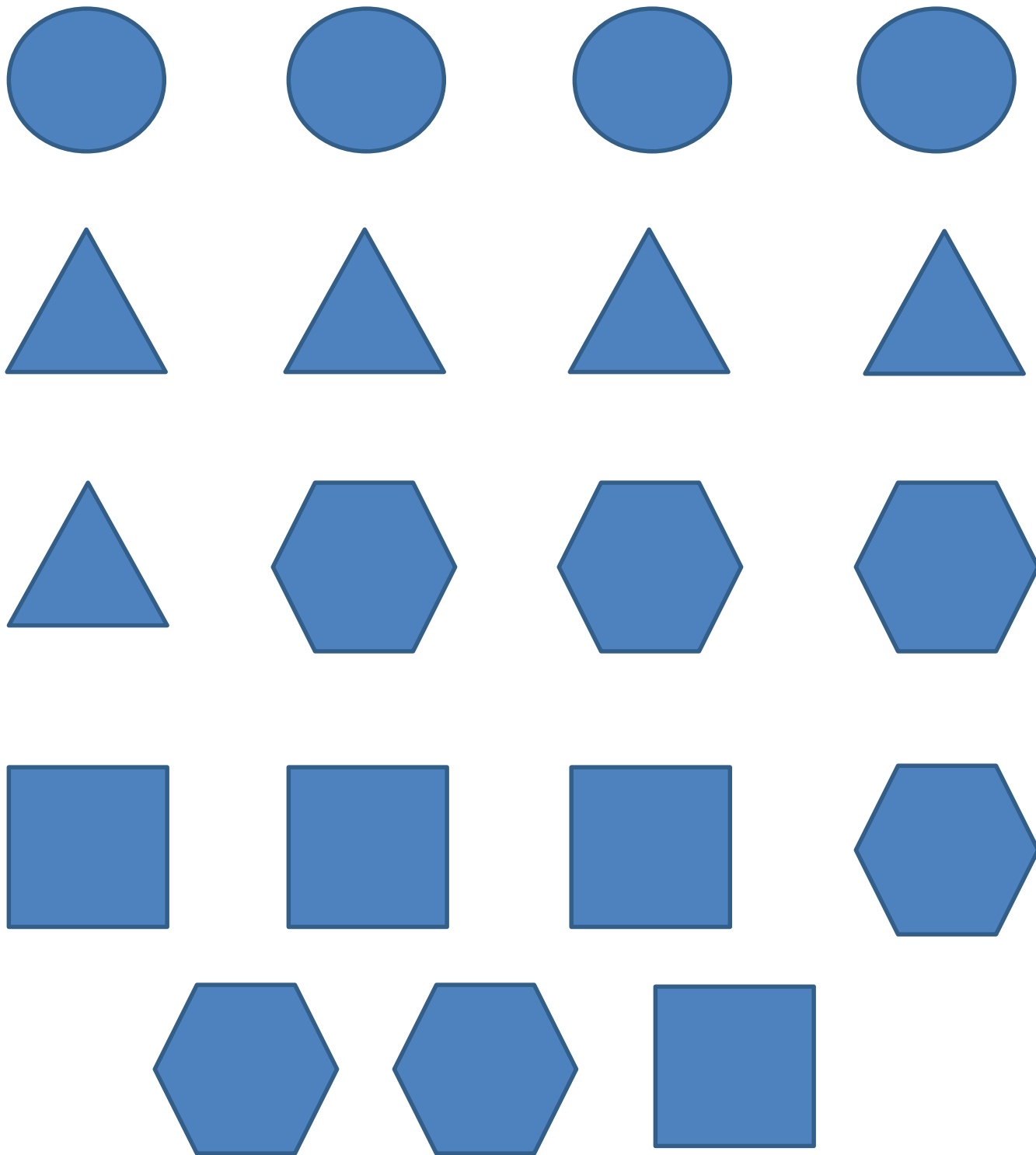


shape cutouts



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shapes

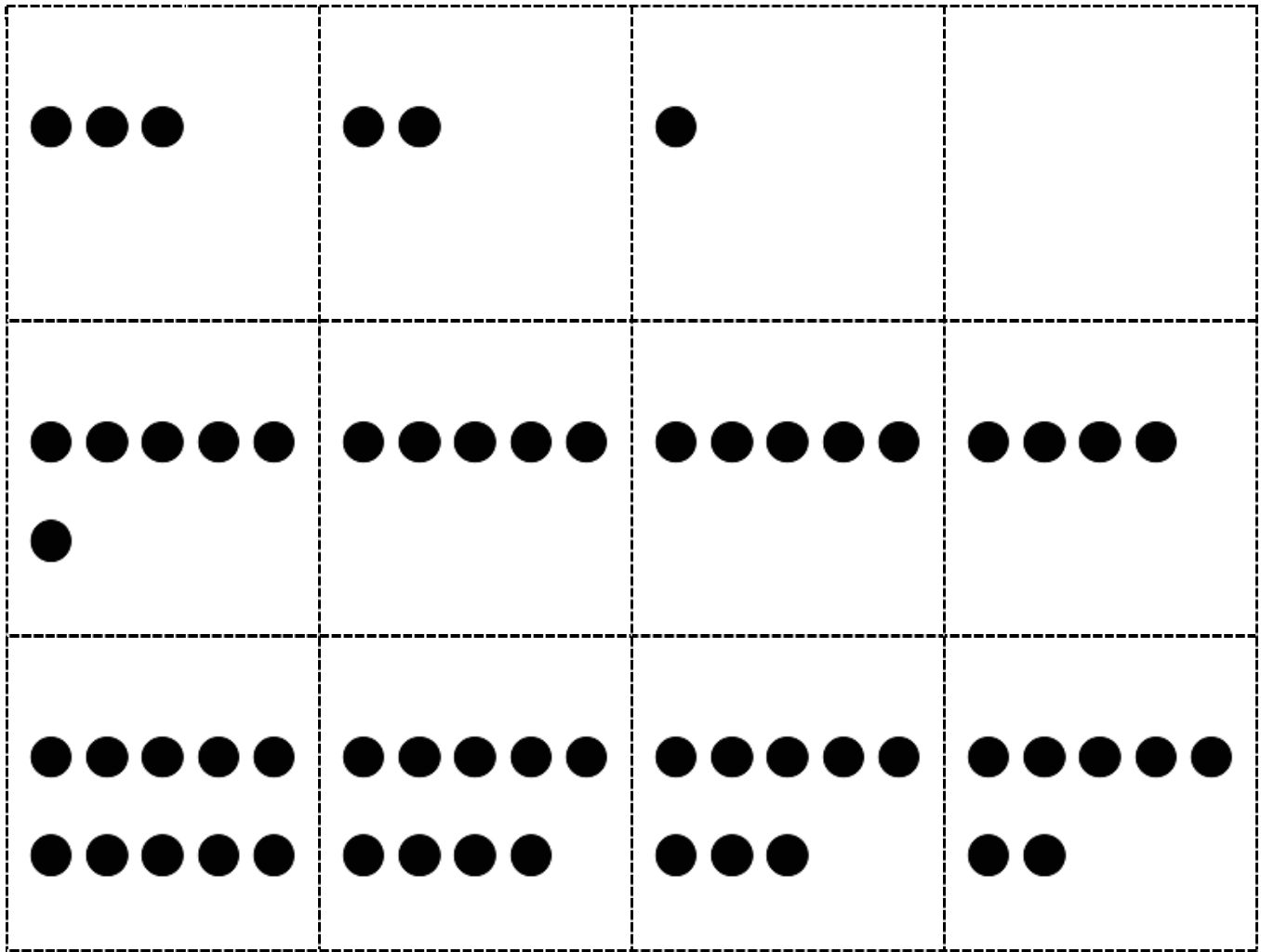


shapes

|   |   |          |          |
|---|---|----------|----------|
| 0 | 1 | 2        | 3        |
| 4 | 5 | 5        | <u>6</u> |
| 7 | 8 | <u>9</u> | 10       |

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5-group cards (numeral side)



5-group cards (5-group side)