

Eureka Math™

Grade K Module 3

Student File_A

Student Workbook

This file contains

- GK-M3 Problem Sets¹
- GK-M3 Homework
- GK-M3 Templates (including cut outs)²

¹Note that not all lessons in this module include Problem Set pages.

²Note that not all lessons in this module include templates or cut outs.

Published by the non-profit GREAT MINDS®.

Copyright © 2015 Great Minds. No part of this work may be reproduced, sold, or commercialized, in whole or in part, without written permission from Great Minds. Non-commercial use is licensed pursuant to a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 license; for more information, go to <http://greatminds.net/maps/math/copyright>. “Great Minds” and “Eureka Math” are registered trademarks of Great Minds.

Printed in the U.S.A.

This book may be purchased from the publisher at eureka-math.org

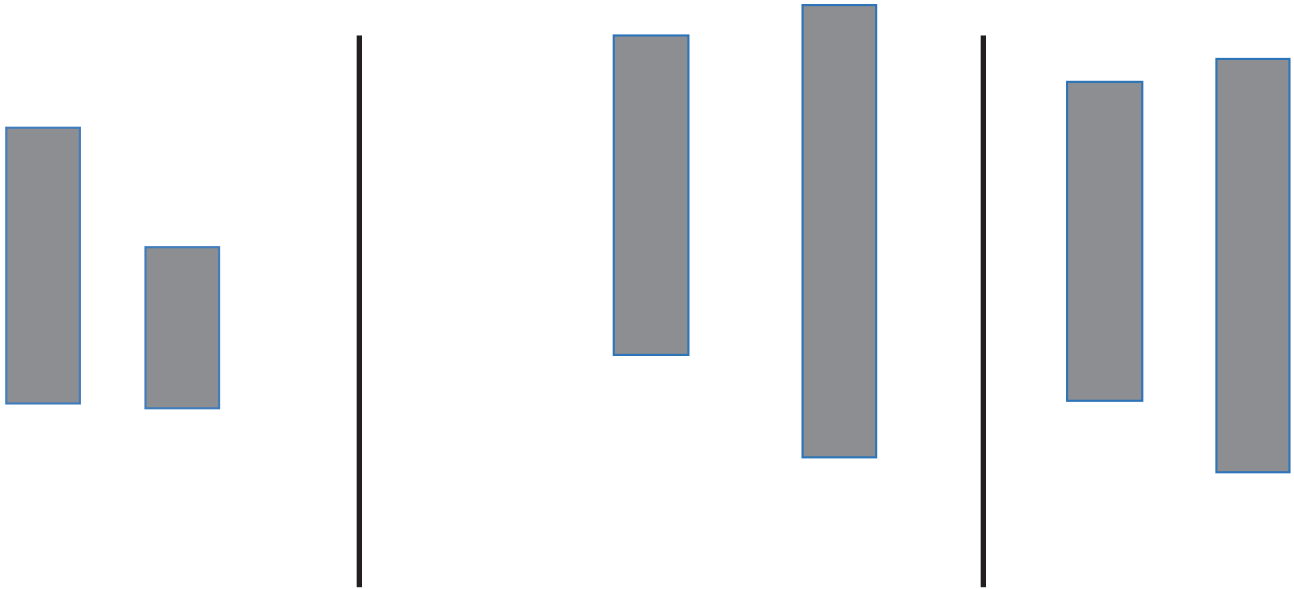
10 9 8 7 6 5 4 3 2

GK-M3-SFA-1.3.1-09.2016

Name _____

Date _____

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



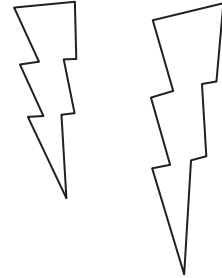
Draw a flower that is taller than the vase.



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.



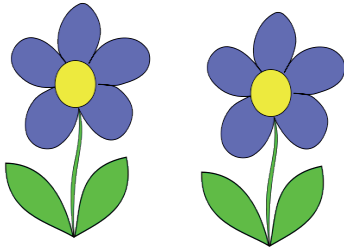
Draw a crayon that is shorter than this pencil.



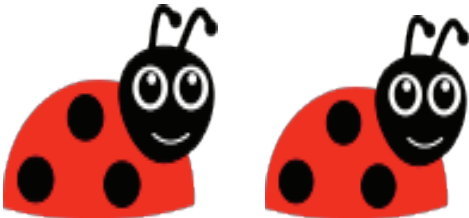
Name _____

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.

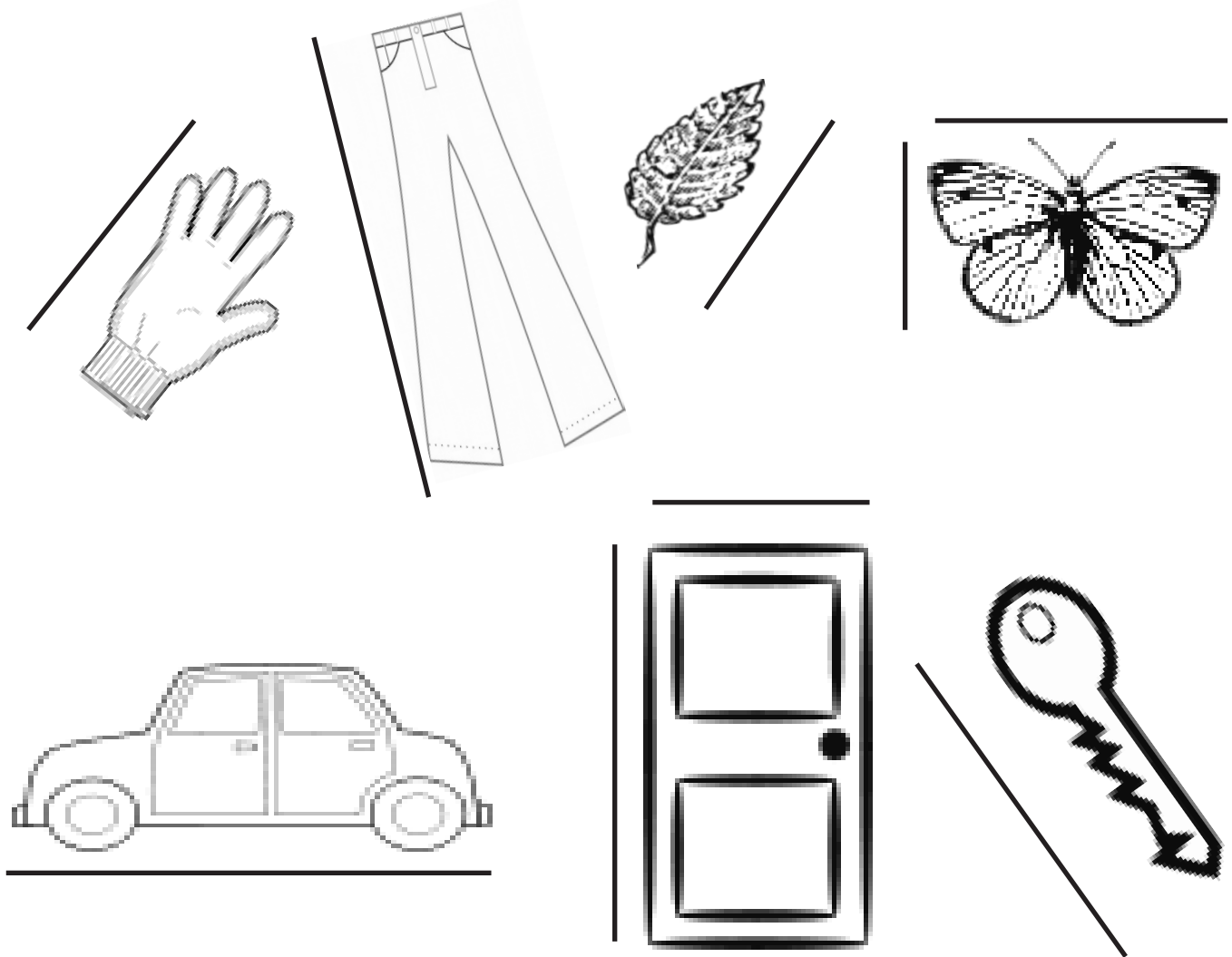


On the back of your paper, draw something that is taller than you.
Draw something that is shorter than a flagpole.

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 _____

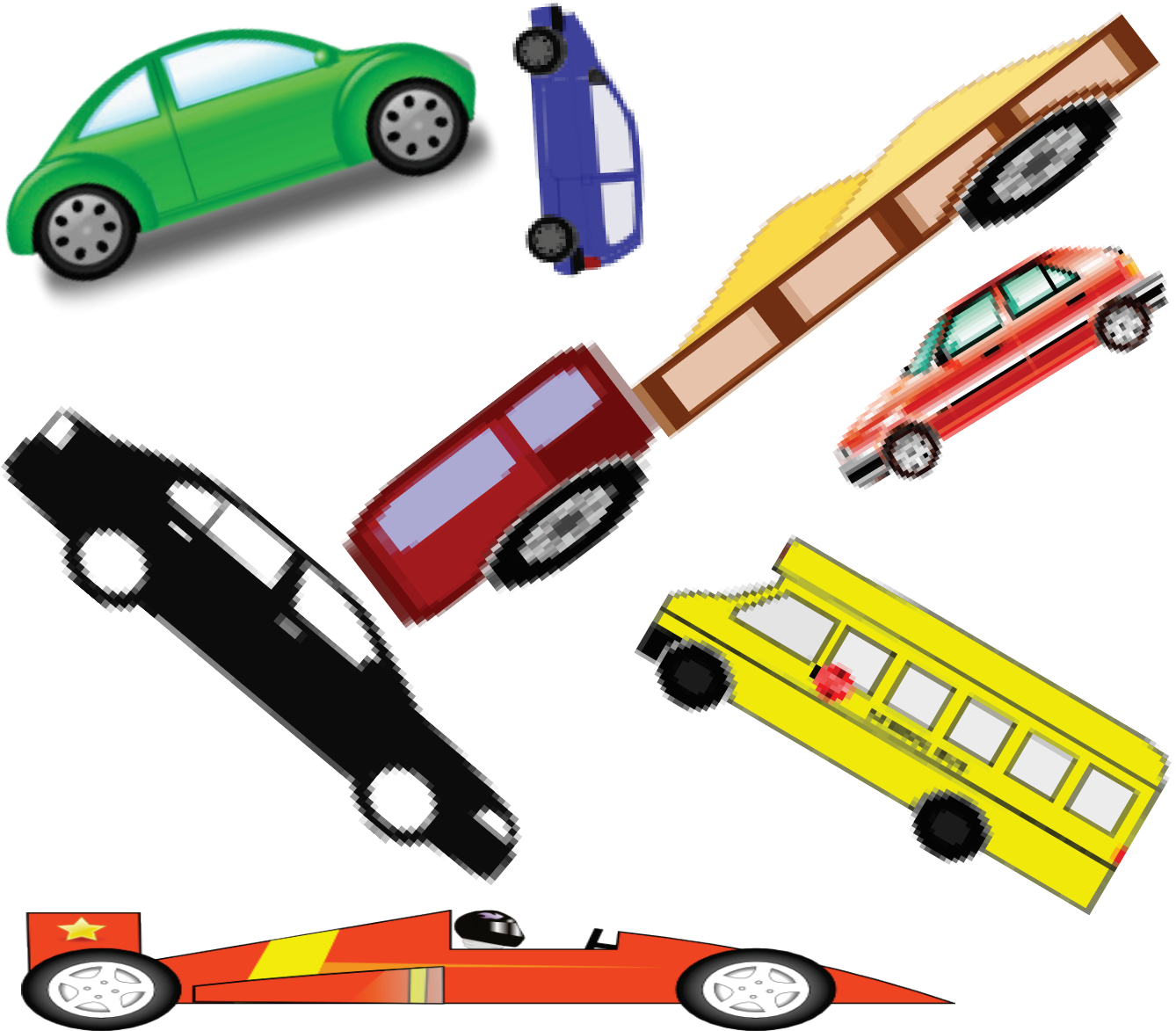


Home is where the heARTt is, matey.

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...

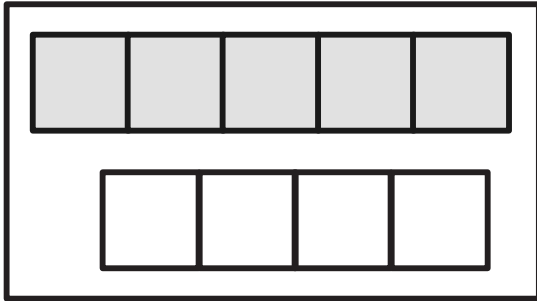
Shorter than...

longer than and shorter than work mat

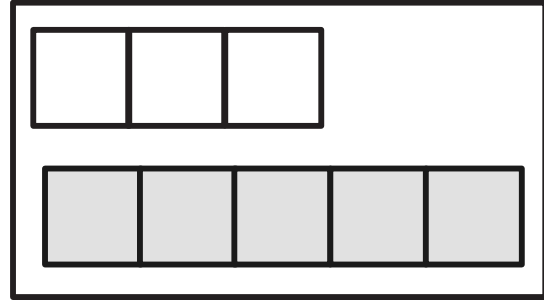
Name _____

Date _____

Circle the shorter stick. The squares represent linking cubes.

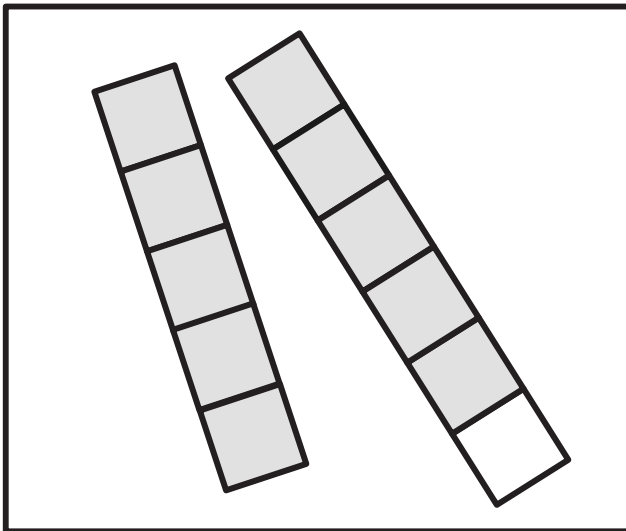


How many linking cubes are in the shorter stick?

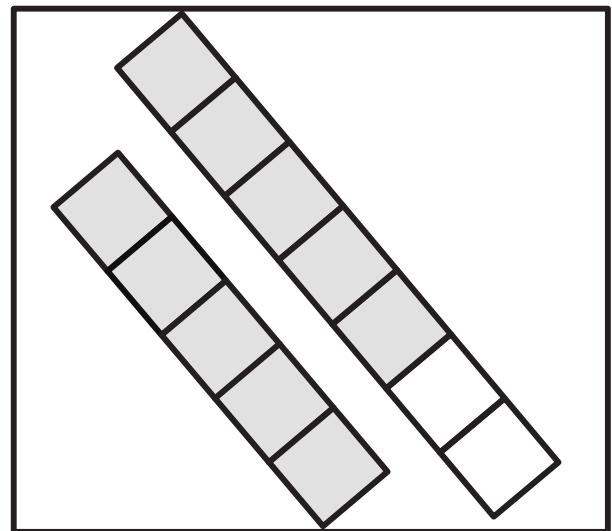


How many linking cubes are in the shorter stick?

Circle the longer stick.



How many linking cubes are in the longer stick?



How many linking cubes are in the longer stick?

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



Draw a stick **longer than** mine.



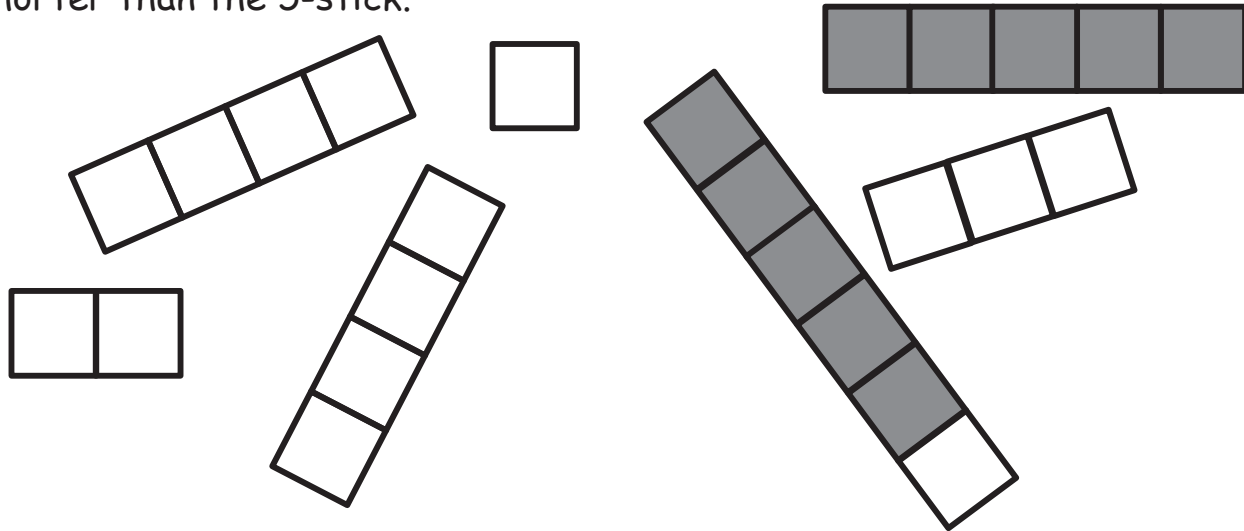
Draw a stick **shorter than** mine.



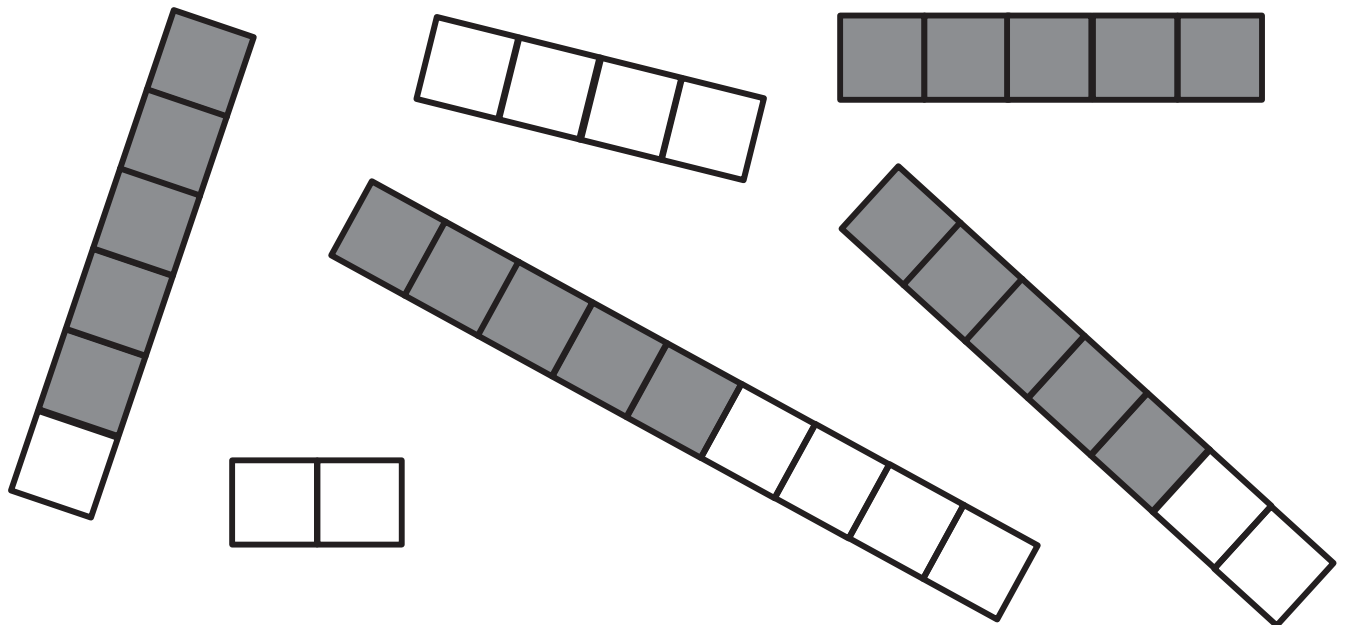
Name _____

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:

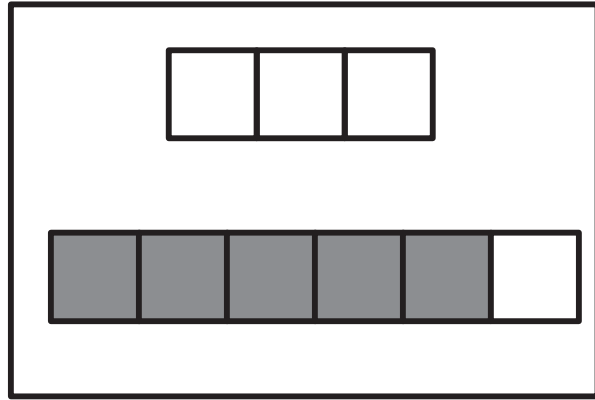
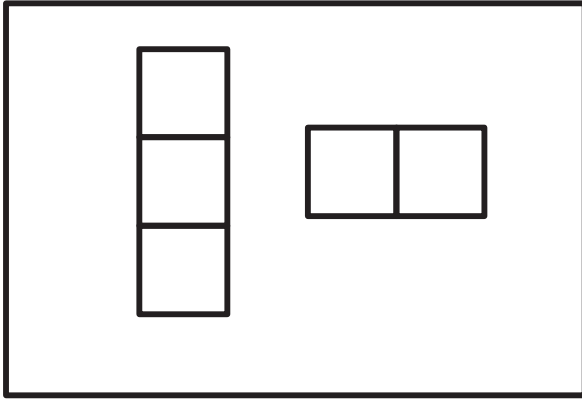
Shorter than my 5-stick:

longer or shorter mat

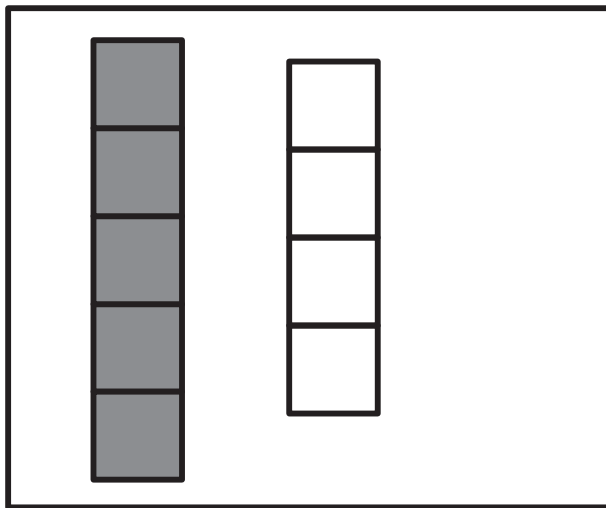
Name _____

Date _____

Circle the stick that is shorter than the other.



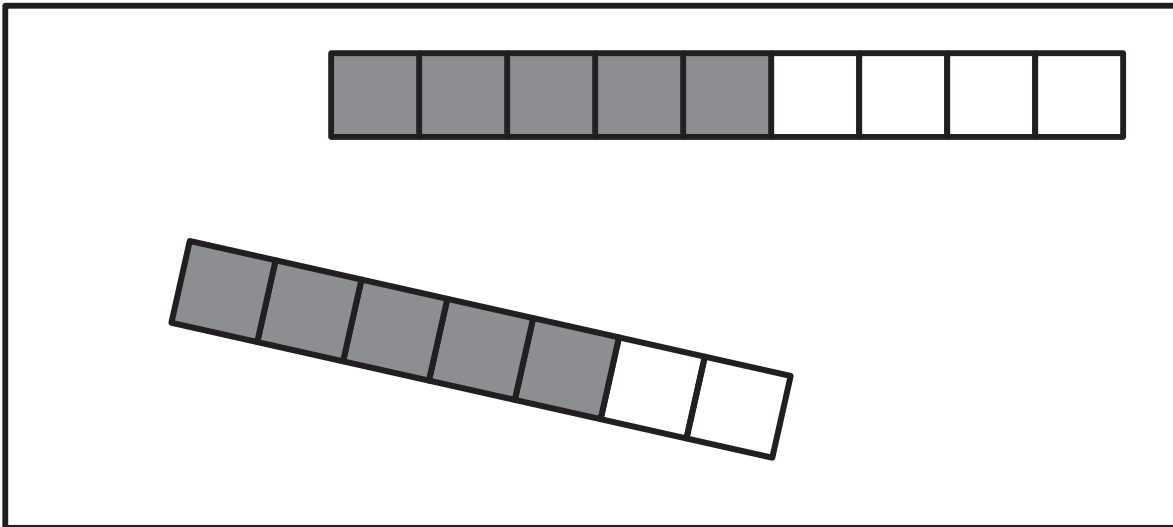
Circle the stick that is longer than the other.



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.

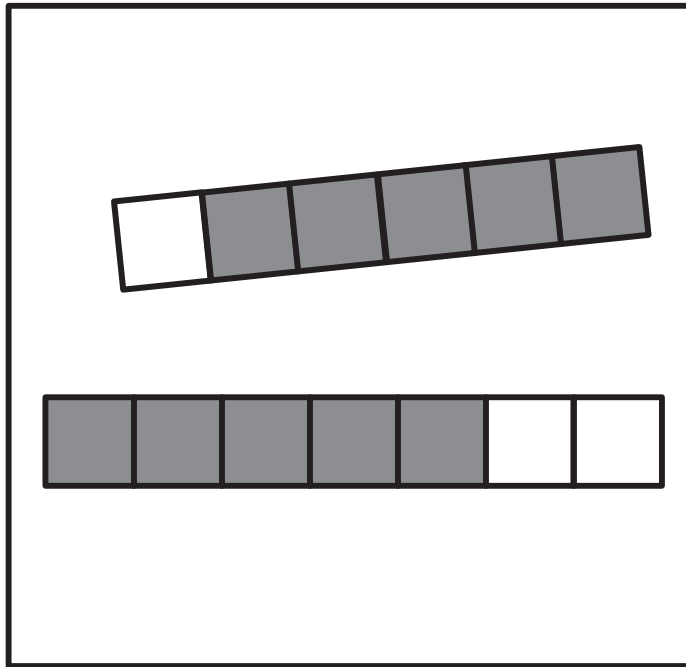
Draw a stick longer than your 9-stick.

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.

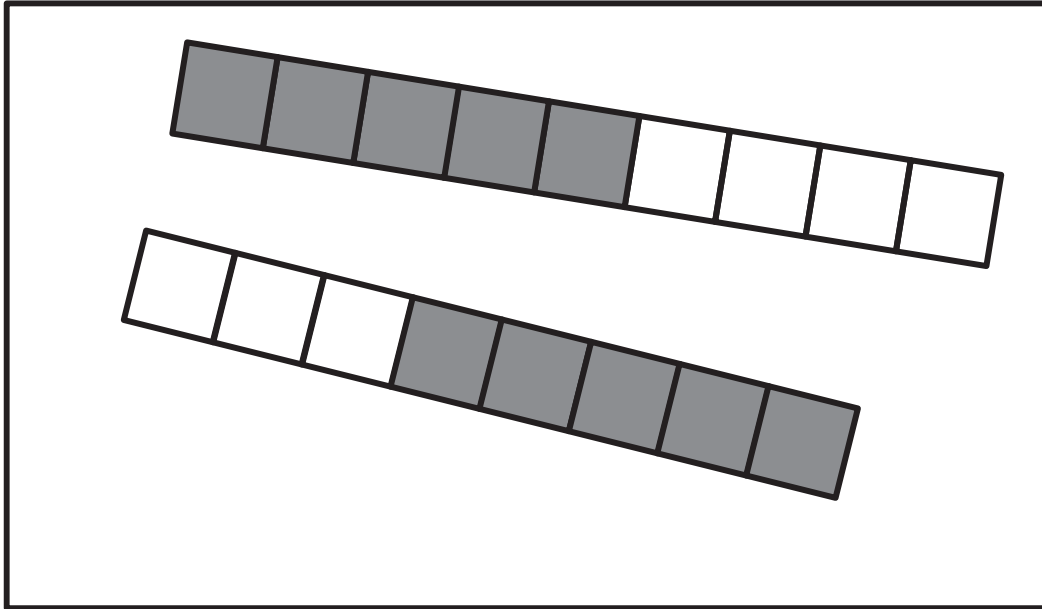
My _____ -stick is longer than my _____ -stick.

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.

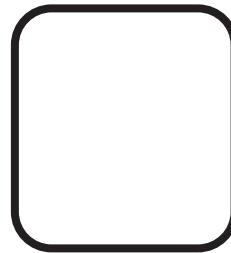
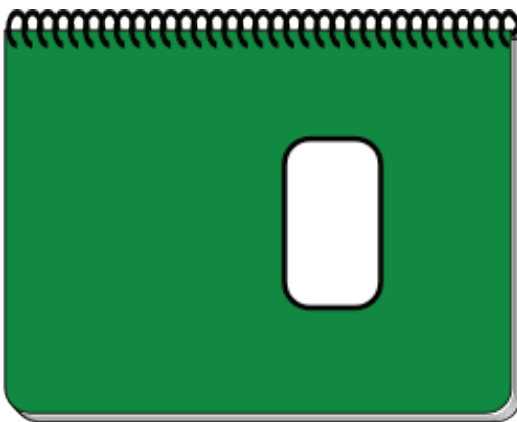
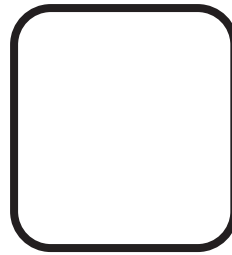
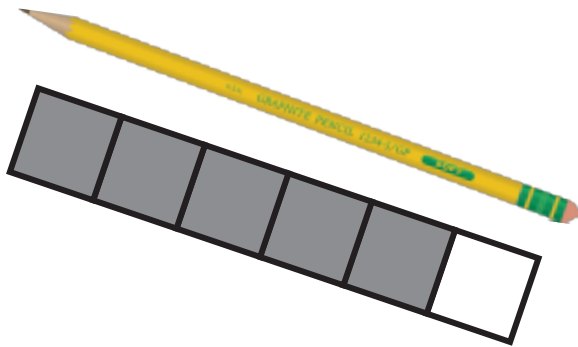
Draw a stick that is longer than your new stick.

Draw a stick this is shorter than your new stick.

Name _____

Date _____

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

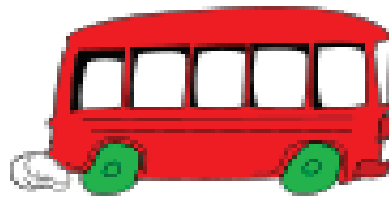
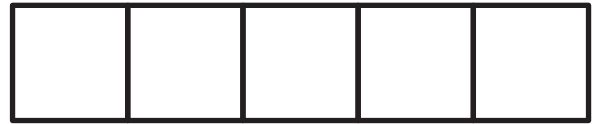
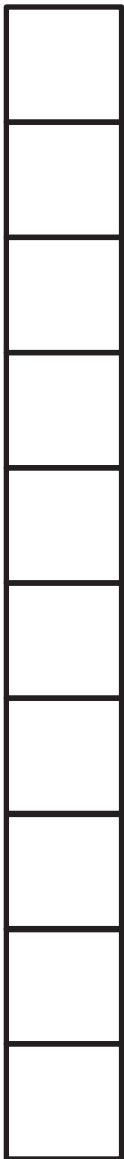
Make a 5-stick. Find something in the classroom that is longer than your 5-stick.

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



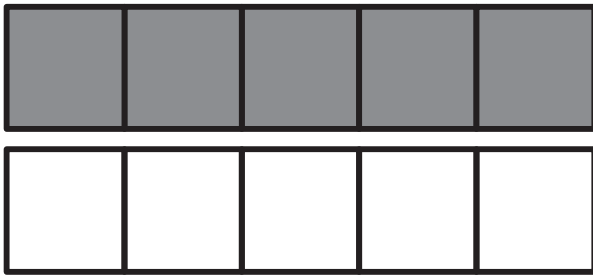
Color 3 cubes blue. Color 2 cubes green.

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 _____:

riddle work mat

My 5:

My _____:

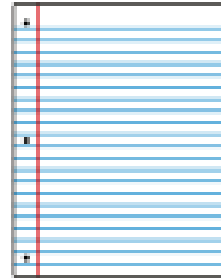
My _____:

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 _____

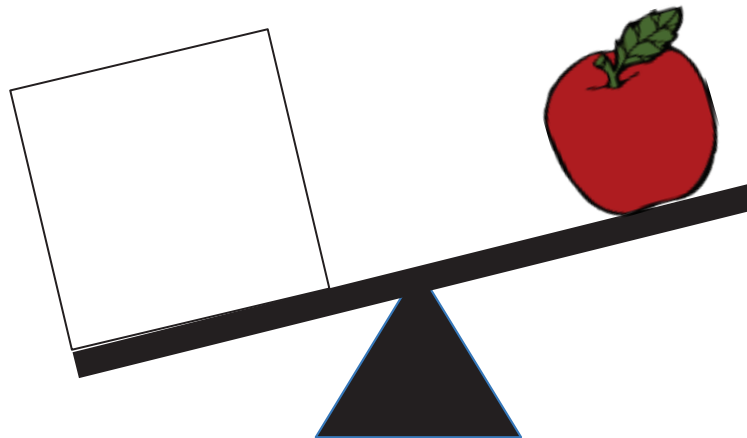
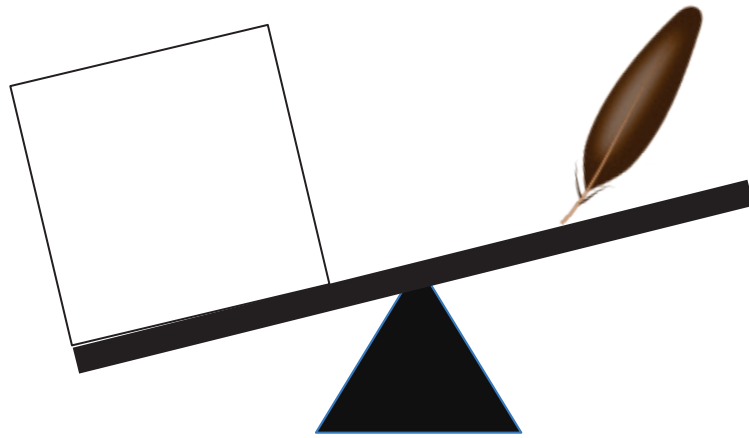
Draw an object that would be lighter than the one in the picture.



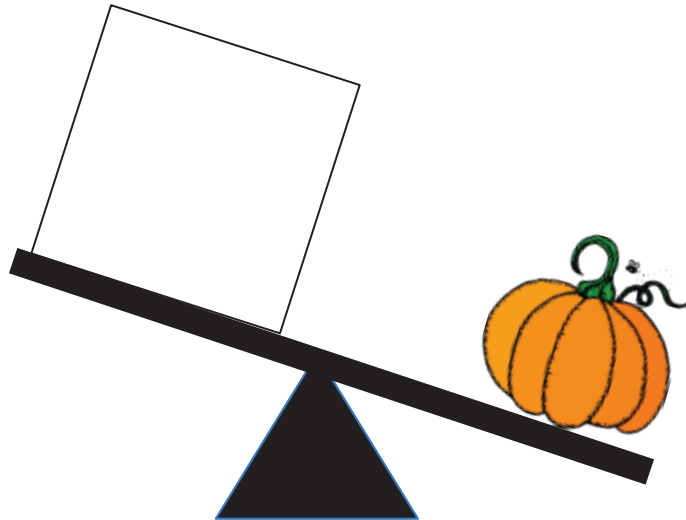
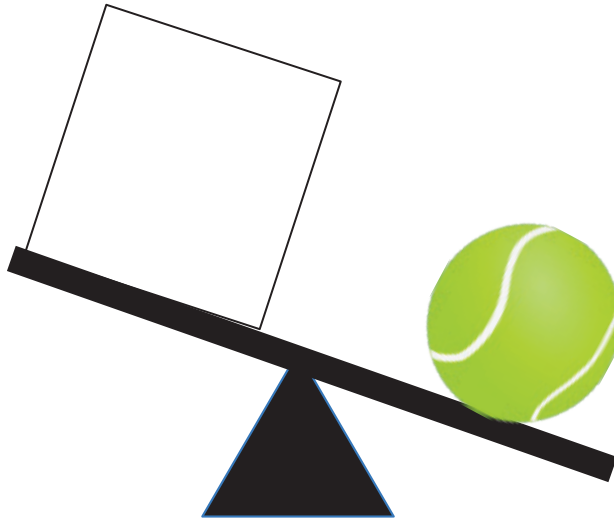
Name _____

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 _____



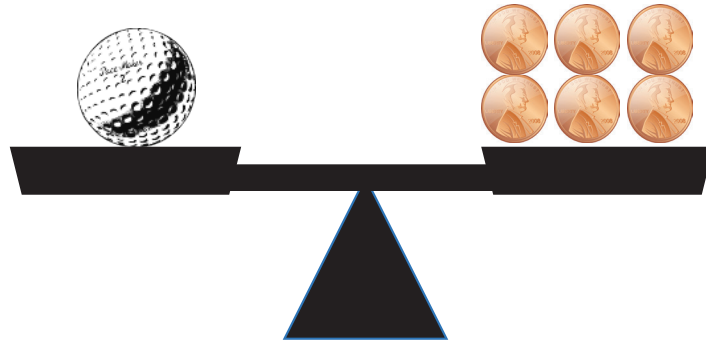
Lighter

Heavier

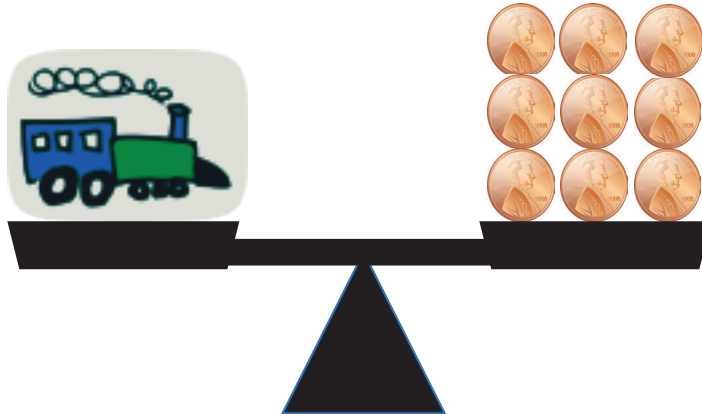
lighter or heavier recording sheet

Name _____

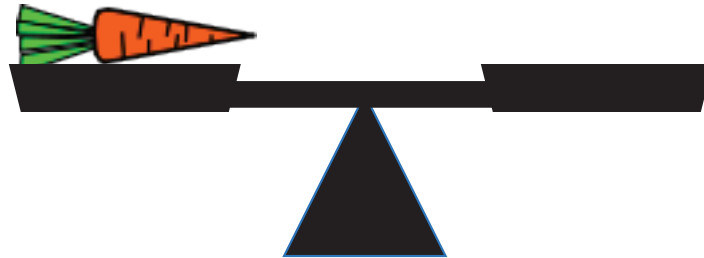
Date _____



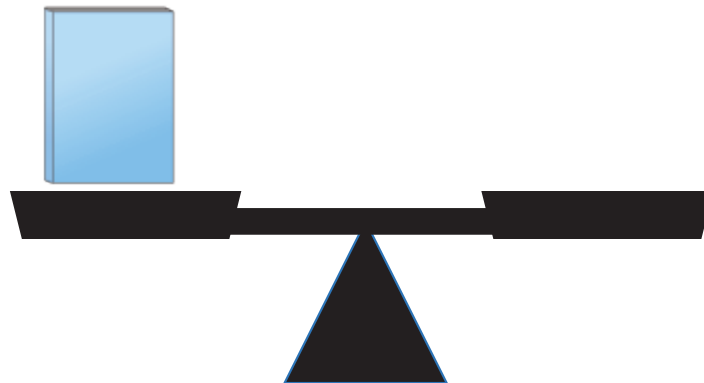
The golf ball is as heavy as _____ pennies.



The toy train is as heavy as _____ pennies.



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

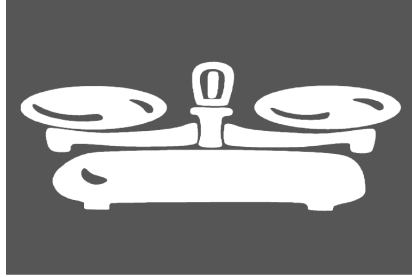


Draw in the pennies so the book is as heavy as 10 pennies.

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.



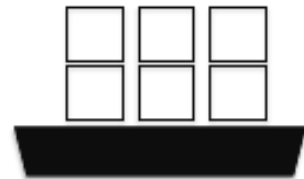
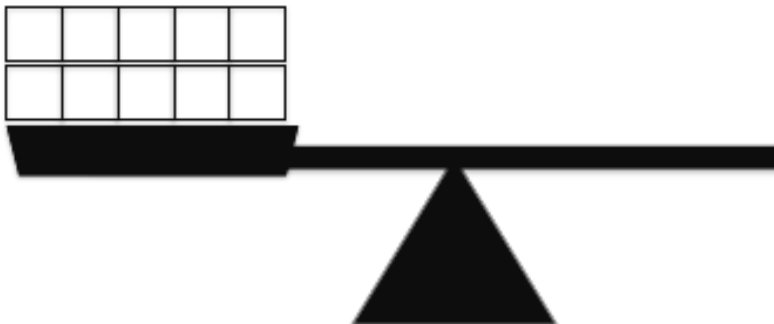
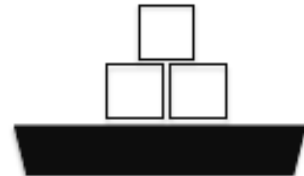
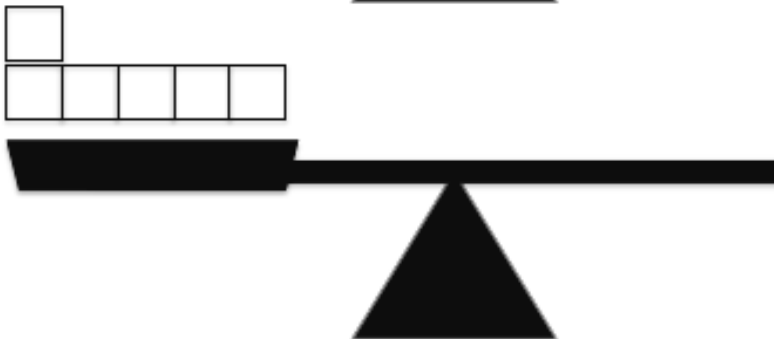
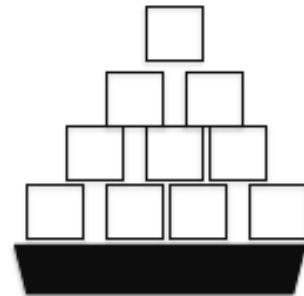
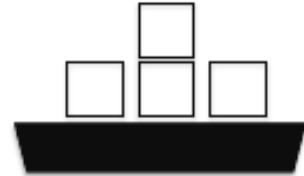
is as heavy as _____ pennies.

as heavy as recording sheet

Name _____

Date _____

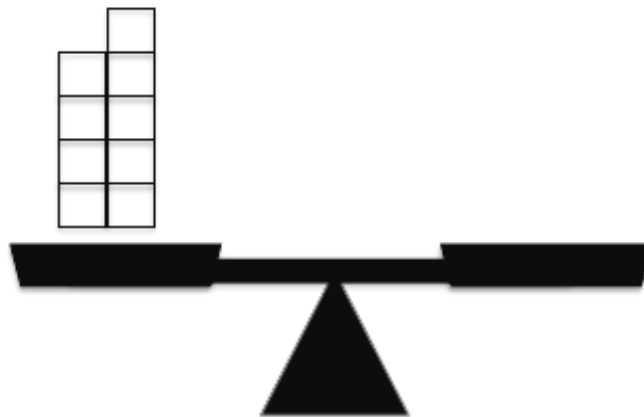
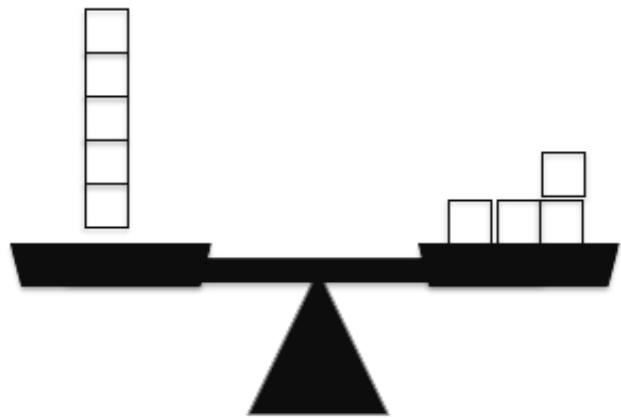
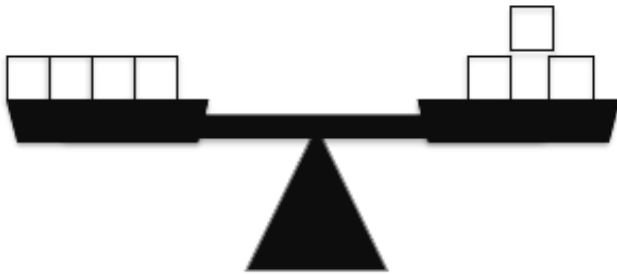
Draw a line from the balance to the linking cubes that weigh the same.



Name _____

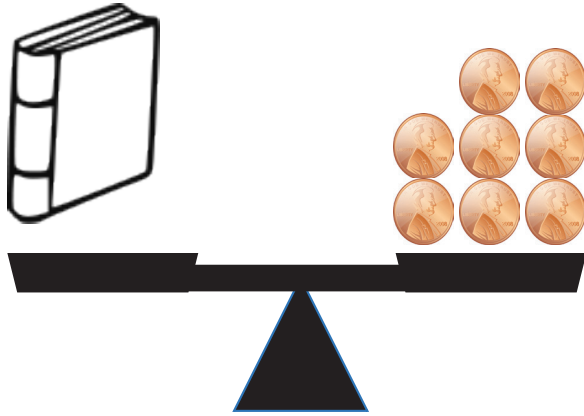
Date _____

Draw linking cubes so each side weighs the same.

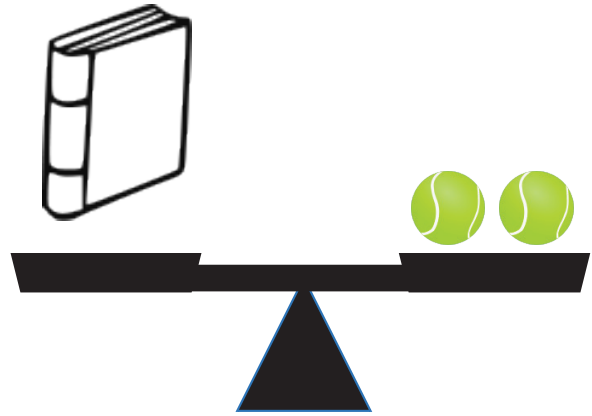


Name _____

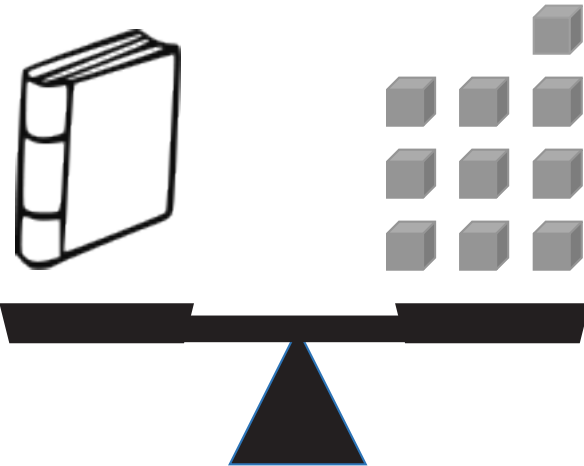
Date _____



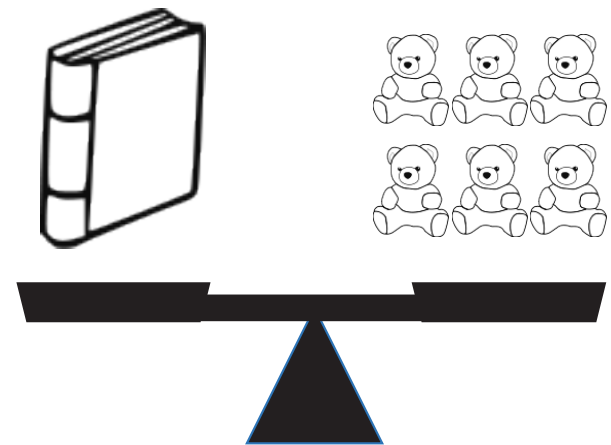
The book is as heavy as _____
pennies.



The book is as heavy as _____
tennis balls.



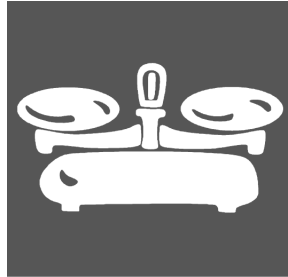
The book is as heavy as _____
cubes.



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

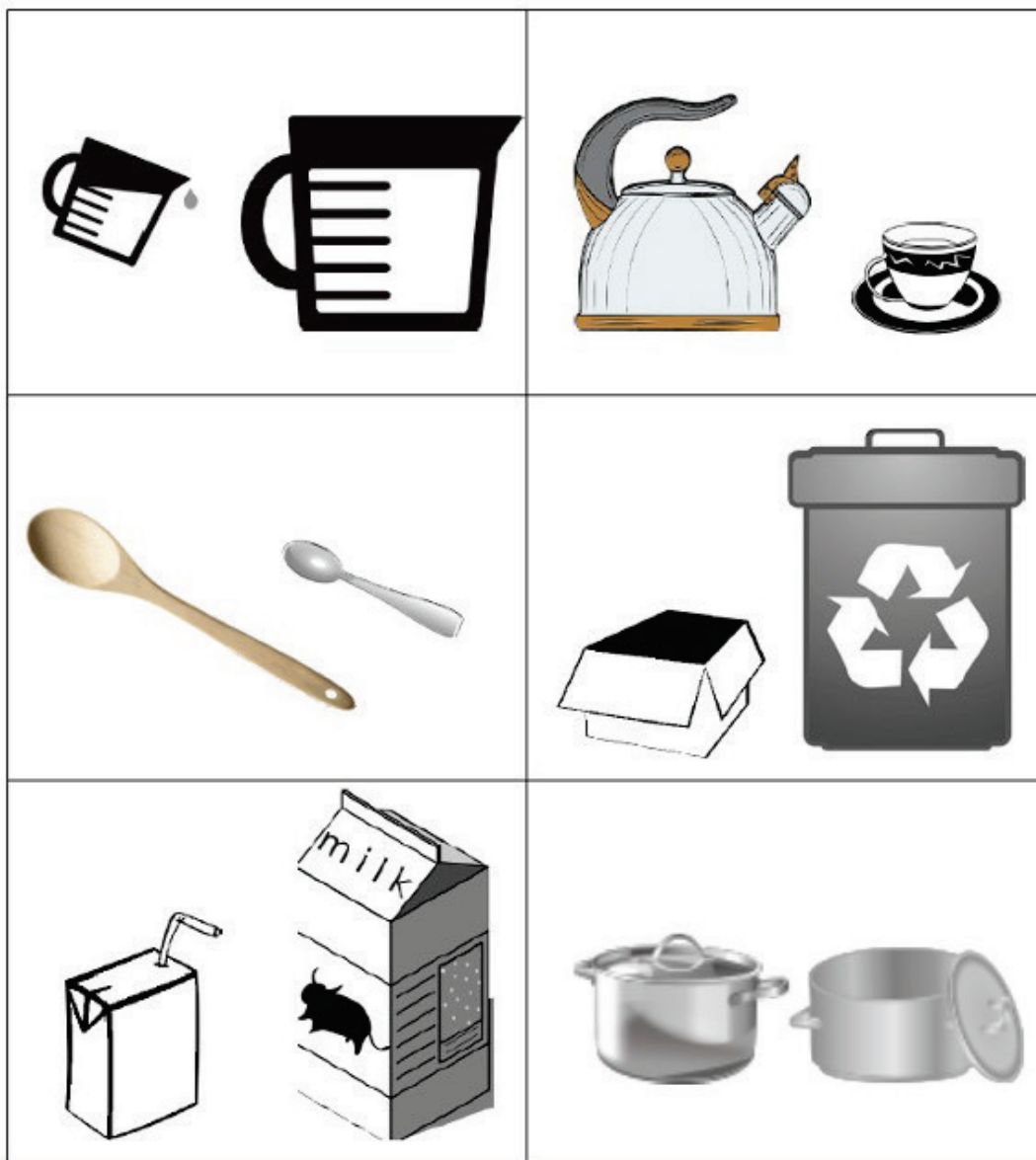
is as heavy as a set of

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?



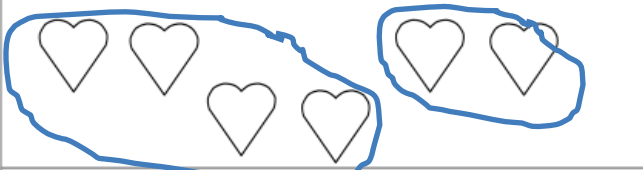


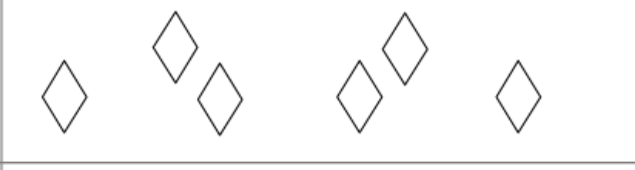
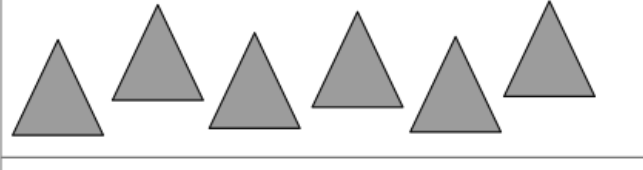


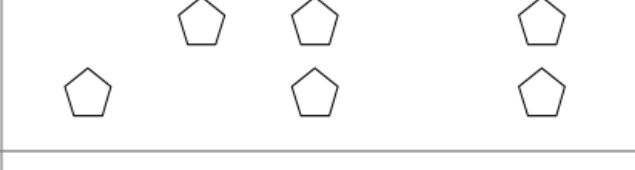

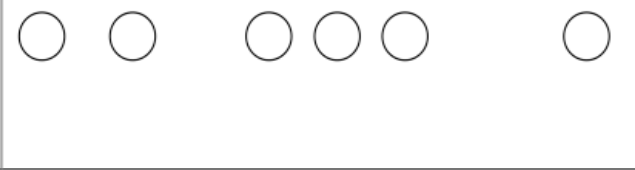
Name _____

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

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

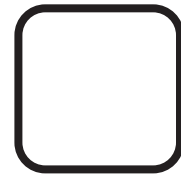
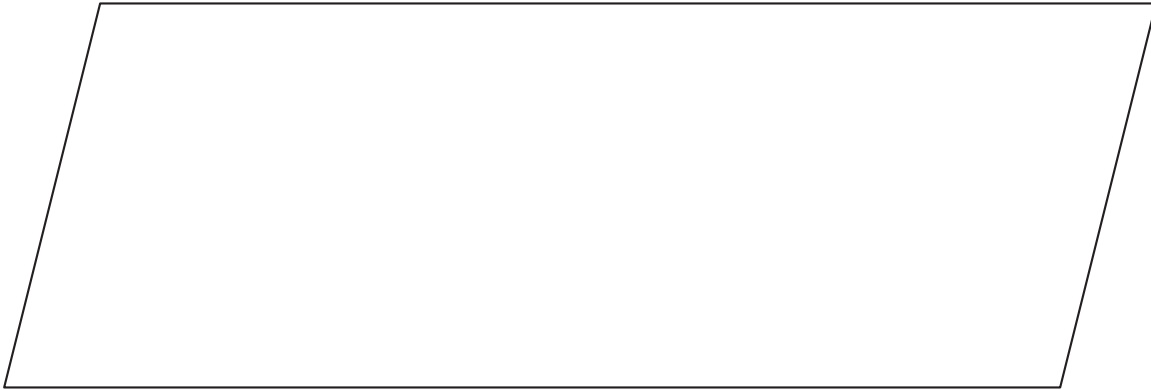
_____ scoops is the same as

_____ we've got the scoop recording sheet

Name _____

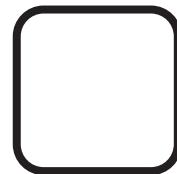
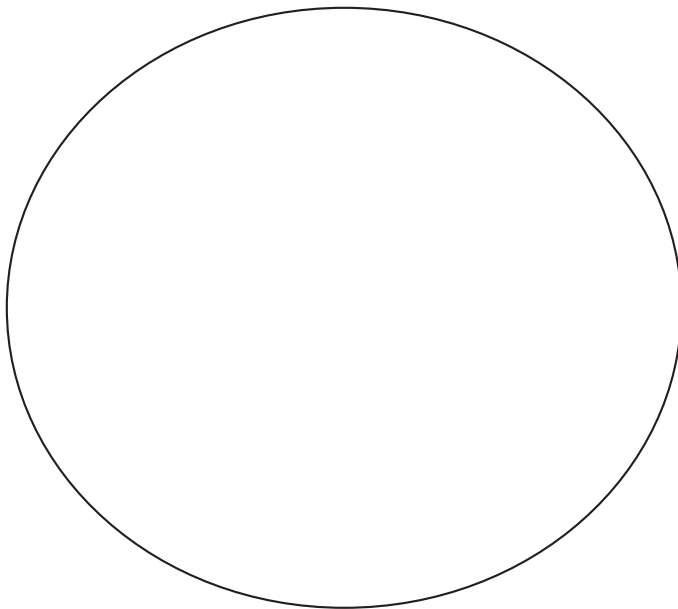
Date _____

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 _____

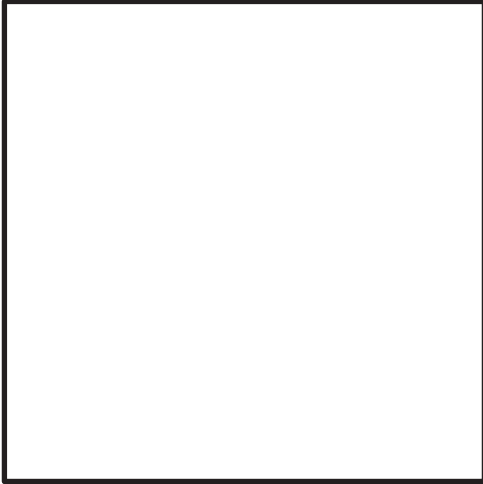
Date _____

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?

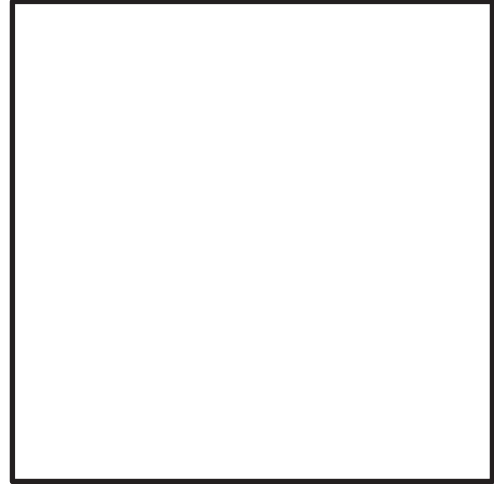
*Note: Instead of pennies, you can use pasta, beans, buttons, or another coin. You may want to do this activity twice using different materials to cover the hands. Talk about which materials took more or less to cover and why.

Name _____

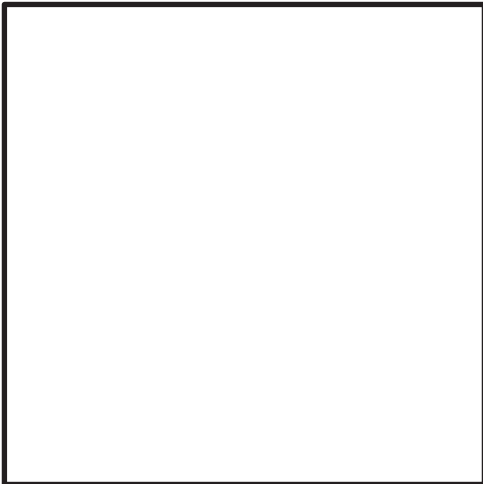
Date _____



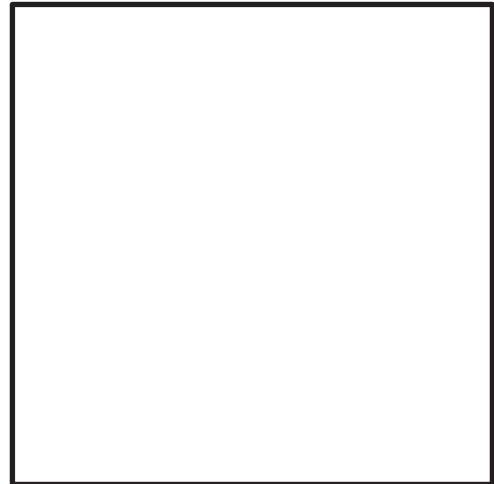
My square.



*My square covered
with a circle.*



*My square covered
with little squares.*



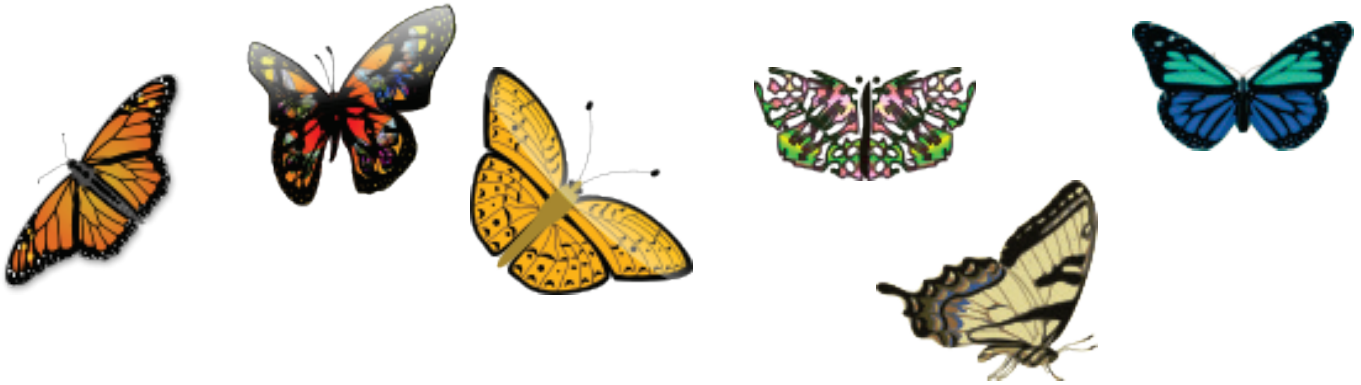
*My square covered
with beans.*

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.

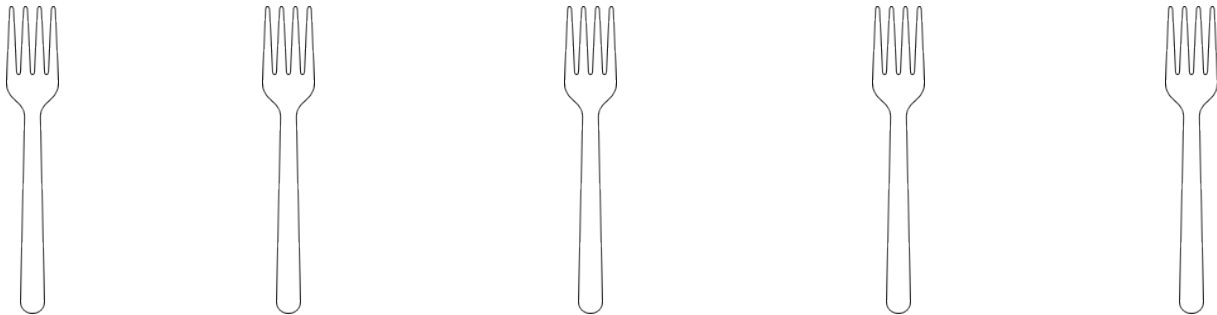
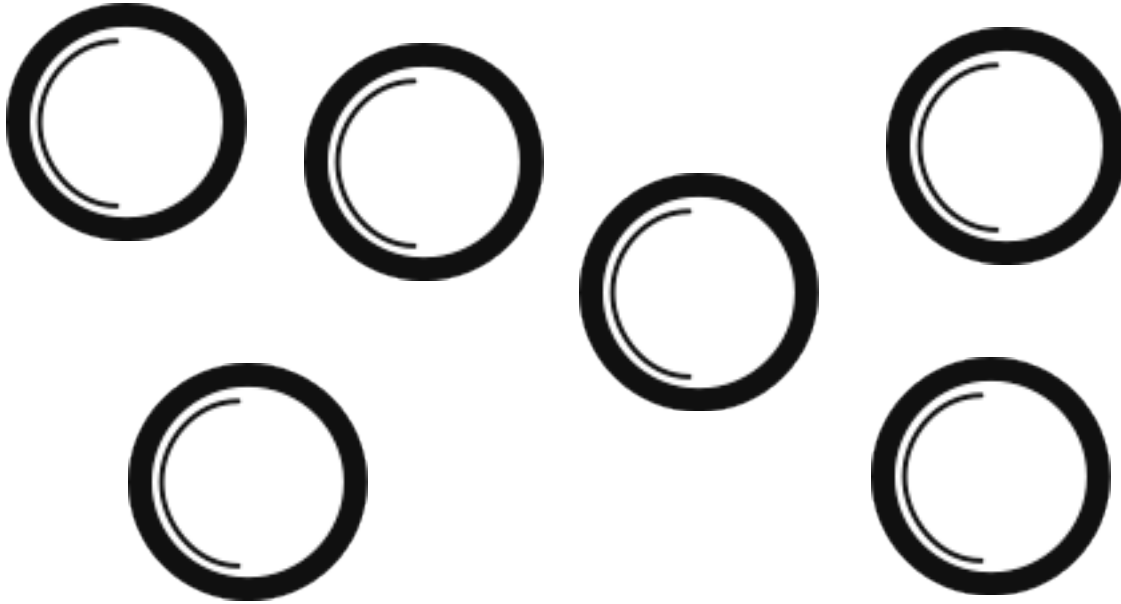
Name _____

Date _____

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



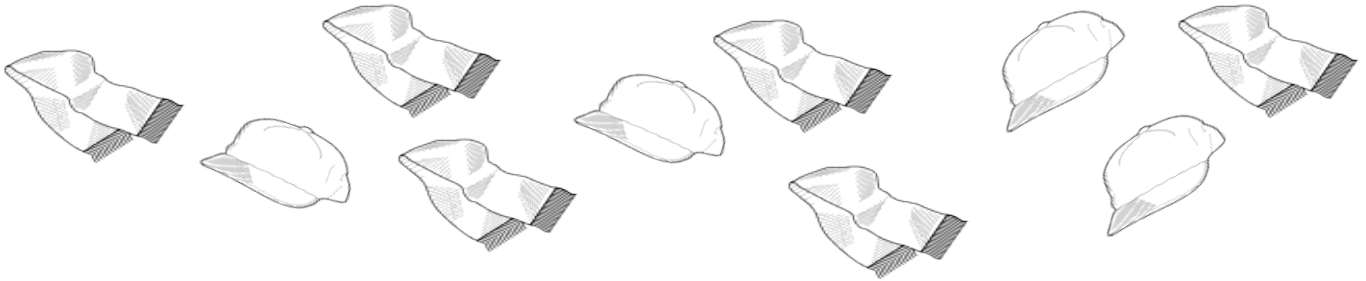
Make sure there is a fork for every plate. Draw straight lines with a ruler from each plate to a fork. If there are not enough forks, draw one.



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  ?

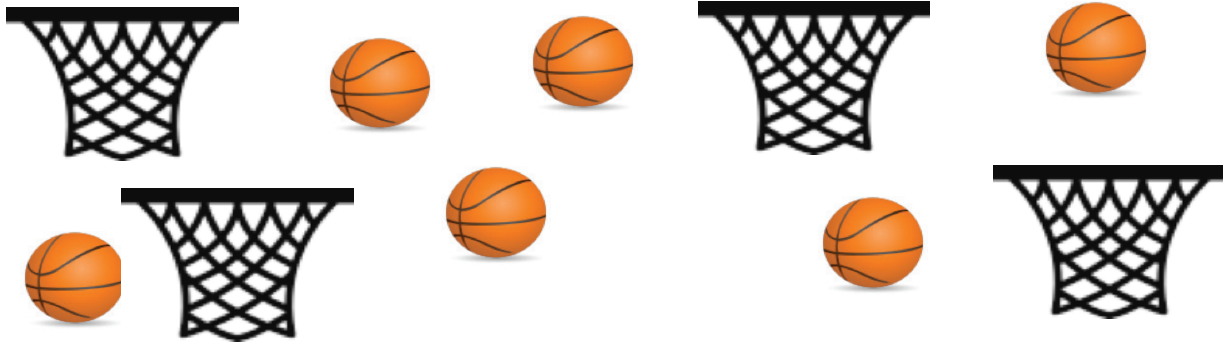
Cross off by putting an X on 2  . Talk to your partner about what you notice now.

Draw more leaves than ants.






Name _____

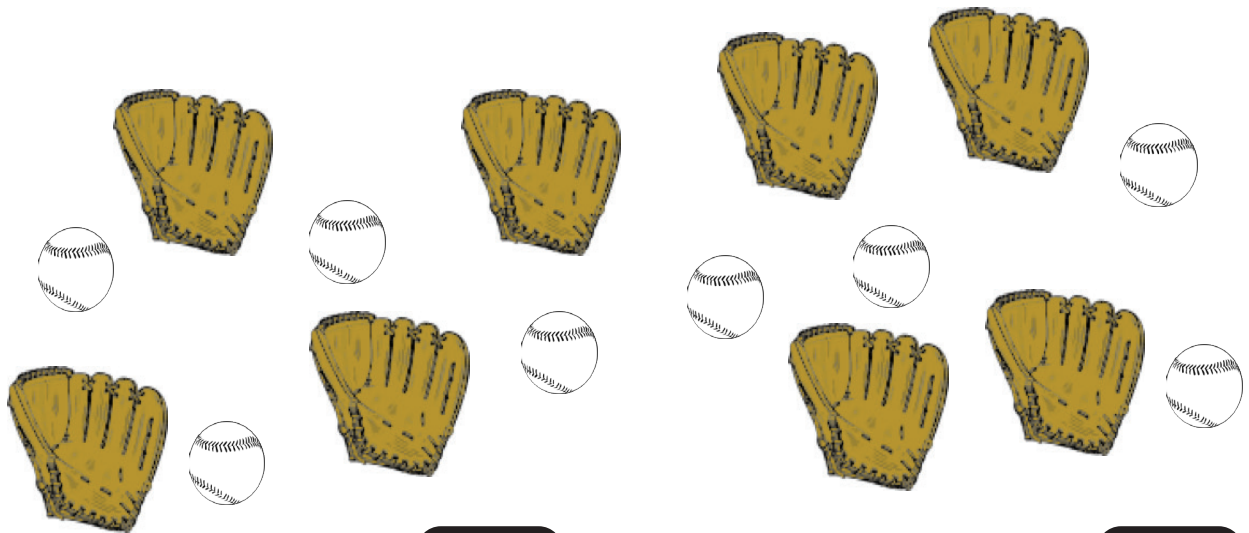
Date _____



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

Are there more  or  ?

Write the number of  .



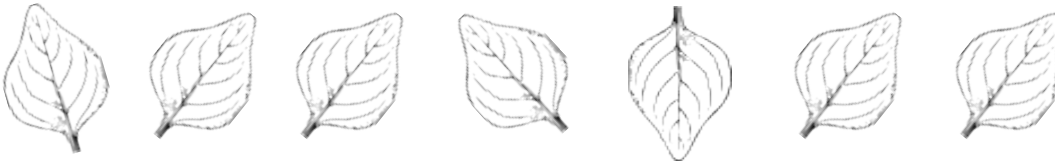
Write the number of  . Write the number of  .

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

Name _____

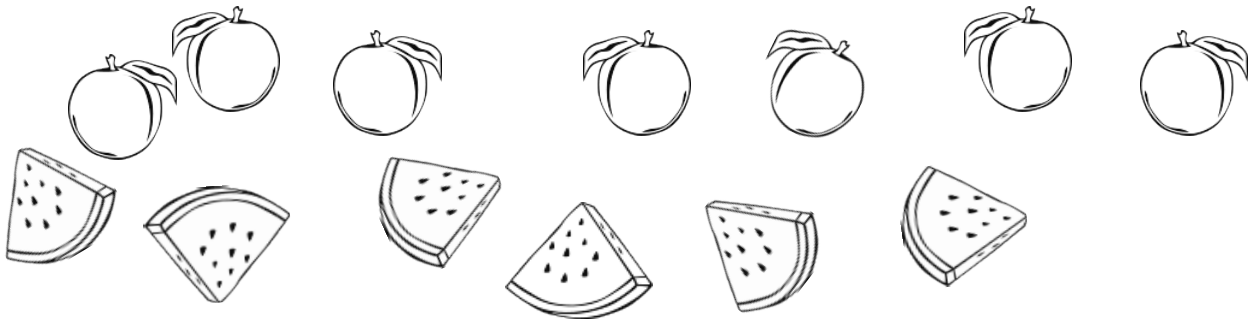
Date _____

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.

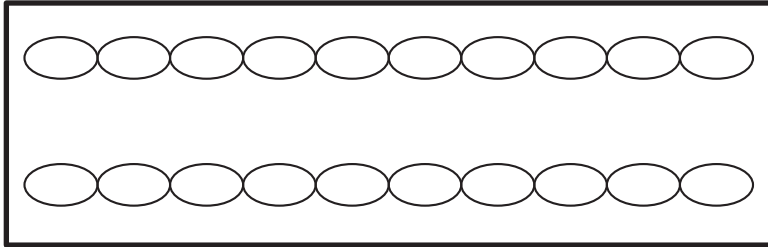
Name _____

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.

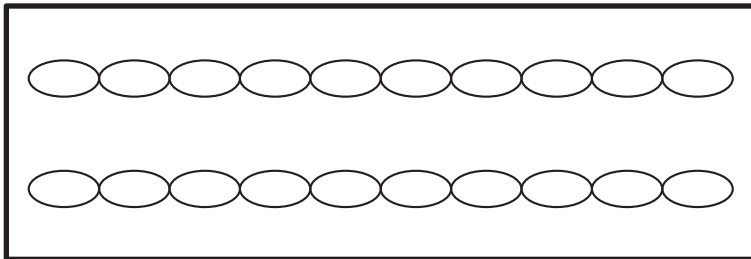


_____ red beads is more than 3.

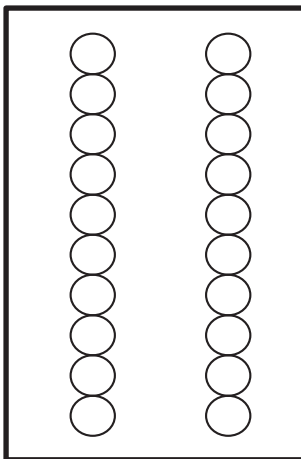
On the first chain, color the first 5 beads green.

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.



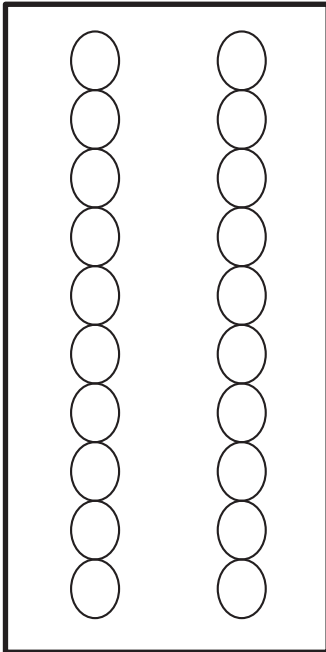
Color 2 beads brown in the first column.

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.

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

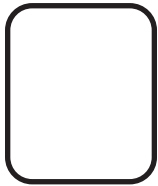
Draw a chain that has fewer than 10 beads but more than 4 beads.

Name _____

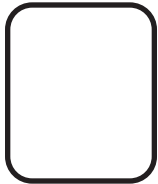
Date _____

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

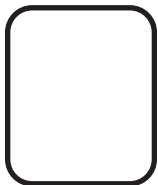
Red



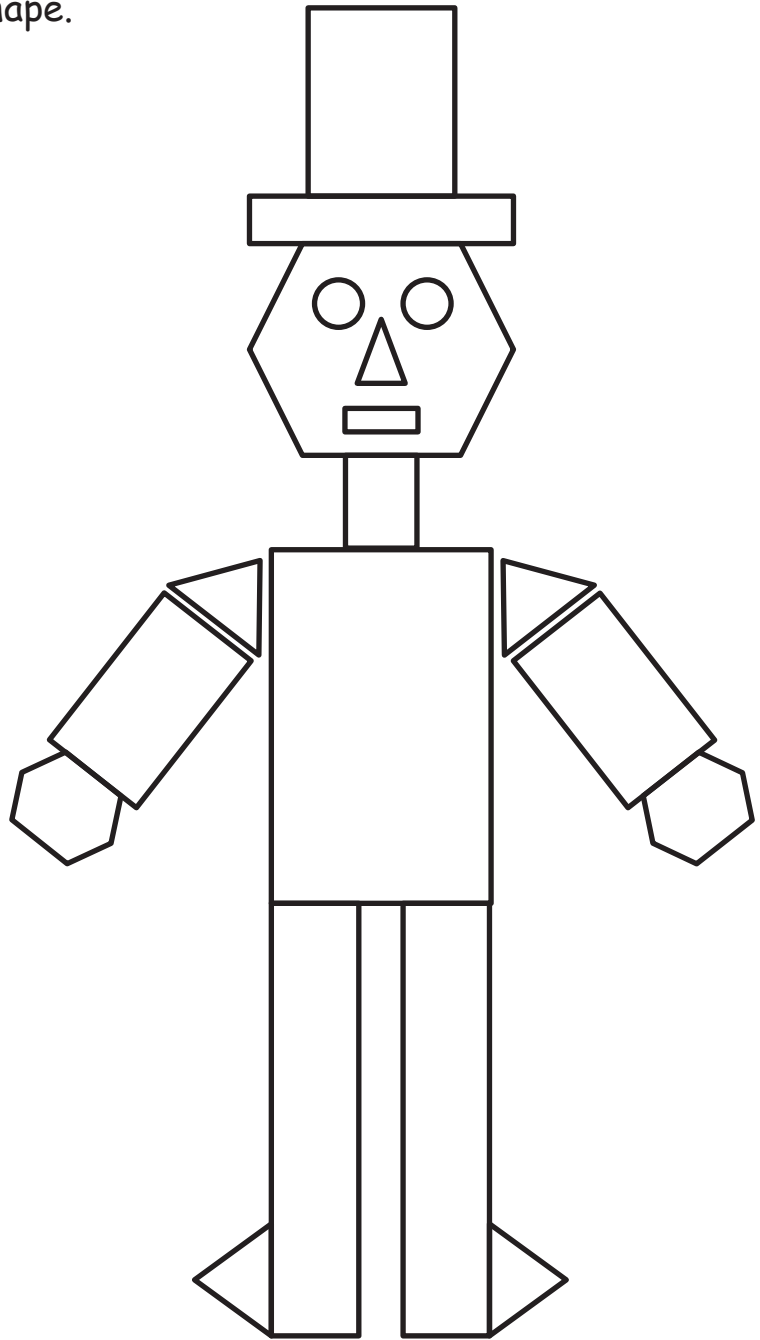
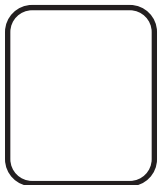
Yellow




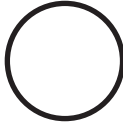
Green




Orange



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


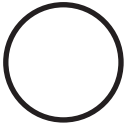
Are there more  or  ?

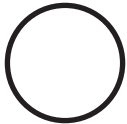

Are there more  or  ?

Are there more  or  ?

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

Are there fewer  or  ?

Are there fewer  or  ?

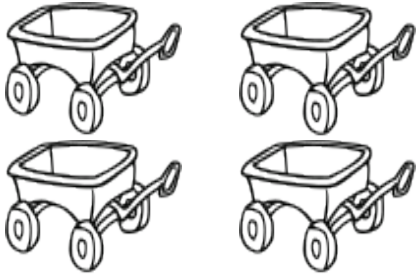
Are there fewer  or  ?



Name _____

Date _____

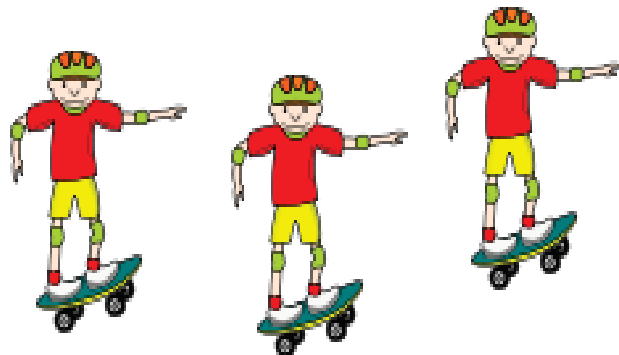
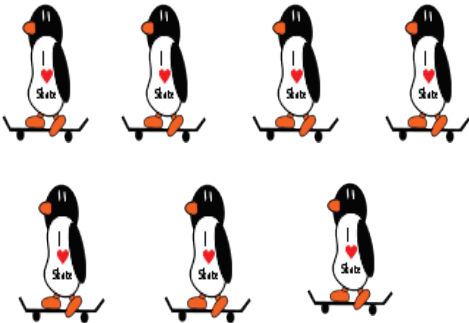
Which has more? The  or  ?



Circle the set that has more.



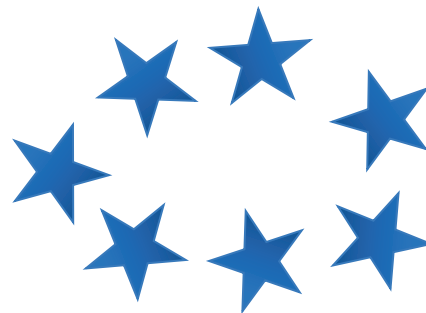
Which has fewer? The  or  ?

Circle the set that has fewer.



Which has fewer? The  or  ?

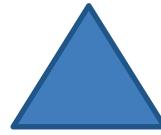
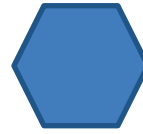
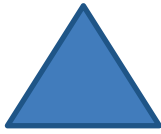
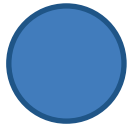
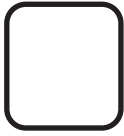
Circle the set that has fewer.



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

Name _____

Date _____



Draw a shape to make the sentence true.

There are more _____ than  .

There are fewer  than _____.


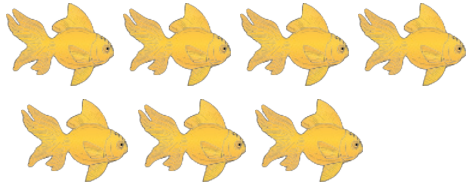
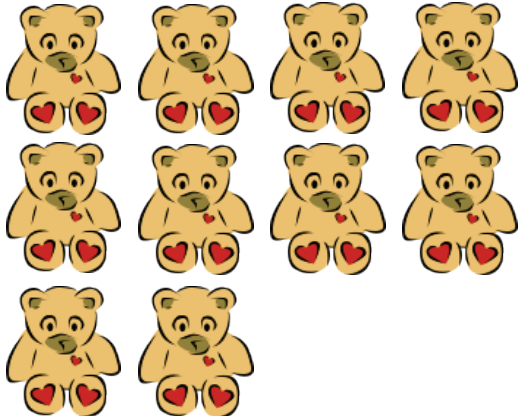
There are fewer _____ than  .

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.

--	--

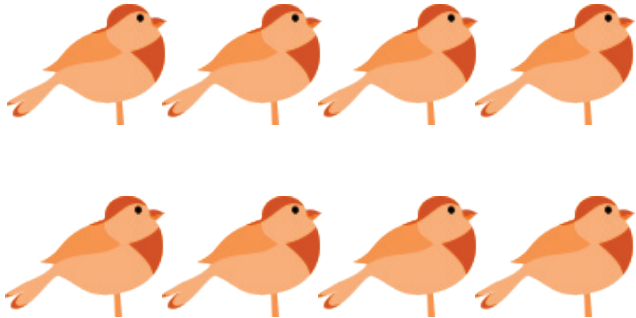
--	--

--	--


Name _____

Date _____

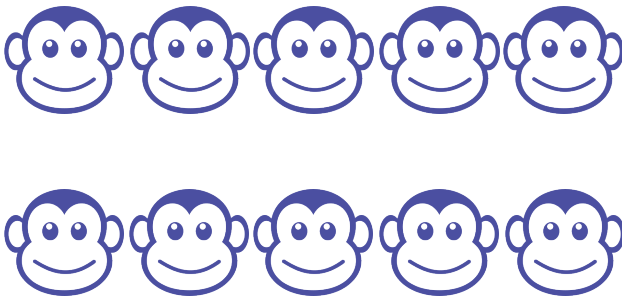
Count the birds. In the next box, draw the same number of nests as birds.

	
---	--

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 monkeys.

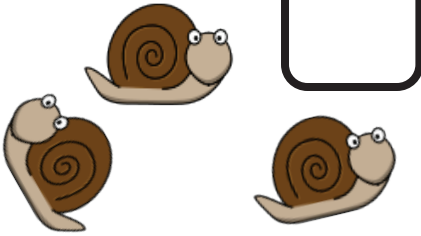
	
---	--

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

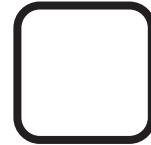
Name _____

Date _____

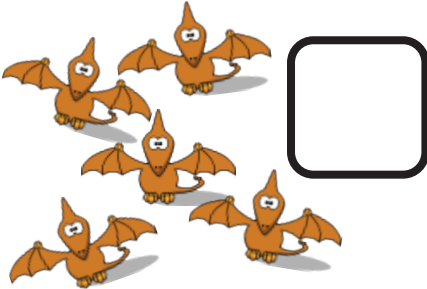
How many snails?



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?



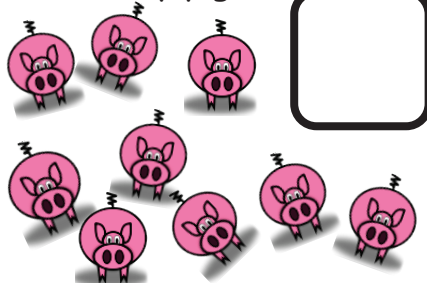
How many squirrels?



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



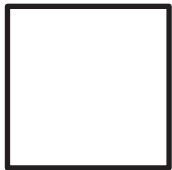
How many pigs?



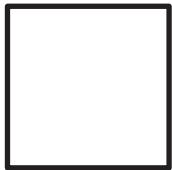
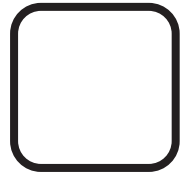
Draw 1 piece of corn for every pig and 1 more piece of corn.
How many pieces of corn?



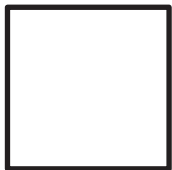
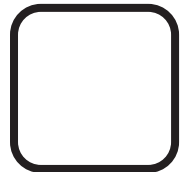
Roll the die. Draw the number of dots in the first box. Then, draw a set of objects that has 1 more. Write the number in the box.



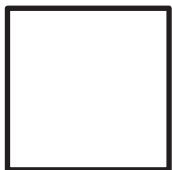
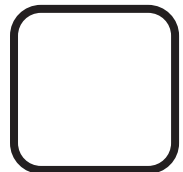
--	--	--



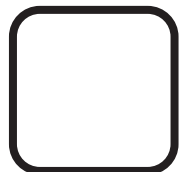
--	--	--



--	--	--

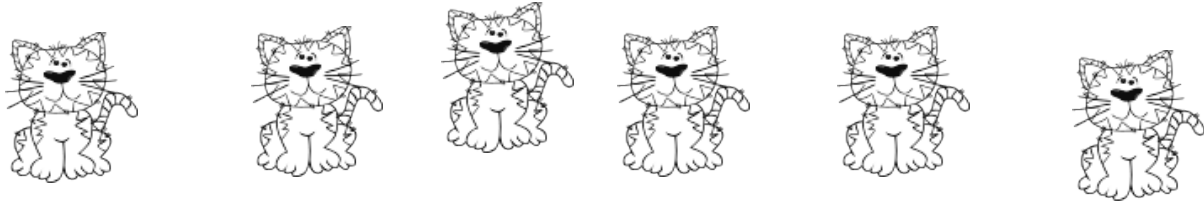


--	--	--



Name _____

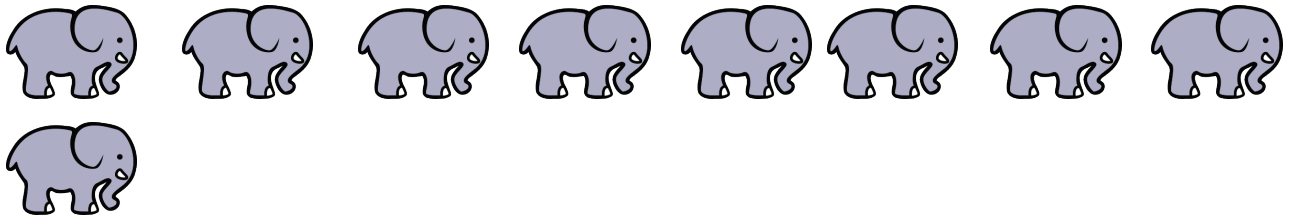
Date _____



How many cats?

Draw a ball for every cat and 1 more ball.

How many balls?



How many elephants?


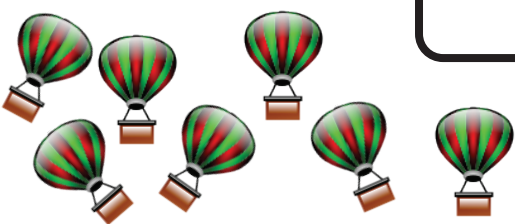
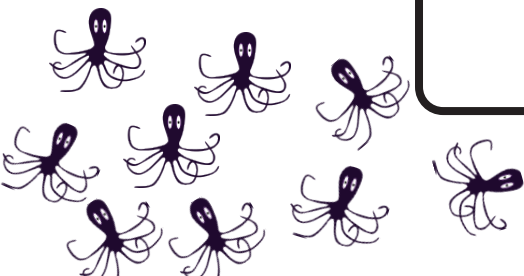
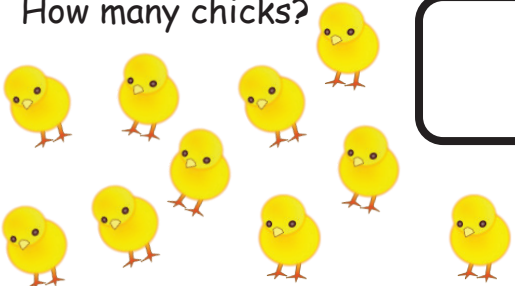
Draw a peanut for every elephant and 1 more peanut.

How many peanuts?

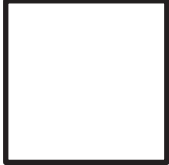

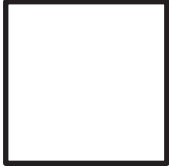

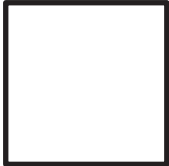

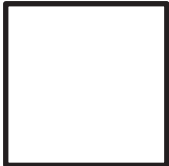

Name _____

Date _____

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

<p>How many kites?</p>  <input data-bbox="568 441 722 598" type="text"/>	<p>Draw a set of suns that has 1 less. How many suns?</p> <input data-bbox="1356 588 1518 735" type="text"/>
<p>How many hot air balloons?</p>  <input data-bbox="568 777 722 934" type="text"/>	<p>Draw a set of clouds that has 1 less. How many clouds?</p> <input data-bbox="1356 945 1518 1092" type="text"/>
<p>How many octopi?</p>  <input data-bbox="568 1134 722 1291" type="text"/>	<p>Draw a set of sharks that has 1 less. How many sharks?</p> <input data-bbox="1356 1302 1518 1449" type="text"/>
<p>How many chicks?</p>  <input data-bbox="568 1501 722 1659" type="text"/>	<p>Draw a set of worms that has 1 less. How many worms?</p> <input data-bbox="1356 1659 1518 1806" 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.

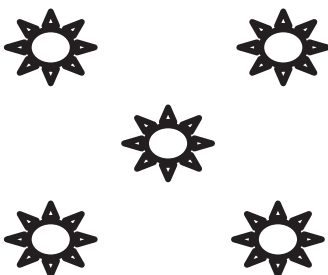
	
	
	
	


Name _____

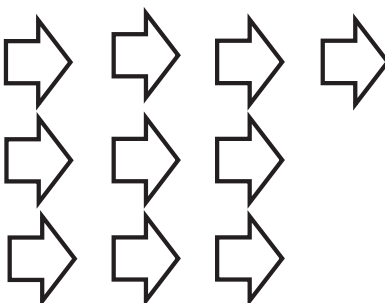
Date _____


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*.

 <input data-bbox="630 535 799 714" type="text"/>	<input data-bbox="1282 535 1451 714" type="text"/>
--	--

 <input data-bbox="630 861 799 1039" type="text"/>	<input data-bbox="1282 861 1451 1039" type="text"/>
--	---

 <input data-bbox="630 1201 799 1379" type="text"/>	<input data-bbox="1282 1201 1451 1379" type="text"/>
--	--

 <input data-bbox="630 1545 799 1724" type="text"/>	<input data-bbox="1282 1545 1451 1724" type="text"/>
--	--

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.

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

_____ is more than _____.

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

_____ is more than _____.


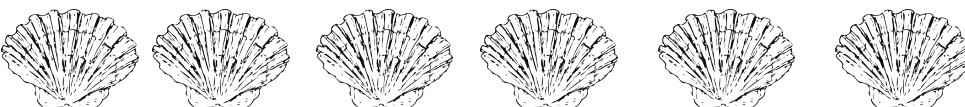
	<input type="text"/>
	<input type="text"/>

_____ 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 dots in the box. Then, draw circles to match the number. Roll the die again, and do the same in the next box.

_____ is less than _____.

_____ is less than _____.

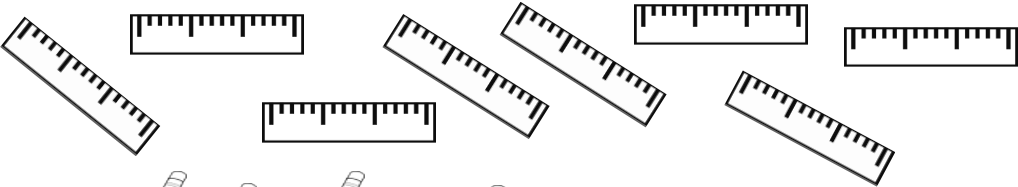
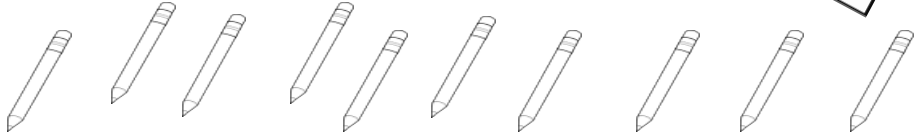
Name _____

Date _____



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

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

_____ is less than _____.

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

_____ is less than _____.

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

_____ 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.

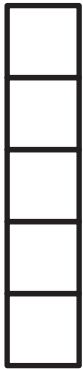
_____ is more than _____. _____ is less than _____.

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



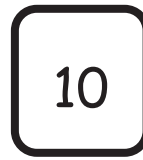
Set B

_____ 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 _____.



Set A



Set B

_____ is more than _____.

_____ is less than _____.



Set A



Set B

_____ is more than _____.

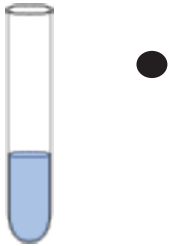
_____ is less than _____.

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.

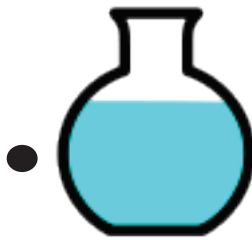
Name _____

Date _____

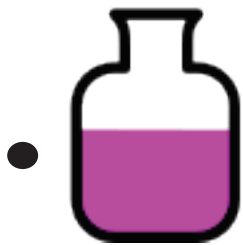
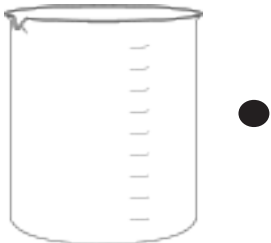
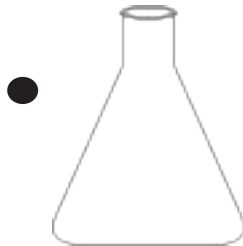
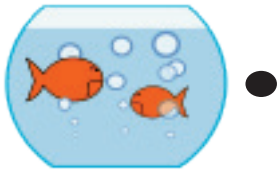
Draw a line from each container to the word that describes the amount of liquid the container is holding.



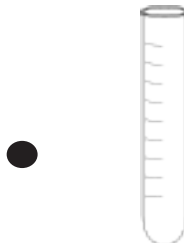
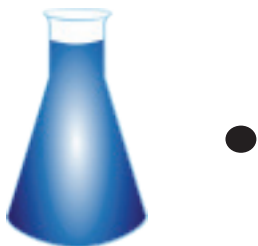
Full



Not Full



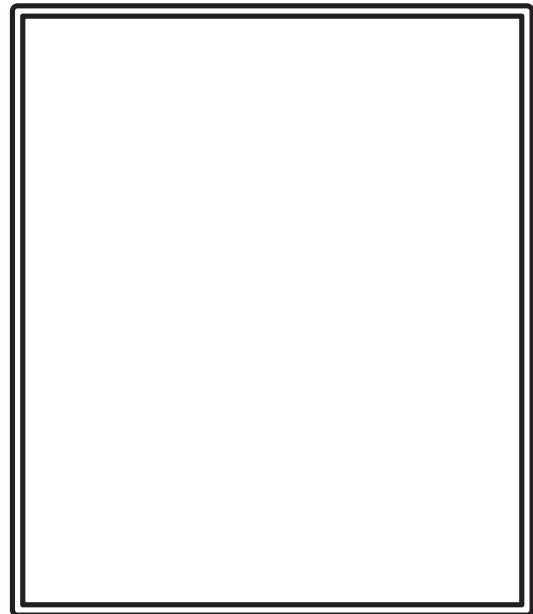
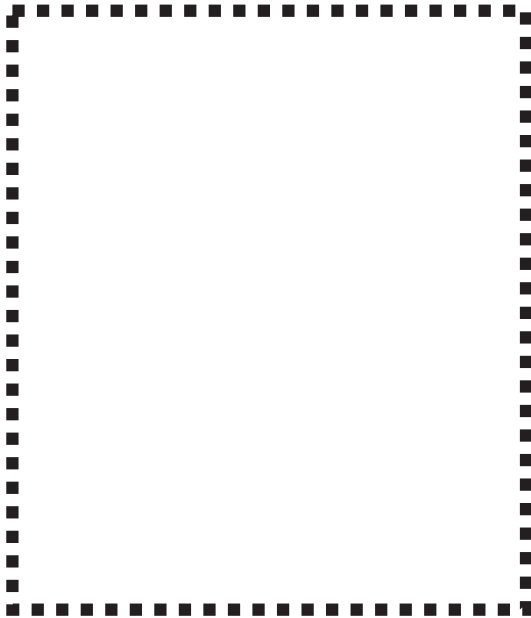
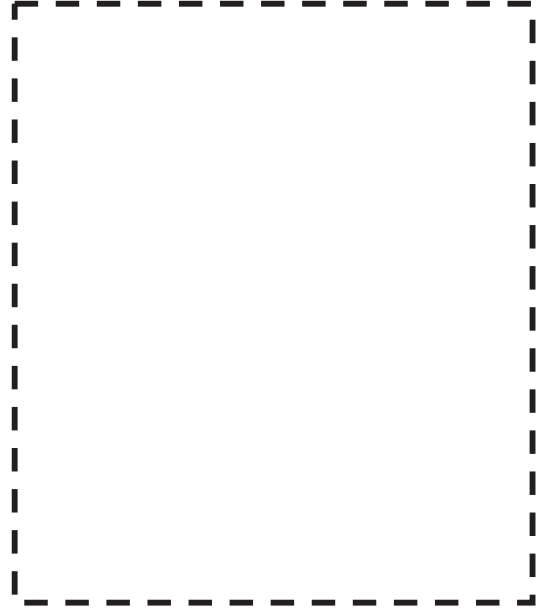
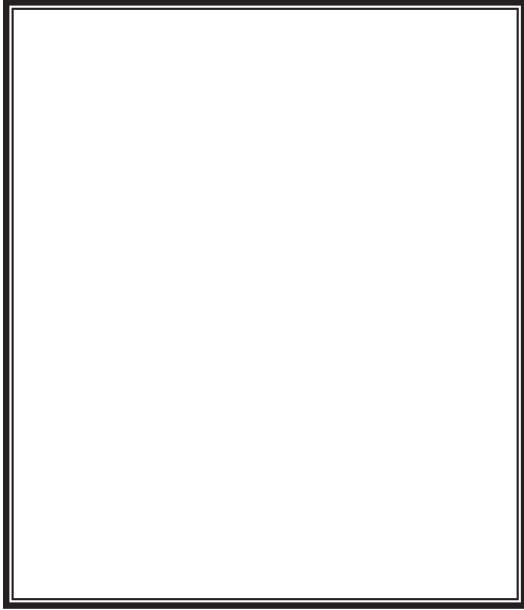
Empty



Name _____

Date _____

My Capacity Museum!



my capacity museum recording sheet

Dear Parents:

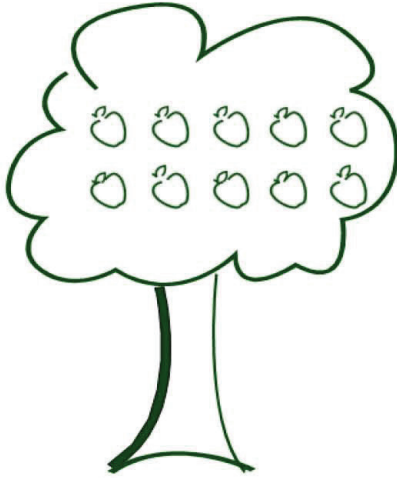
In class, we used balls of clay that weigh the same on the balance scale to make different sculptures. We saw that the same balls of clay can take various forms without changing the weight. The balls weighed the same on the balance scale, as did the sculptures.

Today's homework is a review of fluency work.

Name _____

Date _____

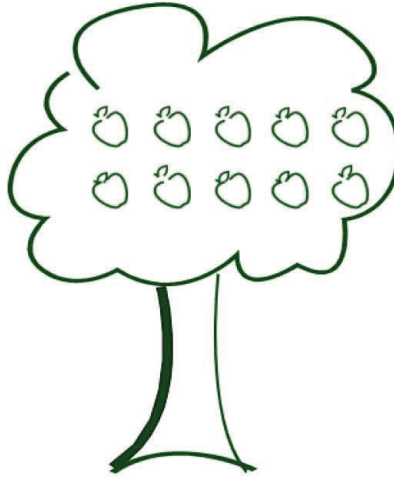
Color 4 apples.



I colored ____ apples.

I need to color ____ more to make 10.

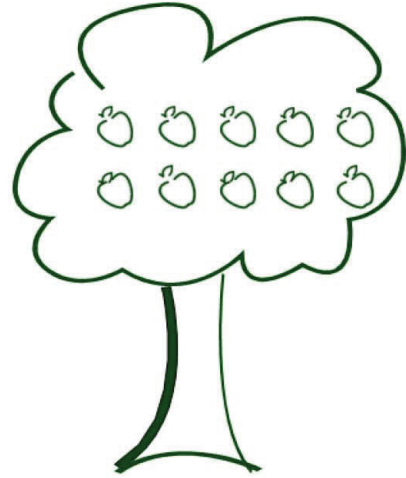
Color 2 apples.



I colored ____ apples.

I need to color ____ more to make 10.

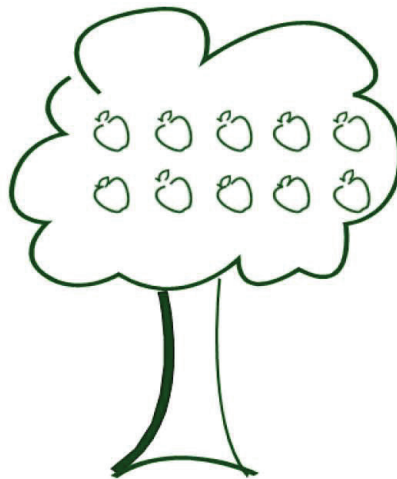
Color 7 apples.



I colored ____ apples.

I need to color ____ more to make 10.

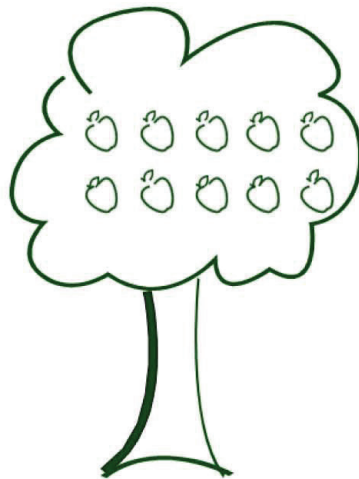
Color 1 apple.



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.



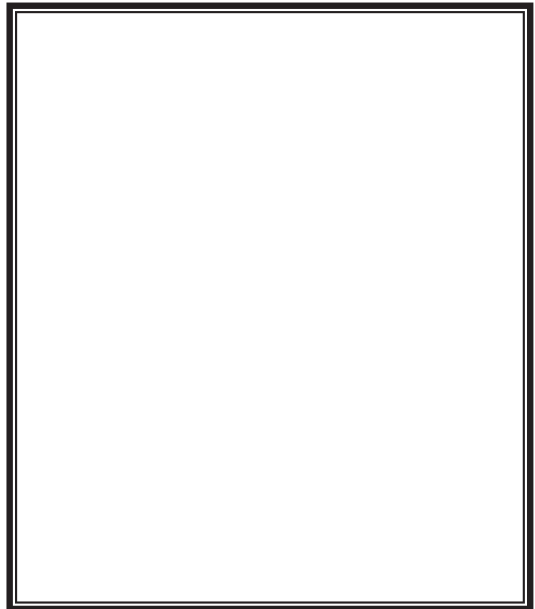
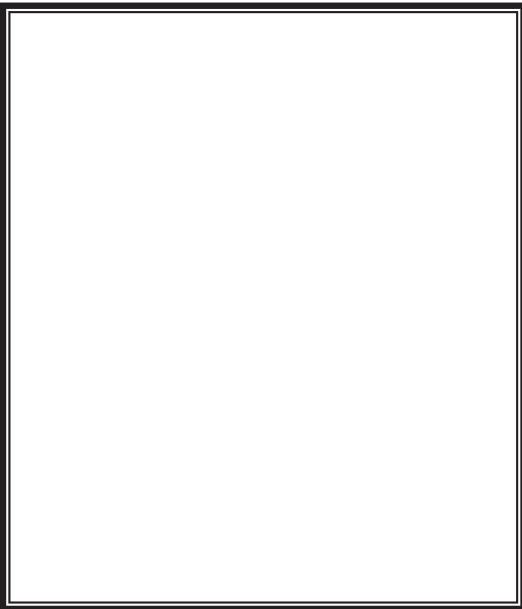
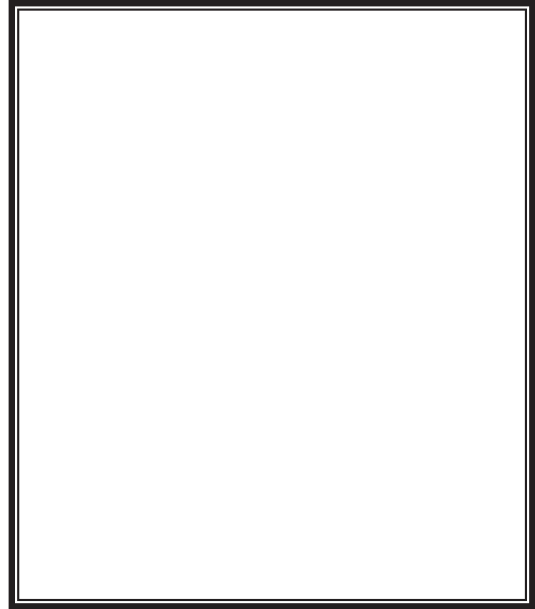
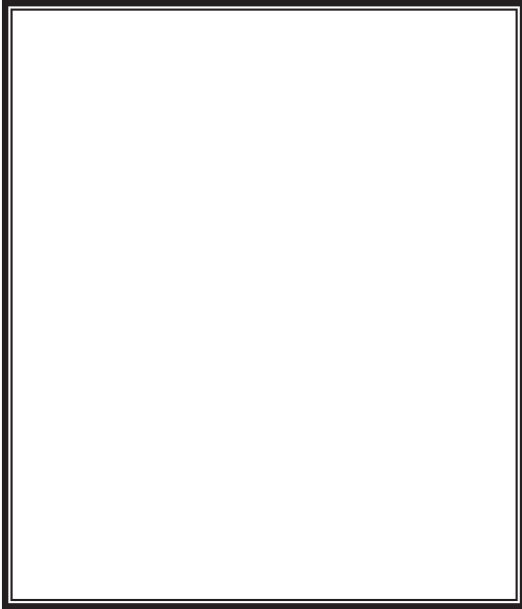
I colored ____ apples.

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.

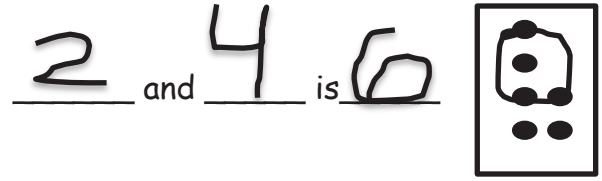
Castle



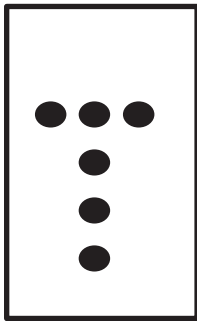
Name _____

Date _____

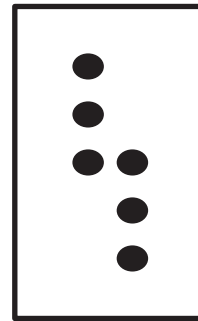
The homework is a review of fluency skills from Module 3.



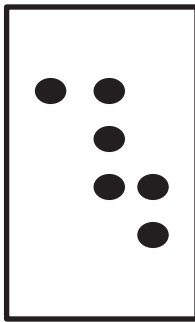
Circle a group of dots. Then, fill in the blanks to make a number sentence.



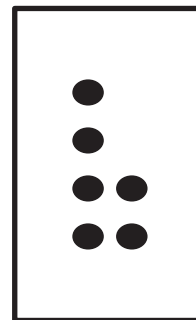
_____ and _____ is _____.



_____ and _____ is _____.



_____ and _____ is _____.



_____ and _____ is _____.

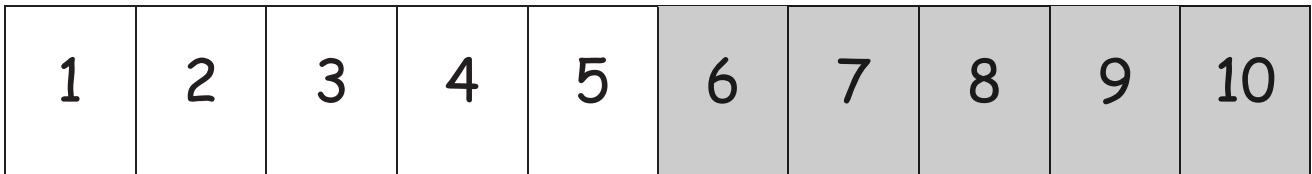
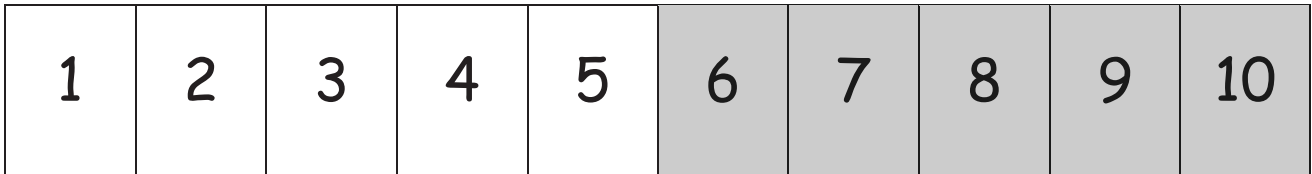
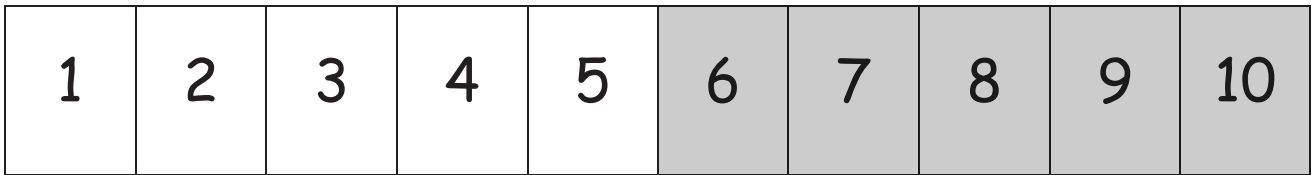
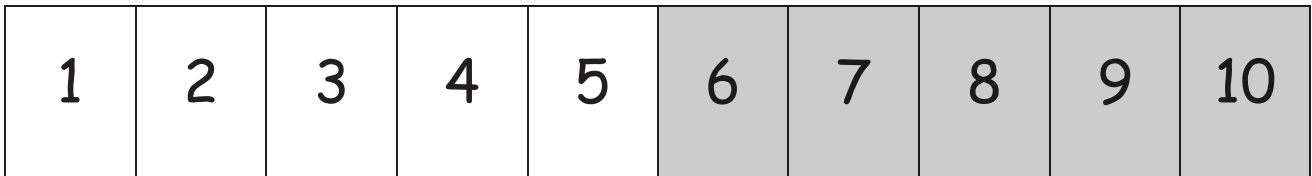
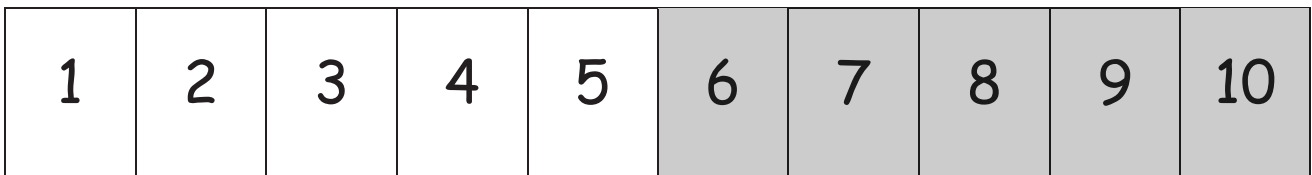
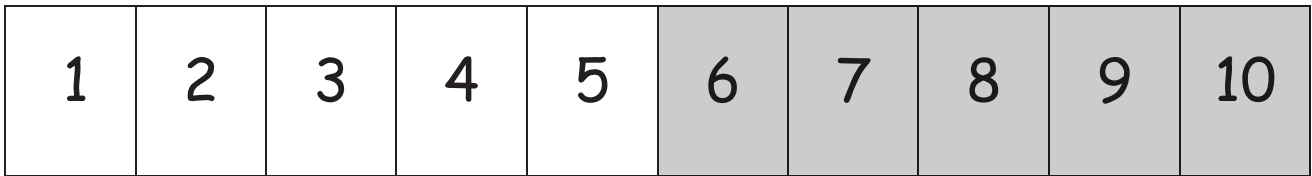
On the back, make your own 6-dot cards. Circle some dots, and then say, "_____ and _____ is _____."

Name _____

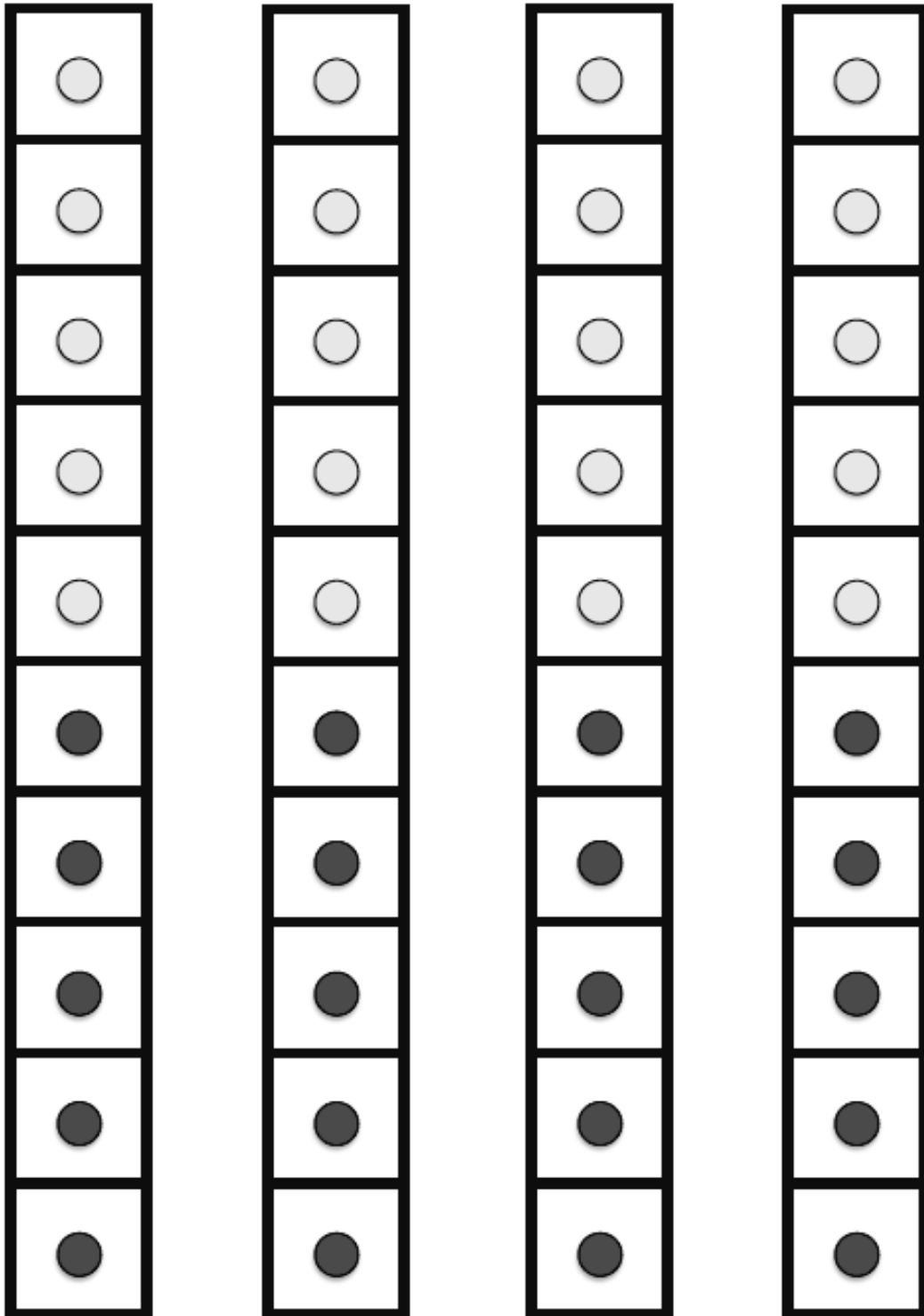
Date _____

comparing attributes recording sheet

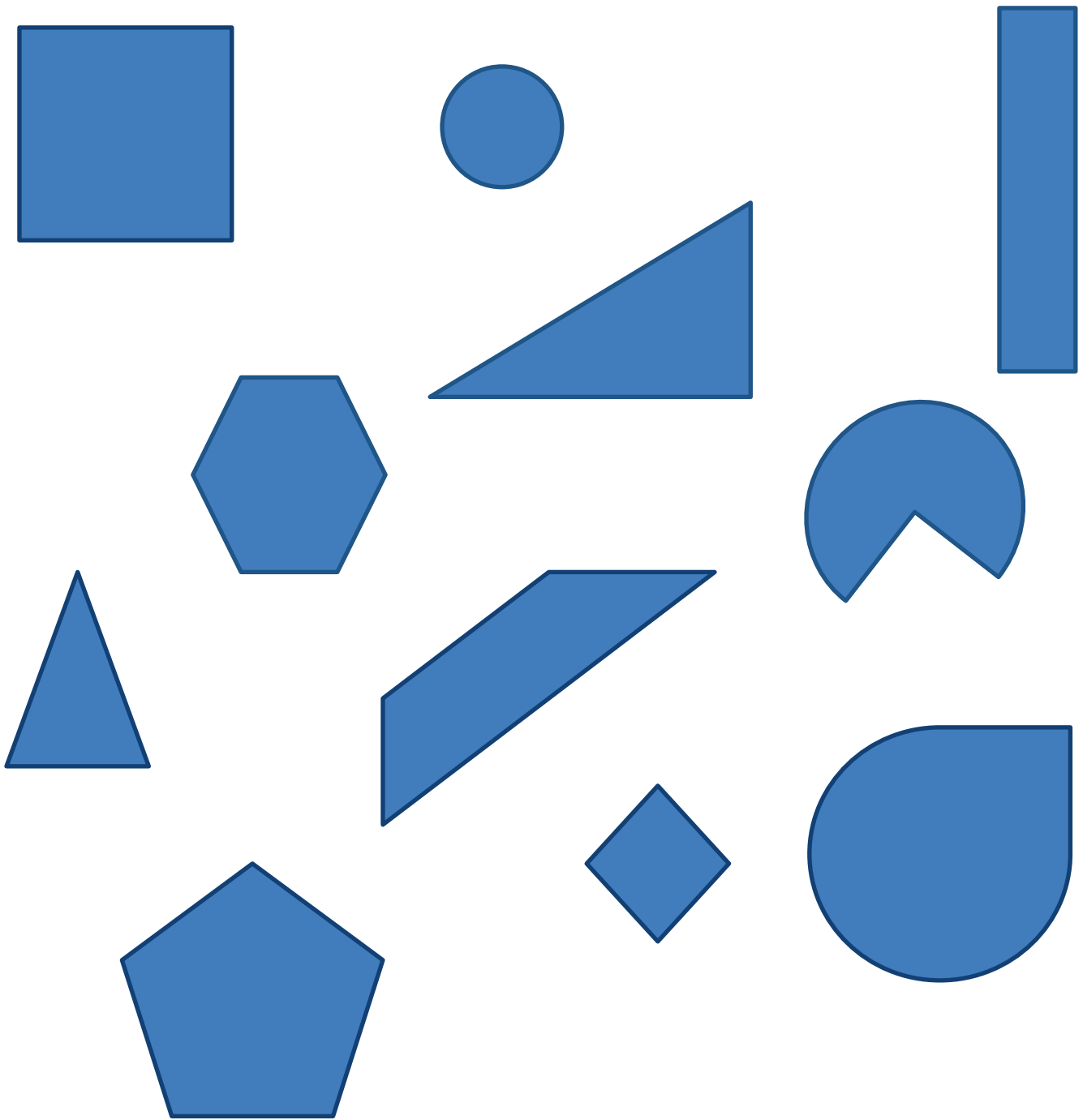
Cut Out Packet



number path



dot path



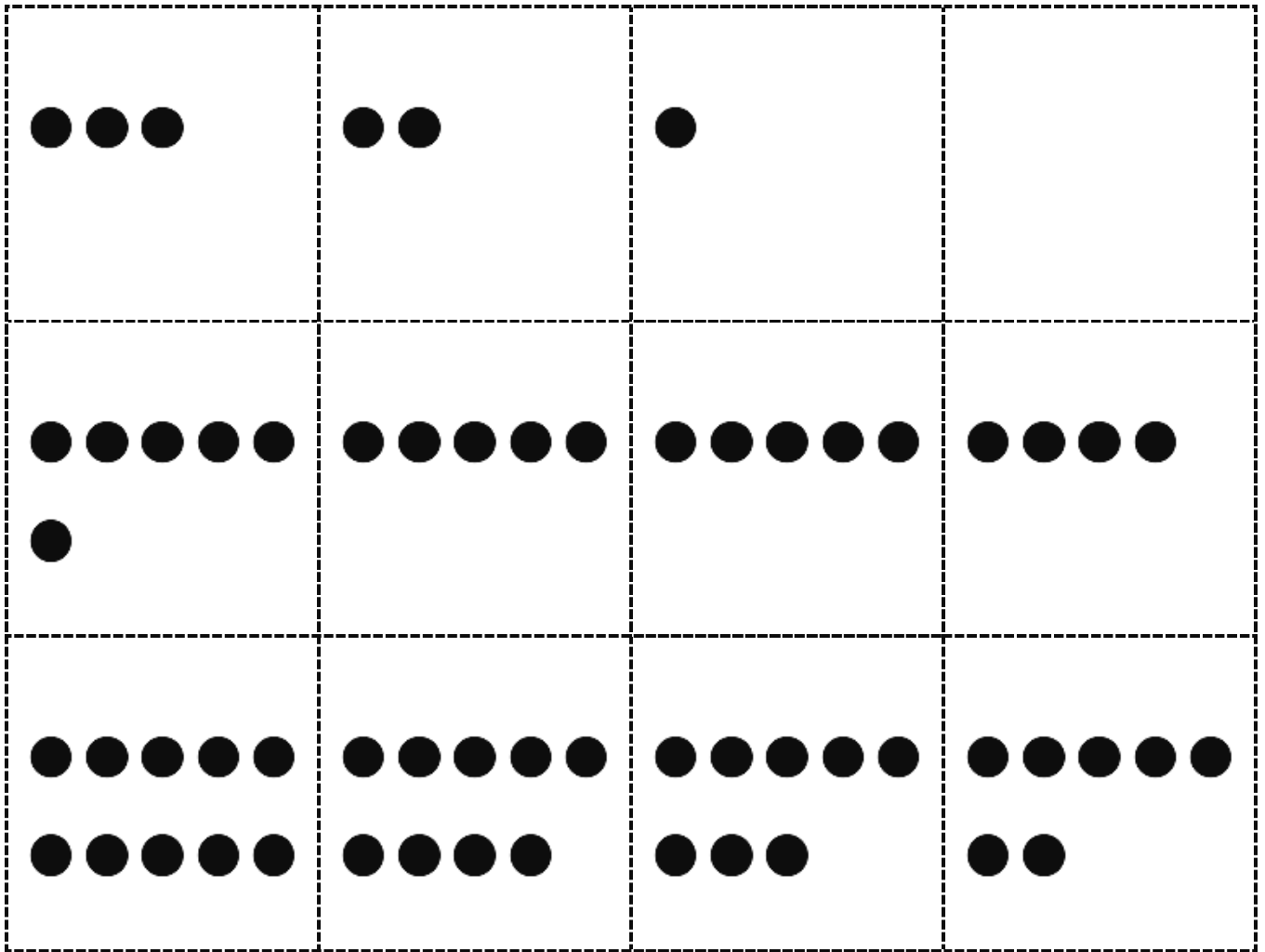
shape cutouts



square path letter trains

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

5-group cards (numeral side) (Copy double-sided with 5-groups on card stock, and cut.)



5-group cards (5-group side) (Copy double-sided with numerals on card stock, and cut.)