

Eureka Math™

Grade K Module 3

Student File_B

Additional Student Materials

This file contains

- GK-M3 Sprint and Fluency Resources¹
- GK-M3 Mid-Module Assessment
- GK-M3 End-of-Module Assessment

¹Note that not all lessons in this module include sprint or fluency resources.

Published by 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>.

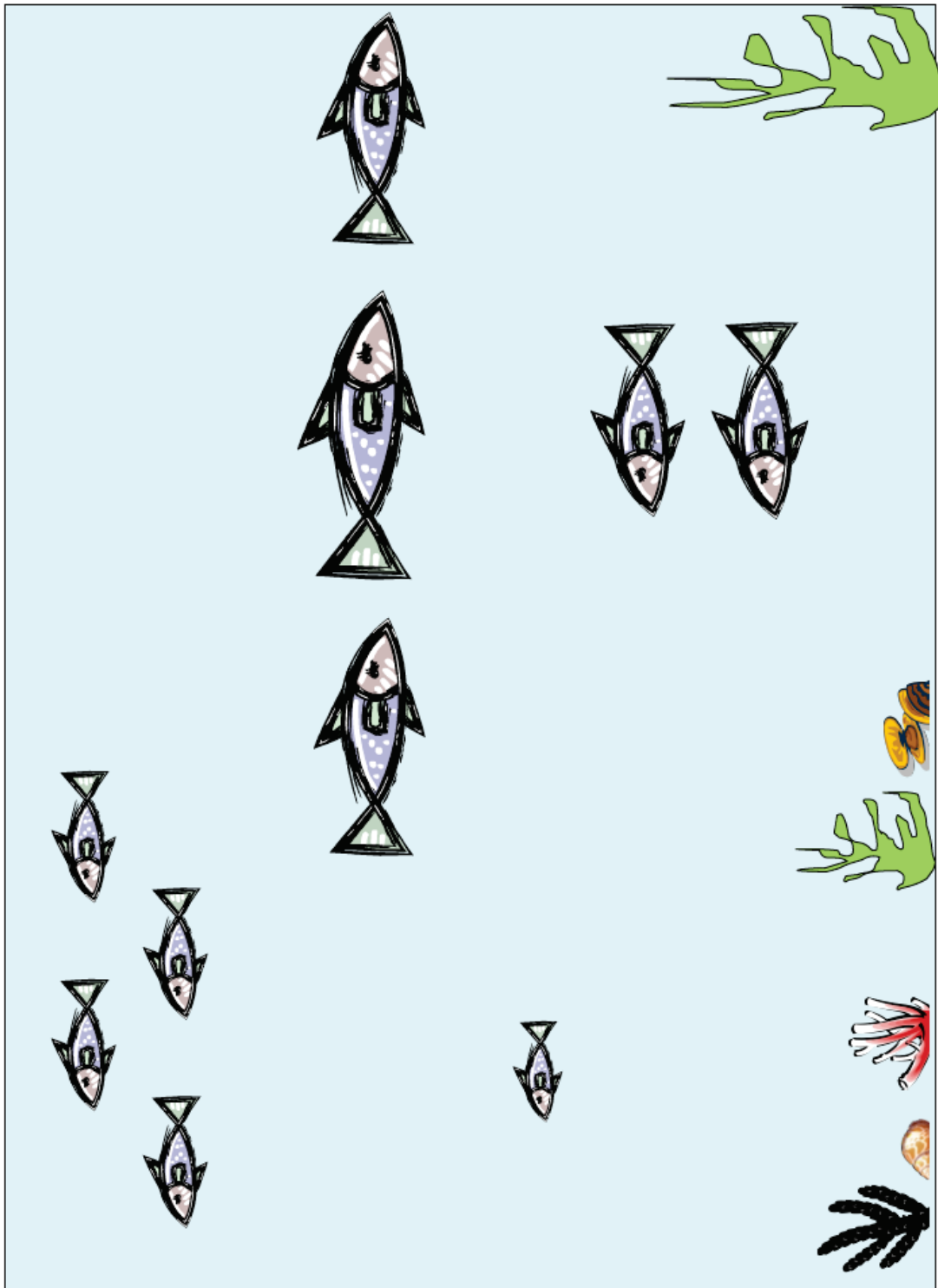
Printed in the U.S.A.

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

10 9 8 7 6 5 4 3 2


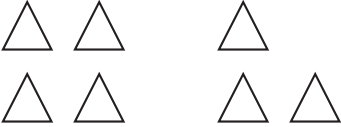














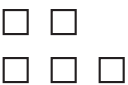

GK-M3-SFB-1.3.2-09.2016

Sprint and Fluency Packet











hidden numbers mat

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




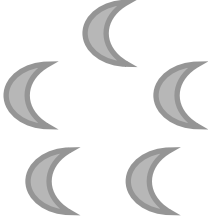


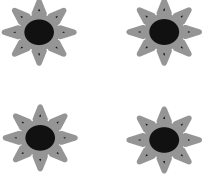

	
	
	
	
	
	
	
	
	

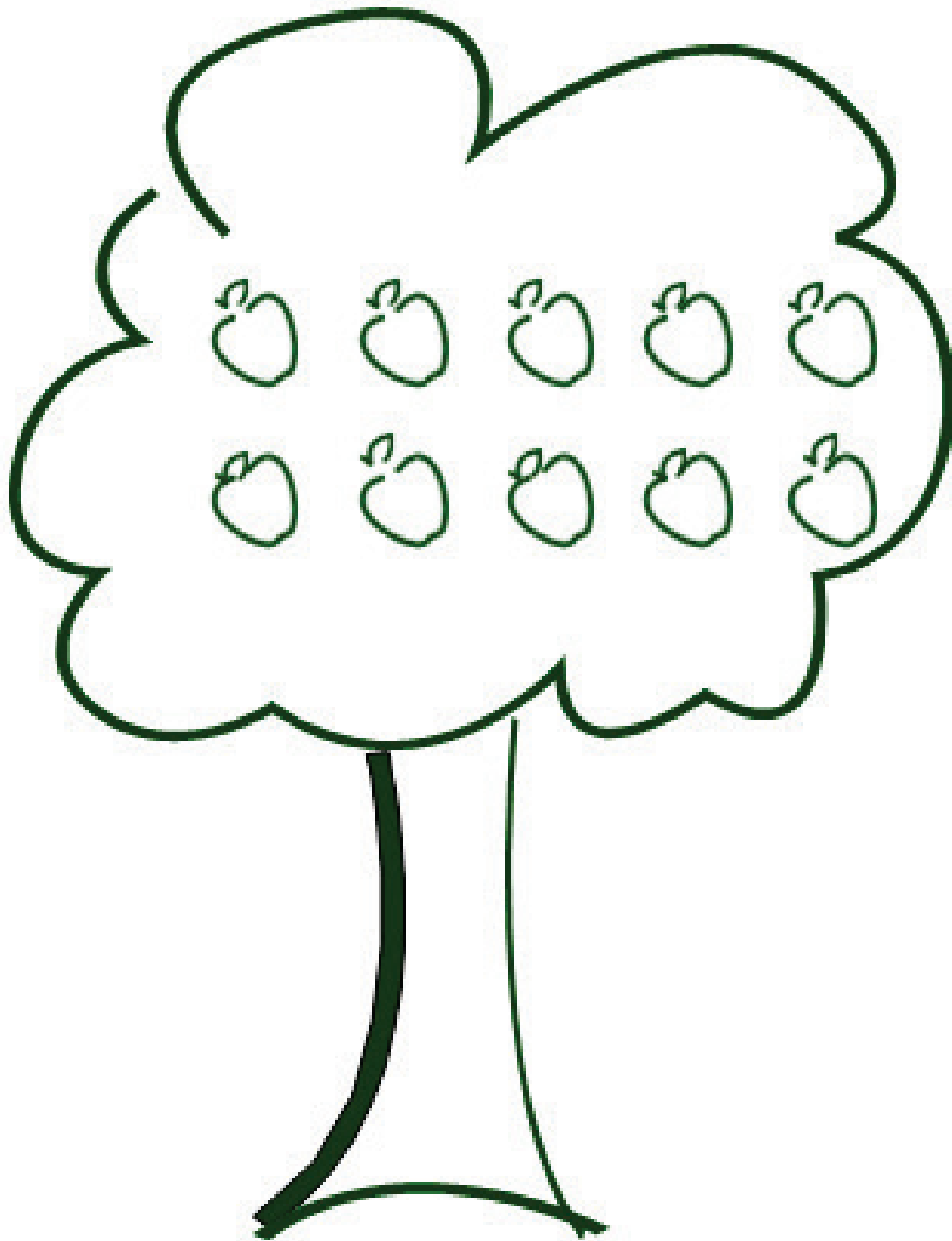
make 5

Count and Circle How Many

 1 2 3	 1 2 3
 1 2 3	 1 2 3
 1 2 3	 1 2 3
 1 2 3	 1 2 3


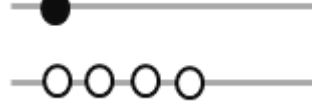

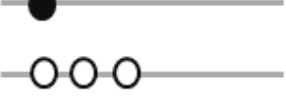

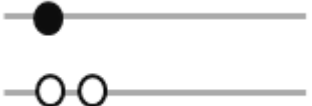




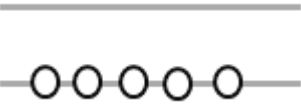

Counting to 5

 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>
 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>
 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>
 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>



apple mat

Rekenrek to 5

 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>
 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>
 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>
 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>
 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>
 <p>1 2 3 4 5</p>	 <p>1 2 3 4 5</p>

Assessment Packet

Student Name _____

Topic A: Comparison of Length and Height

Rubric Score: _____ Time Elapsed: _____

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

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

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

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

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

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

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Two linking cube sticks of 5 and one linking cube stick of 7, 9-inch piece of string

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

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

Topic C: Comparison of Weight

Rubric Score: _____ Time Elapsed: _____

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

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

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

Topic D: Comparison of Volume

Rubric Score: _____ Time Elapsed: _____

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

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

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

Class Record Sheet of Rubric Scores: Module 3

Name:	Topic A: Comparison of Length and Height	Topic B: Comparison of Length and Height of Linking Cube Sticks Within 10	Topic C: Comparison of Weight	Topic D: Comparison of Volume	Next Steps:

Student Name _____

Topic E: Are There Enough?

Rubric Score: _____ Time Elapsed: _____

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

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

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

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

Topic F: Comparison of Sets Within 10

Rubric Score: _____ Time Elapsed: _____

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

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

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

Topic G: Comparison of Numerals

Rubric Score: _____ Time Elapsed: _____

Materials: (T) 12 loose linking cubes

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

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

Topic H: Clarification of Measurable Attributes

Rubric Score: _____ Time Elapsed: _____

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

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

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

Class Record Sheet of Rubric Scores: Module 3

Name:	Topic E: Are There Enough?	Topic F: Comparison of Sets Within 10	Topic G: Comparison of Numerals	Topic H: Clarification of Measurable Attributes	Next Steps: