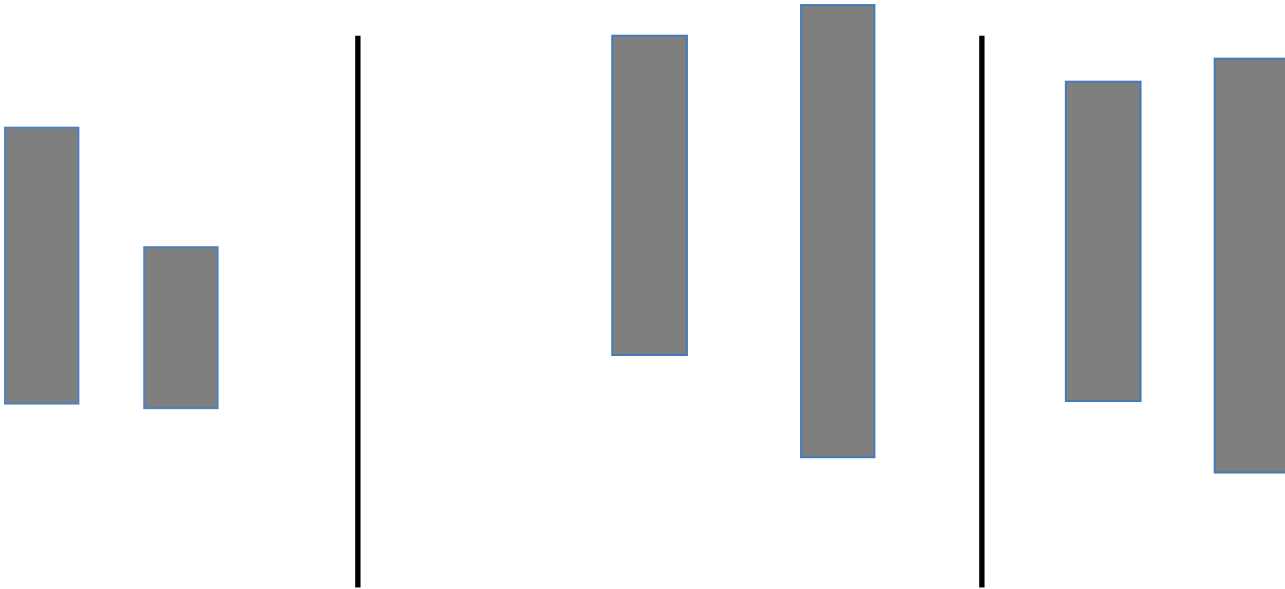



Name _____

Date _____

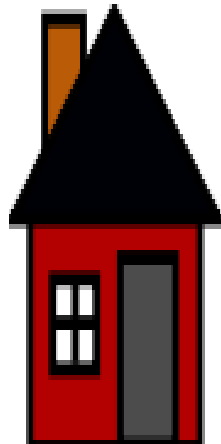
For each pair, circle the longer one. Imagine the paper strips are lying flat on a table.



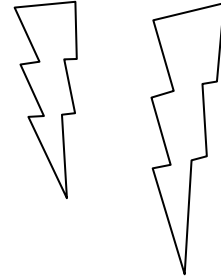
Draw a flower that is taller than the vase.



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.



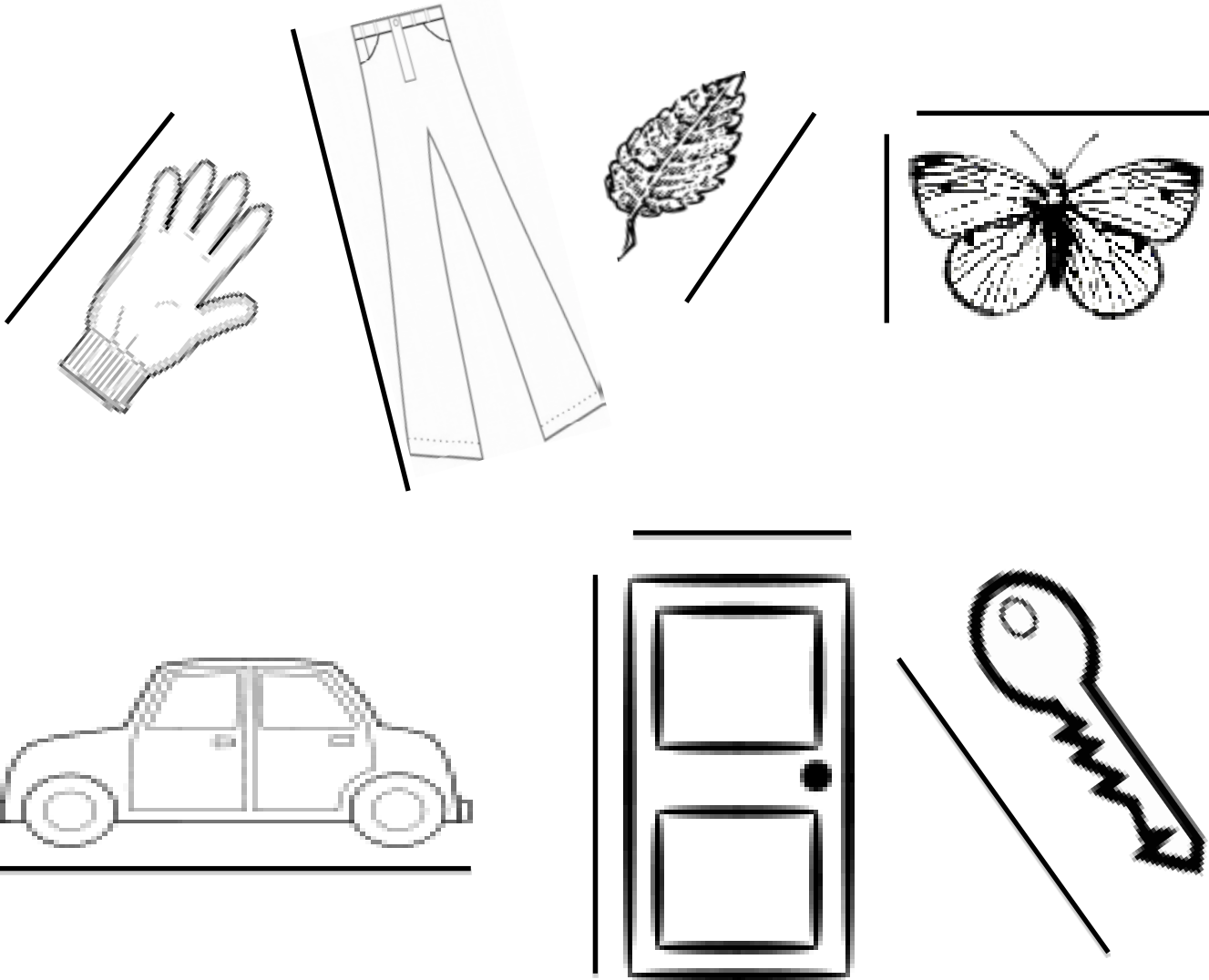
Draw a crayon that is shorter than this pencil.



Name _____

Date _____

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



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



Name _____

Date _____

Directions: Pretend that I am a pirate who has traveled far away from home. I miss my house and family. Will you draw a picture as I describe my home? Listen carefully and draw what you hear.

- Draw a house in the middle of the paper as tall as your pointer finger.
- Now, draw my daughter. She is shorter than the house.
- There's a great tree in my yard. My daughter and I love to climb the tree. The tree is taller than my house.
- My daughter planted a beautiful daisy in the yard. Draw a daisy that is shorter than my daughter.
- Draw a branch lying on the ground in front of the house. Make it the same length as the house.
- Draw a caterpillar next to the branch. My parrot loves to eat caterpillars. Of course, the length of the caterpillar is shorter than the length of the branch.
- My parrot is always hungry and there are plenty of bugs for him to eat at home. Draw a ladybug above the caterpillar. Should the ladybug be shorter or longer than the branch?
- Now, draw some more things you think my family would enjoy.

Show your picture to your partner and talk about the extra things that you drew. Use *longer than* and *shorter than* when you are describing them.

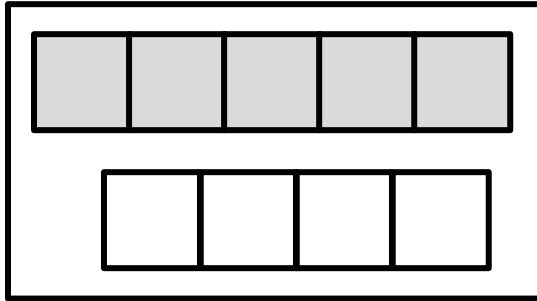


Home is where the heARTt is, matey.

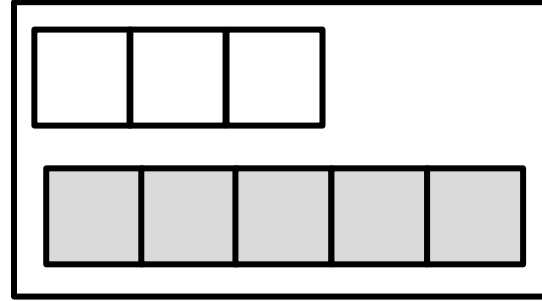
Name _____

Date _____

Circle the shorter stick.

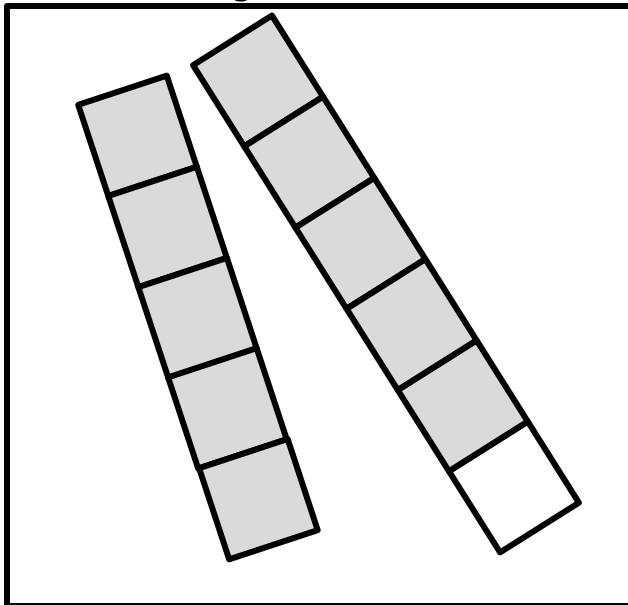


How many linking cubes are in the shorter stick? Write the number in the box.

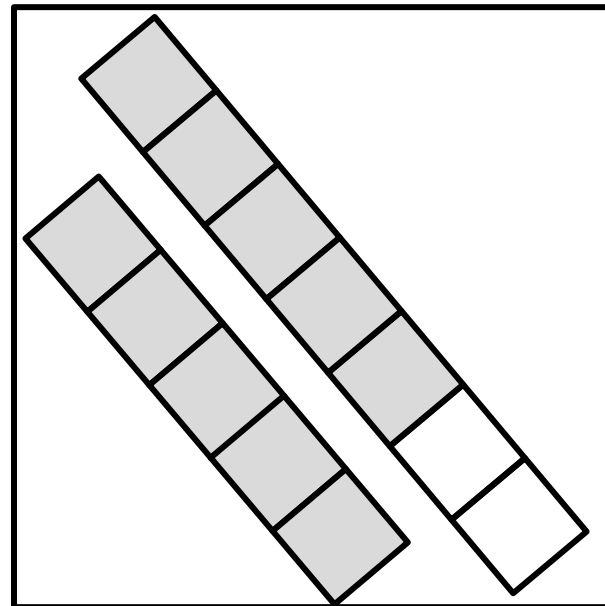


How many linking cubes are in the shorter stick? Write the number in the box.

Circle the longer stick

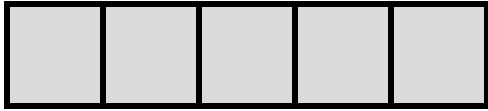


How many linking cubes are in the longer stick? Write the number in the box.



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.



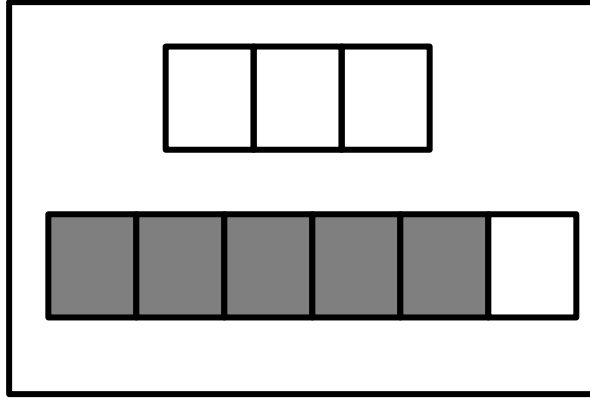
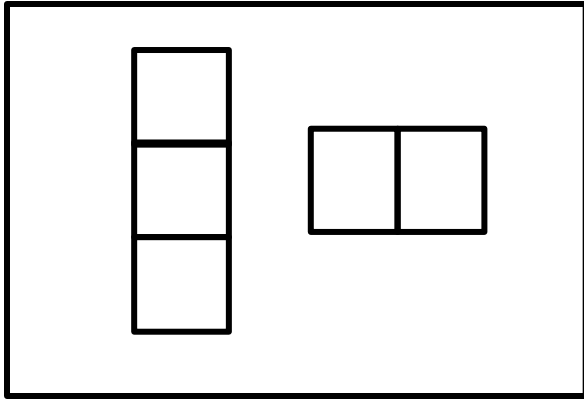
Draw a stick **shorter** than mine.



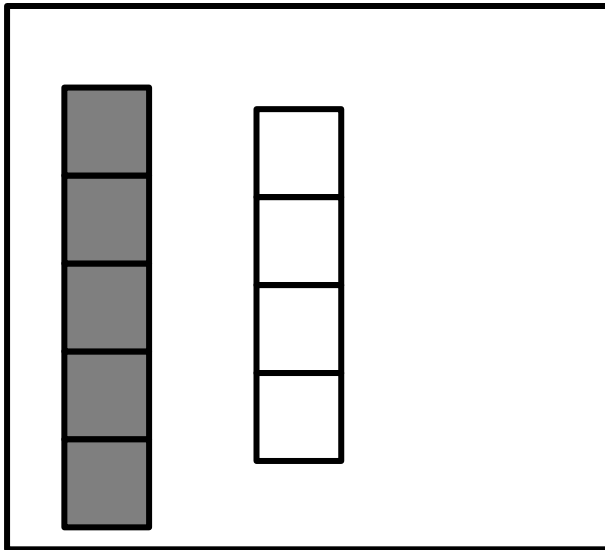
Name _____

Date _____

Circle the stick that is shorter than the other.



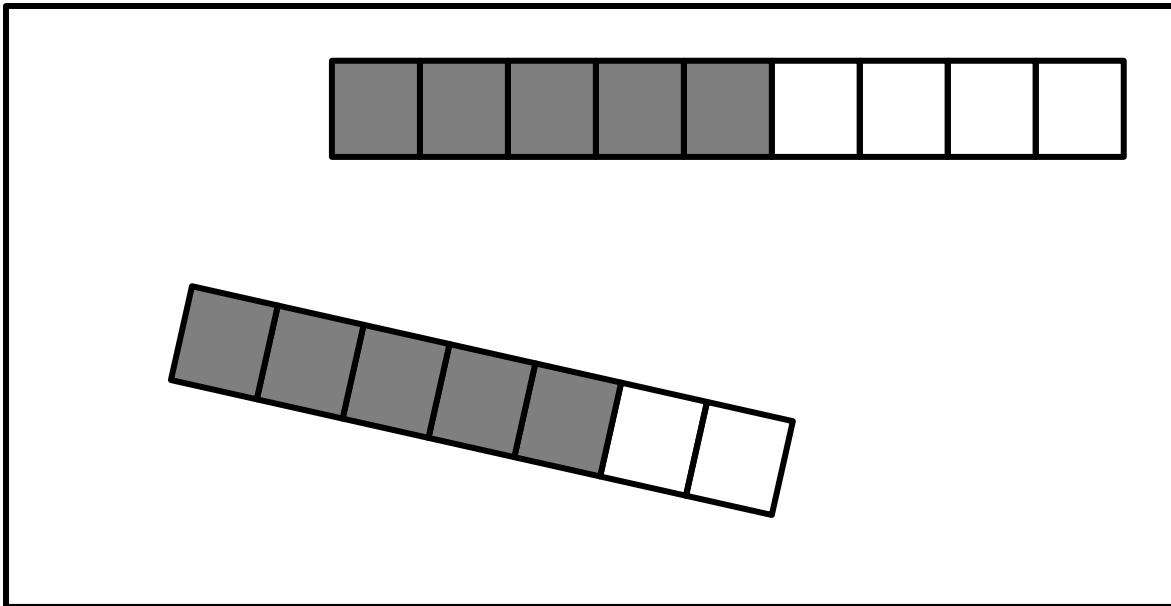
Circle the stick that is longer than the other.



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.

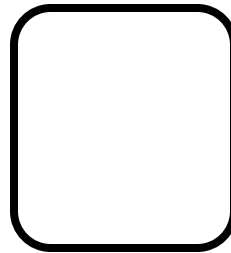
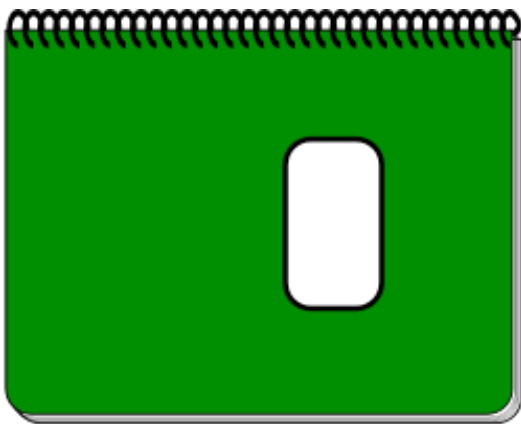
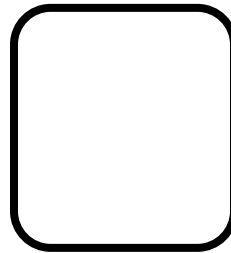
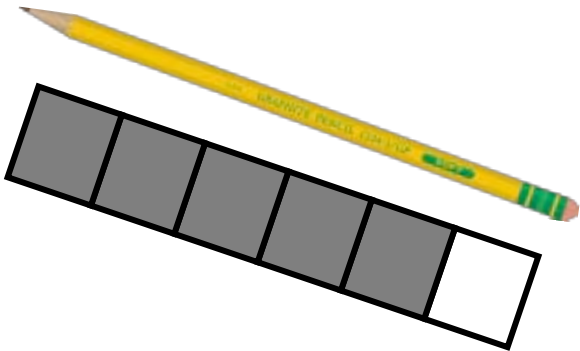
Draw a stick longer than your 9-stick.

Draw a stick shorter than your 9-stick.

Name _____

Date _____

In the box, write the number of cubes there are in the pictured stick.
 Draw a green circle around the stick if it is longer than the object.
 Draw a blue circle around the stick if it is shorter than the object.



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

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

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

Trace your stick and your marker to compare their lengths.

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

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

Name _____

Date _____

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.

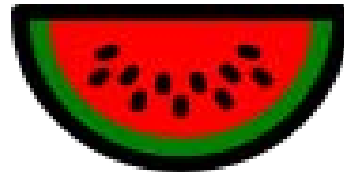
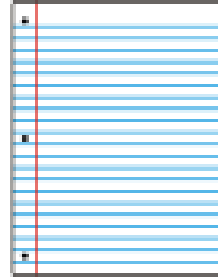
Draw a picture of it here.

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

Name _____

Date _____

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 _____



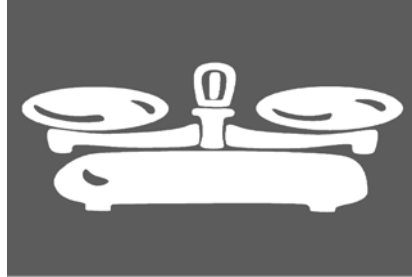
Lighter

Heavier

lighter or heavier recording sheet

Name _____

Date _____



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

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

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

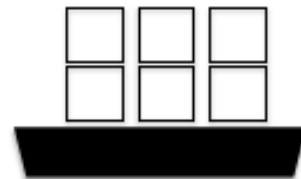
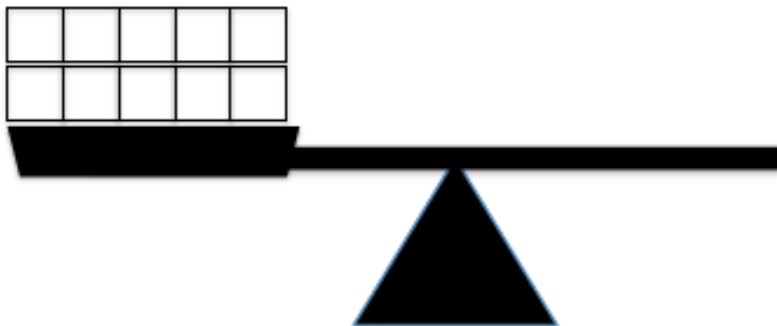
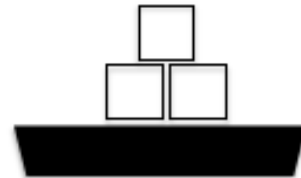
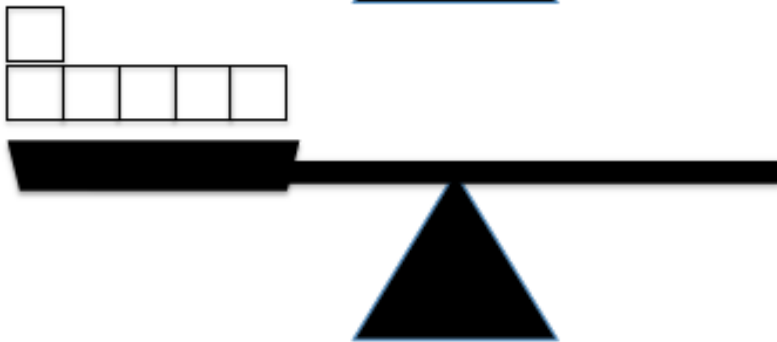
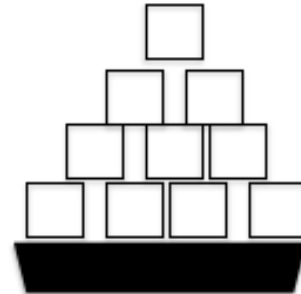
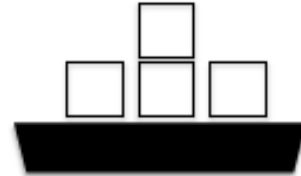
	is as heavy as _____ pennies.
--	-------------------------------

as heavy as recording sheet

Name _____

Date _____

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



Name _____

Date _____



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

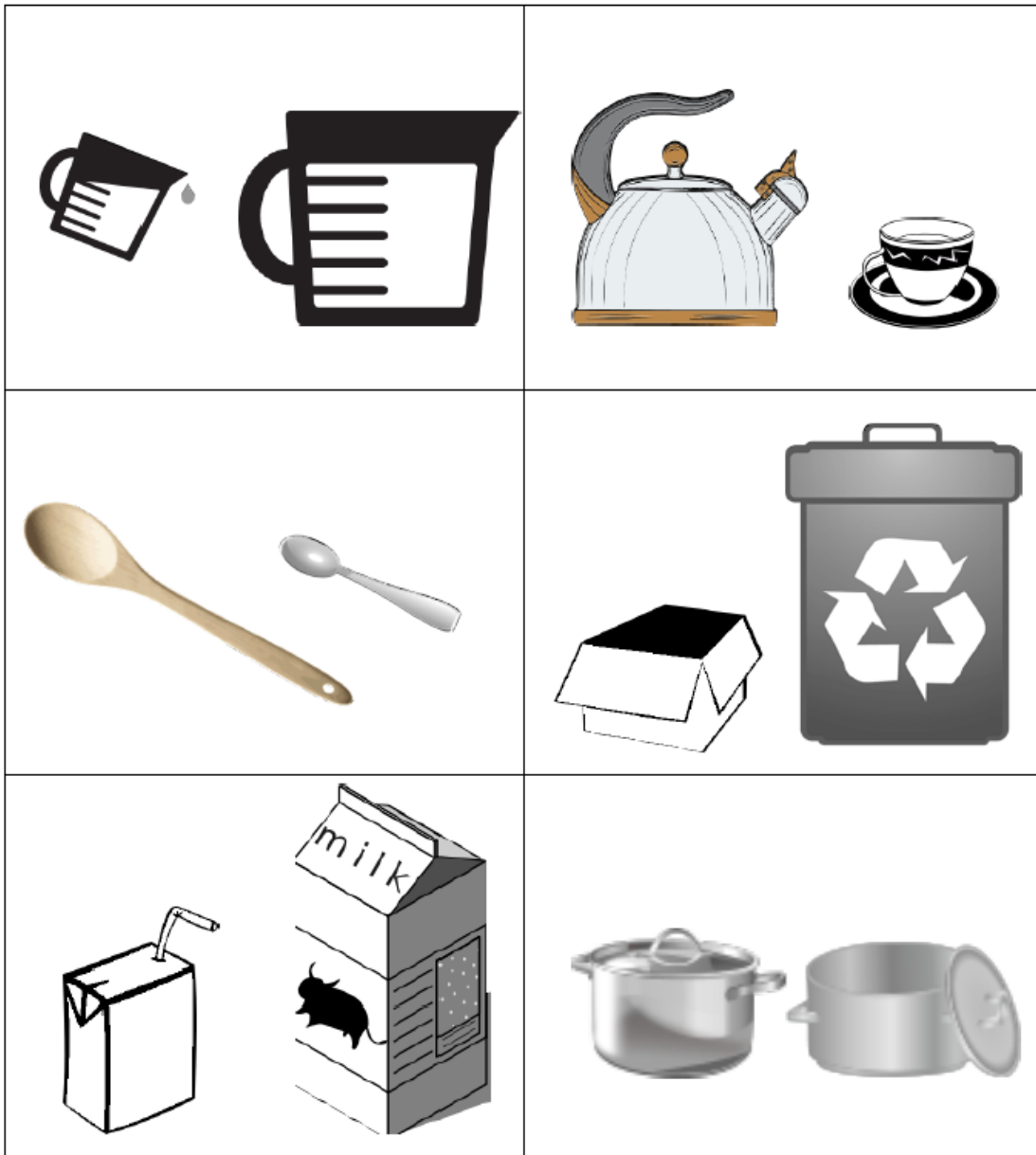
is as heavy as a set of

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 _____

My cup of rice looks like:

Now it looks like:

Now it looks like:

Now it looks like:

volume recording sheet

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

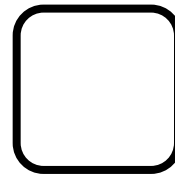
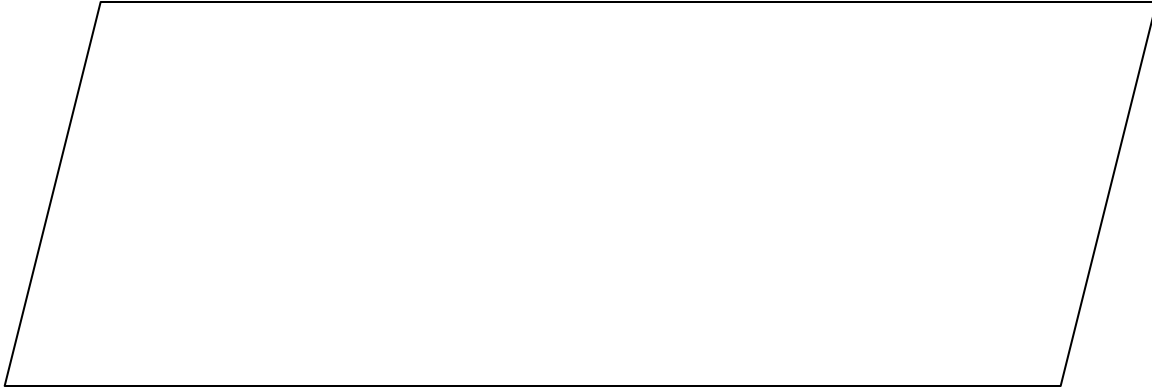
_____ scoops is the same as

_____ we've got the scoop recording sheet

Name _____

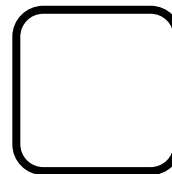
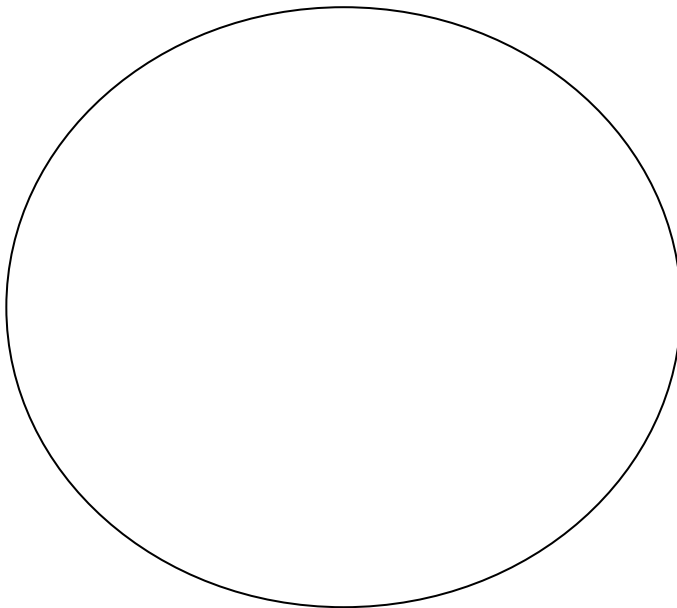
Date _____

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.

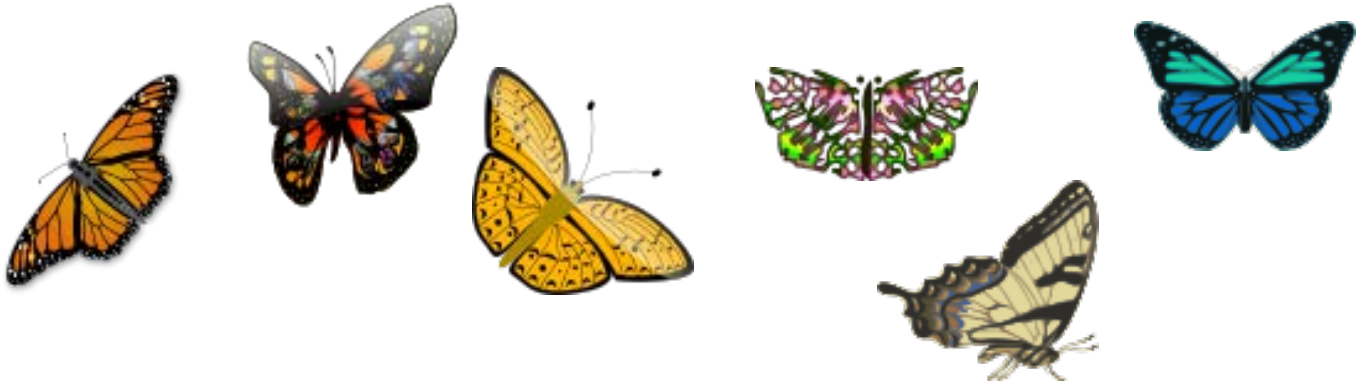


Beans

Name _____

Date _____

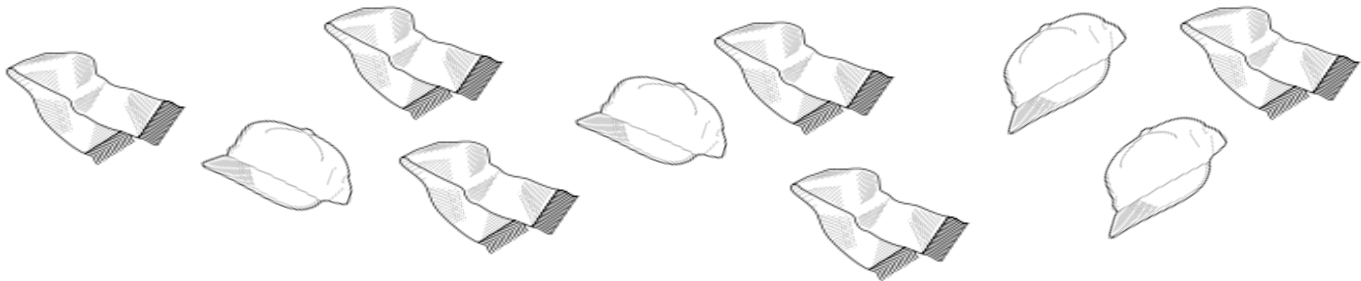
Draw straight lines with your ruler to see if there are enough flowers for the butterflies.



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 hats for the scarves.

Are there more  or  ?

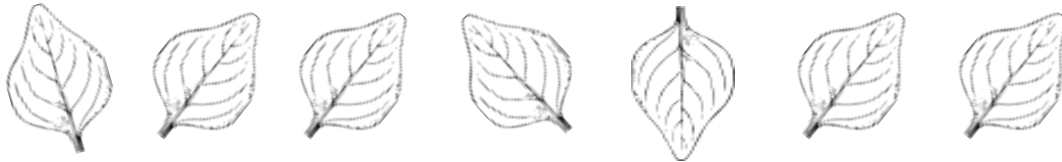
Cross off by putting an X on 2  . Talk to your partner about what you notice now.

Draw more leaves than ants.

Name _____

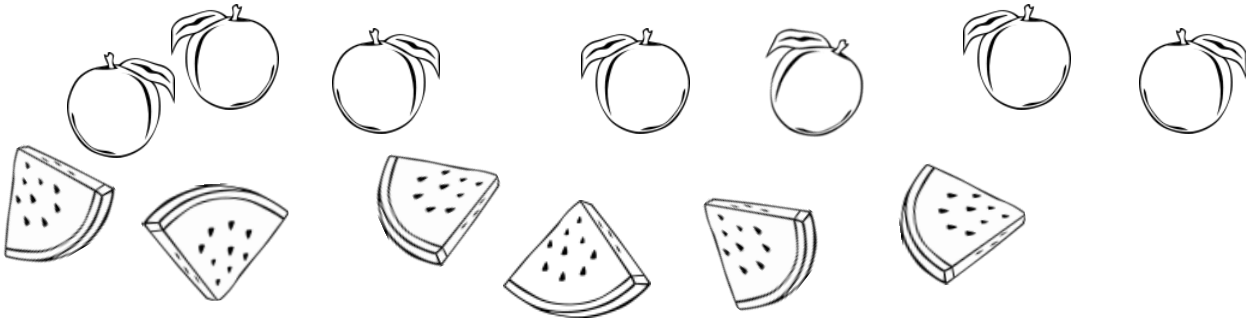
Date _____

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 _____

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 _____.

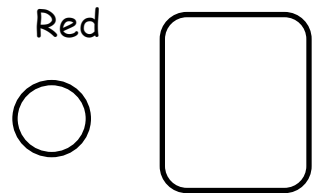
On the back, make more chains by rolling the die. Write the number you rolled, and then make a chain with the same number you rolled.

Name _____

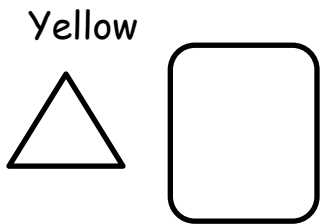
Date _____

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

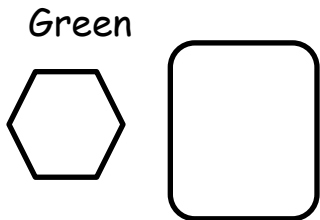
Red



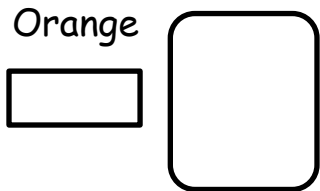
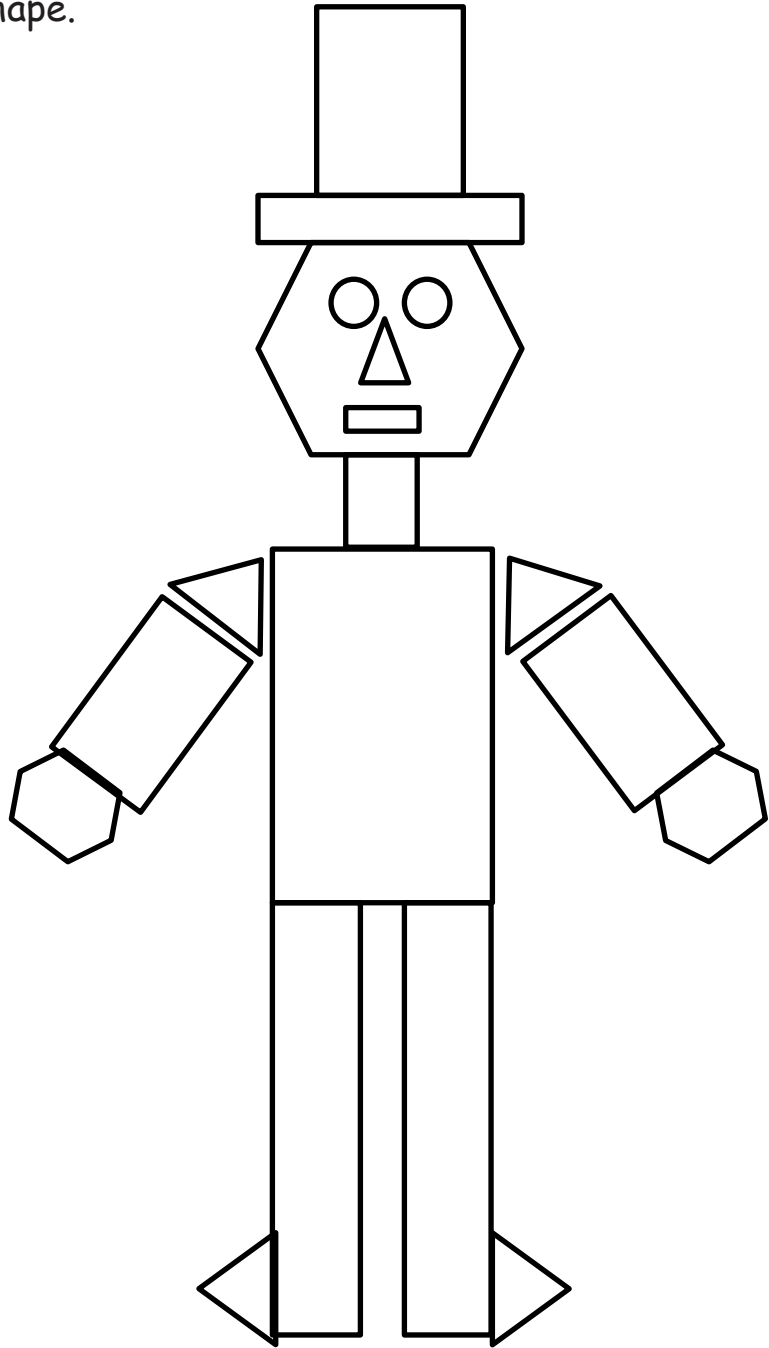
Yellow




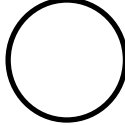
Green

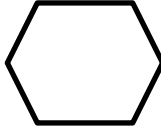
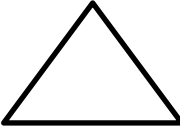




Orange



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


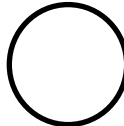
Are there more  or  ?

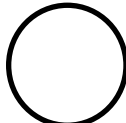

Are there more  or  ?

Are there more  or  ?

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

Are there fewer  or  ?


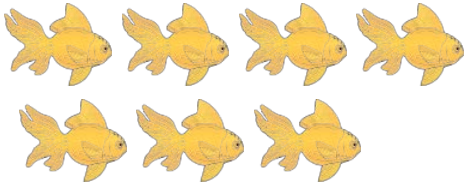
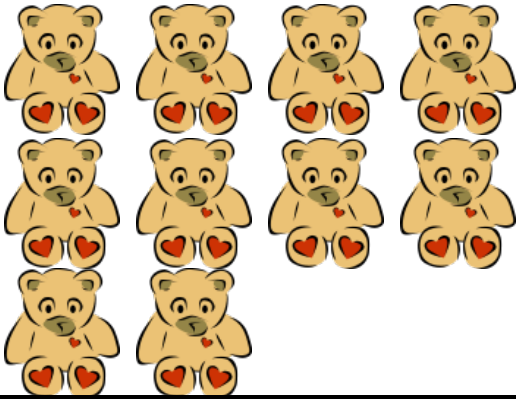
Are there fewer  or  ?

Are there fewer  or  ?

Name _____

Date _____

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.

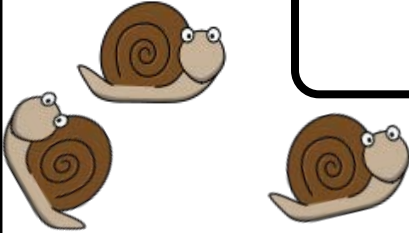
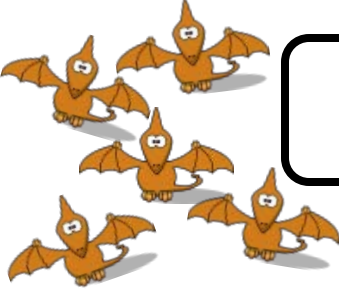
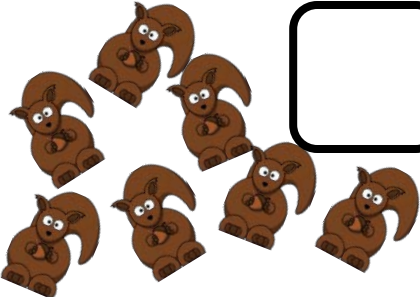
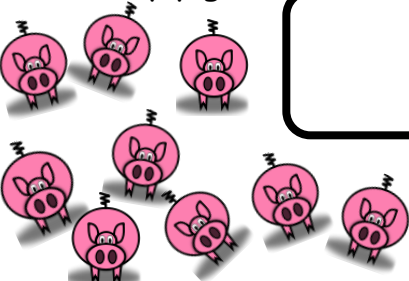
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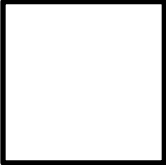
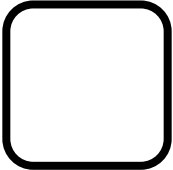
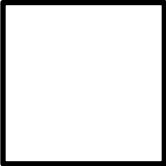
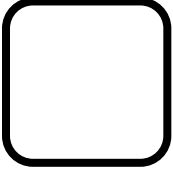
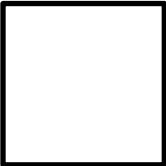
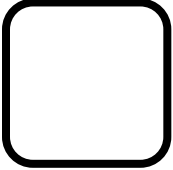
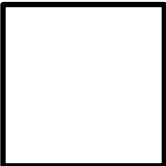
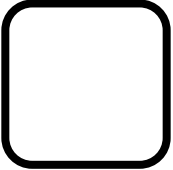
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Name _____

Date _____

<p>How many snails?</p>  <input data-bbox="393 441 553 590" type="text"/>	<p>Draw 1 leaf for every snail and 1 more leaf. How many leaves?</p> <input data-bbox="1166 564 1326 722" type="text"/>
<p>How many pterodactyls?</p>  <input data-bbox="393 848 553 997" type="text"/>	<p>Draw 1 fish for every pterodactyl and 1 more fish. How many fish?</p> <input data-bbox="1166 963 1326 1115" type="text"/>
<p>How many squirrels?</p>  <input data-bbox="393 1201 553 1350" type="text"/>	<p>Draw 1 acorn for every squirrel and 1 more acorn. How many acorns?</p> <input data-bbox="1166 1320 1326 1472" type="text"/>
<p>How many pigs?</p>  <input data-bbox="393 1558 553 1707" type="text"/>	<p>Draw 1 piece of corn for every pig and 1 more piece of corn. How many pieces of corn?</p> <input data-bbox="1166 1677 1326 1829" type="text"/>

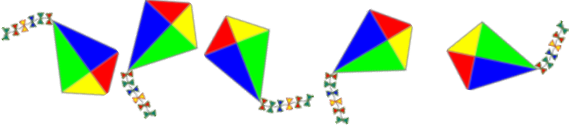

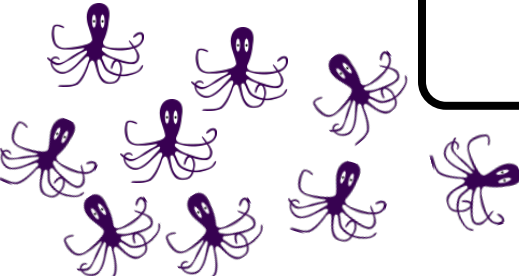
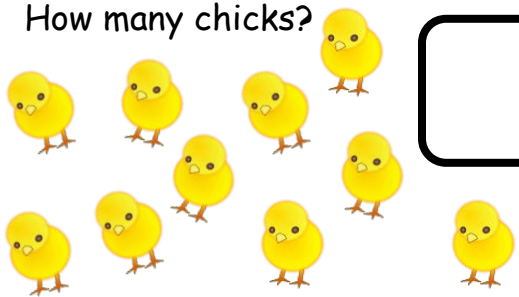
Roll the die. Draw the number of dots in the first box. Then, draw a set of objects that has 1 more. Write the number in the box.









Name _____

Date _____

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

<p>How many kites?</p>  <div style="border: 1px solid black; width: 80px; height: 80px; margin-left: 20px; margin-top: 10px;"></div>	<p>Draw a set of suns that has 1 less. How many suns?</p> <div style="border: 1px solid black; width: 80px; height: 80px; margin-left: auto; margin-top: 100px;"></div>
<p>How many hot air balloons?</p>  <div style="border: 1px solid black; width: 80px; height: 80px; margin-left: 20px; margin-top: 10px;"></div>	<p>Draw a set of clouds that has 1 less. How many clouds?</p> <div style="border: 1px solid black; width: 80px; height: 80px; margin-left: auto; margin-top: 100px;"></div>
<p>How many octopi?</p>  <div style="border: 1px solid black; width: 80px; height: 80px; margin-left: 20px; margin-top: 10px;"></div>	<p>Draw a set of sharks that has 1 less. How many sharks?</p> <div style="border: 1px solid black; width: 80px; height: 80px; margin-left: auto; margin-top: 100px;"></div>
<p>How many chicks?</p>  <div style="border: 1px solid black; width: 80px; height: 80px; margin-left: 20px; margin-top: 10px;"></div>	<p>Draw a set of worms that has 1 less. How many worms?</p> <div style="border: 1px solid black; width: 80px; height: 80px; margin-left: auto; margin-top: 100px;"></div>

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 _____

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

_____ is more than _____.

_____ is more than _____.

_____ is more than _____.

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

	<input style="width: 80px; height: 60px;" type="text"/>
	<input style="width: 80px; height: 60px;" type="text"/>

_____ is more than _____.

	<input style="width: 80px; height: 60px;" type="text"/>
	<input style="width: 80px; height: 60px;" type="text"/>

_____ is more than _____.

	<input style="width: 80px; height: 60px;" type="text"/>
	<input style="width: 80px; height: 60px;" type="text"/>

_____ is more than _____.

Name _____

Date _____

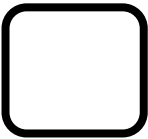
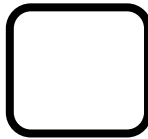
1. Count the objects in each line. Write how many in the box. Then, fill in the blanks below. Say your words *less than* out loud as you work.

_____ is less than _____.

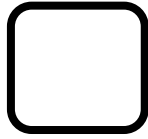
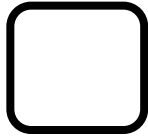
_____ is less than _____.

_____ is less than _____.

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




_____ is less than _____.

_____ is less than _____.

Name _____

Date _____

<p>Draw a tower with more cubes.</p> <p>_____ is more than _____.</p> 	<p>Draw a train with fewer cubes.</p> <p>_____ is less than _____.</p> 	<p>Draw a tower with more cubes.</p> <p>_____ is more than _____.</p> 
--	---	---

Draw a train. Draw another train with fewer 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



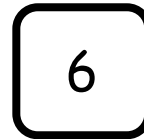
Set B

_____ is more than _____.

_____ is less than _____.



Set A



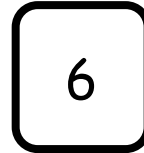
Set B

_____ is more than _____.

_____ is less than _____.



Set A



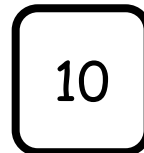
Set B

_____ is more than _____.

_____ is less than _____.



Set A



Set B

_____ is more than _____.

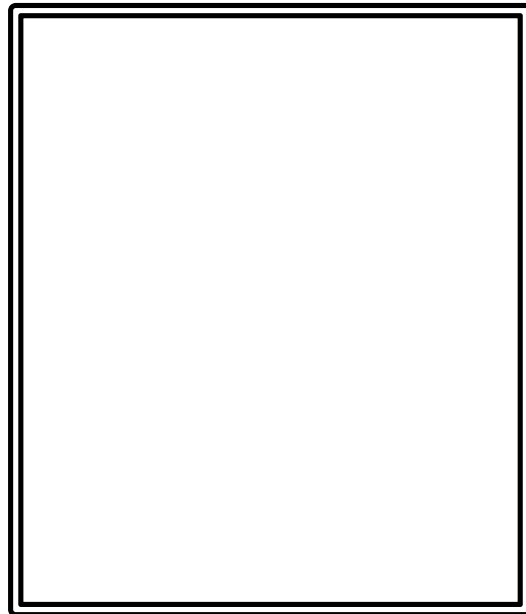
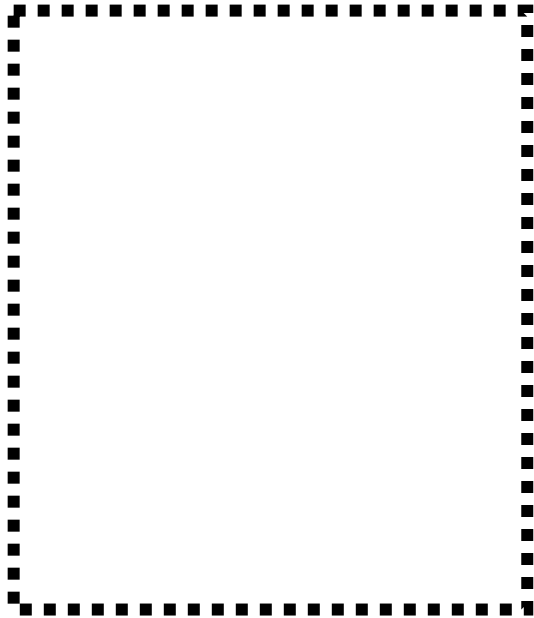
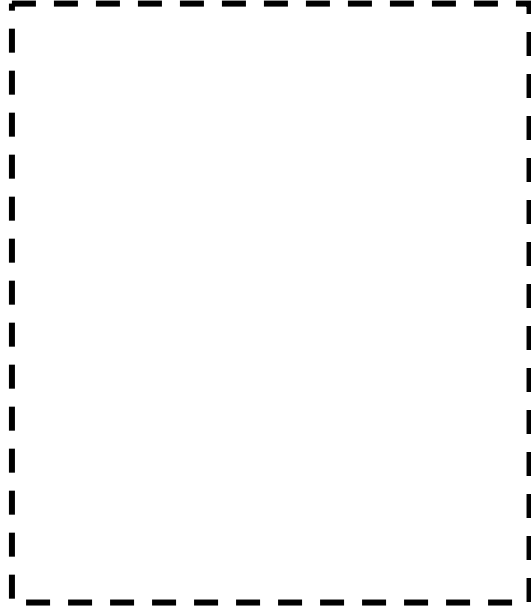
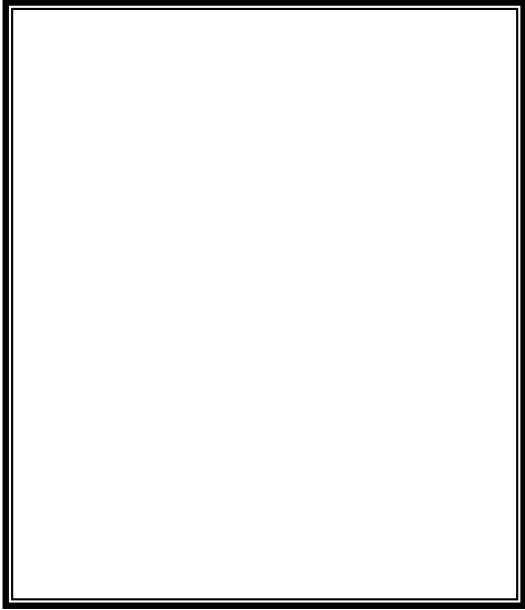
_____ is less than _____.

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

Name _____

Date _____

My Capacity Museum!

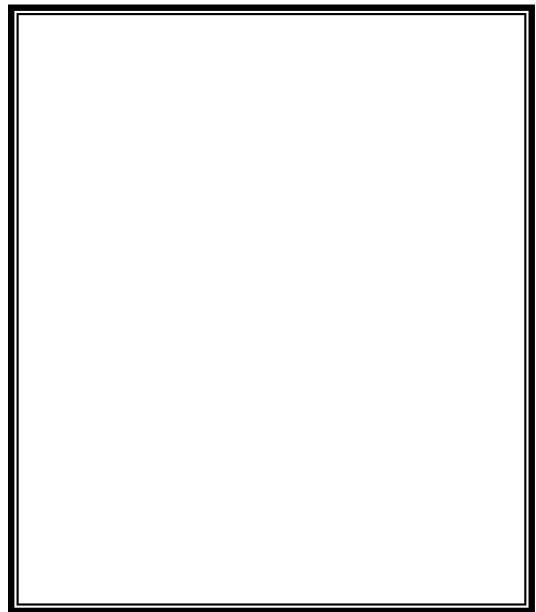
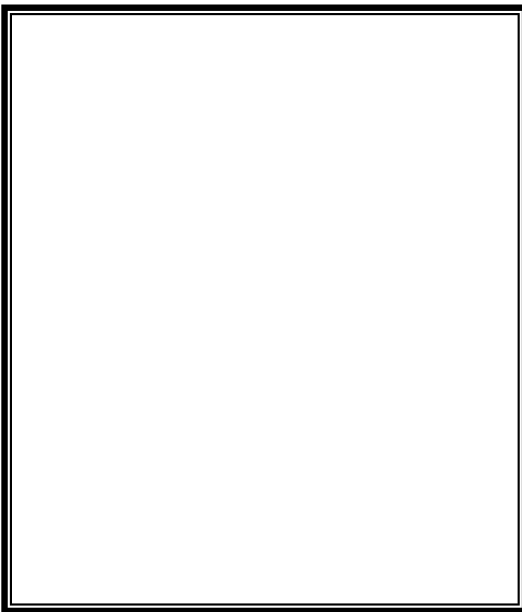
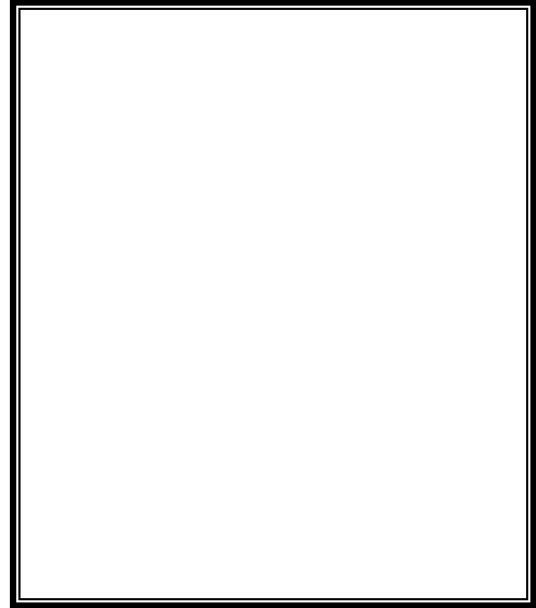
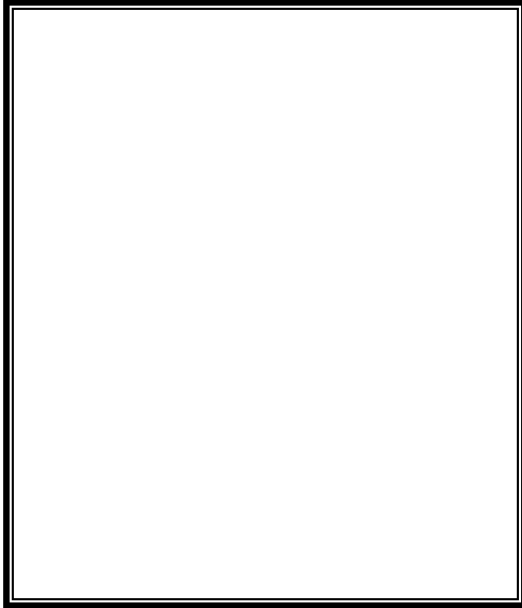


my capacity museum recording sheet

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.

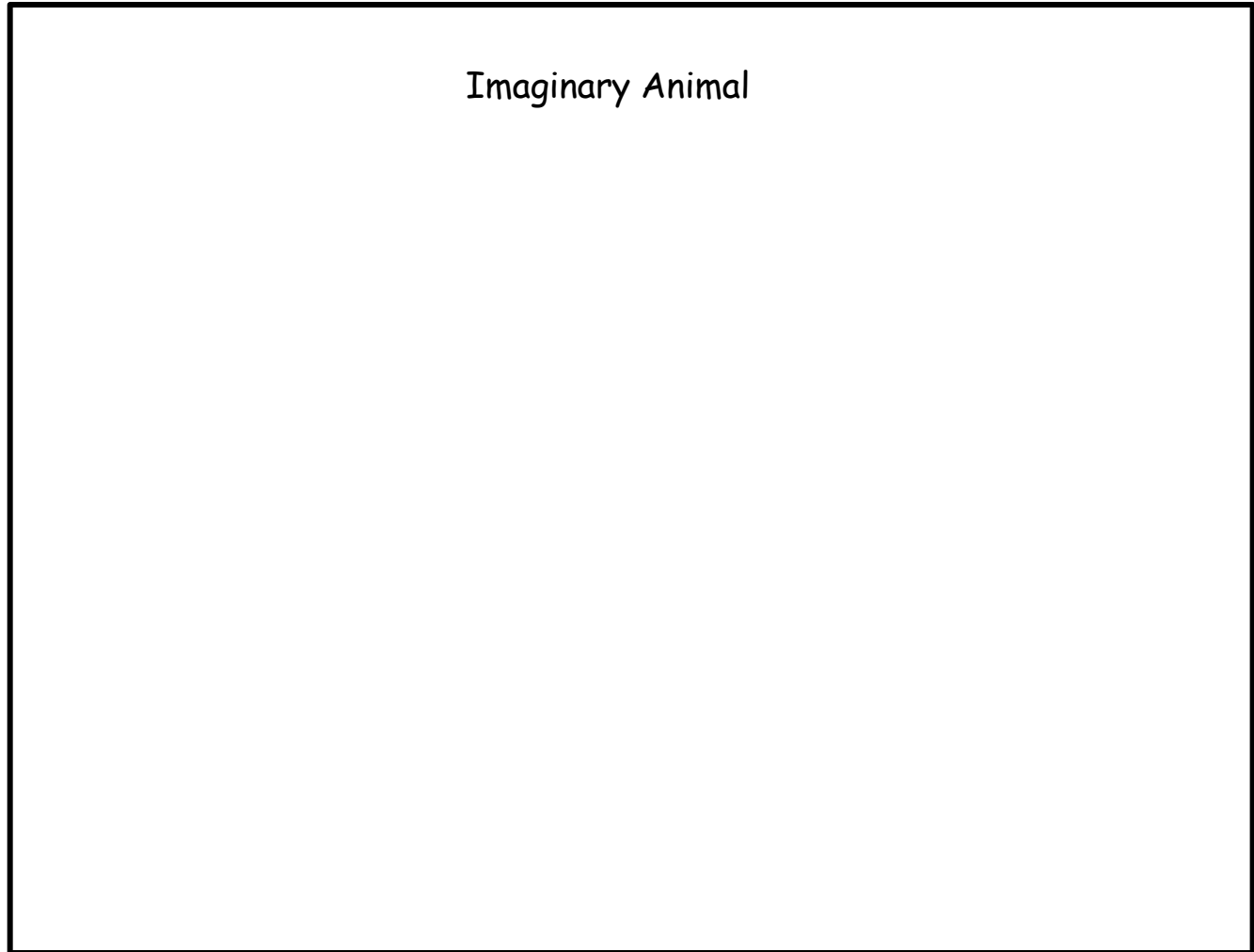
Draw 4 rectangle legs each as long as your thumb.

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 _____

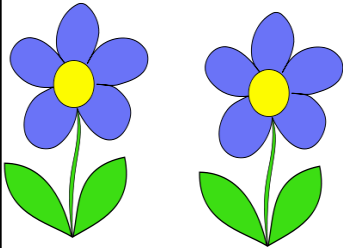
Date _____

comparing attributes recording sheet

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 _____

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

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.

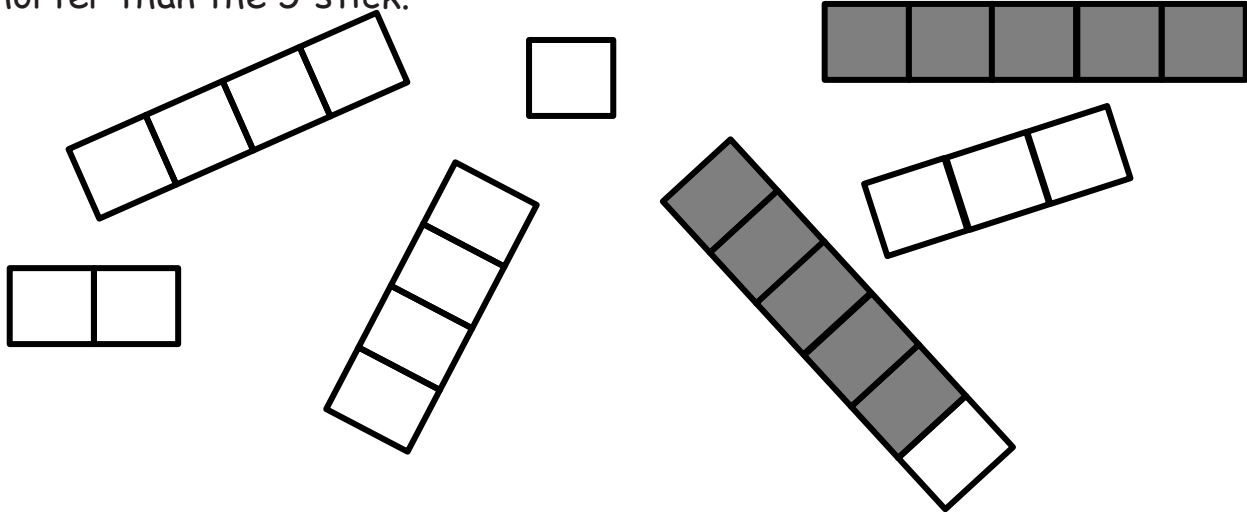


On the back of your paper, draw some things shorter than the crayon and longer than the crayon. Draw something that is the same length as the crayon.

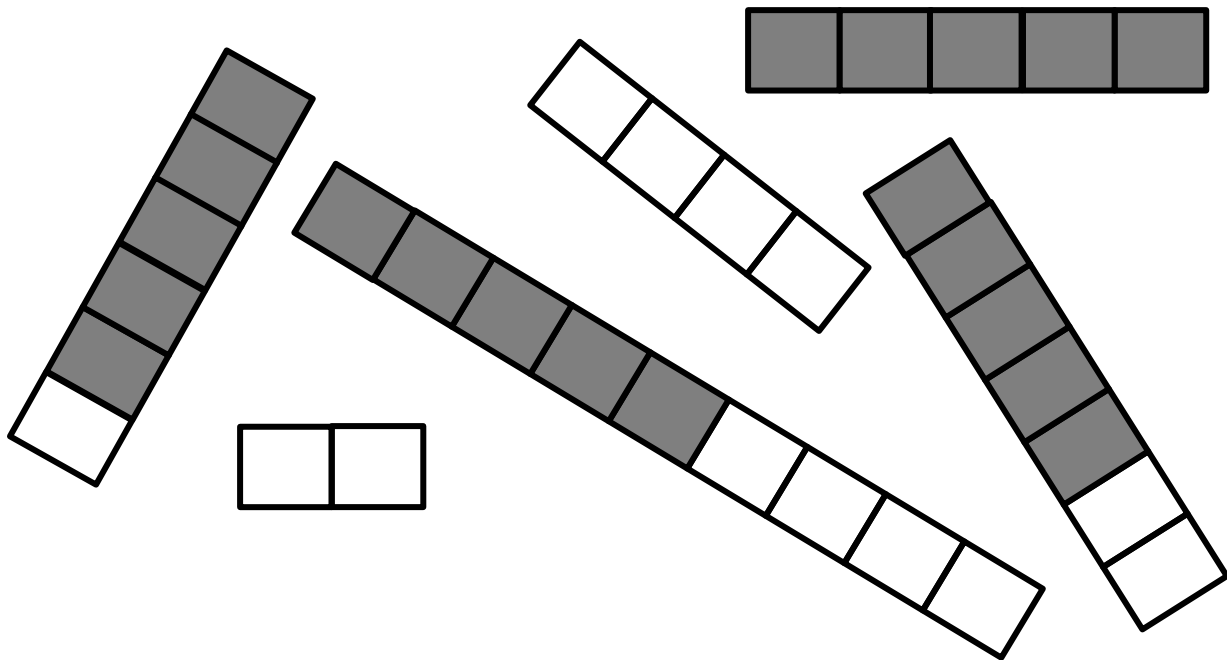
Name _____

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.

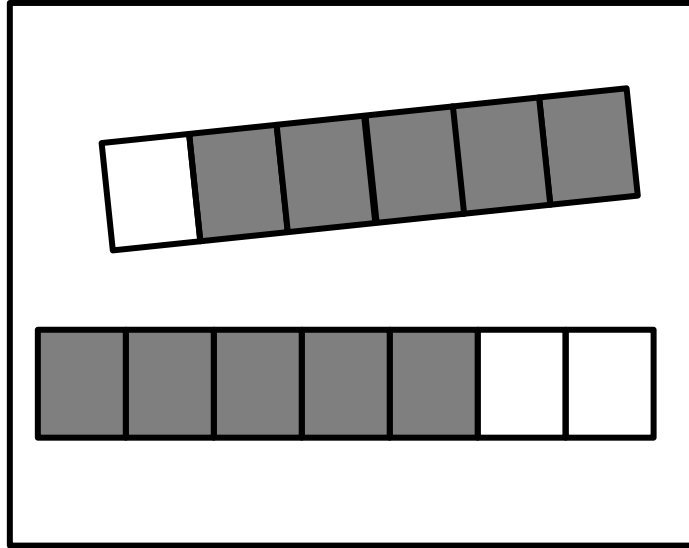


On the back, draw a 7-stick. Draw a stick longer than it. Draw a stick shorter than it.

Name _____

Date _____

Circle the stick that is shorter than the other.



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

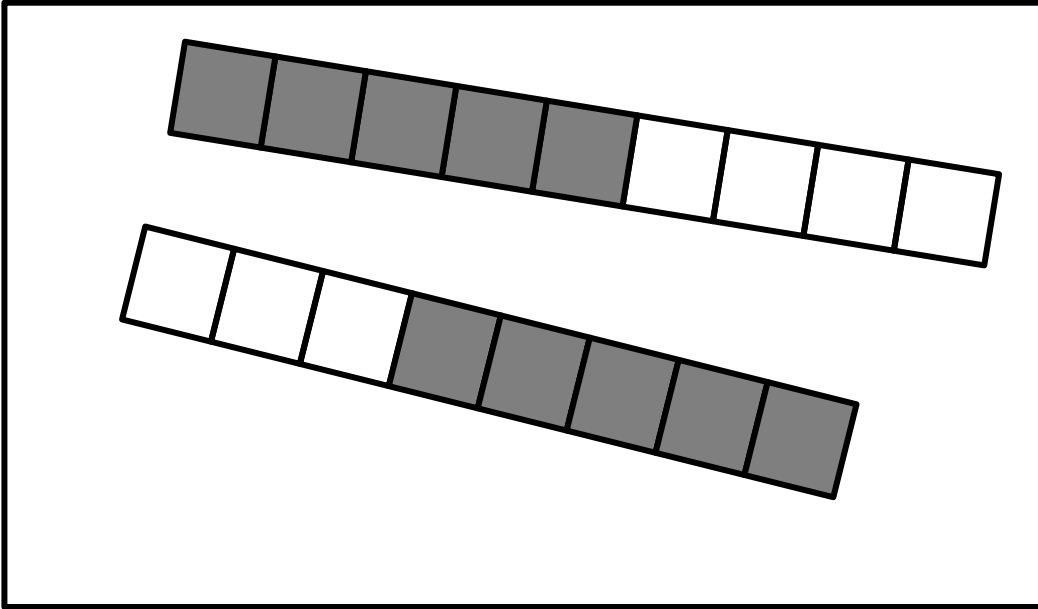
My _____ -stick is longer than my _____ -stick.

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.

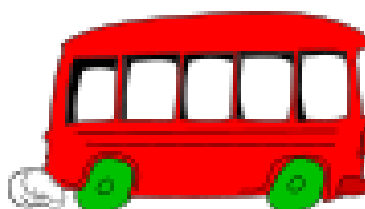
Draw a stick that is longer than your new stick.

Draw a stick this is shorter than your new stick.

Name _____

Date _____

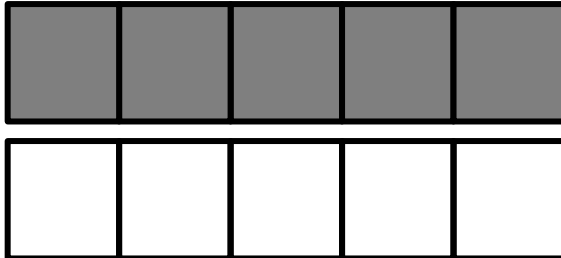
Color the cubes to show the length of the object.



Name _____

Date _____

These boxes represent cubes.



Color 2 cubes green. Color 3 cubes blue.

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



Color 3 cubes blue. Color 2 cubes green.

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



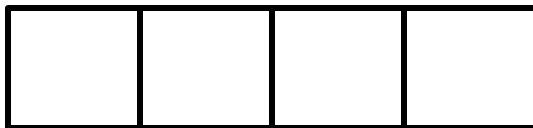
Color 1 cube green. Color 4 cubes blue.

How many did you color? _____



Color 4 cubes green. Color 1 cube blue.

How many did you color? _____



Color 2 cubes yellow. Color 2 cubes blue.

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

Name _____

Date _____

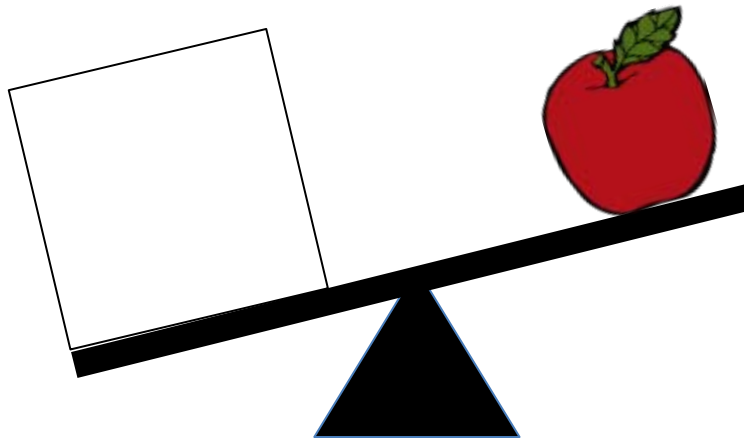
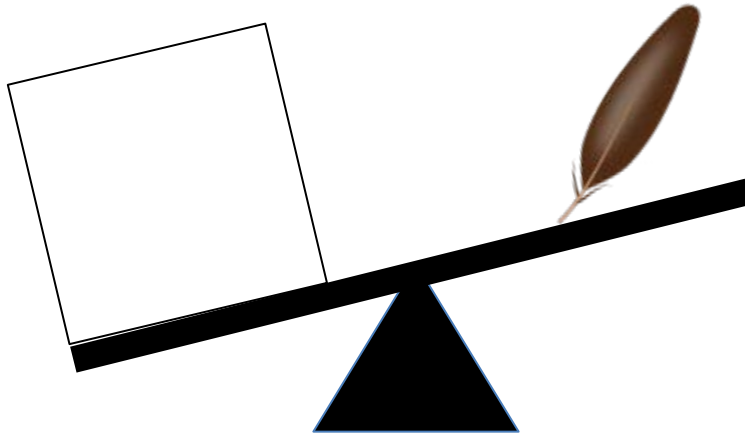
Draw an object that would be lighter than the one in the picture.



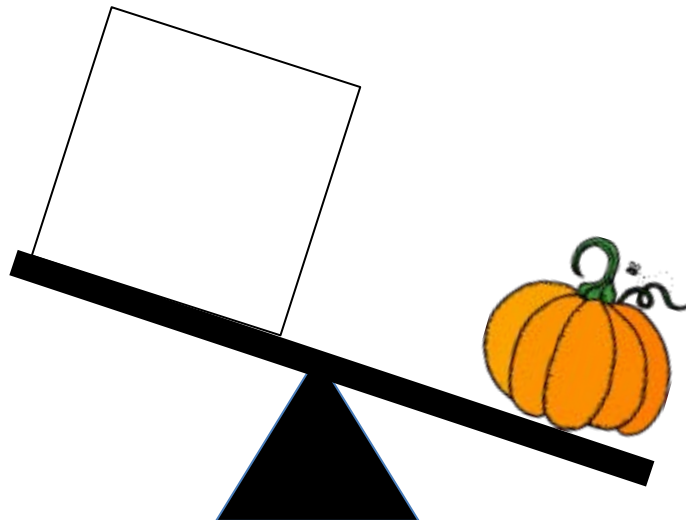
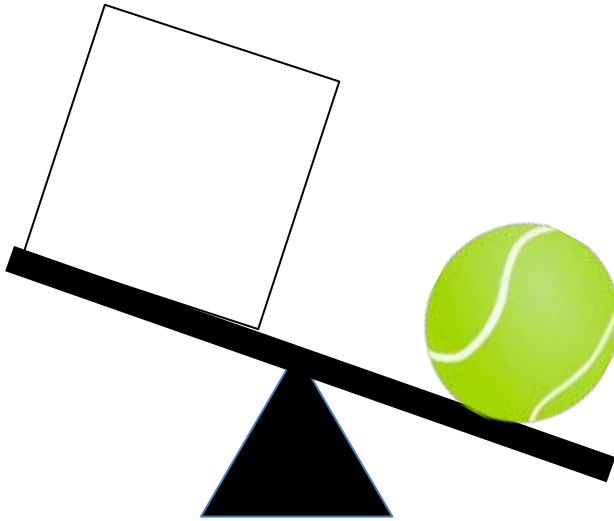
Name _____

Date _____

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

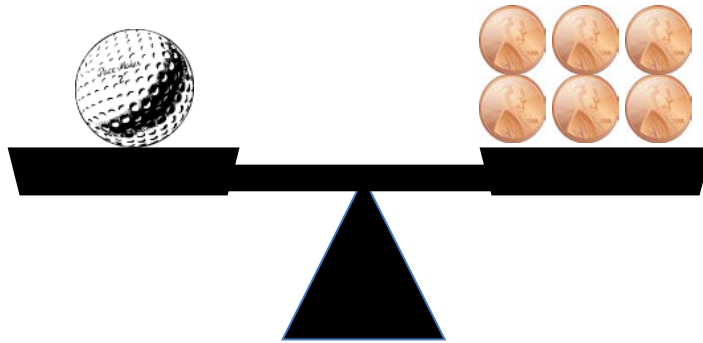


Draw something lighter than the object on the balance.

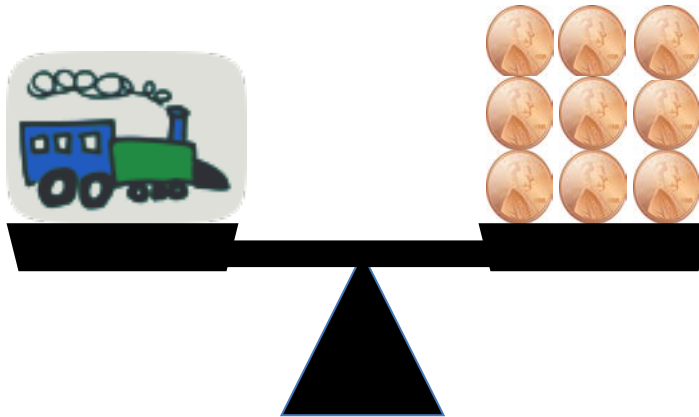


Name _____

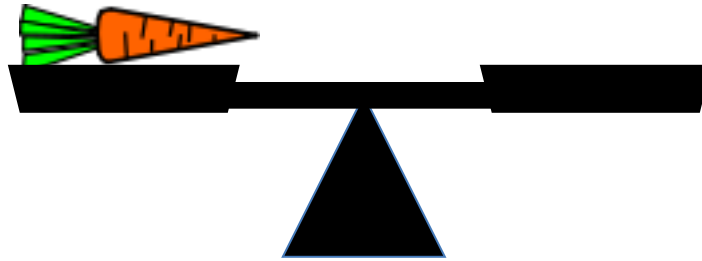
Date _____



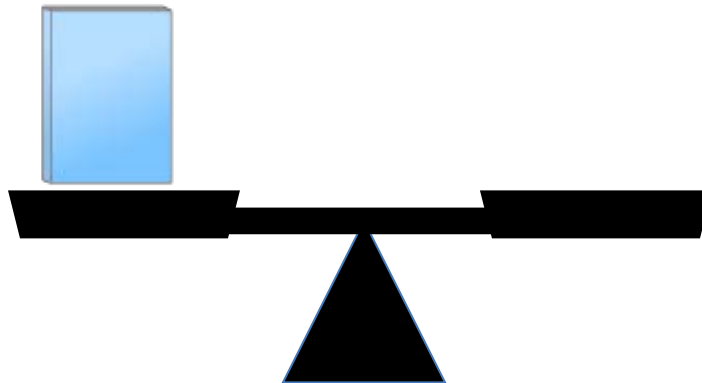
The golf ball is as heavy as _____ pennies.



The toy train is as heavy as _____ pennies.



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



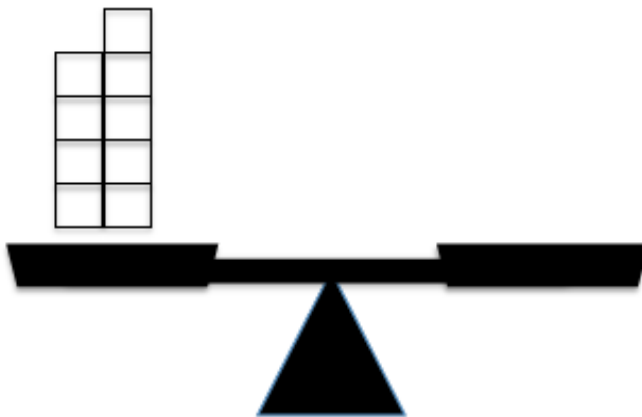
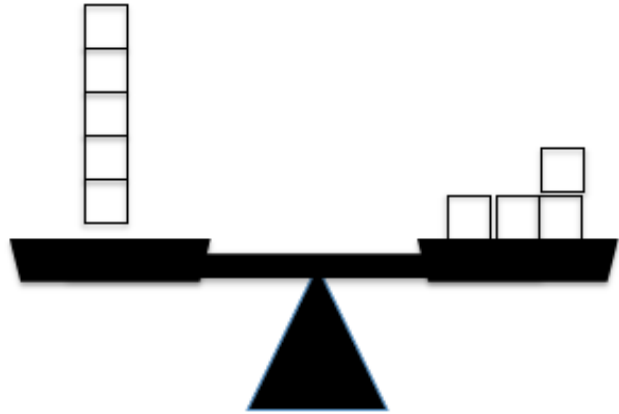
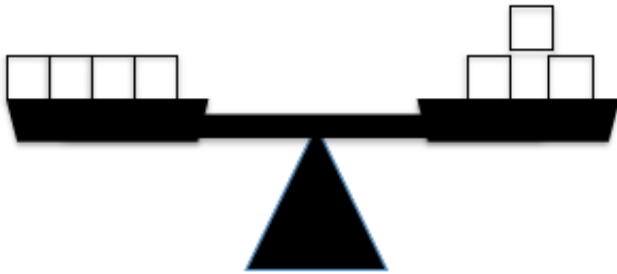
Draw in the pennies so the book is as heavy as 10 pennies.

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 _____

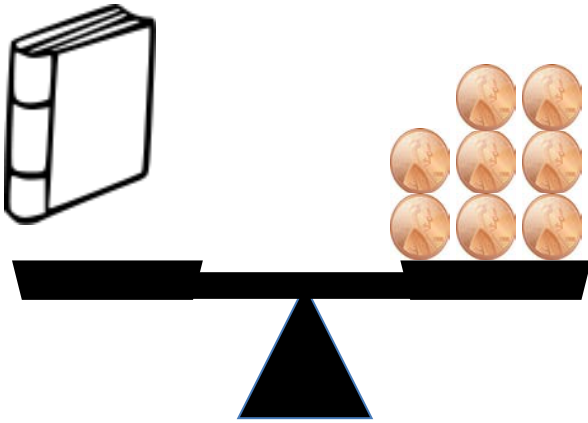
Date _____

Draw linking cubes so each side weighs the same.

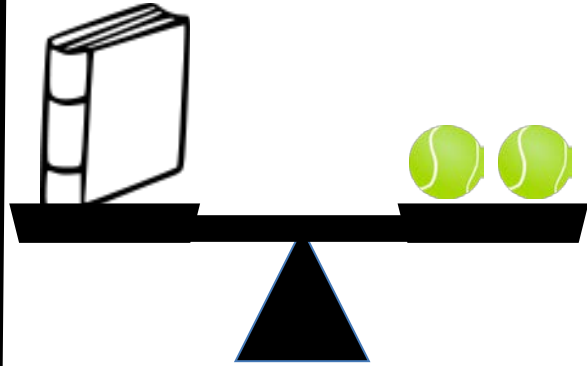


Name _____

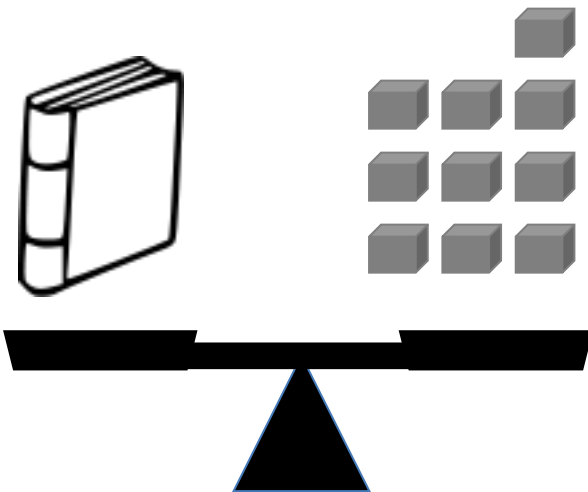
Date _____



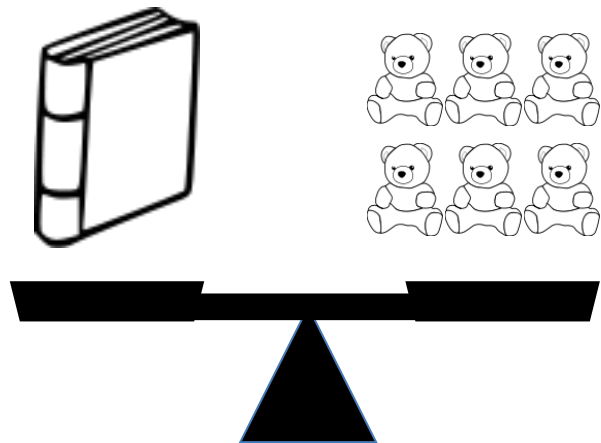
The book is as heavy as _____ pennies.



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 _____

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 _____

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

Name _____

Date _____

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

Name _____

Date _____

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

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

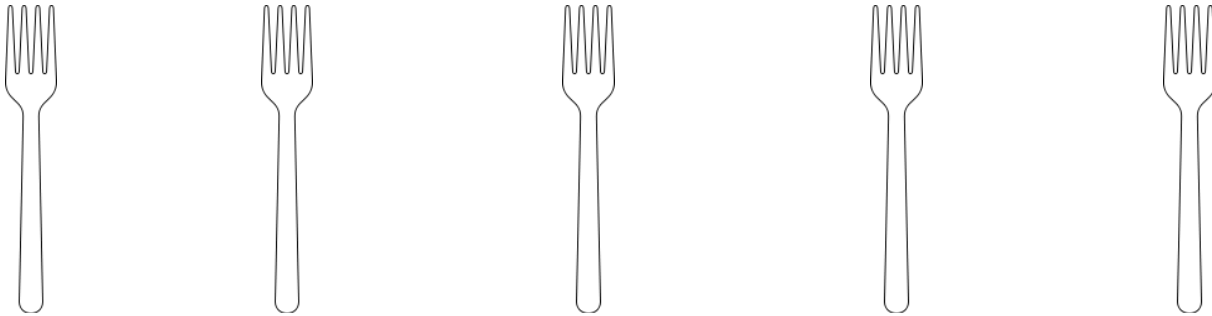
Name _____

Date _____

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



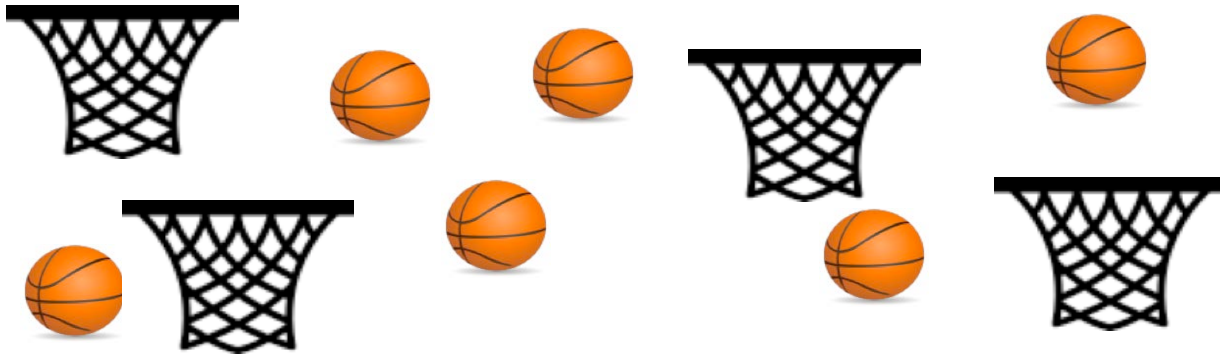
Make sure there is a fork for every plate. Draw straight lines with a ruler from each plate to a fork. If there are not enough forks, draw one.





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

Name _____

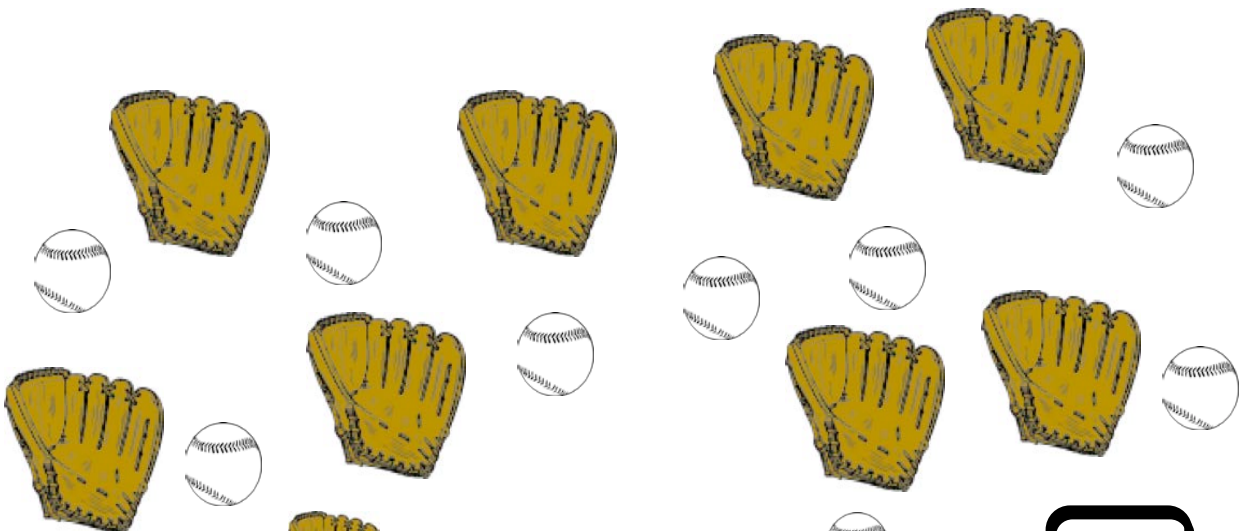
Date _____



Draw straight lines with your ruler to see if there 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 _____

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



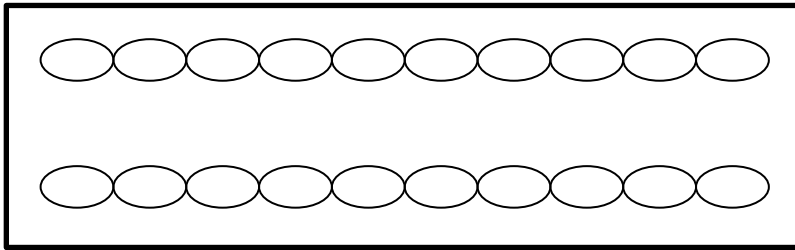
Name _____

Date _____

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.

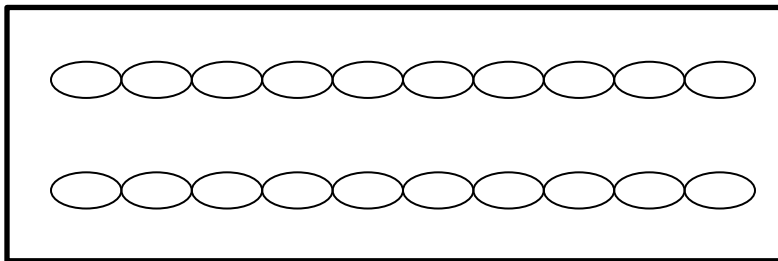


_____ red beads is more than 3.

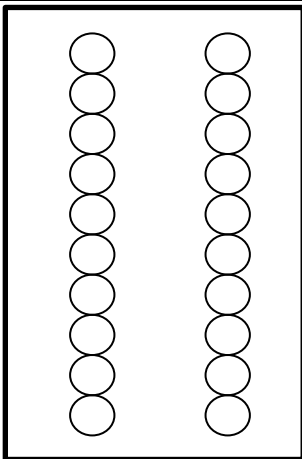
On the first chain, color the first 5 beads green.

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.



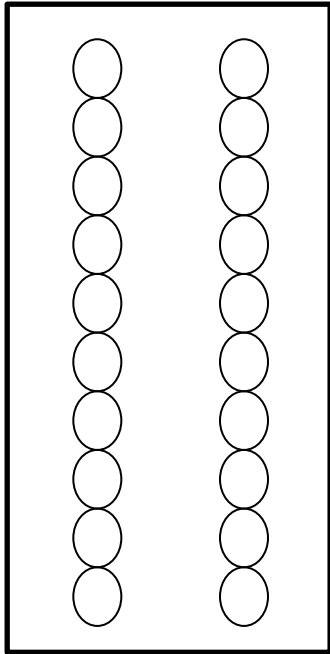
Color 2 beads brown in the first column.

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.

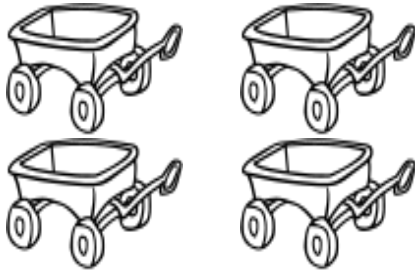
Draw a chain that has fewer than 10 beads but more than 4 beads.



Name _____

Date _____

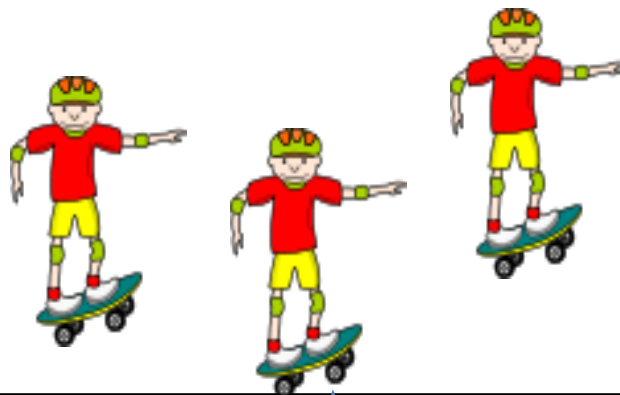
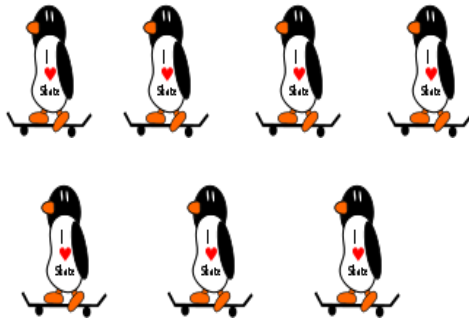
Which has more? The  or  ?



Circle the set that has more.



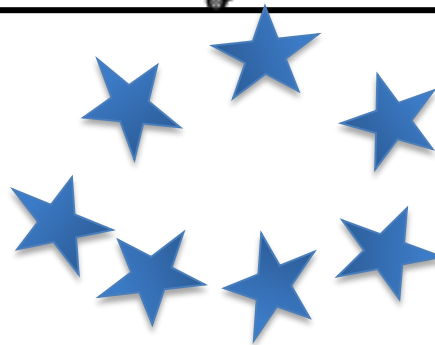
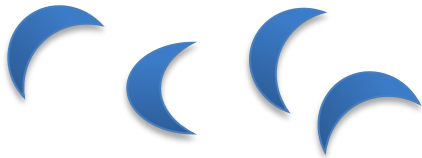
Which has fewer? The  or  ?

Circle the set that has fewer.



Which has fewer? The  or  ?

Circle the set that has fewer.

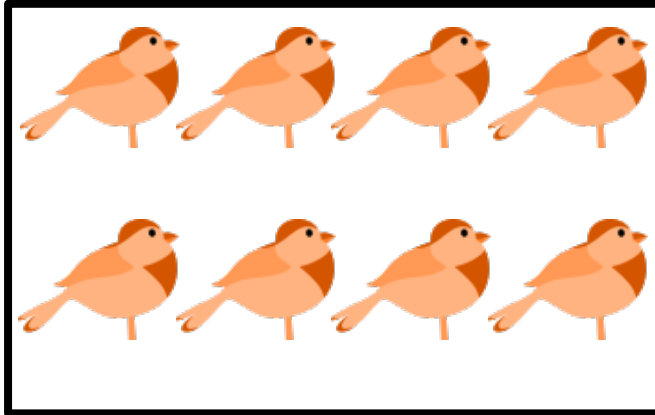


On the back of your paper, draw a set of 5 books. Draw some apples.
Are there fewer apples or fewer books?

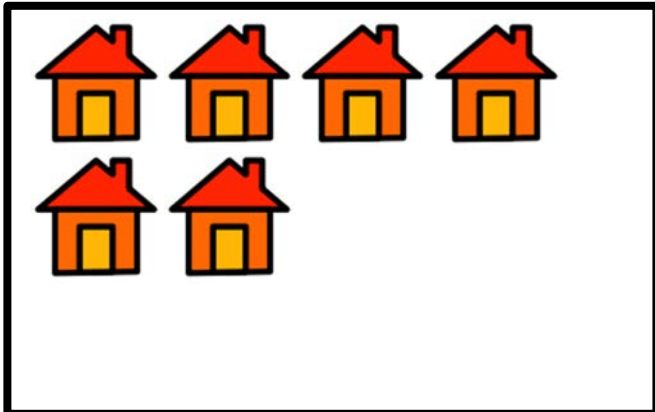
Name _____

Date _____

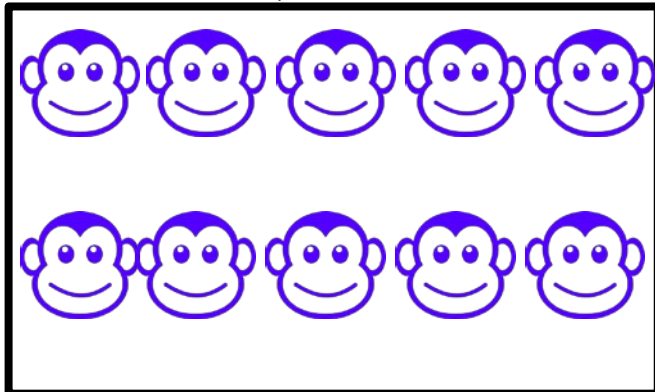
Count the birds. In the next box, draw the same number of nests as birds.

	Empty space for drawing
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Count the houses. In the next box, draw the same number of trees as houses.

	Empty space for drawing
--	-------------------------

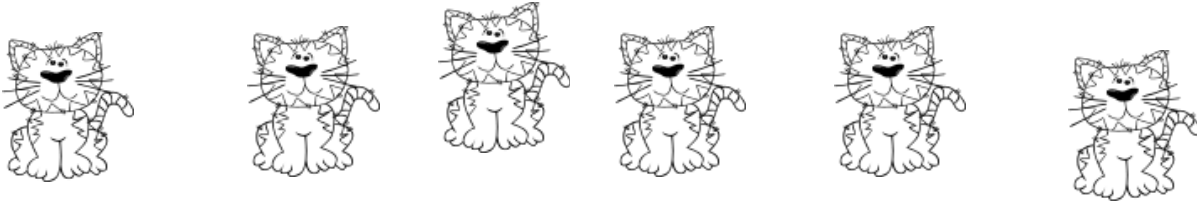
Count the monkeys. In the next box, draw the same number of bananas as

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

Name _____

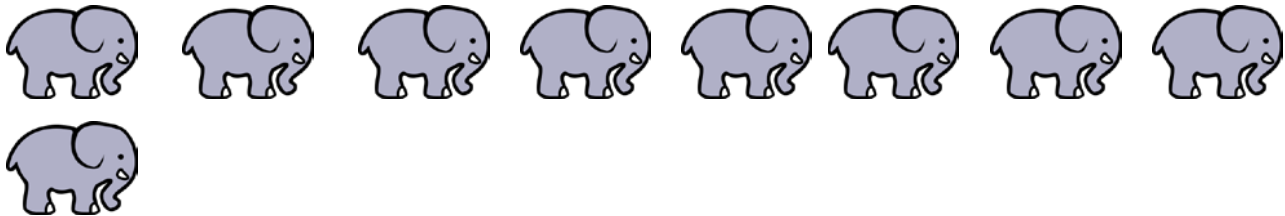
Date _____



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.

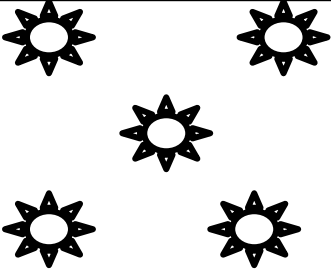
How many peanuts?


Name _____

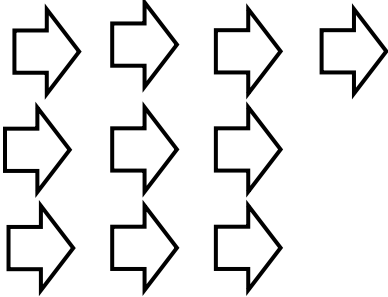
Date _____

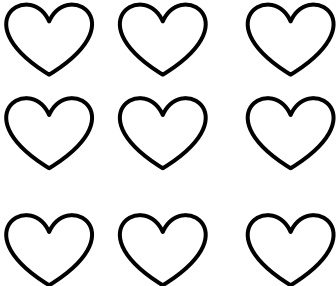
Count the set of objects, and write how many in the box.

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*.

 <div style="float: right; border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin-left: 20px;"></div>	<div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin-left: 20px;"></div>
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 <div style="float: right; border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin-left: 20px;"></div>	<div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin-left: 20px;"></div>
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 <div style="float: right; border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin-left: 20px;"></div>	<div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin-left: 20px;"></div>
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 <div style="float: right; border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin-left: 20px;"></div>	<div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px; margin-left: 20px;"></div>
---	---



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.



_____ is less than _____.

_____ is less than _____.

_____ is less than _____.

Name _____


Date _____

<p>Draw a tower with more cubes.</p> <p>_____ is more than _____.</p> <p>_____ is less than _____.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Draw a tower with fewer cubes.</p> <p>_____ is more than _____.</p> <p>_____ is less than _____.</p> <div style="text-align: center; margin-top: 20px;">  </div>
--	---

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.

7

Set A

4

Set B

_____ is more than _____.

_____ is less than _____.

9

Set A

10

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 _____.

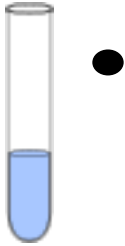
_____ is less than _____.

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.

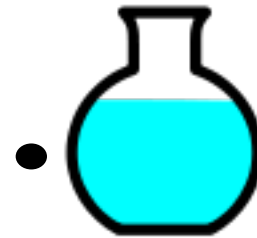
Name _____

Date _____

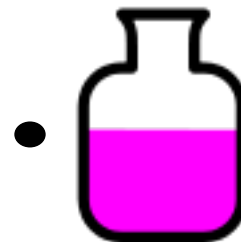
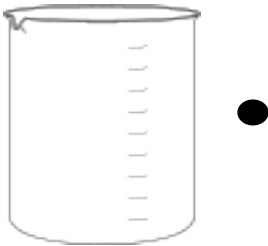
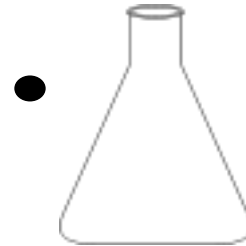
Draw a line from each container to the word that describes the amount of liquid the container is holding.



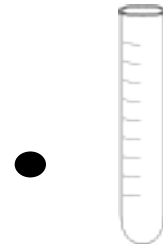
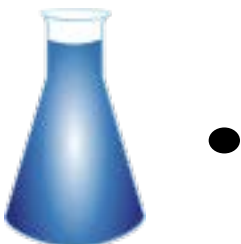
Full



Not Full



Empty



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.

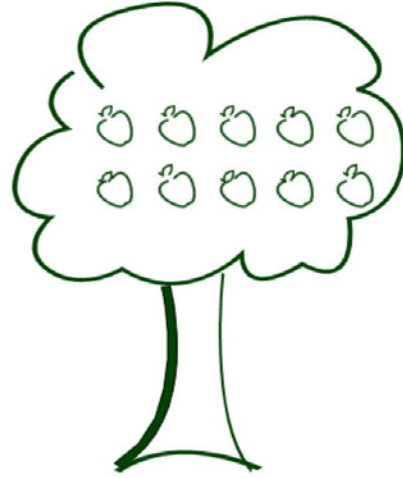
Color 2 apples.



I colored ____ apples.

I need to color ____ more to make 10.

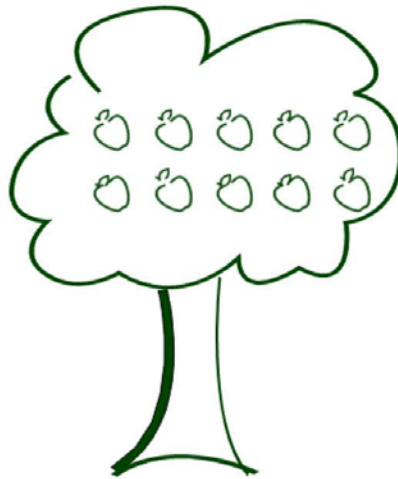
Color 7 apples.



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.

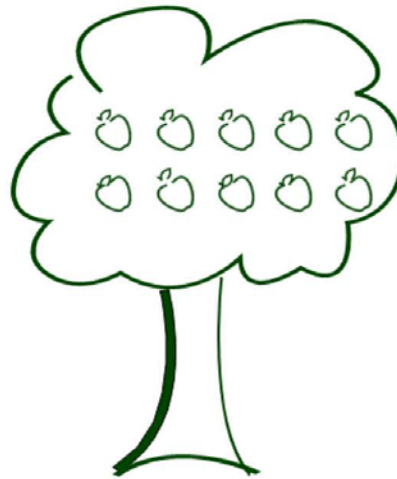
Color 9 apples.



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 _____

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.

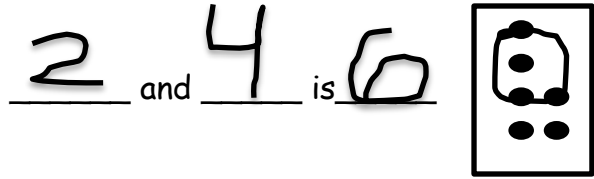
Castle



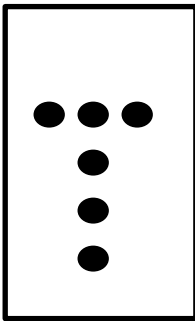
Name _____

Date _____

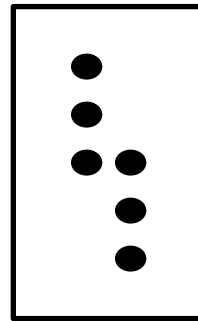
The homework is a review of fluency skills from Module 3.



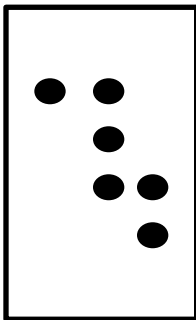
Circle a group of dots. Then, fill in the blanks to make a number sentence.



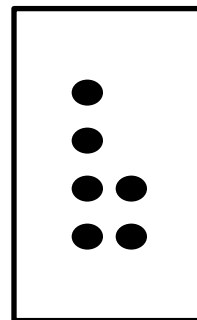
_____ and _____ is _____.



_____ and _____ is _____.












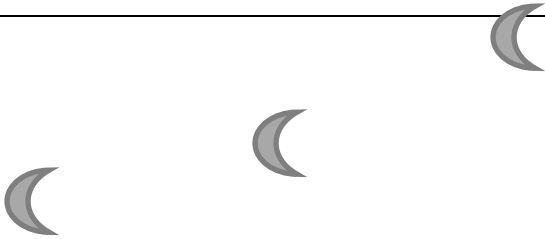
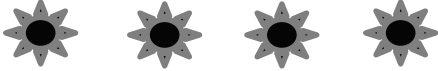



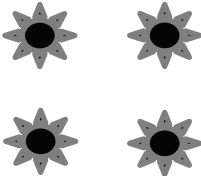

_____ and _____ is _____.


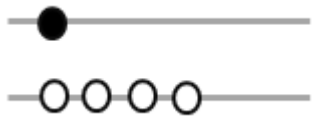

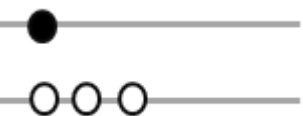

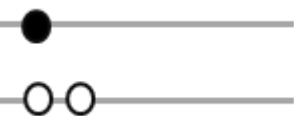


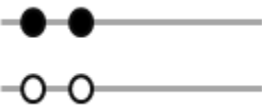

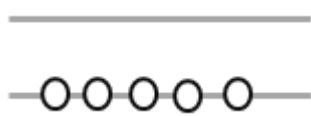



_____ and _____ is _____.

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

 <p>1 2 3</p>	 <p>1 2 3</p>
 <p>1 2 3</p>	 <p>1 2 3</p>
 <p>1 2 3</p>	 <p>1 2 3</p>
 <p>1 2 3</p>	 <p>1 2 3</p>

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

