

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, linking cube stick of 7, balance scale, many additional cubes, a tub with the empty juice box full of rice, student scissors

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

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