



A Story of Units

Pleasanton
UNIFIED SCHOOL DISTRICT

Mathematics Curriculum



Grade K • MODULE 3

Comparison of Length, Weight, Capacity, and Numbers to 10

Homework

Video tutorials: <http://embarc.online>

Info for parents: <http://bit.ly/pusdmath>

Version 3

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GRADE K • MODULE 3

Comparison of Length, Weight, Capacity, and Numbers to 10

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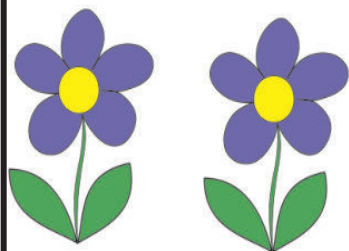
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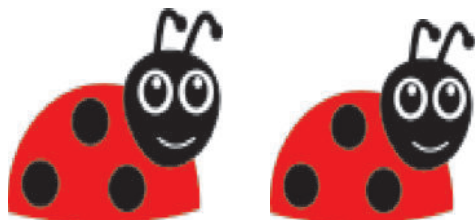
Name _____

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

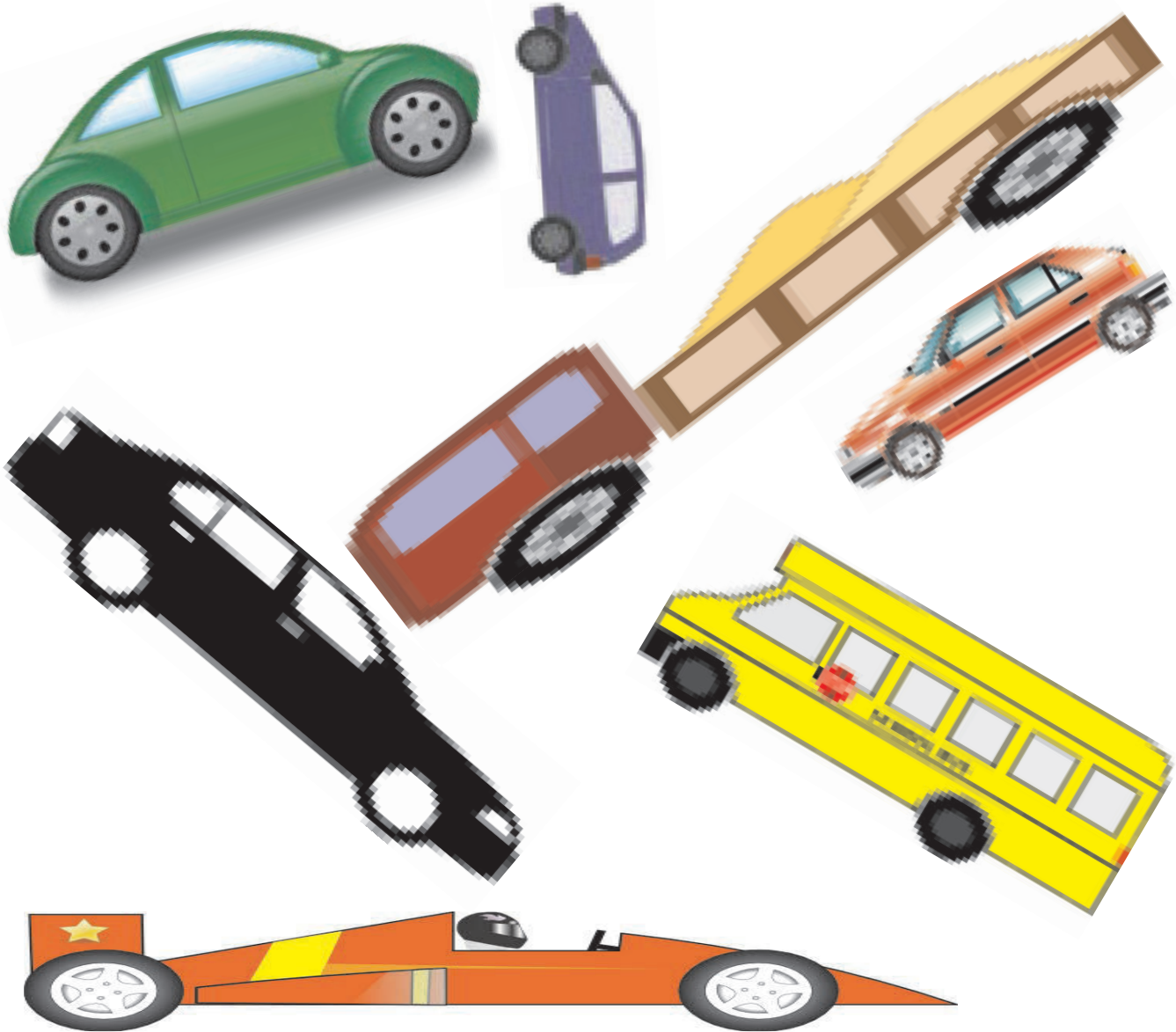
Longer than the string



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.



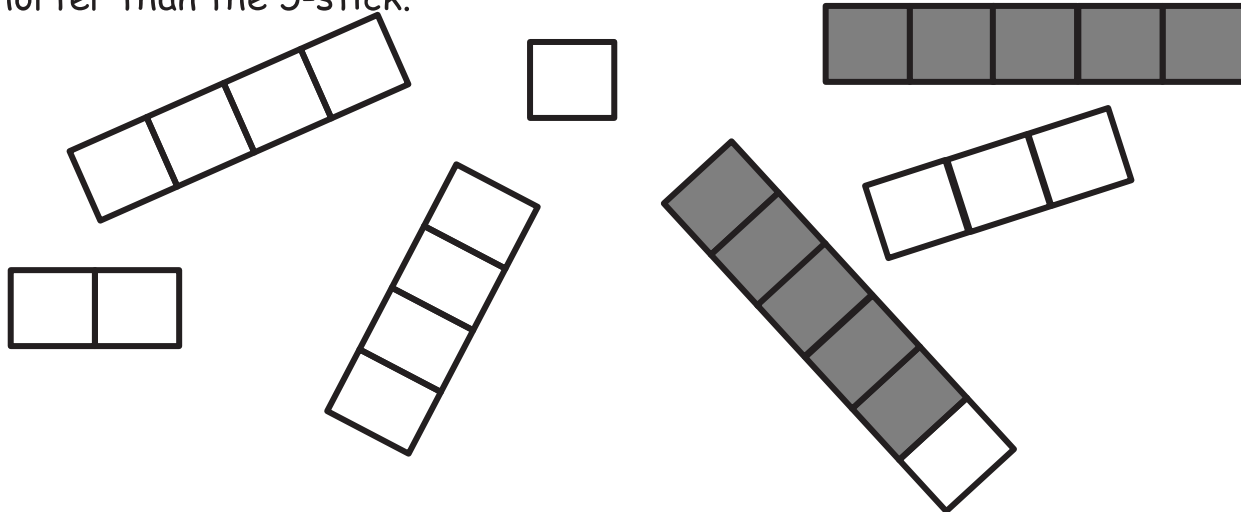
On the back of your paper, draw some things shorter than the crayon and longer than the crayon. Draw something that is the same length as the crayon.



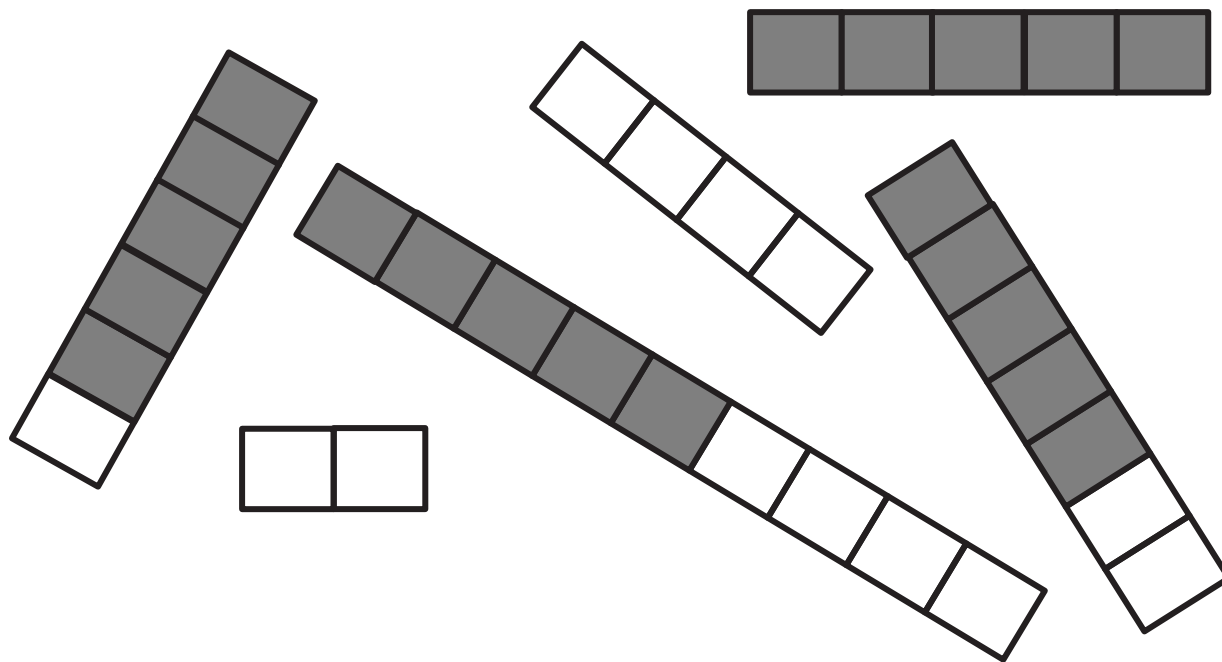
Name _____

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.



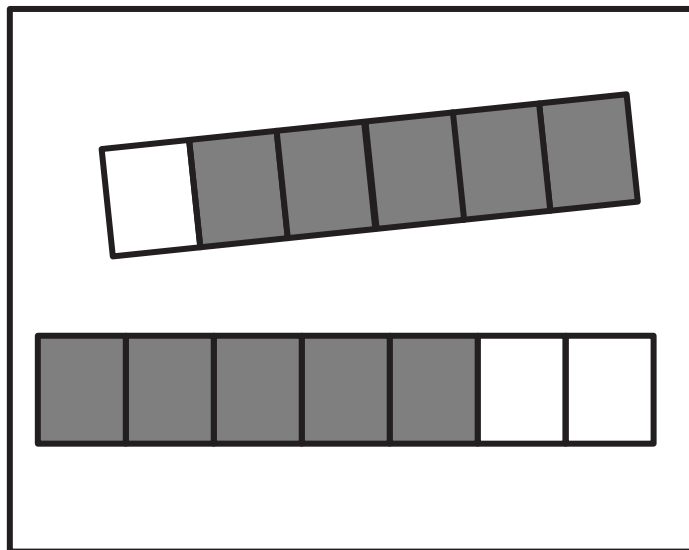
On the back, draw a 7-stick. Draw a stick longer than it. Draw a stick shorter than it.



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.

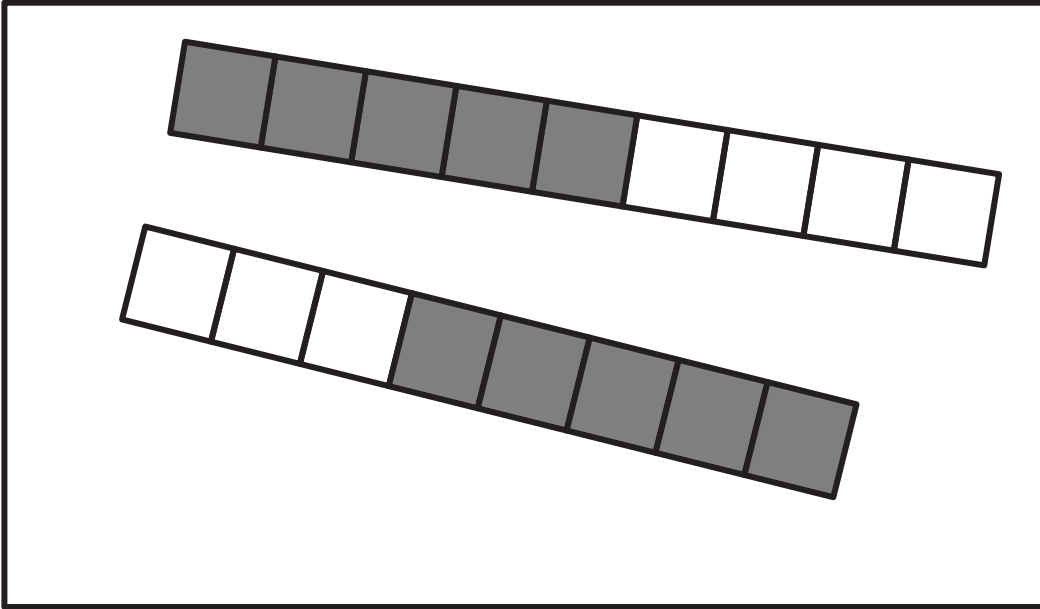
On the back of your paper, draw a 7-stick.

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.

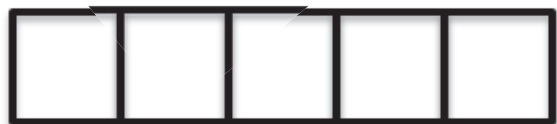
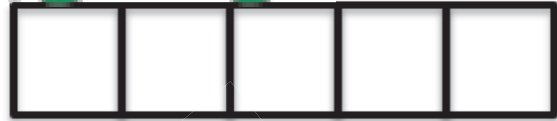
Draw a stick this is shorter than your new stick.



Name _____

Date _____

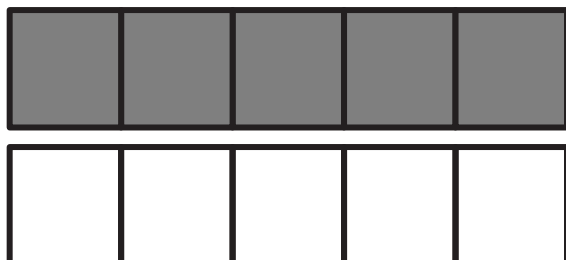
Color the cubes to show the length of the object.



Name _____

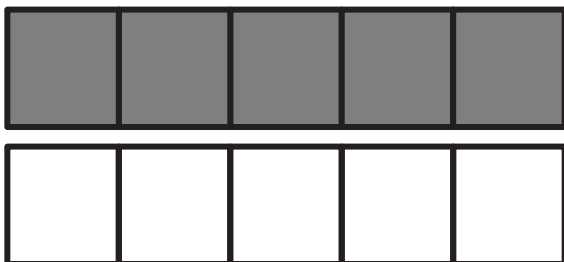
Date _____

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 _____

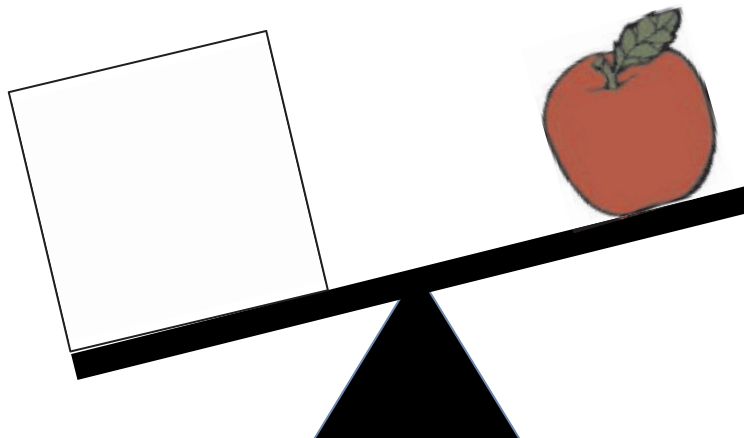
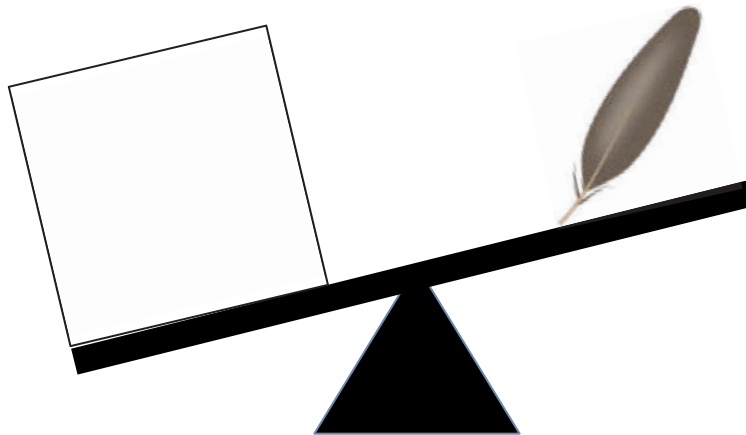
Draw an object that would be lighter than the one in the picture.



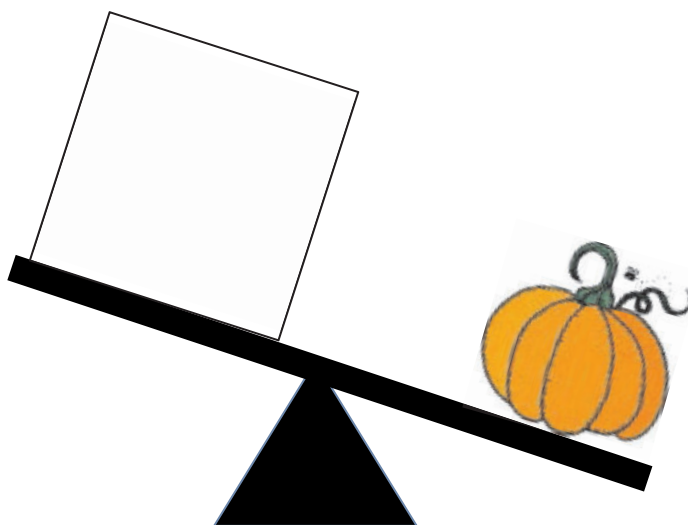
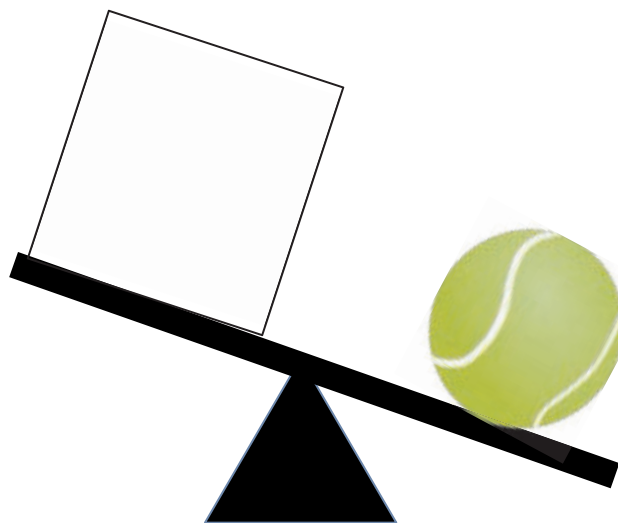
Name _____

Date _____

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

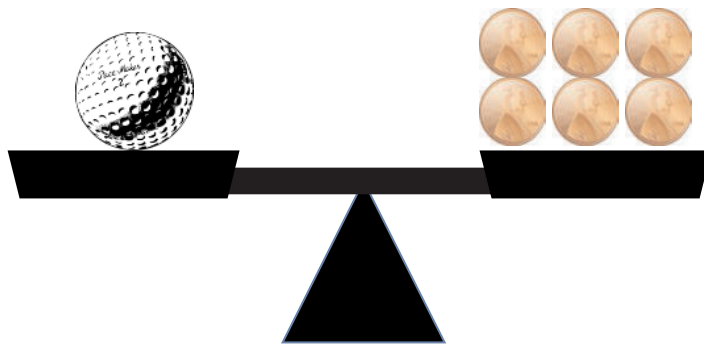


Draw something lighter than the object on the balance.

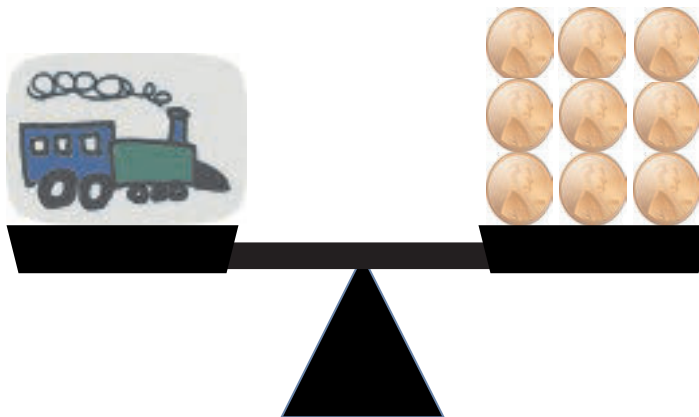


Name _____

Date _____

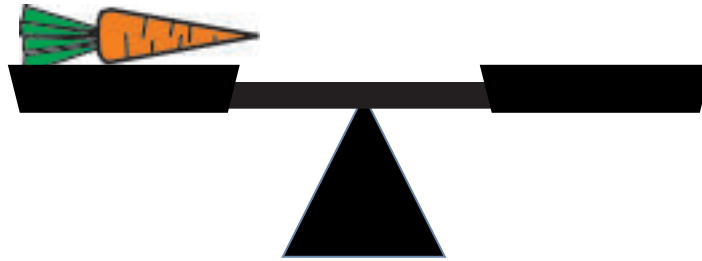


The golf ball is as heavy as _____
pennies.

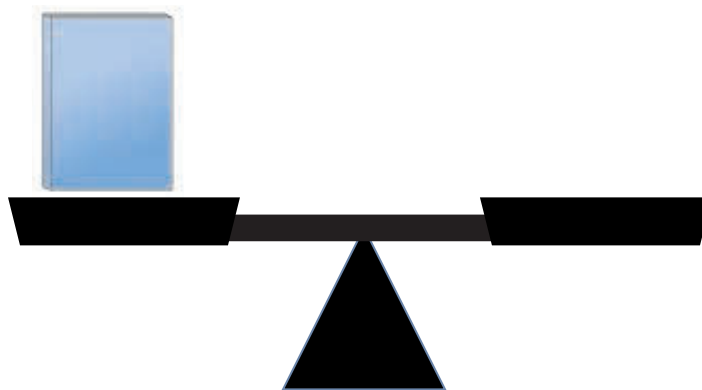


The toy train is as heavy as _____
pennies.





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.

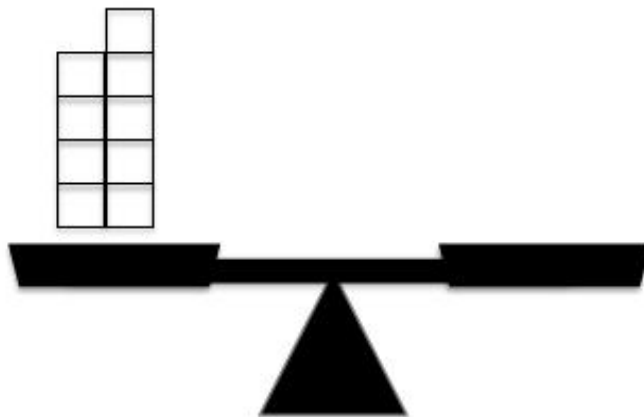
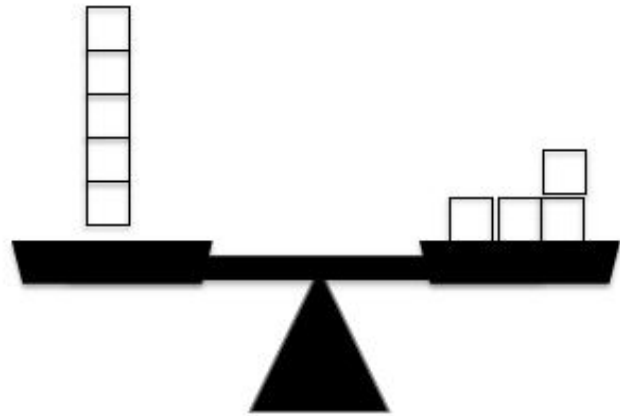
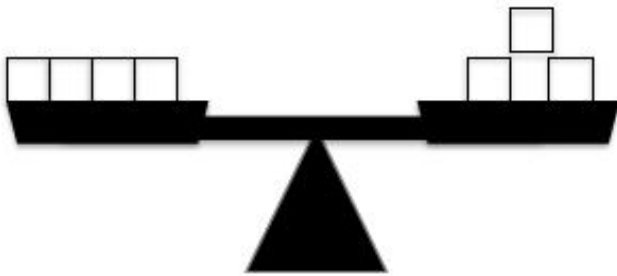
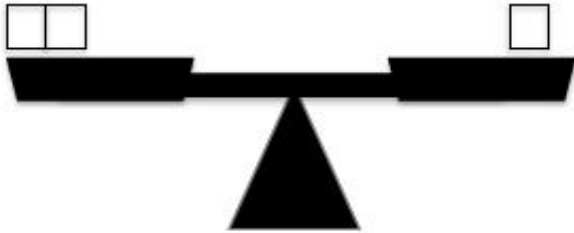
On the back of your paper, draw a balance scale with an object. Write how many pennies you think the object would weigh. If you can, bring in the object tomorrow. We will weigh it to see if it weighs as many pennies as you thought.



Name _____

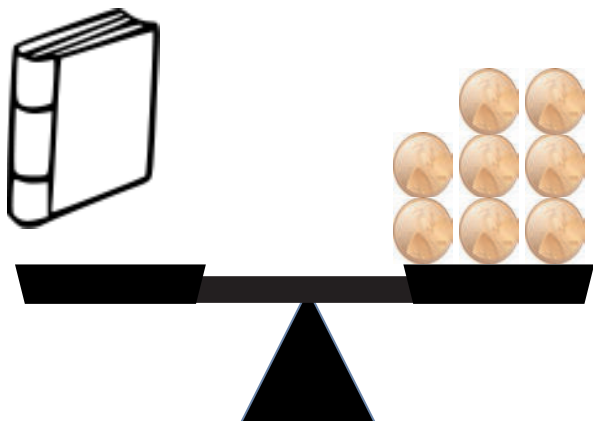
Date _____

Draw linking cubes so each side weighs the same.

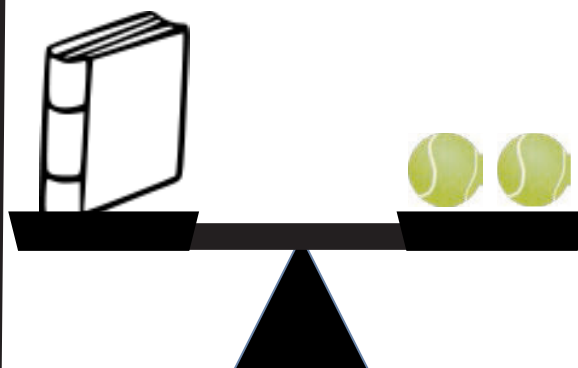


Name _____

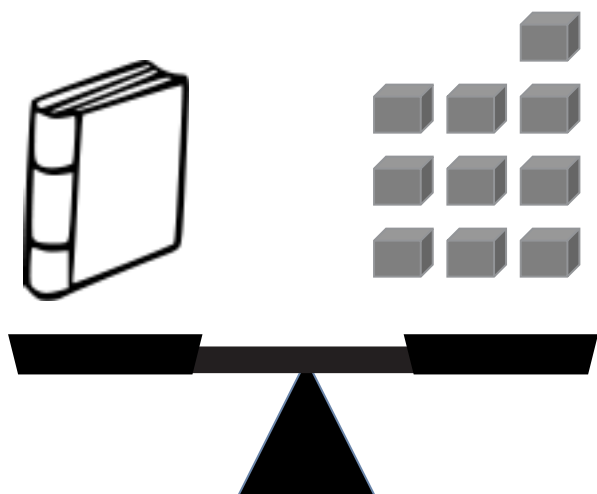
Date _____



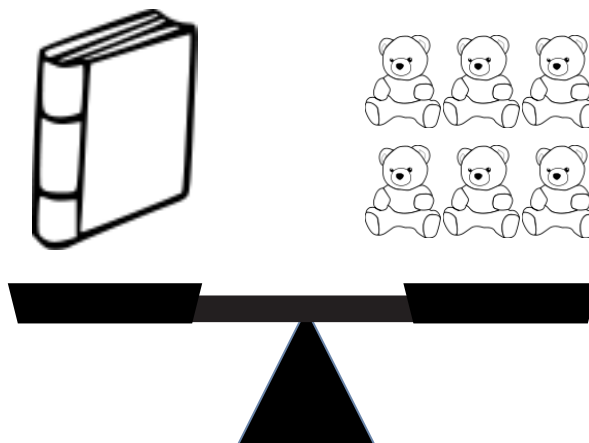
The book is as heavy as _____
pennies.



The book is as heavy as _____
tennis balls.



The book is as heavy as _____
cubes.



The book is as heavy as _____
counting bears.

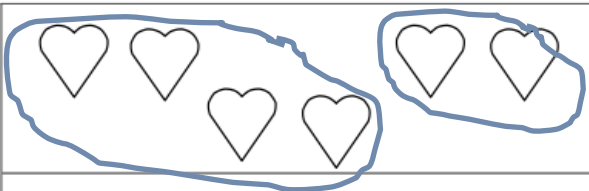
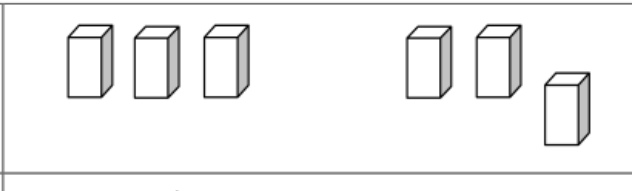
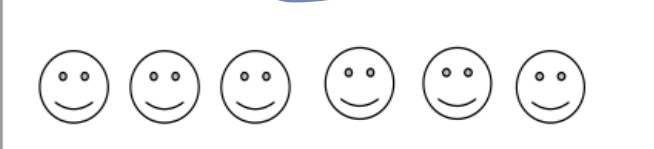
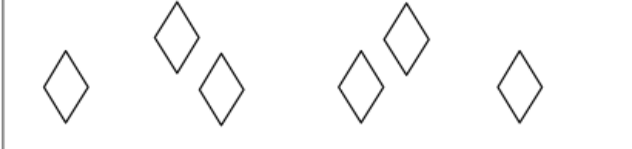
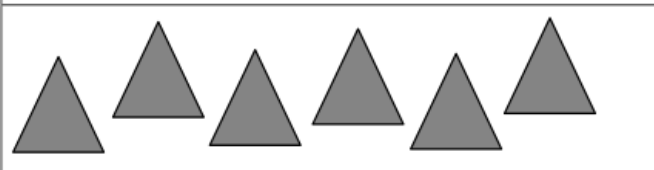

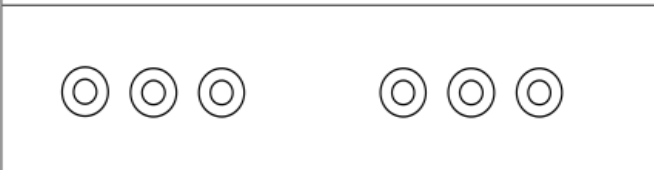
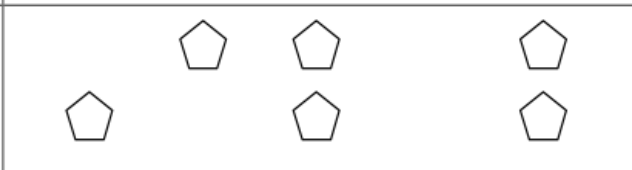

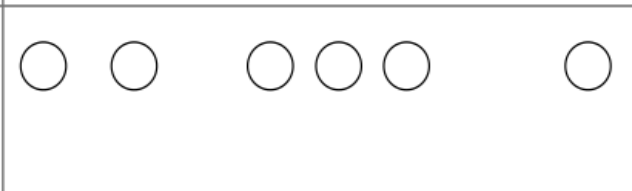
Name _____

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.

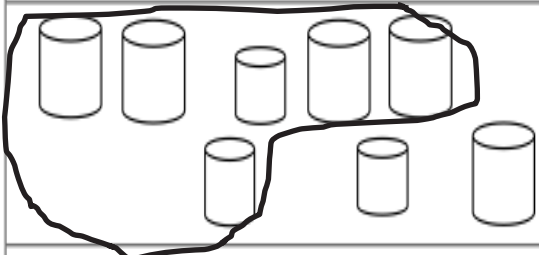
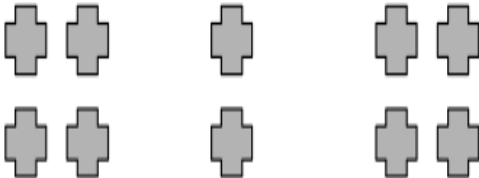


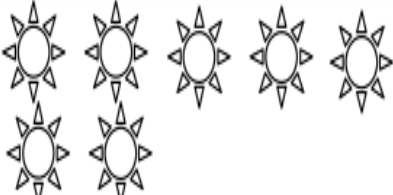
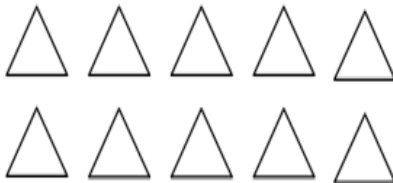

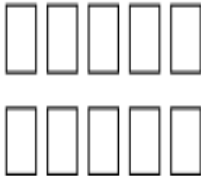
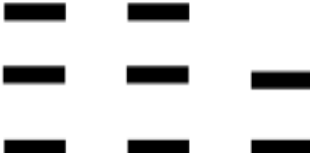
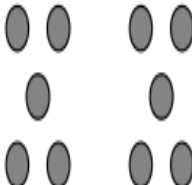
Each rectangle shows 6 objects. Circle 2 different sets within each. The two sets represent the two parts that make up the 6 objects. The first one has been done for you.

Name _____

Date _____

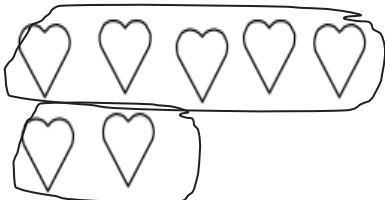



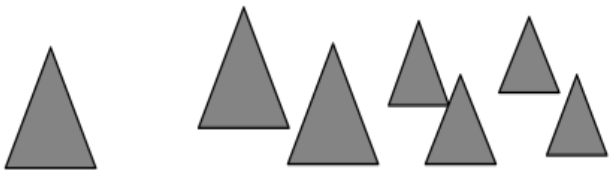





Within each rectangle, make one set of 6 objects. The first one has been done for you.

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.

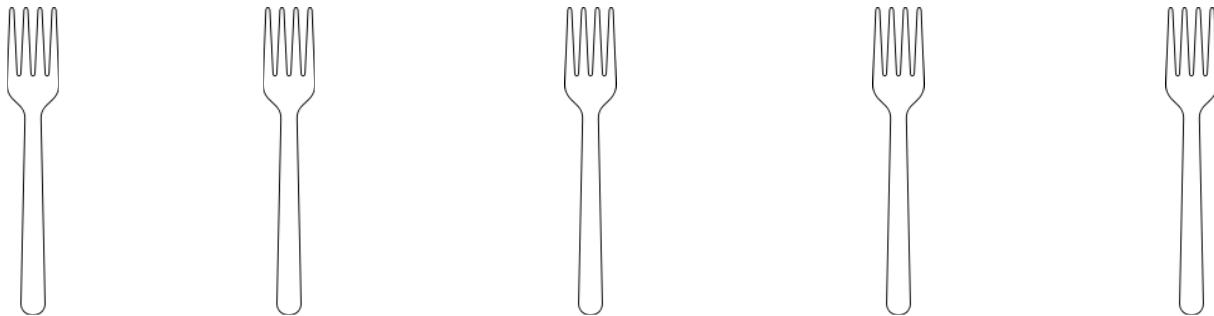
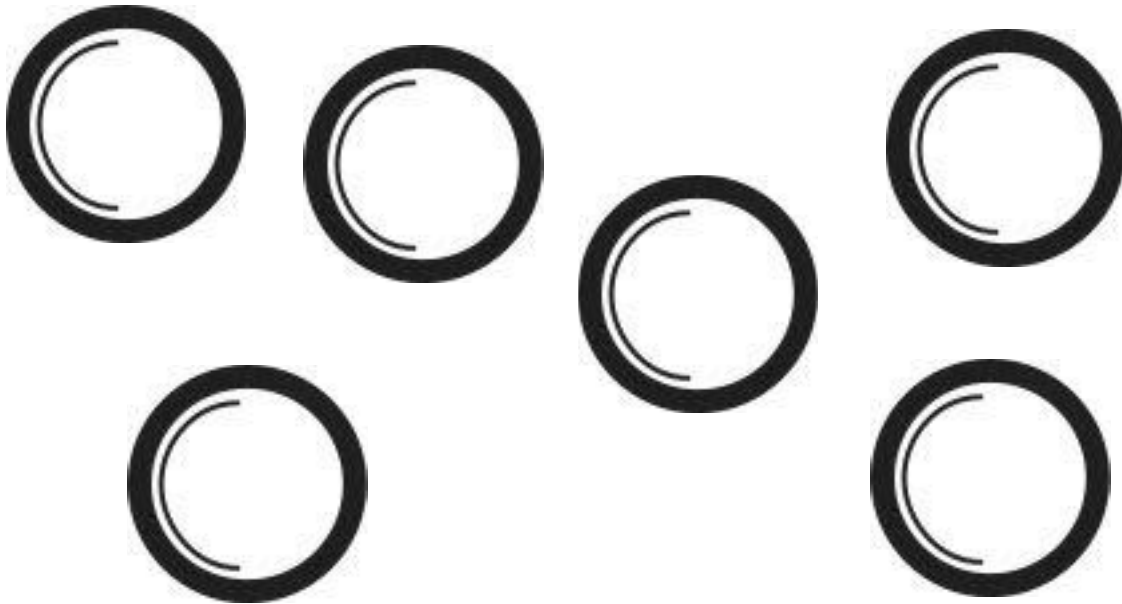
Name _____

Date _____

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



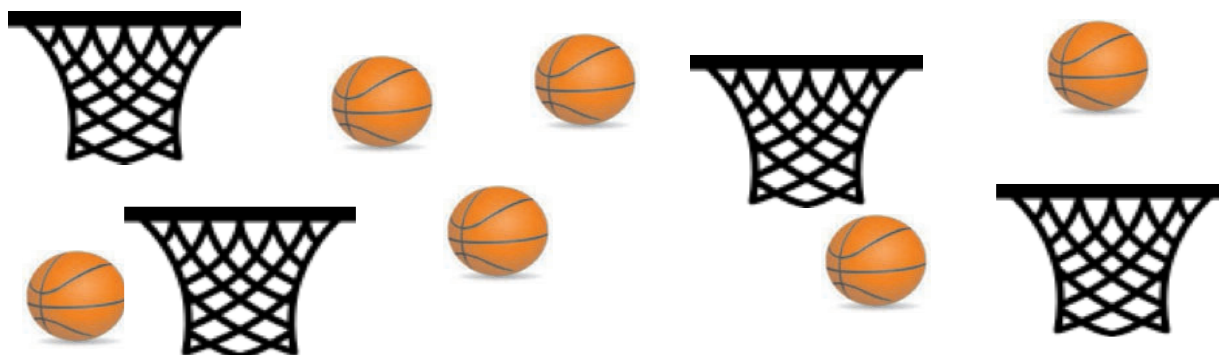
Make sure there is a fork for every plate. Draw straight lines with a ruler from each plate to a fork. If there are not enough forks, draw one.



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



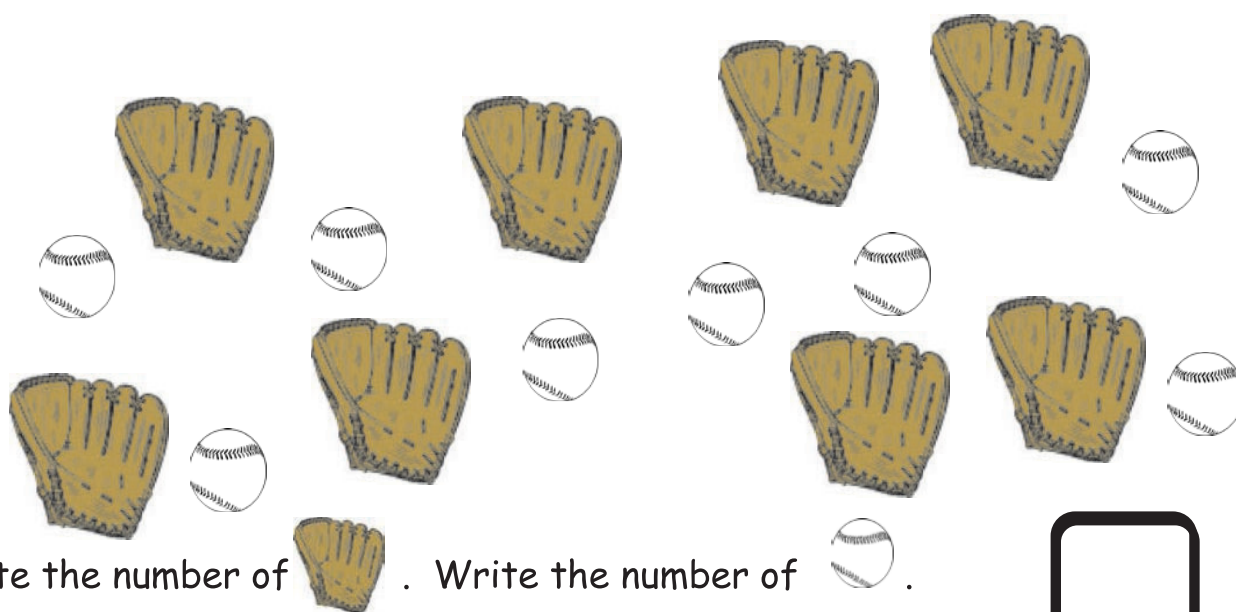
?



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



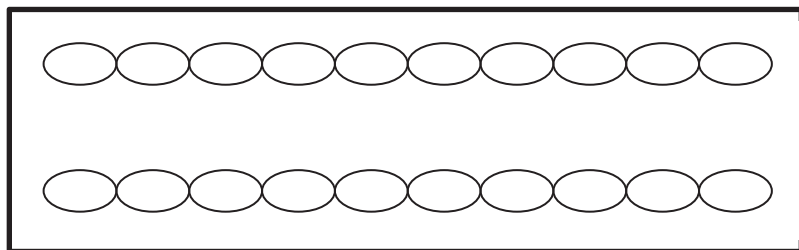
Name _____

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.

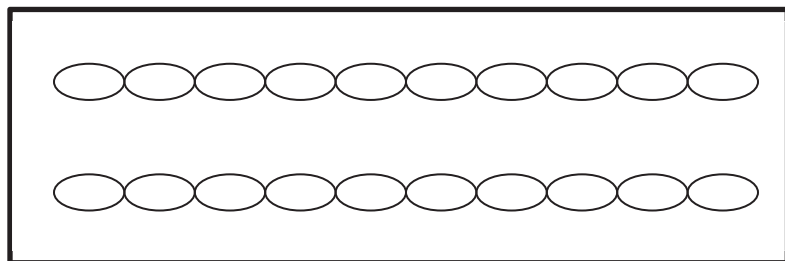


_____ red beads is more than 3.

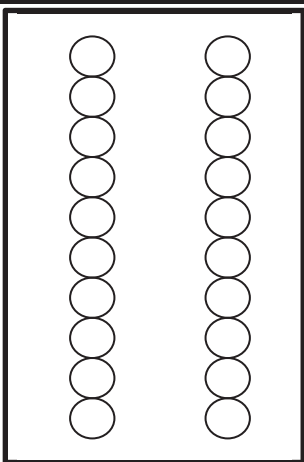
On the first chain, color the first 5 beads green.

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.

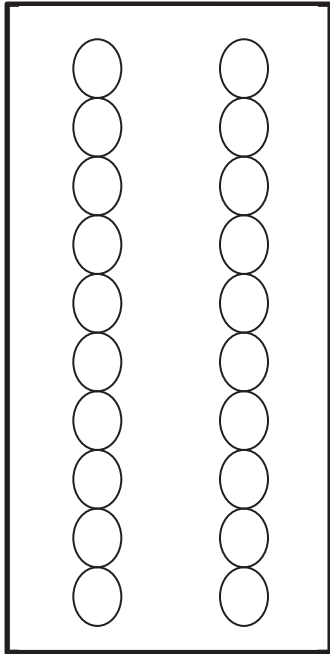


Color 2 beads brown in the first column.

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.

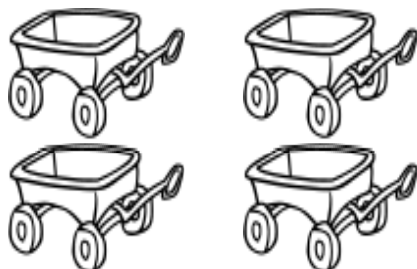
Draw a chain that has fewer than 10 beads but more than 4 beads.



Name _____

Date _____

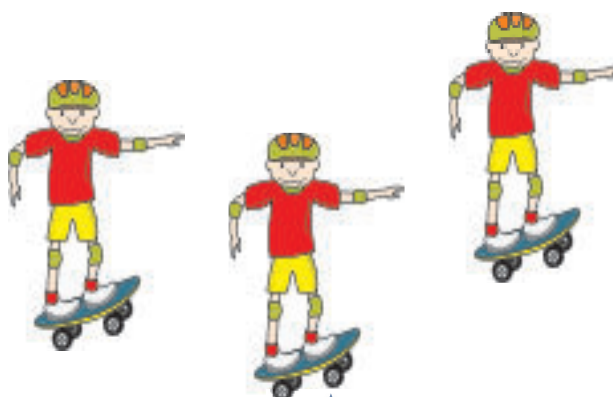
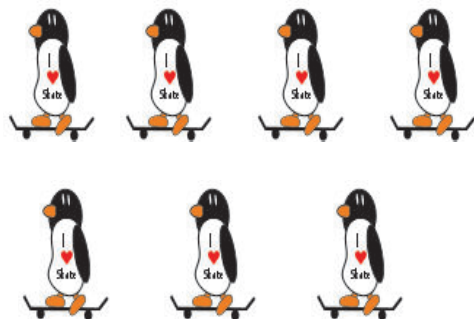
Which has more? The  or  ?


Circle the set that has more.



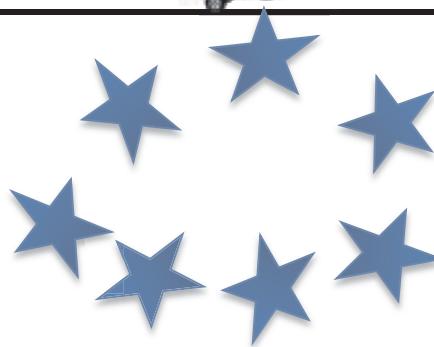
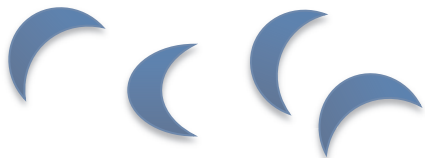
Which has fewer? The  or  ?

Circle the set that has fewer.



Which has fewer? The  or  ?

Circle the set that has fewer.



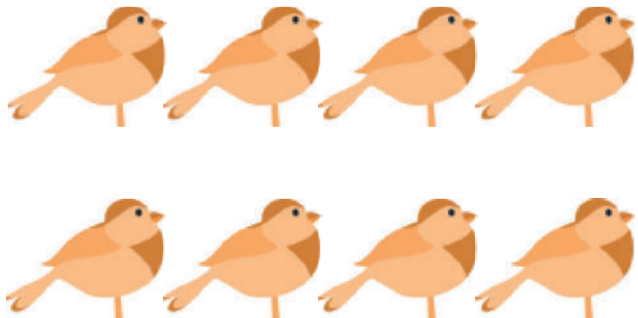
On the back of your paper, draw a set of 5 books. Draw some apples.
Are there fewer apples or fewer books?




Name _____

Date _____

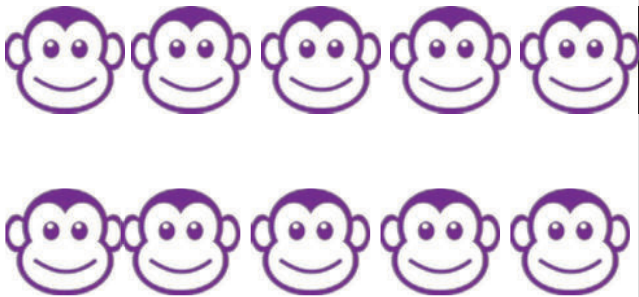
Count the birds. In the next box, draw the same number of nests as birds.

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

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

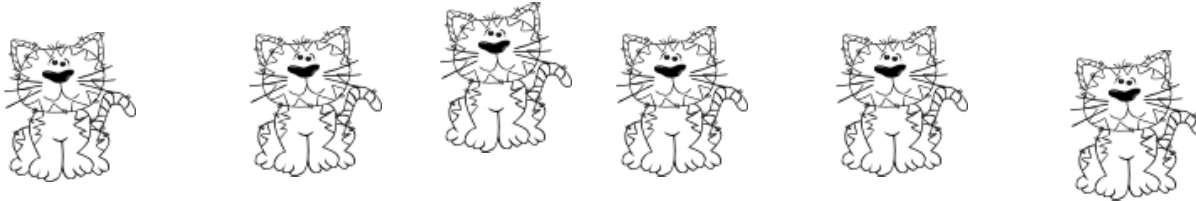
	
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On the back of your paper, draw some pencils. Then, draw a crayon for each pencil.



Name _____

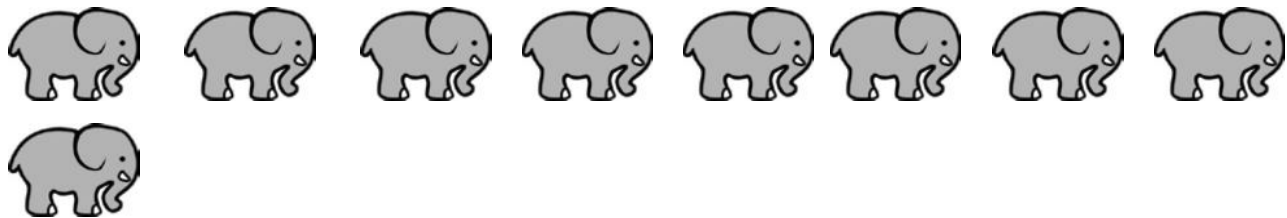
Date _____



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.

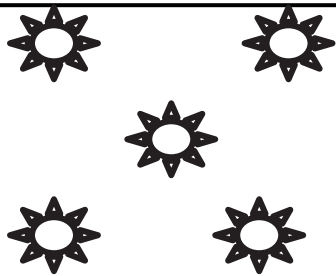
How many peanuts?


Name _____

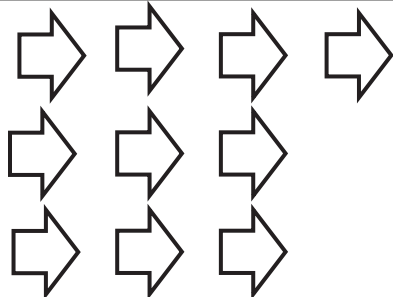
Date _____

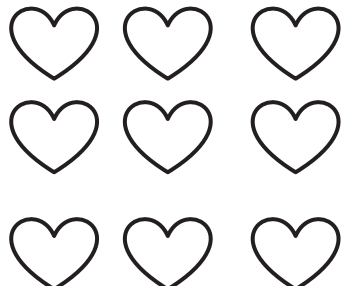
Count the set of objects, and write how many in the box.

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*.

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

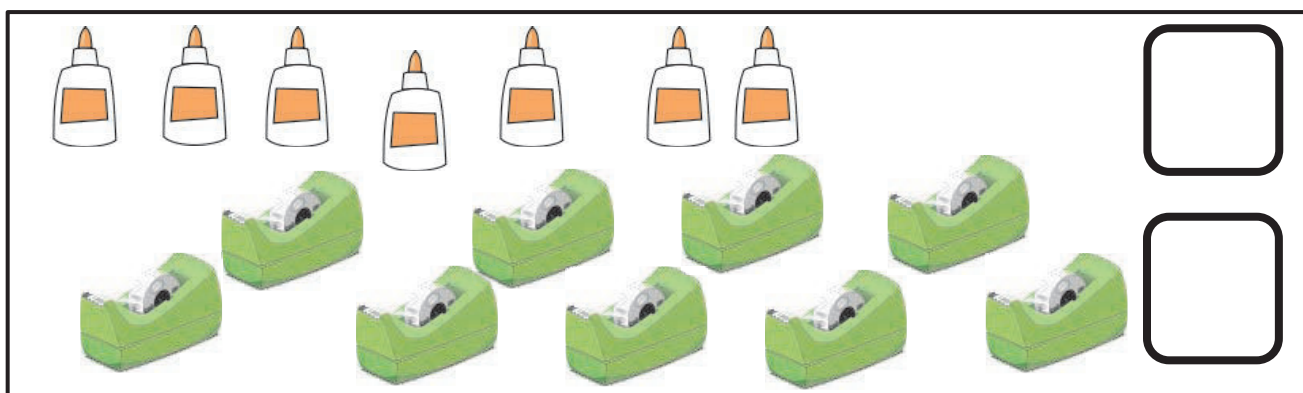
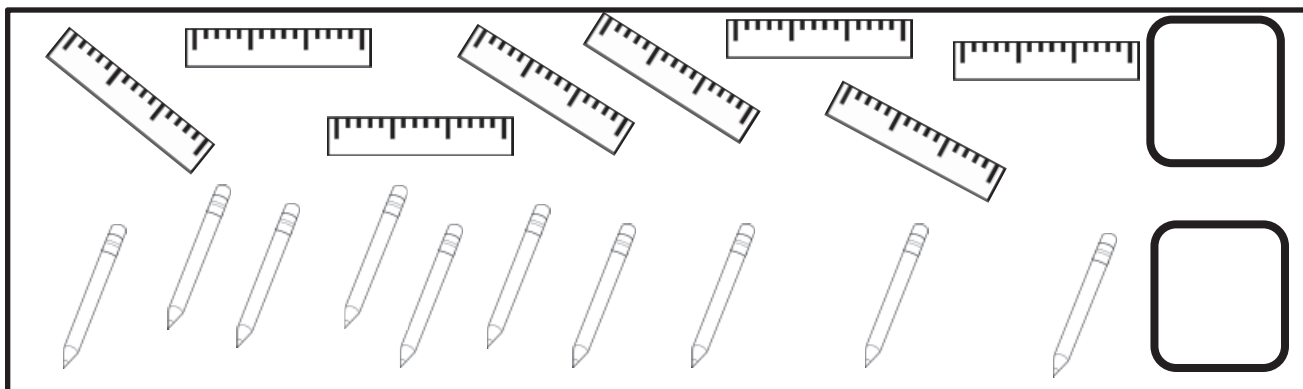
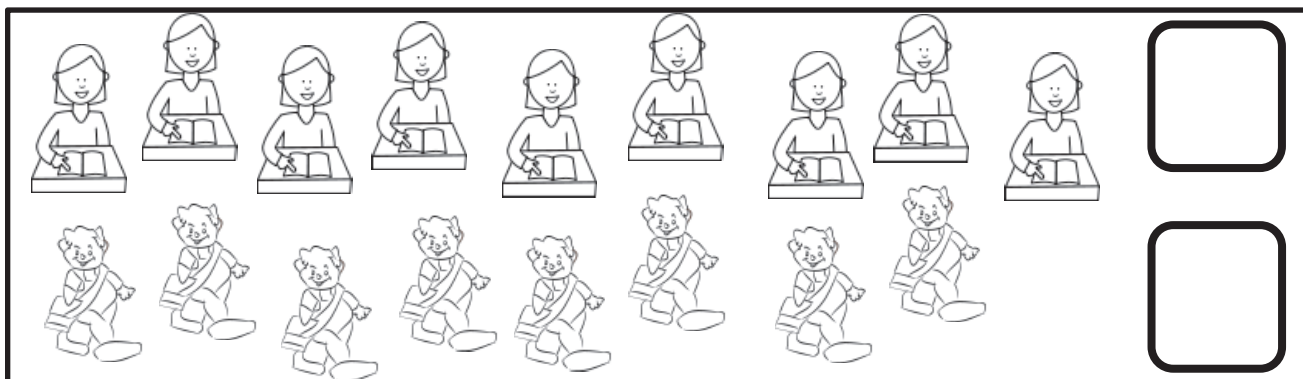
	<input type="text"/>
	<input type="text"/>

_____ is more than _____.

Name _____

Date _____

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



Name _____

Date _____

Draw a tower with more cubes.

_____ is more than _____.

_____ is less 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



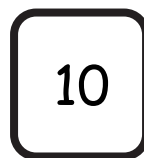
Set B

_____ 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 _____.

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



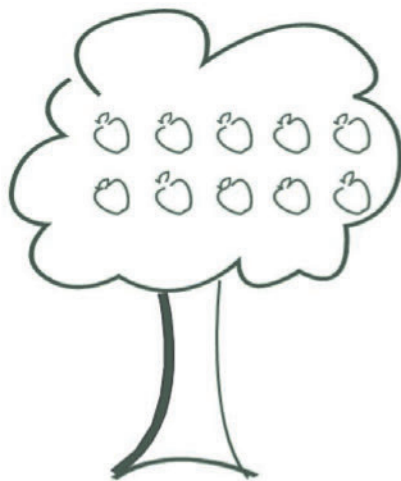
Empty



Name _____

Date _____

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

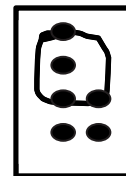


Name _____

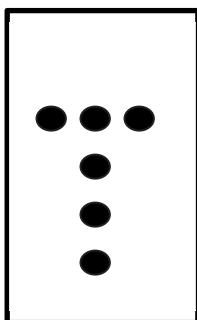
Date _____

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

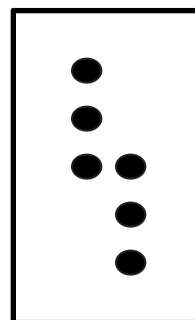
2 and 4 is 6



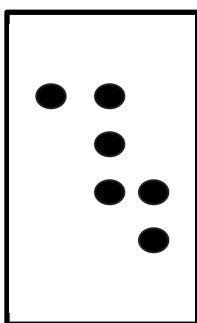
Circle a group of dots. Then, fill in the blanks to make a number sentence.



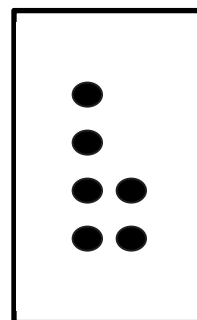
_____ and _____ is _____.



_____ and _____ is _____.



_____ and _____ is _____.



_____ and _____ is _____.

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









Video tutorials: <http://bit.ly/eurekapusd>
Info for parents: <http://bit.ly/pusdmath>