



A Story of Units

Pleasanton
UNIFIED SCHOOL DISTRICT

Mathematics Curriculum



Grade K • MODULE 3

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

PROBLEM SETS

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

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

Version 3



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GRADE K • MODULE 3

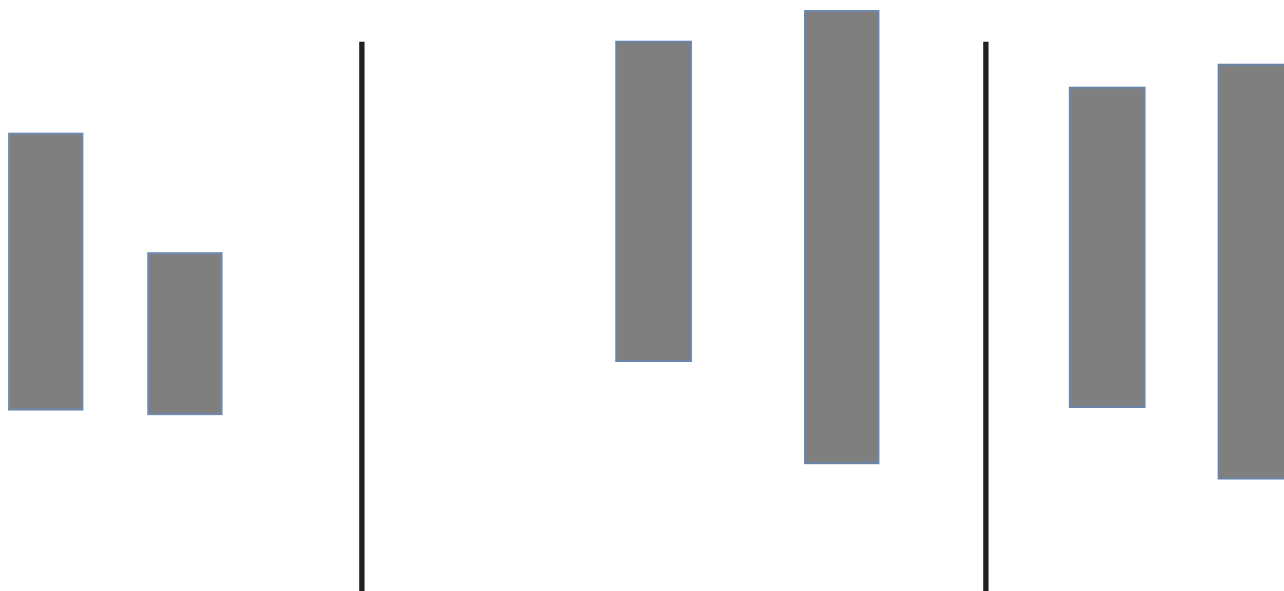
Comparison of Length, Weight, Capacity, and Numbers to 10

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Name _____

Date _____

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



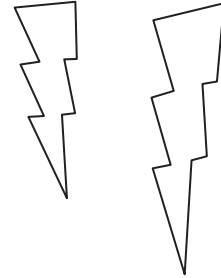
Draw a flower that is taller than the vase.



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.



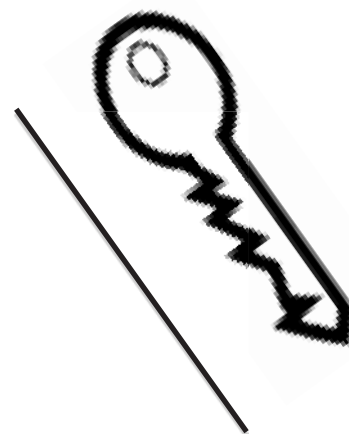
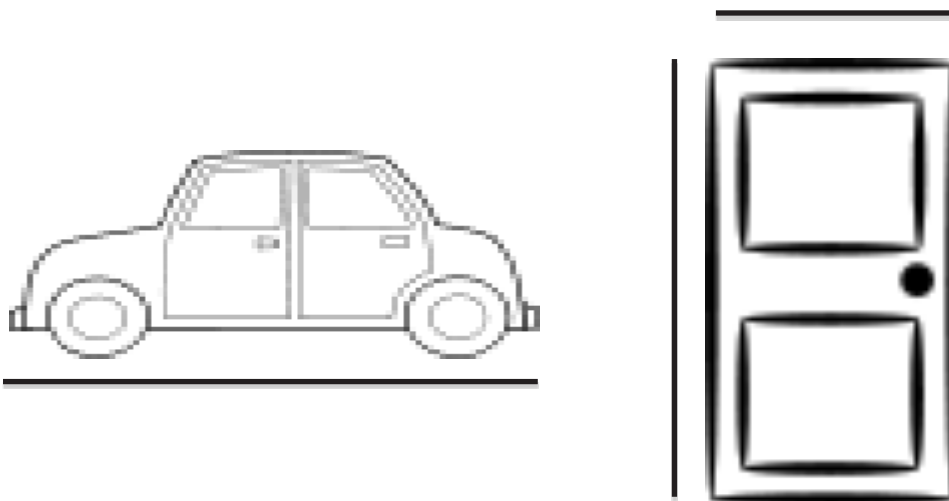
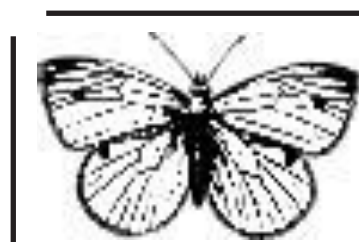
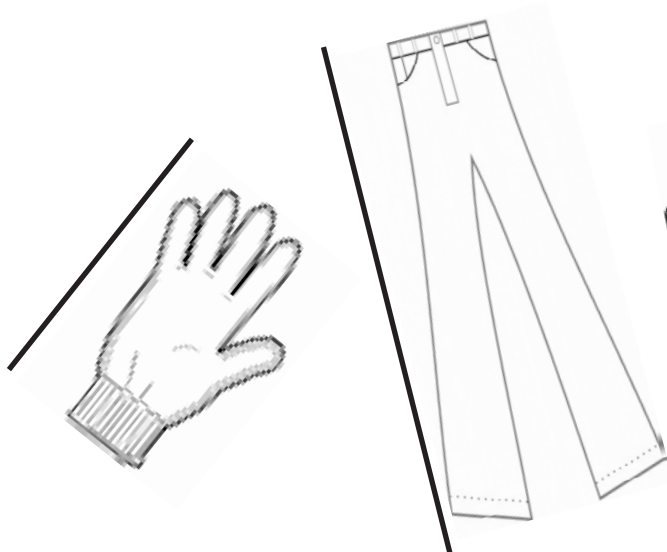
Draw a crayon that is shorter than this pencil.



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.





Longer or Shorter Recording Sheet

<p>These objects are longer than my string.</p>	<p>These objects are shorter than my string.</p>
--	---

longer or shorter

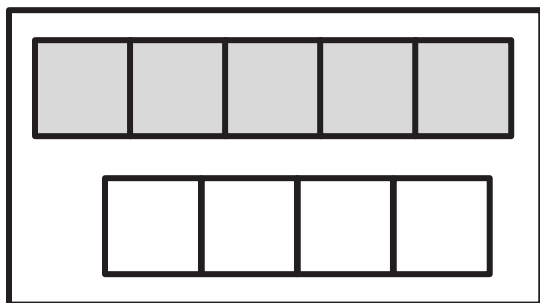


Home is where the heARRt is, matey.

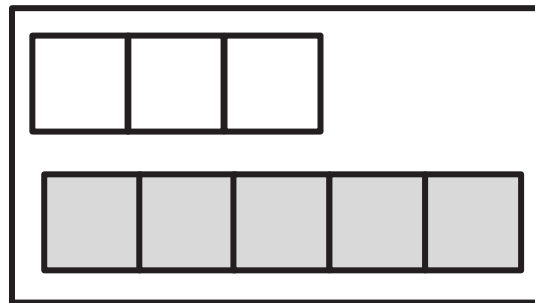
Name _____

Date _____

Circle the shorter stick.

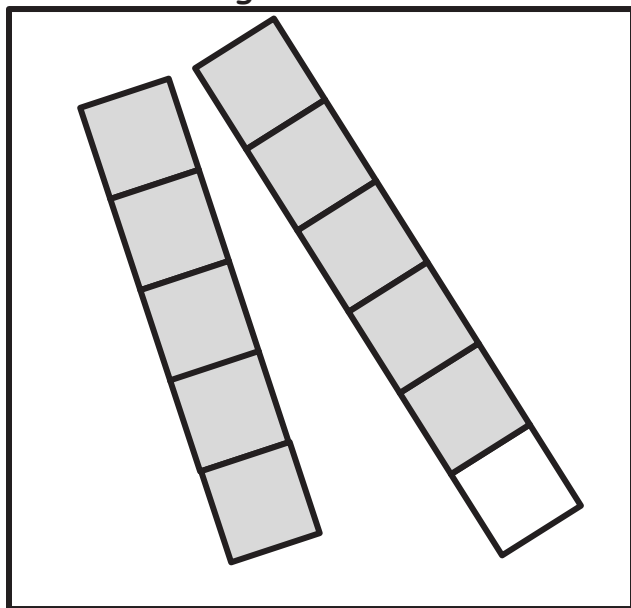


How many linking cubes are in the shorter stick? Write the number in the box.

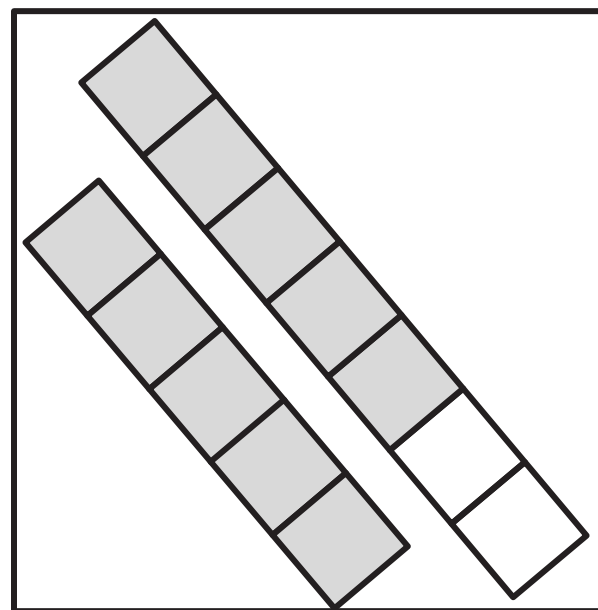


How many linking cubes are in the shorter stick? Write the number in the box.

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.

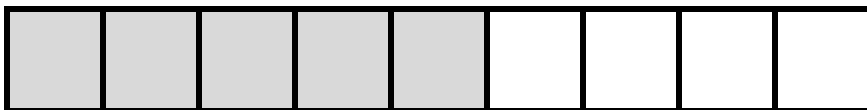
Draw a stick **shorter than** my 5-stick.



Draw a stick **longer than** mine.



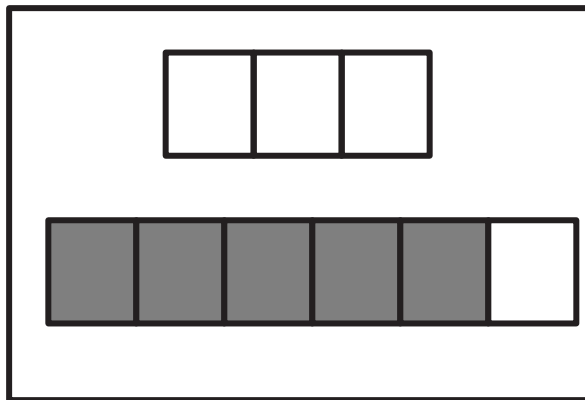
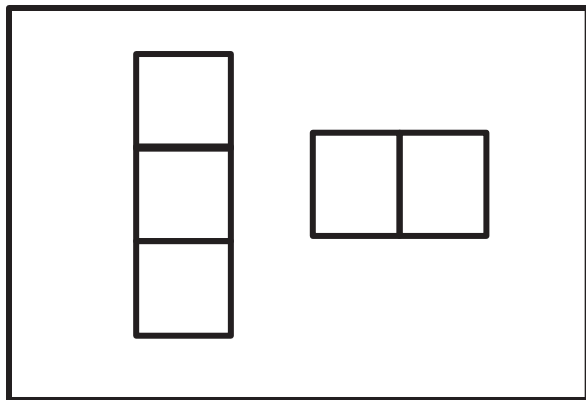
Draw a stick **shorter than** mine.



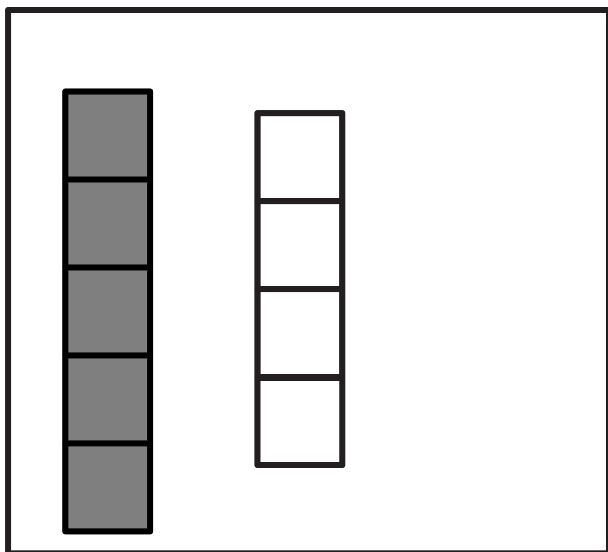
Name _____

Date _____

Circle the stick that is shorter than the other.



Circle the stick that is longer than the other.

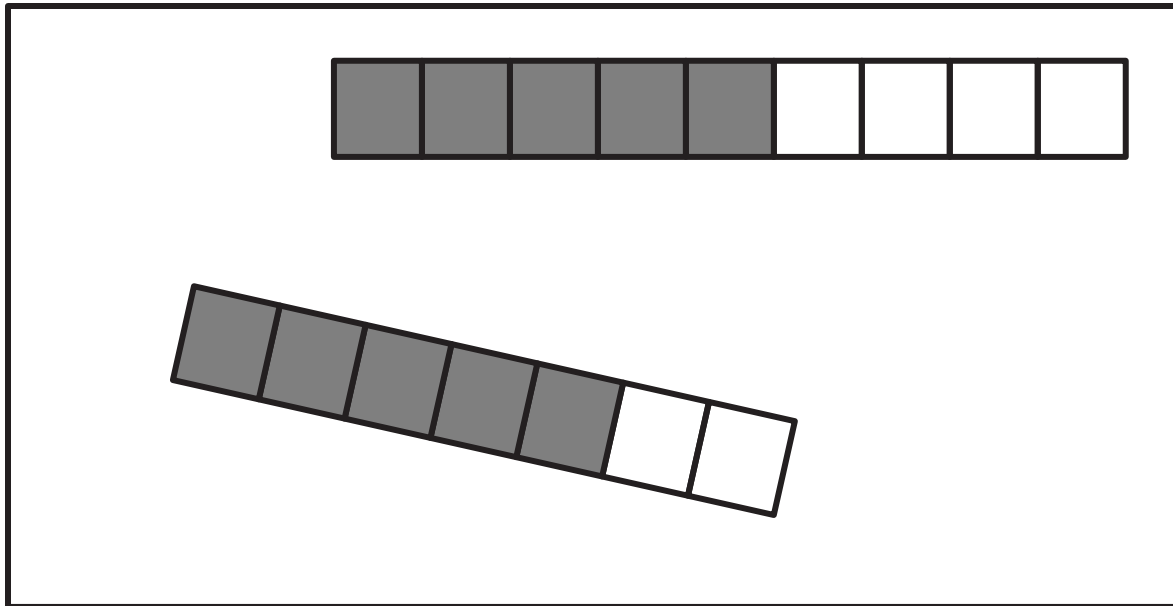


My _____-stick is longer than my _____-stick.

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.



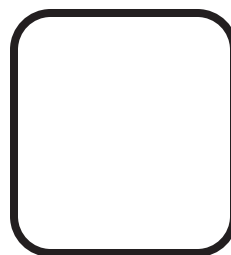
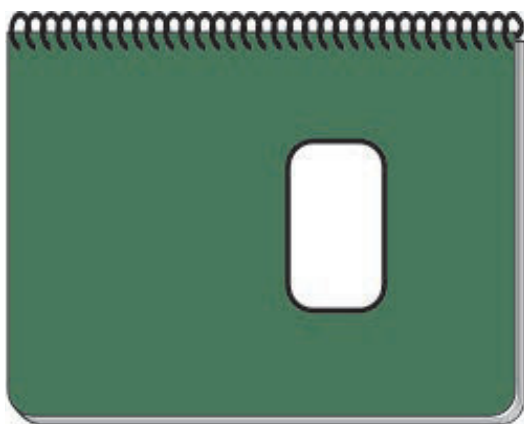
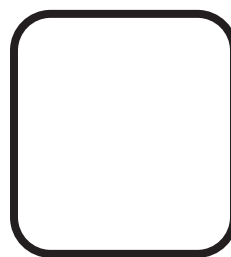
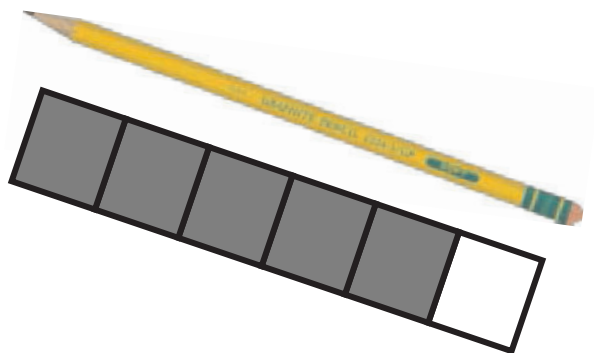
Name _____

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 _____


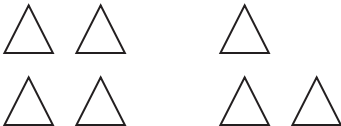
















Which is heavier? Circle the object that is heavier than the other.



On the back, draw 3 objects that are lighter than your chair.



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

make 5

Name _____

Date _____



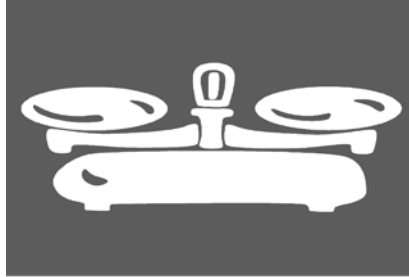
Lighter

Heavier

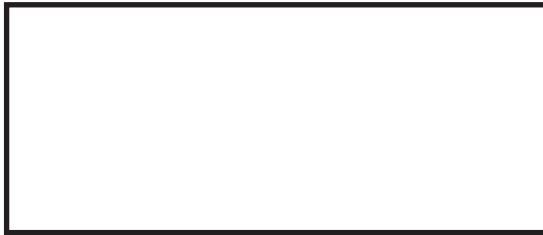
lighter or heavier recording sheet

Name _____

Date _____



is as heavy as _____ pennies.



is as heavy as _____ pennies.



is as heavy as _____ pennies.

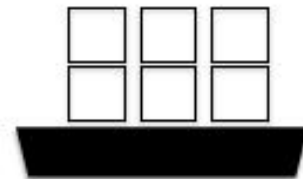
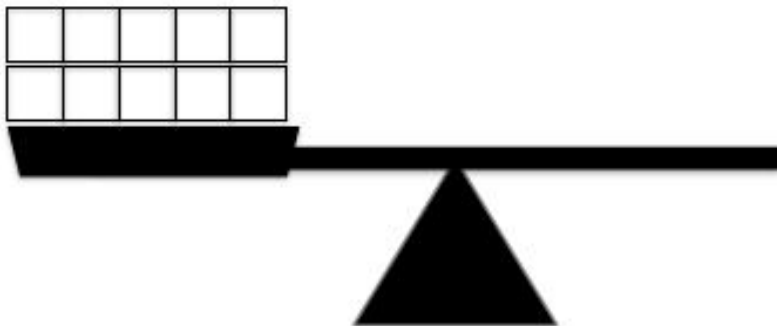
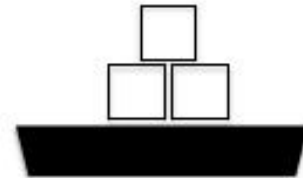
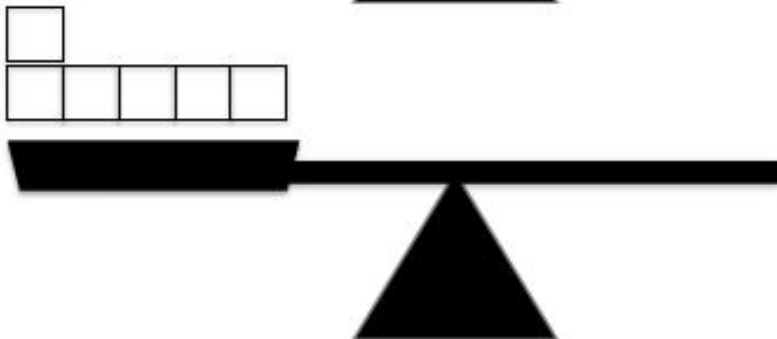
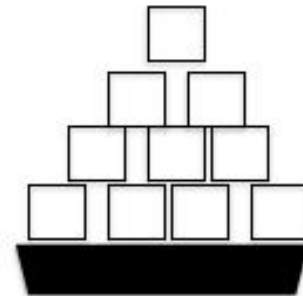
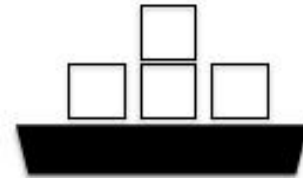


is as heavy as _____ pennies.

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 _____

I found out that this container held the most rice.

It had the biggest capacity.

I found out that this container held the least rice.

It had the smallest capacity.

capacity recording sheet

Name _____

Date _____

My cup of rice looks like:

Now it looks like:

Now it looks like:

Now it looks like:

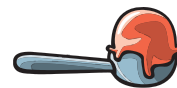
volume recording sheet

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

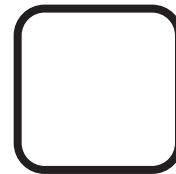
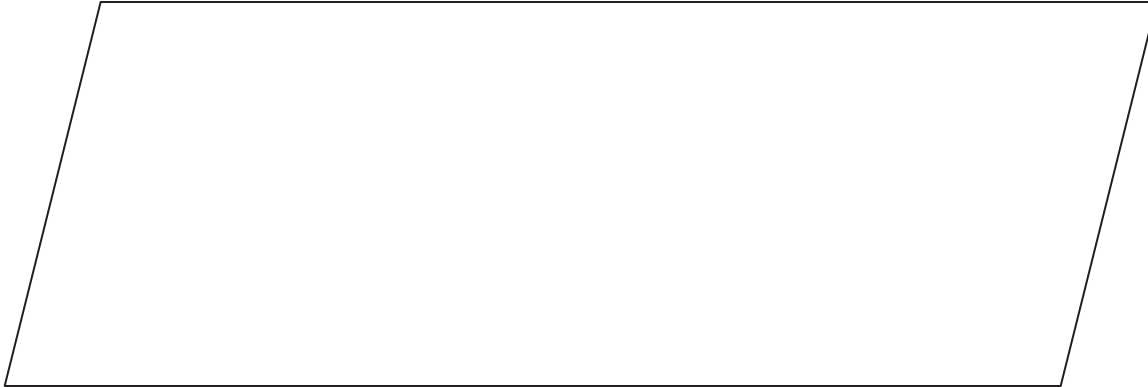
_____ scoops is the same as

we've got the scoop recording sheet

Name _____

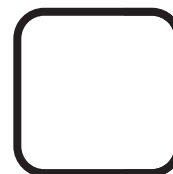
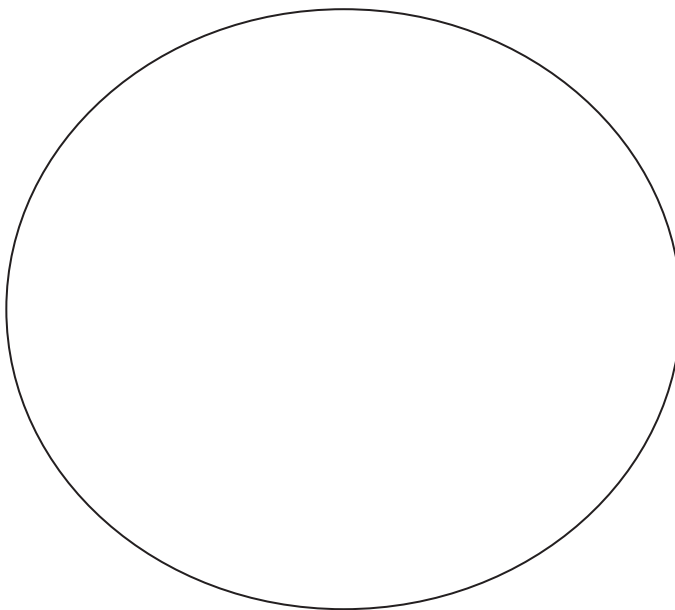
Date _____

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 _____

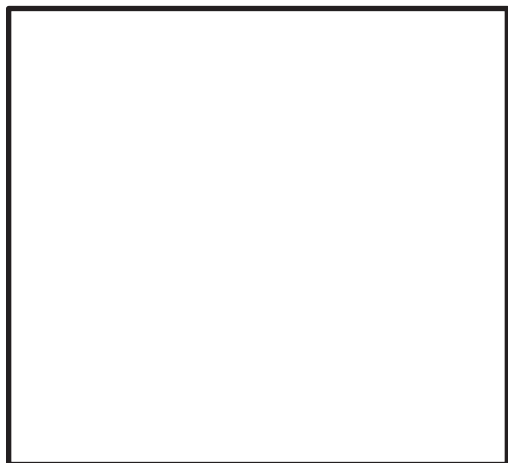
Date _____



My square.



My square covered
with a circle.



My square covered
with little squares.



My square covered
with beans.

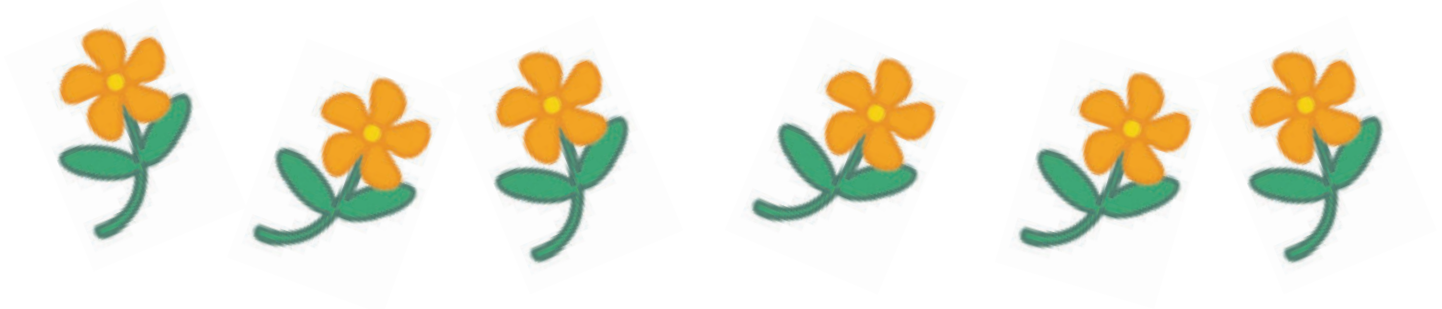
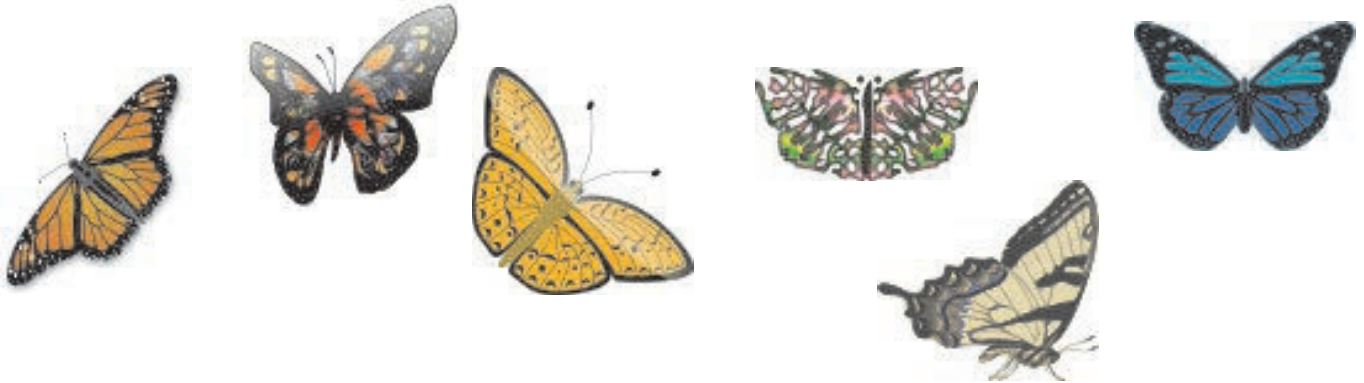
my square recording sheet



Name _____

Date _____

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

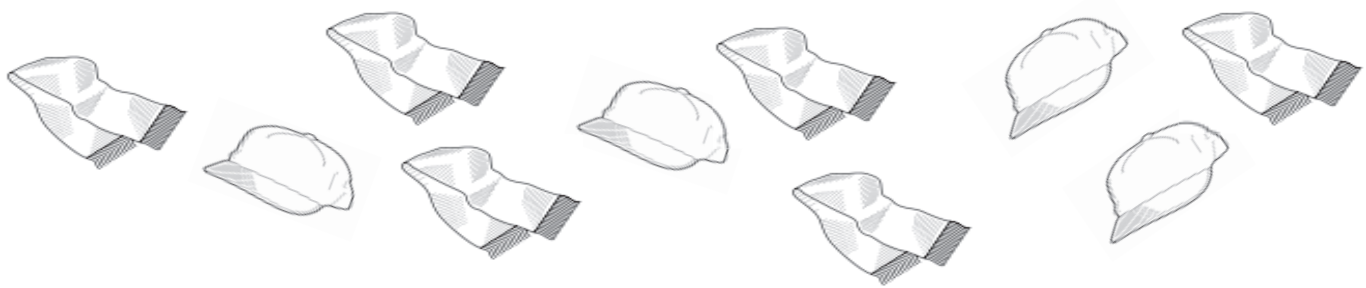


On the back, draw some plates. Draw enough apples so each plate has one.



Name _____

Date _____



Draw straight lines with your ruler to see if there are enough 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 _____

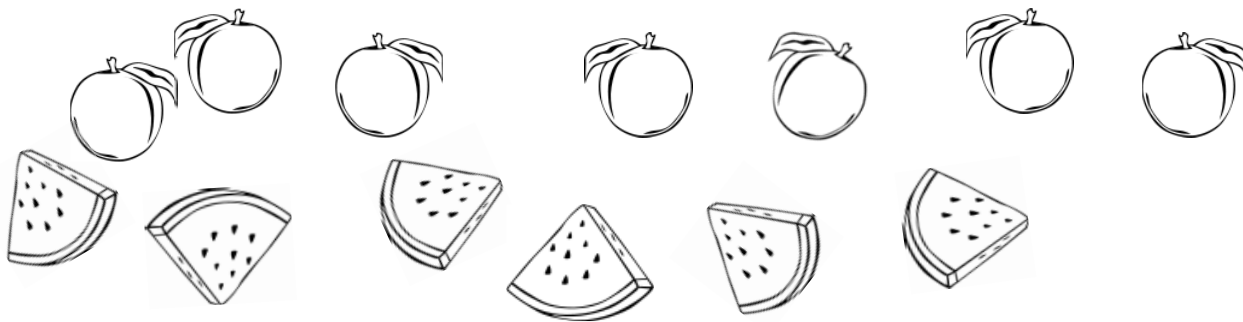
Date _____

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.

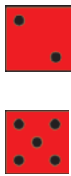
On the back, draw suns and stars. Draw fewer suns than stars.



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.



Two chains of 10 beads each. The top chain is associated with a die face showing 2 dots, and the bottom chain is associated with a die face showing 4 dots.


_____ is more than _____.



Two chains of 10 beads each. The top chain is associated with a die face showing 6 dots, and the bottom chain is associated with a die face showing 3 dots.


_____ 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.



Two chains of 10 beads each. The top chain is associated with an empty box for writing a number, and the bottom chain is associated with another empty box.

_____ is less than _____.



Two chains of 10 beads each. The top chain is associated with an empty box for writing a number, and the bottom chain is associated with another empty box.

_____ 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.

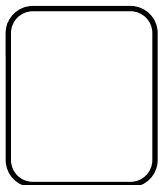


Name _____

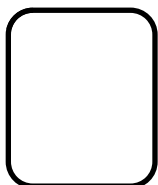
Date _____

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

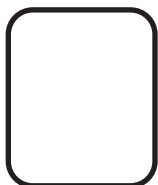
Red



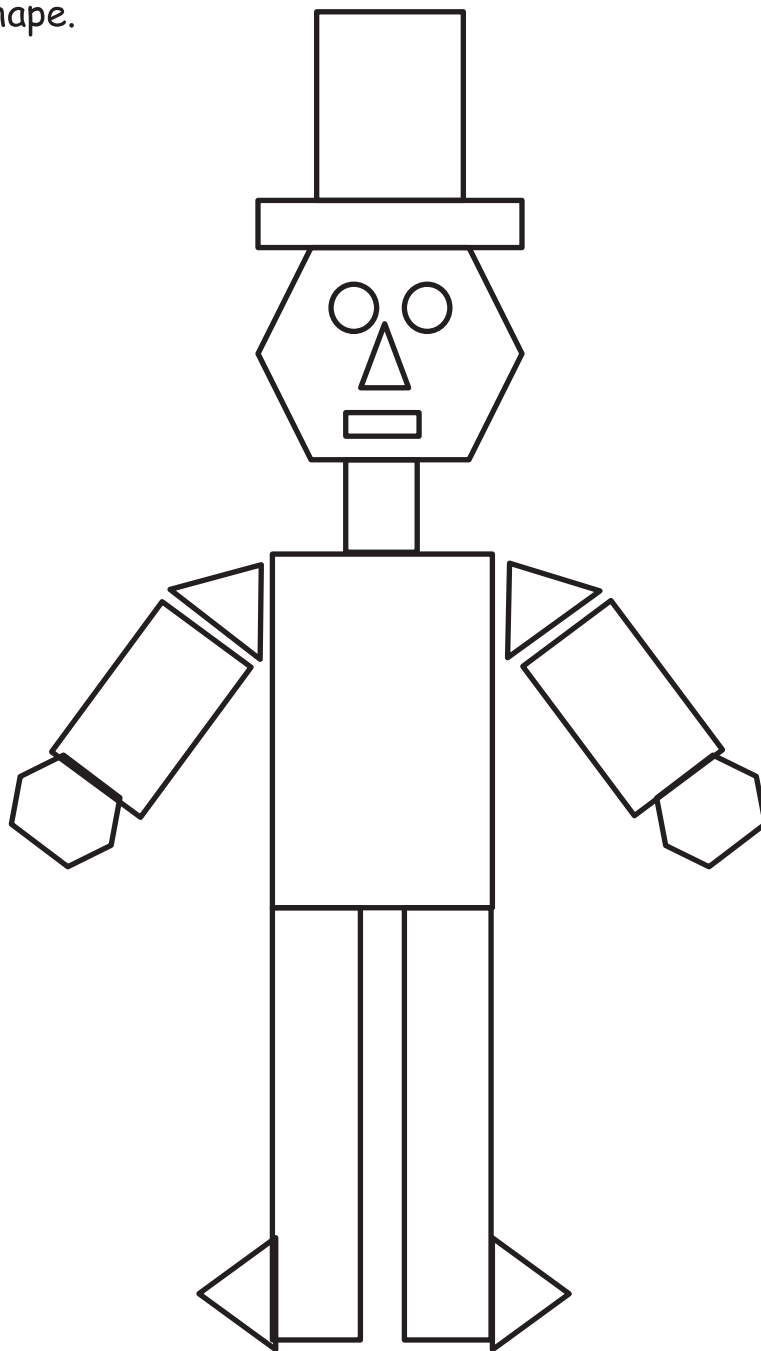
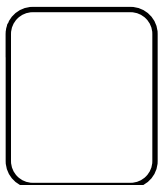
Yellow



Green



Orange

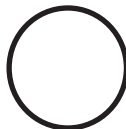


Look at the robot. Color the shape that has more.

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

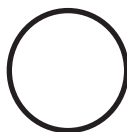


?

Are there fewer

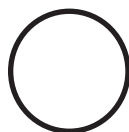


or



?

Are there fewer



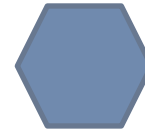
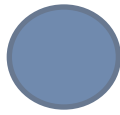
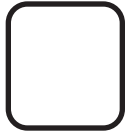
or



?

Name _____

Date _____



Draw a shape to make the sentence true.

There are more _____ than



.

There are fewer  than _____.


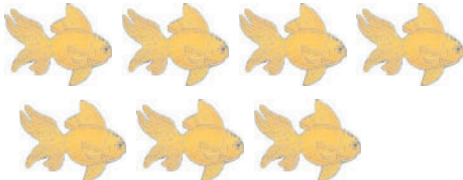
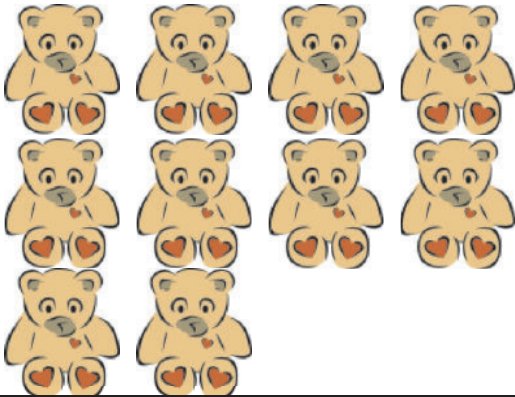
There are fewer _____ than .

more than, fewer than recording sheet

Name _____

Date _____

Count the objects in the box. Then, draw the same number of circles in the empty box.

Draw a set of objects in the first box. Switch papers with a partner. Have your partner draw the same number of objects in the next box.

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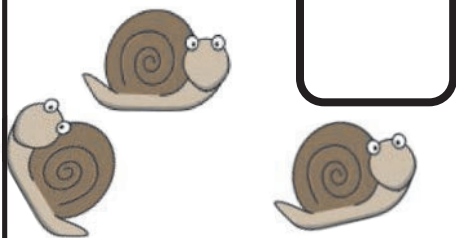
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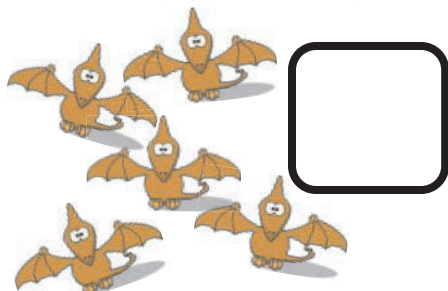
Name _____

Date _____

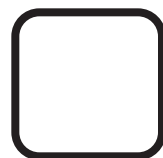
How many snails?

Draw 1 leaf for every snail and 1 more leaf.
How many leaves?

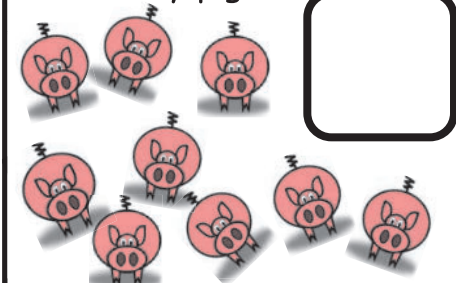
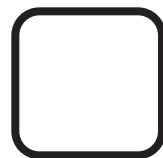
How many pterodactyls?

Draw 1 fish for every pterodactyl and 1 more fish.
How many fish?

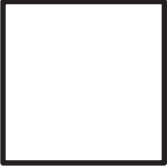


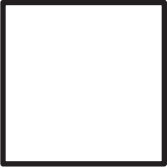
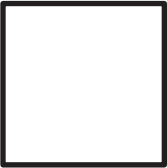
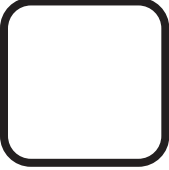
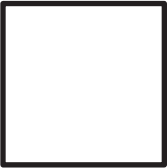

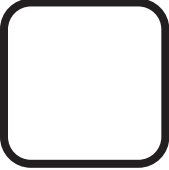
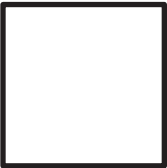
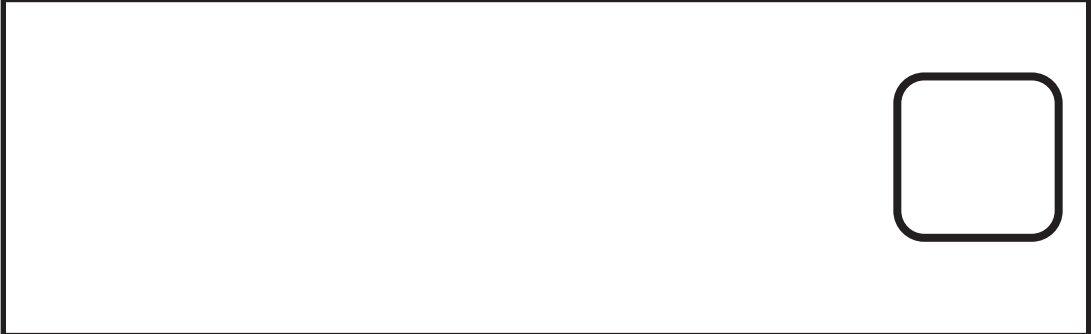
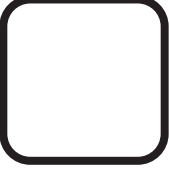
How many squirrels?

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

How many pigs?

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



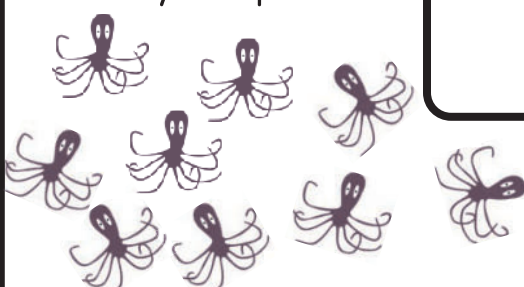
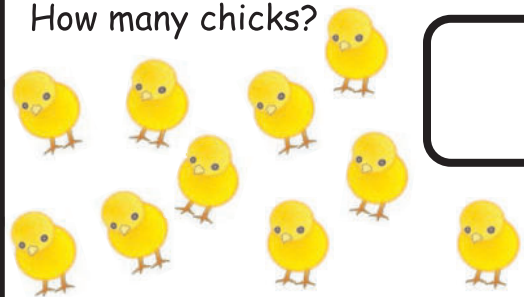
Roll the die. Draw the number of dots in the first box. Then, draw a set of objects that has 1 more. Write the number in the box.

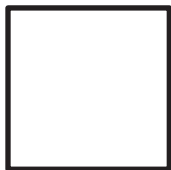
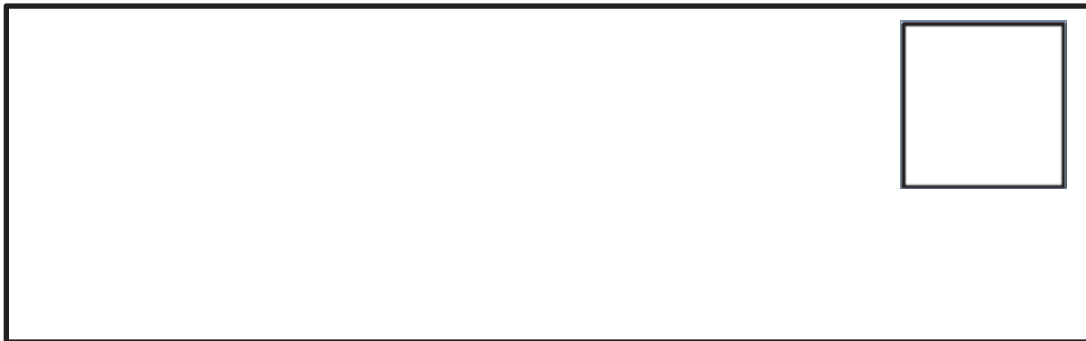
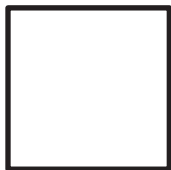

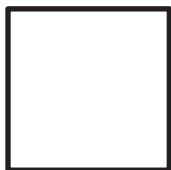

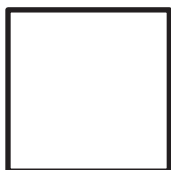

Name _____

Date _____

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

<p>How many kites?</p>  <p><input type="text"/></p>	<p>Draw a set of suns that has 1 less. How many suns?</p> <p><input type="text"/></p>
<p>How many hot air balloons?</p>  <p><input type="text"/></p>	<p>Draw a set of clouds that has 1 less. How many clouds?</p> <p><input type="text"/></p>
<p>How many octopi?</p>  <p><input type="text"/></p>	<p>Draw a set of sharks that has 1 less. How many sharks?</p> <p><input type="text"/></p>
<p>How many chicks?</p>  <p><input type="text"/></p>	<p>Draw a set of worms that has 1 less. How many worms?</p> <p><input type="text"/></p>

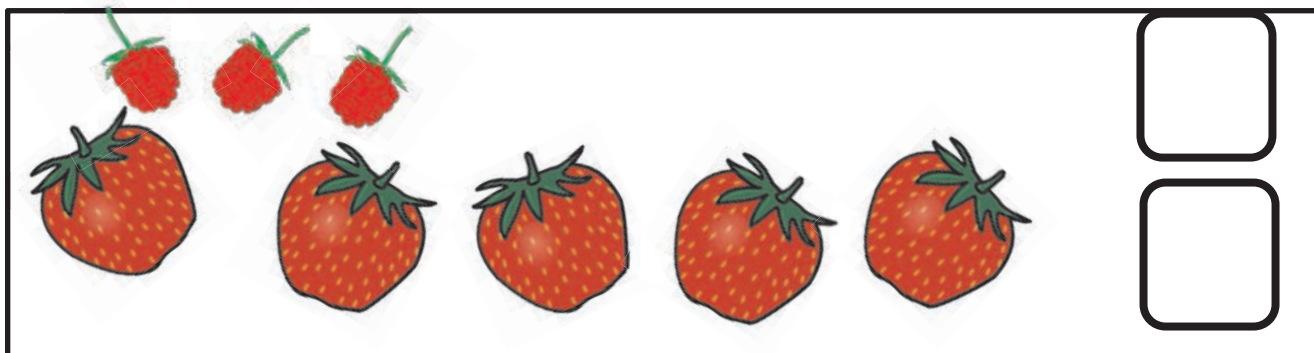
Roll the die. Draw the number of dots in the first box. Then, make a set of objects that has 1 less. Write the number in the box.

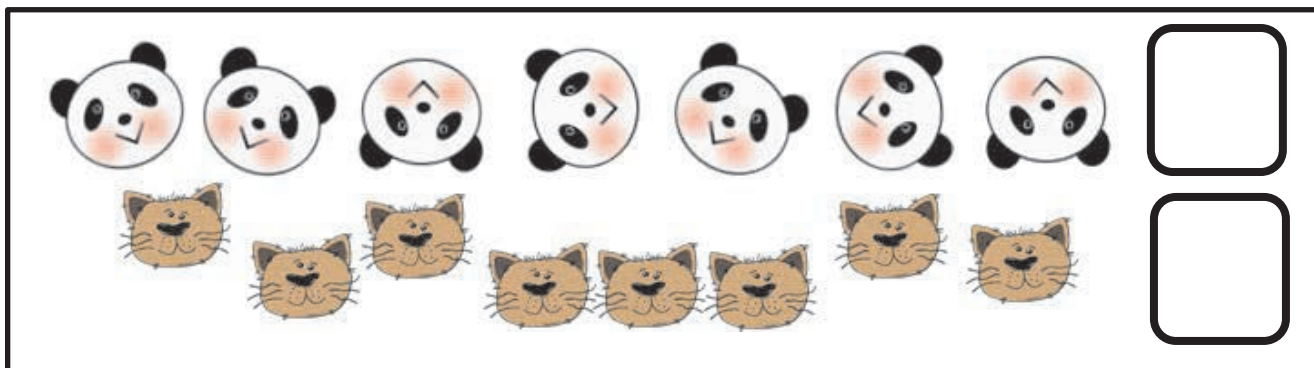
Name _____

Date _____

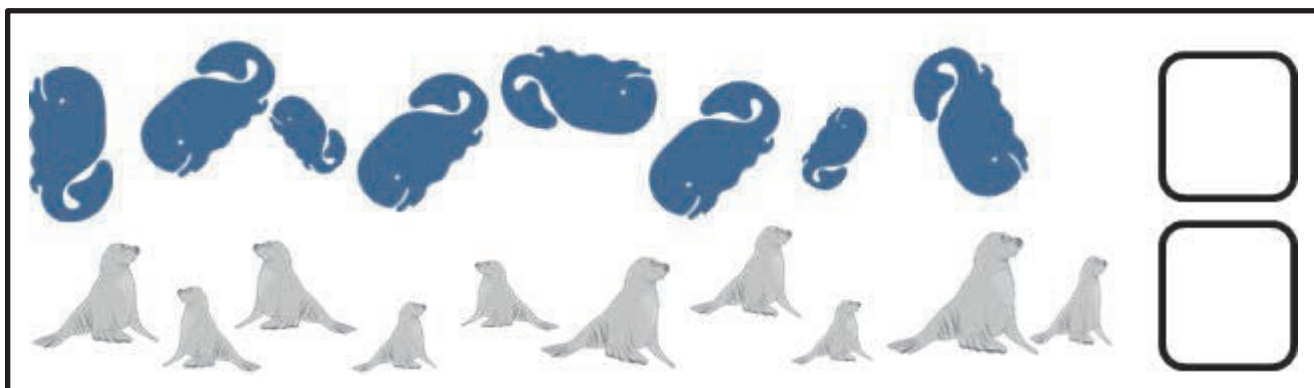
1. Count the objects in each line. Write how many in the box. Then, fill in the blanks below. Use the words *more than* to compare the numbers.



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

_____ is more than _____.

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

_____ is more than _____.

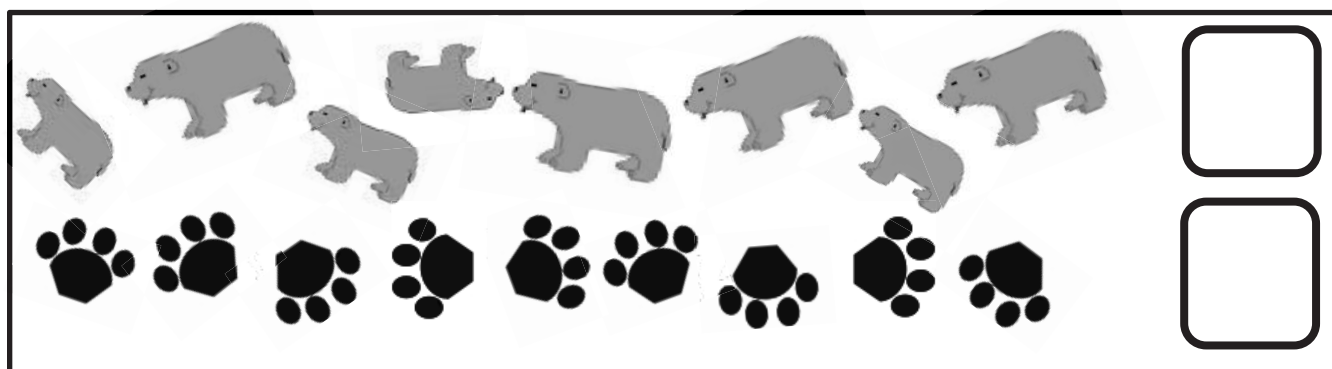
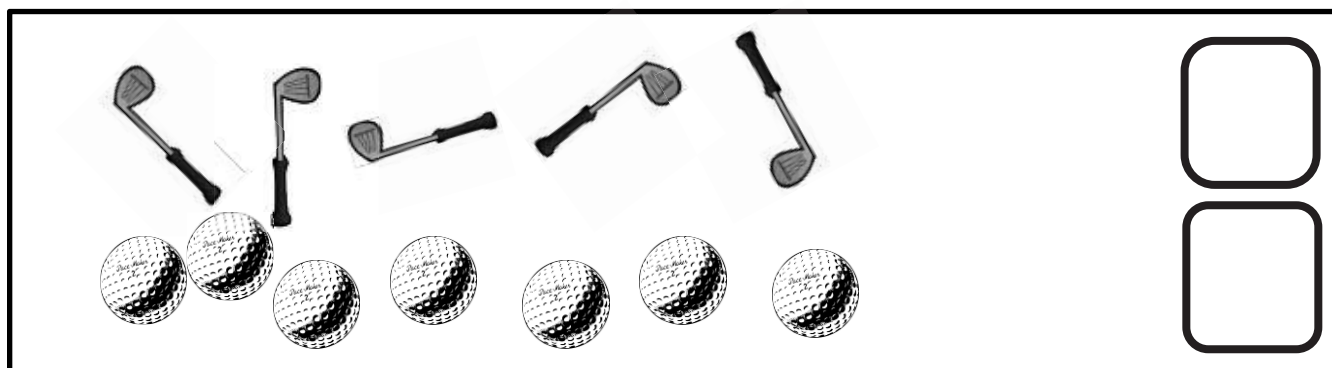
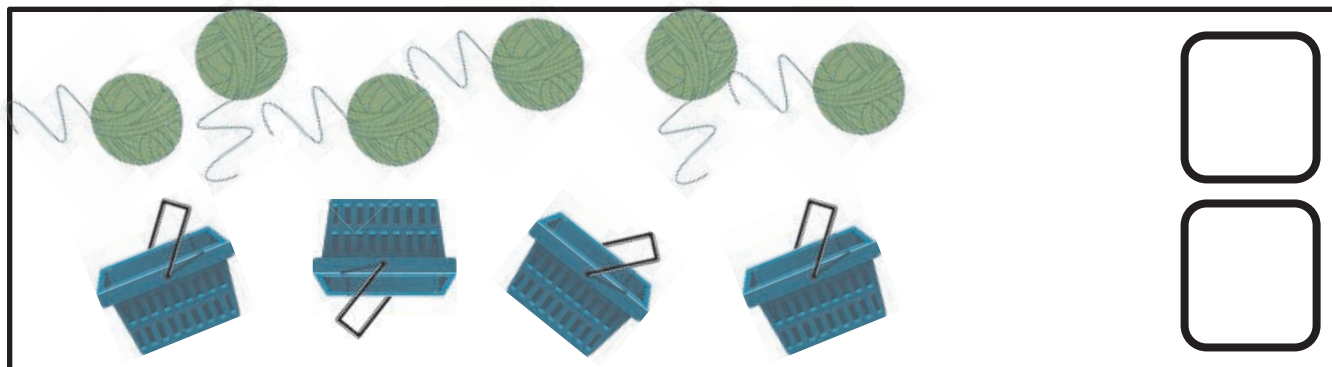
	<input type="text"/>
	<input type="text"/>

_____ is more than _____.

Name _____

Date _____

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.



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 _____

Draw a tower with more cubes.

_____ is more than _____.



Draw a train with fewer cubes.

_____ is less than _____.



Draw a tower with more cubes.

_____ is more than _____.



Draw a train. Draw another train with fewer cubes.

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

Name _____ Date _____

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 _____.

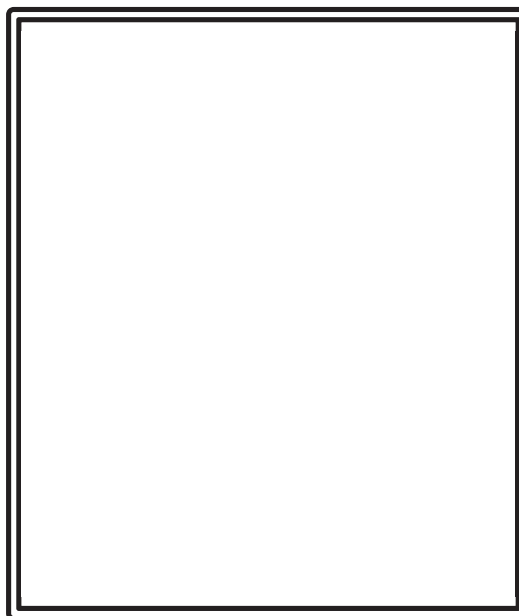
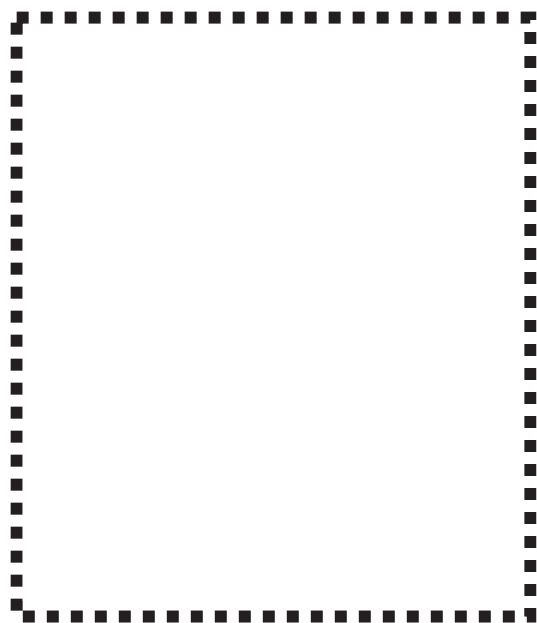
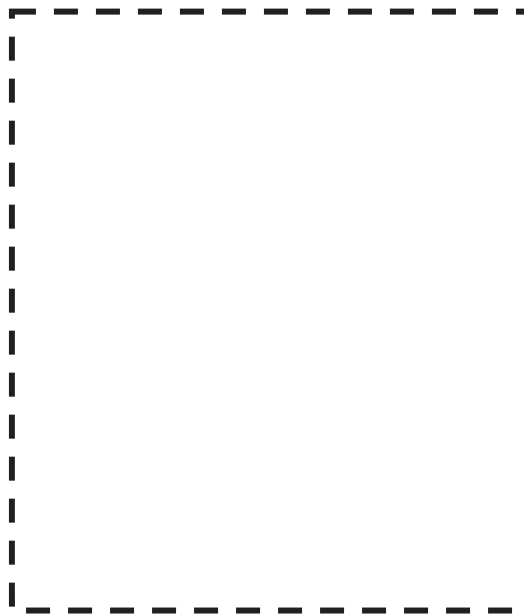
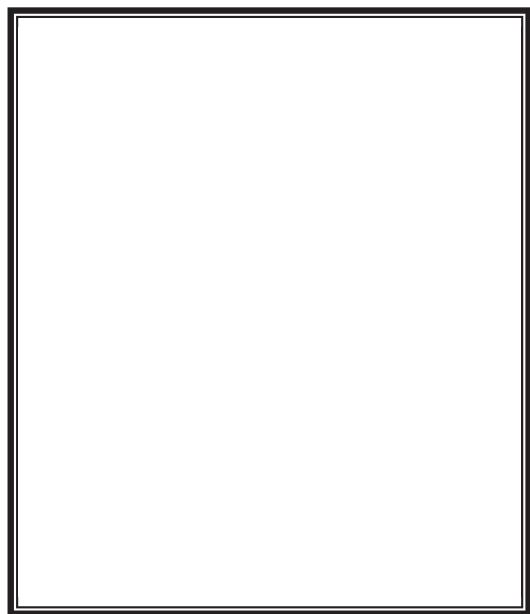
Roll a die twice, and write both numbers on the back. Circle the number that is more than the other.



Name _____

Date _____

My Capacity Museum!

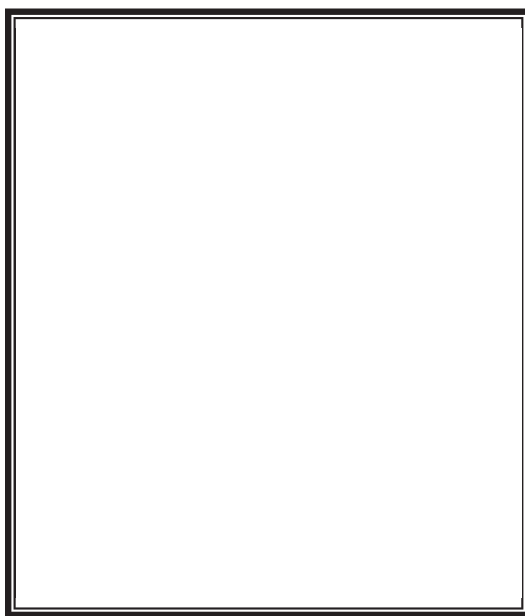
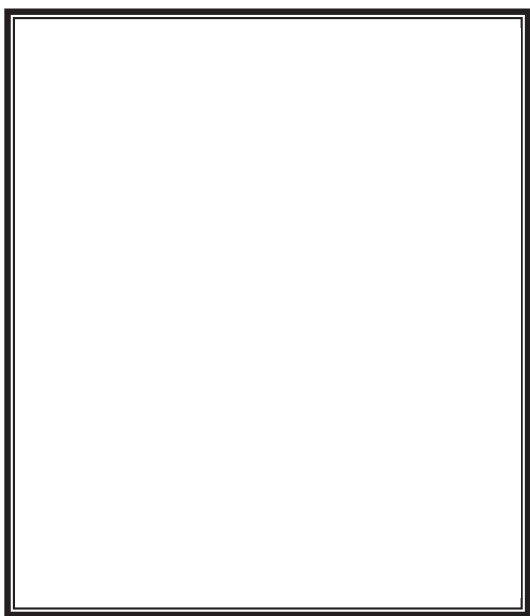
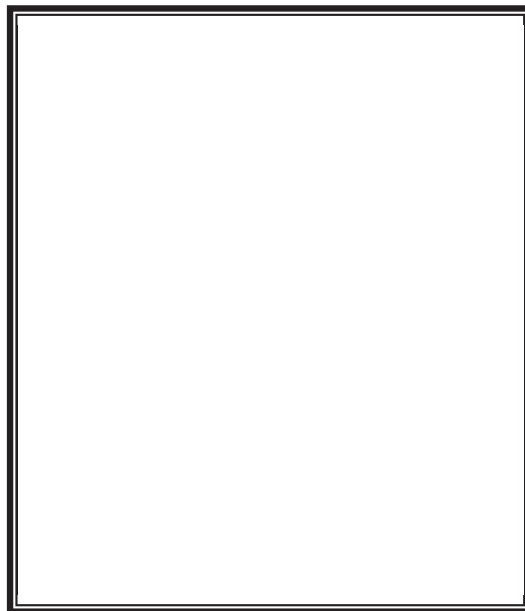
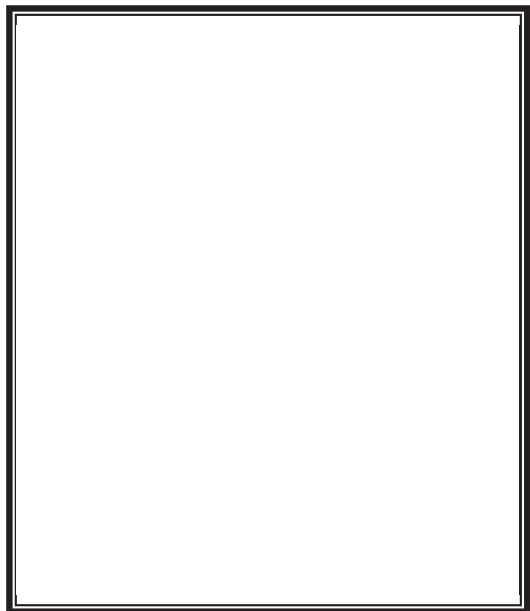


my capacity museum recording sheet

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





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