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.
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.
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. Color objects shorter than the string green. Color objects longer than the string orange.
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.

<table>
<thead>
<tr>
<th>Shorter than the string</th>
<th>Longer than the string</th>
</tr>
</thead>
</table>

Lesson 2: Compare lengths measurements with string.
**Longer or Shorter Recording Sheet**

<table>
<thead>
<tr>
<th>These objects are <strong>longer</strong> than my string.</th>
<th>These objects are <strong>shorter</strong> than my string.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 2:** Compare lengths measurements with string.

---

longer or shorter
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.
Lesson 3: Make a series of longer than and shorter than comparisons.

longer than and shorter than work mat
Lesson 4: Compare the length of linking cube sticks to a 5-stick.

Circle the shorter stick.

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

![Diagram of 5 sticks]

Draw a stick **longer** than mine.

![Diagram of 8 sticks]

Draw a stick **shorter** than mine.

![Diagram of 7 sticks]
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.
Lesson 4: Compare the length of linking cube sticks to a 5-stick.
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.

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.

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

My _____-stick is shorter than my _____-stick.
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 that is shorter than your new 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.

Lesson 6: Compare the length of linking cube sticks to various objects.
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.
Color the cubes to show the length of the object.

Lesson 6: Compare the length of linking cube sticks to various objects.
Lesson 7: Compare objects using the same as.

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.
These boxes represent cubes.

Color 2 cubes green. Color 3 cubes blue.

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

Color 3 cubes blue. Color 2 cubes green.

Together, my blue 3-stick and green 2-stick are the same length as ___ cubes.
Lesson 7 Homework

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 _____.

Lesson 7: Compare objects using the same as.
My 5:

My _____:

My _____:

riddle work mat
My 5:

My _____:

My _____:

riddle work mat
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 ________________

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

- Soccer ball
- Pineapple
- Table
- Backpack
Draw something inside the box that is heavier than the object on the balance.
Draw something lighter than the object on the balance.

Lesson 9: Compare objects using heavier than, lighter than, and the same as with balance scales.
Lesson 9: Compare objects using heavier than, lighter than, and the same as with balance scales.
Lesson 10: Compare the weight of an object to a set of unit weights on a balance scale.

The golf ball is as heavy as ______ pennies.

The toy train is as heavy as ______ pennies.
Lesson 10: Compare the weight of an object to a set of unit weights on a balance scale.

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.
Lesson 10: Compare the weight of an object to a set of unit weights on a balance scale.

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
Draw a line from the balance to the linking cubes that weigh the same.
Name ___________________________  Date ____________

Draw linking cubes so each side weighs the same.

---

Lesson 11: Observe conservation of weight on the balance scale.
Lesson 12: Compare the weight of an object with sets of different objects on a balance scale.
Lesson 12: Compare the weight of an object with sets of different objects on a balance scale.

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
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?
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.

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</tbody>
</table>
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.
Within each rectangle, make one set of 6 objects. The first one has been done for you.
Lesson 14: Explore conservation of volume by pouring.

Name ____________________________ Date ____________

My cup of rice looks like:

Now it looks like:

Now it looks like:

Now it looks like:

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

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
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</thead>
<tbody>
<tr>
<td><img src="image1" alt="Set 1" /></td>
<td><img src="image2" alt="Set 2" /></td>
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<td><img src="image3" alt="Set 1" /></td>
<td><img src="image4" alt="Set 2" /></td>
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<tr>
<td><img src="image5" alt="Set 1" /></td>
<td><img src="image6" alt="Set 2" /></td>
</tr>
<tr>
<td><img src="image7" alt="Set 1" /></td>
<td><img src="image8" alt="Set 2" /></td>
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<tr>
<td><img src="image9" alt="Set 1" /></td>
<td><img src="image10" alt="Set 2" /></td>
</tr>
<tr>
<td><img src="image11" alt="Set 1" /></td>
<td><img src="image12" alt="Set 2" /></td>
</tr>
</tbody>
</table>
Lesson 15: Compare using the same as with units.

We’ve Got the Scoop!

_____ scoops is the same as

_____ scoops is the same as

we’ve got the scoop recording sheet

Name ___________________________  Date ___________
Lesson 16 Problem Set

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

Lesson 16: Make informal comparison of area.
Trace your hand. Cover the tracing with pennies. Have an adult trace his or her hand. Cover the 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.
Lesson 16: Make informal comparison of area.

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.
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.
Lesson 18:

Compare using more than and the same as.

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.
Lesson 18: Compare using *more than* and *the same as*.

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 🔵 .

Are there the same number of 🔵 as 🔴 ? Circle Yes or No.
Lesson 19: Compare using fewer than and the same as.

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 ____________

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 🐶.
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 ____________

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.

[Diagram of beads]

_____ 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.

[Diagram of beads]

_____ 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.

[Diagram of beads]

_____ 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.
Lesson 20: Relate more and less to length.

square path letter trains
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 △ ?
Lesson 21 Homework

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?
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
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.
Name ____________________________    Date ______________

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

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

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

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

Lesson 22: Identify and create a set that has the same number of objects.
Lesson 23: Reason to identify and make a set that has 1 more.

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?
Lesson 23: Reason to identify and make a set that has 1 more.

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.
Lesson 23: Reason to identify and make a set that has 1 more.

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

<table>
<thead>
<tr>
<th>How many kites?</th>
<th>Draw a set of suns that has 1 less. How many suns?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Kites" /></td>
<td><img src="image" alt="Suns" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many hot air balloons?</th>
<th>Draw a set of clouds that has 1 less. How many clouds?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Hot Air Balloons" /></td>
<td><img src="image" alt="Clouds" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many octopi?</th>
<th>Draw a set of sharks that has 1 less. How many sharks?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Octopi" /></td>
<td><img src="image" alt="Sharks" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many chicks?</th>
<th>Draw a set of worms that has 1 less. How many worms?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Chicks" /></td>
<td><img src="image" alt="Worms" /></td>
</tr>
</tbody>
</table>
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.
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*.
Name ________________________________ Date ______________

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 ___________.

Lesson 25: Match and count to compare a number of objects. State which quantity is more.
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.

_________ is more than __________.

_________ is more than __________.

_________ is more than __________.

_________ is more than __________.
Name ________________________________  Date ____________

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

_________ is more than _________.

_________ is more than _________.

_________ is more than _________.

Lesson 25: Match and count to compare a number of objects. State which quantity is more.
Lesson 26 Problem Set

Name ____________________________  Date ____________

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 ____________.

Lesson 26: 
Match and count to compare two sets of objects. State which quantity is less.
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 box.

_____ is less than _______.

_____ is less than _______.

Lesson 26:
Match and count to compare two sets of objects. State which quantity is less.
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 ____.
<table>
<thead>
<tr>
<th>Draw a tower with more cubes.</th>
<th>Draw a train with fewer cubes.</th>
<th>Draw a tower with more cubes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ is more than ___.</td>
<td>___ is less than ___.</td>
<td>___ is more than ___.</td>
</tr>
</tbody>
</table>

Draw a train. Draw another train with fewer cubes.

_______ is more than ________.

________ is less than ________.
Lesson 27: Strategize to compare two sets.

On the back, draw a tower. Draw another tower that has more cubes.

_______ is more than ______.  __________ is less than _______.

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 ______

_______ is more than _______.  _______ is less than _______.

From the text:

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GK-M3 SE-1.3.0-06.2015
Visualize the number in Set A and Set B. Write the number in the sentences.

Set A

3

Set B

5

___________ is more than _____________.

___________ is less than _____________.

Set A

7

Set B

6

___________ is more than _____________.

___________ is less than _____________.
Lesson 28 Problem Set

Set A: 8
Set B: 6

_________ is more than _____________.

_________ is less than _____________.

Set A: 9
Set B: 10

_________ 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.

Lesson 28: Visualize quantities to compare two numerals.
Name ___________________________  Date ____________

Visualize the number in Set A and Set B. Write the number in the sentences.

Set A  
7

Set B  
4

___________ is more than _______________.

___________ is less than _______________.

Set A  
9

Set B  
10

___________ is more than _______________.

___________ is less than _______________.

Lesson 28: Visualize quantities to compare two numerals.
Lesson 28 Homework

8
Set A

6
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.

4
Set A

5
Set B

___________ is more than _____________.

___________ is less than _____________.

Visualize quantities to compare two numerals.
Draw a line from each container to the word that describes the amount of liquid the container is holding.

- Full
- Not Full
- Empty
Lesson 29: Observe cups of colored water of equal volume poured into a variety of container shapes.
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.
Lesson 30: Use balls of clay of equal weights to make sculptures.
Lesson 30:

Use balls of clay of equal weights to make sculptures.
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.
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
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.

\[ \underline{2} \text{ and } \underline{4} \text{ is } \underline{6} \]

\[ \text{____ and _____ is ______.} \]
\[ \text{____ and _____ is ______.} \]
\[ \text{____ and _____ is _____}. \]
\[ \text{____ and _____ is ______.} \]

On the back, make your own 6-dot cards. Circle some dots, and then say, “____ and _______ is ________.”
Lesson 32: Culminating task—describe measurable attributes of single objects.
Cut Out Packet
Lesson 1: Compare lengths using *taller than* and *shorter than* with aligned and non-aligned endpoints.

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number path
Lesson 5: Determine which linking cube stick is longer than or shorter than the other.
Lesson 5 Fluency Template 1

Lesson 5:
Determine which linking cube stick is longer than or shorter than the other.

large 5-group cards
Lesson 5: Determine which linking cube stick is longer than or shorter than the other.
Lesson 5 Fluency Template 1

large 5-group cards

Lesson 5: Determine which linking cube stick is longer than or shorter than the other.
Lesson 5: Determine which linking cube stick is longer than or shorter than the other.

large 5-group cards
Lesson 5: Determine which linking cube stick is *longer than* or *shorter than* the other.

**dot path**
Lesson 16: Make informal comparison of area.

shape signs
Lesson 16: Make informal comparison of area.

Square

Hexagon
Circle

shape signs

Lesson 16: Make informal comparison of area.
Lesson 16: Make informal comparison of area.

shape cutouts
Lesson 21: Compare sets informally using more, less, and fewer.
Lesson 21: Compare sets informally using more, less, and fewer.
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5-group cards (numeral side)

Lesson 28: Visualize quantities to compare two numerals.
Lesson 28: Visualize quantities to compare two numerals.

5-group cards (5-group side)