

Eureka Math™

Grade K Module 1

Student File_B

Additional Student Materials

This file contains¹:

- GK-M1 Fluency Resources²
- GK-M1 Mid-Module Assessment
- GK-M1 End-of-Module Assessment

¹Note that beginning in v1.3.2 of Grade K Module 1, Exit Tickets are no longer included in this module. For details on the edits made to this module in v1.3.2, please visit our release notes page at <http://greatminds.net/maps/math/release-notes-v3>. The Exit Tickets included in v1.3.1 are still available for download in a separate PDF found at www.greatminds.org.

²Note that not all lessons in this module include fluency resources.

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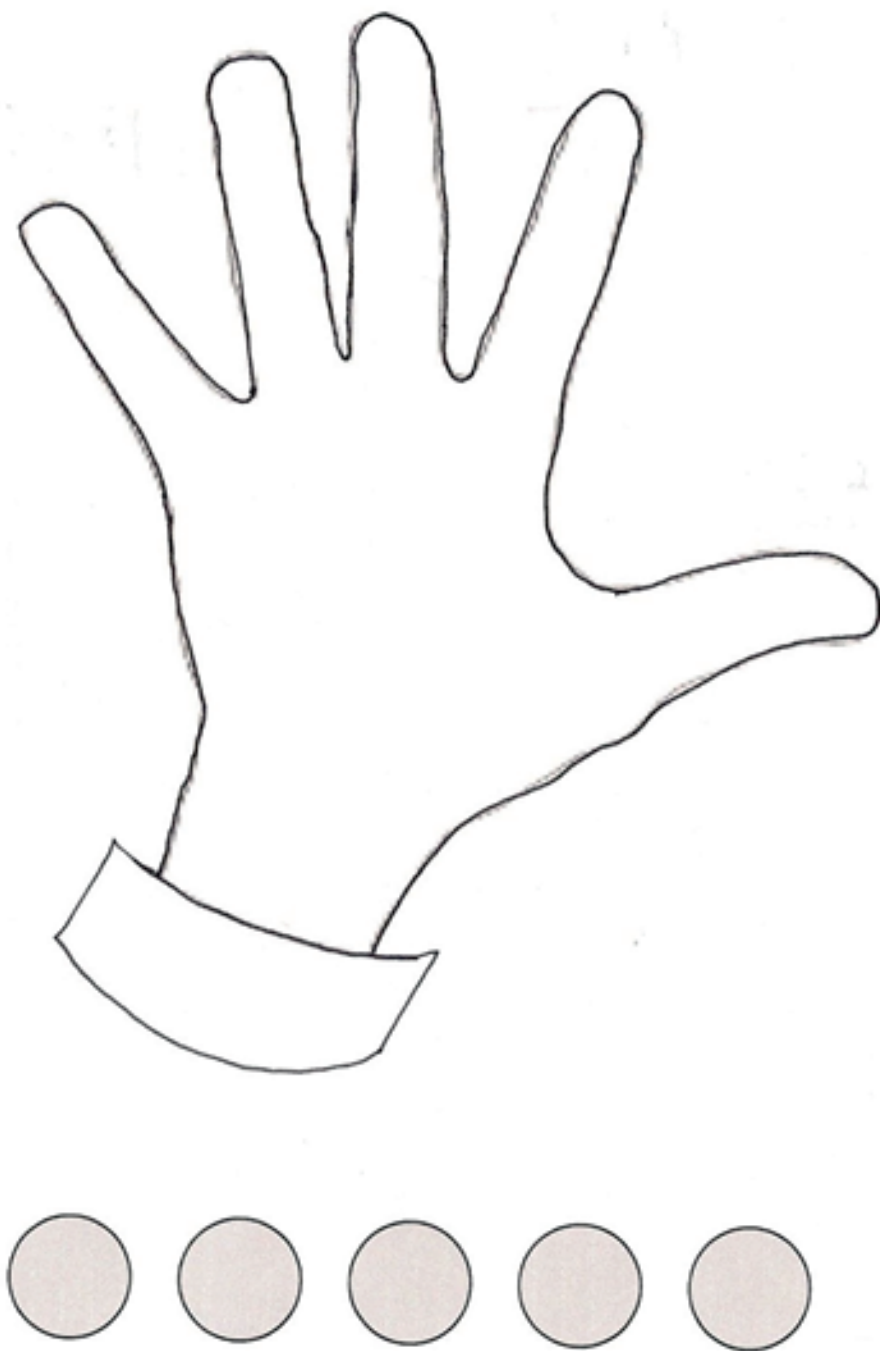
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This book may be purchased from the publisher at eureka-math.org

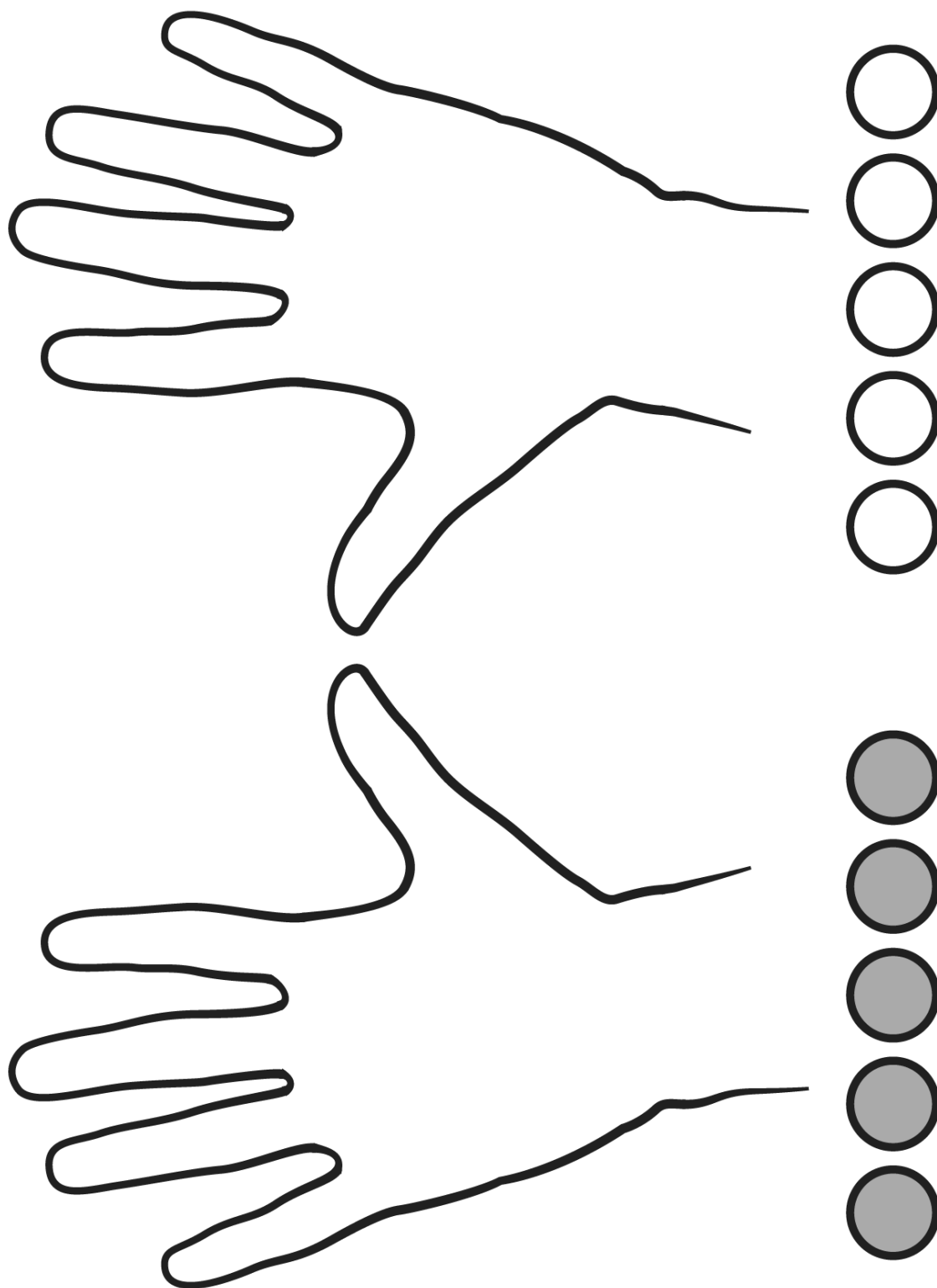
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GK-M1-SFB-1.3.2-01.2016

Sprint and Fluency Packet



left hand mat



two hands mat



piggy bankmat

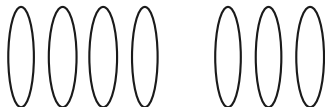
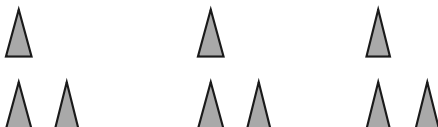
Name _____

Date _____

Draw 1 more, and write how many in the box.

How many?

How many?

draw 1 more

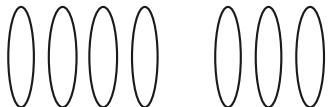
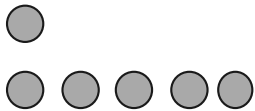
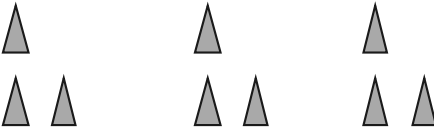
Name _____

Date _____

Draw 1 more, and write how many in the box.

How many?

How many?

draw 1 more; from Lesson 32

Assessment Packet

Student Name: _____

Topic A: Attributes of Two Related Objects

Rubric Score: _____ Time Elapsed: _____

	Date 1	Date 2	Date 3
Topic A			
Topic B			
Topic C			
Topic D			

Materials: (S) Module 1 assessment picture cards (cut out)

T: (Identify the pictures while placing them in a row before the student.) Show me the pictures that are exactly the same.

T: How are they exactly the same?

T: Show me something that is *the same but* a little different.

T: Use your words, "They are the same, but..." to tell me how the bears are different.

What did the student do?	What did the student say?

Topic B: Classify to Make Categories and Count

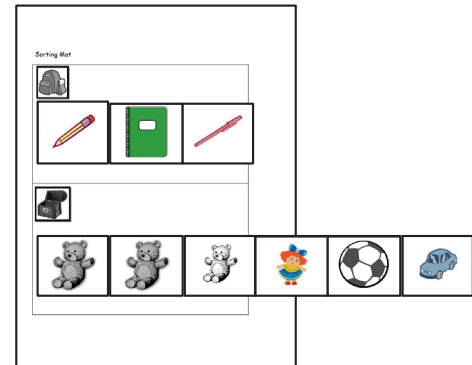
Rubric Score: _____ Time Elapsed: _____

Materials: (S) Picture cards (cut out), sorting mat (Mid-Module Assessment Task Templates)

Note: Student may sort the objects differently than shown here.
Ask for a rationale for any unusual placements.

- T: (Place all of the cards before the student.) Please sort the pictures into two groups on your sorting mat. (After sorting, have the student explain her reasoning.)
- T: (Point to the objects that went in the backpack.) Count the things that are in this group. (Look for the student to answer “3” rather than “1, 2, 3.” If the student recounts to find the answer, ask again.)

Set the sort aside for the Topic D assessment.



What did the student do?	What did the student say?

Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 10 linking cubes

- T: (Put 5 loose cubes in front of the student.) Whisper-count as you put the cubes into a line. How many cubes are there?
- T: (Move the cubes into a circle.) How many cubes are there?
- T: (Scatter the cubes.) How many cubes are there?
- T: Please show this (show $2 + 1$) using your cubes. (Have the student explain what he does. We might expect the student to make a linking cube stick of 3 and break it into two parts.)

What did the student do?	What did the student say?

Topic D: The Concept of Zero and Working with Numbers 0–5

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Sort from Topic B (remove one identical bear for this assessment task so that there are 5 toys and 3 school items), numeral writing sheet (Mid-Module Assessment Task Template)

Note: Student may sort the objects differently than shown here. Ask for a rationale for any unusual placements.

T: How many things for school do you see? (Point to the top row.)



T: (Point to the second row.) These are things we don't usually bring to school. How many are in this group? (Note if the student recounts all or determines the set of 5 using the set of 3 in any way.) How do you know it is 5?



T: How many cats are shown here?

T: Write your numbers in order from 0 to 5. (Note reversals, if any.)

T: Write the number that tells how many toys there are.

What did the student do?	What did the student say?
Did the student show evidence of subitizing or recognizing embedded numbers, seeing 5 as 2 and 3 or 4 and 1?	

Class Record Sheet of Rubric Scores: Module 1

Student Names:	Topic A: Attributes of Two Related Objects	Topic B: Classify to Make Categories and Count	Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions	Topic D: Concept of Zero and Working with Numbers 0–5	Next Steps:

Module 1 Assessment Picture Cards



Sorting Mat



Student Name _____

Numeral Writing

--	--	--	--	--	--

Student Name: _____

Topic E: Working with Numbers 6–8 in Different Configurations

Rubric Score: _____ Time Elapsed: _____

	Date 1	Date 2	Date 3
Topic E			
Topic F			
Topic G			
Topic H			

Materials: (S) 10 linking cubes (or other familiar classroom objects)

T: Please count 6 linking cubes, and put them in a row. (Pause.) Write the numeral 6.

T: (Arrange 7 cubes in a circular configuration.) Please count the cubes. (Pause.) Write the number 7. Show me the 5-group that's hiding in this group of cubes.

T: (Arrange 8 cubes into an array of 4 and 4.) How many cubes are there now? (Pause.) How did you know there were that many?

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

Topic F: Working with Numbers 9–10 in Different Configurations

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 12 linking cubes (or other familiar classroom objects), brown construction paper mat to show the problem

T: Now, let's pretend these cubes are bears! Show me this problem: There were six bears who were eating leaves here in the woods. (Pause.) Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods?

T: Use your words to tell me how you figured out the problem.

T: Write the number that tells how many bears there are eating leaves.

T: Another bear came. Show me the bears now. How many bears is that? Write that number.

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

Topic G: *One More* with Numbers 0–10

Rubric Score: _____ Time Elapsed: _____

Materials: (T) Numeral and dot cards (End-of-Module Assessment Task Template), 10 cubes

- T: (Hold up the card showing 4 dots.) Use the cubes to show me the number of cubes that is 1 more than this.
- T: (Hold up the card showing the numeral 6.) Use the number cards to show me the numeral that's 1 more. How did you learn that?
- T: Put these numeral cards in order from smallest to greatest. (Hand the students the 7, 8, and 9 cards out of order.)

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

Topic H: *One Less* with Numbers 0–10

Rubric Score: _____ Time Elapsed: _____

Materials: (T) Numeral and dot cards (End-of-Module Assessment Task Template), 10 counting objects

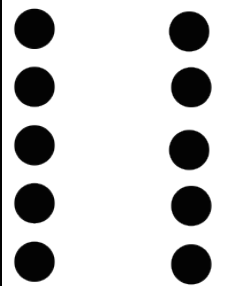
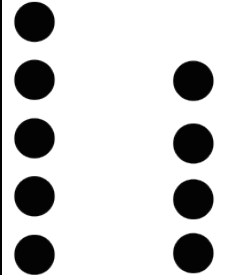
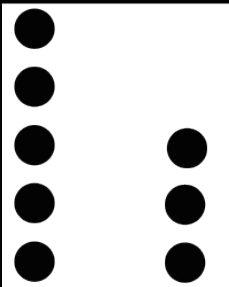
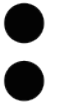
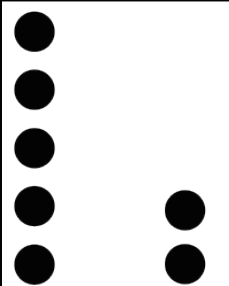
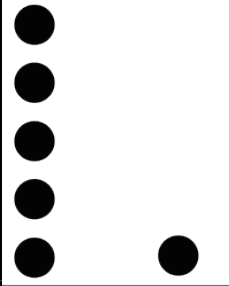
- T: (Place 10 objects in an array of two 5-groups.) How many objects are there? (Note how the student counts.) Show 1 less. Write how many you have now.
- T: (Put the number cards in order from 10 to 1. Turn over the numbers 9, 7, 5, and 2.) Touch and tell me the hidden numbers. Don't turn over the cards, though!
- T: (Place the 9, 7, 5, and 2 dot cards in a line out of order.) Match the dot cards to the hidden numbers. Turn over the hidden card when you are sure you have matched it.

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

Class Record Sheet of Rubric Scores: Module 1

Student Names:	Topic E: Working with Numbers 6–8 in Different Configurations	Topic F: Working with Numbers 9–10 in Different Configurations	Topic G: <i>One More</i> with Numbers 0–10	Topic H: <i>One Less</i> with Numbers 0–10	Next Steps:

4	9
3	8
2	7
1	6
10	5

numeral and dot cards