

Eureka Math™

Grade PK, Module 1

Student File_B

*Contains Sprint and Fluency,
and Assessment Materials*

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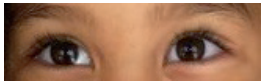
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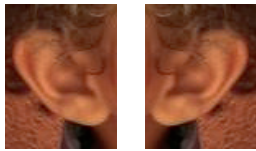
Sprint and Fluency Packet

I Have 2 Chant



I have 2.

1, 2.



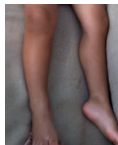
I have 2.

1, 2.



I have 2.

1, 2.



I have 2.

1, 2.

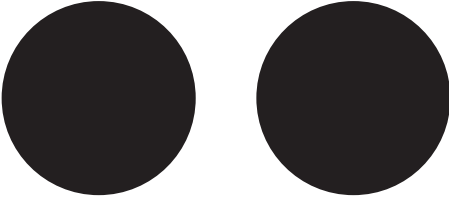
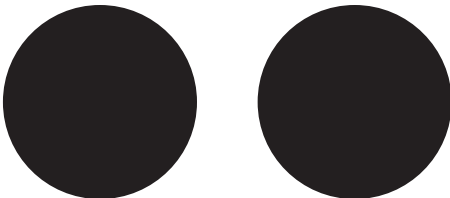
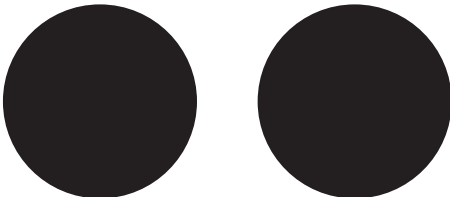
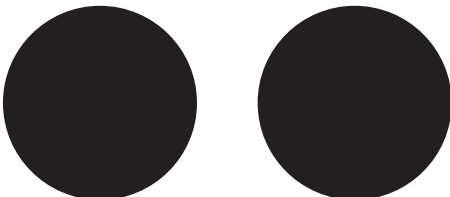
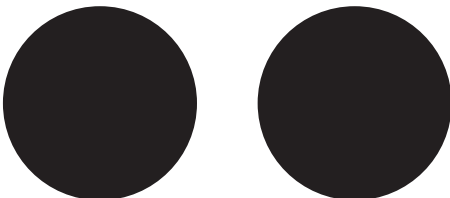


I have 2.

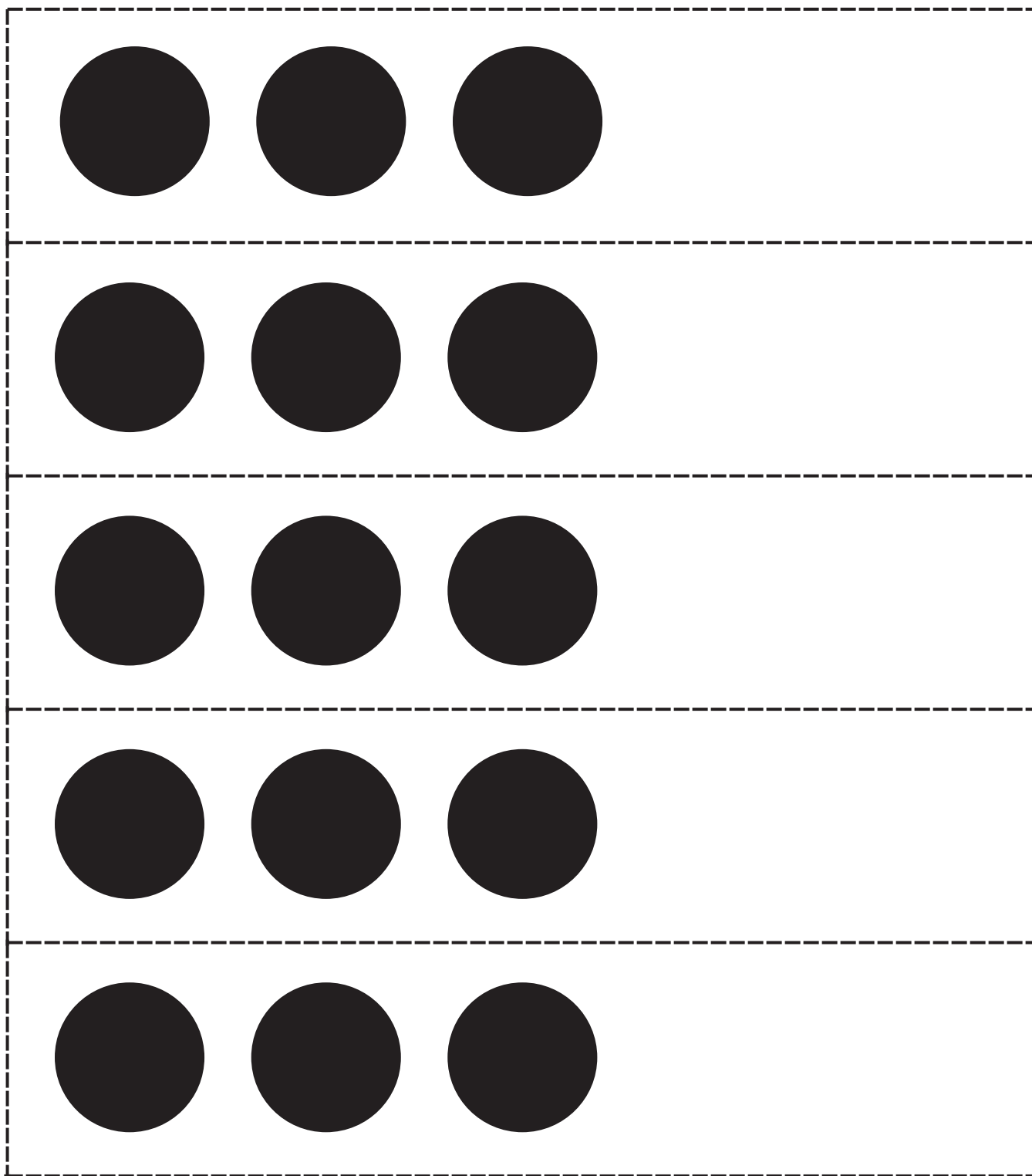
1, 2.

Yahoo! And so do you!

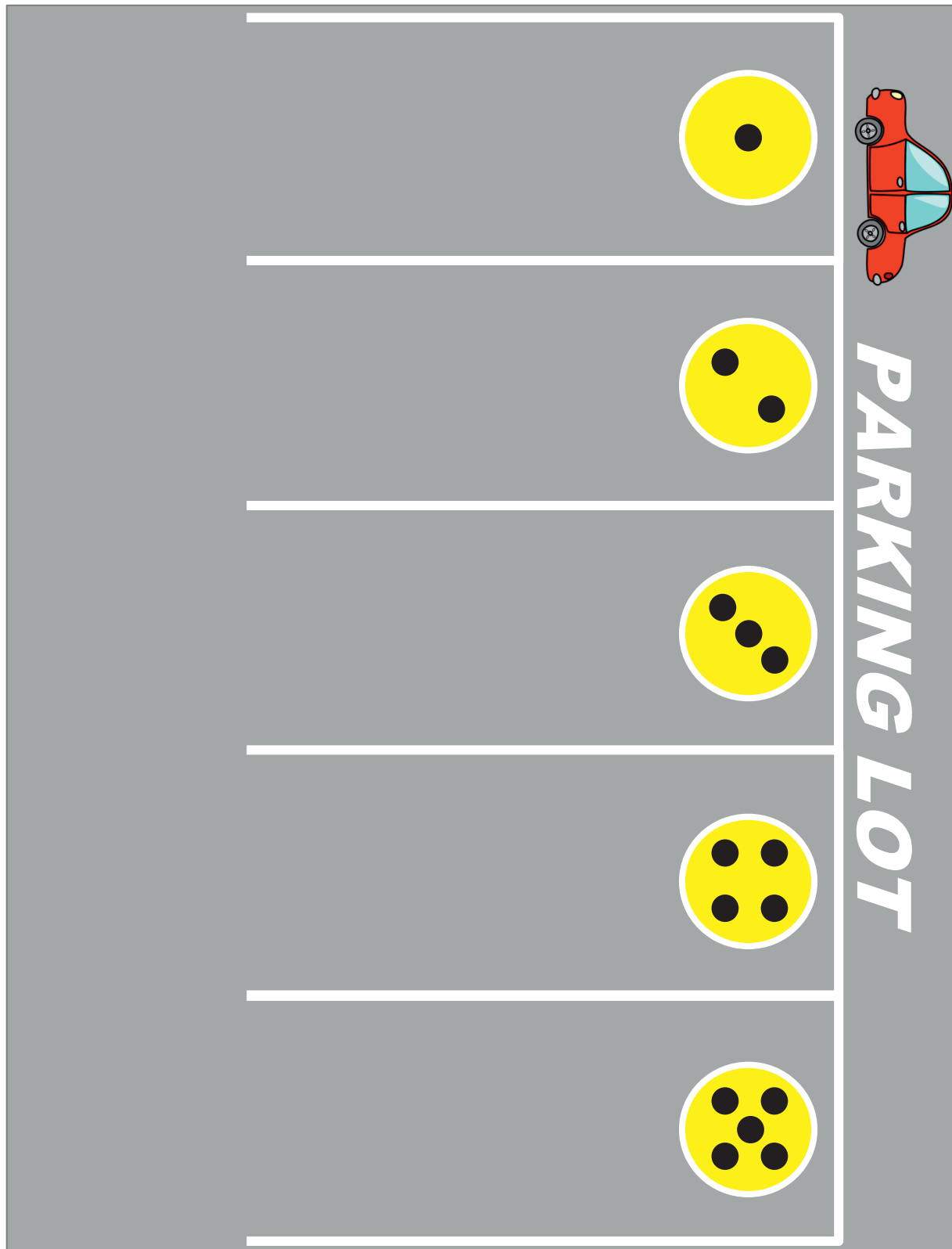
I Have 2 Chant

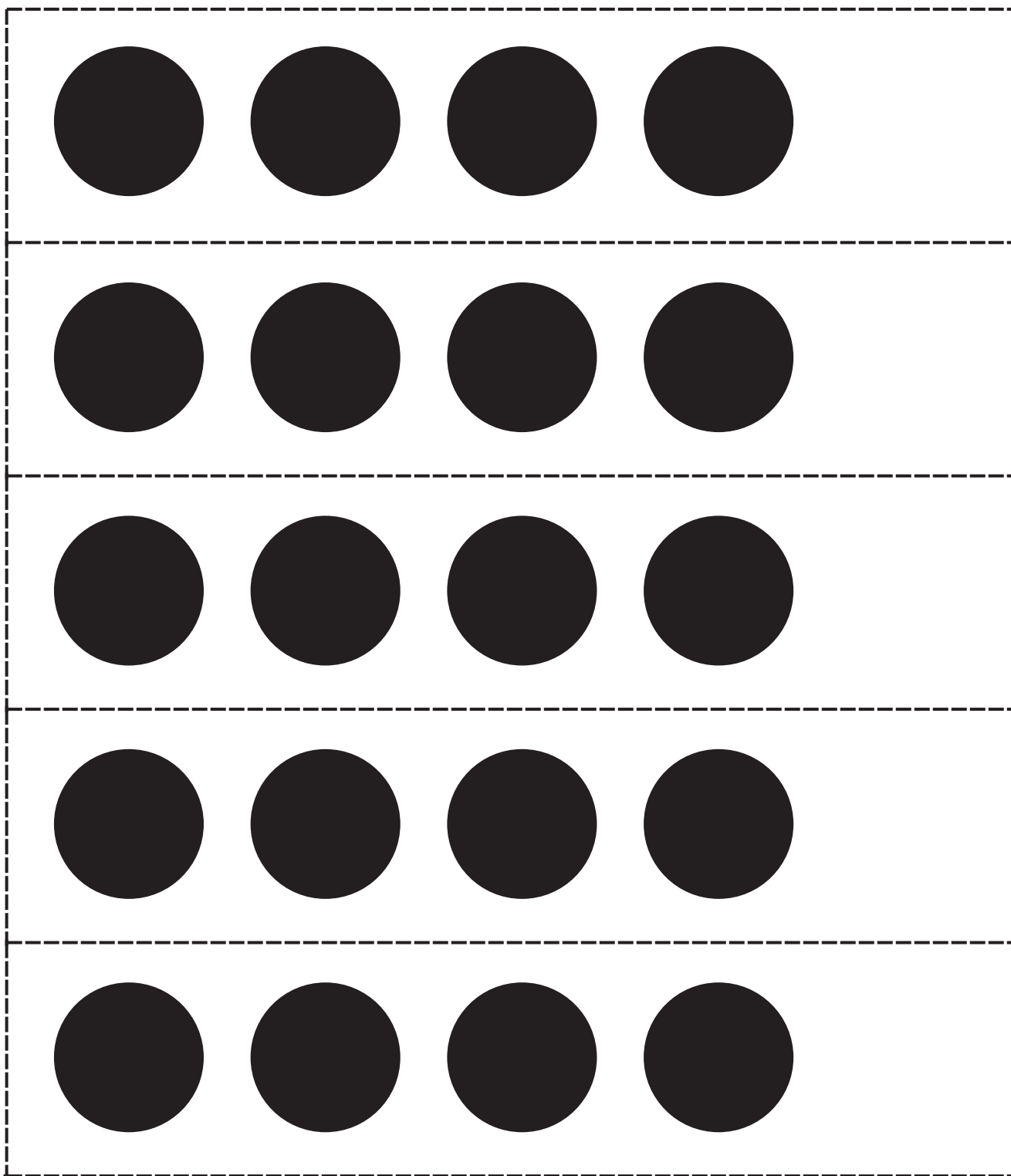
5-group strip (2 dot)



5-group strip (3-dot)



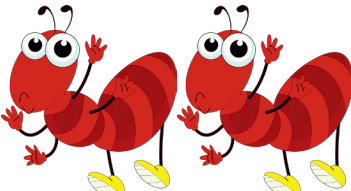
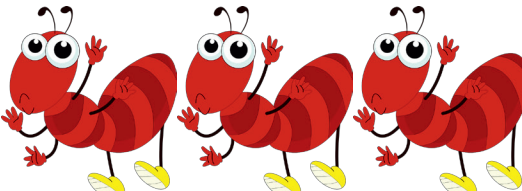
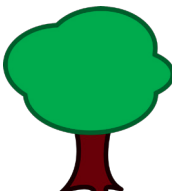
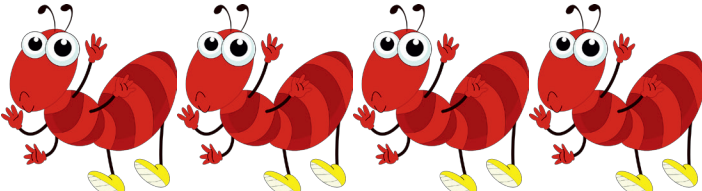
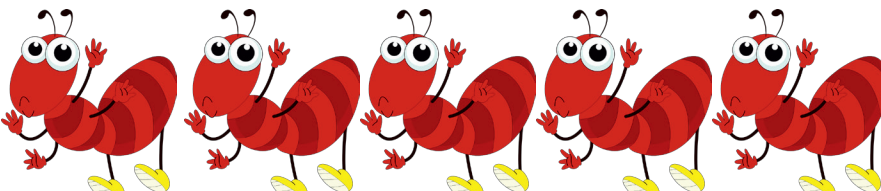
dot path parking lot



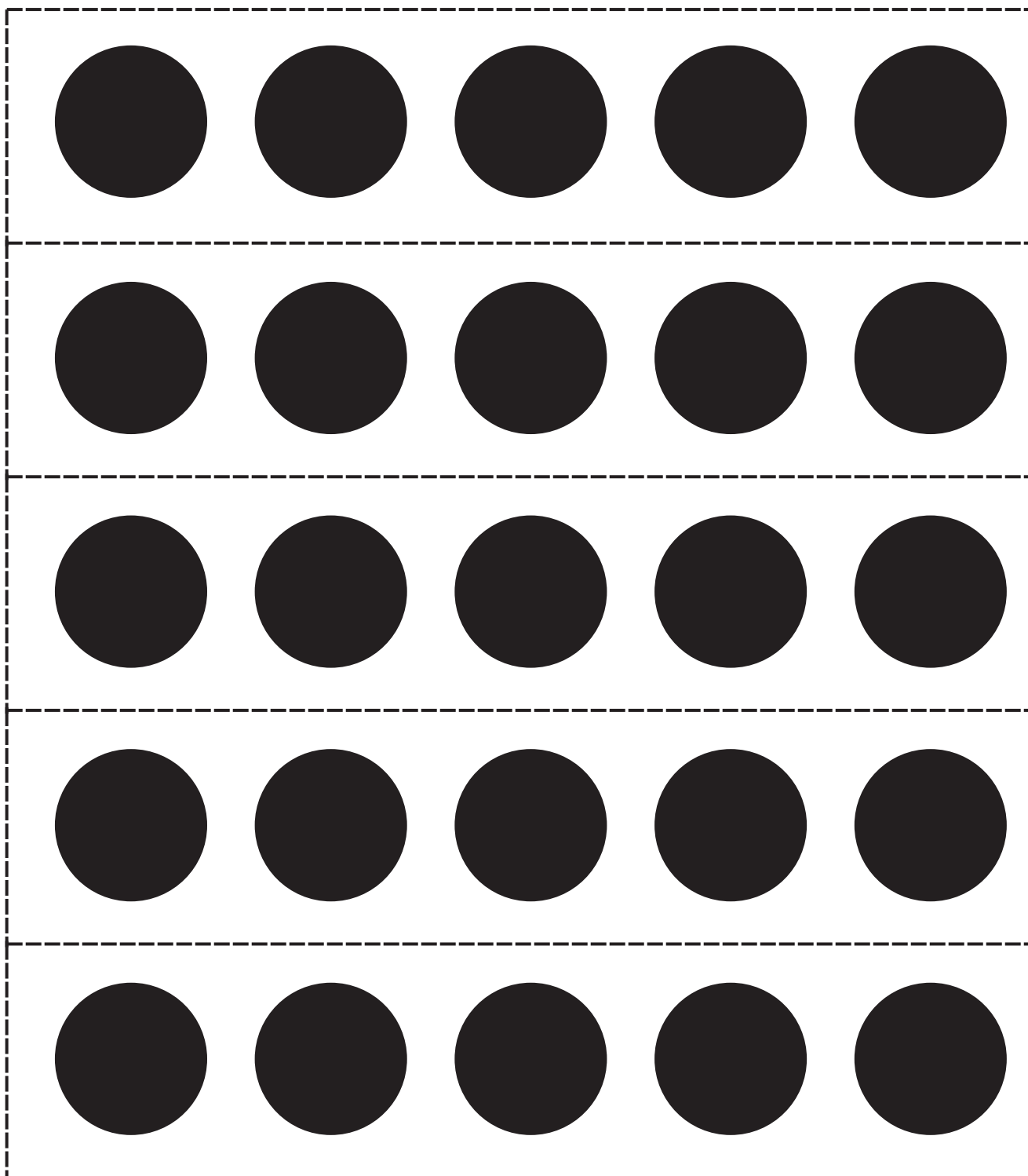
4-dot 5-group strip

5	
4	
3	
2	
1	

cups mat

"The Ants Go Marching"



5-group strips (5-dot)

Assessment Packet

Student Name _____

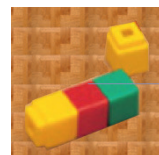
Topic A: Matching Objects

Rubric Score: _____ Time Elapsed: _____

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

Materials: (S) 4 linking cubes (2 yellow, 1 red, 1 green), Module 1 assessment picture cards (cut out), paper, apple (toy or real), scissors, crayon, and dish

- Here are some linking cubes (give separated cubes to the student). Show me two matching cubes that are exactly the same. How are they exactly the same?
- (Show Module 1 assessment picture cards.) Show me two things that are the same and use your words, "They are the same, but..." to tell me about the two things.
- (Present a piece of paper, apple, scissors, crayon, and dish.) Show me two objects that are used together. Tell me how they are used together. (There is more than one answer, e.g., paper and scissors, crayon and paper, apple and dish.)



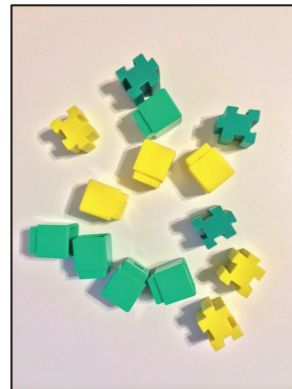
What did the student do?	What did the student say?
1.	
2.	
3.	

Topic B: Sorting

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Module 1 assessment picture cards (cut out), 5 green cubes, 3 yellow cubes, 3 yellow items (e.g., erasers), 3 green items

1. (Show the Module 1 assessment picture cards.) Mama cat is looking for her kittens. Can you help me make a group of kittens?
2. Here are some linking cubes and erasers (place items in front of the student). Sort these things by color.
3. (Point to the yellow group.) Use your words, "They are the same, but..." to tell me about this group.
4. Help me mix them up again. (Mix the two groups.) Now, sort them into two groups: a cube group and an eraser group.

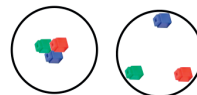


What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic C: *How Many* Questions with 1, 2, or 3 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 3 different color linking cubes, paper plate



1. (Put 3 unconnected cubes in a straight horizontal line on the plate.) Touch and count the cubes. How many are there?
2. Move the cubes close together. (Student moves the cubes.) How many are there?
3. Move the cubes far apart on the plate. (Student moves the cubes.) How many are there?
4. (Show 2 cubes on the plate.) How many cubes are there?
5. (Put 1 cube on the plate.) How many cubes are there?

Note: If a child is unable to count 3 objects with one-to-one correspondence (one object paired with one number word), ask her to rote count to 3. Rote counting (**PK.CC.1**) is a precursor to counting with one-to-one correspondence (**PK.CC.3a**).

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

Topic D: Matching 1 Numeral with up to 3 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 3 linking cubes, 5 craft sticks, numerals 1–3



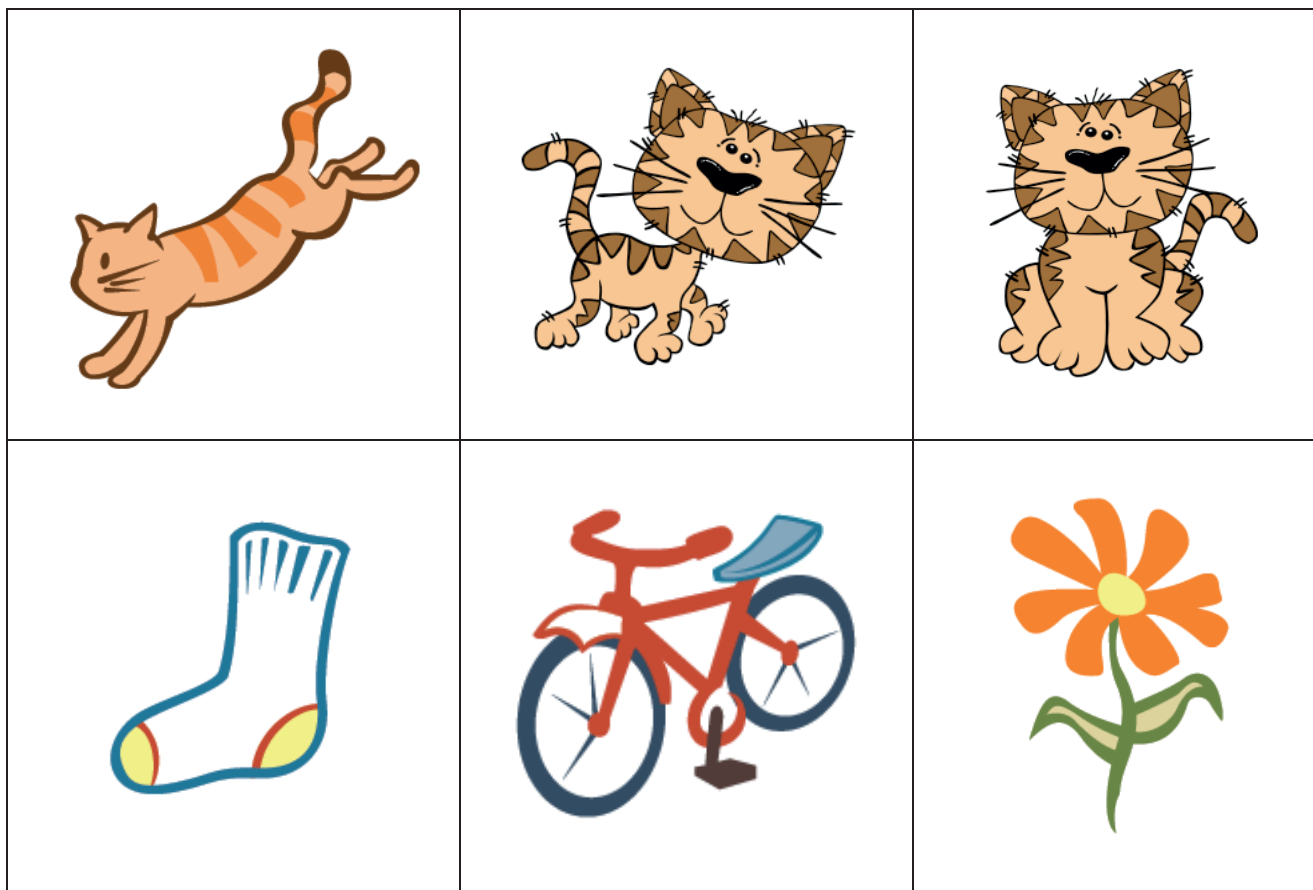
1. Count to 3 on your fingers (any 3 fingers will do).
2. I will help you put these hats on top of your 3 fingers (put a linking cube on each finger). How many hats do you have?
3. Use your sticks to show that number. How many sticks are in the group?
4. (Show numerals 1–3.) Which number shows how many sticks are in your group?
5. (Show 1 craft stick.) What number shows how many sticks are in this group?
6. (Show 2 cubes.) What number shows how many cubes are in this group?

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	
6.	

Class Record Sheet of Rubric Scores: Mid-Module 1 Assessment

Student Names	Topic A: Matching Objects	Topic B: Sorting	Topic C: <i>How Many</i> Questions with 1, 2, or 3 Objects	Topic D: Matching 1 Numeral with up to 3 Objects	Next Steps:

Module 1 Assessment Picture Cards



Pre-Kindergarten End-of-Module 1 Assessment (Administer after Topic H)

Student Name _____

Topic E: *How Many Questions with 4 or 5 Objects*

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 5 linking cubes to be used as “birds”
(the “birds” give the assessment a playful
context), paper plate

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

- Let’s pretend that these linking cubes are birds. These birds (linking cubes) fly into your tree. (Assist in putting cubes on the child’s left-hand fingers like little hats.) Touch and count each one. How many birds are in your tree?
- A bird flies away. (Take 1 cube away). Touch and count the birds in your tree now.
- (Put cube back on the student’s finger.) Watch as all the birds fly to the ground. (Place the cubes in a circle around a plate.) Touch and count each one. How many birds are on the ground?



Note: If a child is unable to count 5 objects with one-to-one correspondence (one object paired with one number word), ask him to rote count to 5. Rote counting (**PK.CC.1**) is a precursor to counting with one-to-one correspondence (**PK.CC.3a**).

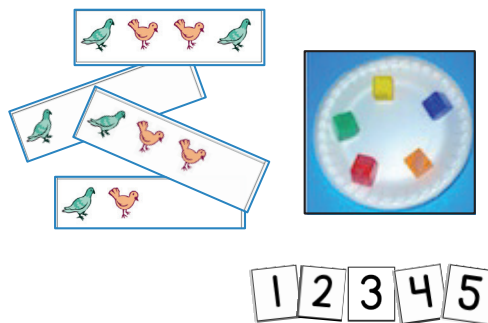
What did the student do?	What did the student say?
1.	
2.	
3.	

Topic F: Matching 1 Numeral with up to 5 Objects

Rubric Score: _____ Time Elapsed: _____

Materials: (S) Numerals 1–5, bird cards (cut apart), 7 linking cubes

1. (Put bird pictures in front of student. Show the numeral 4.) What number is this? Can you find the group of birds that matches this number?
2. (Repeat with 2.)
3. (Repeat with 3.)
4. (Repeat with 1.)
5. (Show the numeral 5.) What number is this? Pretend these cubes are birds. Can you make a group of birds to match this number?



What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

Topic G: *One More* with Numbers 1 to 5

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 5 linking cubes as imaginary birds



1. Let's pretend these cubes are birds. (Place 5 cubes in front of student.)
Two birds want to play. Show me 2 birds.
2. One more bird wants to play. Show me 1 more. (Child puts another cube in the group.)
How many birds are playing now? (Continue the pattern of 1 more to 5.)

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

Topic H: Counting 5, 4, 3, 2, 1

Rubric Score: _____ Time Elapsed: _____

Materials: (S) 5 linking cubes as imaginary birds



1. Let's pretend these cubes are birds. (Place 5 cubes in front of student.) How many birds are there on the ground?
2. One bird flies into my tree. Show me. (After the student removes 1 cube from the group, place it on your left pinky.) How many birds are on the ground now? (Continue the pattern of 1 less to 1.)
3. Can you count from 5 to 1?

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

Class Record Sheet of Rubric Scores: End-of-Module 1 Assessment

Student Names	Topic E: <i>How Many</i> Questions with 4 or 5 Objects	Topic F: Matching 1 Numeral with up to 5 Objects	Topic G: <i>One More</i> with Numbers 1 to 5	Topic H: Counting 5, 4, 3, 2, 1	Next Steps:

Module 1 Assessment Picture Cards

