

Eureka Math™

Grade PK, Module 4

Student File_B

*Contains Sprint and Fluency, Exit Ticket,
and Assessment Materials*

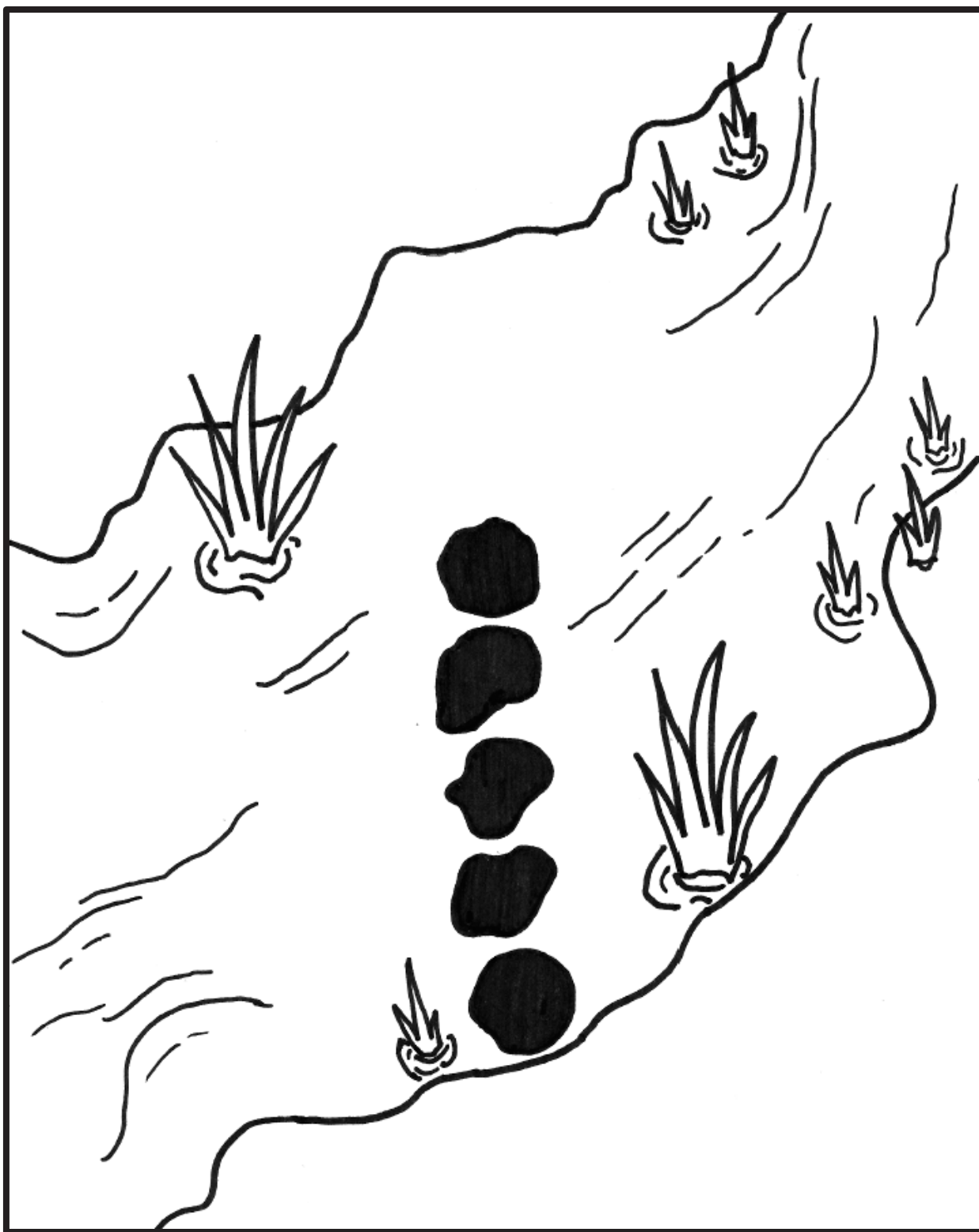
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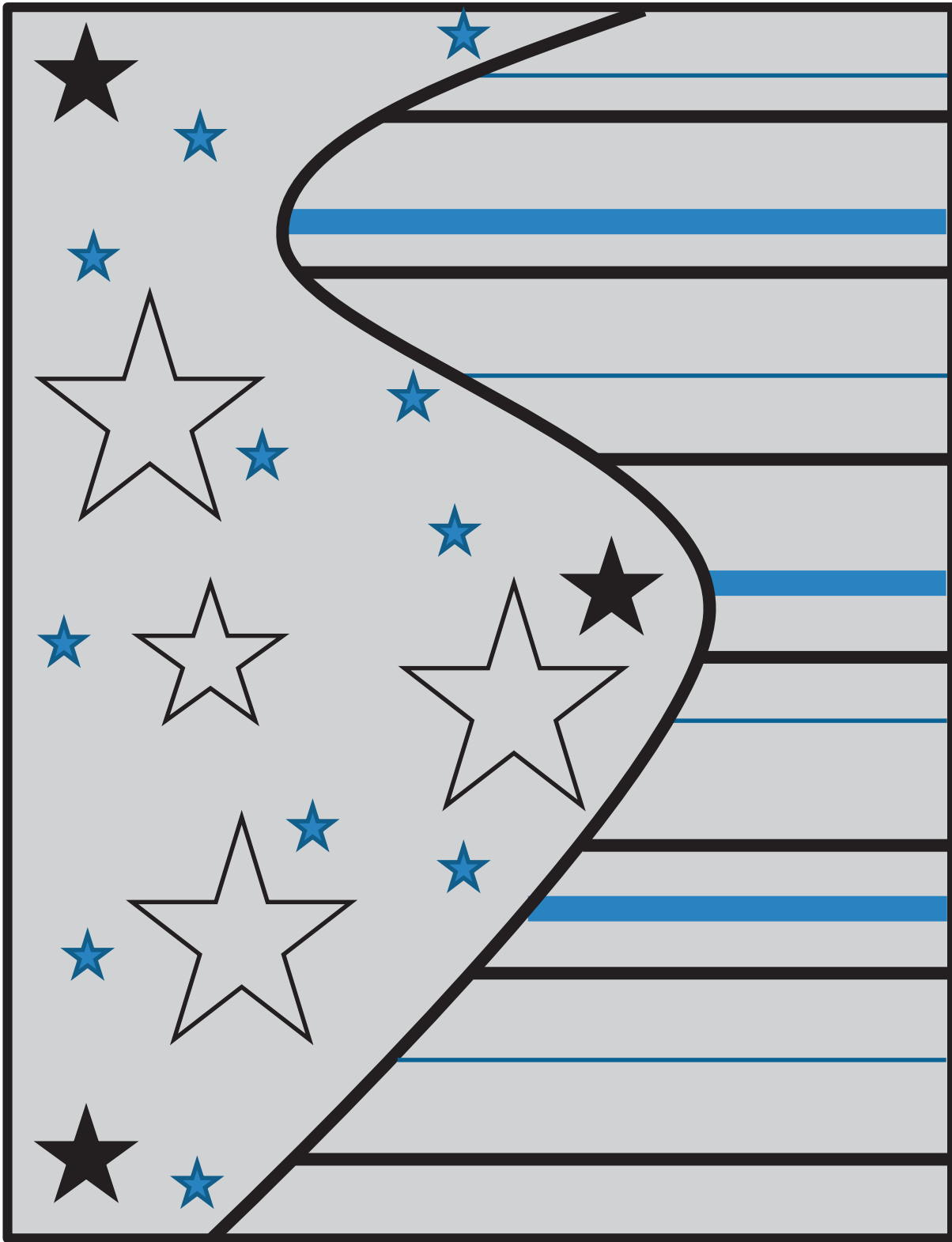
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creek mat



stars and stripes

Student Name _____

Topic A: Comparison of Length

Rubric Score _____ Time Elapsed _____

Materials: (S) Chopstick, toothpick, 15-inch strip of paper, 10 linking cubes, scissors

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

1. (Hold a chopstick and a toothpick upright in front of the student.) Which words BEST describe these objects, *big* and *small* or *tall* and *short*?
2. (Hand a chopstick and a linking cube tower of 8 to the student.) Compare these two objects. Which one is longer?
3. (Place a 15-inch strip of paper and the chopstick in front of the student.) Cut the paper. Give me the piece that is **shorter than** the chopstick.
4. (Hand two linking cube towers of 5 to the student.) Compare the towers: Are they **the same as** each other, or is one **longer** or **shorter than** the other?

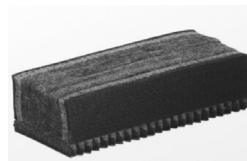
What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic B: Comparison of Weight

Rubric Score _____ Time Elapsed _____

Materials: (S) Block, white board eraser, box with 2 heavy and 2 light objects

1. (Place a block and a white board eraser in front of the student.) Which words BEST describe these objects, *heavy* and *light* or *big* and *small*?
2. (Place the box with 2 heavy and 2 light objects in front of the student. Hold up the white board eraser.) Find something in the box that is **heavier than** this eraser. (Pause as the student does so.) Use your words to compare the weight of the eraser and the _____.
3. (Place the box with 2 heavy and 2 light objects in front of the student. Hold up the block.) Find something in the box that is **lighter than** this block. (Pause as the student does so.) Use your words to compare the weight of the block and the _____.



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

Topic C: Comparison of Volume

Rubric Score _____ Time Elapsed _____

Materials: (S) Large, medium, and small containers (relative to each other); beans

1. (Place the large container and small container filled with beans in front of the student.) Which words BEST describe these objects, *heavy* and *light* or *big* and *small*?
2. (Place all 3 containers, with the medium-sized container filled with beans, in front of the student.) Which container holds **more than** this cup of beans? Use your words to compare how much these two containers hold.
3. Which container holds **less than** this cup of beans? Use your words to compare how much these two containers hold.

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

Class Record Sheet of Rubric Scores: Mid-Module 4 Assessment

Student Names	Topic A: Comparison of Length	Topic B: Comparison of Weight	Topic C: Comparison of Volume	Next Steps:

Student Name _____

Topic D: First and Last

Rubric Score _____ Time Elapsed _____

Materials: (S) 8 teddy bear counters, a paper clip (or small cube) for marking the start of the circular count

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

1. (Place 5 teddy bear counters in a scattered configuration in front of the student.) Count the bears. When you are done, I'm going to ask you which bear you counted first and last. You can use this paper clip to help you remember which bear you counted first. (Pause.) Which bear did you count first? Which bear did you count last?
2. (Place 7 teddy bear counters in a linear configuration in front of the student.) The bears are in line waiting to go out of their classroom. Point to the last bear. Point to the first bear. (Turn all the bears around so that they are facing the opposite direction.) Now they are waiting in line to go back into their classroom. Point to the first bear. Point to the last bear.
3. (Place 8 teddy bear counters in a circular configuration. Have the paper clip readily accessible.) Count the bears. When you are done, I'm going to ask you which bear you counted first. You can use this paper clip to help you remember. (Pause.) Which bear did you count first?

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

Topic E: Are There Enough?

Rubric Score _____ Time Elapsed _____

Materials: (S) 5 teddy bear counters, 5-box template

1. (Place 3 teddy bear counters and the 5-box template in front of the student.) Match the bears to the boxes. Tell me if there are exactly enough boxes, enough boxes with some extras, or not enough boxes for the bears to sit on.
2. (Place all of the teddy bear counters and the 5-box template in front of the student.) Match the bears to the boxes to show exactly enough boxes for the bears to sit on.

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

Topic F: Comparison of Sets Up to 5

Rubric Score _____ Time Elapsed _____

Materials: (S) 5 pencils, 5 erasers

1. (Place 2 pencils and 4 erasers in front of the student.) Count the group of pencils and the group of erasers. (Pause.) Which group has more?
2. (Place 5 pencils and 4 erasers in front of the student.) Count the group of pencils and the group of erasers. (Pause.) Which group has less?
3. (Place 3 pencils and 5 erasers in front of the student. Have the other two pencils close by for students to use if desired.) Add pencils or take away erasers so that both groups have the same number of objects.

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

Topic G: Comparison of Sets Including Numerals Up to 5

Rubric Score _____ Time Elapsed _____

Materials: (T) Three linking cube towers (one with 3 cubes, one with 4 cubes, one with 5 cubes) (S) Tub of disconnected linking cubes, numeral cards 1 to 5 (two 4 cards for a total of 6 cards)

1. (Place the 5-tower and numeral cards in front of the student.) Count the cubes in this tower. (Pause.) Show me the number that matches the tower. (Move the chosen numeral next to the tower, and move aside.)
2. (Place the 3-tower in front of the student.) Count the cubes in this tower. (Pause.) Show me the number that matches this tower. (Move the chosen numeral next to the tower.)
3. (Move the 3-tower aside. Place the 5 and 3 numeral cards in front of the student.) Tell me about these numbers using *more than*, *less than*, or *the same as*.
4. (Remove all other materials, and place the tub of disconnected linking cubes, the 4-tower, and the 6 numeral cards in front of the student.) Show me the number that matches this tower (pointing to 4-tower). Now, make a tower to match it. Show me the number that tells how many cubes are in this tower. Tell me about these numbers using *greater than*, *less than*, or *the same as*.

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

5-box template



Class Record Sheet of Rubric Scores: End-of-Module 4 Assessment

Student Names	Topic D: First and Last	Topic E: Are There Enough?	Topic F: Comparison of Sets Up to 5	Topic G: Comparison of Sets Including Numerals Up to 5	Next Steps: