**The Amazing Seed** **Line Master 1** (Assessment Master)

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Estimate and Compare Length, Attributes** | **Not observed** | **Sometimes** | **Consistently** |
| Estimates and compares length and height |  |  |  |
| Uses relative terms to describe length and height |  |  |  |
| Uses a baseline for comparing height and length |  |  |  |
| Estimates and compares mass |  |  |  |
| Uses relative terms to describes mass |  |  |  |
| Estimates and compares capacity |  |  |  |
| Uses relative terms to describe capacity |  |  |  |
| **Estimate and Measure Using Non-standard Units** |  |  |  |
| Estimates and measures length and height using non-standard units |  |  |  |
| Estimates and measures mass using non-standard units |  |  |  |
| Estimates and measures capacity using non-standard units |  |  |  |
| Selects appropriate units and tools for measuring |  |  |  |
| Measures accurately using several units |  |  |  |

**Strengths:**

**Next Steps:**

**Connecting Home and School Line Master 2–1**

**NOTE TO THE TEACHER**

You may wish to send families a ***The Amazing Seed*** letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

**Connecting Home and School Line Master 2–2**

Dear Family:

We have been working on ***The Amazing Seed***, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that many things in our world have attributes that can be measured and compared. Particular focus is placed on estimating, comparing, and measuring length, height, mass, and capacity. Try this activity at home with your child.

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**Reading the Story:** As you read the story, enjoy talking about how the animals plant and care for the amazing seed. Focus on the different ways the animals measure and keep track of the height of their plant as it grows. Use the illustrations to prompt descriptions that include a variety of measurement words (e.g., *longer*, *longest*, *shorter*, *shortest*, *taller*, *tallest*, *heavier*, *heaviest*, *lighter*, *lightest*).

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

**Comparing Things:** Use everyday situations to compare and describe the length, height, and mass of objects and people. For example, say: **Please hand me the longest piece of ribbon. Let’s find a melon that feels heavier than this melon. You carry the lighter bag and I will carry the heavier bag. Of the three of us, who do you think is the tallest?**

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**Measuring Things:** Your child can make a personal measuring tape by linking 10 same-size paper clips together. Have fun thinking of things that might be longer, shorter, and about the same length as 10 paper clips. Then use the paper clip measuring tape to test your estimates.

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**Cooking:** Having your child help in the kitchen offers many opportunities to focus on comparing and measuring how much something holds (capacity). For example, say: **Please hand me a bowl that will hold more than this bowl. We need the largest pot to make our soup. Which container do you think is big enough to hold the leftover soup?**

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

**Watch Me Grow!** Consider keeping track of your child’s growth by starting a height chart, or cutting pieces of string to model her/his height. Each month, mark your child’s height. Compare and describe the change.

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***The Amazing Seed* Math Mat Line Master 3**

**Ordering by Mass Line Master 4**

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**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I used these containers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My estimate from lightest to heaviest:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My discovery from lightest to heaviest:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I used these containers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My estimate from lightest to heaviest:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My discovery from lightest to heaviest:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Grid Strips Line Master 5**

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**My Measuring Discoveries Line Master 6**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to measure.

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| **Object** | **Estimate** | **Measurement** |
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**Which Holds More? Line Master 7**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **More**  | **Less** |
| **My estimate** |  |  |
| **My discovery** |  |  |

**This is what I did:**

**Estimating and Line Master 8**

**Measuring Mass**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **My object** | **My estimate** | **My discovery** |
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**My Amazing Seed Line Master 9**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Date** | **Observations** |
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**My Recipe Line Master 10**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My recipe for** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**You need:**

**This is what you do:**

**Solving Problems Line Master 11–1**

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What can you find that is longer than your shoe?

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What can you find that is shorter than your arm?

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What can you find that is longer than your shoe and shorter than your arm?

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What can you find that is shorter than your leg and longer than your hand?

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**Solving Problems Line Master 11–2**

✂ – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – – –

I measured \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ units long. What unit did I use?

\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_

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I measured \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ units long. What unit did I use?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I measured \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ units long. What unit did I use?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I measured \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ units long. What unit did I use?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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