The Amazing Seed

Line Master 1
(Assessment Master)

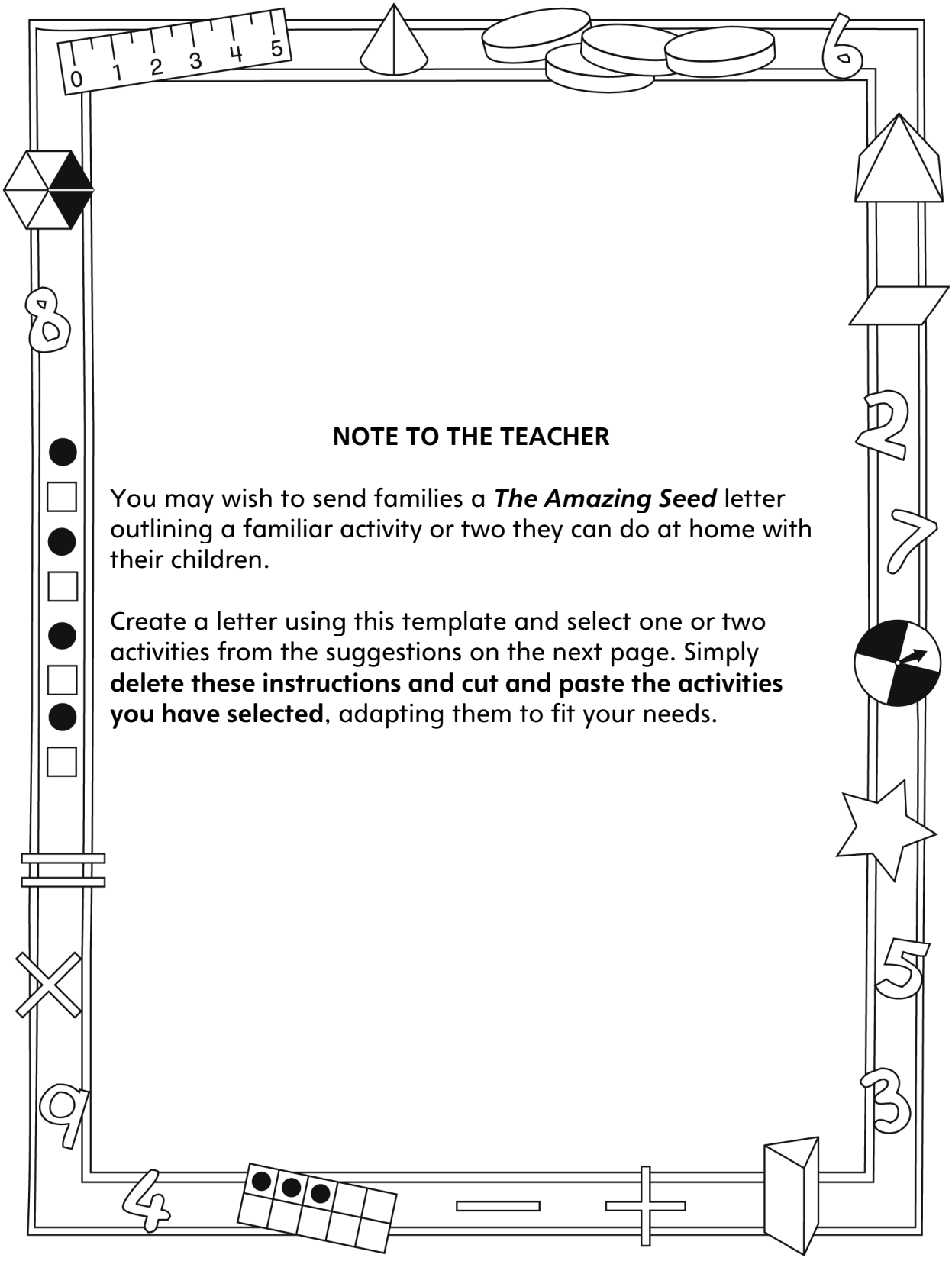
Name: _____

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.

✂ -

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?**

✂ -

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.

✂ -

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.

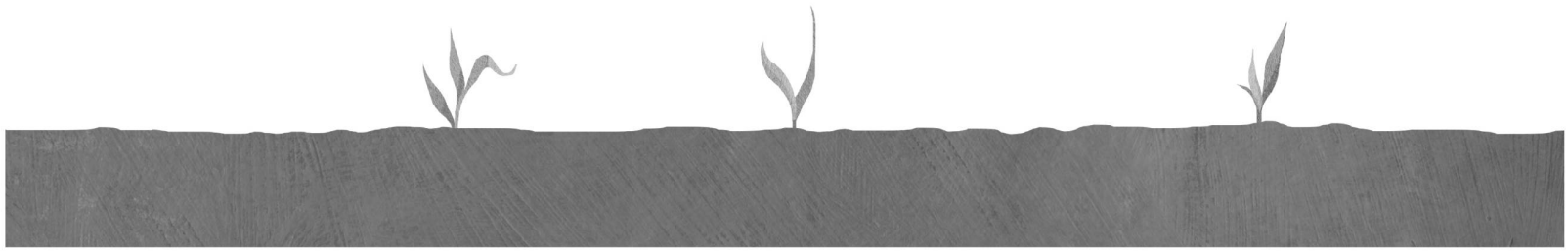
✂ -

Sincerely,

____

The Amazing Seed Math Mat

Line Master 3



Ordering by Mass

Line Master 4

Name: _____

I used these containers: _____

My estimate from lightest to heaviest:

_____

My discovery from lightest to heaviest:

_____

Name: _____

I used these containers: _____

My estimate from lightest to heaviest:

_____

My discovery from lightest to heaviest:

_____

Grid Strips

Line Master 5

My Measuring Discoveries

Line Master 6

Name: _____

I used _____ to measure.

Object	Estimate	Measurement

Which Holds More?

Line Master 7

Name: _____

	More	Less
My estimate		
My discovery		

This is what I did:

Estimating and Measuring Mass

Line Master 8

Name: _____

My object	My estimate	My discovery

My Amazing Seed

Line Master 9

Name: _____

Date	Observations

My Recipe

Line Master 10

Name: _____

My recipe for _____

You need:

This is what you do:

Solving Problems

Line Master 11–1

What can you find that is longer than your shoe?

What can you find that is shorter than your arm?

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

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

Solving Problems

Line Master 11–2

I measured _____.

It is _____ units long. What unit did I use?

_____ or _____ or _____

I measured _____.

It is _____ units long. What unit did I use?

_____ or _____ or _____

I measured _____.

It is _____ units long. What unit did I use?

_____ or _____ or _____

I measured _____.

It is _____ units long. What unit did I use?

_____ or _____ or _____

I measured _____.

It is _____ units long. What unit did I use?

_____ or _____ or _____