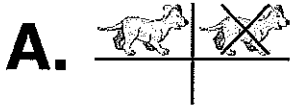
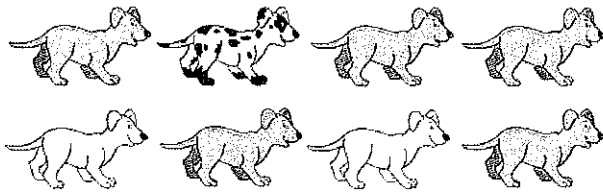
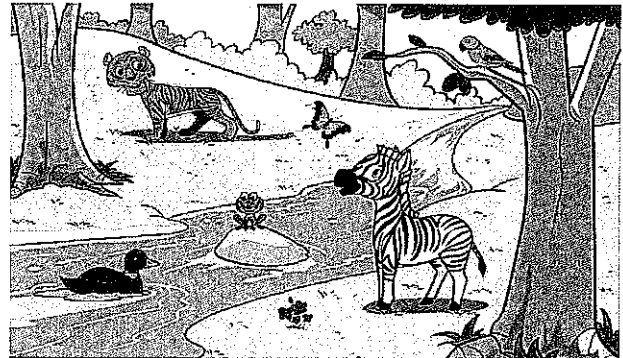


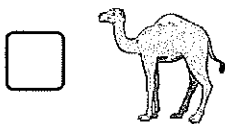
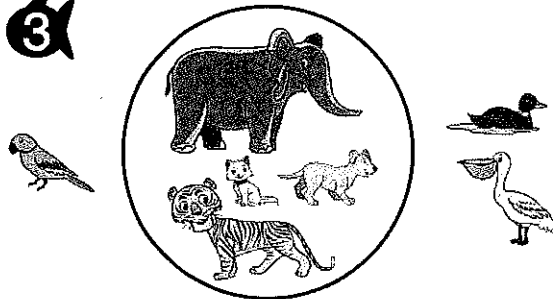
**1**



**2**



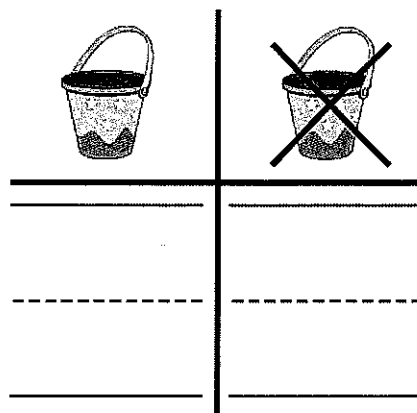
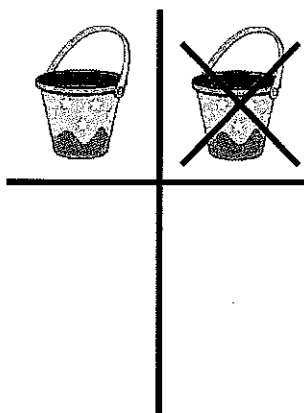
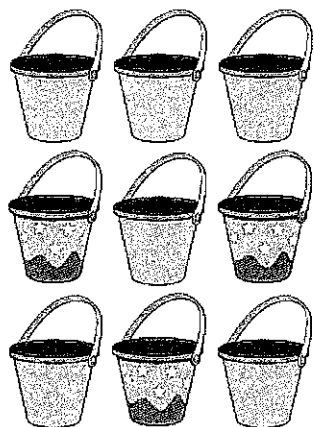
**3**



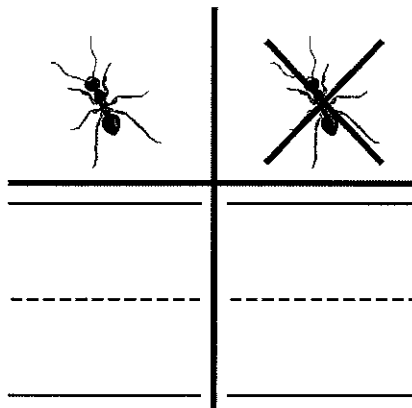
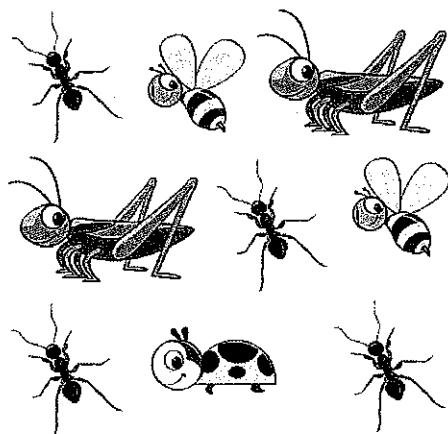
- B.**  **A** The number outside is greater than the number inside.
- B** The number inside is less than the number outside.
- C** The number inside is equal to the number outside.
- D** The number outside is less than the number inside.

**Directions** Have students: **1** **A.** draw lines in the chart as they count the puppies that are gray and the puppies that are NOT gray; **B.** compare the number of puppies that are gray to the number of puppies that are NOT gray. Say: *Draw a circle around the category that is less in number;* **2** draw a circle around the animals that fly, and mark an X on the animals that do NOT fly. **3** **A.** Say: *The animals have been classified into two categories. Mark all the animals that belong in the category of animals inside the circle.* **B.** Then have students compare the number of animals inside the circle with the number of animals outside the circle. Say: *Which statement correctly describes the picture?*

4



5



6



yes

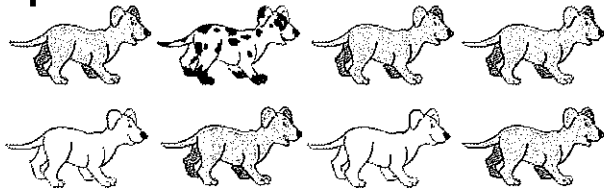
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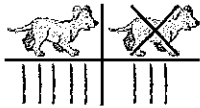
5

8

**Directions** Have students: 4 draw lines in the chart as they count the pails that have stars and the pails that do NOT have stars, and then write the numbers to tell how many in another chart; 5 sort the bugs into bugs that are ants and bugs that are NOT ants, count them, and then write the numbers in the chart to tell how many. Then have students draw a circle around the category that is greater than the other category; 6 listen to the problem, draw a circle around yes or no, and then use numbers, pictures, or words to explain how they know whether the answer makes sense. Say: Rebecca says that the category of white beads is greater than the category of beads that is NOT white. Does her answer make sense?

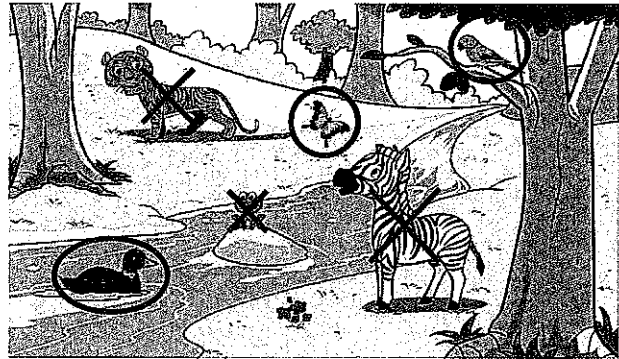
**1**  
2 points



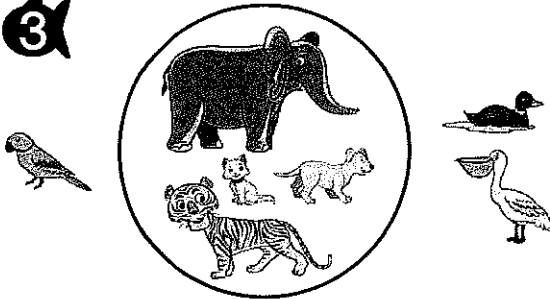
A. 

B. 


**2**  
1 point



**3**



A.  







B. **(A)** The number outside is greater than the number inside.

**(B)** The number inside is less than the number outside.

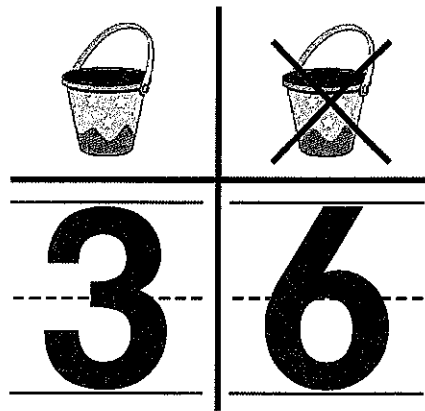
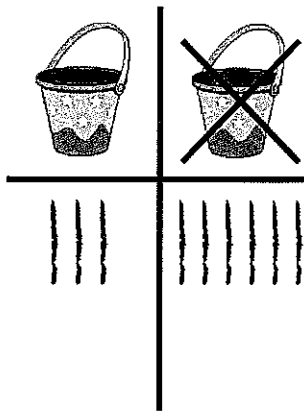
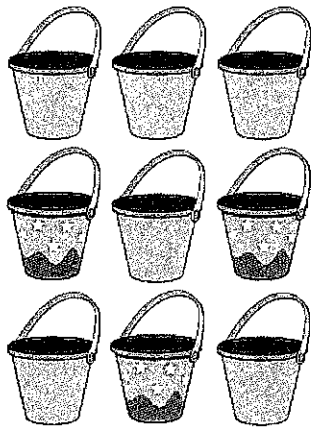
**(C)** The number inside is equal to the number outside.

**(D)** The number outside is less than the number inside.

**Directions** Have students: **1** A. draw lines in the chart as they count the puppies that are gray and the puppies that are NOT gray; B. compare the number of puppies that are gray to the number of puppies that are NOT gray. Say: *Draw a circle around the category that is less in number;* **2** draw a circle around the animals that fly, and mark an X on the animals that do NOT fly. **3** A. Say: *The animals have been classified into two categories. Mark all the animals that belong in the category of animals inside the circle.* B. Then have students compare the number of animals inside the circle with the number of animals outside the circle. Say: *Which statement correctly describes the picture?*

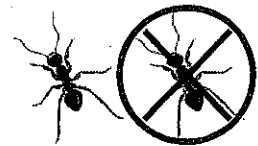
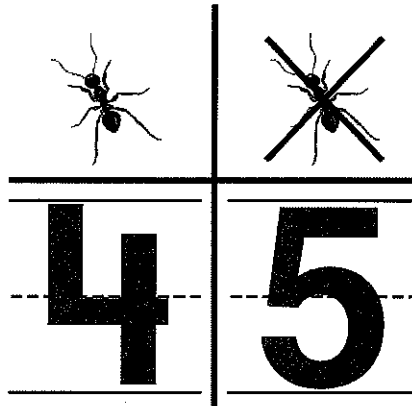
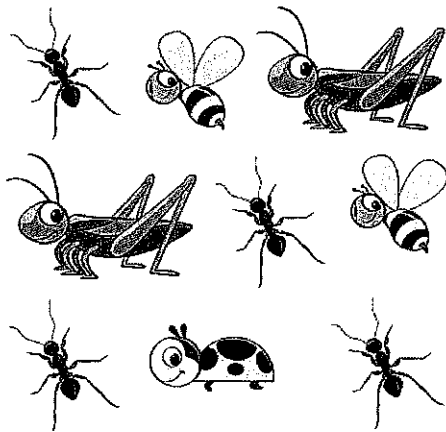
4

2 points



5

2 points



6

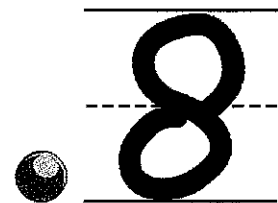
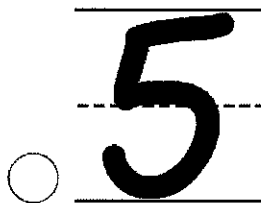
2 points



Check students' explanations.

yes

no



**Directions** Have students: 4 draw lines in the chart as they count the pails that have stars and the pails that do NOT have stars, and then write the numbers to tell how many in another chart; 5 sort the bugs into bugs that are ants and bugs that are NOT ants, count them, and then write the numbers in the chart to tell how many. Then have students draw a circle around the category that is greater than the other category; 6 listen to the problem, draw a circle around *yes* or *no*, and then use numbers, pictures, or words to explain how they know whether the answer makes sense. Say: *Rebecca says that the category of white beads is greater than the category of beads that is NOT white. Does her answer make sense?*