**Following is the interview assessment conducted with six students with varying readiness from each classroom. The goal is to uncover what students already know about more and less.**

1.How many red snap cubes are there? (7) \_\_\_\_\_\_\_\_\_

How many blue snap cubes are there? (10) \_\_\_\_\_\_\_\_\_

Which one has more? \_\_\_\_\_\_\_\_\_\_\_\_\_

2. How many blue ones can you take away to make them the same? \_\_\_\_\_\_\_\_\_

3. Spread out the blue snap cubes so there “appears to be more.”

Are there still the same number of blue and red snap cubes? \_\_\_\_\_\_\_\_\_\_

4. Look at the blue snap cubes. (10) How many more can you add to have a total of 14? \_\_\_\_\_\_\_\_\_\_

5. Here are two groups of snap cubes (12) and (18). Which one has less? \_\_\_\_\_\_\_\_\_ (ten train + 2 or 12 unconnected snap cubes?)

6. How can we make them have the same?

7. Here are 48 snap cubes and 52 snap cubes (arranged in ten trains and ones).

Which one has more? How can you prove it?

8. Show students number cards. 7 and 11. Which is more? \_\_\_\_\_\_\_\_\_\_

 How many more? \_\_\_\_\_\_\_\_\_\_

9. Show students number cards. 24 and 42. Which is more? How do you know?

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

10. How many snap cubes do you think will fit on this shape? \_\_\_\_\_\_\_\_\_\_\_\_

 Find a shape that you think will need more snap cubes to fill it. \_\_\_\_\_\_\_\_\_\_

11. Fill in the shapes. How many snap cubes for each? Which one is less? How many less?