Measure With Words

Children inspect classroom objects and choose words for length, height, and weight.

K.M.A.16 "Identify and describe measurable attributes (length, weight, height) of a single object using vocabulary such as long/short, heavy/light, or tall/short."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 LOOK CLOSELY

a | heavy | short | tall

b | long | light | short

2 FEEL WEIGHT

a | short | light | heavy

b | tall | light | heavy

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HOW TO RUN THIS PAGE

Have a full-length pencil and a paper clip ready, and use the classroom door. Read each prompt aloud and give children time to inspect the object. Listen for whether they choose a word that describes the attribute you named.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · LOOK CLOSELY

SAY "We will look at real things in our classroom. Listen for the part I ask about, then circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	Look at our classroom door. The words are heavy, short, and tall. Which word tells about the door's height? Circle it.	**tall**
b	Look at this full-length pencil. The words are long, light, and short. Which word tells about the pencil's length? Circle it.	**long**

PART 2 · FEEL WEIGHT

SAY "Now think about how much each thing weighs. Hold the paper clip when it is your turn, then circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	Hold one paper clip. The words are short, light, and heavy. Which word tells about its weight? Circle it.	**light**
b	Look at our classroom door and think about its weight. The words are tall, light, and heavy. Which word tells about its weight? Circle it.	**heavy**

WHAT TO ACCEPT

In order, accept tall, long, light, and heavy. Record any help given to a child separately from the child's choices.