Library Lengths

Compare classroom objects for an imagined Montana library reading table.

MT.1.MD.1 "Order three objects by length and compare the lengths of two objects indirectly by using a third object. This standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities."

NAME _____ DATE _____

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

1 COMPARE LENGTHS

(a) **clip** **pencil** **book**

(b) **clip** **book** **pencil**

2 PUT IN ORDER

1	
2	
3	

ANSWER KEY

Library Lengths

GRADE 1 · MT.1.MD.1

HOW TO RUN THIS PAGE

Set out a paper clip, a pencil, and a book. Choose a book whose long edge is longer than the pencil, and a pencil longer than the clip. Students first use the pencil to compare the book and clip indirectly, then order all three objects.

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

PART 1 · COMPARE LENGTHS

SAY "Imagine you are helping at a Montana library that shares books by Indigenous authors. Use the pencil to compare the clip and the book without putting the clip and book together. Line up one end each time."

ROW	SAY	STUDENTS CIRCLE
a	Compare the clip with the pencil. Move the clip away, then compare the book with the pencil. Which is longer, the book or the clip? Circle its name.	**book**
b	Use the pencil to check both lengths again, one at a time. Which is shorter, the book or the clip? Circle its name.	**clip**

PART 2 · PUT IN ORDER

SAY "Now line up one end of the clip, pencil, and book. Copy their names from the choices above into the boxes, from shortest in box 1 to longest in box 3."

- Box 1 (beside 1): **clip**
- Box 2 (beside 2): **pencil**
- Box 3 (beside 3): **book**

WHAT TO ACCEPT

Circle book, then clip. Accept clip, pencil, book in boxes 1 to 3; observe whether students use the pencil for the first comparisons and line up the objects for ordering.