Short Long Measure

Students measure one distance with two unit lengths and compare the results.

1.7.C "measure the same object/distance with units of two different lengths and describe how and why the measurements differ;"

NAME _____ DATE _____

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

1 MEASURE TWICE

Short

Long

2 TELL WHY

a

More | **Less** | **Same**

b

Shorter | **Longer** | **Same**

ANSWER KEY

Short Long Measure

GRADE 1 · TEKS 1.7.C

HOW TO RUN THIS PAGE

Before using the page, give each pair one distance to measure and two kinds of repeatable units, one shorter and one longer. Choose a distance that can be covered exactly by both units, then have students place each kind of unit end to end with no gaps or overlaps.

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

PART 1 · MEASURE TWICE

SAY "After you measure the same distance two times, what number did you find with the shorter unit? Write it in the box beside Short. What number did you find with the longer unit? Write it in the box beside Long."

- Box 1 (beside Short): **The measured count using the shorter unit.**
- Box 2 (beside Long): **The measured count using the longer unit.**

PART 2 · TELL WHY

SAY "Look at your two numbers, then listen to each question and circle one word."

ROW	SAY	STUDENTS CIRCLE
a	Look at the words More, Less, and Same. Which word tells how the number in Short compares with the number in Long? Circle one word.	**More**
b	Look at Shorter, Longer, and Same. Compared with the Long units, were the units in your Short measurement shorter, longer, or the same length? Why did the Short measurement need more pieces? Circle the length word and explain.	**Shorter**

WHAT TO ACCEPT

Accept actual recorded counts from the same distance, with units end to end and no gaps or overlaps. Circle More and Shorter. Accept: the Short units are shorter, so more are needed to cover the distance; or the Long units are longer, so fewer are needed. The circled word answers the explicitly identified Short-unit comparison, and either correct causal explanation is acceptable.