Dots and Object Length

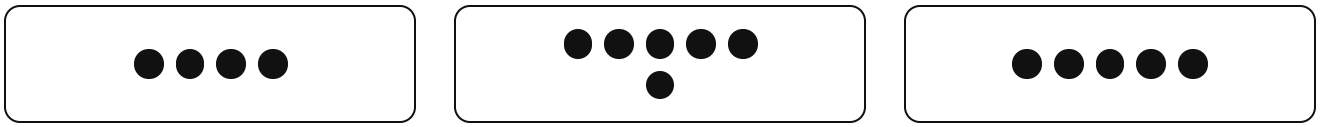
Compare dot groups, then compare two real objects by length.

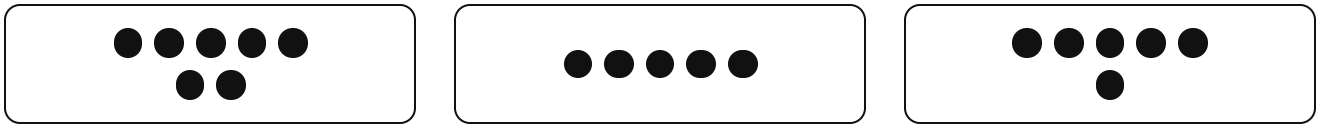
K.7.B "compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference."

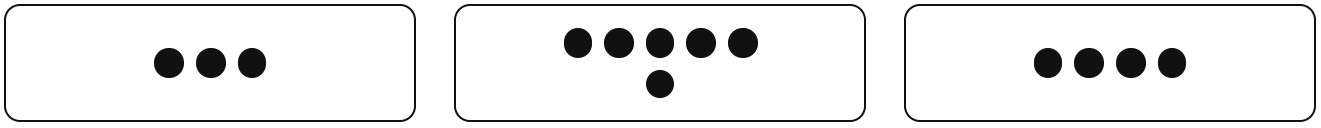
NAME _____ DATE _____

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

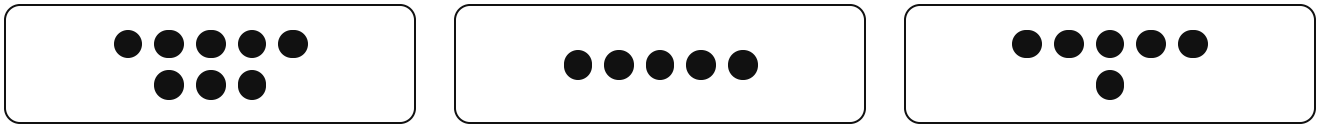
1 MORE DOTS

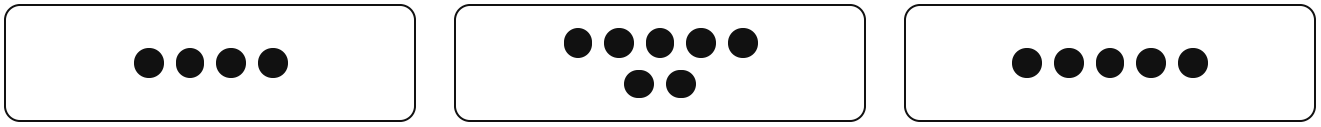
a 

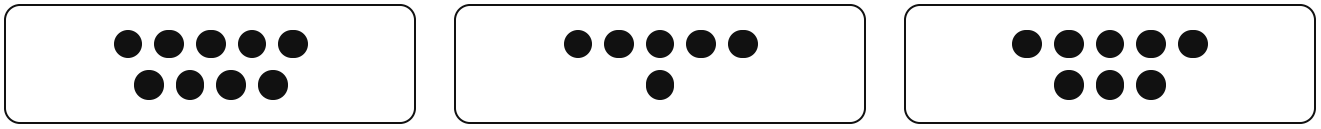
b 

c 

2 FEWER DOTS

a 

b 

c 

ANSWER KEY

Dots and Object Length

HOW TO RUN THIS PAGE

Read the dot tasks aloud. Then supply two different-length pencils per child. Help children align one end, identify longer/shorter and explain the length difference.

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

PART 1 · MORE DOTS

SAY "Compare the first two dot groups. Circle the one with more and say how many more."

ROW	SAY	STUDENTS CIRCLE
a	Which has more? How many more dots?	**6 dots**
b	Which has more? How many more dots?	**7 dots**
c	Which has more? How many more dots?	**6 dots**

PART 2 · FEWER DOTS

SAY "Compare the first two dot groups. Circle the one with fewer and say how many fewer. Afterward, line up one end of your two pencils. Which is longer? Which is shorter? How can you tell?"

ROW	SAY	STUDENTS CIRCLE
a	Which has fewer? How many fewer dots?	**5 dots**
b	Which has fewer? How many fewer dots?	**4 dots**
c	Which has fewer? How many fewer dots?	**6 dots**

WHAT TO ACCEPT

Both parts: circle second, first, second. More: 2, 2, 3 dots. Fewer: 3 dots each. For pencils, check aligned ends and longer/shorter identification. Accept speech or dictation: Both have length; this one is longer because its other end extends farther.