

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

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 the words Shorter, Longer, and Same. Which word tells why the two numbers are different? Circle one word.	Shorter

WHAT TO ACCEPT

Accept the actual recorded counts if students used the same distance and placed units end to end without gaps or overlaps. The shorter-unit count should be greater than the longer-unit count, so students circle More and Shorter.