

Measure Match

Students identify length, capacity, and weight in familiar measurement situations.

K.7.A “give an example of a measurable attribute of a given object, including length, capacity, and weight; and”

NAME _____

DATE _____

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

1 CIRCLE WORD _____

a	weight	capacity	length
b	capacity	weight	length
c	length	weight	capacity

2 SAY TRACE _____

length
capacity
weight

HOW TO RUN THIS PAGE

Read each situation aloud and give students time to mark one answer. In the tracing part, listen for students to name an object that could be measured in the named way.

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

PART 1 • CIRCLE WORD

SAY “Listen as I read each situation and the three words. Circle the word that answers each question.”

ROW	SAY	STUDENTS CIRCLE
a	A jump rope is on the floor. You want to know how long it is. Which word names what you would measure: weight, capacity, or length?	length
b	A cup can hold juice. Which word names how much it can hold: capacity, weight, or length?	capacity
c	A backpack has books inside. Which word names how heavy it is: length, weight, or capacity?	weight

PART 2 • SAY TRACE

SAY “I will read each gray word. What is one thing that can be measured that way? Say your idea, then trace the gray word.”

- Box 1: **length**
- Box 2: **capacity**
- Box 3: **weight**

WHAT TO ACCEPT

Circle rows: 1. length, 2. capacity, 3. weight. Accept recognizable traces and oral examples of objects with length or weight, plus containers or other items that can hold something for capacity.