

Look and Compare

Students compare classroom objects by length and weight, then circle a comparison word.

1.2.C “use mathematical concepts to compare two objects with common attributes; and”

NAME _____

DATE _____

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

1 LENGTH WORDS

a	longer	shorter	same
b	same	shorter	longer

2 WEIGHT WORDS

a	lighter	same	heavier
b	heavier	lighter	same

HOW TO RUN THIS PAGE

Set out two paper strips, one clearly longer than the other, and a classroom book that is clearly heavier than a pencil. Students compare one attribute at a time and circle the spoken word that describes the first object compared with the second. For Part 1, point to the longer strip first in row 1 and the shorter strip first in row 2. For Part 2, point to the book first in row 1 and the pencil first in row 2.

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

PART 1 • LENGTH WORDS

SAY “Look at the two paper strips. I will point to one strip and then the other. Listen to each question and circle one word.”

ROW	SAY	STUDENTS CIRCLE
a	How is the first strip compared with the second strip? Listen: longer, shorter, same. Which word will you circle?	longer
b	How is the first strip compared with the second strip? Listen: same, shorter, longer. Which word will you circle?	shorter

PART 2 • WEIGHT WORDS

SAY “Look at the book and the pencil. I will point to one object and then the other. Listen to each question and circle one word.”

ROW	SAY	STUDENTS CIRCLE
a	How is the first object compared with the second object? Listen: lighter, same, heavier. Which word will you circle?	heavier
b	How is the first object compared with the second object? Listen: heavier, lighter, same. Which word will you circle?	lighter

WHAT TO ACCEPT

Part 1 answers are longer, then shorter. Part 2 answers are heavier, then lighter. Accept a clear circle around the correct word.