

Unit Size Surprise

Record two measures of one pencil and compare the counts.

1.MG.1.b "Measure the length, weight, or volume of the same object or container with two different units 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 IT _____

clips

hands

2 TELL WHY _____

a

less

more

same

b

smaller

longer

same

HOW TO RUN THIS PAGE

Give each child one pencil and several paper clips. Model how to line up each unit without gaps or overlaps, then have students record both counts and use the circle rows to compare them.

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 IT

SAY “Place paper clips end to end along your pencil, with no gaps or overlaps, and count the clips, using one last clip if you need it to reach the end. Now use your own hand spans the same way, and write each number in the box next to its word.”

- Box 1 (beside clips): **student's paper clip count for the pencil**
- Box 2 (beside hands): **student's hand span count for the same pencil**

PART 2 • TELL WHY

SAY “Look at the words in each row. Listen to each question, then circle one word.”

ROW	SAY	STUDENTS CIRCLE
a	You measured the same pencil. Which word tells about the number of paper clips compared with the number of hand spans?	more
b	Which word tells why the paper clip number is more?	smaller

WHAT TO ACCEPT

Accept each student's recorded counts if units were placed end to end with no gaps or overlaps. Circle answers are more, then smaller, because paper clips are smaller units than hand spans.