

Compare and Tell

Use classroom objects to observe and communicate how things compare.

K.1.f "obtaining, evaluating, and communicating information communicate comparative measures (e.g., heavier, lighter, longer, shorter, more, less, hotter, colder) communicate observations using pictures, drawings, and/or speech"

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	longer	shorter	heavier
b	lighter	longer	heavier
c	more	less	shorter

2 SAY AND TRACE _____

Pencils	longer
Books	heavier
Clips	less

HOW TO RUN THIS PAGE

Set out two pencils with different lengths, a thin book and a heavier thick book, and two paper-clip lines, one with 3 clips and one with 6 clips. Children observe or handle the items, say comparative words, and mark the words that communicate what they notice.

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 IT

SAY “We will look closely at classroom things and use comparing words. Listen to each question, say your idea, and circle one word.”

ROW	SAY	STUDENTS CIRCLE
a	Look at the two pencils lined up at one end. Which word describes the pencil that reaches farther, longer, shorter, or heavier? Circle the word.	longer
b	Gently lift the thin book and the thick book. Which word describes the book that takes more effort to lift, lighter, longer, or heavier? Circle the word.	heavier
c	Count the clips in each line: 3 clips and 6 clips. Compare the number of clips, not the length of the lines. Does 3 mean more or less than 6? Circle the word that tells about the number.	less

PART 2 • SAY AND TRACE

SAY “Point to the Pencils box. What word did we use for the pencil that reached farther? Say the word, then trace the gray word. Do the same for Books and Clips.”

- Box 1 (beside Pencils): **longer**
- Box 2 (beside Books): **heavier**
- Box 3 (beside Clips): **less**

WHAT TO ACCEPT

Circle-row answers are longer, heavier, and less. Accept a spoken comparative word that matches the observed classroom objects and a recognizable tracing of longer, heavier, and less.