

**KINDERGARTEN / PRACTICE****DESCRIBING LENGTH HEIGHT AND WEIGHT**

Draw, build, point or tell.



One or two activities are enough for one sitting. An adult reads the words. The child may draw, build with counters, point or speak.

- Look at the worked examples together.
- Keep the two tool pages uncut until an adult helps.
- Use counters, blocks or fingers. An adult may record the child's own words.
- Try Mild first. Other peppers invite more thinking when ready.

Color supports meaning. The labels and positions still work in black-and-white copies. There is no timer.



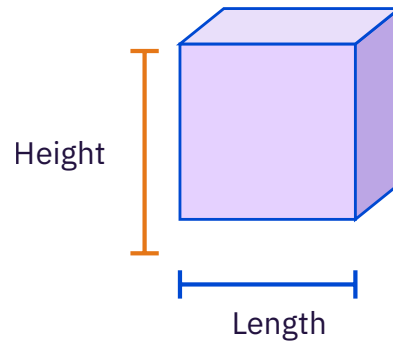
KINDERGARTEN / WORKED EXAMPLE 1

DESCRIBING LENGTH HEIGHT AND WEIGHT

Draw, build, point or tell.



Length and height belong to one block



1 • START: Find a real block.

2 • TRY: Point along its bottom for length.

3 • TELL: Point from bottom to top for height.

One block has both length and height.



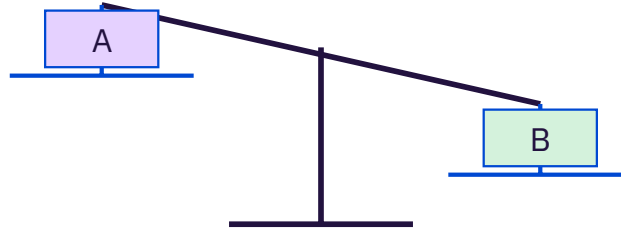
KINDERGARTEN / WORKED EXAMPLE 2

DESCRIBING LENGTH HEIGHT AND WEIGHT

Draw, build, point or tell.



Weight needs a real comparison



A balance compares real weights

1 • START: Hold the object.

2 • TRY: Use a balance with another object.

3 • TELL: A drawing alone cannot tell weight.

Feel or weigh the real object.



KINDERGARTEN / KEEP THIS TOOL

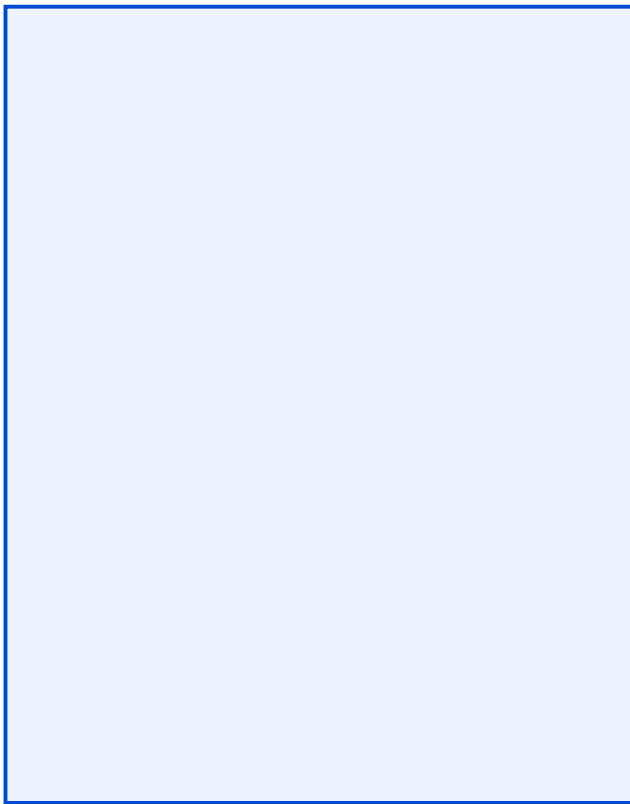
DESCRIBING LENGTH HEIGHT AND WEIGHT

Draw, build, point or tell.

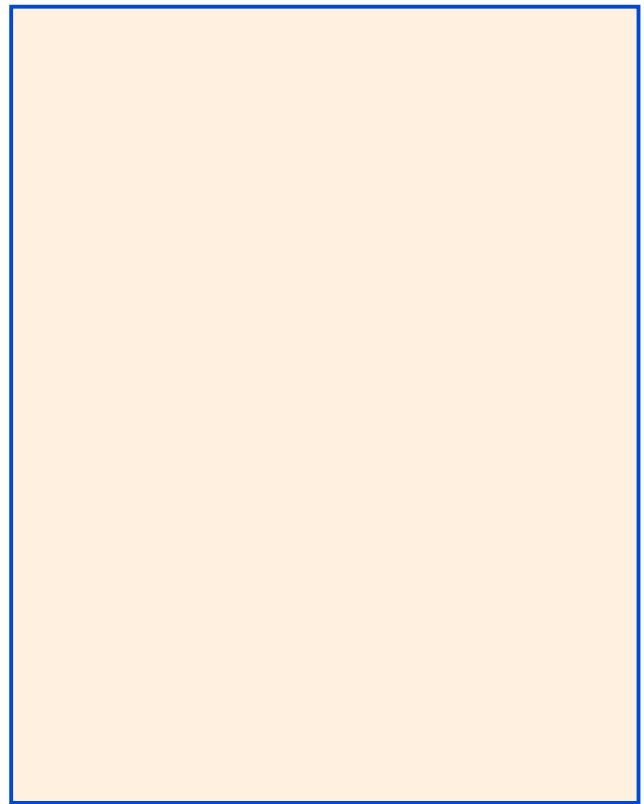


Put counters or objects on the mats. Match one object at a time, split a whole into parts, or sort by a stated rule.

Mat A



Mat B





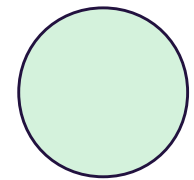
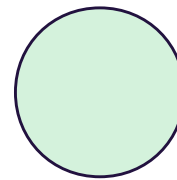
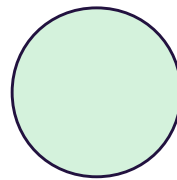
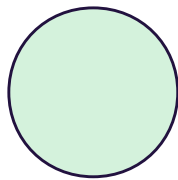
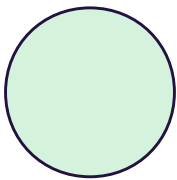
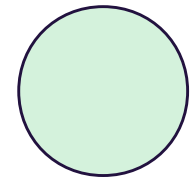
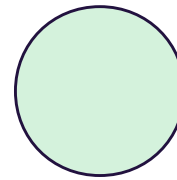
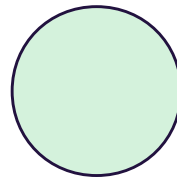
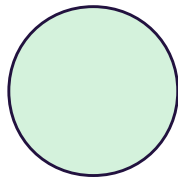
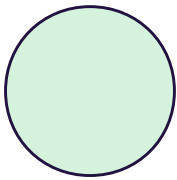
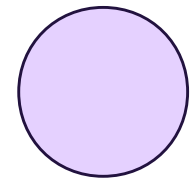
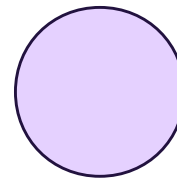
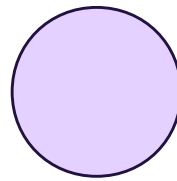
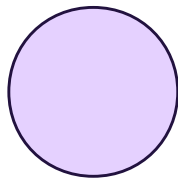
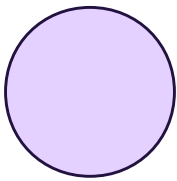
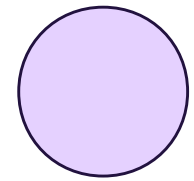
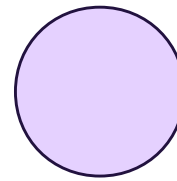
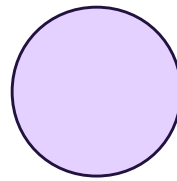
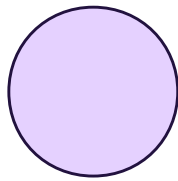
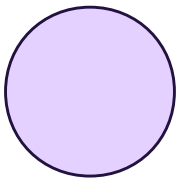
KINDERGARTEN / KEEP THIS TOOL

DESCRIBING LENGTH HEIGHT AND WEIGHT

Draw, build, point or tell.



An adult may cut these counters. Use whole counters for counting, matching and showing parts. Real blocks or fingers also work.





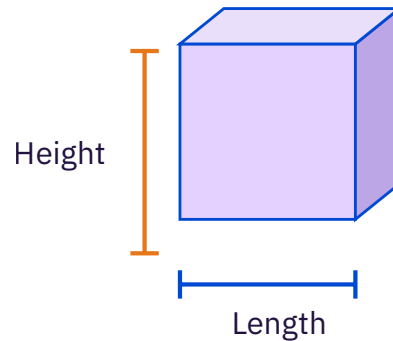
KINDERGARTEN / WORKED EXAMPLE TOGETHER

DESCRIBING LENGTH HEIGHT AND WEIGHT

Draw, build, point or tell.



Use a real block. Show its length.



1 • START: Use the real object; a drawing cannot determine its weight.

2 • TRY: Point along an attribute or compare it with a real object.

3 • TELL: Tell what the evidence shows: Show from one end to the other.

Show from one end to the other.



KINDERGARTEN / PRACTICE

DESCRIBING LENGTH HEIGHT AND WEIGHT

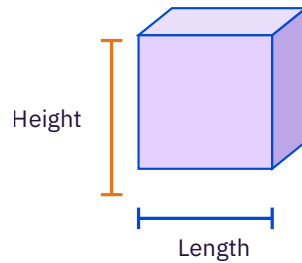
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

← MILD

2. Use the same block. Show its height.



My drawing, building or pointing space

Large grid area for drawing, building, or pointing.

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

DESCRIBING LENGTH HEIGHT AND WEIGHT

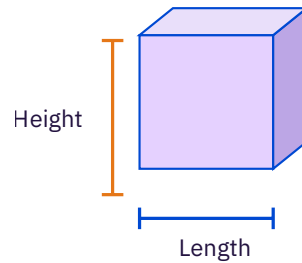
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

← ← MEDIUM

3. Hold the real block. Tell about its weight.



My drawing, building or pointing space

Large grid area for drawing, building, or pointing.

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

DESCRIBING LENGTH HEIGHT AND WEIGHT

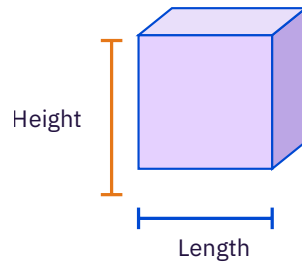
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

← MEDIUM

4. Can the same block have length and weight? Show both.



My drawing, building or pointing space

Grid area for drawing, building, or pointing.

My words (an adult may write): _____



KINDERGARTEN / PRACTICE

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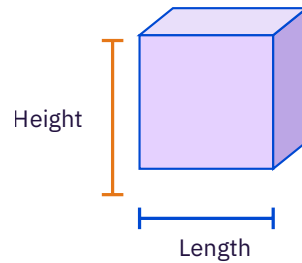
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.



5. Can you tell the weight of a block just from its picture?



My drawing, building or pointing space

A large rectangular area filled with a light purple grid of small dots, intended for drawing, building, or pointing.

My words (an adult may write): _____



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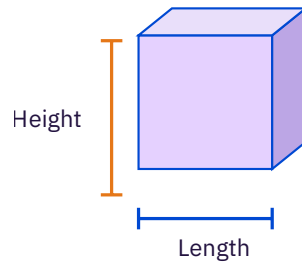
Draw, build, point or tell.



An adult may read. Draw, build, point or tell.

🔥🔥🔥 EXTRA SPICY

6. Tell two measurable things about your block. Show how you would compare each.



My drawing, building or pointing space

Large grid area for drawing, building, or pointing.

My words (an adult may write): _____