

The Best in Show

Line Master 1 (Assessment Master)

Name: _____

Measure to Compare and Order Objects	Not observed	Sometimes	Consistently
Identifies attributes to be compared and measured			
Estimates, compares, and orders objects by length, height, distance, and mass			
Uses relative terms to compare length, height, distance, and mass			
Choose and Use Measuring Tools			
Compares objects indirectly by using an intermediary object			
Uses a baseline for measuring and comparing length			
Uses a balance scale to measure and compare mass			
Uses non-standard units to measure and compare			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-2

Dear Family:

We have been working on *The Best in Show*, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that many things in our world have attributes that can be measured and compared. Try this activity at home with your child.



Reading the Story: As you read the story, enjoy predicting which item the judge will select. Talk about why the item was selected and the methods used by the judge to check and recheck. You might pause and talk about the ribbon winners and compare them to other items. After you read, you might collect a few small items (e.g., spoons, paper clips, pencils, crayons, and lengths of ribbon, string, or wool) and use the Math Mat on the inside back cover of the book to order them from shortest to longest or from longest to shortest. Before aligning the items, ask your child to estimate where he/she might place each item.



I'm Tall: Ask your child to think about how his/her height compares to other people and items around the home. Who and what does he/she think is taller (shorter, the same height)? Have your child check. Your child can show you how he/she uses the same starting point so that the measuring is fair.



Comparing Mass: Engage your child in estimating and comparing mass (mass is how heavy something is). We have been using a balance scale in class to help us compare items. But, we can also compare mass by feel. Have your child choose an item to compare, such as an apple, block, or shoe. Ask: **What do you think is heavier than (lighter than, about the same as) that? How can you check? What did you discover?**



Sincerely,

The Best in Show Math Mat Line Master 3



Sorting Labels

Line Master 4-1

Length

shorter

about the same

longer

Sorting Labels

Line Master 4-2

Mass

Diagram 1: A balance scale with a triangular fulcrum. The left pan is higher and contains a small, patterned Christmas ornament. The right pan is lower and contains a larger, plain white Christmas ornament. The label "lighter" is positioned below the left pan.

Diagram 2: A balance scale with a horizontal fulcrum. Both the left and right pans are at the same level and contain a Christmas ornament of the same size and pattern. The label "the same as" is positioned below the fulcrum.

Diagram 3: A balance scale with a triangular fulcrum. The left pan is lower and contains a large, patterned Christmas ornament. The right pan is higher and contains a smaller, plain white Christmas ornament. The label "heavier" is positioned below the left pan.

Comparing Length

Line Master 5

Name: _____

We used a _____ to compare length.

Longer	About the Same	Shorter

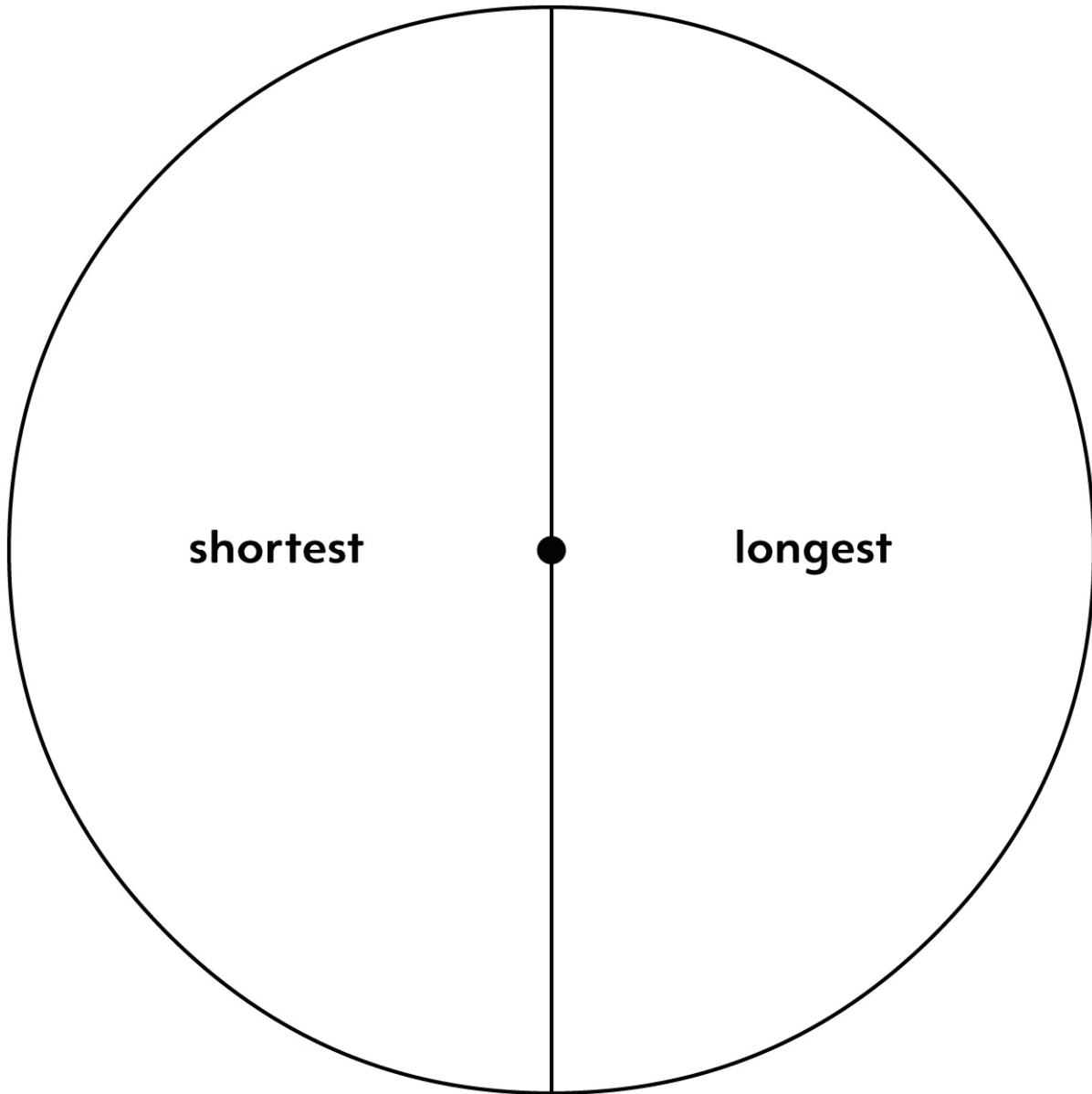
Comparing Mass

Line Master 6

Name: _____

We used a _____ to compare mass.

Lighter	About the Same	Heavier



About My Object

Line Master 8-1

Name: _____

My object is a _____.

These Are Shorter	These Are About the Same	These Are Longer

About My Object

Line Master 8-2

Name: _____

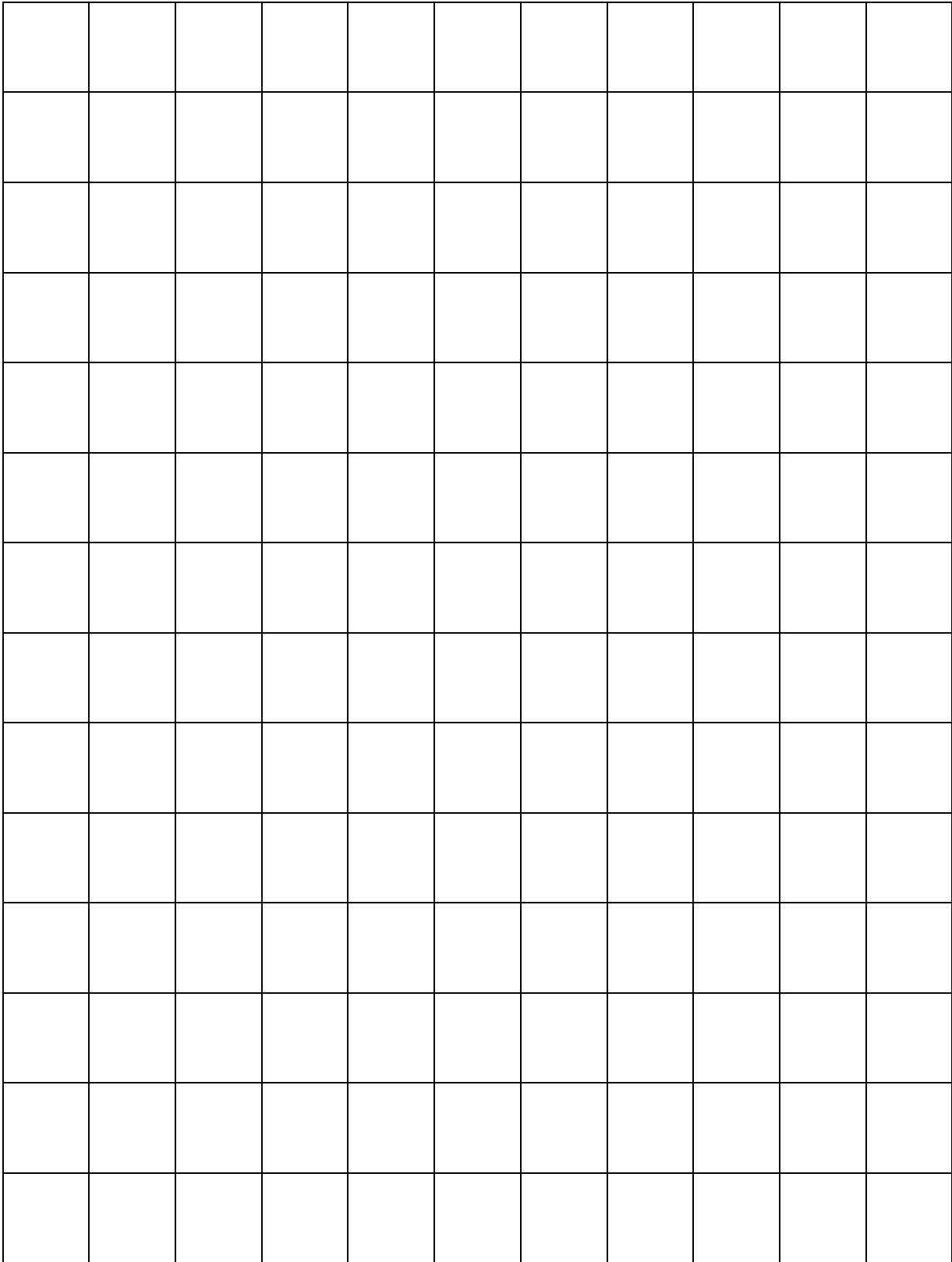
My object is a _____.

These Are Lighter	These Are About the Same	These Are Heavier

About My Object

Line Master 8-3

<p>My</p> <hr/> <p>by</p> <hr/>	<p>My object is shorter than...</p>
<p>My object is longer than...</p>	<p>My object is heavier than...</p>
<p>My object is lighter than...</p>	<p>My object is</p> <hr/>



My Name Book

Line Master 10



My Name Book

by

These names are shorter than mine.

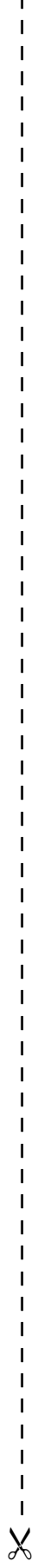
These names are the same length as mine.

These names are longer than mine.

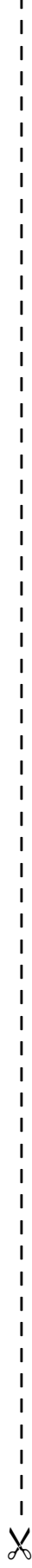
Length, Height, and Mass


Line Master 11-1

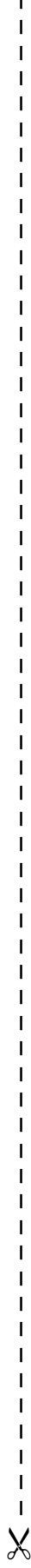
Comparing Length



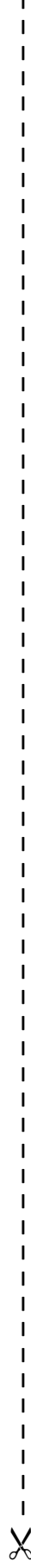
What can you find that is longer than this piece of paper?



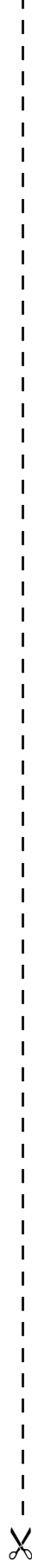
What can you find that is shorter than your  ?



What can you find that is longer than your  and shorter than this piece of paper?



I found these were shorter than _____.



Length, Height, and Mass Line Master 11-2

The Length of My Foot

✂ -----

I used a string measure of my foot. My foot is longer than...

✂ -----

I used a string measure of my foot. My foot is shorter than...

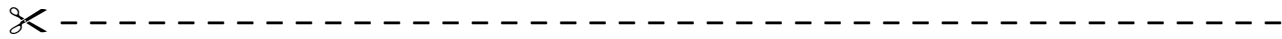
✂ -----

I used a string measure of my foot. My foot is about the same length as....

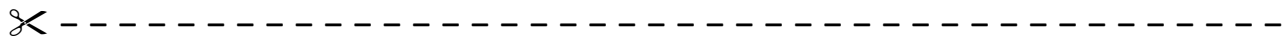
✂ -----

Length, Height, and Mass Line Master 11–3

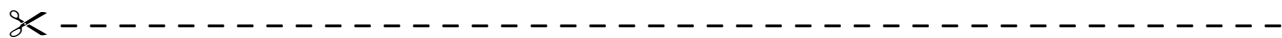
Comparing Height



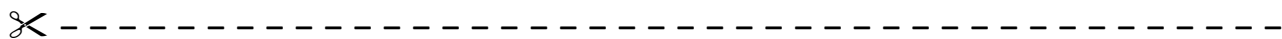
These are taller than a tower of 10 cubes.



These are shorter than a tower of 10 cubes.

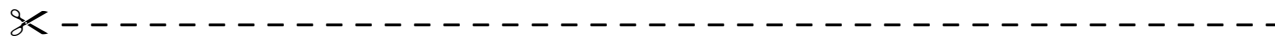


These are about the same height as a tower of 10 cubes.

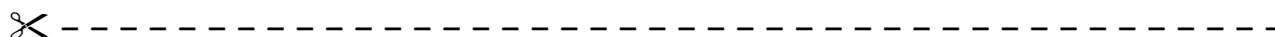


Length, Height, and Mass Line Master 11-4

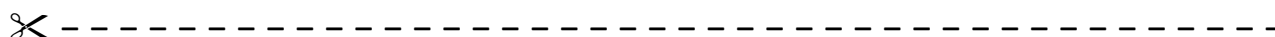
My Height



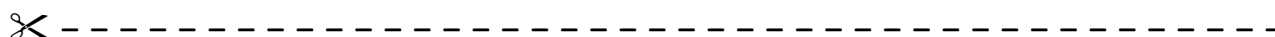
I am shorter than...



I am taller than...

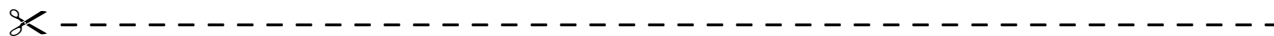


I am about the same height as...

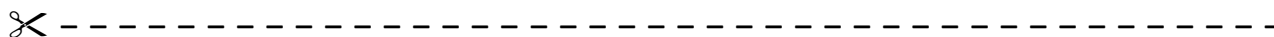


Length, Height, and Mass Line Master 11–5

Measuring Objects



I measured...	I found out...	To measure, I used...



I measured...	I found out...	To measure, I used...

