K(6) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes.	**K(7)(B)** The student is expected to compare two objects with a common measureable attribute to see which object has more or/less of the attribute and describe the difference.

Materials

- Two objects that differ in length (straws, string, etc.), weight (a block, a pencil, etc.), capacity (bucket, a drinking cup, etc.)

Procedure:
Place the objects in front of the student.

Length:
Which object is the longest? Which object is the shortest?

Weight:
Which object is the heaviest? Which object is the lightest?

Capacity:
Which object will hold more? Which object will hold less?

The activity may be repeated using different objects or by including objects that are the same length, weight, or capacity.

Check Student's Responses:	**Check Student's Strategies:**
Length: □ The student identified the longest and shortest object. □ The student did not identify the longest and shortest object. Weight: □ The student identified the heaviest and lightest object. □ The student did not identify the heaviest and lightest object. Capacity: □ The student identified the item with the least and the most capacity. □ The student did not identify the item with the last and most capacity.	The student: □ Directly compared the objects by touching the objects. □ Correctly compared the objects without touching the objects. □ Seemed to choose answer the question by choosing the object randomly □ Other: **Notes:**

K(7)(B) The student is expected to compare two objects with a common measureable attribute to see which object has more or/less of the attribute and describe the difference.	**Possible interpretations, issues to follow up on, and implications for teaching**

What did you observe?

- The student **correctly used direct comparisons to determine which object had more or less of the given attribute.** Ask this student to give examples of measurable attributes.

- The student **incorrectly used direct comparisons to determine which object had more or less of the given attribute.**

  A teaching strategy may involve modeling for the student how to directly compare the objects based on length, weight, or capacity. Additionally, a teaching strategy for comparing length may involve asking the student to replicate the length of one of the objects by cutting a strip of paper or string to the same. A strategy for capacity may be to fill the smallest container to the very top with water or rice. Demonstrate that when the water or rice is poured into the larger container the container will not be filled to the very top.