

1

The big light box

Put out a large empty plastic tub and a small bag of sand, so the bigger object is the lighter one. Students pick up both before answering, then say what told them.

"Pick them both up first. Which one is heavy?"

"How do you know? What told you, and what did not?"

The answer worth hearing is that picking it up told them, not its size.

2

The tall thin vase

Stand a tall thin vase beside a low wide bowl and ask which holds more, then settle it by filling the vase and pouring it into the bowl. Pouring is the only thing that settles capacity, so do not let the class talk their way to the answer.

"Which one holds more? Now let us pour and find out."

"Was the taller one the one that held more?"

3

Catch my mistake

Describe objects around the room with the wrong word, plainly and with no hint that anything is wrong. A long bucket, a tall brick lying flat, a heavy balloon.

"I said this bucket is long. Have I used the right word?"

"What word should I use instead, and what is that word about?"

4

Describe the room

Take the class to the doorway, a shelf on the wall and a strip of tape along the floor, none of them handled before. Each student gives a length word and a reason. Tall and high belong to the things that run up and down, long and wide to the things that run along.

"Give me a length word for this one, and tell me why you chose it."

"Does this one run up and down, or along?"

length

mass

capacity

duration