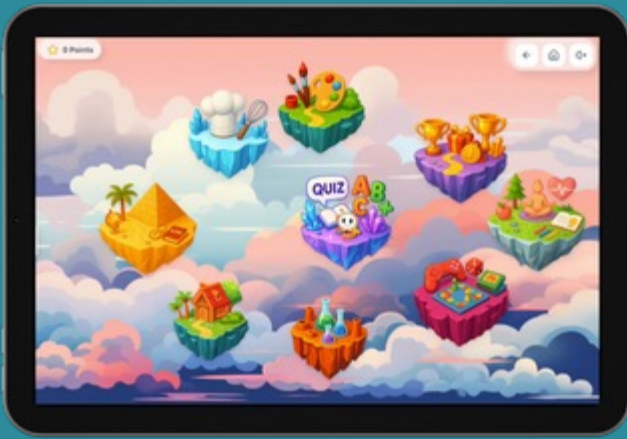


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Measurement - Length - Year 1

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LENGTH

Compare

long



short



longer



shorter



longer



shorter



same
length



Measure



Fair measuring rules



Use one kind of unit.



Start at the same point.



Units touch.



No gaps. No overlaps.



Count carefully.



BUILD TO LENGTH

Teacher Directions

1. Put students in pairs.
2. Give each pair one dice, two player mats, and a shared tub of blocks.
3. Roll and build that many blocks.
4. Add to the same tower for five turns.
5. Compare the towers.
6. The tallest correctly built tower wins.



BUILD TO LENGTH

Student Directions

1

1. Roll the dice.



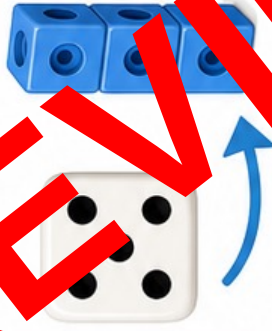
2

2. Build that many blocks.



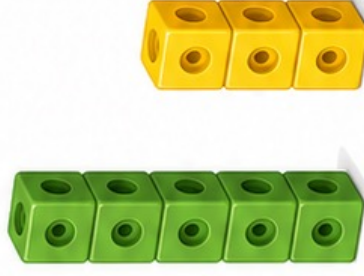
3

3. Roll again and add more.



4

4. After five turns, compare towers.



5

5. The tallest correct tower wins.



TURN 1



TURN 2



TURN 3



TURN 4



TURN 5





BUILD TO LENGTH

PLAYER 1



PREVIEW

1

2

3

4

5



BUILD TO LENGTH

PLAYER 2



PREVIEW

1

2

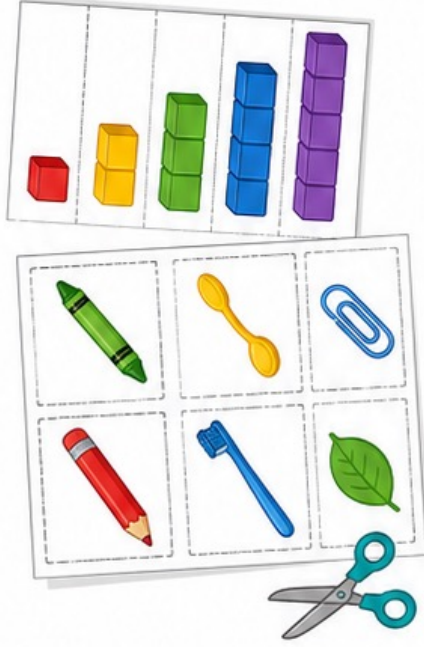
3

4

5

LENGTH MATCH-UP

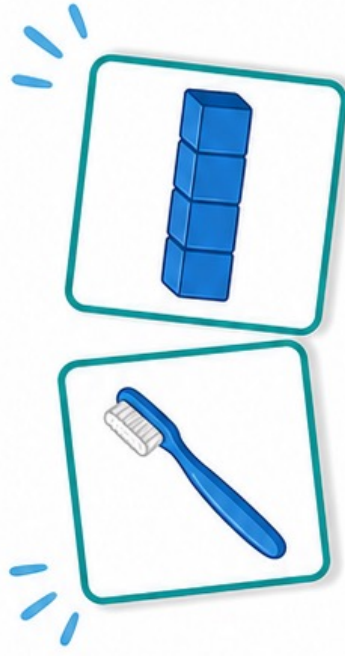
1. Cut out the cards.



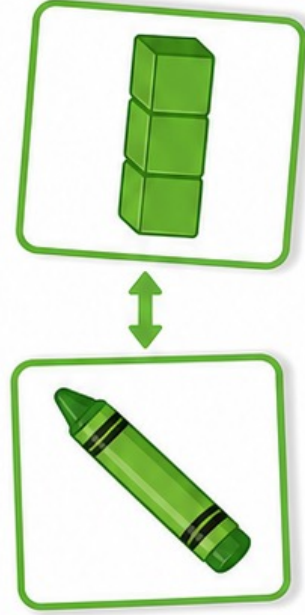
2. Shuffle and place face down.



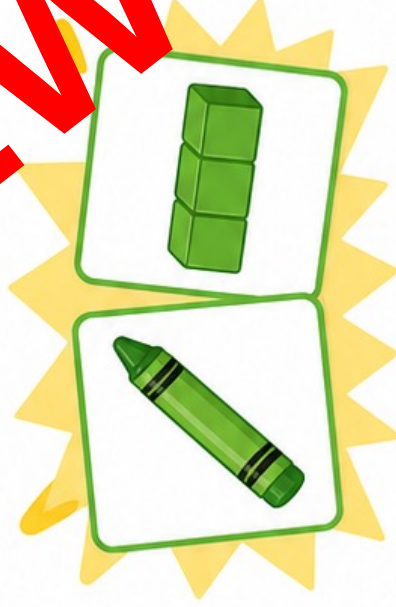
3. Turn over two cards.



4. Match an object with its block length.

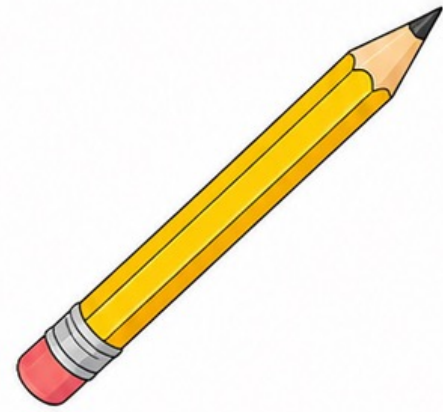


5. Keep a correct pair.



6. The most pairs wins.





PENCIL



6 BLOCKS



CRAYON



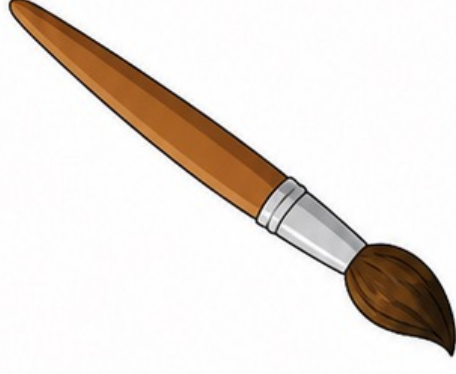
4 BLOCKS



BOOK



8 BLOCKS



PAINTBRUSH



7 BLOCKS

PREVIEW



SHOE



9 BLOCKS



SPOON



5 BLOCKS



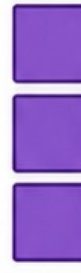
RIBBON



10 BLOCKS

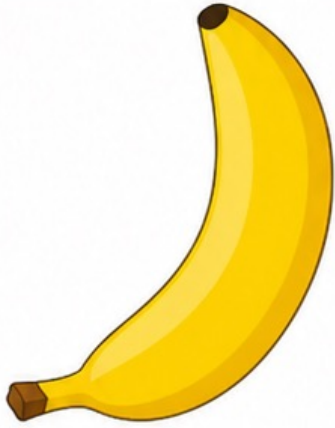


ERASER



3 BLOCKS

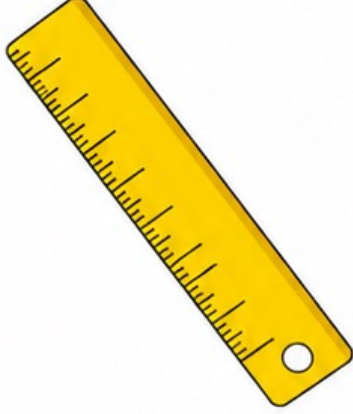
PREVIEW



BANANA



GLUE STICK



RULER



NOTEBOOK



7 BLOCKS



5 BLOCKS



12 BLOCKS



9 BLOCKS

PREVIEW

LONGEST WINS

1. Play in pairs with one die, the board, object cards and blocks.



2. Roll the dice.



3. Each player draws an object card.



4. Build each object length with blocks.



5. The longer build moves forward the number rolled.



6. First to FINISH wins.





OBJECT CARD



PENCIL

OBJECT CARD



CRAYON

OBJECT CARD



BOOK

OBJECT CARD



DESK EDGE

OBJECT CARD



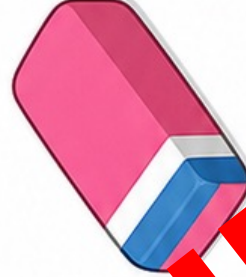
SHOE

OBJECT CARD



CHAIR LEG

OBJECT CARD



ERASER

OBJECT CARD



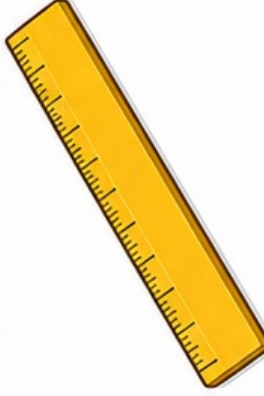
LUNCHBOX

OBJECT CARD



JUMP ROPE

OBJECT CARD



RULER

OBJECT CARD



SPOON

OBJECT CARD



PAINTBRUSH

PREVIEW

OBJECT CARD



SCISSORS

OBJECT CARD



BACKPACK

OBJECT CARD



MARKER

OBJECT CARD



STICKY NOTE

OBJECT CARD



WATER BOTTLE

OBJECT CARD



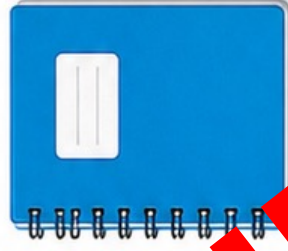
PAPER STRIP

OBJECT CARD



SOCK

OBJECT CARD



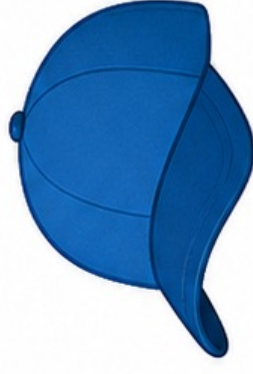
NOTEBOOK

OBJECT CARD



BLOCK TOWER

OBJECT CARD



HAT

OBJECT CARD



GLUE STICK

OBJECT CARD



TOY CAR

Name: _____

COMPARING LENGTH

Circle the longer or taller object in each pair.

1

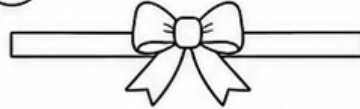


pencil

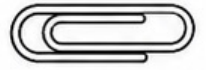


crayon

2



ribbon



paper clip

3



tree



bush

4



ladder



step stool

5



snake



worm

6



giraffe

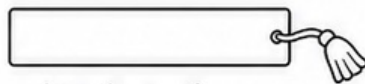


dog

7



ruler



bookmark

8

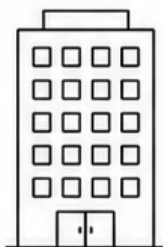


skipping rope



shoelace

9

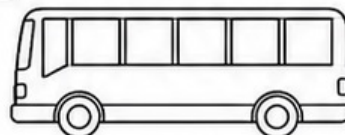


building



house

10



bus



car

ANSWERS

COMPARING LENGTH

Circle the longer or taller object in each pair.

1



pencil



crayon

2



ribbon



paper clip

3



tree



bush

4



ladder



step stool

5



snake



worm

6



giraffe

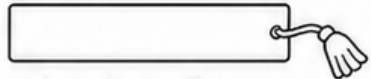


dog

7



ruler



bookmark

8

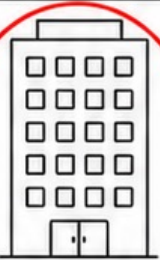


skipping rope



shoelace

9

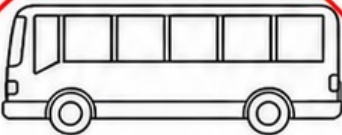


building



house

10



bus



car

ORDERING BY LENGTH

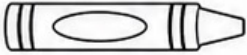
Name: _____

Write 1 for shortest, 2 for middle and 3 for longest.

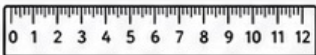
1



pencil _____



crayon _____

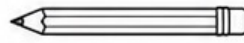


ruler _____

2



paper clip _____



pencil _____



broom _____

3



ant _____



lizard _____



crocodile _____

4



key _____



shoelace _____



garden hose _____

5



step stool _____



chair _____



ladder _____

6



matchstick _____



stick _____



baseball bat _____

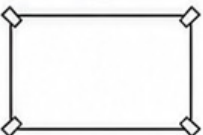
7



sticky note _____



book _____



poster _____

8



car _____



bus _____



train _____

ORDERING BY LENGTH

Name: **ANSWERS** _____

Write 1 for shortest, 2 for middle and 3 for longest.

1



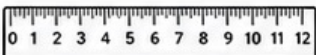
pencil

2



crayon

1



ruler

3

2



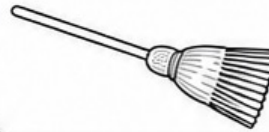
paper clip

1



pencil

2



broom

3

3



ant

1



lizard

2



crocodile

3

4



key

1



shoelace

2



garden hose

3

5



step stool

1



chair

2



ladder

3

6



matchstick

1



stick

2



baseball bat

3

7



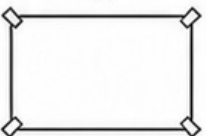
sticky note

1



book

2



poster

3

8



car

1



bus

2



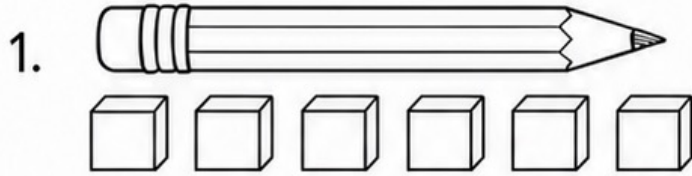
train

3

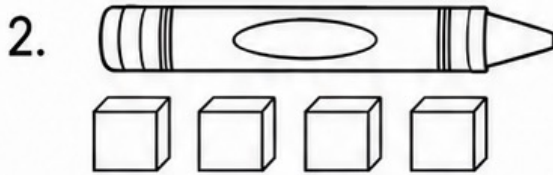
MEASURING WITH INFORMAL UNITS

Name: _____

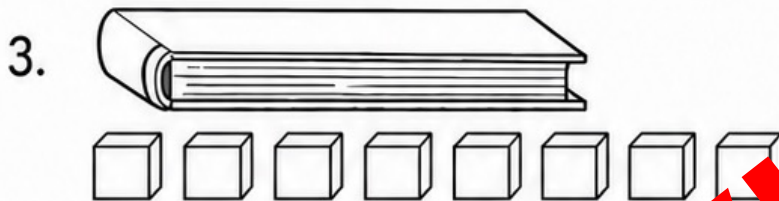
Count the equal units. Write how many units long each object is.



pencil = _____ blocks



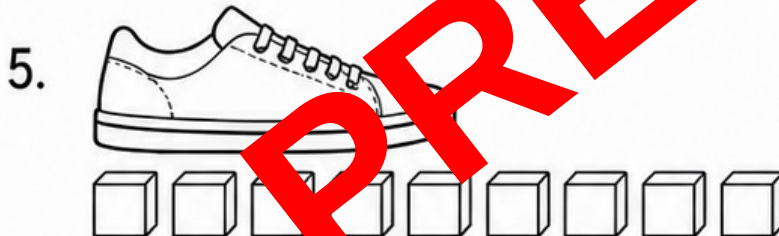
crayon = _____ blocks



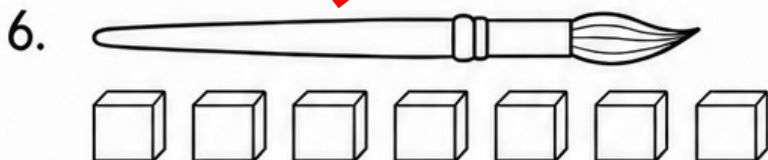
book = _____ blocks



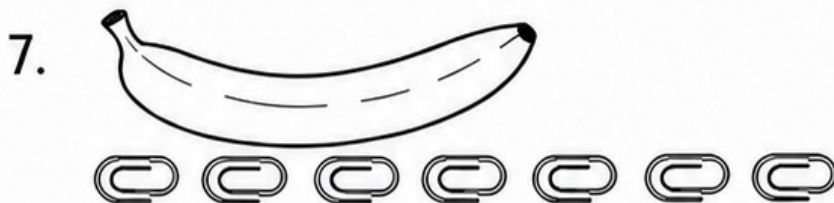
spoon = _____ paper clips



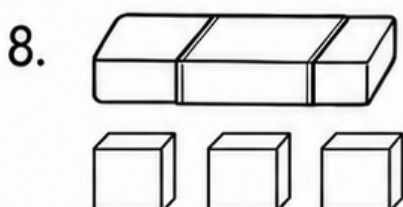
shoe = _____ blocks



paintbrush = _____ blocks



banana = _____ paper clips

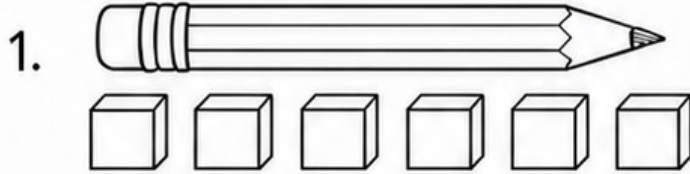


eraser = _____ blocks

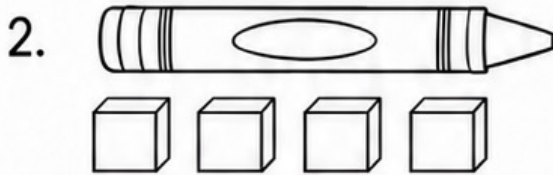
MEASURING WITH INFORMAL UNITS

Name: **ANSWERS**

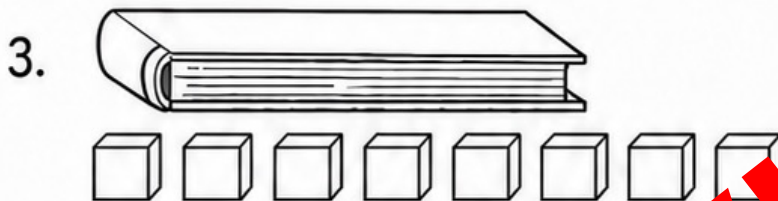
Count the equal units. Write how many units long each object is.



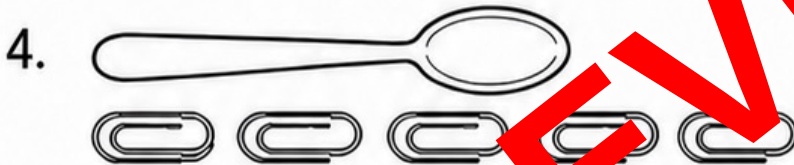
pencil = **6** blocks



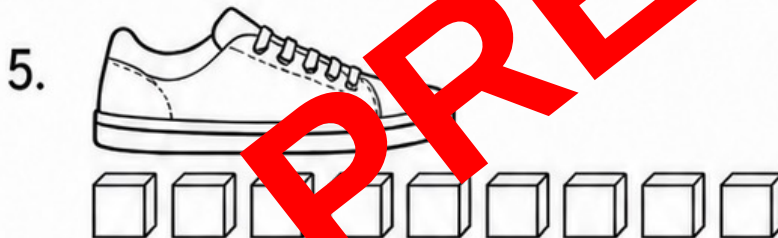
crayon = **4** blocks



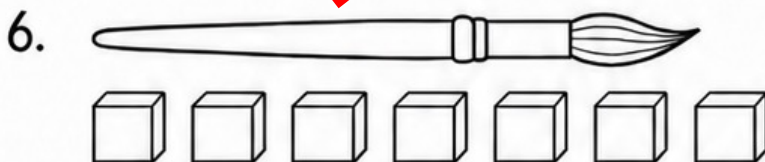
book = **8** blocks



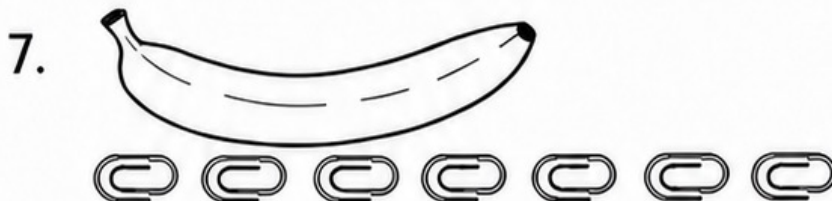
spoon = **5** paper clips



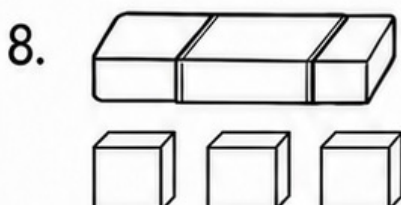
shoe = **9** blocks



paintbrush = **7** blocks



banana = **7** paper clips



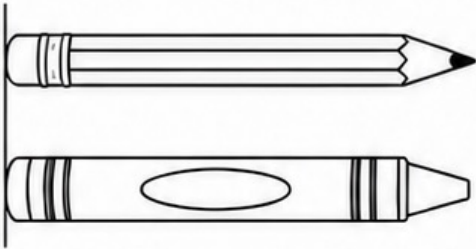
eraser = **3** blocks

SAME LENGTH, DIFFERENT OBJECTS

Name: _____

Tick YES if the objects are the same length. Tick NO if they are different.

1



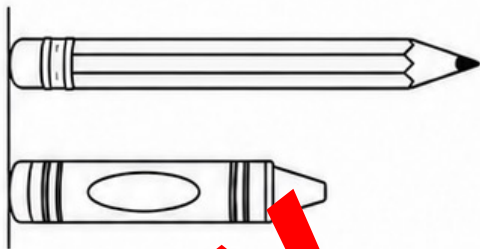
YES

☐

NO

☐

2



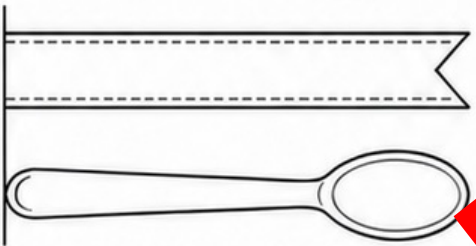
YES

☐

NO

☐

3



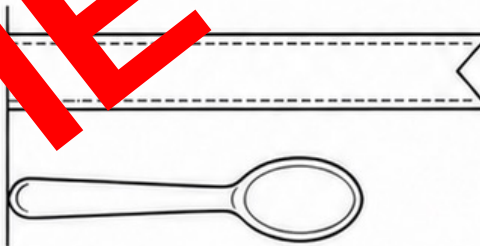
YES

☐

NO

☐

4



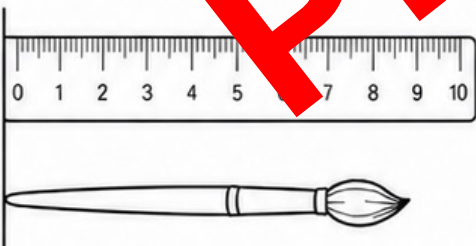
YES

☐

NO

☐

5



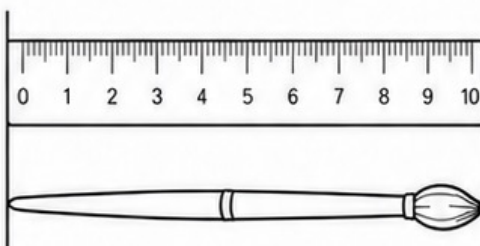
YES

☐

NO

☐

6



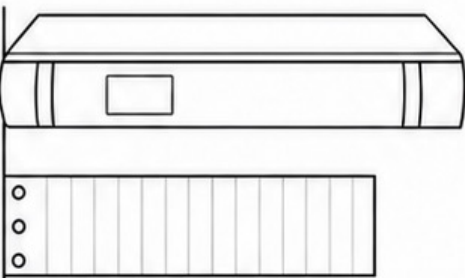
YES

☐

NO

☐

7



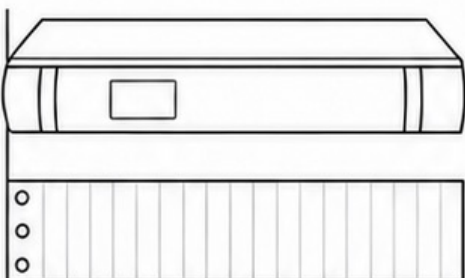
YES

☐

NO

☐

8



YES

☐

NO

☐

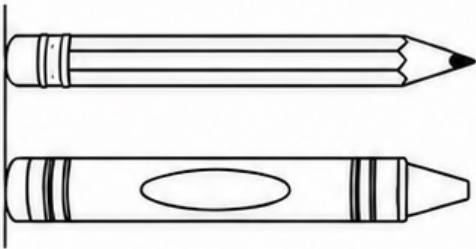
PREVIEW

SAME LENGTH, DIFFERENT OBJECTS

Name: ANSWERS

Tick YES if the objects are the same length. Tick NO if they are different.

1



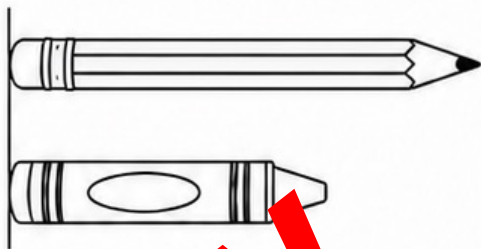
YES



NO



2



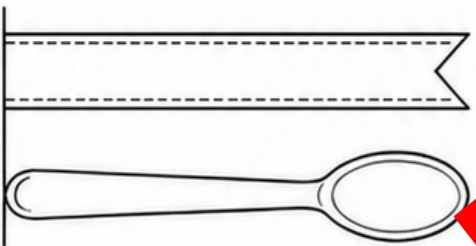
YES



NO



3



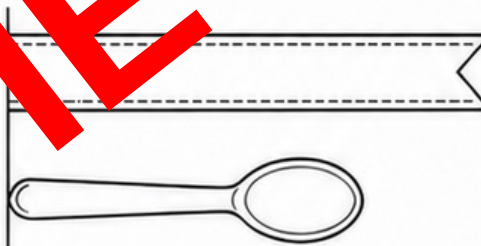
YES



NO



4



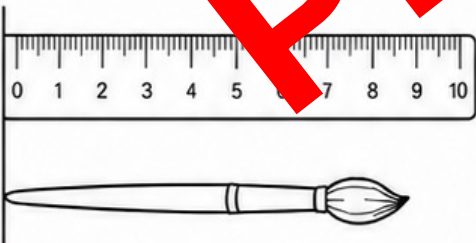
YES



NO



5



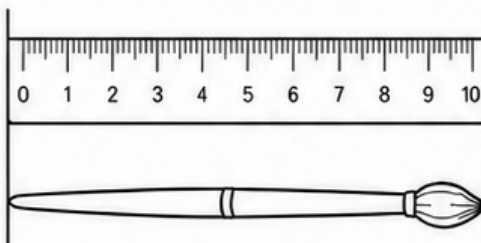
YES



NO



6



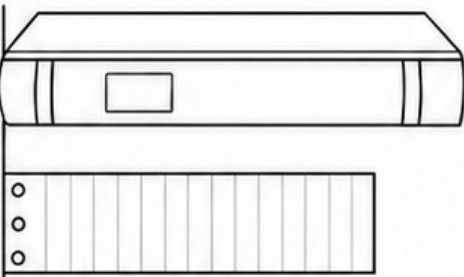
YES



NO



7



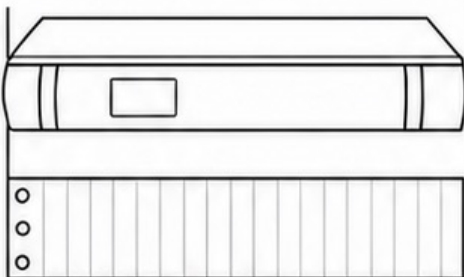
YES



NO



8



YES



NO



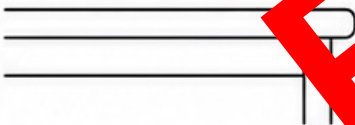
PREVIEW

MEASURE, RECORD AND EXPLAIN

Name: _____



Use one kind of informal unit for the whole page.
Measure carefully with no gaps or overlaps.

Object	Estimate	Measurement	Unit
pencil 			
workbook 			
shoe 			
desk edge 			
my choice 			

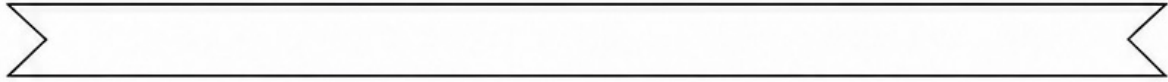
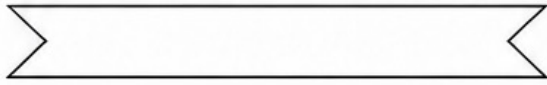
Circle: My estimate was shorter / close / longer.

Explain one fair-measuring rule:

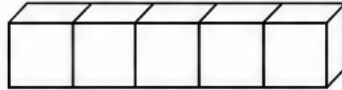
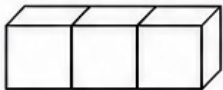
LENGTH MEASUREMENT CHECK - PART 1

Name: _____

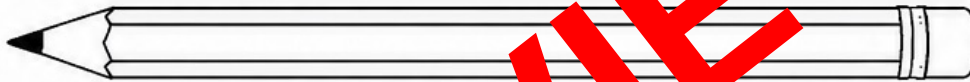
1. Circle the longer ribbon.



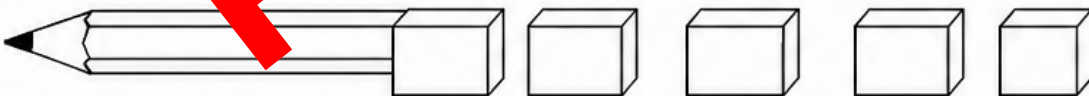
2. Write 1, 2 and 3 to order the block trains from shortest to longest.



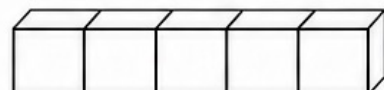
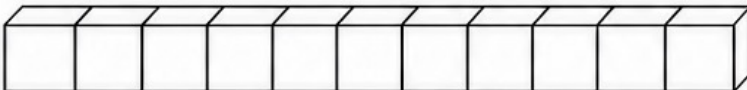
3. The pencil is _____ blocks long.



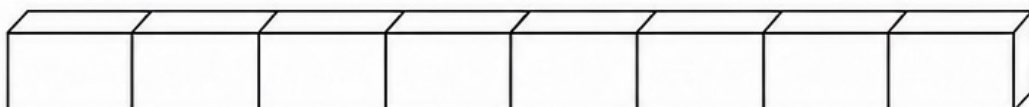
4. Tick the row that measures the same length as the pencil.

☐☐

5. The 11-block object is longer / shorter / the same as the 5-block object.



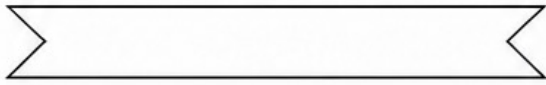
6. The ribbon is _____ blocks long.



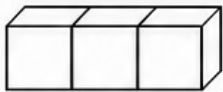
LENGTH MEASUREMENT CHECK - PART 1

Name: _____ **ANSWERS**

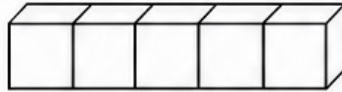
1. Circle the longer ribbon.



2. Write 1, 2 and 3 to order the block trains from shortest to longest.



1

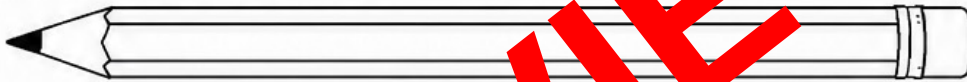


2



3

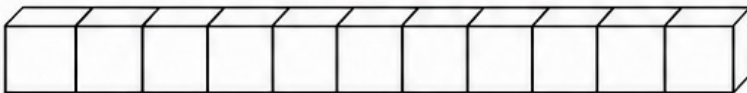
3. The pencil is 6 blocks long.



4. Tick the row that measures the same length as the pencil.



5. The 11-block object is longer / shorter / the same as the 5-block object.



6. The ribbon is 8 blocks long.

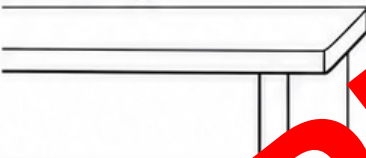


LENGTH MEASUREMENT CHECK - PART 2

Name: _____



Choose one informal unit and use it for every measurement.

Object	Estimate	Measurement	Unit
pencil 			
workbook 			
shoe 			
desk edge 			



Circle the longest object.



Circle the shortest object.



Draw two different objects that are the same length.



Explain how you avoided gaps or overlaps:

MEASUREMENT - LENGTH RUBRIC

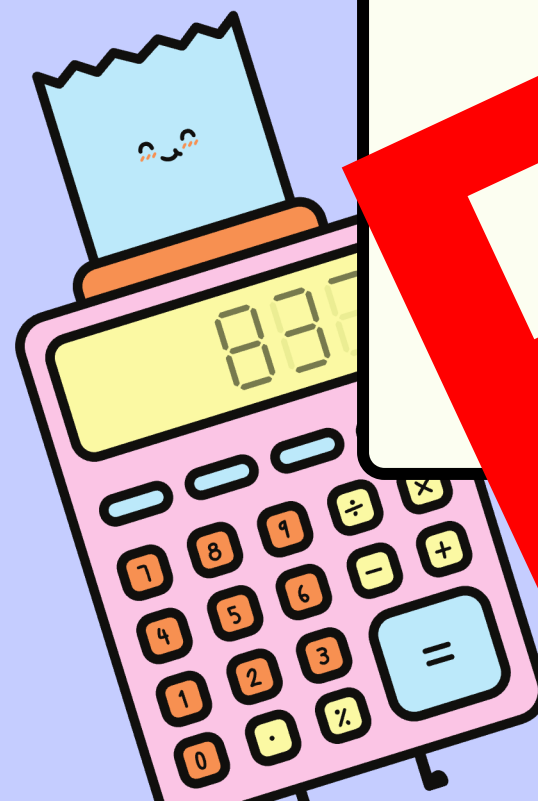
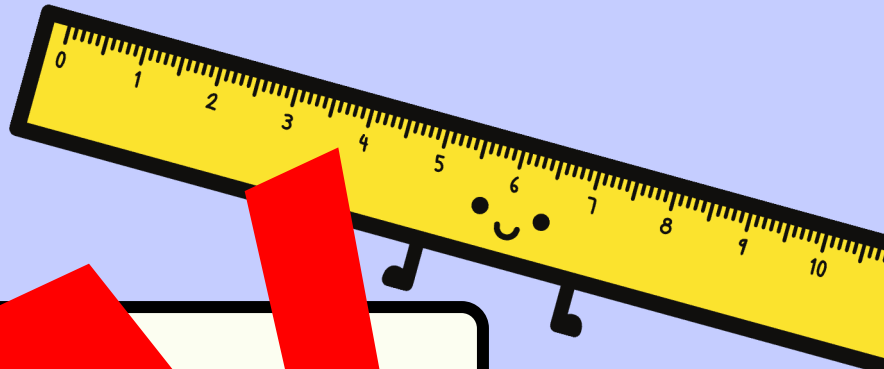
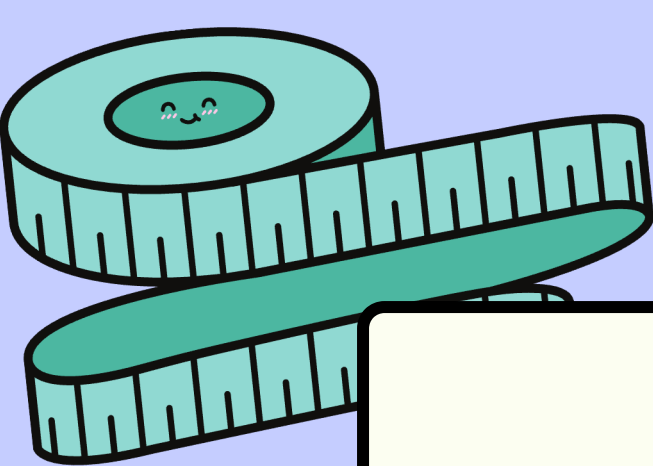
Student: _____

Class: _____

Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Uses length language	Uses length words only with teacher support.	Uses some length words with teacher prompting.	Uses length words with some independence.	Uses length words accurately and independently.	Uses a wide range of length words confidently and precisely.
Compares and orders lengths	Needs help to compare and order lengths.	Can compare lengths with teacher support.	Can compare and order lengths with some independence.	Compares and orders lengths accurately and independently.	Explains why lengths are longer or shorter using accurate language.
Measures with equal informal units	Needs help to choose and use equal informal units.	Uses equal informal units with teacher support.	Uses equal informal units with some independence.	Uses equal informal units correctly and independently.	Chooses appropriate equal units and measures efficiently.
Measures accurately with no gaps or overlaps	Measurements have many gaps or overlaps.	Measurements sometimes have gaps or overlaps.	Measurements with few gaps or overlaps.	Measures with no gaps or overlaps most of the time.	Measures accurately with no gaps or overlaps every time.
Records and explains results	Needs help to record and explain results.	Records results with teacher support.	Records results and gives a simple explanation.	Records results clearly and explains thinking independently.	Records results clearly and explains thinking in detail.

Teacher comment: _____



Measurement - Length

Learning Goal

We are learning to compare, order and measure length with informal units.

Success looks like:

- I line up objects to start measurement.
- I use equal units with no gaps or overlaps.

Parents can support my results.



What Is Length?

Length tells us how long or how short an object is.

We compare length from one end to the other.



Length Words

long • short • longer • shorter

tallest • shortest • same length



Compare Fairly

Place the objects side by side.

Line up both objects at the same starting point.

Think about which object reaches the end first.



Informal Units

We can measure with everyday equal-sized objects:

- blocks
- paper clips
- counters

paper clips



Use One Kind of Unit

Equal-sized units make a measurement fair.

Do not mix large and small units for the same measurement.



No Gaps and No Overlaps

Place each unit so it touches the next one.

Leave no gaps.

Do not overlap the units.



Measure from End to End

Start the first unit at one end of the object.

Keep measuring until the units reach the other end.



Count Carefully

Count each unit once.

Say the number and the unit together.

Example: The number of blocks is 10.



Same Length Can Look Different

Two objects can be the same length even when their shapes, colors or purposes are different.

Use aligned endpoints to decide



Order Three Objects

Compare all three objects from the same starting point

Order them as:

shortest → middle → longest



Estimate, Then Measure

First make a sensible guess.

Then measure with a standard unit.

Compare your estimate with the measurement.



Measure a Classroom Object

1. Choose one kind of unit.
2. Line up the first unit at the object's end.
3. Place equal units end to end.
4. Count and record the result.



Quick Check

Tell a partner:

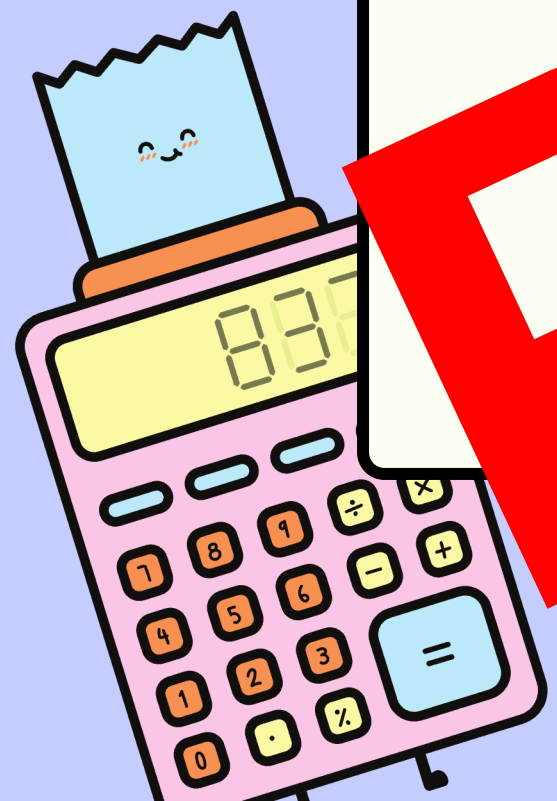
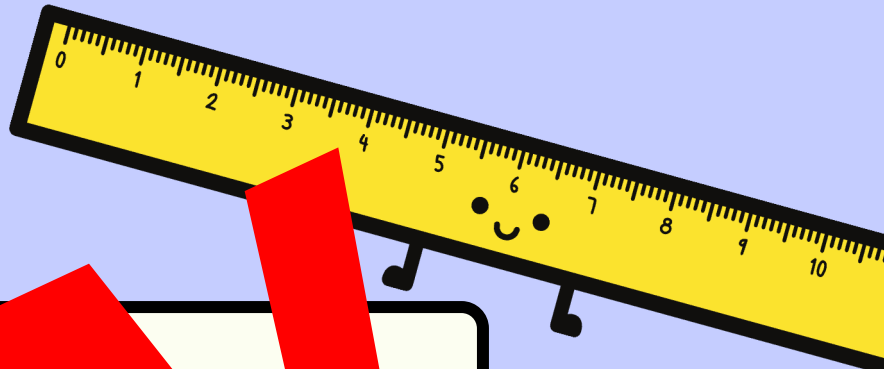
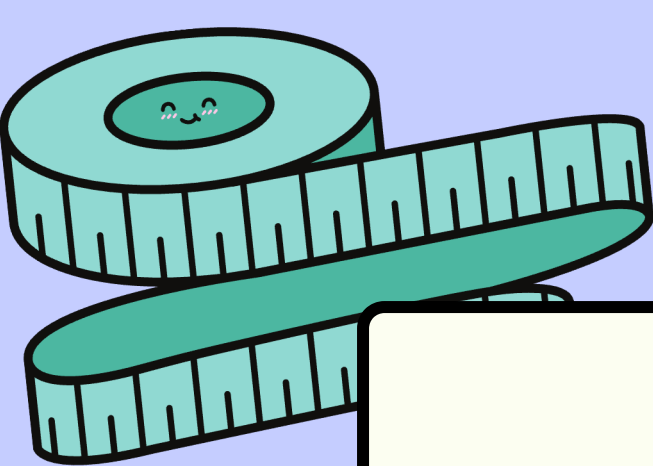
- one word that compares lengths
- one fair-sharing rule
- one object that could be used as an area unit





Well Done!

PREVIEW



PREVIEW

Measurement - Length Quiz

Question 1

What does length tell us?

- A. How heavy something is
- B. How long or short something is
- C. How many colours it has
- D. How old it is



Answer 1

Correct answer: B

Length tells how long how something is.



Question 2

True or false?

A fair comparison begins with two objects at the same starting point.



Answer 2

TRUE

Aligned starting points make the comparison fair.



Question 3

Short answer

Name one informal unit that you could use to measure length.



Answer 3

Possible answers:

blocks, pops, cups, counters or bubble pop sticks



Question 4

Which object is usually the longest?

- A. key
- B. eraser
- C. paper clip
- D. shoelace



Answer 4

Correct answer: D — shoelace

A shoelace is usually longer than the other choices.



Question 5

True or false?

Gaps between units make a fair measurement

PREVIEW



Answer 5

FALSE

Equal units must touch. There should be no gaps or overlaps.



Question 6

Short answer

A ribbon runs across 4 equal blocks. How long is it?



Answer 6

The ribbon is 7 blocks long.

PREVIEW



Question 7

Which rule makes a measurement fair?

A. Mix different units

B. Leave small

C. Use the same-sized unit for each

D. Start at the



Answer 7

Correct answer: C

Use the same sized unit to

PREVIEW



Question 8

True or false?

Two different objects can have the same length



Answer 8

TRUE

Different-length objects can share the same aligned endpoints.



Question 9

What should you do first?

- A. Count quickly
- B. Line up the cubes from units to starting point
- C. Leave a gap between the cubes
- D. Use a number line



Answer 9

Correct answer: B

Line up the object and units at starting point.



Question 10

Short answer

Explain how to measure an object's length fairly.

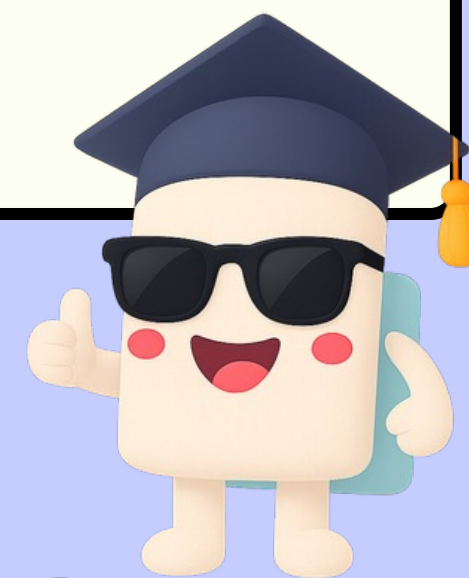
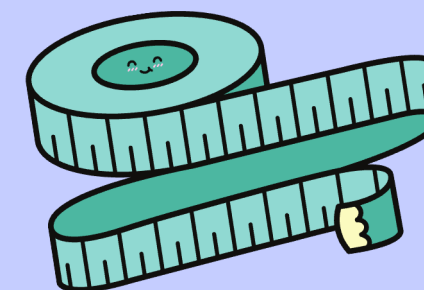
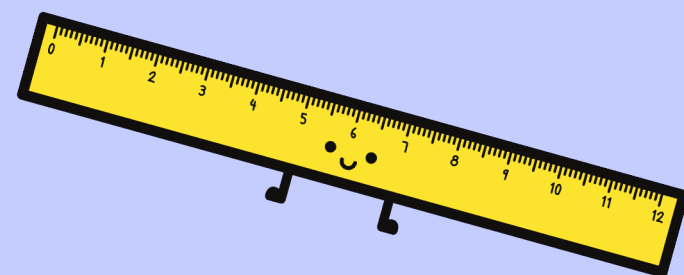
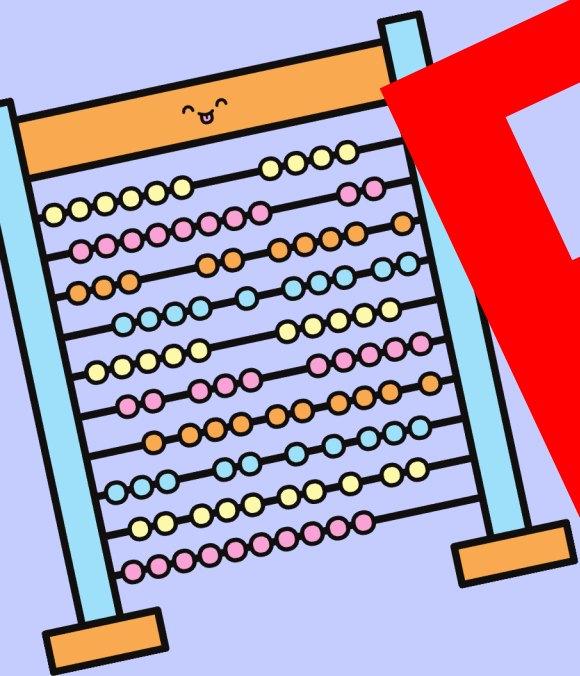
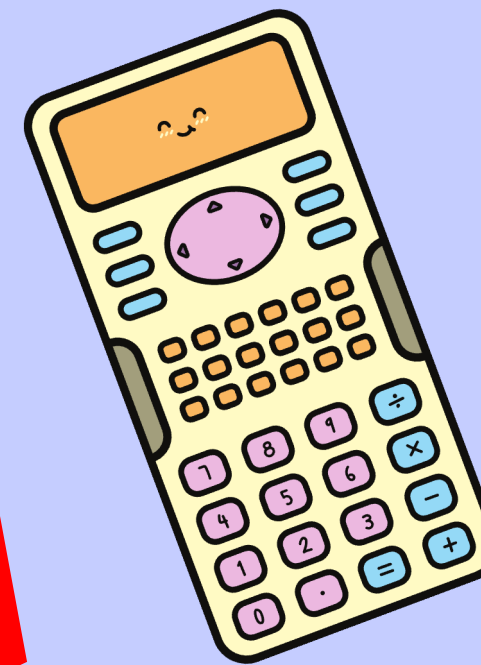
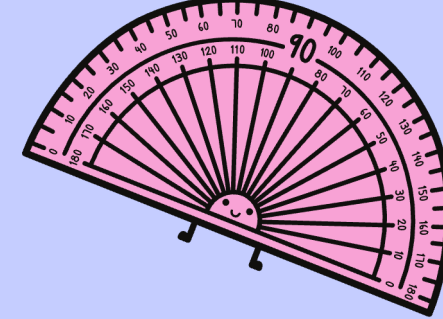
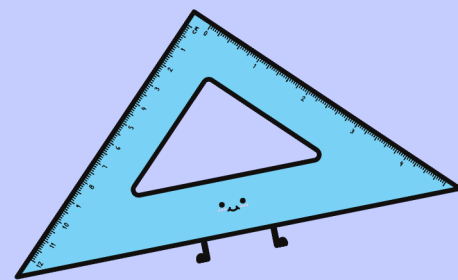
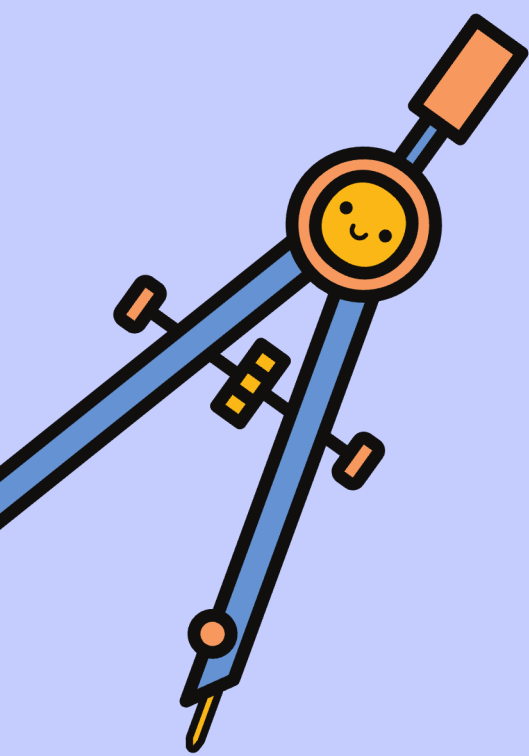


Answer 10

Use equal units that touch from end to end.

Leave no gaps or overlaps. Then count each unit once.





Well Done!