

1

Line it up

Pairs take a card naming two objects, find them, and compare them by lining up one end. They say which is longer and point to the end that told them.

"Show me the ends lined up. Which one is longer?"

"How do you know?"

2

Back to back

Partners stand back to back to compare height while a third student checks that both are on the same floor with their heels down before calling it.

"Stand up straight, back to back. Who is taller?"

"Checker, is this fair? What do you want them to fix?"

3

Are these the same

Give pairs two objects cut to the same length, such as two pieces of string or two strips of card. Students line them up and decide. Being the same length is an answer in its own right, not a failed comparison, so say so when it comes up.

"Are these the same length? Line them up to check."

"How do you know they are the same?"

4

Guessing without checking

Hold up two objects that look close in length, a pencil and a texta, announce which one is longer without lining them up, and be wrong. Students should ask to check rather than agree.

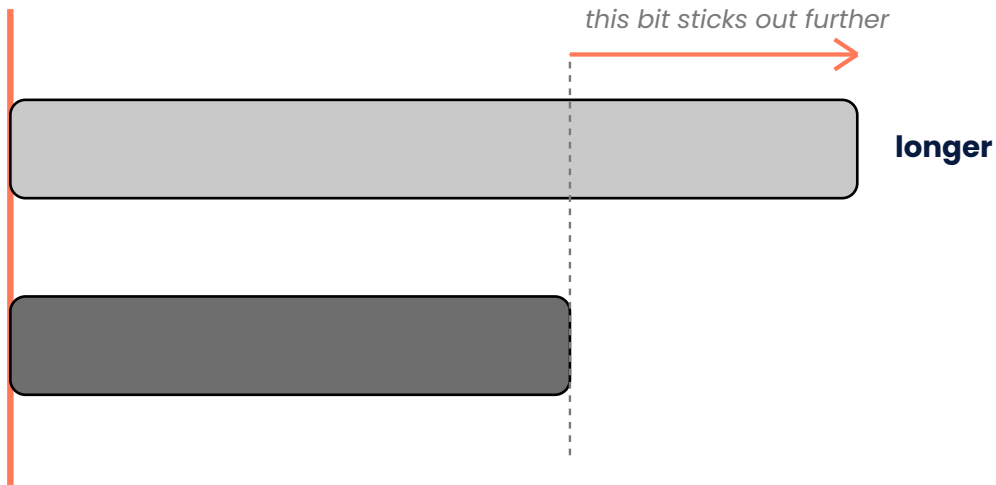
"I think the red one is longer. Am I right?"

"What do you want me to do before you believe me?"

How to compare length

Keep this on the table while you work.

start here



- 1 Put one end of each object against the same line.
- 2 Hold both of them straight.
- 3 Look at the far ends. The one that sticks out further is longer.

Not like this

The ends do not start together, so the far ends tell you nothing.



Pair cards

two pencils

a fork and a spoon

two shoes

a hairbrush and a comb

two strips of card

two books

two pieces of string

a crayon and a texta

two rulers

two ribbons

two straws

two blocks

Blank cards for pairs the class chooses
