

1

Already lined up

Put two pencils of clearly different length on the table with their ends already together and ask the student to point to the longer one. The matching up is done for them at this stage, so the only thing being asked is which end sticks out.

"Which pencil is longer? Point to it."

"How do you know?"

The answer worth hearing is a finger on the end that goes past the other. If the student hesitates, hold the two pencils up together yourself, run a finger to the top of each, and ask again with the next pair.

2

Two towers on the same table

Build two block towers of clearly different height on the same table top with the student beside them, so the base they share is in plain sight, and ask which is taller.

"Both towers start on the table. Which one is taller?"

"Where do they both start?"

If the student is unsure, take both towers down and rebuild them side by side with the student, naming the shared table top as you start.

3

Say the end that told you

Straight after each answer, ask how they know, and take a pointed finger as the answer rather than a word. Say the reason aloud yourself once while tracing both objects, then ask again on the next pair rather than on the same one.

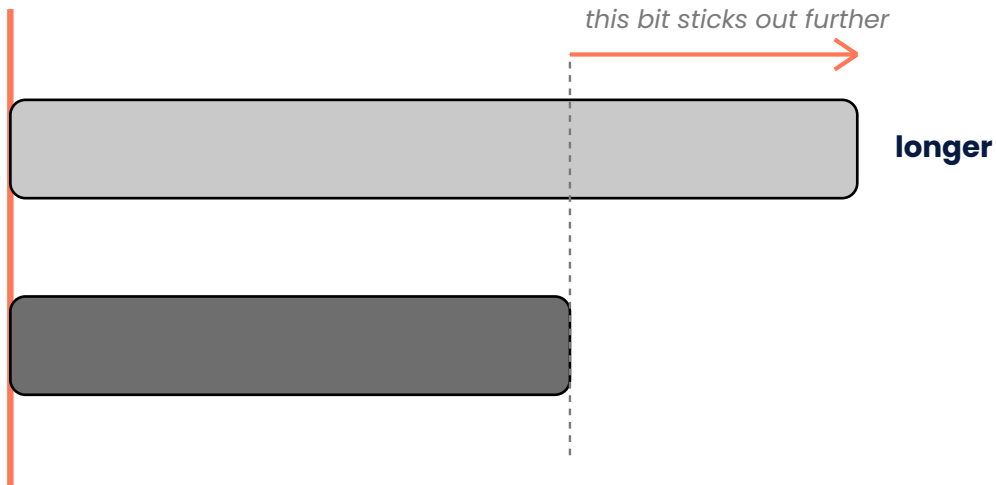
"How do you know? Show me with your finger."

"Both ends start here, and this one goes further."

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.

