

## Activity

### Step 1

- Discuss the measurement of length and the terminology used.
- Discuss how to measure head size. Students may suggest and demonstrate some alternative methods which can be discussed by the class.
- Emphasise the skills of placing and counting the measuring units. (no gaps, no overlaps)
- Discuss what to do with fractional units.
- Display the names of the units, for students to use in recording.



### Step 2

- Students assist each other to measure around heads.
- Students choose, align, count and record the number of units used to measure.

### Step 3

- Report back to a small group, the teacher or the whole class.

### Questioning

*What are we measuring when we use the words long, short, longer than, shorter, the same length, shorter than?*

*How could we measure your heads?*

*What advice can you give to someone who is measuring with units?*

*How can we record the head measurements?*

*What are we measuring when we use the words long, short, longer than, shorter, the same length, shorter than?*

*How could we measure your heads?*

*What advice can you give to someone who is measuring with units?*

*How can we record the head measurements?*

This may be an opportunity for individual assessment to check that students have:

- chosen one kind of unit
- aligned and counted units correctly.

### Discussion

*Which units were good to use, and why?*

*Can we compare head sizes, e.g. if Casey used blocks for units and Tim used matchsticks?*

# Length 2.2 lesson ideas

## Informal measurement: compare and order lengths by using identical units for each length

### Knowledge and strategies

1. choose identical units to measure lengths
2. know that the longer line has more units
3. estimate the number of units and explain the estimation strategy
4. know that the length is conserved if rearranged

### Let's compare

Estimate, then measure the height (or width) of items that are in different parts of the classroom: which is higher, the teacher's chair or a student chair; which is wider, a student desk or the teacher's table; which is higher, a bookshelf or the tote tray holder. Students record results and report back to the class.

#### Outcomes

MS1.1  
WMS1.2

#### Materials

classroom furniture, string, selection of units: rods, straws, popsticks, etc.

#### Knowledge and strategies

1. choose identical units to measure lengths
2. know that the longer line has more units
3. estimate the number of units and explain the estimation strategy

### Measure me

Students in pairs take turns to lie on the floor or ground to be measured. Partners mark the body length at the top of the head and the heels and draw a straight line joining the two points. Students measure their length in units. They compare the length of different people and check by direct comparison.

#### Outcomes

MS1.1  
WMS1.2

#### Materials

chalk, a selection of units: rods, straws, popsticks, etc.

#### Knowledge and strategies

1. choose identical units to measure lengths
2. know that the longer line has more units
3. estimate the number of units and explain the estimation strategy