

Measure Length

Adult Guidance with Question Prompts



Children use non-standard units, such as counters or blocks to measure length and height. They should understand that units need to be an equal length and recognise that longer, non-standard units are more suitable to measure longer/taller objects. To measure accurately, children must ensure the first unit is in line with the beginning of the object and the last unit matches the end, without leaving any gaps between units.

Choose an object to measure with the blocks.

How tall/long do you think it will be?

What can you do to check?

What would happen if the blocks were longer/taller or shorter?

Which paintbrush is the longest?

What can you do to check?

Find two objects in the classroom. Which one is the longest?

What units will you use to measure them?

How long do you think they are? Were your estimates close?

Why can't Jack measure the bookshelf?

What could go wrong even if he had enough bricks?

What does Jack need to remember to measure accurately?

Measure Length



The height of this book is ___ blocks.

Use blocks to measure the length and height of classroom objects.

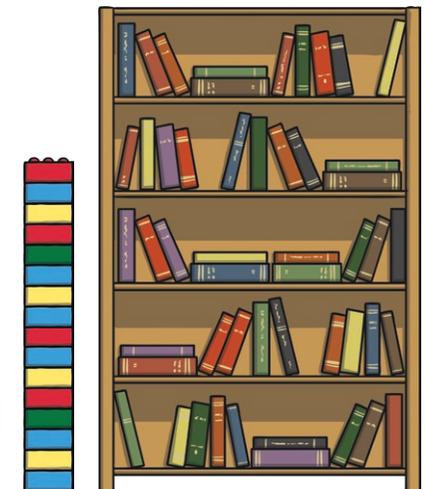
Which is the longest paintbrush?



What can we do to find out?

There are not enough bricks to measure the height of our bookshelf.

What could we use instead?



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Do you think this is true or false?

Explain your reasoning.

How could you find out?

Do you agree that the height of the doll's house is 10 blocks?

What do we need to do to check?

Explain what the girl needs to do?

How can you check if both boxes are 3 cars long?

Are the cars the same size?

Did he measure from one side of the box to the other?

Are there any gaps?

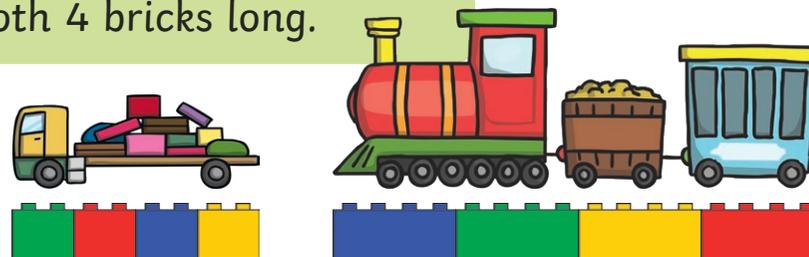
Explain what the problem is.

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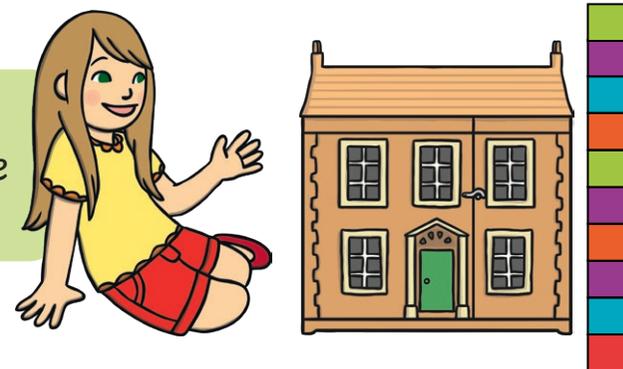


True or False?

The truck and the train are the same length because they are both 4 bricks long.



The height of the doll's house is 10 blocks.



Both boxes are 3 cars long.

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What could you do to fix the garage?

How many bricks do you think you will need?

Can you use practical equipment with small world figures to build the garage or can you draw different arrangements.

What would you need to do if you wanted to fit another vehicle in?

Do you agree with Josie? Explain why.

What does she need to remember?

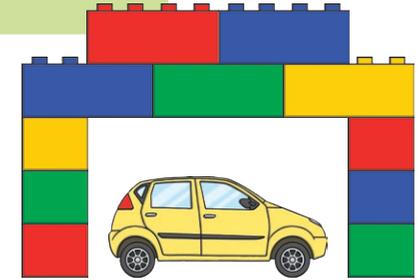
What has she done wrong?

Can you make up some top tips with actions to help her remember what to do?

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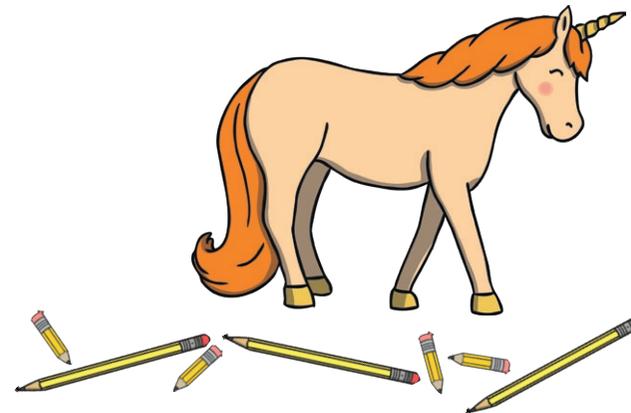
How can this 'garage' be fixed to fit the bus in too?



Can you use cubes, building bricks or other 'real objects' to build it?

Is Josie right?

The length of my unicorn is 7 pencils.



Can you give her some top tips?