

## Measure Length (2)

### Adult Guidance with Question Prompts



Children apply the skills and knowledge gained from measuring length and height with non-standard units to measuring with rulers. They understand that standard units are used because objects such as hands differ in length, so using objects as non-standard units to measure length may not lead to consistent results. Children are introduced to centimetres/cm. Make sure that children measure from 0 marked on the ruler and read the number that the object has reached, rather than the next number. Please note: the rulers shown on the activity card are not to scale.

What do the numbers on the ruler mean?

Can you point to the letters 'cm' on the ruler? What do they mean?

Where should we begin to measure from?

Why don't we just start at the beginning of the ruler?

Has the paintbrush been placed correctly next to the ruler? How do you know?

Can you count how many centimetres it measures?

Where do you need to stop?

How long is the pen? Explain how you know.

What is the difference between 'long' and 'tall'?

Can you think of an example when we would use each word?

Which number should the objects be placed next to so we will measure accurately?

Which is the tallest/shortest object?

Do rulers help us compare objects? How?

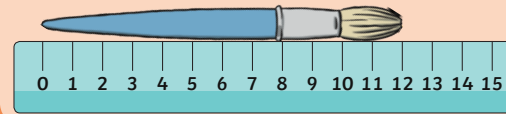
Find two things that you can measure with your ruler. How long is each item?

Which is the longer? Which is the shorter?

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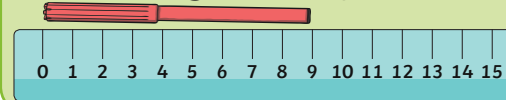


How long is the paintbrush?



The paintbrush is \_\_\_\_ cm long.

How long is the pen?



The pen is \_\_\_\_ cm long.

How tall is the pack of pencils?



The pack of pencils is \_\_\_\_ cm tall.

How tall is the pack of crayons?



The pack of crayons is \_\_\_\_ cm tall.

The \_\_\_\_\_ are shorter than the \_\_\_\_\_.

The \_\_\_\_\_ are taller than the \_\_\_\_\_.

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**Do you agree with the statement about the scissors?**

**Can you explain why?**

**What do we need to remember when using a ruler to measure length or height?**

**Is the statement about the book correct?**

**Explain why/why not**

**What do we need to remember when using a ruler to measure length or height?**

**Can you show your friends how to measure length and height with a ruler correctly?**

**Where do the ribbons begin? Where do they end?**

**So are they both 15 centimetres long?**

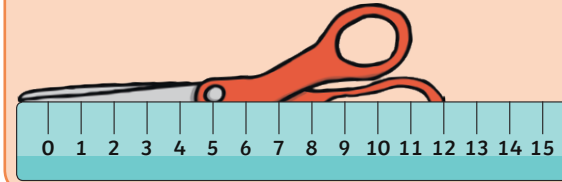
**Can you find a way to prove it?**

**Can you explain the top tips that you have learnt today? Tell your partner.**

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**The scissors are 12cm long.**



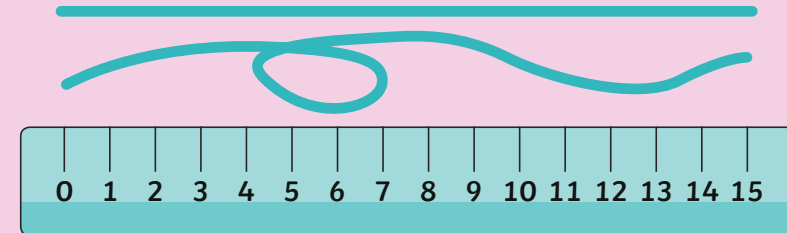
**Do you agree?  
Explain why or  
why not.**

**The book is 13 centimetres tall.**



**Is this correct?  
Tell me about  
your answer.**

**The ribbons are both 15cm long.**



**Is this true? Can you find a way to prove it?**

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Please note: the rulers shown on the activity card are not to scale.

Can you collect objects from around the classroom and measure them carefully?

Show me how you can sort them into groups: shorter than 15cm, the same as 15cm and longer than 15cm.

Can you tell me the top tips for measuring?

How tall are the towers?

If you built a tower shorter than the blue tower but taller than the yellow tower, how tall could it be?

What can we do to solve this puzzle?

Can you show me with blocks and a ruler?

Is there more than one possible answer? How do you know?

Can you make a similar challenge for your friend?

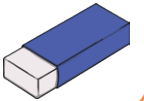
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### 15 centimetre challenge

Measure the length of objects and sort them into groups.

Shorter than 15cm



The same as 15cm



Longer than 15cm



Measure the height of the towers.

If you built a tower shorter than the blue tower but taller than the yellow tower, how tall could it be?

