

MEASURES - LENGTH

LEVEL A.1

DEVELOP AN UNDERSTANDING OF THE CONCEPT OF LENGTH THROUGH EXPLORATION, DISCUSSION AND USE OF APPROPRIATE VOCABULARY

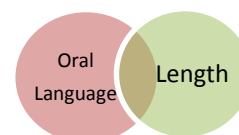
TEACHING NOTES

The following teaching and learning experiences are designed to support development of the vocabulary of length. Guided discussion and a hands-on approach are essential to enhance pupils' learning. It is easier at first for pupils to use the words long, short etc. They should then move quickly to an ability to use the comparative forms – longer, shorter etc.²¹



Remember to use precise language when helping students make comparisons. Avoid using 'bigger than', and instead use language such as 'longer than' or 'holds more than' (Van de Walle et al., 2007, p.376).

SAMPLE LEARNING EXPERIENCES



Worms²²

Give each pupil a ball of play dough and ask them to make a worm. Get the pupils to bring their worms to the mat. Ask the pupils to describe their worm. Discuss what is different about the worms and elicit vocabulary associated with length. Now ask the pupils to make a worm that is short. Observe and discuss the short worms.



How would you describe your worm? How do you know that your worm is short? Tell me about your worm. How could we make different worms? What other kinds of worms could we make today?

Ask the pupils to think of other worms that could be made, for example. long, wriggly and thin. Choose a word and ask pupils to make a worm that fits the description. Repeat with other descriptive words and create a word bank that is displayed with illustrations. Conclude by asking the pupils to draw their favourite worm.



²¹ Deboys, M. and Pitt, E. (1979)

²² From: <http://nzmaths.co.nz/resource/worms-and-more>