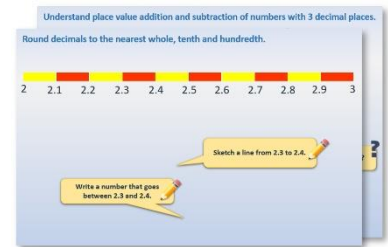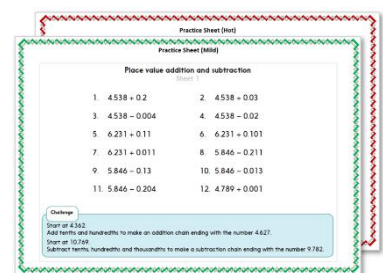# Year 1: Week 4, Day 4
Measuring height and length (1)

Each day covers one maths topic. It should take you about 1 hour or just a little more.
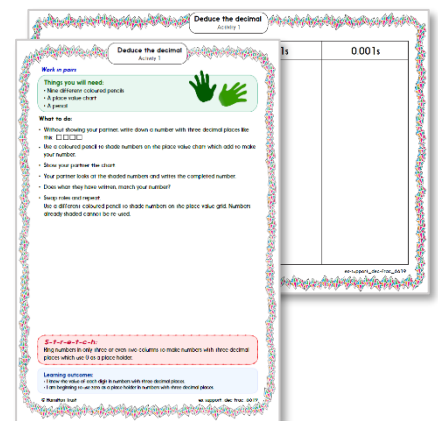
1. Start by reading through the **Learning Reminders**.
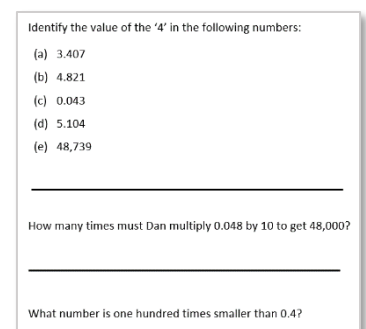   They come from our *PowerPoint* slides.

2. Tackle the questions on the **Practice Sheet**.
    There might be a choice of either Mild (easier) or
    Hot (harder)!
    Check the answers.

3. Finding it tricky? That's OK… have a go with a
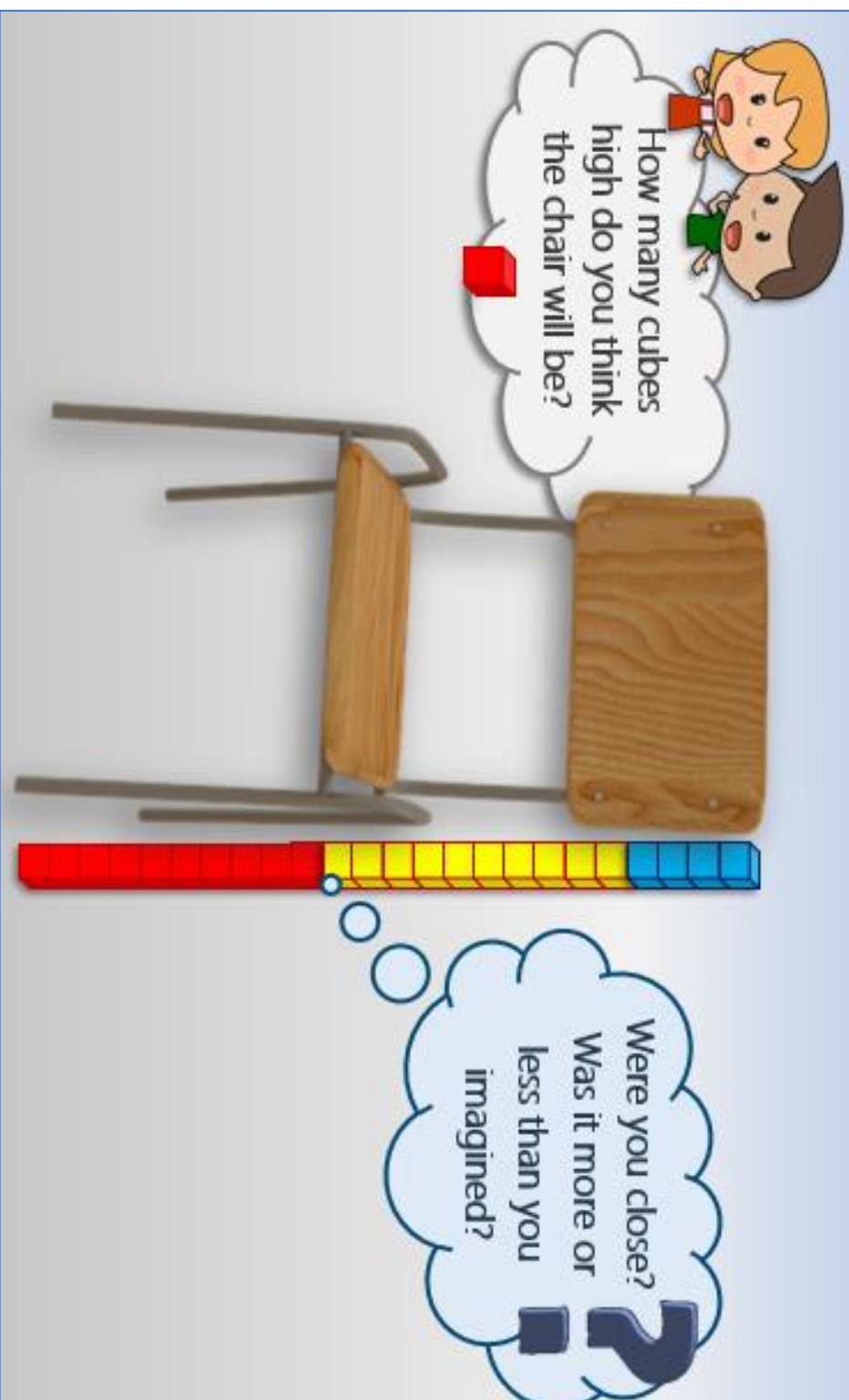   grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to
    Check your understanding.
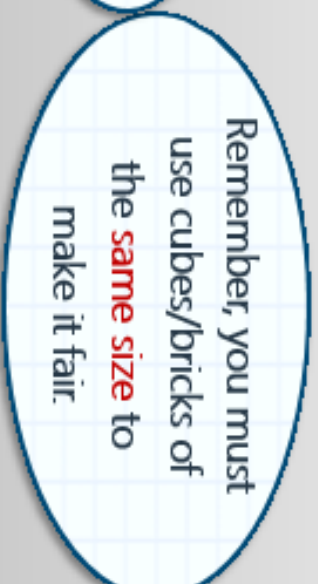   Fold the page to hide the answers!

Learning Reminders

Measure length/height using cubes/bricks.

How many cubes high do you think the chair will be?

Were you close? Was it more or less than you imagined?

Learning Reminders

Measure length/height using cubes/bricks.

Look around the room. Can you find something that might be **shorter** than the chair?

Can you see anything about the **same height** as the chair?

You could use towers of cubes to check.

Remember, you must use cubes/bricks of the **same size** to make it fair.
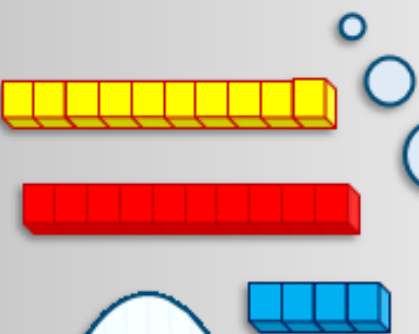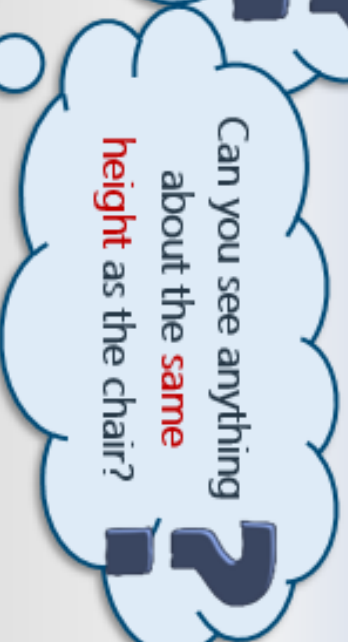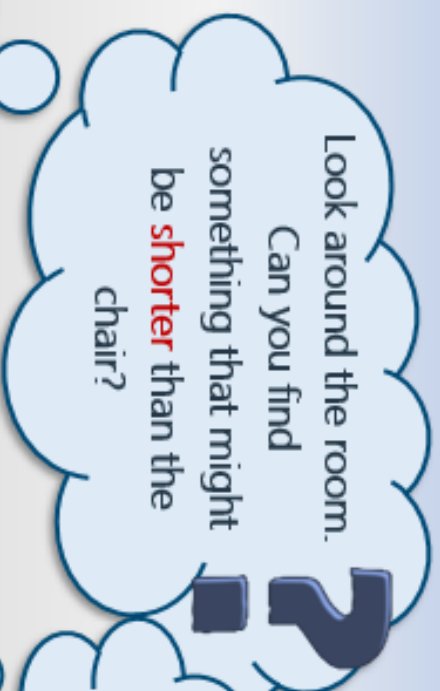
Snake lines: measuring with small blocks/Lego bricks

Estimate how many small blocks/Lego bricks long each snake is before measuring and recording the actual length.

A.

B.

C.

D.

E.

F.

Challenge

Write the snakes' letters in order from longest to shortest.

Practice Sheet Hot

Build a tower of 10 small blocks/ Lego bricks and a tower of 20 small blocks/ Lego bricks.

1. Find two things which you think are shorter than 10 bricks. Measure their heights using bricks.
2. Find two things which you think are taller than 10 bricks. Measure their heights using bricks.
3. Find two things which you think are between 10 and 20 bricks tall. Measure their heights using bricks.

How accurate were your estimates?

Practice Sheet Answers

Snake lines: Measuring with cubes (mild)

Challenge

Write the snakes' letters in order from longest to shortest.
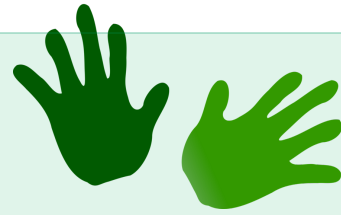A, C, B. E, D, F

Work in pairs

Things you will need:
• A set of 1-10 cards
• Small blocks/Lego bricks

What to do:

• Shuffle a set of 1 to 10 cards. Spread out face down on the table.

• Each take a card. Build a tower with that number of small blocks/Lego bricks.

• Who has the bigger number? That person wins a small blocks/Lego bricks.

• Write down your pair of numbers. Ring the larger number.

• Repeat until there are no cards left.

• Who can make the tallest tower using all their small blocks/Lego bricks?

• Who has collected the most small blocks/Lego bricks?
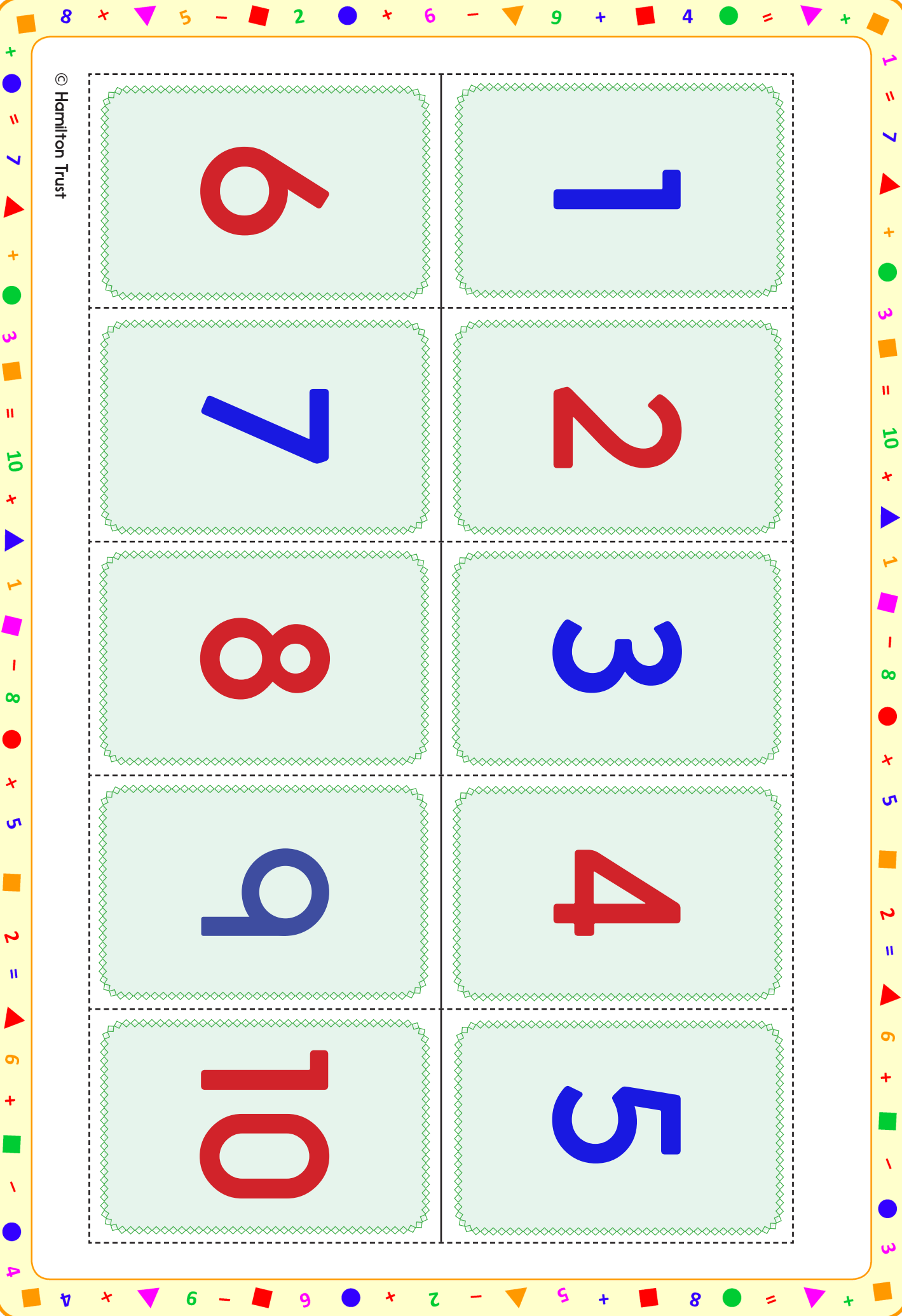
⑦   3

2   5

S-t-r-e-t-c-h:
Choose three number cards. Make towers using these numbers. Arrange them in order of height, shortest first. Write the three numbers, smallest first.

Learning outcomes:
• I can compare two numbers up to 10.
• I am beginning to order three numbers up to 10.

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1	6
2	7
3	8
4	9
5	10

Check your understanding
Questions

Find a book which is…

(a)   9 small blocks/ Lego bricks long

(b)   more than 16 small blocks/ Lego bricks long

(c)   between 10 and 12 small blocks/ Lego bricks long

Draw the number of small blocks/ Lego bricks which will fit along your shoe length. Estimate how many of the same bricks will fit along an adult's shoe length.

Fold here to hide answers

Check your understanding
Answers

Find a book which is…

(a) 9 bricks long

(b) more than 16 bricks long

(c) between 10 and 12 bricks long

Check children's strategies. Are they lining up the end of their bricks with the 'top' or 'bottom' edge of the book? Are the bricks placed straight in line with the length of the book? Do they check the number of bricks carefully?

Draw the number of cubes which will fit along your shoe length. See above for strategies.

Estimate how many of the same bricks will fit along an adult's shoe length. Do children's estimates reflect the larger shoe size?