

To be able to measure length

**MathShed**

**Starter:**  
Which one doesn't belong?

Explain your answer.

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**Activity 1:**  
Draw straight lines of various lengths and orientations on to poster paper.  
Children to measure each line to the nearest mm.

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**Activity 2:**  
**Part 1:** Using different rulers and measuring from 0 cm, find and record the length (and width) of three pieces of classroom equipment to the nearest mm.  
**Part 2:** Using metre sticks, measure the height and arm span of other people. Check your measurements accuracy by using a tape measure (to the nearest cm).  
**Part 3:** Using trundle wheels, measure the distance between different objects in the playground or school field. For example, between the water fountain and swings.  
Keep a record in your book!

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**Activity 3:**  
Would you use metres, centimetres or millimetres to measure:  
*I would use centimetres or millimetres to measure the length of a text book.*

- a) an eyelash?
- b) a toenail?
- c) a leg?
- d) the height of a sports hall?
- e) the height of a chair?
- f) the length of a swimming pool?
- g) the width of a car?

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**Activity 4:**  
James says, "The rectangle's width is 74 mm."

Do you agree?  
Explain your answer.

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**Activity 5:**  
Ruth says, "The triangle's base is 38 mm."

Do you agree?  
Explain your answer.

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**Activity 6:**

Jamal has snapped his ruler.  
He thinks he can no longer measure using the ruler.



Do you agree?  
Explain your answer.

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**Activity 7:**

Are the following statements true or false?

- a) 1 cm is equal to 10 mm.
- b) When measuring using a tape measure, you don't have to start measuring from 0 cm.
- c) The rectangle below is 5 cm 3 mm long.



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**Evaluation:**

The rectangle's width  
is 8 cm 5 mm.



Do you agree with Astrobee?  
Explain your answer.