

Measure Length (cm)

Adult Guidance with Question Prompts



Children measure length and height to the nearest centimetre using a ruler. They understand that measurements need to start at 0. Access to classroom objects and rulers is needed for this activity. Remind children that they can turn the paper or their ruler if the line is at an angle. Make sure they are using the words 'tall' and 'long' in the correct context.

Look at the lines.

Where do you need to start to measure correctly?

How do the numbers on the ruler help us?

Which number on the ruler do you need to start from?

Can you put the ruler underneath the line?

Where does the line end?

What is the number on the ruler?

Why do we need to write 'cm' after the number?

If the line is at an angle, how can we make it easier to measure?

Can you draw a line that is 6cm long?

Where will you start drawing?

How will you know when to stop drawing?

Can you check it is the correct length?

If something is standing up, e.g. a water bottle, are we measuring length or height?

If an object is lying down, are we measuring length or height?

What is the length of...?

Have you got the same measurements as your friend?

Which object is the longest?

Which object is the shortest?

Measure Length (cm)



Measure these lines with a ruler.
Remember to start at 0.



___ cm



___ cm



___ cm



___ cm

Which line is the longest? Which is the shortest?

Draw lines of these lengths:

6cm

9cm

15cm

12cm

Can you find any of these objects
in your classroom?

Measure them to the nearest centimetre.



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Children apply what they have learnt about measuring in cm to recognise how a ruler should be used accurately. They are able to explain where to start and stop measuring.

Look at the pictures.

Where should we start measuring?

Where should we stop?

How do the numbers on the ruler help?

How long are the scissors?

How long is the car?

How tall is the teddy?

How tall is the glass?

Has each object been placed at 0 on the ruler?

Which object doesn't start at 0?

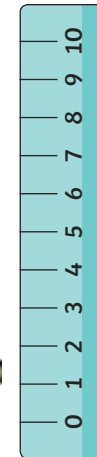
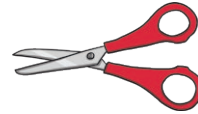
Will the measurement be accurate if we don't start at 0?

Which is the odd one out?

Measure Length (cm)



Which is the odd one out?
Explain why.



Can you write some tips to help a friend measure accurately?

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Children use the information given to solve problems relating to length. Following this activity, children could create their own similar problems involving length and height for a friend to solve. They could use a ruler as a number line for this activity.

What do we know about the longest animal?

What numbers come in-between 22 and 26?

Can you think of all of them?

What do we need to write after each number to show that we are working in centimetres?

What do we know about the shortest animal?

What numbers come in-between 12 and 16?

Can you think of all of them?

What do we need to write after each number to show that we are measuring in centimetres?

How would we find the lengths of the other animals using the numbers we have?

If the shortest animal was 13cm and the longest was 25cm, what numbers would come in-between?

Can you write them all down?

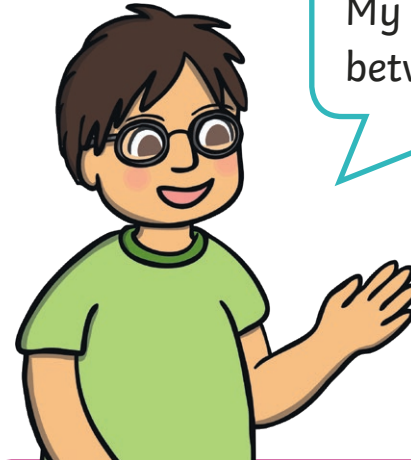
What clues could you give a friend so they can work out the length of your toys?

Measure Length (cm)



My longest animal is between 22cm and 26 cm.

My shortest animal is between 12cm and 16cm.



What are all the possible lengths of the longest animal?

What are all the possible lengths of the shortest animal?

What lengths could the other animals be?