Unit 8: Length and height

Measuring in centimetres

➜ pages 58–60

1. a) 8
b) 4
c) Children should have drawn an object which is between 4 and 8 cm long according to the ruler on the page.

2. a) 4
b) 11
c) 11 cm is greater than 4 cm (some children may have used alternative measurements to complete the statement).

3. Check the lines children have drawn for accuracy.

4. Children could have found many different objects to complete the table.

5. a) False. The beginning of the stick is at the 1 cm mark on the ruler and the end is at the 10 cm mark so the stick is only 9 cm long.
b) True. The beginning of the stick is at the 0 cm mark on the ruler and the end is at the 9 cm mark so the stick is 9 cm long.

Reflect

Answers will vary depending on the line each child draws. Children should know how to use a ruler, lining the ruler up with the line so that the 0 cm mark is at the start of the line.

Measuring in metres

➜ pages 61–63

1. Children could have written many different objects into the table, e.g.
Less than 1 metre: pencil, ruler, book
Equal to 1 metre: metre stick
Greater than 1 metre: table, whiteboard, door

2. Answers will vary.

3. Children should have matched: pencil case ➜ 30 cm, table ➜ 2 metres, rubber ➜ 5 cm and playground ➜ 20 metres.

4. Children should have ticked the following boxes:
a) 6 metres
b) 90 centimetres
c) 20 centimetres
d) 1 metre

5. Children could have suggested many items, e.g. table, display board, skipping rope

Reflect

Children could have suggested many different answers, e.g.

Metre stick: length of classroom, height of a climbing frame, length of the interactive whiteboard

30 cm ruler: pencil, handspan, book

Comparing lengths

➜ pages 64–66

1. Children should have ticked the following:
a) second set of cubes
b) first group of children
c) 45 m

2. 52 > 48. The bin is taller than the stool.

3. a) <
b) >
c) <
d) <
e) <
f) <

4. Children should have put the following digits in the boxes:
a) Any digit greater than 4
b) Any digit greater than 4
c) Any digit
d) 3, 6
e) The digit in the first box must be greater than the digit written into the second box.

5. The carrot is longer.

6. Children should have agreed with the statement but could have explained their reasoning in different ways, e.g. 1 m is the same as 100 cm so 20 cm is less than 1 m.

Reflect

Children's books are likely to be longer than their pencils.

Ordering lengths

➜ pages 67–69

1. C, A, B

2. c, a, b, d

3. a) 40 cm, 44 cm, 50 cm
b) 27 m, 31 m, 55 m

4. Children could have changed the following numbers:
a) The first number to a number less than 70 or the second number to a number between 80 and 90.
b) The third number to a number greater than 26.

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5. a) any length smaller than 12 m
b) any length greater than 49 cm
c) and length smaller than 18 m

Reflect

Answers will depend on the dice rolls, e.g. children might have made the lengths 32 metres, 15 metres and 46 metres. They could have ordered them from smallest length to greatest length: 15 metres, 32 metres, 46 metres. Alternatively they could have ordered them from greatest length to smallest length: 46 metres, 32 metres, 15 metres.

Solving word problems – length

➜ pages 70–72

1. a) 30
b) 14

2. a) 52
b) 68

3. a) 10
b) 20

4. Children could have added together 40 metres and 36 metres then subtracted the total from 100 metres. Alternatively, they could have worked out 100 metres subtract 40 metres and then subtracted 36 metres from the answer.

Tom still has 24 m still to run.

Reflect

The total length of the snakes is 88 cm.

Children might have explained their steps in different ways, e.g.

I started with 58 cm and counted on three tens to add the 30 cm.

I added 30 cm and 50 cm to get 80 cm and then added the 8 cm to get 88 cm.

End of unit check

➜ pages 73–74

My journal

Hassan is wrong because e.g.

The end of the pencil is not on 0.

If the pencil is moved so that the end is on 0, the other end would be on 6, which means that the pencil is 6 cm long.

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