

## Teddy long legs

### Activity 1

**Focus of activity:** Comparing lengths using uniform non-standard measures; Using comparative vocabulary (taller, longer, shorter).

#### Working together: conceptual understanding

- Sit two teddies in front of chn (less than 20 cubes tall). *Which teddy is taller? Which is shorter? We need them to stand up!* Do this so that chn can directly compare them.
- Ask one child to make a tower of cubes the same height as one teddy. Ask another child to make a tower of cubes the same height as the other teddy. Count how many cubes are in each tower. Make badges for each teddy with their heights, e.g. 14 cubes tall. Point out that the taller teddy is more cubes tall than the shorter teddy.
- **In advance** use cubes to measure the heights of two other teddies (less than 20 cubes tall). Show chn their badges, e.g. 11 cubes tall and 16 cubes tall, and the two teddies. *These badges have fallen off. Which badge do you think belongs to each teddy? Why?* Draw out that the badge with the bigger number of cubes must belong to the taller teddy.
- Finally ask chn to help you to put all four teddies in order of height, shortest first. Check their height badges. *Are the numbers in order from smallest to biggest?*

#### Up for a challenge?

*At home, I've got a teddy who is taller than any of these teddies! How tall do you think he might be?*

*At home, I've got a teddy who is shorter than any of these teddies! How tall do you think she might be?*

#### Now it's the children's turn:

- Chn take two teddies at a time, and use cubes to measure the length of their legs. Which of the two teddies has longer legs?
- Go round the group and mark their work as they measure the teddies. Encourage them to use the vocabulary of length themselves, rather than just pointing, when you ask which teddy has longer/shorter legs.

#### **S-t-r-e-t-c-h:**

If chn cope well, ask them to write all the lengths in order from shortest to longest. *Did the tallest teddy have the longest legs? Did the shortest teddy have the shortest legs?*

### Things to remember

*Remember that if we are going to use cubes to help us compare heights or lengths, we must use the same size cubes. It wouldn't be fair if we measured one teddy with little cubes and the other teddy with big cubes. Show a medium sized teddy and measure the length of its legs using cubes. Ask chn to tell you of a teddy with longer legs and one with shorter legs from their activity.*

*You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.*

<b>Resources</b>	<b>Outcomes</b>
<ul style="list-style-type: none"><li>• Four teddies of different heights up to 20 cubes tall</li><li>• Cubes</li><li>• Extra teddies for the chn to measure as well as the original four teddies</li></ul>	<ol style="list-style-type: none"><li>1. Chn can directly compare heights and lengths.</li><li>2. Chn can measure heights and lengths using cubes.</li><li>3. Chn can use the language of shorter, taller and longer.</li><li>4. Chn begin to compare more than two heights/lengths.</li></ol>

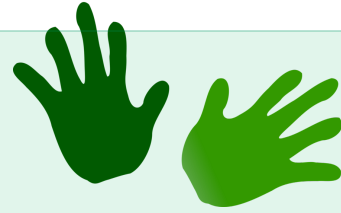
# Teddy long legs

## Activity 1

### Work in pairs

#### Things you will need:

- Teddies
- Cubes
- A pencil



#### What to do:

- Take two teddies.  
Which do you think has longer legs?  
Which do you think has shorter legs?
- Use cubes to measure the teddies' legs.
- Write the two numbers of cubes.  
Ring the bigger number.
- Put the teddies back.  
Take two different teddies.  
Measure their legs using cubes.  
Write down the two numbers.  
Ring the bigger number.
- Repeat with another pair of teddies.

12 cubes	7 cubes

#### **S-t-r-e-t-c-h:**

Write all the leg lengths in order, from shortest to longest.

Did the tallest teddy have the longest legs?

Did the shortest teddy have the shortest legs?

#### Learning outcomes:

- I can compare heights and lengths.
- I can measure heights and lengths using cubes.
- I can use words like shorter, taller and longer.
- I am beginning to compare more than two heights or lengths.