

# The Long, The Short, and The Tall

## Purpose

Students will make comparisons of length and height.

## Materials

*For each group of students:* pairs of objects that differ in length (e.g., 2 pencils, 2 books, 2 tables) or height (e.g., 2 students, 2 jugs, 2 chairs), variety of classroom objects (crayons, pencils, table, cabinet, paper, tubs, unifix cubes, paper clips, cotton swabs, toothpicks), copies of Black Line Master (BLM) *Which is Shorter?*

## Activity

### A. Pre-Activity Discussion

Using examples, explain to the class what is meant by length and height.

### B. Large Group Activity

1. Hold two objects apart, and ask the class to tell you which object is longer.
2. Bring the objects close together to compare them directly.
3. Ask the class again which object is longer. Make sure students understand the concept of “longer.”
4. Repeat with other pairs of objects, sometimes asking for the shorter one.
5. Introduce height by comparing suitable objects and using the words “taller” and “shorter.”

### C. Small Group Activity

1. Provide each group of students with a container of unifix cubes, cotton swabs, paper clips, toothpicks, and a variety of classroom objects to measure using nonstandard units.
2. Have students estimate how many unifix cubes it takes to measure the length of a crayon.
3. Have students measure the crayon by using unifix cubes hooked together.
4. Have students count the number of unifix cubes used and check their estimates.

(continued)



EXTENDING  
THE

**ACTIVITY**

Have students look at home for pairs of objects that are longer/shorter and taller/shorter. Ask them to report back to the class.



connecting  
across the

**curriculum**

### Science

Ask students to choose an animal and describe the animal to the class. Instruct students to describe the animal as being longer/shorter or taller/shorter than other animals.

**Standards Links**  
**K.3.1, K.4.2**

## Activity (continued)

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5. Ask students to estimate the number of unifix cubes it will take to measure the length of a pencil.
6. Have students measure the pencil using the unifix cubes.
7. Ask students to count the unifix cubes and check their estimates.
8. Have students continue this process with other objects around the classroom. As the students have more opportunities to estimate and check, their estimates should become more accurate.

### D. Individual Activity





Have students complete the BLM *Which is Shorter?*

## Questions for Review

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### Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

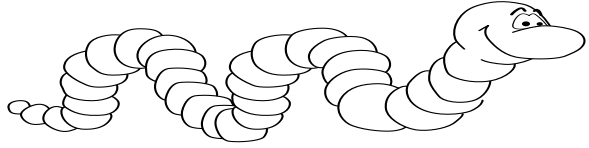
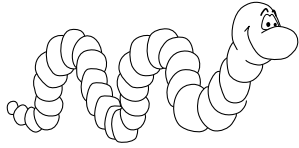
-  What is the difference between length and height?
  -  Which object is longer?
  -  How did you measure the length of the different objects?
  -  Did it take more cotton swabs or paper clips to measure the length of [*insert object*]?
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Name: \_\_\_\_\_

# Which Is Shorter?

Circle the object in each set that is shorter.

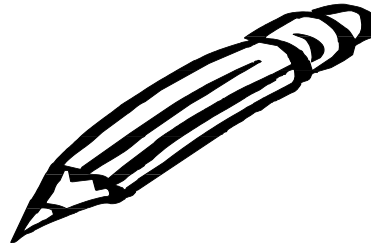
1.



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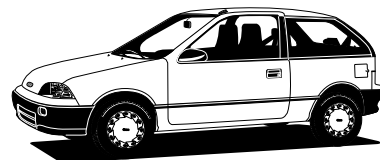
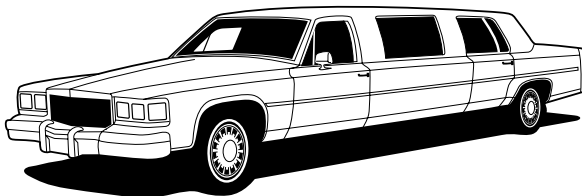
3.



4.



5.



# Which Is Shorter?

## Teacher Directions

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Provide each student with a copy of the BLM *Which is Shorter?* Explain that they should circle the shorter object in each pair. Have students begin the task and then walk around the room checking with students to make sure that they are clear about how to complete the BLM.

Review the answers to the BLM with the students. Ask the students how they determined which object was shorter.

## Answer Key

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