

# Longer or Shorter

**Grade range:** Pre-K-1

**Materials:** string or ribbon

**Directions:**

1. Measure the distance around one of your knees with a piece of string or ribbon.
2. Cut the string to that length
3. Using your piece of string to compare, find . . .
  - a. Two objects that are longer than the piece of string or ribbon;
  - b. Two objects that are shorter than the piece of string or ribbon;
  - c. One object that is about the same length as the piece of string.
4. Here are five small squares. In each small square, draw a picture of one of the objects you found or write down the name of one of the five objects you found.
5. Once you have filled in each of the squares, cut along the dotted lines.
6. Using the squares of paper that show the objects you found, order the objects from shortest to longest. You may wish to glue them on a sheet of paper.



**About the mathematics:** The “Longer or Shorter” task assesses two aspects of students’ understanding of linear measurement—length as an attribute and the ordering of objects by length. By estimating and then using direct comparison, students are to determine several objects that are longer than, short than, and the same length as a piece of string/ribbon. Once five objects have been selected, students are required to do further comparisons among the objects to order them from shortest to longest. When making direct comparisons for length, **students must attend to the —starting point of each object** and recognize that objects should be matched up at the end of objects to get accurate measurements.



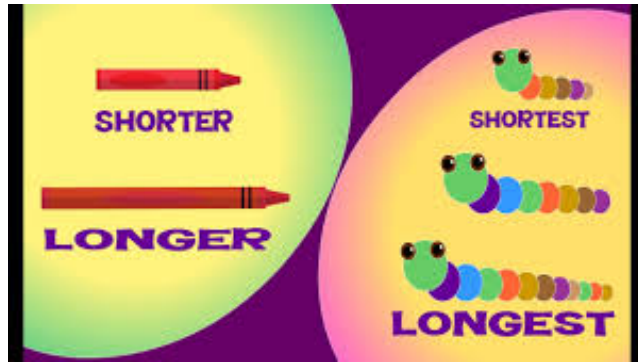
**Content Standard:**

**Describe and compare measurable attributes**

1. Compare the length of two objects using direct comparison.
2. Use appropriate vocabulary to describe differences in length (e.g., longer/ shorter).

# Longer or Shorter

Longer



Shorter