Measurement
## Series A – Measurement

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**Series Author:**

Rachel Flenley

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Length – language of size

1 🎨 What are some words we use to describe size? Draw or write some more.

big   thin

2 🎨 Draw pictures to match.

Big dog ............ small dog.
Fat cat ............ skinny cat.
Short girl ............ tall girl.
Tiny frog .... enormous frog!
Sometimes we use the words **fat** and **skinny** to talk about how **thick** or **thin** something is.

1. Use your hands or arms to measure and find the **thickest** and **thinnest** tree at your school. Draw them.

   - **thickest tree**
   - **thinnest tree**

2. How did you work this out?
**Length – language of size**

**You will need:** 🍄 some partners 🛠️ scissors 🐸 a helper

**What to do:**

Cut out the size words below.

Fold them up and put them in a container.

Take turns pulling out a word and acting it out with your body.

You can ask the helper to read the words to you.

Can your partners guess which word you are acting out?

Play until all the words are gone.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>little</td>
<td>tall</td>
</tr>
<tr>
<td>short</td>
<td>long</td>
<td>wide</td>
</tr>
<tr>
<td>tiny</td>
<td>enormous</td>
<td>fat</td>
</tr>
<tr>
<td>skinny</td>
<td>thick</td>
<td>thin</td>
</tr>
</tbody>
</table>
Length – length

What is length? It is how long or short something is.

We measure from end to end.

1. Loop the long one in each box.

2. Draw a long line of people and a short line of people.
Length – length

1 🏃‍♂️🚶‍♂️ How many long steps does it take to get from one end of your classroom to the other? How many short steps?

2 🏃‍♂️🚶‍♂️ Find another distance to measure using long steps and short steps. Record your findings.

I measured ...

3 🏃‍♂️🚶‍♂️ Now measure the length of your classroom using pencils or books. Record your findings.
Length – comparing lengths

The ruler is **longer** than the pencil.
The pencil is **shorter** than the ruler.

You will need:  
- a popstick  
- classroom objects

**What to do:**

Find some things that are **longer** than your popstick.
Find some things that are **shorter** than your popstick.
Find some things that are about **the same** length as your popstick.
Record them.

**longer** than

about **the same** as

**shorter** than
**What to do:**
Cut out the caterpillar expander and fold it to make a caterpillar. Open it to see a **longer** caterpillar.

**What to do next:**
Create your own creature in the empty frame. Fold it to make it shorter and longer.
Length – comparing lengths

You will need: scissors pencils wool small paper plate

What to do:
You are going to make a stretchy creature that you can make longer and shorter.

Cut out the box. Fold it in half, lengthwise.

Make cuts like this, but make sure you stop before you get to the other side.

Carefully unfold the box. This is your creature’s body. Use a paper plate for the head and wool for the tail. Decorate your creature.

Stretch your creature in and out, naming it as shorter and longer as you go. Watch out! It will rip if you pull too hard.
**Length – comparing and ordering lengths**

**You will need:** 🖤 a partner 🎈 streamers ✂️ scissors

**What to do:**
Cut a piece of streamer. Show it to your partner. Ask them to cut:
- a piece of streamer that is longer than it
- a piece of streamer that is shorter than it
- a piece of streamer that is about the same as it.

Together, put the streamers in order from shortest to longest. You may need some sticky tape to hold them down on the carpet or table.

Swap jobs.

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**What to do next:**
Cut a piece of streamer that is longer than your hand but shorter than your foot. Stick it here and write, draw or tell someone how you worked it out.
Length – comparing and ordering lengths

You will need: leaves  glue or sticky tape

What to do:
Find 5 leaves of different lengths. Stick them below in order from shortest to longest.
Length – height

When something is standing up, we usually call its length ‘**height**’. It’s still length, it’s just a different word for it. We use words like **tall** and **short** to describe height.

1 🎨 Colour.

- **the tall man**
- **the short flagpole**
- **the taller giraffe**
- **the shorter tree**

2 🎨 Draw and name someone you know who is

- **tall**
- **short**
Length – height

1 Find someone in the room who is **taller** than you. Find someone in the room who is **shorter** than you. Draw and name them. Don’t forget to draw you! Cut out the frame and fold the sides back to show you on the front. Ask people to guess who could be on the other pages.

________ is shorter than me. Me ________ is taller than me.
Length – height

1 🎨 Draw a picture of your family in order of height. Label each person.

Who is **tallest** in your family?

Who is **shortest** in your family?

Where do you fit?
Length – distance

When we measure how far away something is, we call it **distance**.

We use words like **near** and **far** to describe distance.

1. Find a partner to play ‘Simon says’ with. Take turns telling each other to stand **near** and **far away** from different things. Can you trick each other?

2. Colour the person who is **near** the door, **near** the finishing line, **far away** from the shop, and **far away** from the flagpole.

3. Draw a person **near** the swing.
Length – distance

When we compare distances we use words like **nearer**, **closer** and **further** away.

**You will need:** 🍎 a partner 🍓 classroom objects

**What to do:**
Find something to use as a prize such as a book or a toy. Hide it.
Your partner needs to find the prize.
You will give clues such as ‘close’, ‘closer’, ‘further’ to tell your partner how they are going.
Swap jobs.

**What to do next:**
Gather up a small collection of classroom objects such as pencil pots, books and blocks. Put one object in the middle of your table.

Take turns giving each other instructions such as:
‘Put the ruler closer to the pencils.’
‘Put the reader far away from the pencils.’
‘Put the block nearer to the reader than it is to the ruler.’

Give 5 instructions, then swap jobs.
Mass – language

Things with a lot of mass are **heavy**.

Things with a little bit of mass are **light**.

We weigh things to find out how much mass they have.

1. Draw or write some more things that we weigh.

We can also push things to find out how much mass they have. Heavy things are harder to push. Light things are easier to push.

2. Draw another thing that is **hard** to push.

We weigh

**hard** to push

**easy** to push
Mass – language

1 🔎🔍 Go on a hunt round your classroom and find 5 **light** things and 5 **heavy** things. Record them.

<table>
<thead>
<tr>
<th>light things</th>
<th>heavy things</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These have **less** mass.

These have **more** mass.

2 🔴🎧 Share your list with a partner. Do they agree with you about where you have put things? If you disagree, can you both be right? Why or why not?
Mass – size and mass

Are big things always heavy? Are small things always light?

1 Brainstorm with a partner to think of something that is

- big and heavy
- big and light
- small and light
- small and heavy

2 Find a lump of plasticene. Weigh it in your hands. Now flatten it and weigh it in your hands again. Has the mass changed? Does it feel heavier or lighter, or does it feel the same? Tell someone.
Mass – comparative language

This rock has **more mass** than the flower. It is **heavier** than the flower. The flower is **lighter** than the rock.

**You will need:** 🧑‍🤝‍🧑 a partner 🏛 classroom objects

**What to do:**
Work with a partner to find some things that are **heavier** than, **lighter** than, or have about the **same** mass as the pencil pot. Draw them.

<table>
<thead>
<tr>
<th>heavier than</th>
</tr>
</thead>
<tbody>
<tr>
<td>about the same as</td>
</tr>
<tr>
<td>lighter than</td>
</tr>
</tbody>
</table>

**What to do next:**
How did you work this out? Draw, write or tell someone your strategy.
Mass – hefting

We can use our hands to compare masses. We call this **hefting**.
Things with more mass feel heavier. They push down on our hands more.

1. Find these objects in your classroom. Heft each one to decide which is heavier. Colour the heavier one.

2. Choose 2 classroom objects for each box and draw them. Heft them and colour the heavier one.
Mass – hefting

You will need: a partner classroom objects 2 empty boxes about the same size and weight

What to do:
Put an object into each box. Don’t let your partner see you do it! Ask your partner to heft each box and say which is heavier and which is lighter. Ask them to predict what might be in each box. Show them. Swap jobs and play 3 times each.

This one is heavier. I think it has something like a stapler in it. I think the other box has a pencil in it.
Mass – using balance scales

We can use scales to measure the mass of objects.

1. Loop the heavier object.

Tell someone how you decided which one was heavier.

2. Draw some things on the other side that would make it look like
Mass – using balance scales

You will need: 🧑‍🤝‍🧑 a partner 💼 classroom objects 🕒 balance scale

What to do:
Choose 2 classroom objects at a time. Draw them in a box.
Predict which object you think will be heavier. Or do you think they will have about the same mass? Tell your partner your prediction.
Weigh the objects. Were you right? Loop the heavier object.
Do this 3 more times with different objects. Do your predictions get better with practice?

 heavier than lighter than about the same mass as
Volume and capacity – equipment

Useful equipment

A selection of the following equipment will be useful for the next section.
Volume and capacity – volume

Big things take up a lot of space.
Little things take up a little bit of space.

1 🐘 🐭 Make yourself take up
   a lot of space
   a little bit of space

Ask your partner to draw you in those positions.

2 🐘 🐭 Tell someone or write words we use to describe things that
   take up a lot of space
   enormous
   take up a little bit of space
   tiny
Volume and capacity – volume

1. Look at the objects. Loop the one that takes up more space.

2. Draw something that

   - takes up **more** space than this
   - takes up **less** space than this
   - takes up **about the same** space as this
Volume and capacity – volume

We can fill things to find out how much space they take up.
The more something holds, the more space it takes up.

**You will need:** 🎓 a partner ☐ blocks, cubes or beads

**What to do:**
Find objects like the ones below.
Which do you think takes up the most space? This means it will hold the most. Tick your prediction.
Decide which is the best thing to use to pack them. Fill them up with the same thing.
Loop the object that takes up the most space. This means it holds the most.

What to do now:
Find 2 objects that take up about the same amount of space.
Tell someone how you worked this out.
Volume and capacity – volume

You will need: 🧑‍🤝‍🧑 a partner 🗼 blocks or cubes
🗂️ boxes or containers 🌟 beads or counters

What to do:
Choose a box. Pack it using beads or counters. Empty it and then repack it with blocks or cubes. Which was best to pack with? Why? Write or explain to someone.

Choose a different container. Pack it 2 different ways. Which was best to pack with? Why? Write or explain to someone.

What to do now:
Choose something to build a tower with. Build it. What did you choose and why? Write or explain to someone.
Volume and capacity – volume

What to do:
Build a really tall tower. Now build a really short tower. Which tower takes up more space? Why? Write, draw or tell someone.

What to do next:
Make a tall building using 10 blocks or cubes. Using another 10 blocks or cubes, make a building that is low and wide. Look at your buildings. Does one take up more space than the other? Talk about it with your partner and tell your teacher what you think.

What to do now:
Make as many different shaped buildings as you can using 10 blocks each time.

You will need: a partner blocks or cubes

Look at these 2 towers. Which takes up more space? How can you tell?
Volume and capacity – full and empty

This cup is **full**. This cup is **empty**. This cup is **half full**.

![Cups](image)

You will need: 👫 a partner 📃 scissors

**What to do:**

Cut out the pictures and headings and put the headings at the top of your work space.

Sort the pictures so they sit under their matching heading.

You can work with your partner or race against them.

<table>
<thead>
<tr>
<th>full</th>
<th>empty</th>
<th>half full</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Full" /></td>
<td><img src="image" alt="Empty" /></td>
<td><img src="image" alt="Half Full" /></td>
</tr>
</tbody>
</table>

![Images](image)
Volume and capacity – capacity

When we measure capacity we are measuring how much a container can hold.

1. Loop the container you think holds the most.

2. Look around your classroom. Find and draw a container that can hold a lot, can hold a little bit, can hold more than a pencil pot but less than your school bag.
Volume and capacity – capacity

You will need: a partner measuring equipment counters, water or rice

What to do:
Find containers like the ones below.
In each pair, which one do you think holds the most?
Tick your prediction.
Find a way to compare them. Filling and pouring is a good strategy.
Loop the one that holds the most.

What to do now:
Choose 2 of your experiments. Draw pictures to finish the statements.

holds more than

holds less than
Volume and capacity – capacity

You will need: a partner, measuring equipment, containers, water, rice or sand

What to do:
Fill different containers to find the answers. Find and draw

- one that holds about the same as
- one that holds more than
- one that holds less than
- one that will fill a many times

What to do next:
Pour a cup of water, sand or rice into your container. Draw a picture to show how full it is.

Keep filling your container. How many cups fill it?
Volume and capacity – capacity

You will need: 🧑‍🤝‍🧑 a partner 🥄 measuring equipment 🥄 a jug 🍴 counters, water or rice

What to do:
Find a jug. Fill it with counters, water or rice.
Use it to fill 2 smaller containers. You must use all the contents so you may need to experiment with different containers.
Draw the containers that match your jug.

Fill the jug again.
This time, fill 3 smaller containers with the contents. Draw the containers that match your jug.

I will need to find a smaller cup. Maybe I will try a medicine cup.
Volume and capacity – explore

We use capacity and volume when we cook. We measure amounts using cups and spoons and we decide on the right sized containers to use.

1 Work in a small group with your teacher or helper to make this play dough recipe.

You will need:
- 2 cups of plain flour
- 4 tablespoons of cream of tartar
- 2 tablespoons of cooking oil
- 1 cup of salt
- 2 cups of boiling water
- food colouring
- glitter (optional)
- a mixing bowl
- a mixing spoon
- a cup
- a tablespoon
- a kettle
- resealable bags

What to do:
Mix all the ingredients together.
Tip the mixture out onto a table and knead it till it forms a dough.
Share the play dough out between people in your group.

What to do next:
Make different sized play dough creatures. Make one that takes up a lot of space, then make lots of little ones.