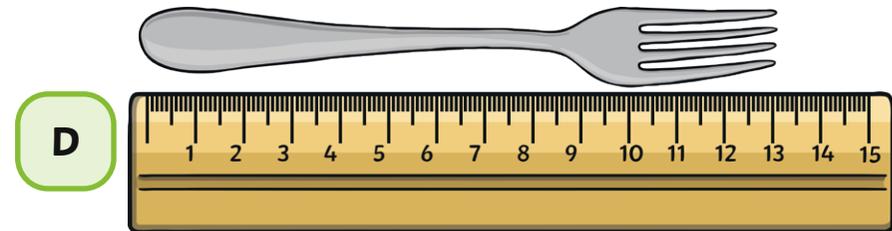
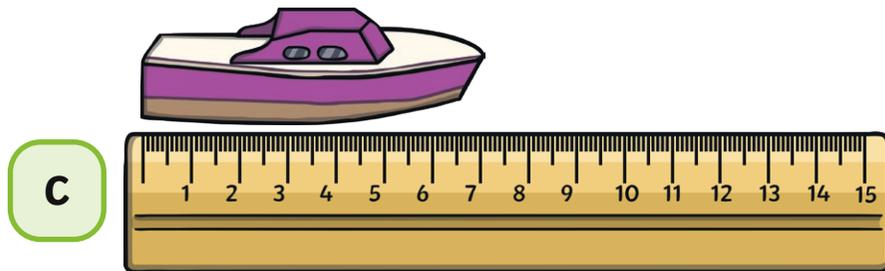
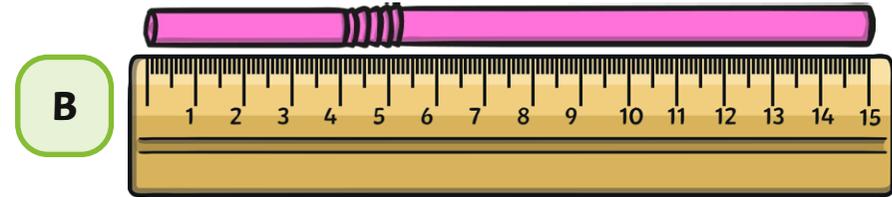
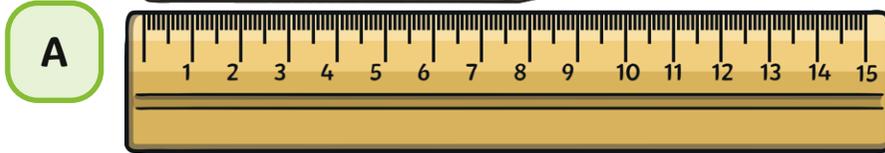


# Order Lengths



Can you order the objects from longest to shortest?



longest

shortest

Find 4 objects and measure them with a ruler. Order them in front of you from longest to shortest.

The longest object I measured was \_\_\_\_\_.

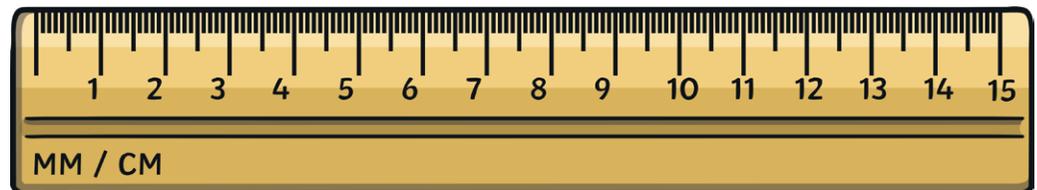
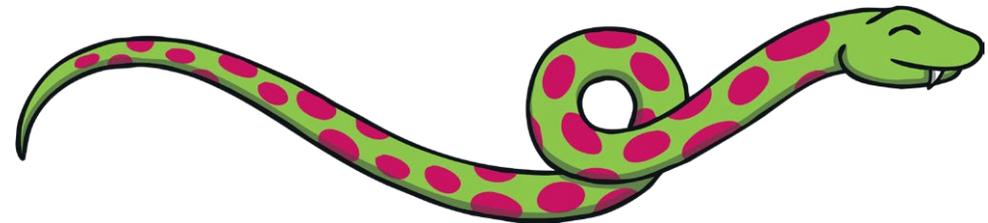
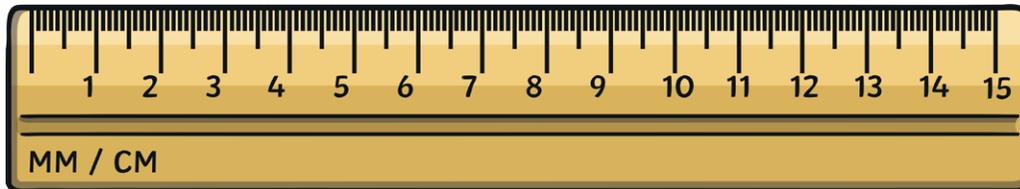
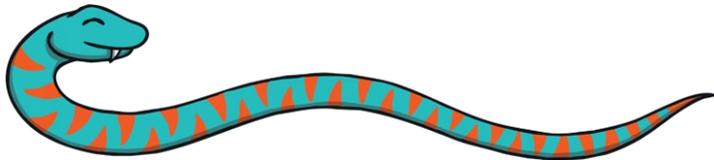
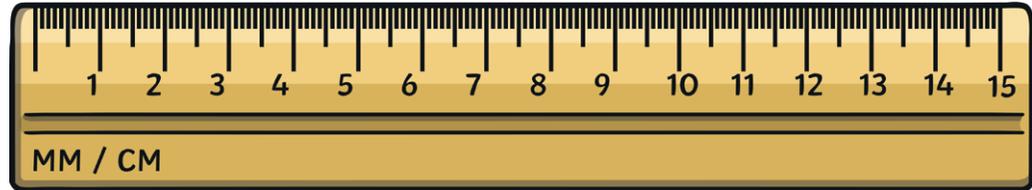
The shortest object I measured was \_\_\_\_\_.

The \_\_\_\_\_ is longer than the \_\_\_\_\_.



Holly

I have ordered the toy snakes from shortest to longest.

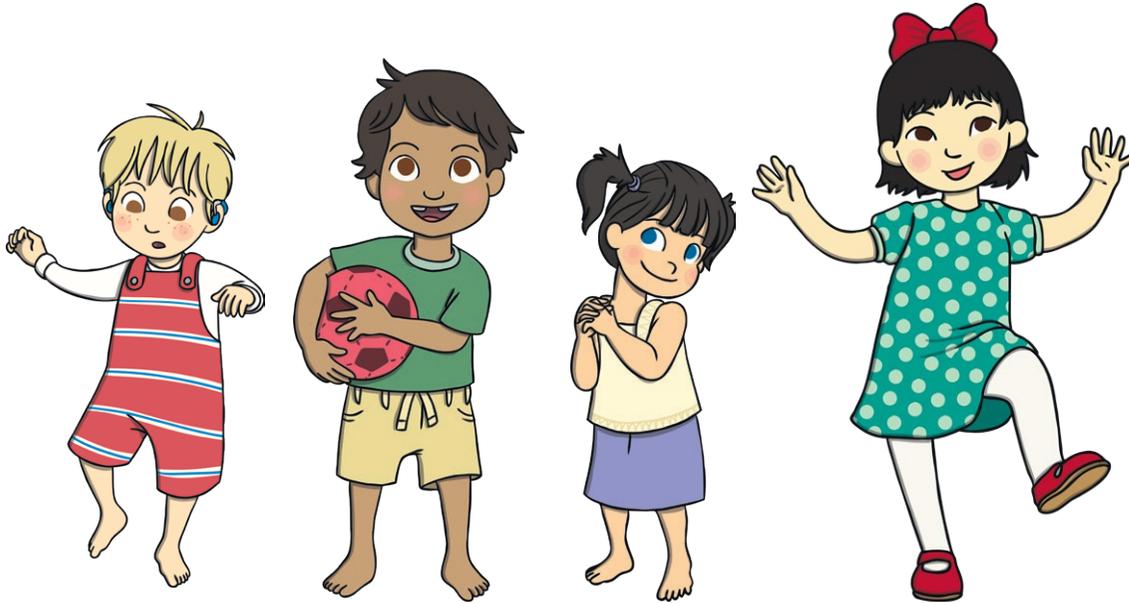


Do you agree? Explain why.

How would you order the snakes?



4 friends are ordering their younger brothers and sisters from **shortest** to **tallest**.



**Hari**

**James**

**Anita**

**Sam**

Anita is 70cm tall. She is the shortest.

Hari is 5cm taller than Anita.

Sam is the tallest. She is 85cm tall.

James is taller than Hari but shorter than Sam.

Write their names in order of shortest to tallest.

Name				
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## Order Lengths

### Adult Guidance with Question Prompts



Children read measurements on a ruler and use these to compare and order different lengths from longest to shortest. They practise using the language of longest and shortest when talking about length. For this activity, children may benefit from access to number lines to check the position and order of numbers if needed.

What are the rulers measuring in?

Are the objects positioned correctly against the ruler?

How will we know how long each object is?

How long is the pencil?

What number is underneath the end of the pencil?

How long are the other objects?

Can you write the measurements down?

What will you write after the number to show you are measuring in centimetres?

Which object is the shortest?

Which object is the longest?

How do you know?

Can you order the numbers from longest to shortest?

Can you choose two of the objects and compare them in a sentence using the words 'shorter' or 'longer'?



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## Order Lengths

### Adult Guidance with Question Prompts



Children use their knowledge of length to determine the longest and shortest objects. They are able to recognise when an object has not been measured accurately and explain why. It may be helpful to provide a piece of string for children to measure so that they can practise straightening the string first and then measuring the length.

How long is the first snake in cm?

How long is the second snake in cm?

Do you notice anything about the second snake?

Is it possible to tell how long it is? Why not?

What mistake do you think Holly has made?

What should she have done?

If you were measuring something that can be curled up, like a piece of string, how would you make sure to measure it correctly?

How would this have changed the measurement?

Do you think the measurement would have been longer or shorter?

Do you think that this would have changed the order of the snakes?

How would you have ordered the snakes?



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## Order Lengths

### Adult Guidance with Question Prompts

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Children use their knowledge of length and height to solve a problem, finding the correct order of the heights when only some information is given.

How tall is Anita?

How much taller is Hari than Anita?

What must Anita's height be?

How tall is Sam?

Who is the shortest?

Who is the tallest?

If James is taller than Hari but shorter than Sam, then what do we know about James' height?

What could his height be?

Could James be 75cm? Why not?

How would you order them?

Can we order them even though we don't know James' exact height?