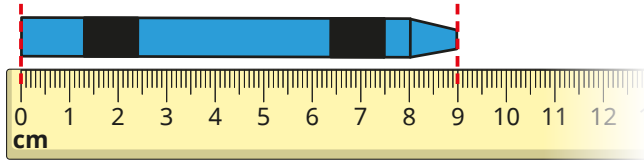


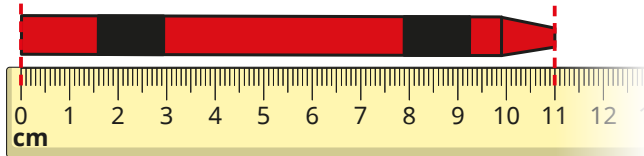
- 1 Ron, Sam and Kim each have a crayon.
They are measuring the lengths of their crayons.



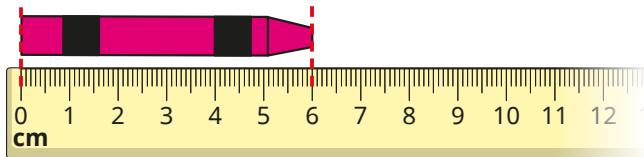
Ron



Sam



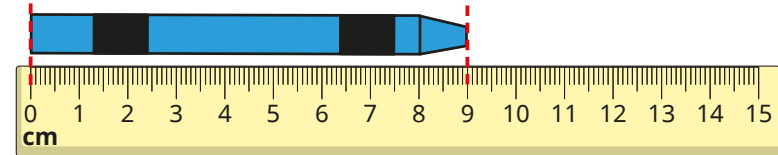
Kim



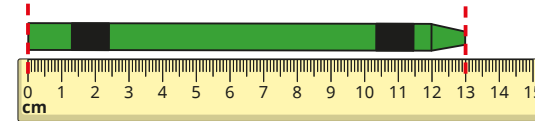
- a) Who has the shortest crayon?
b) Who has the longest crayon?

- 2 Mo, Max and Tiny are measuring crayons.

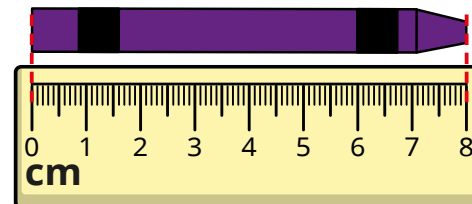
Mo



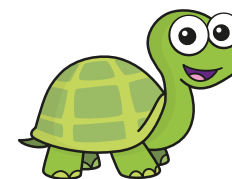
Max



Tiny



- a) How long is Max's crayon?
b)

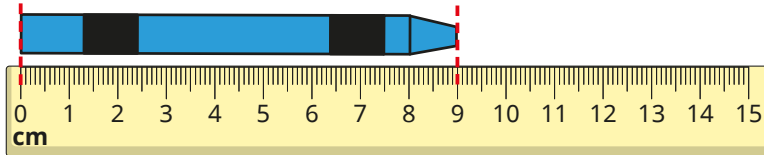


I have the longest crayon because my crayon goes all the way to the last number on my ruler.

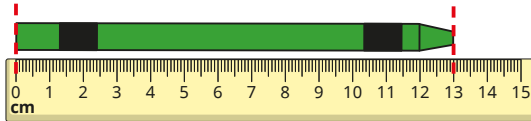
Why is Tiny wrong?

- 2 Mo, Max and Tiny are measuring crayons.

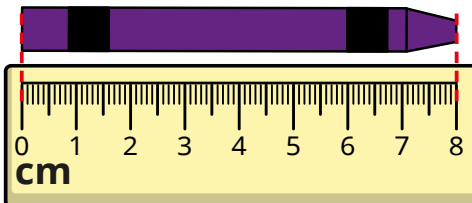
Mo



Max

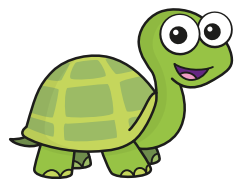


Tiny



a) How long is Max's crayon?

b)



I have the longest crayon because my crayon goes all the way to the last number on my ruler.

Why is Tiny wrong?

- 3 Choose five objects from your classroom.

- How could you estimate which will be the longest?
- Use a ruler to measure the lengths of the objects to the nearest centimetre.
- Write your objects in order of length. Start with the shortest object.

- 4 There are four buildings.

- Building A is 22 m tall.
- Building B is half the height of building A.
- Building C is 14 m tall.
- Building D is double the height of building C.

Put the buildings in order from tallest to shortest.

Draw a picture to help.