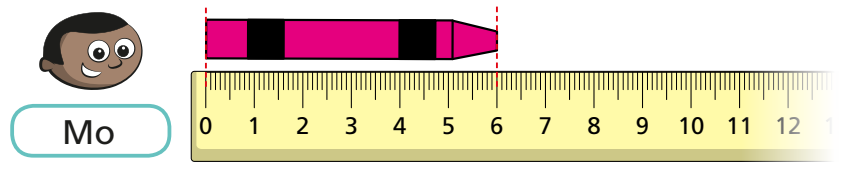
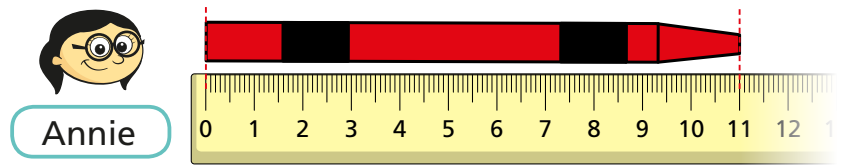
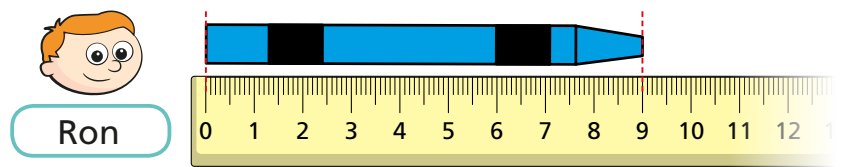
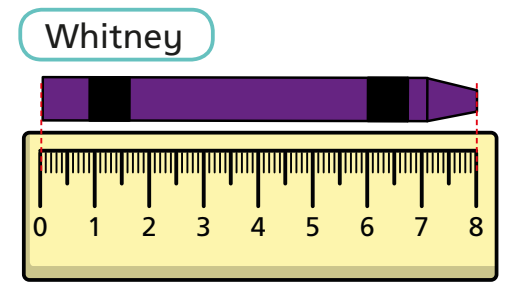
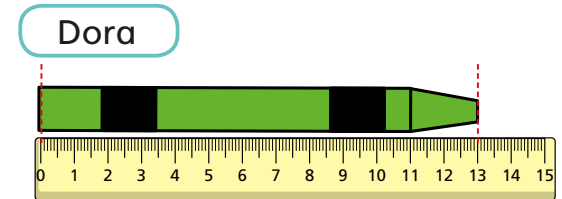
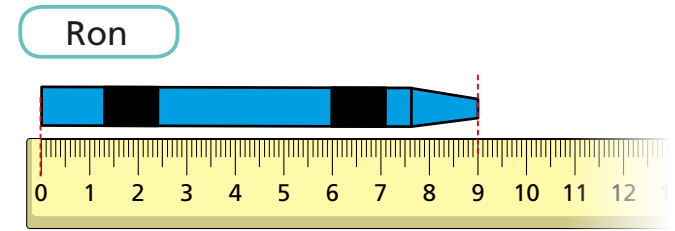


1 Ron, Annie and Mo each have a crayon.
They are measuring the length of their crayons.

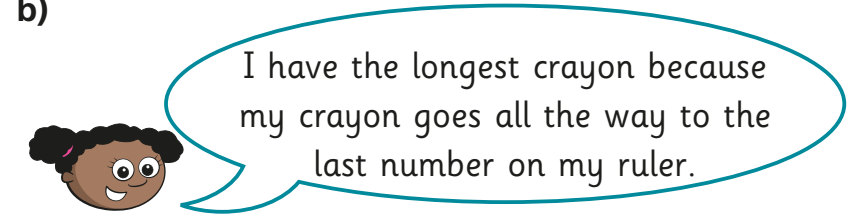


- a) Who has the shortest crayon?
- b) Who has the longest crayon?

2 Ron compares the length of his crayon with Dora and Whitney's crayons.



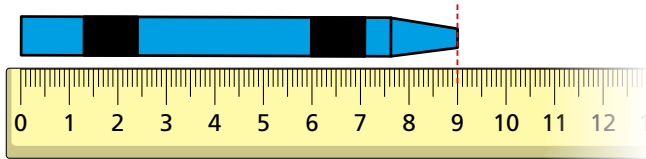
- a) How long is Dora's crayon?
- b)



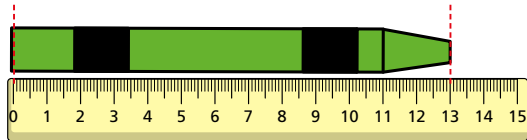
Why is Whitney wrong?

2 Ron compares the length of his crayon with Dora and Whitney's crayons.

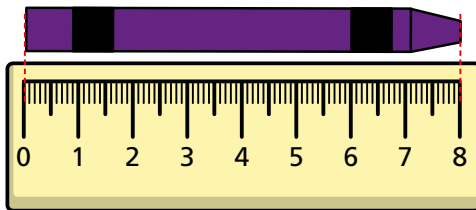
Ron



Dora



Whitney



a) How long is Dora's crayon?

b)



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

Why is Whitney wrong?

3 Choose five objects from your classroom.

a) How could you estimate which will be the longest?

b) Use a ruler to measure the length of the objects to the nearest centimetre.

Complete the table.

Object	Length

c) 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.

