

# Order Objects by Length



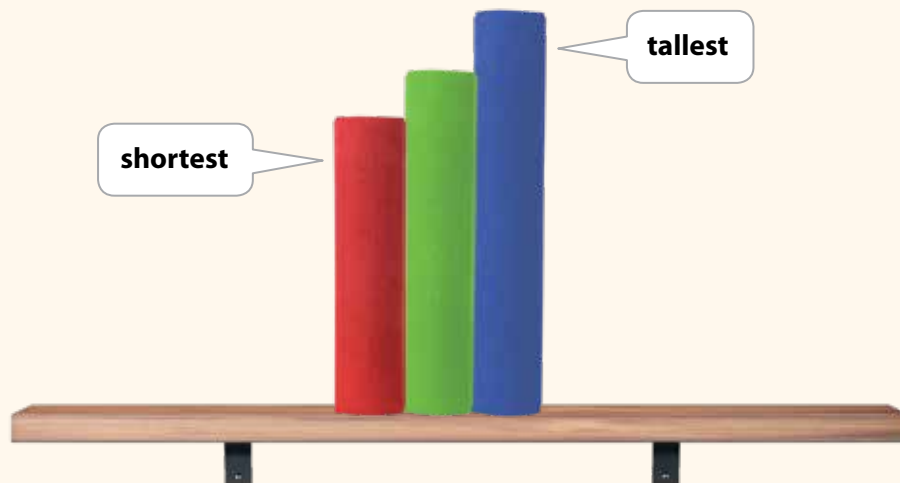
## Dear Family,

This week your child is learning to order objects by length.

Your child will line up three objects at one end to compare the **lengths** and then order the objects by length. For example, the three pencils below are ordered from longest to shortest.



The brown pencil is **shorter** than the yellow pencil but **longer** than the red pencil. Your child will also compare the heights of three objects and order them by height.



The green book is **taller** than the red book but shorter than the blue book. Learning to compare and order objects by length and height will help your child develop measurement concepts and connect these concepts to real-world situations.

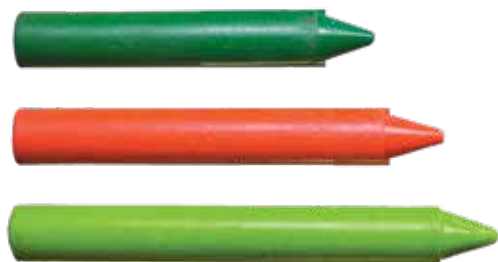
Invite your child to share what he or she knows about ordering objects by length by doing the following activity together.

## Activity Ordering Objects by Length

Do this activity with your child to practice ordering objects by length.

**Materials** 3 crayons of different lengths, 3 cups of different heights, 3 other household objects whose lengths or heights can be compared.

- Give your child 3 crayons of different lengths and have him or her order the crayons from shortest to longest. Remind your child to line up the crayons at one end to compare their lengths. Ask your child which crayon is the shortest and which crayon is the longest.



- Then give your child 3 cups of different heights and have him or her order them from shortest to tallest. Ask which cup is the shortest and which cup is the tallest.



- Help your child find one more set of objects that can be ordered by length or height. For example, your child might suggest hair clips, ribbons, trophies, or books. Have your child order the objects by length or height. Practice ordering different sets of objects by reversing the order to be longest to shortest or tallest to shortest.



# Compare Lengths



## Dear Family,

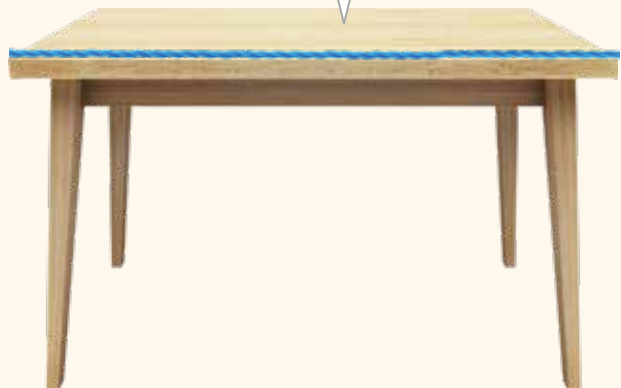
This week your child is learning to compare the lengths of two objects by comparing each object to a third object.

Sometimes the lengths of two objects cannot be directly compared. For example, you may not be able to easily move two tables side-by-side to see which is longer. To find which table is longer, you can compare each table to a reference (third) object, such as a piece of string. If only one table is shorter than the string, it is the shorter table. If only one table is longer than the string, it is the longer table.

Compare the string to one table.



Then compare the same string to the other table.



This method can also be used with smaller objects. In class your child will practice using a reference object, such as a piece of string or strip of paper, to compare the lengths of two objects. This concept will help prepare your child for using standard measuring tools such as rulers.

Invite your child to share what he or she knows about using a third object to compare the lengths of two objects by doing the following activity together.

## Activity Comparing Lengths

Do this activity with your child to practice comparing lengths.

**Materials** yarn, string, or ribbon; large household objects to compare, such as a table and a dresser or a sofa and a kitchen counter; smaller household objects

- Help your child select two large objects in your home whose lengths cannot be easily compared, either because the objects are in different rooms or because you cannot tell which is longer or shorter simply by looking. For example, you and your child may choose to compare the lengths of a table and a dresser.
- Cut a piece of yarn (or string/ribbon) that is the same length as one of the objects. Help your child use the yarn to compare the lengths of the two objects. Ask your child which of the two objects is longer and why.
- Then cut the yarn to about 6 inches and ask your child to find one object that is shorter than the piece of yarn and one object that is longer. Have your child tell which object is shorter and why.



The comb is shorter than the yarn, and the spoon is longer than the yarn.  
So, the comb is shorter than the spoon.

# Understand Length Measurement



## Dear Family,

This week your child is exploring measuring length with nonstandard units.

Your child will **measure** the length of objects using a known **unit**. Before measuring with standard units such as inches or centimeters, it is helpful for children to first practice measuring with nonstandard units—any same-sized units that are repeated. For example, your child can use toothpicks, small square blocks, and paper clips to measure the length of objects. By placing multiple same-sized paper clips in a row under a crayon, your child may find that the crayon is about 4 paper clips long. He or she will learn to line up the objects when measuring this way, and why there should be no gaps or overlaps.

Line up the edge of the first paper clip with the edge of the crayon. →



Do not leave any gaps. →



Do not overlap the paper clips. →



Your child will also measure objects that may not line up exactly with the end of a nonstandard unit. Your child will count the number of units to the nearest whole unit and use the word *about* to describe the length.

Measuring length with nonstandard units will help prepare your child to measure with standard units in later grades.

Invite your child to share what he or she knows about measuring length with nonstandard units by doing the following activity together.

## Activity Measuring Length

**Do this activity with your child to understand measuring the length of an object.**

**Materials** measuring units (same-sized objects to measure with, such as crackers, paper clips, or mini pretzel sticks), paper, pencil, 5 objects to measure such as a toothbrush, bandage, crayon, cup, and fork

Tell your child you are going on a measuring adventure together.

- Make a list of 5 objects from around your home that your child can find the length of using measuring units.
- Help your child find each object on the list. Give your child the measuring units. (The objects to measure with must all be the same size.)
- Have your child lay the units from one end of the object to the other end, ensuring there are no gaps and no overlapping.
- Count how many objects were used to measure the length.
- Remind your child that if the other end of the object does not reach a whole measuring unit, they should use the word *about*. For example: *The toothbrush is about 4 paper clips long.*

