**LENGTH – EARLY STAGE ONE**

**OUTCOMES**

A student:

* MAe-1WM - describes mathematical situations using everyday language, actions, materials and informal recordings
* MAe-3WM - uses concrete materials and/or pictorial representations to support conclusions
* MAe-9MG - describes and compares lengths and distances using everyday language

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| **CONTENT** | **plan** |
| **Use direct and indirect comparisons to decide which is longer, and explain their reasoning using everyday language(ACMMG006)** |  |
| * identify the attribute of 'length' as the measure of an object from end to end
 | 1 |
| * make and sort long and short constructions from concrete materials
 | 1 |
| * use everyday language to describe length, eg long, short, high, tall, low http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
 | 1 |
| * use everyday language to describe distance, eg near, far, nearer, further, closer http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
 | 2 |
| * use comparative language to describe length, eg longer, higher, taller than, shortest, lower than, longest, the same ashttp://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
 | 2 |
| * identify an object that is longer or shorter than another, eg 'Find an object longer than this pencil' (Communicating)
 | 2 |
| * compare lengths directly by placing objects side-by-side and aligning the ends
 | 3 |
| * explain why the length of a piece of string remains unchanged whether placed in a straight line or a curve (Communicating, Reasoning) CT
 | 3 |
| * predict whether an object will be longer or shorter than another object and explain the reasons for this prediction (Communicating, Reasoning)
 | 4 |
| * compare lengths indirectly by copying a length, eg using the same strip of paper to compare lengths
 | 4 |
| * record length comparisons informally by drawing, tracing, or cutting and pasting, and by using words and [numerals](http://syllabus.bos.nsw.edu.au/glossary/mat/numeral/?ajax" \t "_blank" \o "Click for more information about 'numerals')
 | 4 |