

Length words

1 Colour:

the **long** worm red

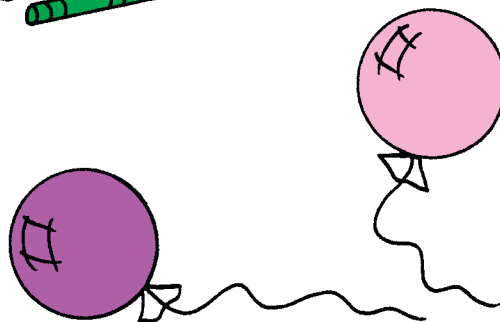
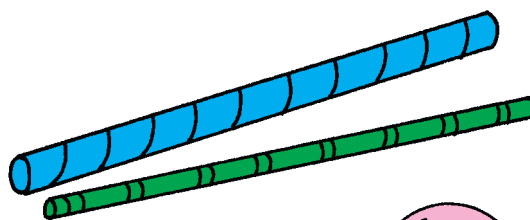
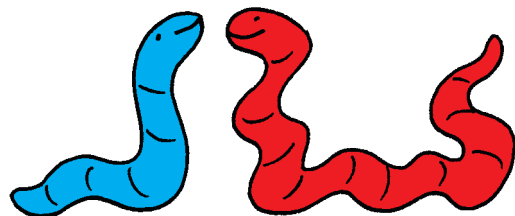
the **short** worm blue

the **thick** straw blue

the **thin** straw green

the **low** balloon purple

the **high** balloon pink



2 Here are Ivan and Rosa.



Who is **shorter**? _____ *Rosa*

Who is on the **wider** towel?

_____ *Ivan*

Who is **closer** to the waves?

_____ *Ivan*

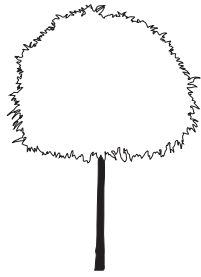
Let's draw length

1 Draw:

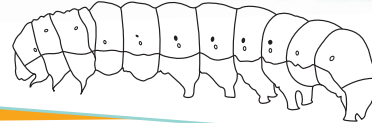
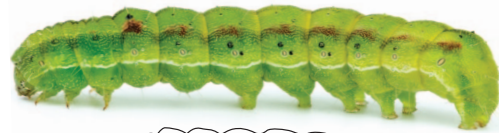
a longer rope



a taller tree



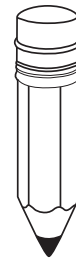
a shorter caterpillar



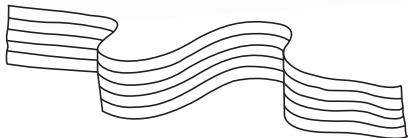
a thicker book



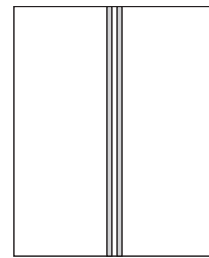
a thinner pencil



a narrower ribbon



a wider road



MiB 1
Card 89

Finding length

1 Find and draw something that is:

longer than your foot

shorter than your foot

taller than you

shorter than you

far away from
your desk

close to your desk

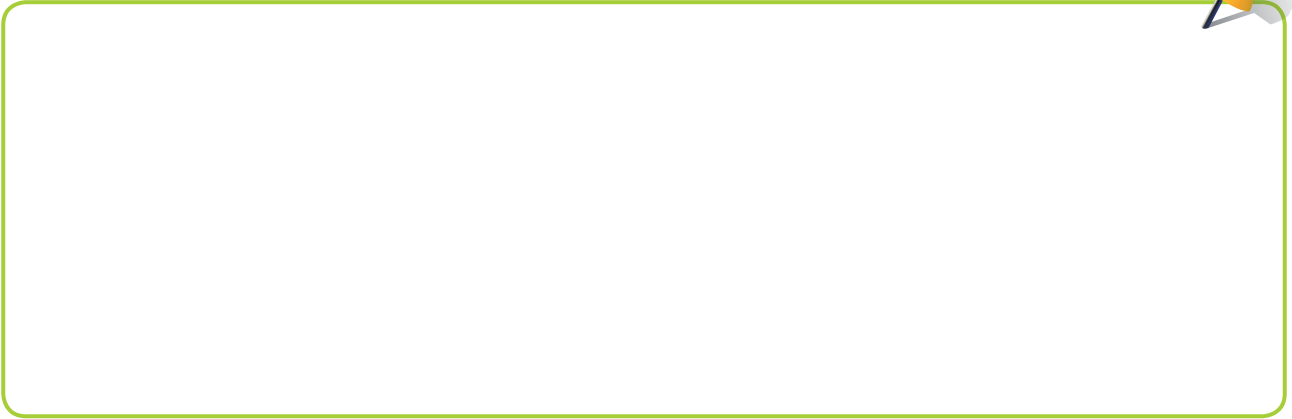
2



How do you know whether an object is longer than your foot?

Compare your pencil

1 Take a pencil. Trace its length here.



2 Collect these objects to measure. Tick the objects that are **shorter than your pencil**.

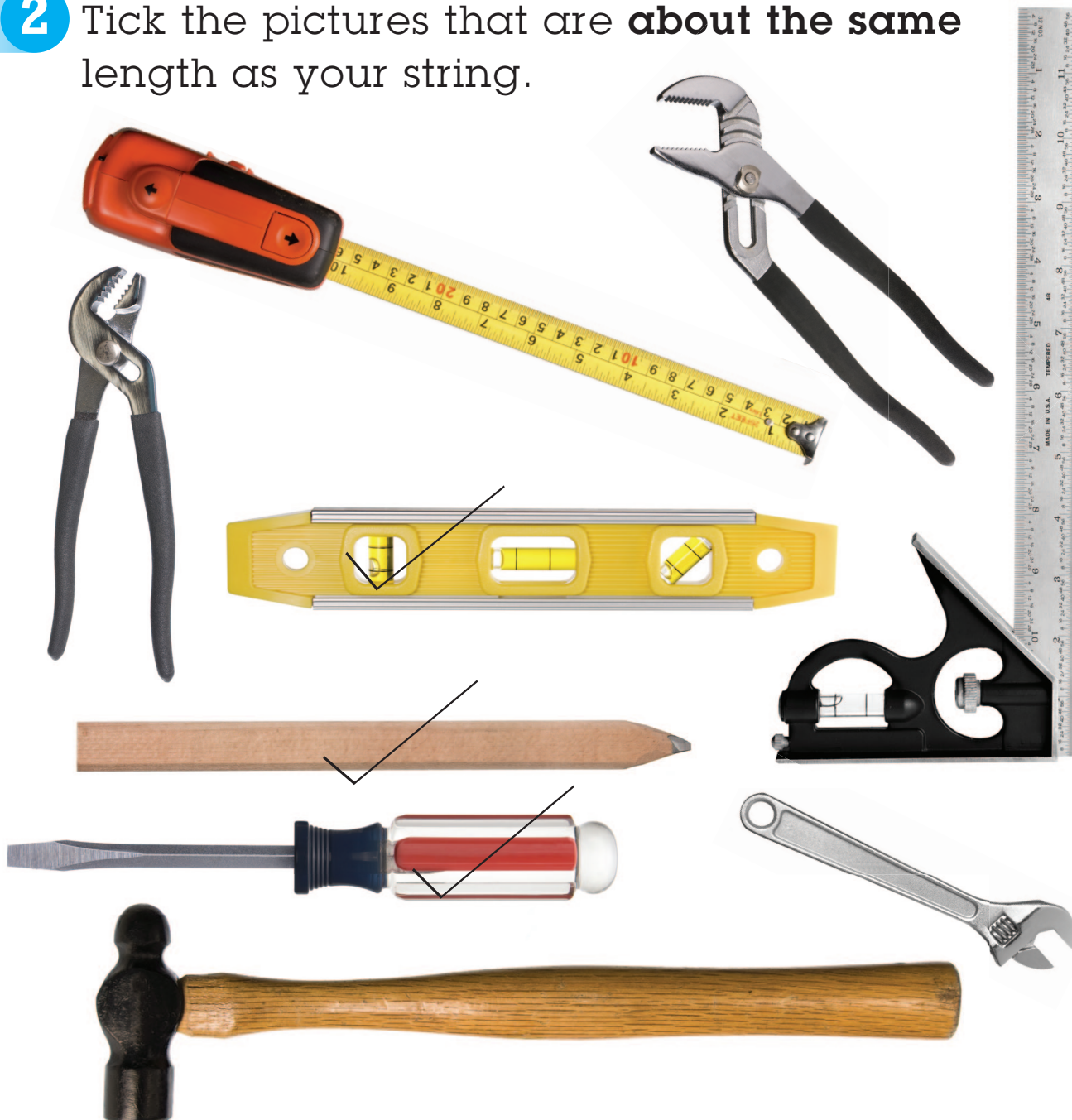


Compare lengths

1 Cut a piece of string this long.



2 Tick the pictures that are **about the same** length as your string.

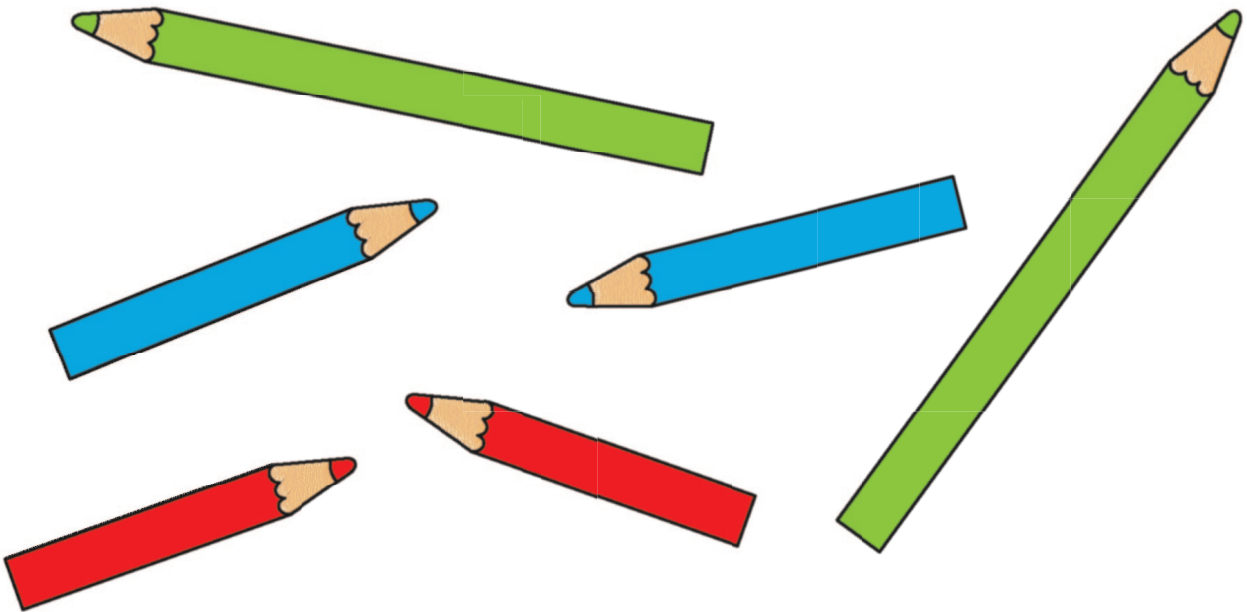


Find objects in your classroom that are **about the same** length as your piece of string.

About the same as

- 1 Colour the pencils that are the **same** length with the same colour.

Use a piece of string or a strip of card to help you.

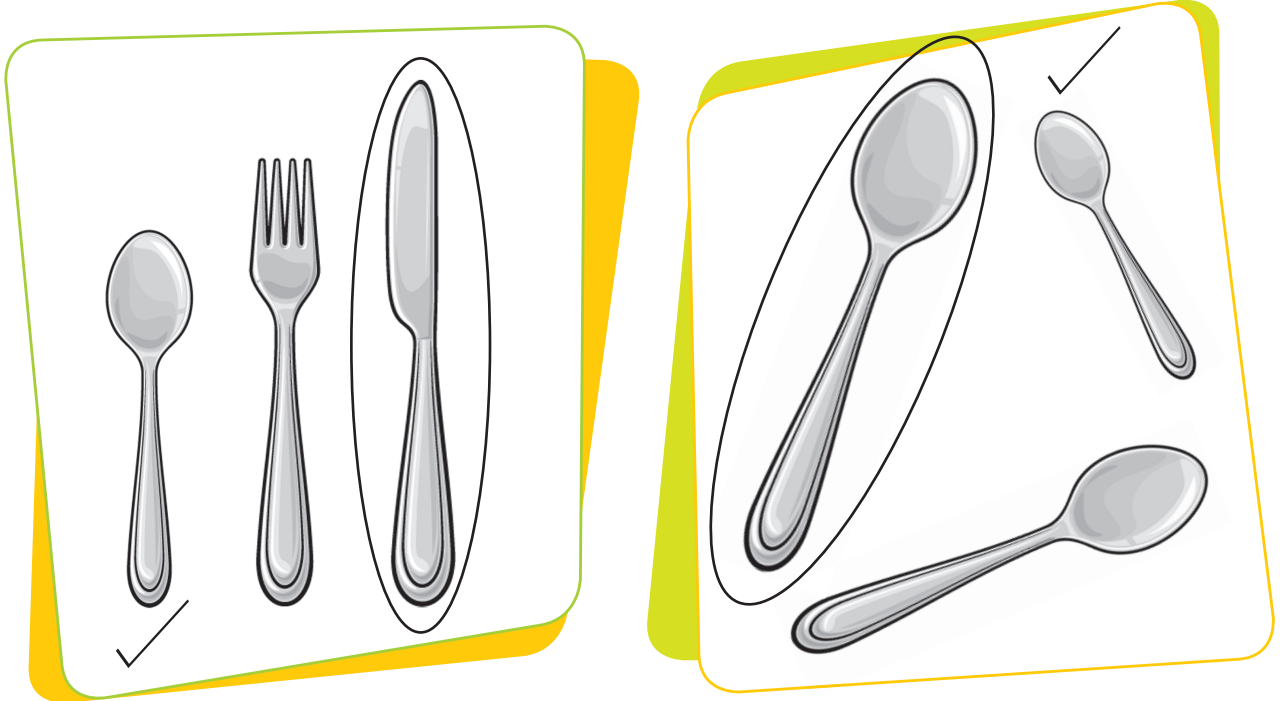


- 2 Find an object from your classroom that is **about the same** length as this stick. Draw it.



Order lengths

1 Tick the **shortest** in each group. Circle the **longest**.



2 Order the cutlery below from longest to shortest length.

Write **1** next to the longest object.

Write **3** next to the shortest object.

Write **2** next to the middle-sized object.



3

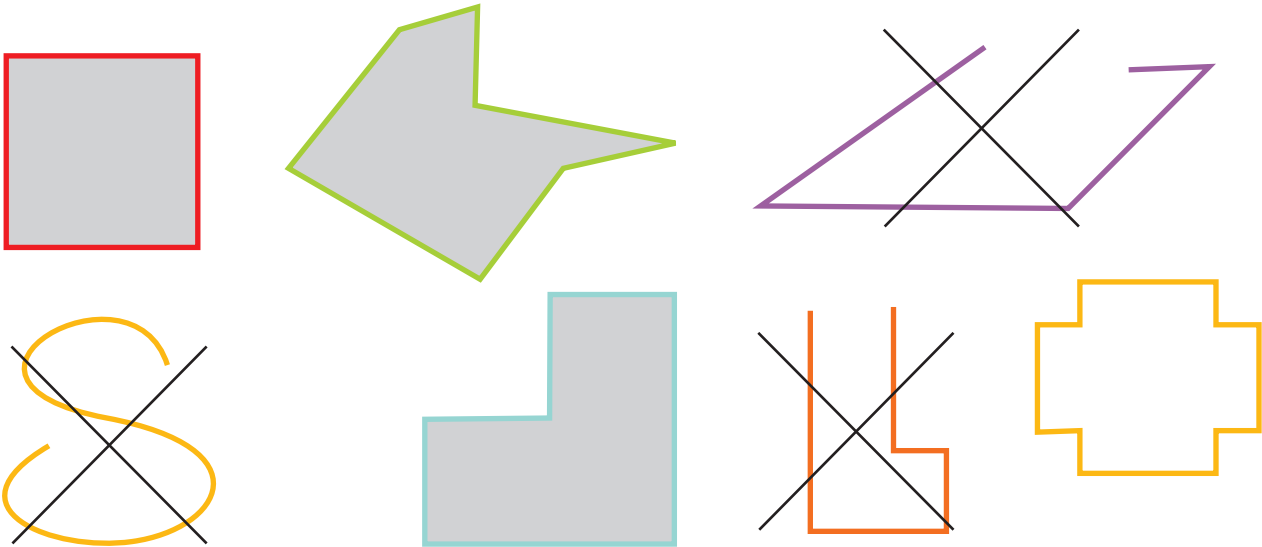
1

2

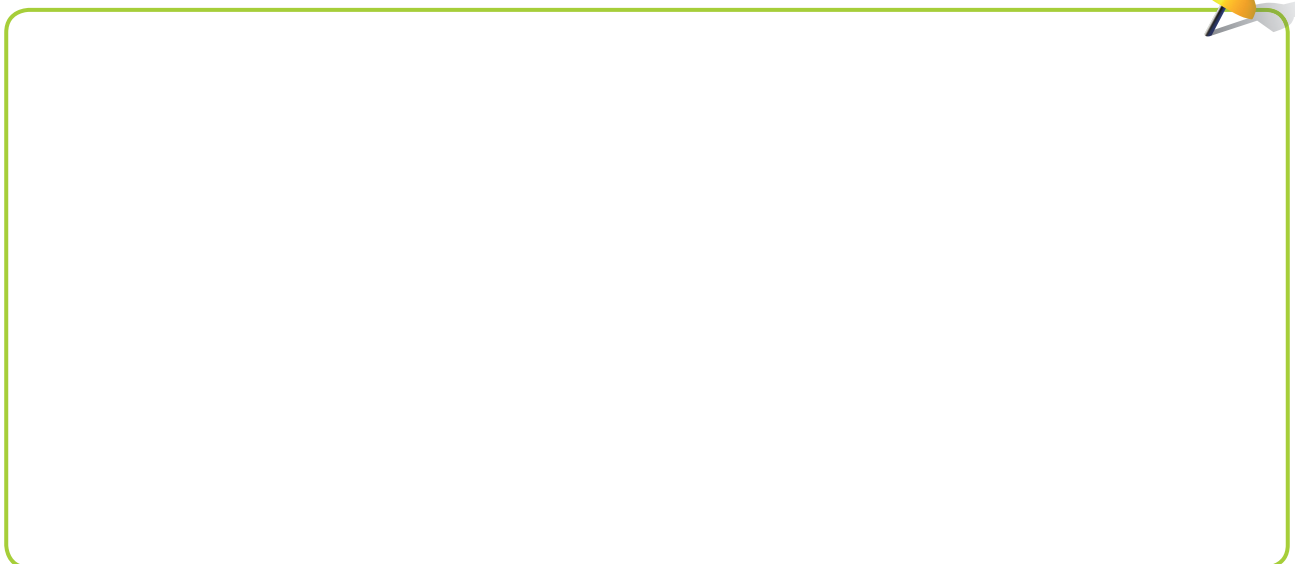
MiB 1
Cards
91&92

Closed shapes

1 Colour the closed shapes. Cross the open shapes.



2 Use string to make a **large** closed shape and a **small** closed shape. Draw the shapes and colour the area of each.



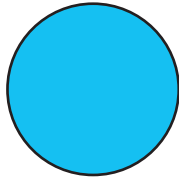
Go for an *area walk* around your school. Find some large areas and some small areas. Talk about what you find.

Compare areas

- 1 Trace the outline of a 20-cent coin.
Colour its area.

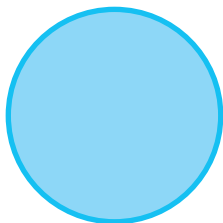
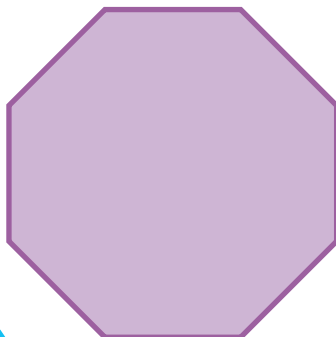
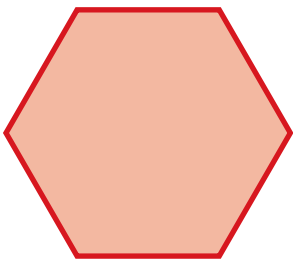
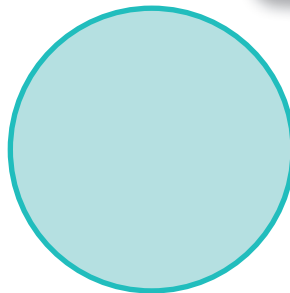


Area is the measure of the amount of surface.



- 2 Tick the shapes that are **smaller** than a 20-cent coin.

Place the coin on top of each shape to compare their areas.



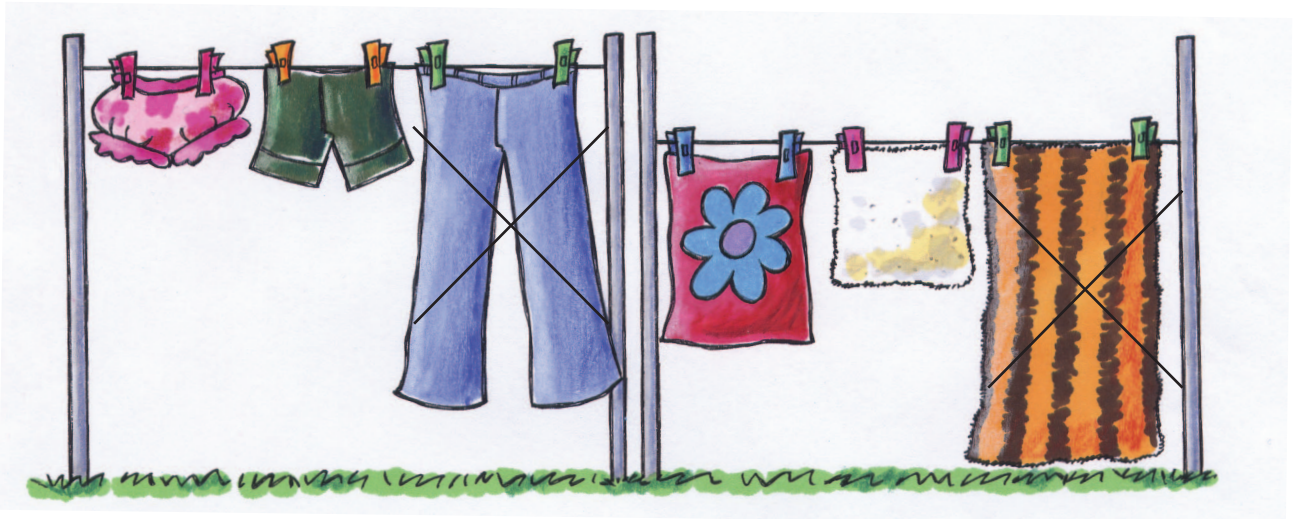
Find surfaces in your classroom that are **smaller** than a 20-cent coin.

Find the larger area

1 Circle the object that is larger.



2 Cross out the **largest** item on each line.



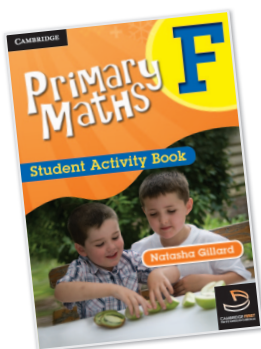
Area in the classroom



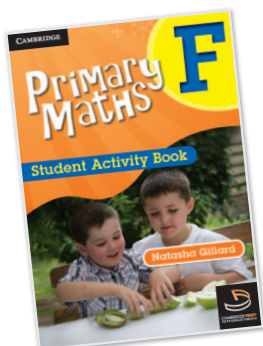
- 1 Find 2 surfaces in your classroom that are smaller than your hand. Draw them.



- 2 Draw an object to complete these statements.



*is bigger
than*



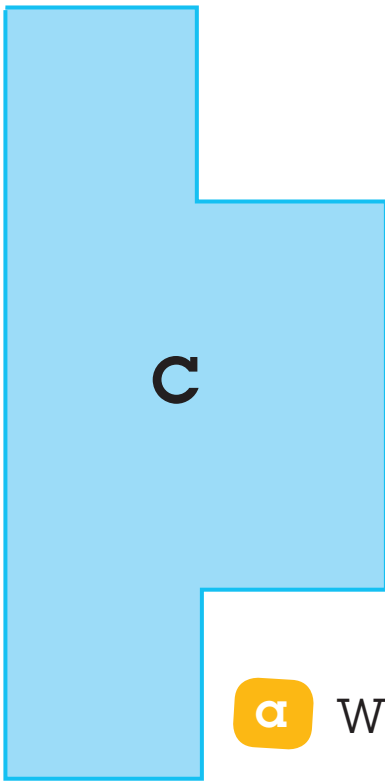
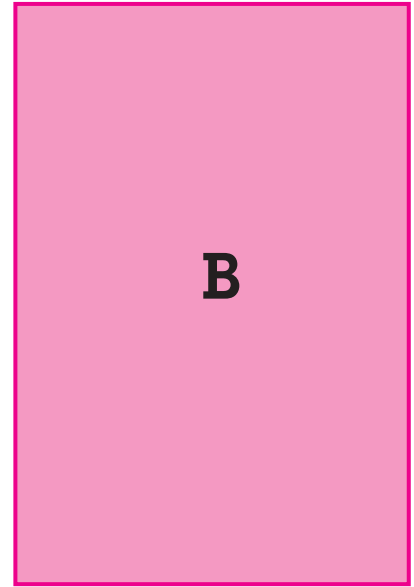
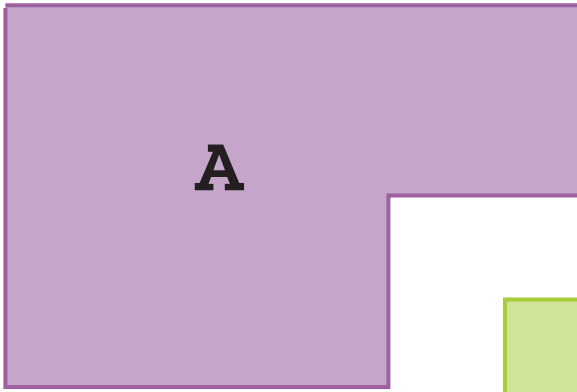
*is smaller
than*



How do you know when an object has a bigger area?

Cover and compare

- 1 Use tiles or counters to cover these areas.
How many are needed to cover each shape?



a Which shape is the **biggest**?

B, C

b Which shape is the **smallest**?

D

c Which shapes are **the same** size?

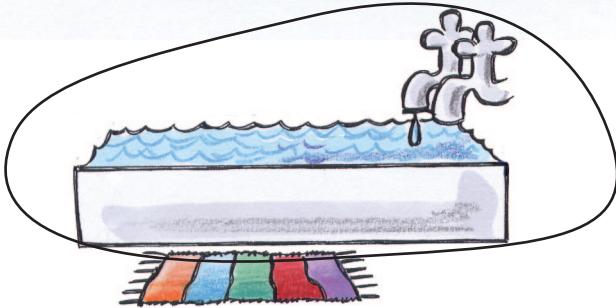
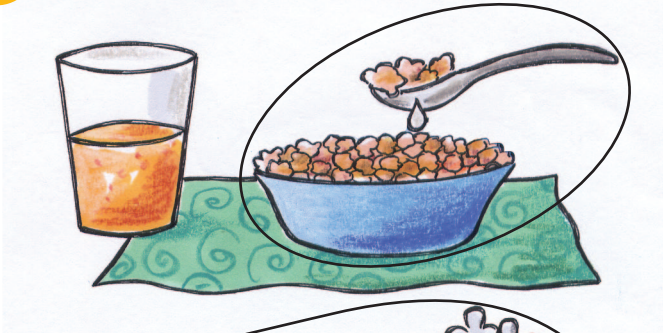
B

and

C

How full?

1 Circle the containers that are **filled to the brim**.



What will happen if a child gets in the bath?

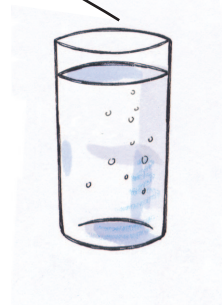
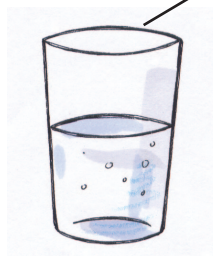
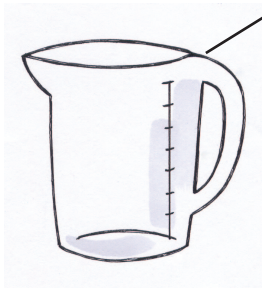
2 Match the words to the pictures.

almost full

empty

full

about half full



3 What will happen if an elephant jumps into the pool?



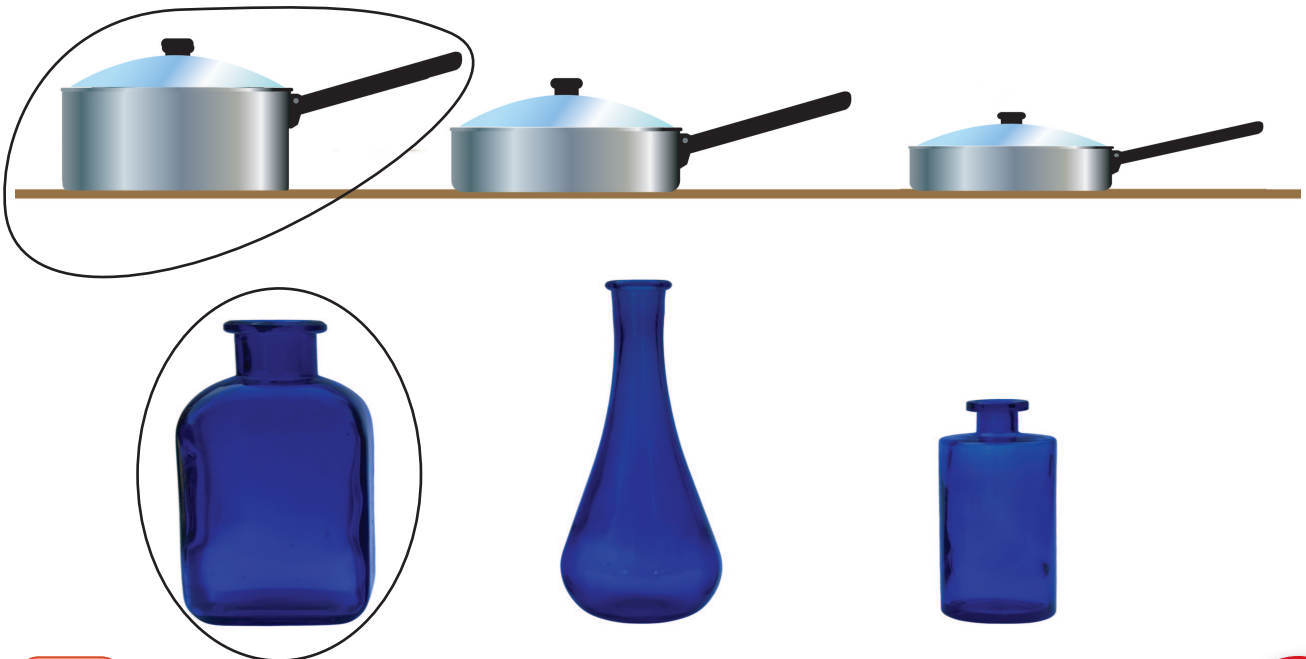
It will overflow

Comparing containers

1 Circle the containers that hold **less** than the teacup.



2 Circle the containers you think will hold **the most**.



Explain your answers for Question 2.

MiB 1
Cards
103&104

Water and sand play

1 Collect containers like these.



2 Pour sand or water from the first container to find the container that holds about the same amount. Circle that container.

a



b



c



The amount of space

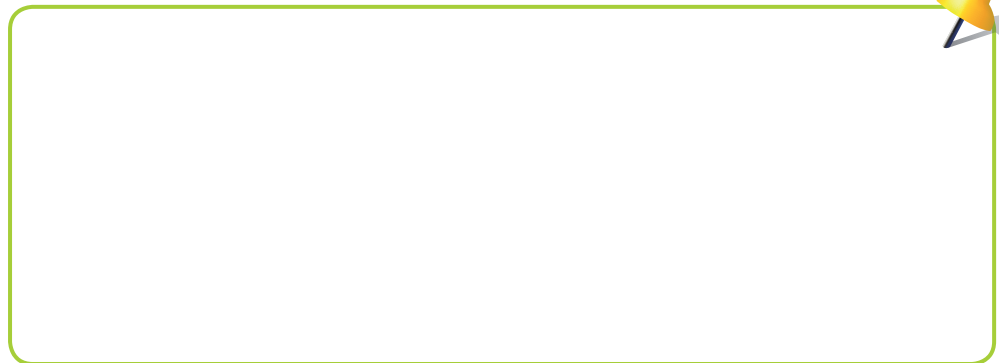
1 Match each object to a description.

takes up a small space

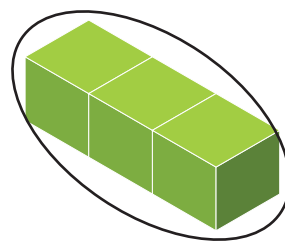
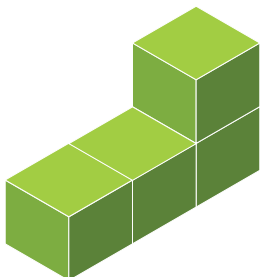
takes up a large space

The objects are: an elephant, a house, an ant, a leaf, a van, and a goldfish. Lines connect the elephant, house, and ant to the 'takes up a large space' box, and the leaf and van to the 'takes up a small space' box. The goldfish is not connected to either box.

2 Draw 2 things that take up **more space** than your shoe.



3 Circle the model that takes up the **least space**.



MiB 1
Card
102

Packing cubes

1 Collect containers like these.

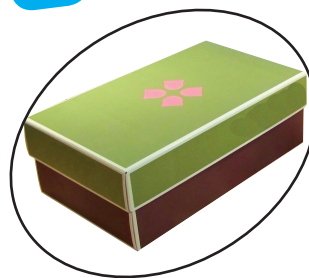


2 Pack the first container with blocks. Move the blocks into the second container to find which holds more. Circle the container that holds **more** blocks in each pair.

a



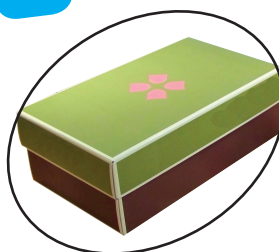
b



c



d



Heavy and light

1 Draw a line to match each object to the word that describes it.



2 Draw an object from your classroom that is:

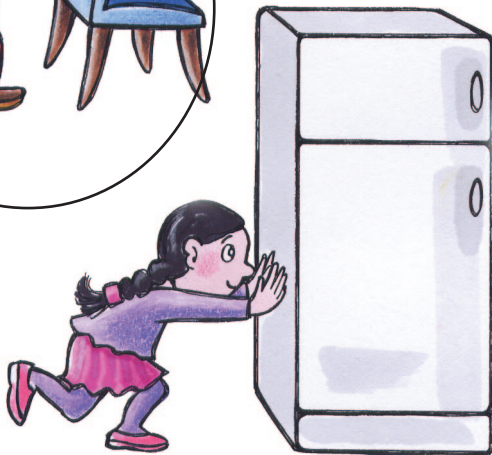
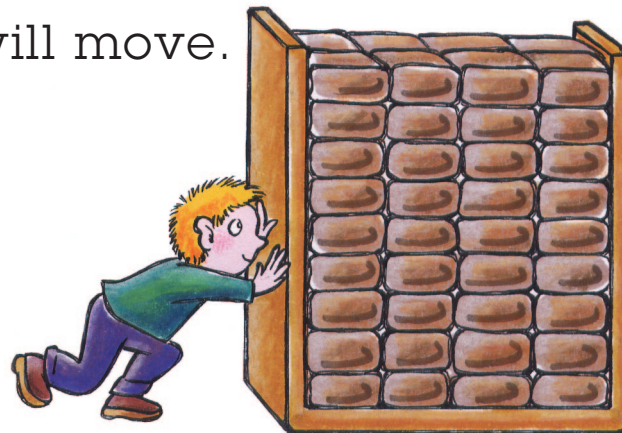
heavy

light

MIB 1
Cards
110&111

Pushing and pulling

1 Circle the objects that will move.



2 Draw something from your classroom that you:

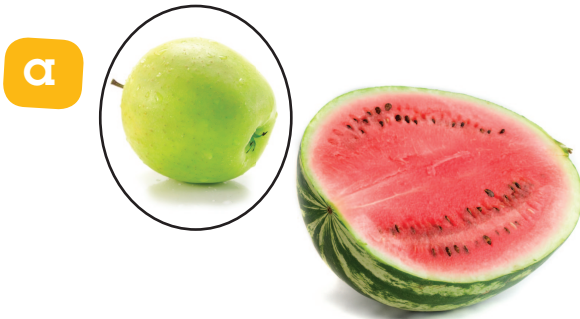
can move by pulling

cannot move by pulling

How could a bricklayer move a crate of bricks?

Lighter and heavier

1 Circle the object that is **lighter** in each pair.



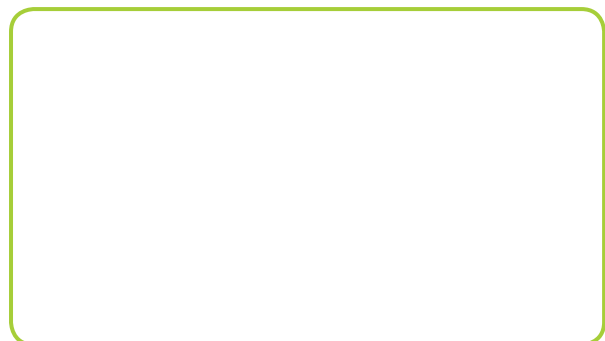
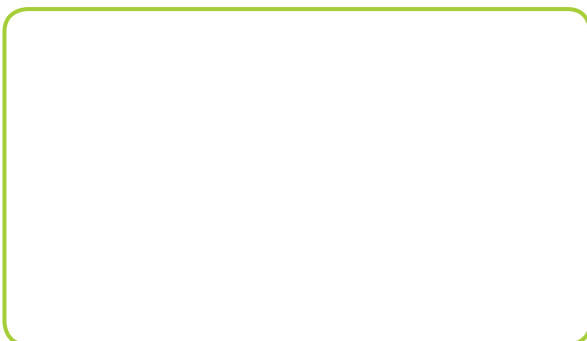
2 Circle the object that is **heavier** in each pair.



3 Draw something that is:

big and light

small and heavy



Hefting

1 Collect these objects.



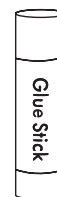
This is called hefting.



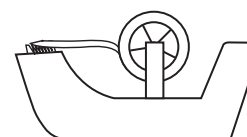
2 Draw an object from the collection to complete each statement.



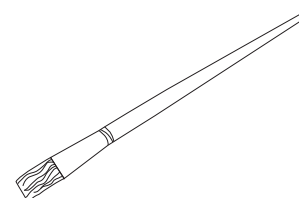
is heavier than



is lighter than



is heavier than

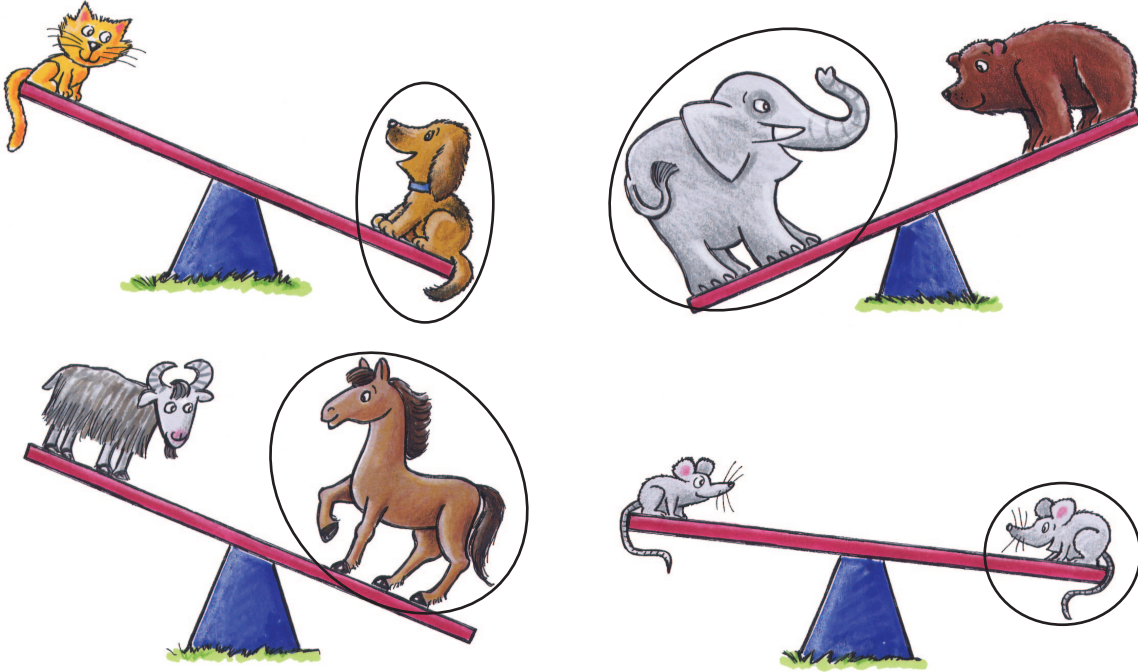


is lighter than

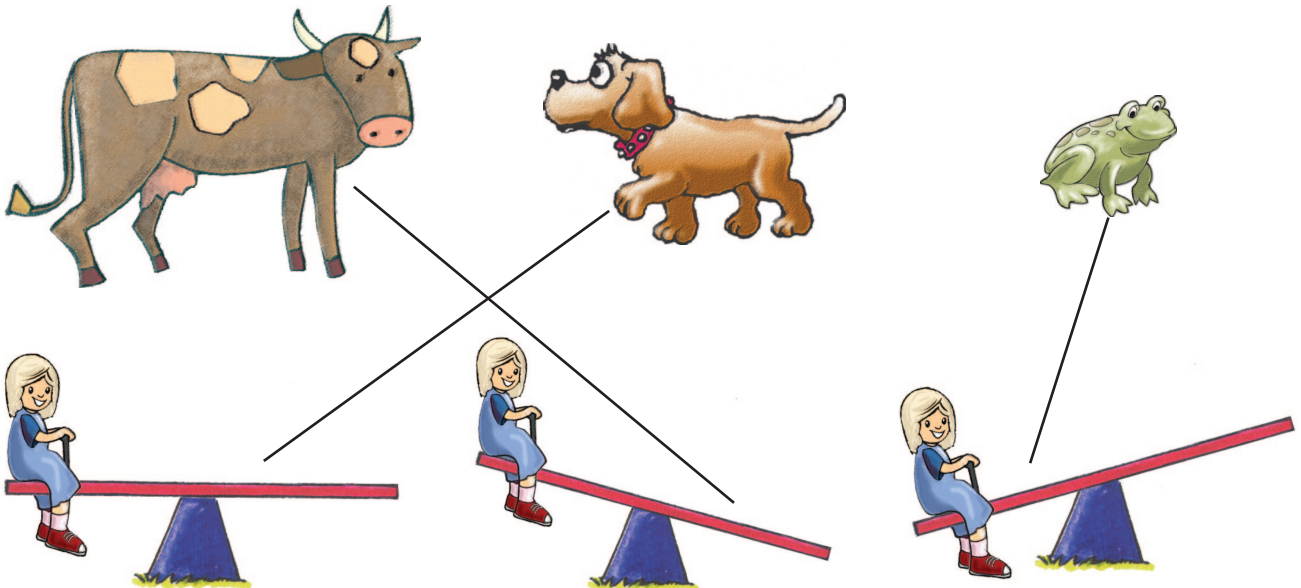


Seesaw

1 Circle the animal that is **heavier** on each seesaw.



2 Draw a line to match each animal to a seesaw.

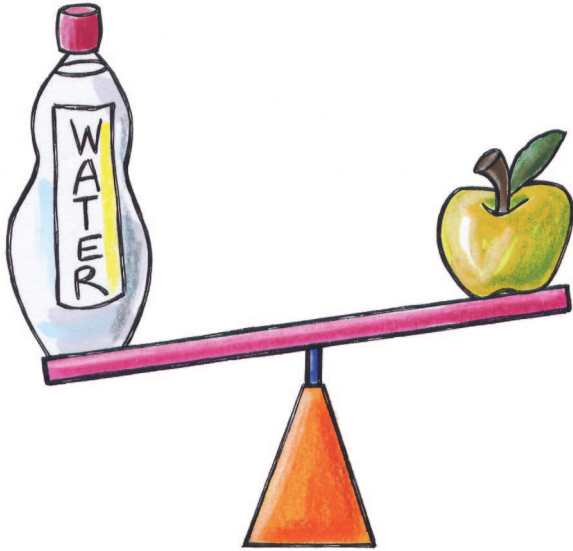


What happens to a seesaw when a heavy object is placed on one end and a light object is placed on the other?

MIB 1
Card
112

Describing mass

1 Look at the picture and colour the correct word.



The bottle is:

heavier

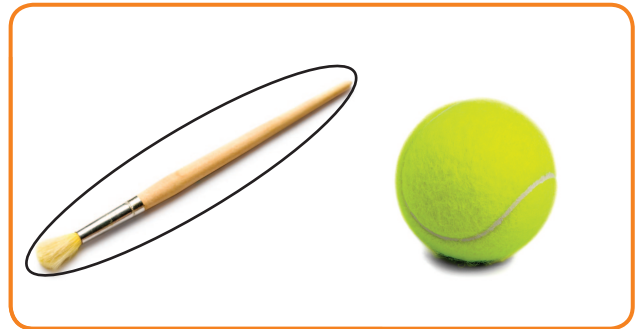
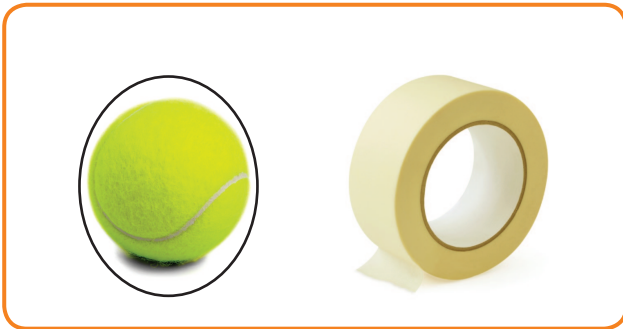
lighter

The apple is:

heavier

lighter

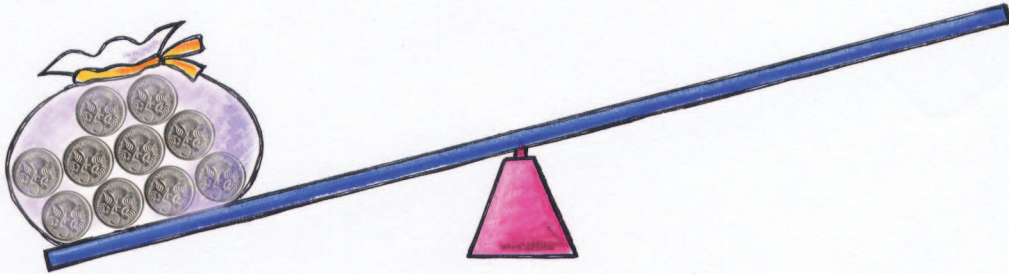
2 Use an equal arm balance to compare these. Tick the object that is **heavier**. Circle the object that is **lighter**.



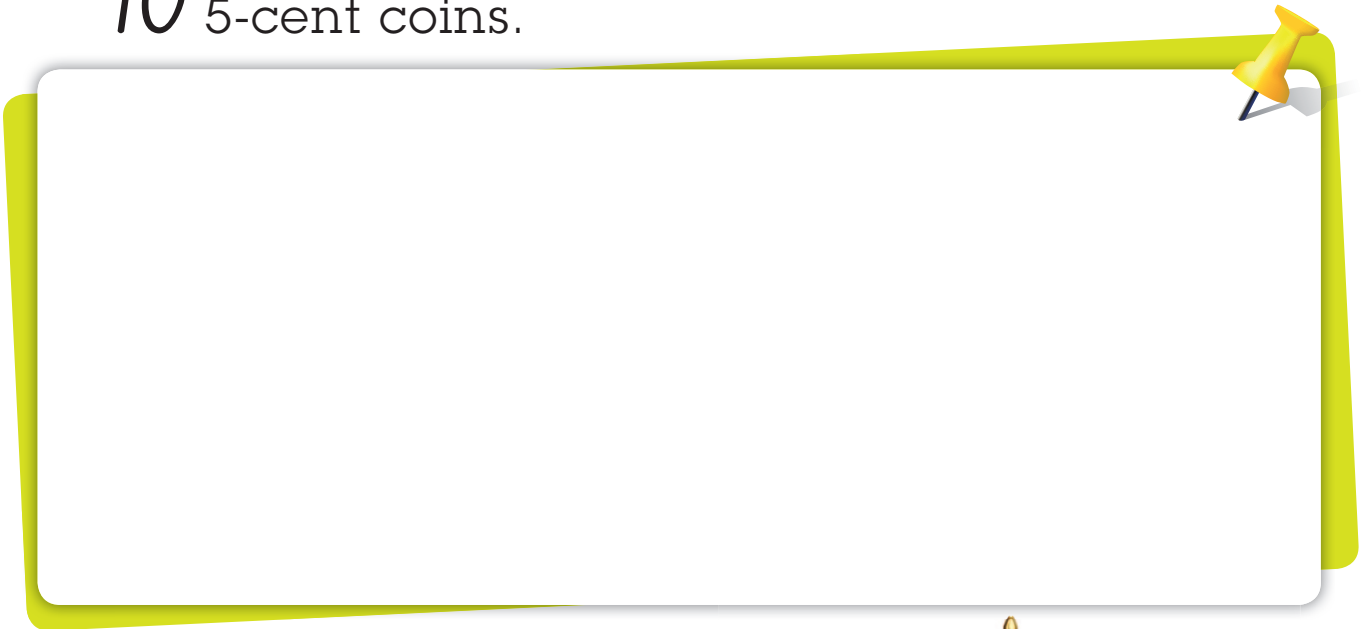
Can you place these objects in order from heaviest to lightest?

Comparing mass

- 1 Find objects that are **lighter** than a bag of 10 5-cent coins.



- 2 Draw three objects that are **lighter** than 10 5-cent coins.



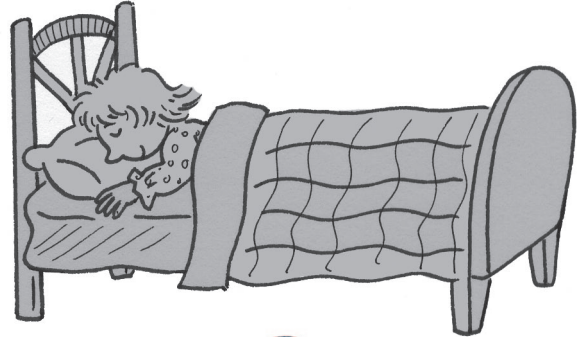
- 3 Find two objects in your classroom that will balance the scales. Draw them on the scales.



- 4 Why are the scales balanced?

Time of day

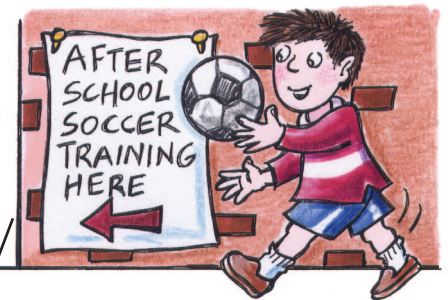
1 Colour the events that happen at **night time**.



2 Match the events to the time of day.



morning



afternoon



What will you do this afternoon and tomorrow morning?

What happens next?

1 Cut out the pictures on page 117 and glue the events in order.



MiB 1
Cards
120&121

Take your time

1 Circle the event that takes more time.

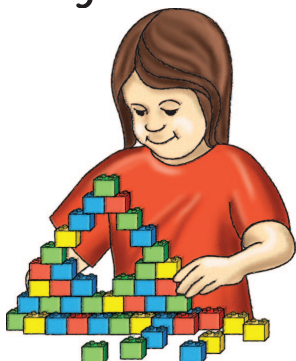
washing your hands



washing the car



building a block house



building a brick house



filling a cup



filling a pool



2 Why do the circled events take longer?

Days of the week

1 Fill in the missing days.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



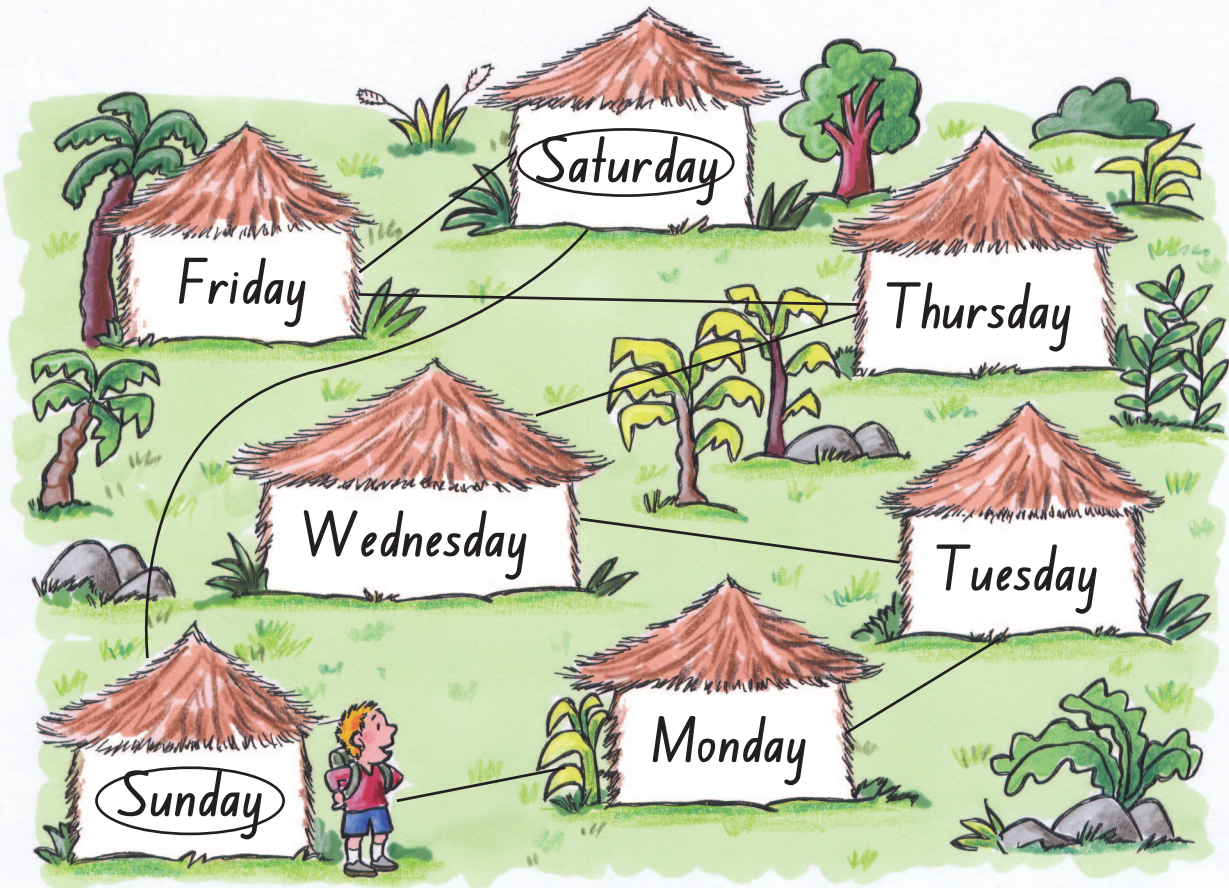
2 Draw something that happened yesterday.



 Think of something that will happen tomorrow.

All in one week

- 1 Draw Ethan's route through the jungle by following the days of the week in order.



- 2 Colour **today** red.

Colour **tomorrow** blue.

Colour **yesterday** green.

Circle the days of the weekend.

- 3 How many days in one week?

7

Seasons

1 Draw something that happens in each season.

summer

autumn

winter

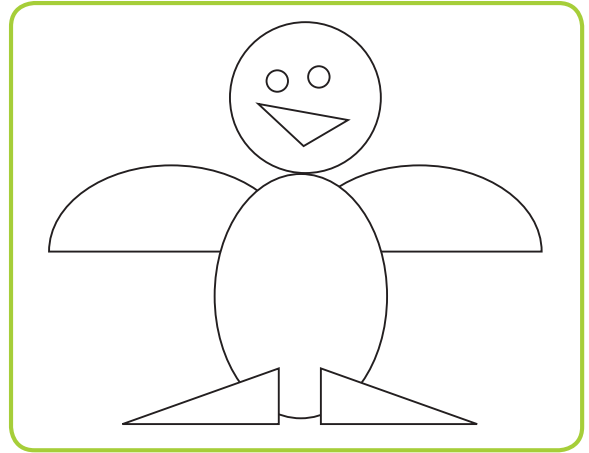
spring

2 What season is it now?



Comparing time

1 Work with a partner.
Circle the events that
take longer than it does
to draw this picture.



do a jigsaw



bounce a ball 10 times



count to 5

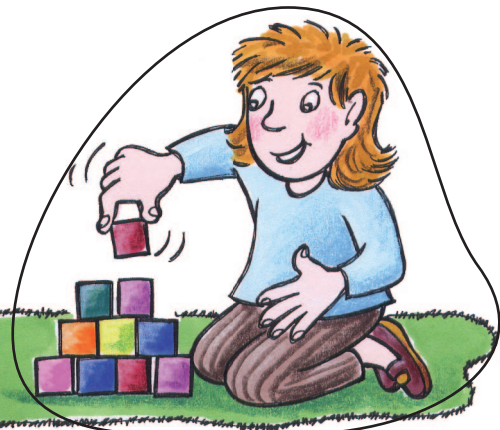


*write your full
name 10 times*



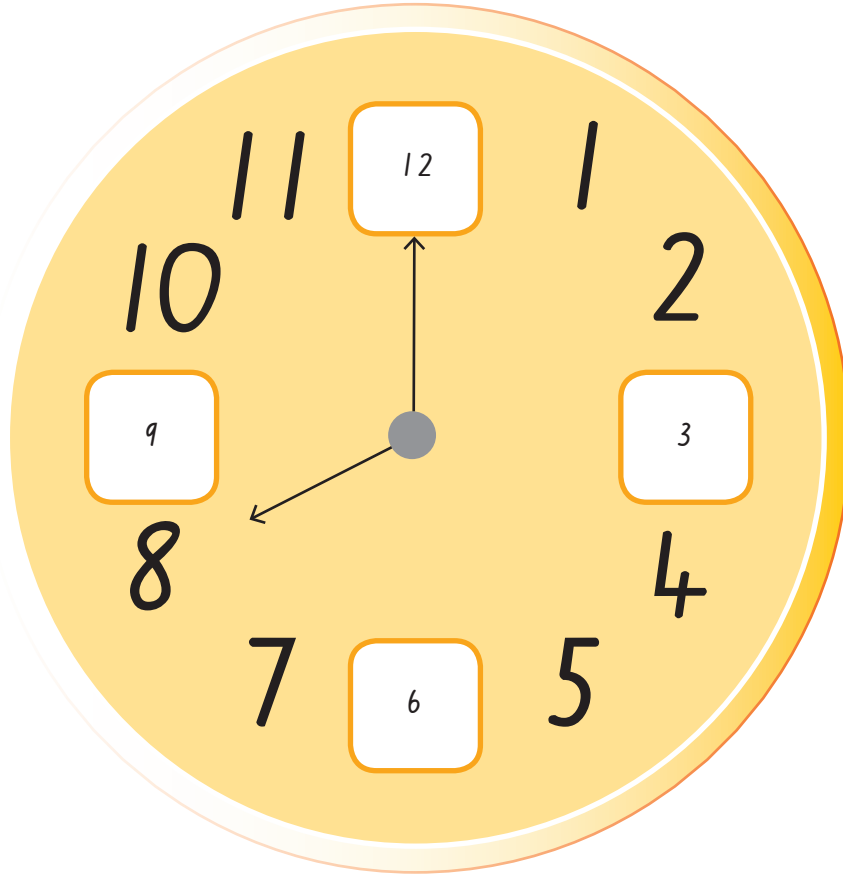
*drink a glass
of water*

2 Circle the activity that takes a shorter time:
thread **10** beads or stack **10** blocks



Rock around the clock

1 Fill in the missing numbers on the clock.



2 Draw hands on the clock to show 8 o'clock.

3 What do you do at 8 o'clock in the morning?
Draw it.

Matching days

- 1 Draw three events that occur regularly at school. Match each event to the day of the week when it happens.

Event 1

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Event 2

Event 3



Do you know what time each event starts?