4.8 Length target vocabulary – same or different?

Topic: Measurement
Subtopic: Length
Activity type / skill: Equations
Literacy focus: Vocabulary

Objective
- Process the meaning of target vocabulary.

What you need
- Student worksheet (see next page)

What to do
1. Have students work in pairs using one student worksheet.

2. Suggest that one of them reads or describes what is in the box on the left and the other does the same for the box on the right.

3. They have to decide if both sides mean the same. If they think they are the same, they tick the circle. If they think they mean different things, they put a cross in the circle.

4. Encourage discussion – decisions must be justified.

Activity eight

Look at two things to decide if they are the same.	compare	
152 – 34 = 118	addition	
Measure exactly.		
A line measures 200 centimetres. There are 100 centimetres in a metre. How many metres is the line? Answer: The line is 2 metres long.	Give the answer accurately.	
	a tool for measuring length	
almost the same length	nearly the same length	
Check your work.	Mark your work.	
Estimate the length.	Use a ruler to measure the length.	
tahi = one tekau = 10 tekau ma tahi = 11 rua tekau = 20 rua tekau ma tahi = 21	The Maori number system uses a base of 10.	
count	1,2,3,4,5,6,7,8,9,10,11,12 . . .	
5 people have 3 books each. What is the total number of books? 5 x 3 = 15	Work out the answer using multiplication.	
She has a problem.