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**Subject:** Mathematics

**Level:** Standard One

**Strand:** Measurement

**Topic:** Linear Measure

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**At the end of this worksheet, you will be able to:**


- Measure, record and compare lengths using **non-standard units**.

**Key Points**

- Measuring an object can tell us how **long** or how **tall** an object is.
- The items used to measure lengths must **all** be of the same size and **touch end to end**.

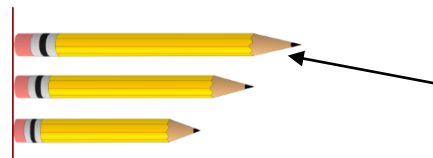
**Example 1: Measuring length**

a)  **The pencil is 5 paper clips long.**

b)  **The bear is 6 hearts tall.**

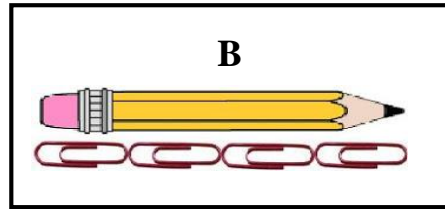
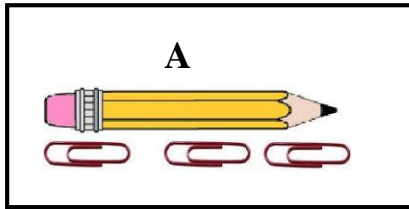
**Example 2: Comparing lengths.**

a)  **The pencil is *longer* than the crayon.**

b)  **This pencil is the *longest* of the three pencils.**

## ACTIVITY 1

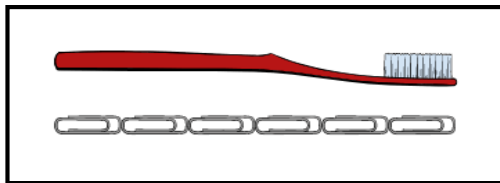
1. Which pencil is measured correctly, A or B?



**Answer:** \_\_\_\_\_

2. Complete each sentence by putting in the correct measure in the spaces provided below.

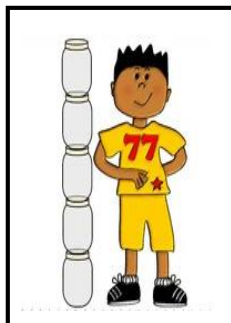
a)



The toothbrush is \_\_\_\_\_

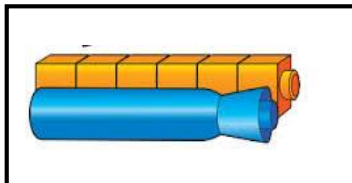
**paper-clips** long.

b)



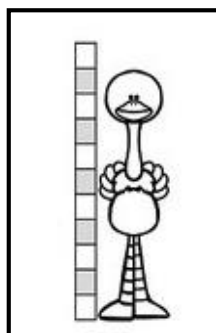
Joel is about \_\_\_\_\_ **jars** tall.

c)



The marker is about \_\_\_\_\_ **cubes** long.

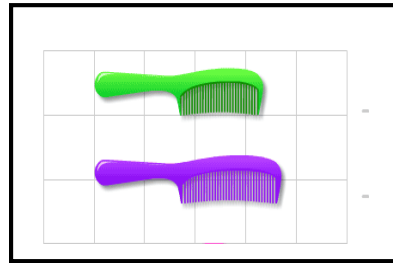
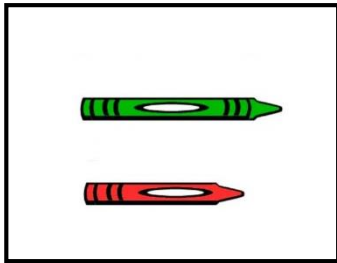
d)



The ostrich is \_\_\_\_\_ **blocks** tall.

## ACTIVITY 2

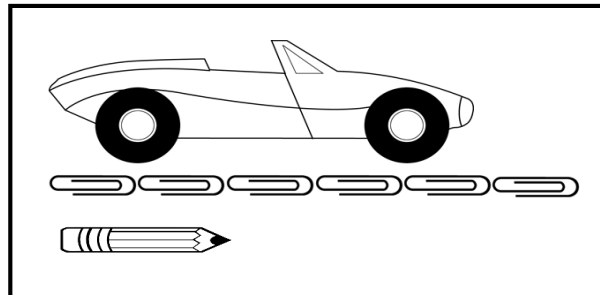
1. Circle the **shorter** object in each set below.



2. Put a **tick** (✓) over the **taller** object in each set.

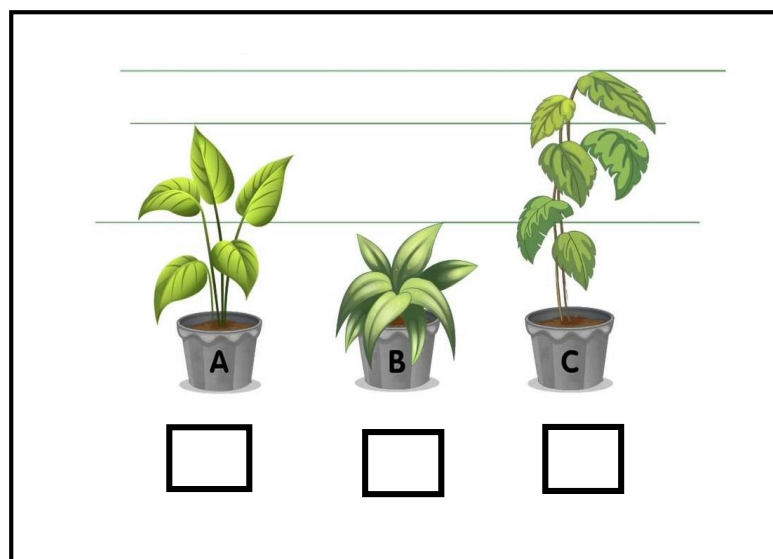


3. Fill in the blank space below.



The car is \_\_\_\_\_ paper clips **longer** than the pencil.

4. Arrange the plants from **shortest to tallest**. Use the boxes below, to write the letter name of the plants in the correct order.

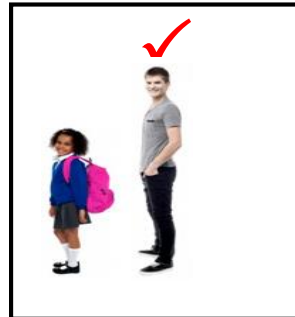
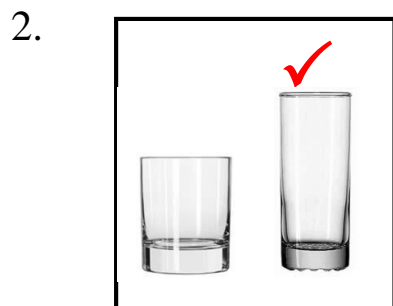
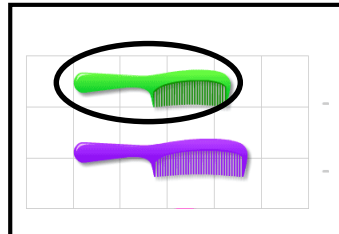
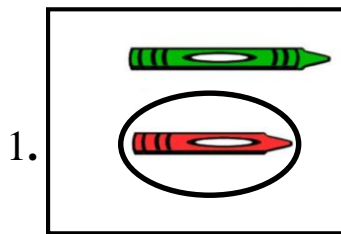


## ANSWER KEY

### ACTIVITY 1

1. a) Answer: **B**
2. a) The ostrich is **10 blocks** tall.  
b) The toothbrush is **6 paper clips** long.  
c) Joel is **5 jars** tall.  
d) The marker is **6 cubes** long.

### ACTIVITY 2



3. The car is **4 paper clips longer** than the pencil.

