

## 4.1 Introducing length

**Topic:** Measurement

**Subtopic:** Length

**Activity type/skill:** Orientation

**Literacy focus:** Vocabulary

### Objective

- Provide orientation to the subtopic.
- Make links to prior knowledge.
- Link to the mathematics curriculum.
- Introduce technical vocabulary.

### What you need

- Student worksheet (see next page)

### What to do

1. Look at the first page of the student worksheet. Talk about the pictures to draw out students' existing knowledge.
2. Write the questions on the board. Find out what students already know about measuring length, time and weight/mass. Make notes under each question.
3. Look at the second page of the student worksheet. Talk about the use of numbers to describe measurement.
4. Have students say the numbers in English, then complete the chart to fill in the missing English numbers and numerals.
5. Show the students how English and Māori number systems use a base of 10 and talk about how numbers are formed in each student's first language.
6. Have students teach the numbers in their language to the other students. Make a wall chart so that these can be revised. If students are not fluent with the English numbers, practise by writing numbers for them to say and have them test one another.

Activity one



What do you know about measuring?



What do you measure?

How do you measure?

Why do you measure?

When do you measure?

What do you use to measure?

Where do you measure?

## Activity one

# We use numbers to describe measurements

What number patterns do you use to count in your language?

	English	Māori	Your language
1	one	tahi	
2	two	rua	
3		toru	
	four	whā	
5	five	rima	
6		ono	
	seven	whitu	
	eight	waru	
9	nine	iwa	
10		tekau	
11	eleven	tekau mā tahi	
	twelve	tekau mā rua	
13	thirteen		
14		tekau mā whā	
	fifteen		
17			
20		rua tekau	
	thirty		
40			
	a hundred	kotahi rau	