4.9 Comparing length

Topic: Measurement
Subtopic: Length
Activity type / skill: Using comparative adjectives
Literacy focus: Vocabulary

Objective
- Recognise and understand the use of common comparative adjectival forms.
- Recognise and understand the use of technical comparative forms used in mathematics.

What you need
- Student worksheet (see next page)

What to do
1. Look at the student worksheet and explain that we use the comparative forms (for example, short, shorter, shortest) of most common adjectives to make comparisons.

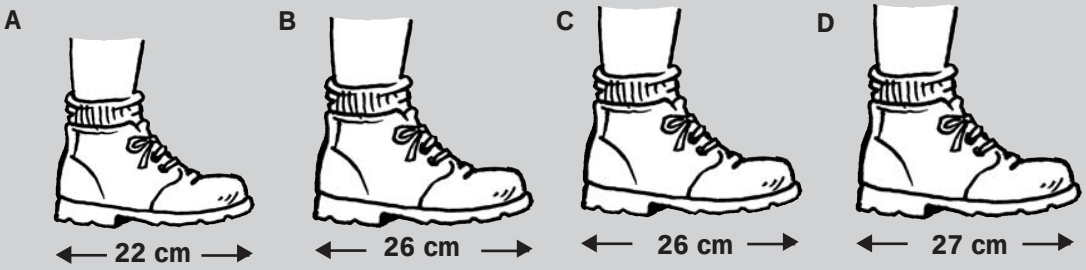
2. Talk about how we can use ‘exactly’, ‘nearly’ and ‘almost’ with a range of common adjectives.

3. Explain the use of ‘less than’, ‘greater than’ and ‘equal to’ in mathematics when we know the measurements of something.

4. Have students make sentences comparing the lengths or heights of objects in the room using comparative forms.

5. Have students use the words provided to write sentences about the walls at the bottom of the student worksheet.

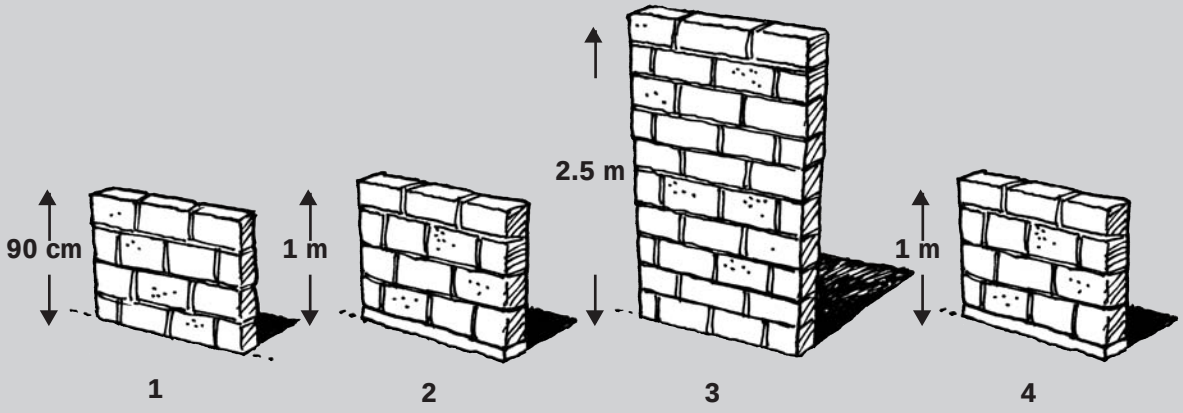
Comparing



A is the **shortest.**
B is **longer than** A.
D is the **longest.**

B and C are **exactly the same** length. They are **nearly as** long **as** D.
C and D are **almost the same** length.

The length of A is **less than** the length of B.
The length of B is **greater than** the length of A.
The length of B is **equal to** the length of C.

higher than the highest exactly the same height

equal to less than greater than