BP

**BRIGHTPENCIL KIDS**

Grade 1 | Ages 5-7 | 12-page learning pack

# Measure It: Length, Time & Comparison

**LEARNING GOAL**

Compare and measure length using appropriate units and read simple time contexts.

**Study -> Practise -> Talk -> Make -> Reflect**

Designed for short adult-supported sessions and independent return practice.

# For grown-ups: teach the idea, not the page



| | |
|---|---|
| **Purpose** | Compare and measure length using appropriate units and read simple time contexts. |
| **Suggested rhythm** | Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive. |
| **Feedback** | Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it. |
| **Transfer** | Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement. |
| **Safety & independence** | Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child. |

## Words & ideas to notice

MATHEMATICS

Say the words, use them in conversation, then return to them during the activities.

### Length

Use it in your own sentence or explanation.

### Unit

Use it in your own sentence or explanation.

### Centimetre

Use it in your own sentence or explanation.

### Hour

Use it in your own sentence or explanation.

### Half Hour

Use it in your own sentence or explanation.

**Talk prompt**

Which of these words feels newest? Explain what you think it means and give an example connected to measures.

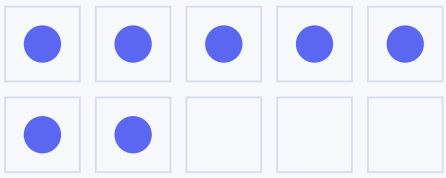
## See the thinking

MATHEMATICS

1. Measurements need a consistent unit placed with no gaps or overlaps.

2. A clock represents the passing of time; the minute hand and hour hand have different jobs.

### SHOW IT ANOTHER WAY




Use counters, drawings, words and symbols. Strong maths moves between representations.

## Try it together

MATHEMATICS

Adult: model the first item. Child: explain what you notice or how you know.

1 Estimate then measure a pencil in centimetres.

2 Which is longer: 18 cm or 12 cm?

3 Draw hands for 3 o’clock.

4 What happens 1 hour after 6 o’clock?

# Practice with purpose

MATHEMATICS

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Estimate then measure a pencil in centimetres.

2 Which is longer: 18 cm or 12 cm?

3 Draw hands for 3 o’clock.

4 What happens 1 hour after 6 o’clock?

5 Why is measuring with random different-sized blocks unreliable?

**SHOW YOUR THINKING**

# Use the idea in a new way

MATHEMATICS

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Draw hands for 3 o’clock.

2 What happens 1 hour after 6 o’clock?

3 Why is measuring with random different-sized blocks unreliable?

4 What is half an hour after 2:00?

5 Estimate then measure a pencil in centimetres.

**SHOW YOUR THINKING**

# Talk, reason & explain



**Talk 1** Why is measuring with random different-sized blocks unreliable?

**Talk 2** What is half an hour after 2:00?

**Talk 3** What strategy, clue or observation helped you most with measures?

**Talk 4** What mistake might someone make here? How could you help them notice it?

*A complete explanation is more valuable than a fast one-word answer.*

## DO SOMETHING REAL

Choose three safe objects. Estimate their lengths first, then measure and order them shortest to longest.

### RECORD WHAT HAPPENED

**What I did**

**What I noticed**

**What I would try next**

## CREATE CHALLENGE

Create a simple timetable for three parts of your day and add clock drawings.

Use this space to draw, label, plan or draft.

# Independent challenge

MATHEMATICS

Try without help first. Then explain or check your work with a grown-up.

1 Why is measuring with random different-sized blocks unreliable?

2 What is half an hour after 2:00?

3 Create one new example that would help another Grade 1 learner practise measures.

**MY CHECK**

[ ] I tried a strategy [ ] I checked it [ ] I can explain one idea

# Adult review & learner reflection



## ANSWER / REVIEW NOTES

- Different block sizes do not represent a consistent unit.
- 2:30.

## LEARNER REFLECTION

**One thing I understand better now:**

**One thing I want to practise again:**

**One real-life example I can think of:**

*Review status: original BrightPencil draft. Educational and rights review required before public publication.*