

# Height exploration - 3+

## How tall are you?



### Description

Measurement is the action of measuring time, weight, height, temperature, length, speed, and more. Standard units, such as seconds, hours, pounds, inches, and degrees, are the common units used to measure things. You can also use non-standard units, like paper clips, cubes, pencils, feet and hands, to measure things. These are how children begin to explore the concept of measurement.

### Resources needed

Just your hands

Your feet

Any object as a unit of measurement, eg: a toy, a book.

Pen and paper where we can record conclusions , numbers and letters.

### Duration

Open-ended, as long as children can keep their interest.

### Intent

Measurement is important in providing links between strands of mathematics. For example, it provides a rich and meaningful context for the use of number skills and of spatial concepts.



Children begin to develop the vocabulary of measurement and comparison, using terms such as **longer, shorter, taller, bigger, smaller... than....**

### **Tallest, shortest, longest ...**

Your house can be an amazing environment for exploring different ways of measuring.

Recording of what they have found out will develop their writing skills as well as sounds recognition, number recognition and their fine motor skills.

### **Implementation**

Ask your child to lie down on the floor on a big piece of paper so you can draw around her/his body. If you don't have a big paper just lay some objects on the floor next to their feet and head, delimiting your child's body so it can be clearly seen when he or she stands up.

Now, use your hand as a unit of measurement, start by the head and keep going down to the feet. Make sure there is no gap between your hands and count out loud as you go. 1, 2, 3 .... You can tell your child "Wow, you are 12 hands tall! Let's find out now how tall am I.

Now is the turn for your child to have a go!

You can also use feet, and other things to measure like their favourite toy. Try to adapt the size of the object to your child counting skills. The smaller the object, the higher the number they will have to count up to.

You can measure, Mum, dad, sister, brother, pets, and even their favourite toys!

Discuss with you child, using and modelling their vocabulary. -" So, who is taller?" (encourage them to say the whole sentence, eg. "*Mum is taller than dad and myself*" rather than just "*Mum*").

An extension for Pre-schoolers can be done through encouragement to record their data on a paper always according to their ability and interests, eg:

*"Dad is 18 hands tall" or*

*"D 18, M 16, Me 5."* (just asking them for the first sound their can here in Mum, dad, sister, or whoever is playing with them. Or

Just the numbers " 18,16, 5" .

Tapestry Challenge: Could you order the members of your family from tallest to shortest? Take a Selfie and share with us on Tapestry!



## **Personal, social and emotional development**

- Welcomes and values praise for what they have done.
- Enjoys the responsibility of carrying out small tasks.
- Keeps play going by responding to what others are saying or doing

## **Communication and language**

### **Listening and attention**

- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

### **Understanding**

- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?) and to instructions involving a two-part sequence.
- Responds to simple instructions, e.g. to get or put away an object.

### **Speaking**

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Builds up vocabulary that reflects the breadth of their experiences.

## **Physical development**

### **Moving and handling**

- Shows a preference for a dominant hand.
- Draws lines and circles using gross motor movements.
- Can copy some letters, e.g. letters from their name.

## **Mathematics**



## **Numbers**

- Counts objects to 10, and beginning to count beyond 10.

## **Understanding the world**

### **World**

- Talks about why things happen and how things work.

