

# The Clown's New Clothes

A book about length





## Aim

*The Clown's New Clothes* introduces the language of comparison. Students learn a range of new words to use when comparing lengths.

These whole-class activities provide students with the opportunity to:

- listen to a story about comparing lengths
- use materials to make different lengths
- use the *Teaching Tool* to act out the story
- sort, compare, and order objects of different lengths
- use the *Teaching Tool* to match objects to descriptions of length and vice versa

## Activities

1. Listening to the story
2. Developing the language of comparison
3. Using the story to develop the language of comparison
4. Using the teaching tool to match objects and comparison words 
5. Making different lengths
6. Drawing different lengths
7. Comparing different lengths
8. Matching different lengths to word cards
9. Using the teaching tool to order objects by length 
10. Ordering classroom objects by length

# 1. Listening to the story

## Resources

- *The Clown's New Clothes*

## Activity

Show the cover of *The Clown's New Clothes* to the students and read the title aloud. Encourage volunteers to predict what they think the story might be about. Slowly read the story. Then ask, **What happened in the story? What did you see in each picture?** Encourage students to explain that the selection of the clown's new clothes was based upon certain attributes of length. Read the story again. For each double-page spread ask the students to choose the item of clothing that they consider most suitable for the clown. For example, on pages 6–7 students may feel that the clown has chosen the incorrect pair of shoes. The reasoning being that the clown would naturally select the 'longest' pair of shoes if they liked their shoes 'long'. Pages like these present an excellent opportunity for discussion as they show that length is relative. In this scenario, the clown has identified the pair of shoes that are presumably shortest in length as being adequately long.

# 2. Developing the language of comparison

## Resources

- Support 1 and 2 – see attached

## Preparation

Enlarge and print Support 1 and 2 and cut out the comparison word cards.

## Activity

Attach the word cards for *long*, *longer*, and *longest* to the board. Select a student who has relatively long hair and request that they stand below the *long* card. Next, select a student who has longer hair to stand below the *longer* card. Then say, **Tom has long hair. Sally has longer hair. I wonder who has the longest hair?** Have the students make suggestions and invite the appropriate student to stand below the *longest* card. Repeat for other comparison word cards to investigate and describe height or attributes of clothing.

Retain the comparison word cards for Activity 7.



### 3. Using the story to develop the language of comparison

#### Resources

- *The Clown's New Clothes*
- Sticky notes

#### Activity

Read *The Clown's New Clothes*. At the conclusion of each double-page spread invite a student to describe the different items. Develop the language of comparison by guiding students to add "er" and "est" as appropriate. For example, on pages 4–5 students would use the words short, shorter, and shortest, and on pages 6–7 they would use long, longer, and longest. For each double-page spread write the appropriate terms on sticky notes and invite students to attach these to the illustrations.

### 4. Using the teaching tool to match objects and comparison words



#### Resources

- *Teaching Tool*
- *The Clown's New Clothes*

#### Activity

Ensure that all the students can see the *Teaching Tool*. Read pages 4–5 of *The Clown's New Clothes*. Ask, **How does the clown like to wear his pants?** Once the students have identified that the clown likes to wear short pants, click and drag the word cards showing *short*, *shorter*, and *shortest* onto the white panel. Next, select a volunteer to place the pair of shortest pants above the correct word card. Repeat for the pairs of pants that are shorter and short in length. Afterward, reinforce the students' understanding by asking, **Which pair of pants is short? Which pair of pants is shorter? Which pair of pants is the shortest?** Repeat for other pages of *The Clown's New Clothes*.

To extend the activity, place three ties in a random order on the work area. Ask, **Which tie is the shortest?** Invite a confident student to click and drag the word card to sit below the nominated tie. Ask, **Which tie is shorter? Which tie is short?** Have students move the appropriate word card below each tie. Reinforce by pointing to each tie as you say, **This tie is short. This tie is shorter. This tie is shortest.** Remove the word cards and repeat the discussion for the width of the ties.



## 5. Making different lengths

### Resources

- *The Clown's New Clothes*
- Playdough
- Plastic mats
- Plastic cutting tools

### Preparation

Each small group of students will need playdough, a plastic mat, and a plastic cutting tool.

### Activity

Read pages 4–5 of *The Clown's New Clothes*. Ask students to use their playdough to make a short pair of pants for the clown. Once students have made these, have them make a shorter pair of pants. Finally, ask them to make the shortest pair. Ask the groups to compare the sizes of their clown pants. Ask, **Which group has made the shortest pair of clown pants?** Repeat for the remaining pages of the storybook.

## 6. Drawing different lengths

### Resources

- Support 3 to 6 – see attached

### Preparation

Print three copies of Support 3 to 6 and cut out the panels. Each student will need one panel.

long	longer	longest

### Activity

Guide the students to draw a picture to match each word on their sheet. Afterward, have the students present and describe their illustrations to the class. Finally, collate the illustrations into a classroom book.



## 7. Comparing different lengths

### Resources

- Word cards from Activity 2
- Small classroom object

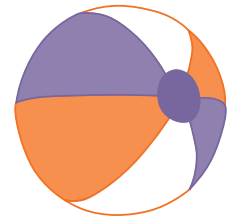
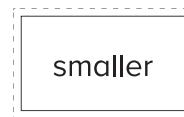
### Preparation

If the comparison word cards from Activity 2 are not available, print Support 1 and 2, and cut out the cards.

### Activity

Attach the cards to the board and hold up a classroom object such as a counting bear. Then ask the students to find objects in the classroom that are bigger, taller, wider, and so on. Take down the cards and guide students to display their object along with the word card that describes the relationship between their object and the original object.

For example, say, **The bear is smaller than this ball.**



Retain the comparison word cards for Activity 8.

## 8. Matching different lengths to comparison words

### Resources

- Word cards from Activity 7

### Preparation

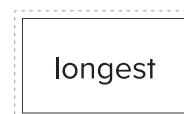
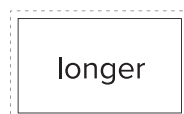
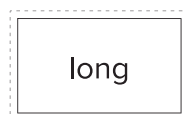
If the comparison word cards from Activity 7 are not available, print Support 1 and 2, and cut out the cards.

### Activity

Attach the word cards showing *long*, *longer*, and *longest* to the board. Ask each student to collect one object from the classroom. Invite one student to bring their object to the board and hold it near any one of the word cards. Then challenge two more students to hold their items near the other two cards so that all three objects match the comparison words.

Afterward, reinforce the students' understanding by saying, **This object is long. This object is longer. This object is the longest.** Repeat for as many word cards as possible.

Retain the comparison word cards for Activity 10.



## 9. Using the teaching tool to order objects by length



### Resources

- *Teaching Tool*

### Activity

Ensure that all students can see the *Teaching Tool*. Move the word cards showing *long*, *longer* and *longest* onto the work area. Point to each word as you say, **Long, longer, longest**. Next, place the three clown pants above the incorrect word card in the work area. For example:

Point to each of the word cards as you say, **Long, longer, longest**. **Are the pants in the correct order?** Indicate the pants above the card showing *longest* and ask, **Are these pants the longest?** Then select a confident student to move the pants into the correct order. Repeat this process for other measures of length such as tall, taller and tallest.



## 10. Ordering classroom items by length

### Resources

- Word cards from Activity 8
- Tape

### Preparation

If the comparison word cards from Activity 8 are not available, print Support 1 and 2, and cut out the cards. Use the masking tape to mark a line along the classroom floor. Place the word card for **shortest** at one end of the line and the word card for **longest** at the other end.

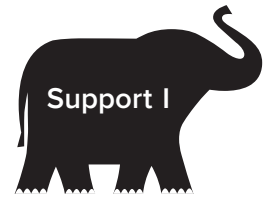


### Activity

Select five students to retrieve one object each from the classroom. Ask one student from this group to place their object on the line. Next, ask the remaining four students to place their object on the line on the appropriate side of the first object. If the students are satisfied that the objects have been placed in the correct position, ask, **Which object is the longest? Which object is the shortest? Which objects are longer than other objects?** Repeat for as many word cards as possible.



# Comparison Word Cards



longest

shortest

thinnest

widest

longer

shorter

thinner

wider

long

short

thin

wide

# Comparison Word Cards



thickest

tallest

biggest

smallest

thicker

taller

bigger

smaller

thick

tall

big

small



longest

longer

long

shortest

shorter

short



thinnest

thinner

thin

widest

wider

wide



thickest

thicker

thick

tallest

taller

tall



	<b>biggest</b>
	<b>bigger</b>
	<b>big</b>

	<b>smallest</b>
	<b>smaller</b>
	<b>small</b>