NATIONAL MATHEMATICS PROGRAMME



**Resource Document**

**FOR GRADE ONE TEACHERS**

**Objective:** Identify straight and curve path and associate them with longer and shorter paths

**Topic:** Which Path is the longest?



**Before you check…**

Which path looks the shortest? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which path look the longest? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which paths look about the same? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**After you measure…**

|  |  |
| --- | --- |
| Positions | Paths |
| 1st  |  |
| 2nd |  |
| 3rd |  |
| 4th |  |
| 5th |  |
| 6th |  |

**Objective:** Identify straight and curve path and associate them with longer and shorter paths

**Topic:** Path Experiment Instruction (outside experiment)

Paul walked from point A to point B by going through the building. What type of path did he take? Was it Straight or Curve?



**Your Task:**

Take the same path as Paul, but use straight lines only. Start at point A and end at point B.

How did you make straight lines? Did you have any problems following Paul’s path?