

## Section 7.3

# Understanding 'long' and 'short'

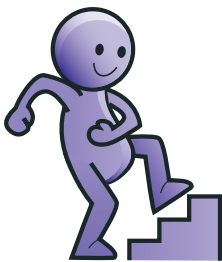


### Why is this important?

Concepts such as 'long'/'short' and 'big'/'little' are used to describe what something looks like and how things are different from each other (e.g. a pencil could be 'long'/'short'/'fat'/'thin'/'big'/'little').

### What to do

- Gather together pairs of things that can be described as 'long' and 'short' (e.g. pencils, dolls with 'long' and 'short' hair, rulers, trousers, scarves, snakes).
- Put out one of the pairs (e.g. the 'long' and the 'short' pencil).
- Ask the child to find the 'long' pencil, etc.
- The child could post the object in a box or put it in a bag.



### Step up

- Encourage the child to choose from two (or more) sets of objects (e.g. 'long'/'short' snakes and 'long'/'short' scarves).
- Reduce the use of gestures/signs.
- Encourage the child to tell you whether an item is 'long' or 'short'.
- Draw pictures of objects and encourage the child to colour in the one you say (e.g. 'Colour in the 'long' neck').
- Draw some people without any hair. Ask the child to draw 'long' or 'short' hair.
- Ask the child to sort items identifying the category name for himself/herself.

### Step down

- If the child finds the concepts difficult to grasp, start by talking about all the 'long' things first. Draw 'long' snakes, children with 'long' hair, 'long' scarves etc.
- Stretch the word 'long' (intonation helps)!
- When the child understands the concept 'long', move on to 'short' and work in the same way.
- Use a corresponding gesture or sign when using the words 'long' and 'short'.
- Only use one pair of objects at a time.
- Match items once you have started the game.
- Start with one concept first (e.g. 'long' and then 'not long') before adding the word 'short'.

