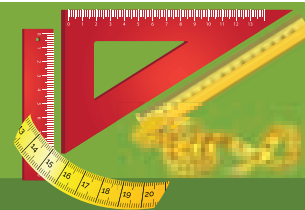


UNIT 4

Measurement

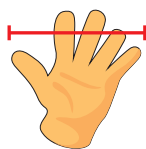


Recall

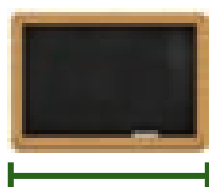
Measuring Length



Use the given measurement and find the length of the real objects depicted in the picture.



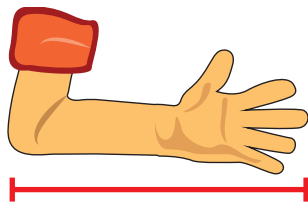
Hand span



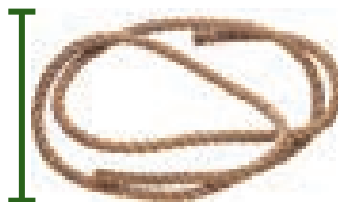
Hand span



Hand span



Cubit



Cubit



Cubit



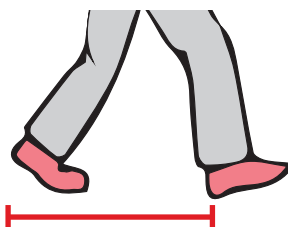
Foot span



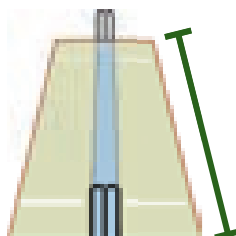
Foot span



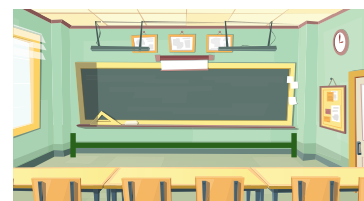
Foot span



Pace



Pace



Pace

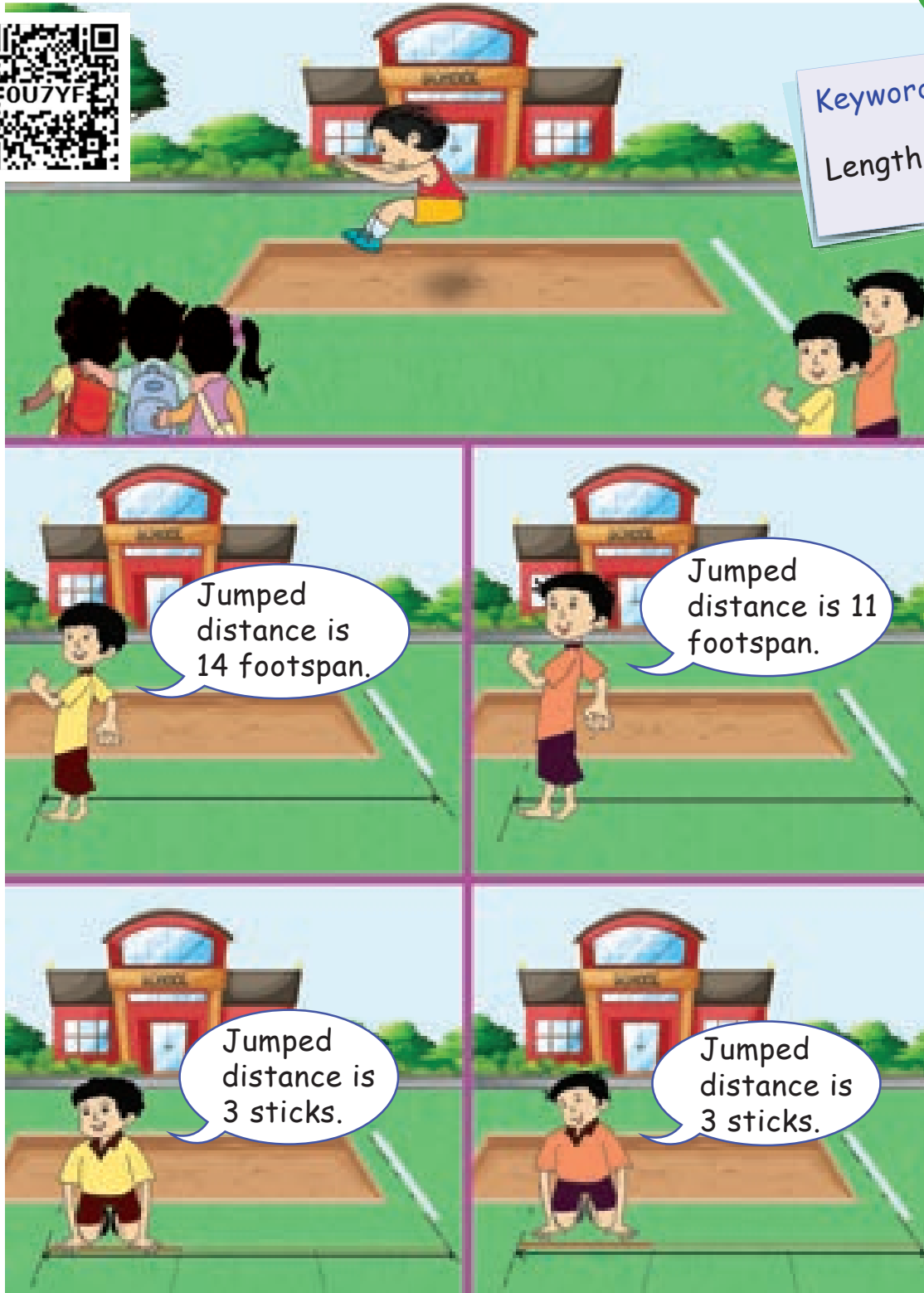
4.1 Measuring length using uniform non standard tools

Travel Through

Measuring length in a long jump ground



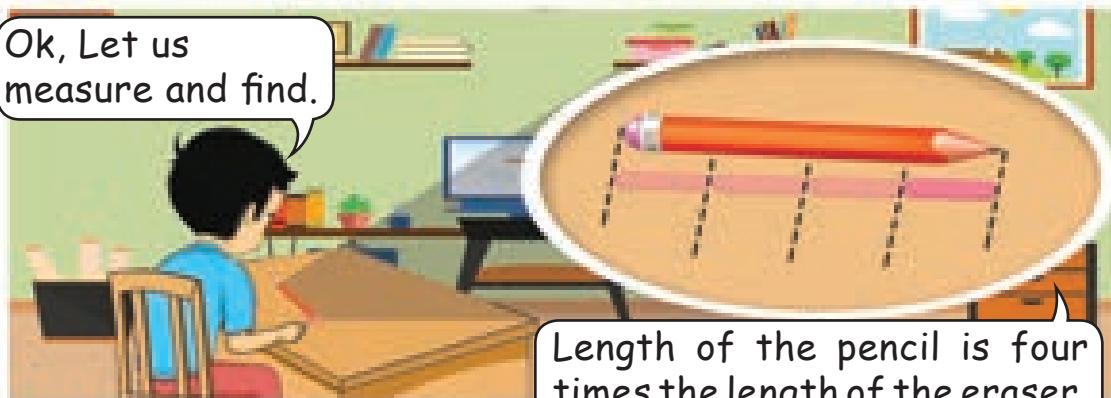
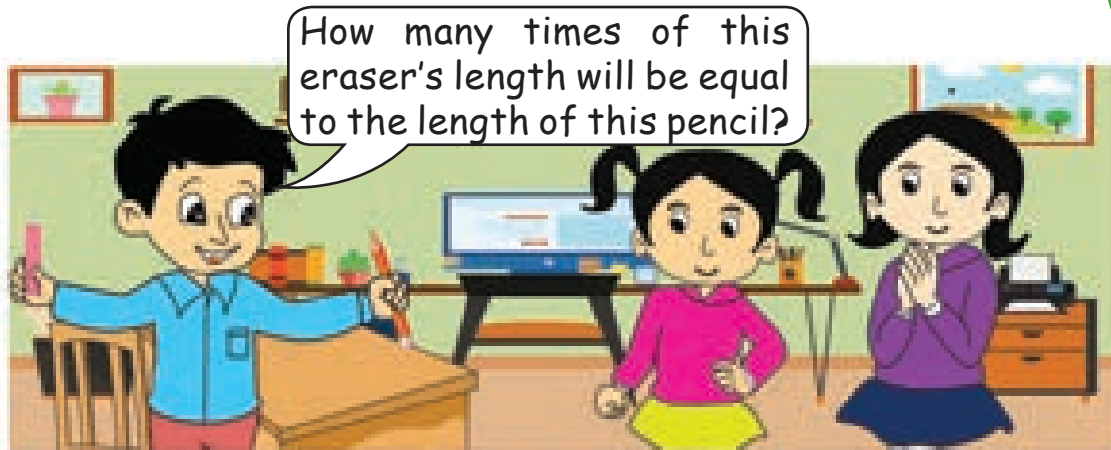
Keywords
Length



Teacher's Note:

Teacher can guide the students to know the difference in measurements observed by measuring footspan (non uniform non standard) and a stick (uniform non standard).

Learn




Teacher's Note:

Encourage the students to guess the measurement and verify it by actually measuring them. Try to make the guess close to actual measure by providing various opportunities.

Practice



Observe the measuring tool, guess and write the length of the real object by guessing. Then, use the measuring tool and write the measured value.

Objects to be measured	Measuring tool	Guess value	Measured value
			
			
			
	Sharpener		
	Colour pencil		



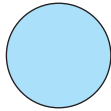


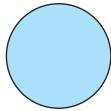


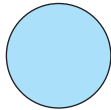

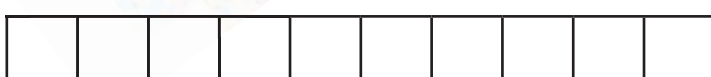
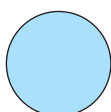

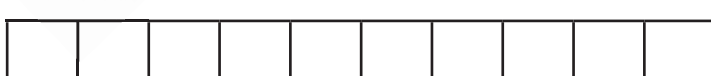
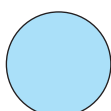
Teacher's Note:

Teacher can make the students to measure various objects in the surrounding by guessing and by actual measurement using non standard tools.

Try This



Colour the squares to match the length of the objects. Count the coloured squares and write the count inside the circle.



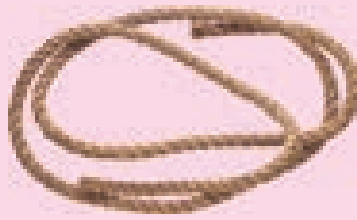
Observe the above table and answer the following questions.

1. Which two objects have the same length?
2. Which is the longest object?
3. What is the total length of the pencil and crayon?
4. Is the pencil box longer than the pencil? If yes, by how many squares?
5. Which is the shortest object?

Think Like A Mathematician

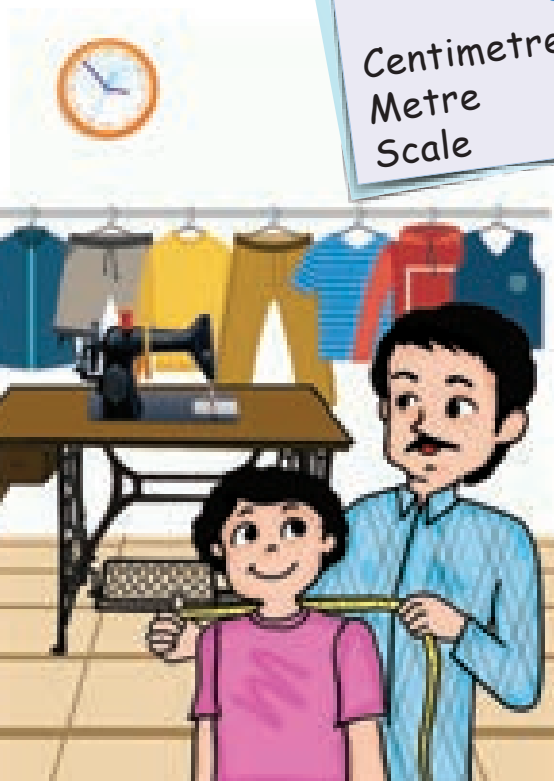


Which among the given tools would be appropriate to measure the brim of the round table?

	Measuring tools	
		

4.2 Standard units for measuring length

Travel Through



Keywords

Centimetre
Metre
Scale

Teacher's Note:

Teacher can facilitate the children to discuss about the use of standard units of measurement.

Learn

Measuring by standard unit

Objects of greater length are measured in **metre (m)** and objects of smaller length are measured in **centimetre (cm)**.

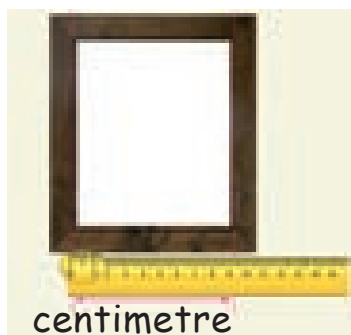
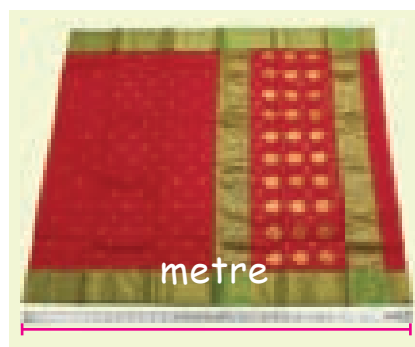


Photo frame is measured in Centimetre.


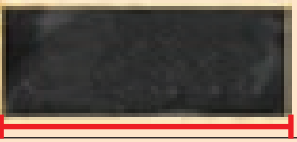


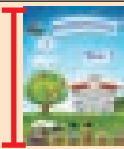


Saree is measured in metre.

Practice



Tick (✓) the appropriate unit to measure the following objects.

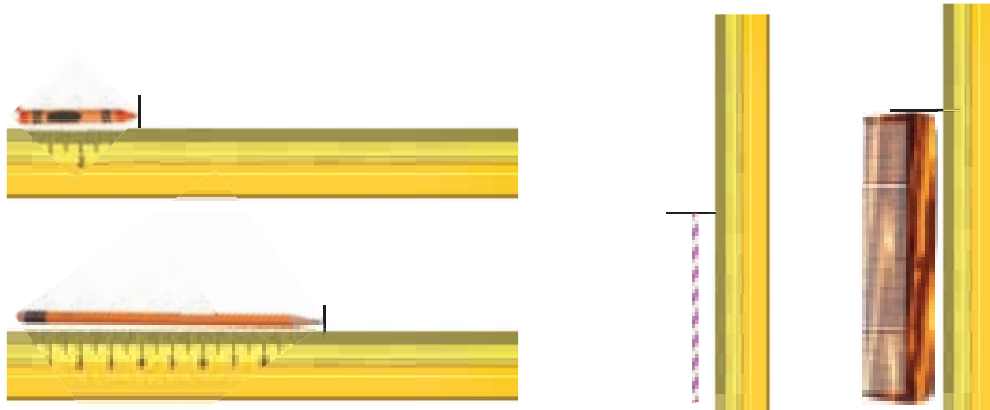
Object	Metre	Centimetre
		
		
		
		
		

Learn

Measuring length



Let us learn to measure the length of the objects using scale.



Teacher's Note:

Teacher should encourage children to count the centimetre. The object can be kept at different value say 3cm or 5cm instead of 0 to ensure the children count and right the length of the object.

Practice



Observe the picture in previous page and write the length of the objects. One is done for you.



Length of the comb is 12 cm.



Length of the straw is ____ cm.



Length of the pencil is ____ cm.



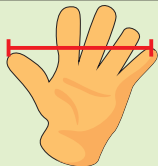



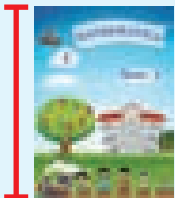
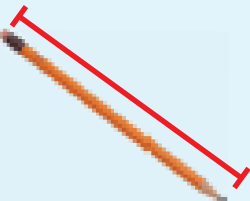
Length of the crayon is ____ cm.



Activity



Fill in the boxes by measuring the length of the objects using handspan, eraser and centimetre scale.

Objects to be measured			
			
			
			

Teacher's Note:

- Teacher can make the students to measure various objects in the surrounding by guessing and by actual measurement.
- Enable the students to appreciate the need for standard tool for measuring length.