

# Measurement (Length and Weight)

2

## LESSON PLAN

### SPECIFIC OBJECTIVES

The students will

- know about length of an object.
- be able to compare two or three things with respect to length and ordering them in ascending and descending order.
- be able to compare length of the given objects.
- understand why they need standard units for measuring length.
- know about meter, centimeter and kilometer.
- be able to measure length using a scale, a meter rod, an inch-tape and a measuring tape.
- know about weight of an object.
- be able to compare two or three things with respect to weight and ordering them in ascending and descending order.
- be able to compare weight of the given objects.
- know the standard units of measuring weight.

### CONTENTS EXPLAINED INSIDE THE CHAPTER

- Length (pages 54–55)
- Comparing Length (page 56)
- Units of Measuring Length (page 57)
- Weight (pages 58–59)
- Comparing Weight (page 60)
- Units of Measuring Weight (page 61)

### TEACHING AIDS

Different types of items like pencils, crayons, brushes, sticks, stones, chalks, dusters, etc., in pairs (short-long, light-heavy, etc.), a notebook, a pencil, a school bag, a scale, a meter rod, an inch tape, a measuring tape, weights and weighing and balance, a spring balance and a body weighing scale, etc.

## TEACHING STRATEGY

- The teacher should put a number of things in pairs on her table and then invite the students in 2s. She should ask the students to pick one item from any pair and tell about it to the rest of the class. After comparing the length of at least 10 pairs, she should go to page 54.
- Then she should make the combination of three items to develop the ideas about long-longer-longest and arrange them in increasing and decreasing order of length. Then she should go to “Let us Recall” and exercise given on pages 54–55.
- Now, the teacher should assist the students for comparing length of different objects as given on page 56.
- First, she should describe non-standard units of length and then she should discuss the need of standard units like meter, centimeter and kilometer. Further, she should measure the length of different objects using the scale, the meter rod, an inch tape or the measuring tape. Now she should go to the page 57 for text and exercise.
- Again, the teacher should make the combination of three items, say, a notebook, a pencil and a school bag to develop the ideas about, which one of them is the lightest and which one is heaviest and arrange them in increasing and decreasing order of weight. Then, she should go to the pages 58–59 for providing more practice to the students.
- Further, the teacher should assist the students for comparing weights of different objects as given on page 60.
- Thereafter, the teacher should ask the students to guess the weight of two items left in two hands simultaneously. When it is felt difficult to judge a lighter or a heavier object, then she should extend their knowledge by explaining standard units like **gram** and **kilogram** and involve the students in weighing different objects using weights and weighing balance. Moreover, she can talk about spring balance, body weighing balance, etc. Then, she should go through page 61 for text and questions.

## EXPECTED LEARNING OUTCOMES

Students are able to

- recognise the things on the basis of length, weight, thickness, etc.
- compare the given items for their length and weight.
- understand the length or height of an object in non-standard units like, hand span, cubit, etc. and standard units like centimeter and meter.
- measure the length of things using the scale, the meter rod, an inch-tape and the measuring tape.
- understand the weight of things in grams and kilograms.
- weigh the given items using weights and the weighing balance, spring balance etc.