

Lesson -6

Length



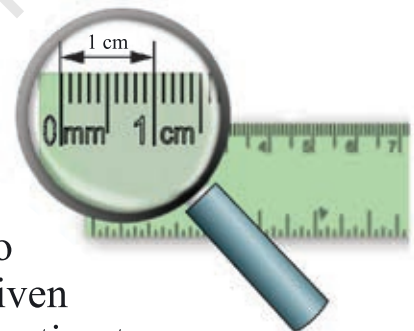
Let us measure

Purabi and Pulin's father took a long string to hang a curtain. Purabi measured the string with her hand. She found it 4 cubit long. Pulin measured the string and found it five cubit long. They told their father about it. Then their father told them that measurement taken in this way varies from person to person. To get accurate length of the string it should be measured with a ruler or a measuring tape. Their father brought a ruler and measured the string.



Let us observe how the string has been measured

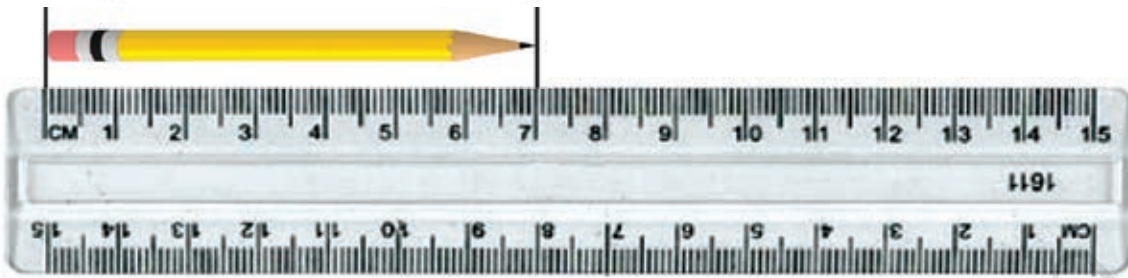
Given below is a scale. The scale has some short and some long marks. The distance or length between two adjacent long marks is 1 centimetre. That means the length between 0 and 1 is one centimetre. Similarly the length between 1 to 2, 2 to 3, 3 to 4, etc. are of 1 centimetre each. The scale given below has 15 long marks i.e the scale is of length 15 centimetre.



- ▶ Place one end of the string at 0 in the ruler.
- ▶ Observe carefully the point of the string that touches 15 in the ruler. Put a mark there. Write the measurement.
- ▶ Place the marked point of the string again at 0 in the ruler. Repeat the process like earlier.
- ▶ If you measure the string like this, you will find the accurate measurement of it.
- ▶ You can also measure the string with a measuring tape.



Measure a pencil and write the length of it

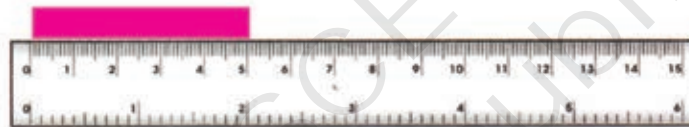


.....centimetres

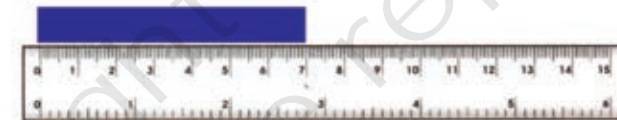
Look at the pictures and write the length of the ribbons in the blank space.



.....centimetres



.....centimetres



.....centimetres



.....centimetres

Let us measure the length of the following objects with the help of a ruler.



Length of my pen is..... centimetres

Length of my eraser is..... centimetres



Length of my chocolate is..... centimetres



Length of my thread reel is..... centimetres



Length of my chalk is..... centimetres



Let us find the length of the following objects.



..... centimetres



..... centimetres



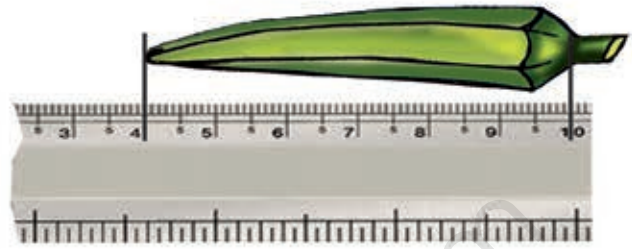
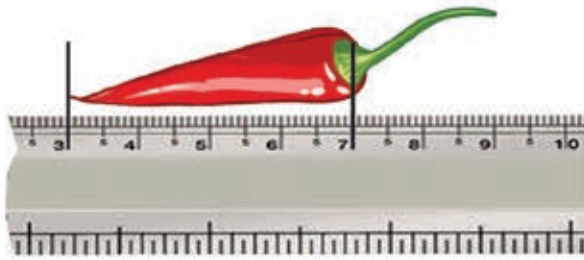
..... centimetres



..... centimetres

Instruction to the teachers: Teacher will encourage the students to find the length of different objects.

Let us measure the length of the following objects



Instruction to the teachers: Teacher will show how to measure the length of objects using broken pieces of a scale.

Observe the following pictures. As marked in the picture, find the estimated length and the actual length of the figures with the help of a ruler. Is your estimation correct?



Estimated length

..... Centimetres

Actual length

..... Centimetres



Estimated length

..... Centimetres

Actual length

..... Centimetres

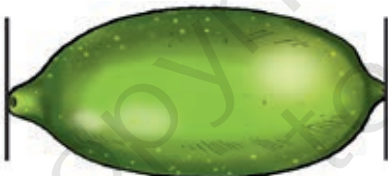


Estimated length

..... Centimetres

Actual length

..... Centimetres

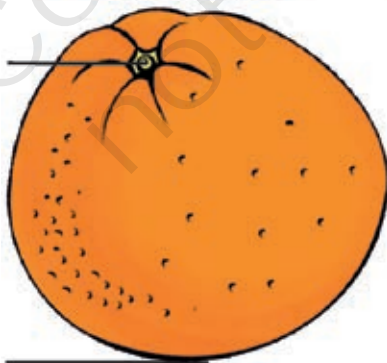


Estimated length

..... Centimetres

Actual length

..... Centimetres



Estimated length

..... Centimetres

Actual length

..... Centimetres

Let us see what they are measuring and how



Let us cut a sheet of paper according to the given measurement

To make an envelope of 15 centimetre broad and 25 centimetre long, place a ruler on a sheet of paper and put marks on the paper.

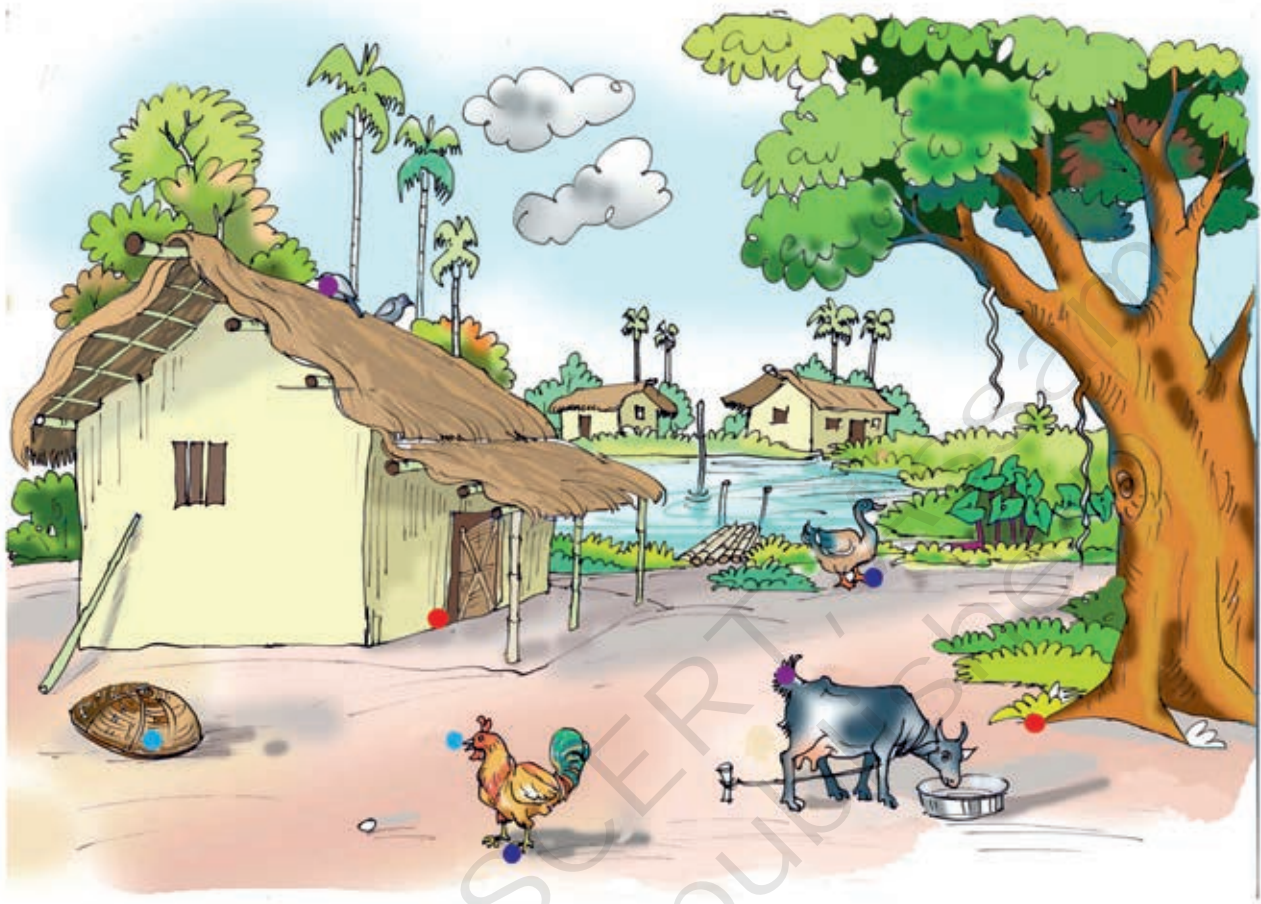


Let us cut a piece of cloth according to the given measurement.

To make a handkerchief of 12 centimetre broad and 12 centimetre long, place a ruler on a piece of cloth and put marks on the cloth.



Let us understand : The distance between two points is the length.



Let us measure the distance between the given objects in the picture.
Write the measurement in the box.

- From the door of the house to the tree ● centimetres
- From the head of the cock to the basket ● centimetres
- From the duck to the leg of the cock ● centimetres
- From the bird to the tail of the goat ● centimetres

Let us go for angling

Mohan brought a fishing line for his fishing rod. But the line was short. His mother told him that the length of the fishing line should be at least 1 metre long.

Let us know : 100 centimetres = 1 metre

Let us prepare a fishing line (plastic string) of 1 metre.

Tie a knot at one end of the rope. Starting from the knot measure 100 centimetre and mark it and tie another knot there. The distance between the knots is 1 metre (100 centimetres = 1 metre) Now you have got a 1 metre long line.



Let us know : We can also write centimetre as **cm and metre as **m****



Metre and centimetre:

Meera measured the length of a blackboard and found it to be 50 centimetre more than 1 metre. What is the length of the blackboard in centimetre?

Length of the blackboard = 1 metre 50 centimetre
= 100 cm + 50 cm
= 150 cm



Now, let us measure:

Length of the table of your classroom

= m cm = cm

The breadth of the varandah of you school

= =

What is your height?

= =

What is the length of your ring finger?

= =

What is the length of your textbook?

= =

Instruction to the teachers: More practical problems should be done on metre and cm.

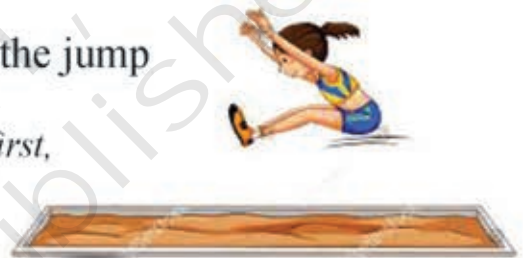
Write in Centimetre

- (a) 2 metres = 1 metre + 1 metre + 100 cm + 100 cm = 200 centimetres
- (b) 3 metres = = centimetres
- (c) 5 metres = = centimetres
- (d) 4 metres 50 centimetres = 400 cm + 50 cm = 450 centimetres
- (e) 6 metres 70 centimetres = centimetres

Let us play

Try the long jump and measure the length of the jump

Instruction to the teachers: The teacher will declare first, second and third positions in the long jump after measuring the length of the jumps of the students.



Match the following.



Length of your index finger

3 meters



Length of your bed sheet

3 centimetres



Length of your handkerchief

2 meters



Length of your tablecloth

30 centimetres