Chapter 7: Lina's Family

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Exercise 7.1 — Let us Talk — Lina's Family Picture

Q1 How many members are there in Lina's family?

SOLUTION

Count all the people in the get-together picture. There are 9 members in Lina's family — father, mother, Lina, brother Shanbor, an aunt, an uncle (far right), grandmother, grandfather, and a little girl cousin. Count carefully and write the number. Answer: 9

Q2 Tick the tallest member in Lina's family.

SOLUTION

Look at all the family members standing in the picture. The man on the far right (in white shirt and grey trousers) is the tallest — he stands the highest. Tick him.

Q3 Draw a cap on the shortest family member.

SOLUTION

Look at the picture. The little girl in the yellow dress (standing near grandmother) is the shortest family member — she is smallest in height. Draw a cap on her head.

Q4 Who is taller than Lina's mother but shorter than Lina's father?

SOLUTION

Look at the picture. The man in the white shirt on the far right is the tallest (father is second-tallest). The woman in the pink sari (aunt) is taller than Lina's mother (purple dress) but shorter than Lina's father. Answer: The aunt (woman in pink sari).

Q5 Who is the tallest and shortest member of your family?

SOLUTION

Think about the people in your own family at home. The one who is the biggest in height is the tallest. The one who is the smallest in height is the shortest. Write their names.

Q6 Who is the tallest child in your class?

SOLUTION

Stand all your classmates in a line and compare heights. The child who is highest is the tallest. Write that child's name.

Q7 How many children in your classroom are taller than you?

SOLUTION

Stand next to each classmate one by one and compare. Count the children who are taller than you. Write that number.

Exercise 7.2 — Let us Talk — Locate Lina's House

Q1 Lina lives in a hut-shaped house. Her house is nearest to/farthest from the shop and nearest to/farthest from the school. Circle the correct options.

SOLUTION

Look at the village picture. Lina's hut-shaped house is in the bottom-left. The shop (top-left) is nearer to the hut than the school (top-right, which is far away). Answer: Her house is NEAREST TO the shop and FARTHEST FROM the school.

Q2 The school is nearest to/farthest from the shop and nearest to/farthest from the red roof house. Circle the correct options.

SOLUTION

Look at the picture. The school (top-right) is close to the red roof house (also on the right side) and far from the shop (top-left). Answer: The school is FARTHEST FROM the shop and NEAREST TO the red roof house.

Q3 The child is nearest to/farthest from the school bus and nearest to/farthest from the school. Circle the correct options.

SOLUTION

Look at the picture. The child is standing on the road near the school bus, which is right next to them. The school is further away up the road. Answer: The child is NEAREST TO the school bus and FARTHEST FROM the school.

Exercise 7.3 — Let us Do — Longest, Shortest, Thickest, Thinnest

Q1 Tick the one which is longest. (i) and (ii) — two objects shown.

SOLUTION

Look at the picture. (i) Three pencils/crayons are shown — the blue-striped one in the middle is the longest. Tick it. (ii) Three girls shown from behind — the girl on the left has the longest braid reaching lowest. Tick her.

Q2 Tick the one which is shortest. (i) and (ii) — two objects shown.

SOLUTION

Look at the picture. (i) Three vegetables — a small green chilli on the far left is the shortest. Tick it. (ii) Three shirts on hangers — the pink shirt on the right is the smallest/shortest. Tick it.

Q3 Tick the one which is thickest. (i) and (ii) — two objects shown.

SOLUTION

Look at the picture. (i) Two stacks of books — the left stack of two thick books is thicker overall than the single thin book. Tick the left stack. (ii) Two boxes — the large flat teal box (left) is thicker than the small green box. Tick the large flat teal box.

Q4 Tick the one which is thinnest. (i) and (ii) — two objects shown.

SOLUTION

Look at the picture. (i) Three trees — the tree on the right has the thinnest trunk. Tick it. (ii) Three candles — the candle on the far right is the thinnest. Tick it.

Exercise 7.4 — Think and Do — Draw Longer and Shorter

Q1 A stick is shown in the book. Draw a stick or bamboo longer than the one shown.

SOLUTION

A short stick (bamboo) is shown in the book. Draw a new stick that starts and ends further out on both sides — make it clearly longer than the one shown. Your drawn stick should be longer than the given stick.

Q2 A rope is shown in the book. Draw a rope shorter than the one shown.

SOLUTION

A wavy rope is shown in the book. Draw a new rope that is shorter — it should not stretch as far from end to end as the given rope. Your drawn rope should be shorter than the given rope.

Exercise 7.5 — Think and Answer — Measuring with Handspan

Q1 My table is _____ handspans long.

SOLUTION

Spread your hand open wide. Place your hand at one end of the table. Move it forward, counting each handspan. Write the number of handspans it takes to go across the full length of the table.

Q2 My bag is _____ handspans long.

SOLUTION

Open your bag flat. Place your open hand at one end and count how many handspans fit along the length of the bag. Write that number.

Q3 My classroom blackboard is _____ handspans long.

SOLUTION

Stand at one end of the blackboard. Carefully move your hand along its length, placing one handspan after another. Count as you go and write the total number.

Q4 My Maths book is _____ handspans long.

SOLUTION

Place your open hand at the top edge of your Maths book. Count how many handspans fit along the longer side of the book. Write that number.

Q5 My arm is _____ handspans long.

SOLUTION

Ask a friend to help. Stretch your arm out straight. Your friend places handspans from your shoulder to your wrist and counts. Write the number.

Q6 My friend's arm is _____ handspans long.

SOLUTION

Ask your friend to stretch their arm out straight. You place your handspan from their shoulder to their wrist and count. Write the number. Notice if it is the same as or different from your arm measurement.

Exercise 7.6 — Let us Do — Handspan or Fingers?

Q1 Would you use a handspan or fingers to find the length of a bottle? Guess, then measure.

SOLUTION

A bottle is bigger than a finger but can fit within a handspan or two. Use your handspan to measure. First guess how many handspans, then actually measure and write your finding in the table.

Q2 Would you use a handspan or fingers to find the length of a spoon? Guess, then measure.

SOLUTION

A spoon is a small object — it is shorter than a handspan, so fingers work better. Use your fingers to measure the spoon. First guess, then measure and write your finding.

Q3 Would you use a handspan or fingers to find the length of a pencil? Guess, then measure.

SOLUTION

A pencil is a small object that may be shorter than a handspan. Use fingers for small objects like a pencil. Guess first, then measure with fingers and write your finding.

Q4 Would you use a handspan or fingers to find the length of your friend's nose? Guess, then measure.

SOLUTION

A nose is very small — fingers are better for measuring tiny things. Use one or two fingers to measure. Write your guess and your finding in the table.

Q5 Would you use a handspan or fingers to find the length of a leg? Guess, then measure.

SOLUTION

A leg is long — a handspan is better for longer objects. Use your handspan to measure from the knee to the foot (or full leg). Guess first, then measure and write your finding.

Q6 Would you use a handspan or fingers to find the length of a key? Guess, then measure.

SOLUTION

A key is a small object — fingers are better for measuring small things. Use your fingers to measure the key. Write your guess and your finding in the table.

Exercise 7.7 — Let us Do — Measure by Footspan

Q1 Measure the distance between your seat and the door of the classroom using footspans. Write your guess and your finding.

SOLUTION

Walk heel-to-toe from your seat to the classroom door. Each step (placing the heel of one foot right against the toes of the other) is one footspan. Count your footsteps. First guess how many, then actually measure and write both numbers in the table.

Q2 Measure one side of the classroom using footspans. Write your guess and your finding.

SOLUTION

Walk heel-to-toe along one full side of the classroom. Count each footspan as you go. Write your guess before you start, and write the actual count after you finish.

Q3 Measure the distance between the bed and washroom using footspans. Write your guess and your finding.

SOLUTION

At home, walk heel-to-toe from the bed to the washroom door. Count each footspan. Write your guess first, then write the actual number you counted.

Q4 Measure the distance between two walls of your room using footspans. Write your guess and your finding.

SOLUTION

At home, walk heel-to-toe from one wall to the opposite wall. Count each footspan. Write your guess before measuring and your actual count after measuring.

Exercise 7.8 — Let us Do — Heavy and Light

Q1 Tick the heavier object. (i) two objects shown, (ii) two objects shown.

SOLUTION

Look at each pair of objects. (i) Bucket and mug — the bucket is heavier. Tick the bucket. (ii) Watermelon and orange — the watermelon is heavier. Tick the watermelon.

Q2 Tick the lighter object. (i) two objects shown, (ii) two objects shown.

SOLUTION

Look at each pair of objects. (i) Salt packet and rice bag — the salt packet is lighter. Tick the salt packet. (ii) School bag and water bottle — the water bottle is lighter. Tick the water bottle.

Q3 Colour the heavier object. (i), (ii), (iii), (iv) — pairs of objects shown.

SOLUTION

Colour the heavier object in each pair. (i) Basket with cat vs empty basket — colour the basket with the cat (heavier). (ii) Big bucket vs small bucket — colour the big bucket. (iii) Bottle vs glass — colour the bottle. (iv) Bread loaf vs a thin slice — colour the bread loaf.

Q4 Colour the lighter object. (i), (ii), (iii), (iv) — pairs of objects shown.

SOLUTION

Colour the lighter object in each pair. (i) Coconut vs lemon — colour the lemon (lighter). (ii) Large pot vs mug — colour the mug. (iii) Small ball vs basketball — colour the small ball. (iv) Full vegetable basket vs empty bag — colour the empty bag.

Exercise 7.9 — Let us Talk — Weight

Q1 Who is heavier between you and your friend? How will you find out? Discuss in the class.

SOLUTION

You can find out by sitting on opposite ends of a see-saw — the heavier person's side goes down. You can also use a weighing scale. The one with the bigger number on the scale is heavier. Discuss other ways with your class.

Q2 Find out your weight. Can you tell how and where your weight is usually checked?

SOLUTION

Weight is usually checked on a weighing scale (weighing machine). You can find one at home, at a doctor's clinic, or at a pharmacy. Step on the scale and read the number — that is your weight. Write it down.

Exercise 7.10 — Let us Do — Filling with Water

Q1 Fill the bucket with water. (i) How many jugs of water will fill the bucket? (ii) How many glasses of water will fill the bucket? (iii) How many bowls of water will fill the bucket?

SOLUTION

Take a bucket and the containers shown.
(i) Fill a jug with water and pour it into the bucket. Keep counting how many jugs you pour until the bucket is full. Write that number.
(ii) Fill a glass with water and pour it into the bucket. Count how many glasses you pour. Write that number.
(iii) Fill a bowl with water and pour it into the bucket. Count how many bowls you pour. Write that number.
You will notice the jug needs fewer fills than the glass, because the jug holds more water.

Q2 How many cups of water will fill your water bottle?

SOLUTION

Use a cup to fill your water bottle one cup at a time. Count each cup you pour in until the bottle is full. Write that number.

Q3 Fill your friend's water bottle with the same cup. How many cups of water will fill your friend's bottle?

SOLUTION

Use the same cup to fill your friend's bottle. Count each cup you pour in until the bottle is full. Write the number. Compare with your own bottle count.

Q4 Which bottle holds more water — yours or your friend's?

SOLUTION

Compare the two numbers you wrote in the last two questions. The bottle that needed more cups to fill holds more water. That bottle is bigger and holds more.

Q5 Try it with another bottle. Which bottle holds less water?

SOLUTION

Fill a third bottle with the same cup, counting each cup. The bottle that was filled with fewer cups holds less water — it is a smaller bottle.

Q6 Circle the one which holds more water. (picture of two containers shown)

SOLUTION

Look at the picture. Three rows of containers shown. Circle the one that holds more in each pair. Row 1: bucket holds more than mug; tall glass holds more than small cup. Row 2: big pot holds more than smaller pot; thermos bottle holds more than bowl. Row 3: teapot holds more than small water bottle. Circle the bigger container in each pair.

Q7 Tick the amount of water you need for brushing the teeth — a bucket full of water or a mug full of water?

SOLUTION

For brushing teeth you only need a small amount of water to rinse. A mug is enough. A whole bucket would be wasteful. Tick: a mug full of water.

A mug full of water

Q8 Tick the amount of water you need for bathing — a bucket full of water or a tank full of water?

SOLUTION

For bathing you need enough water to wash your whole body. A bucket is the right amount — it is enough to bathe without wasting water. A whole tank would be far too much. Tick: a bucket full of water.

A bucket full of water

Q9 Tick the amount of water you need for preparing 2 glasses of lemon water — a jug of water or a bucket of water?

SOLUTION

To make 2 glasses of lemon water you only need a small amount of water — a jug is more than enough to fill 2 glasses. A whole bucket would be far too much. Tick: a jug of water.

A jug of water

Q10 Tick the amount of water you need for watering a plant — a mug of water or a bucket of water?

SOLUTION

For watering a small plant, a mug of water is usually enough — it waters the roots without flooding the pot. A full bucket may be too much for one small plant. Tick: a mug of water.

A mug of water

Exercise 7.11 — Project Work

Q1 Discuss why it is important to take water in a bucket for bathing instead of using a shower or running tap water.

SOLUTION

A bucket holds a fixed amount of water. When you use a bucket, you know exactly how much water you are using and you stop when the bucket is empty. A running shower or open tap keeps flowing and wastes a lot of water. Saving water is important because clean water is precious and many people in India do not have enough of it.

Q2 Tear and paste colourful paper strips to make one portion short and another longer. The strips should be of different sizes.

SOLUTION

Tear two strips of colourful paper — make one strip short and one strip longer. Paste them on a page side by side so you can see the difference in length. The short one is labelled 'Shorter' and the long one is labelled 'Longer'.

Q3 List things which are easier to carry and which are difficult to carry.

SOLUTION

Easier to carry (light objects): pencil, eraser, notebook, feather, paper, spoon, small cup.
Difficult to carry (heavy objects): school bag full of books, a bucket of water, a big stone, a chair, a large watermelon.

Q4 Get bottles, bowls and glasses of different sizes. See how many glasses or bowls of water can fill the bottle. Which of these can hold more water?

SOLUTION

Take three containers of different sizes — a big bottle, a medium bowl, and a small glass.
Fill the glass with water and pour into the bottle. Count how many glasses fill the bottle.
Fill the bowl with water and pour into the bottle. Count how many bowls fill the bottle.
The container that needs fewer pours to fill the bottle holds more water — it is bigger. The one that needs many pours holds less water — it is smaller.