10 Fun at Class Party!

0333CH10



Children of Class 3 are preparing for a celebration in the class. Look at the picture.



Let us Do

Discuss and explain how you answer these questions based on the picture given above.

1. What are the various activities shown in the picture?
2. How does Shelly find the height of the door?
3. Leena and Adi use their hand spans to measure the length of the same table. Will they both get the same measurement?

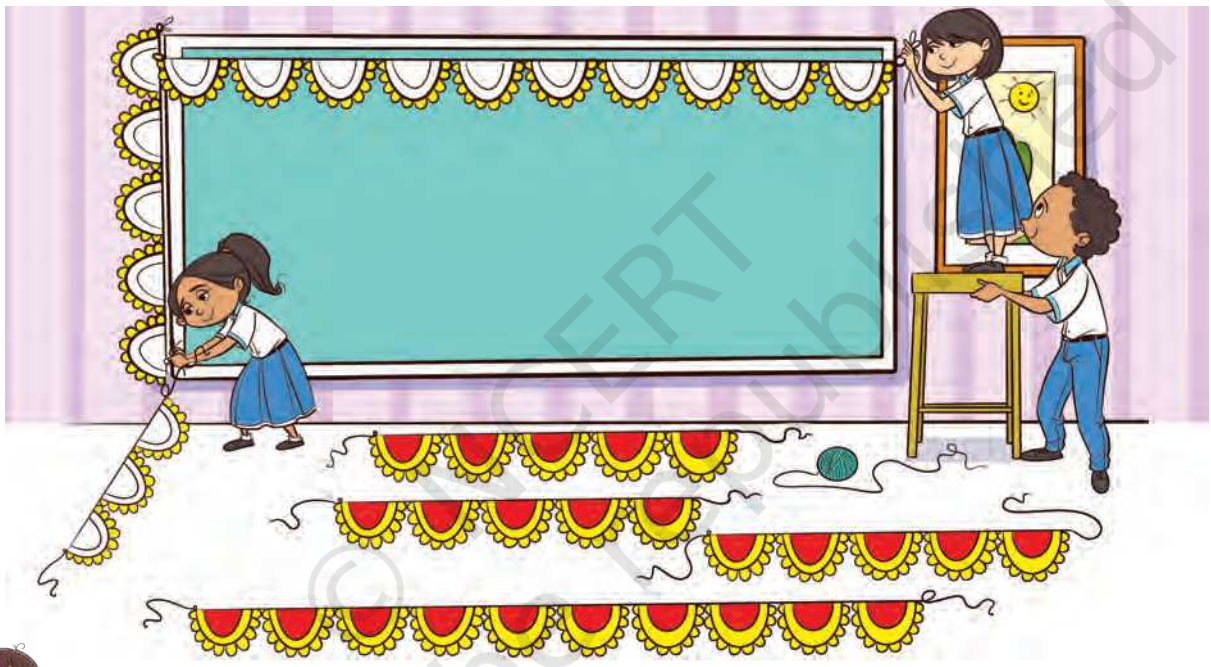


Teacher's Note: The picture shows some examples of measurement using informal and formal tools for length. Let children identify the different ways of measuring and use appropriate words like hand span, footstep and paper strings.

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4. Circle the child with the longest ponytail.
5. Tick ✓ paper strings in the classroom that are as long as the height of the window.
6. Find the distance between the two walls of the classroom. How did you find it? Can there be other ways of measuring it?
7. Identify all the ways that children are using to measure length in this picture. Which way do you think is better and why?

Children of Class 3 are decorating the board with paper strings of different colours.



Let us Do

1. In the picture above, colour the paper strings as instructed below.
   (a) Colour the shortest paper string with red. Discuss how you identified the shortest string.
   (b) Colour the longest paper string with green. Discuss how you identified the longest string.
2. How many more colourful paper strings will be needed to decorate the border of the green board?
3. How many of  are needed to decorate the entire border of the board?

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Let us Do

1. Cut and paste a wool or cotton thread as long as the line given below.

2. Draw a string longer than the string given below.



3. Draw a string shorter than the decoration string Shelly and Adi are holding.



Shelly **Adi**

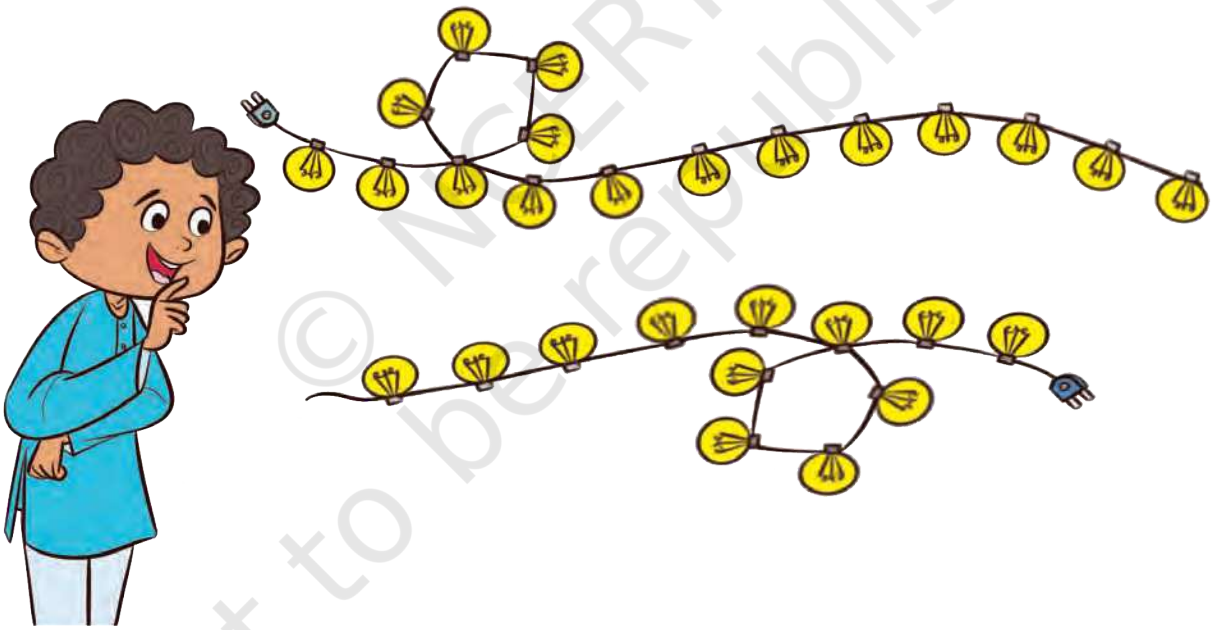
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4. Draw the other half of the moustache which matches the half moustache on the face as shown in the picture.



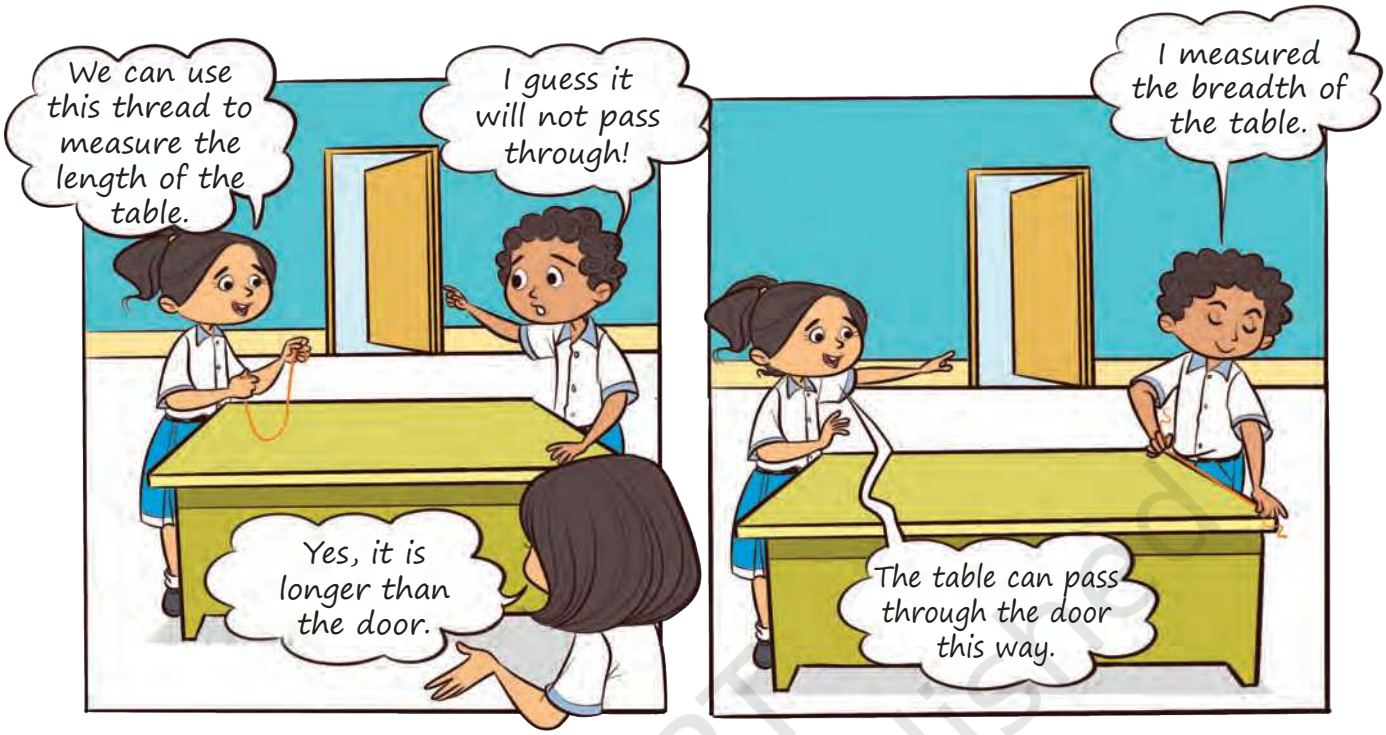
5. Look at the string lights and help Adi choose the longest one. How did you find out? Discuss.



Shelly and Adi need to move a large table inside the classroom for the party. The table is too heavy for both of them to move. Without lifting the table, how can they figure out if the table can go through the door to the classroom? Help them figure out what they must do.

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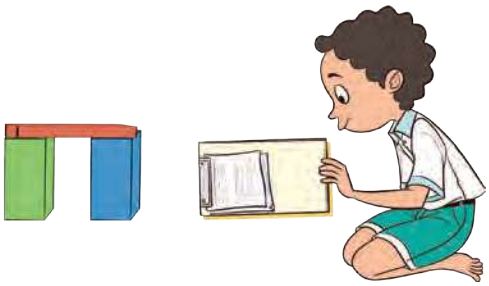
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Can there be a way to take the table inside the door if both the length and the breadth are more than the width of the door?

Let us Play

Make a bridge using boxes or bags, or any other objects available in your class. Place or arrange the boxes so that the bridge does not move. Take some objects from your class and guess if the objects can go through the bridge.



Can you name some things that cannot pass through your school gate? Discuss.



Teacher's Note: Comparing two lengths is not always possible by bringing them next to each other like in the above example of the table and the door. This exercise should help students to figure out that one can measure indirectly using a common unit.

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Are these true for all?

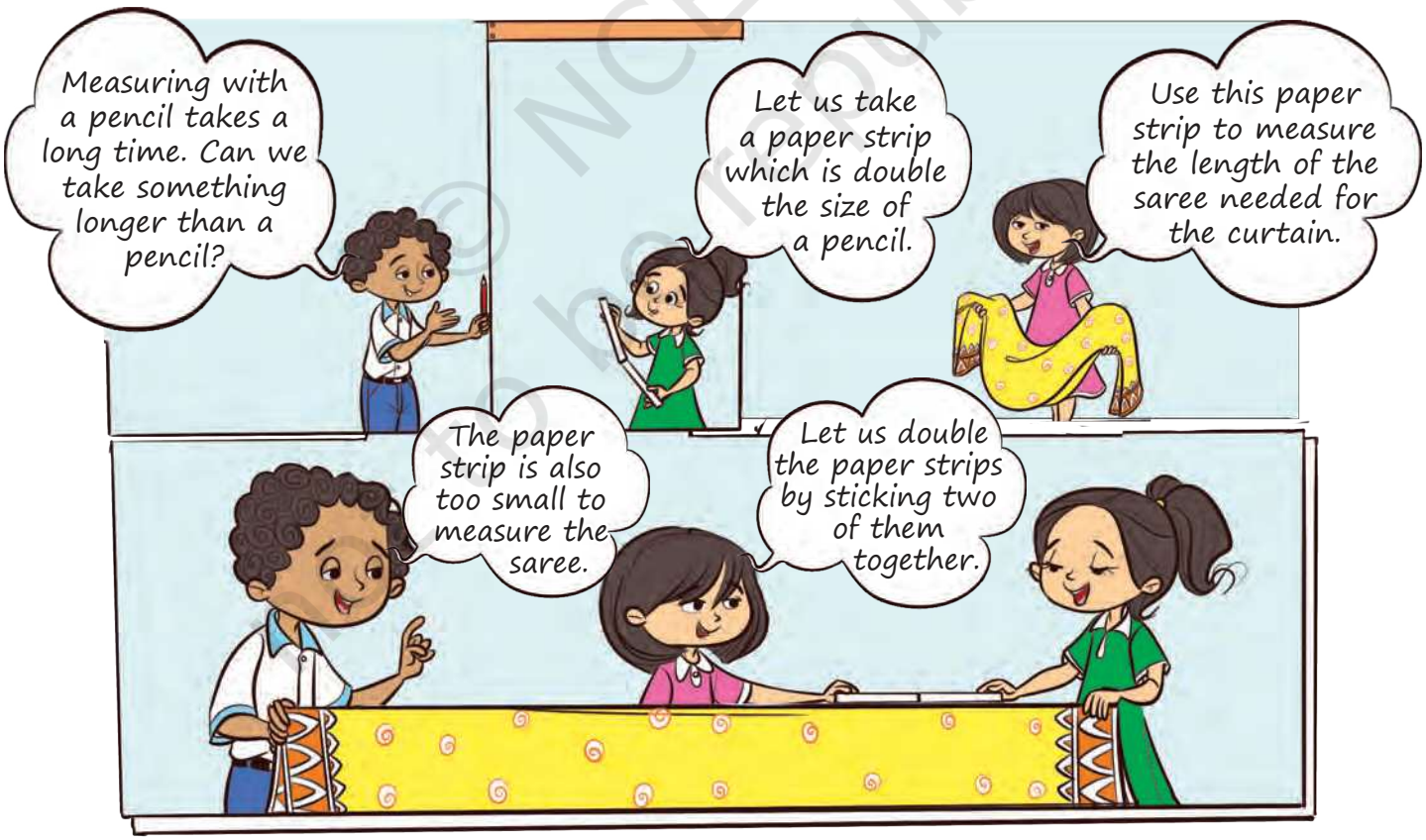
Children are measuring their body parts to make costumes for the drama.



They have made the following statements. Do you think they are true for all children? Let us check. Take help from your friends to measure. Tick ✓ the correct answer.

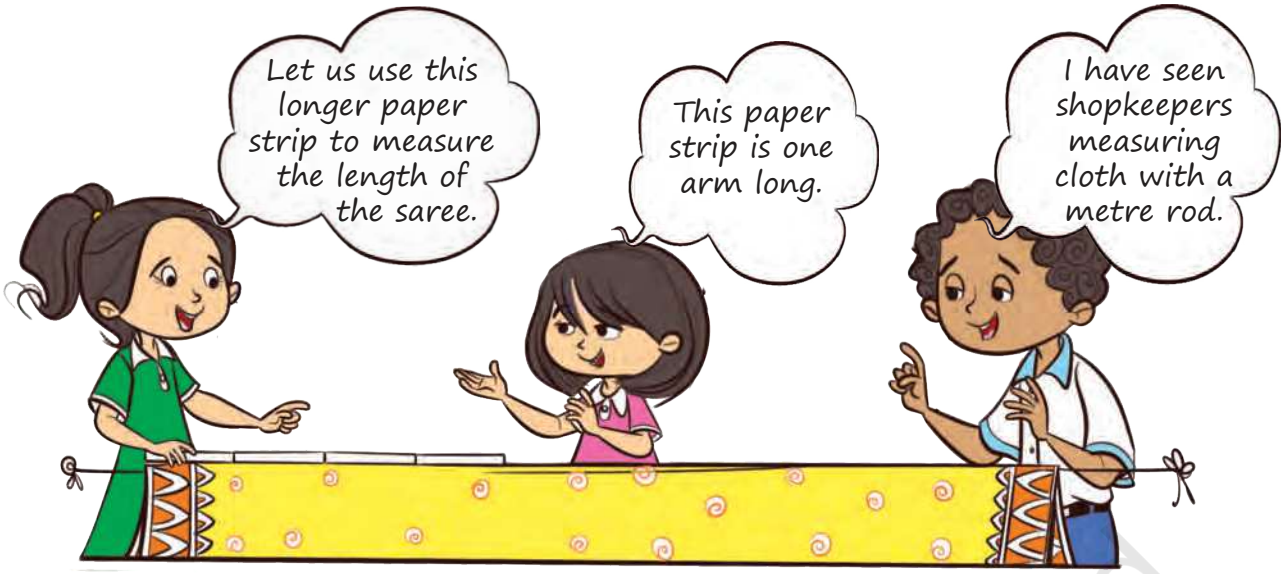
1. Your head is 3 handspans round. True/False
2. The length of your forearm is equal to the length of your feet. True/False
3. Your height is equal to the length of your arms wide open. True/False

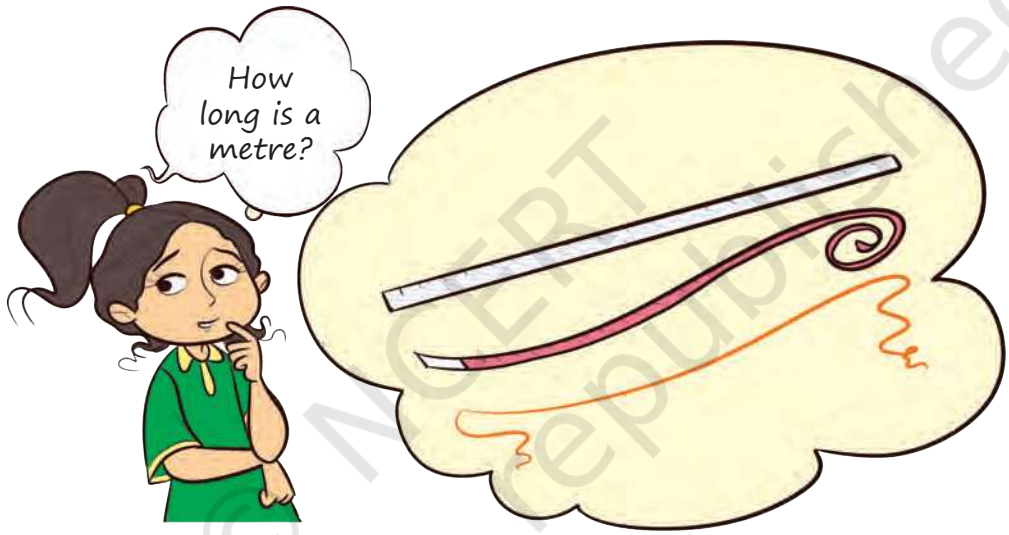
Shelly wants to make curtains for the drama. Leena got her mother's saree. Adi used his pencil to measure the length of the wall.



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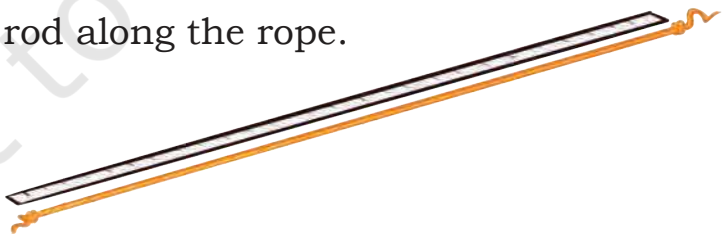




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Steps for making a Metre long rope:

1. Take a metre rod or an inch tape, and a rope or a thread.
2. Make a knot at one end of it.
3. Keep the metre rod along the rope.



4. Mark one metre on the rope and make a knot there.
5. Now, the length between the two knots is one metre. Check again whether the rope measures one metre.

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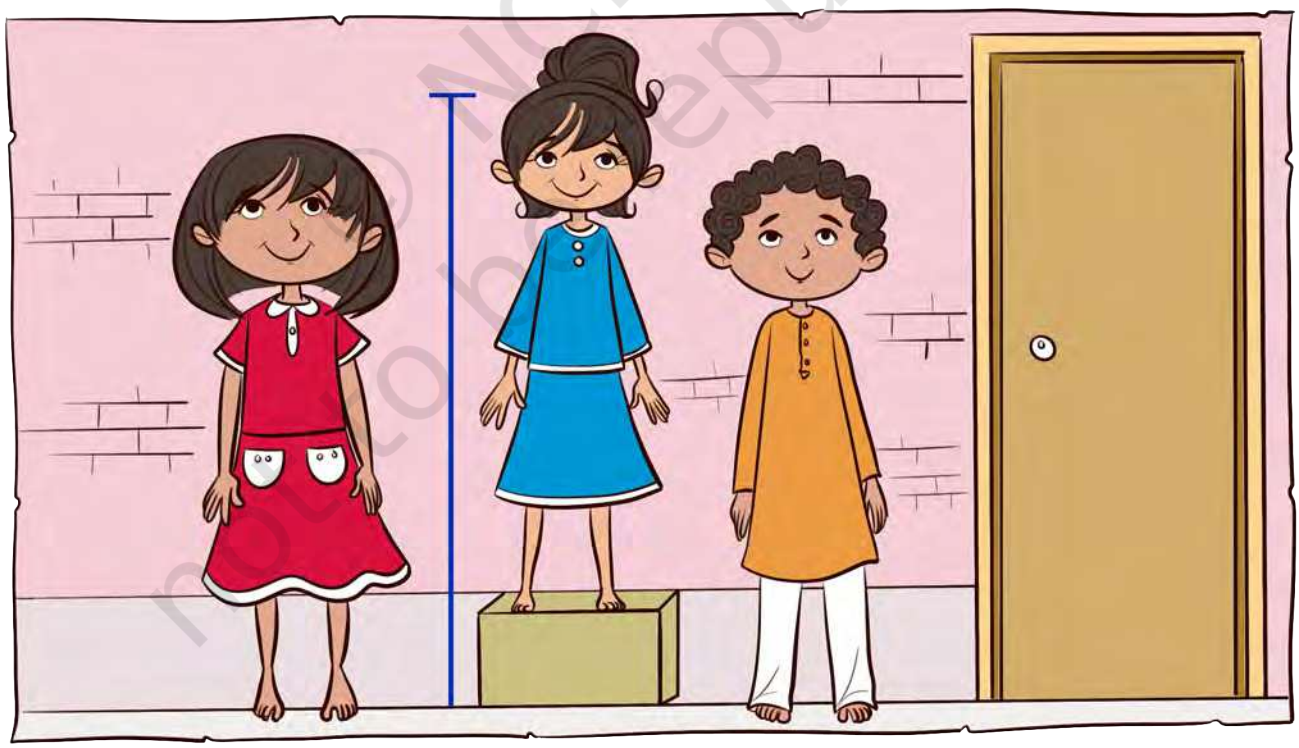
Measure your height by marking one metre on the wall of your class.

Write the names of your friends whose heights are more than one metre and whose heights are less than one metre.

Heights more than one metre	Heights less than one metre
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____



Circle the tallest among these children:



Who is the tallest among them? Discuss.

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Write the names of the objects around you, whose length is one metre, more than one metre, and less than one metre.

Objects of length more than one metre	Objects of length less than one metre	Objects of length equal to one metre





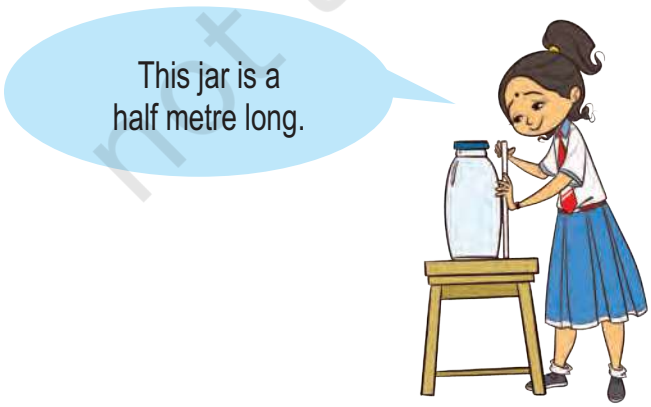
This is one metre long.



Fold it in half. This will be a half metre long.



Fold it in half again. This is a quarter metre long.



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Let us Do

1. Find the lengths of different objects by using one metre, half meter, and quarter metre ropes. Write their names and tick ✓ in the appropriate boxes.

Objects	Less than a quarter metre	More than a quarter metre	Less than a half metre	More than a half metre	Less than one metre	More than one metre

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2. Draw a line on the floor as the 'start line' and then mark another line one metre from the start line. Stand on the start line and jump. Write the names of children who jump more than a quarter of a meter, half of a meter and a meter.
3. Take a ball or disc and try to throw it as far as you can. Now, measure how far the throw was.

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Let us Do

1. Measure the height of your teacher or parent using a metre long rope, or a strip.
2. Estimate and cut one-metre long wool or thread. Ask your friends to do the same. Now, verify with the help of the metre rope whose estimate is the closest.
3. Cut a one-metre long rope into 4 equal pieces. How many cuts did you make?
4. How many footsteps fit into a metre rope?
5. Use a metre rope to find how long is a side of the class wall.

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