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LINEOMATIC PAPER

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Date:

Good Evening Every body,
who is witnessing my words
today on this special occasion
of webinar.

Starting from my short introduction myself Shagufa on behalf of day PS Dhoi ~~here~~ ^{is going to present} ~~Dear~~ ^I ~~presenting~~ ^{representing} my self and the topic that I have assigned ~~with~~ ^{i.e.} How to introduce measurements and I am going to represent it with different kind of activities but before it I am very ~~thankful~~ ^{grateful} to Mrs. Basant mam who has selected me ~~for~~ ^{has given} this interesting topic and ~~gave~~ me ~~this~~ ^{the} chance to speak, ~~somthing~~ and share some activities on this topic elaborate and execute it ~~do~~ = through activities.

We should start this word or introduce this word measurements to our classes by asking some questions to the children.

- We often (will) ask very common questions from the children like
- i) what is the length of your study table?
 - ii) what is your height?
 - iii) what is the weight of your school bag?
 - iv) How much water do you drink daily?
 - v) How many hours do you study daily Maths?
 - vi) what is the temperature today?
 - vii) How much air do we take in?

These all can be measured using measurements.

Means measurements is the action of measuring something. We can measure length, weight, capacity, time, temp., etc.

My first two questions are introducing the first chapter of Measurement length that is given in class-III; My third question is introducing weight which is the second chapter of the measurements, same as my fourth question related to chapter Capacity it is also given in class III and IV. Fifth question introducing the chapter Time and last question related to temperature & and this temperature is not given in class III and IV but ^{it is there} ~~only~~ in class V ~~it is~~ ^{need}. After that they ~~must~~ have to know ^{the} need of measurements:- Ke Beta; why we need to measure something:-

For example, children imagine you have to buy a curtain for your window How will

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You know how much cloth
you should buy?

For that you will have to
measure the length of your
window, so that you can tell
the shopkeeper that I need 2m
or 3m cloth for my curtain.

Now the new thing is being
introduced here, that is metre.
This is called the units and
there are different units for
the measurements of different
things. That I will ^{be} discussing
it ^{further} one by one.

Before jumping onto that, I'd like to
discuss something about Non-standard
units & how did we come on the standard
units from this Non-standard units.

In ancient times people used to measure ~~length~~ with their hands and feet. The measurements are different where different people use their hand span and (or) foot span because the length of the hand or foot are different from person to person. This is why hand span and foot span cannot give us fixed measurements to measure things. For that we need standard units.

Why the people were using their hand span or foot span in ancient time because there were no standard units.

Also, 1000s of years ago there were neither clock nor calendar to keep ^{the} track of time. The sun and moon were used to identify whether it is morning or evening. People of that time were using tally marks to represent passing time.

these tally marks were also used for counting no. of days, keeping records of quantities such as animals. They were also known to be using fingers, sticks, rocks and stones to count the things.^{OR to measure the things} But these method could not work for the bigger values. So centuries later barter system come into existence in this system people exchanging goods for other goods in return.

out of ~~which~~ there non standard units like handspan, footspan even today we use it in spite of standard units.

मेरे घर से बाहर कहम में market है। उसका घर मेरे घर से को कहम पर है, ये दूसरों आज भी आम कोल-चाल के भाषा में use करते हैं।

Now the standard units of length, weight, capacity for that children must change

To know that; what is length, what is weight and what is capacity? ^{Not only} There three things are ~~not only~~ ^{the} part of measurements but every ^{other} things for ^{which} whom we use units or tells us about the property of something is called measurements.

So, for length we can tell the children measurement tell that how long an object is, how heavy it is, or how much it can hold.

Now next I am going to show a chart of different units of different measurements.

this is the standard unit of length
 and the S.I. unit of weight is kg
 " " wt is g
 " " cap is ml.
 (we write with l).

Next is smallest unit

smallest unit of length is cm.

" " wt is g-

" " cap is ml.

Are you agree the biggest unit

biggest unit of length = km.

~~1 m = 100 cm~~ ~~1 kg = 1000 g~~
 " " cap = kl.

and where I have written the conversion

$$1 \text{ m} = 100 \text{ cm} \quad \left\{ \begin{array}{l} \text{conversion} \\ 1 \text{ cm} = \frac{1}{100} \text{ m} \end{array} \right.$$

$$1 \text{ kg} = 1000 \text{ g} \quad \left\{ \begin{array}{l} \text{conversion} \\ 1 \text{ g} = \frac{1}{1000} \text{ kg} \end{array} \right.$$

$$1 \text{ l} = 1000 \text{ ml} \quad \left\{ \begin{array}{l} \text{conversion} \\ 1 \text{ ml} = \frac{1}{1000} \text{ l} \end{array} \right.$$

These conversion help the children

to convert biggest or standard units to smallest 'OR'

smallest to standard or biggest

Here, $1\text{ m} = 100\text{ cm}$.

If a child want to convert 5 m into cm .

then simply he will multiply the no. 5 by 100

$$5\text{ m} = 5 \times 100 = 500\text{ cm}.$$

Same as for smallest to standard.

they will devide the number by 100 or 1000.

Ex, ~~Ex~~ 500 ml converted into

\downarrow

ml is the smallest unit & it is the standard unit

and when we move from

smallest to standard unit :

we should devide the no by

$$500\text{ ml} = \frac{500}{1000}\text{ L}$$

$$= \frac{1}{2}\text{ L}$$

$$9000\text{ ml} = \frac{9000}{1000} = 9\text{ L}$$

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Next I am going to show
a matrix system chart

पिसे बचों को जरूर पाठ रहा।
पाठ्यर मिस तरह से वो Table
पाठ करते हैं Zone No 2, 2 लिंग
No 4. इसमें भी बचों कहुत ही
interest लेकर पाठ करेंगे।

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SHOWING ACTIVITY Time

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Now next I am going to show some activities of length :-

For measuring that I will use scale or inch tape for shorter length I can use scale and for longer one I can use the inch tape. I have collected few items to measure.

Pencil, empty box, hairpin

↓ ↓ ↓
17 cm 12 cm 6 cm

So let me use the scale to measure this empty box and for this I am going to use the cm wide.

□ it is equal to 12cm.

Next I am going to measure the pencil I think the scale is short then we use the inch tape and here also we use the cm wide to measure the length of the pencil.

②

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it is equal to 17 cm.

So now children have some ideas how long 18 cm this much.

Now similarly I am going to use the scale to measure the length of the hair pin & same as I am going to set one end pt here and let me check it is 6 cm same as the length of this sketch pen is 8 cm.

Now I have some number cards

I am going to placed the card in descending order and arrange the items according to there length.

P	E	S	H	P
e	m	r	a	i
n	p	e	i	n
c	b	t	p	b
pen	marking pencil	eraser	pencil	eraser
17	12	8	6	5
				4

For this way we can tell the children to arrange the different things according to there lengths.

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Now next activity that we are going to take is measuring weight but without weight scale how can I do this activity.

You can make your own weight scale like I have use these two glasses, one hanger and two cloth pin to make my own weighing scale like this

I am sure children will be able to make this weighing scale very easily and very happy activity of measuring weight of small objects here we can take a sharpner and a eraser so let me put sharpner in one side and eraser in the next one see which is heavier eraser is heavier than the sharpner here it can be identify because the sharpner side which is lighter side is going upper side and heavier part is going down side this shows us the balance of heavier and lighter.