

16 Time

Look at the two pictures given below. Who is doing what? Say what the time it is then.



Get your pupils to observe the above two pictures. Let them understand what people do and at what time.

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Look at the two pictures. Say when these events take place.



- Who are doing what? What is the time?
- What comes after the morning?
- What do people do then?
- What comes after the afternoon?
- What do people do then?
- Say all that you do from morning to night.

Get your pupils to observe the pictures. Get them to understand the concepts of early morning, morning, afternoon, evening and night.

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Exercise

Match the following.

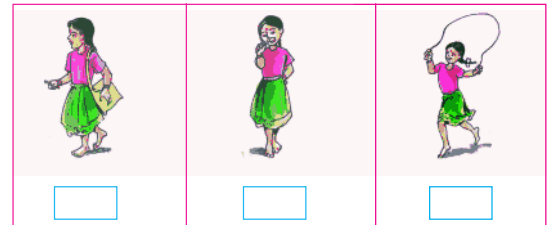
Example

Get your pupils to observe the pictures on the left. Let them observe the pictures on the right and match them correctly.

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(a) Look at the pictures given below. Order them according as the action that takes place first to the last (as 1, 2 and 3).











Get your pupils to observe the above pictures. Let them understand what people do and at what time.

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17 Length - Weight - Size

Look at the pictures given below. Say how each and with what is measured.

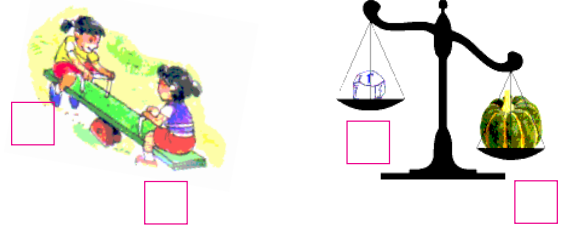
	
Rahim measured the length of the book like this.	This is the length equal to the width of four fingers
	
Rama measured the length of the table like this	This is the length between the little finger and the thumb of your hand
	
Sitamma measured the flower garland like this.	This is the length between the elbow and the tip of the fingers. This is called a cubit.
	
Meena measures the length of the mat like this	This is the length between the sole and the toes. This is called a foot

Get your pupils to observe the above pictures. Let them understand the nonstandard measuring tools shown on the right are used in finding the lengths of things.

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(a) Put '✓' for the heavier one.



(b) Put '✓' the vessel which, of the three, holds more water.



(c) Put '✓' the vessel which holds less coffee.



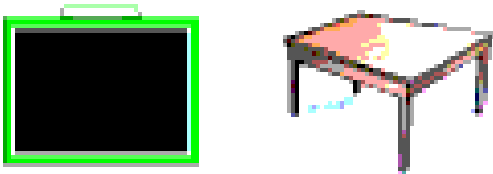
Get your pupils to observe the above pictures. Let them discuss then help them to understand before they answer the problems.

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d) Do this activity. Let each pupil stand on a line. Ask each one to leap forward. Then measure the distance using a stick and your cubit. Record your observation in the table given below.

Name of the pupil	The distance leaped	
	Using a stick	Using a cubit

(e) Guess how long are a slate and a table, in terms of a pencil as a tool. Check your guessing by actual measurement using a pencil.



Get your pupils to measure the things shown above using the tools mentioned. Let them record the values. Use questions to help them realise the differences.

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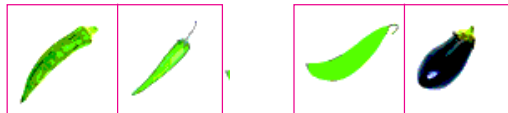
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Exercise

(a) Look at the things given below. Put '✓' the things which are shorter than a pencil.



(b) Look at the two pairs of vegetables. Guess which of the two is light and which is heavy.



(c) If you want to fill the bucket fast, which vessel should you use? Guess. Find out by actual filling.



Get your pupils to understand the instruction for each problem. Let them solve the problems by themselves.

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