

G3.66 | MEASURING LENGTH IN METRES

Geometry & Measurement Concepts - NCERT Chapter 4: Long and Short

Students will be able to use a measuring tape to measure the length of familiar objects

🕒 40- 50 min

⏪ PRE REQUISITES:

G3.65 Know how to measure length/ breadth/height in centimetre

✓ TLM



1 Meter scale
1 Measuring tape
1 Centimeter scale
1 Rope

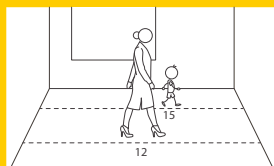
⚠ MISCONCEPTIONS

None

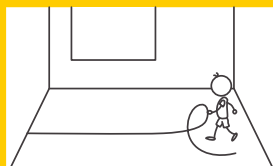
🎯 KEY VOCABULARY

Metre

PLAY



Measure using footsteps



Measure using a meter tape

Measuring bigger lengths

❓ **QUESTION:** How long is this classroom? How can we measure the length of this classroom

○ Ask one student to measure the classroom in terms of steps. Write the measurement on the blackboard

○ Ask students if you measure the classroom's length in terms of steps will it be same as that reported by the student

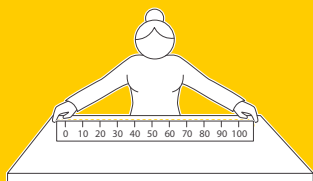
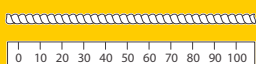
○ Measure the length of the classroom in steps & tell students that the two measurements are different

○ Remind students that they were presented with the same problem while measuring paper strips using fingers

○ They had then learnt to use a cm ruler. Tell the students that a similar ruler exists for measuring bigger objects too

○ Show a meter tape and ask the students to measure the length of the classroom using it

PROCESS



Measuring lengths using a meter scale

○ Show a meter scale and tell the students that a meter scale is 1 meter long

○ Explain that it is difficult to measure the length of bigger objects using a small cm ruler

○ Bigger lengths are measured using a meter tape or a meter scale.
Place a piece of rope (~1m) next to the meter scale

○ Tell the rope is almost 1 meter. Place the ruler on end of the table. The table is bigger than 1-Metre

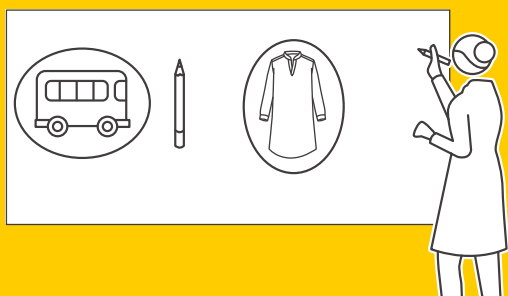
○ Measuring the length of the room using a meter scale by putting it along the wall with the help of a student

○ Write the measurement on the blackboard

○ Tell that this measurement, unlike measurement in terms of of steps will be the same no matter who measures it

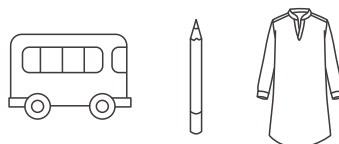
○ Explain smaller lengths of objects, like eraser, are measured in cm but bigger lengths in meters

PRACTICE



Draw the question on the black board and ask the students to solve

○ Help the students solve question 3 from the worksheet. Ask the students to circle the objects that are more than 1 metre in length



👉 **TEACHER'S NOTE**

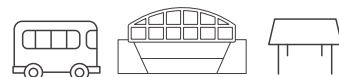
Draw a 1-metre long line on the blackboard for students' reference

○ Help the students solve question 4 from the worksheet. Ask the students to estimate the lengths of the following in metres

A bus: _____ metres

An over-bridge: _____ metres

A table: _____ metres



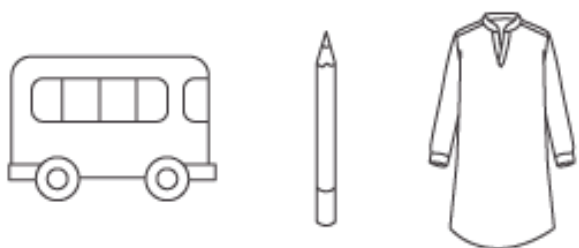
○ Emphasize that 1 metre is much longer than 1 cm



- ① **SOLVED EXAMPLE :**
Choose the unit for measuring the below-given distances/lengths:

Distance/Length	Less than a metre or more than a metre
	More than a metre

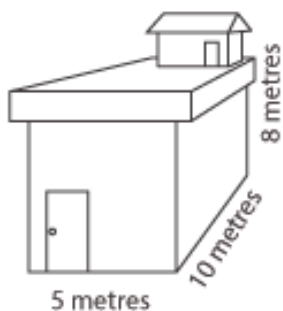
- ② Which is more than a metre long?



- ③ What is less than 1 metre?



- ④ Which scale would you use to measure a house? Cm scale or a metre scale?



⑤ Dimpal recorded the length of items at her home but forgot which scale she used to measure each object. Write metre or centimetre in front of each measurement

- A bedsheet = 3__ (Metre/ centimetres)
- A spoon = 15__(metres/centimetres)
- A door = 2__ (metres/ centimetres)