



Master Lesson Plan

For

Long and Short

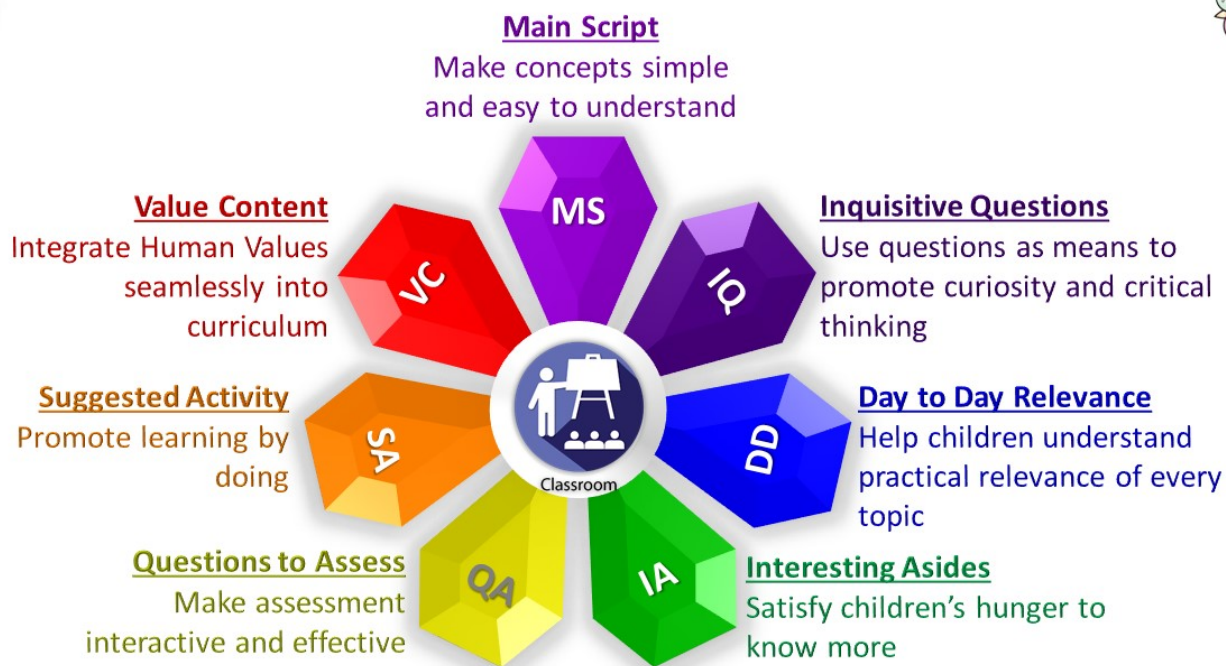
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	Mathematics	Long and Short	English	Long and Short	2021-02-20 21:55:00

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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

Long and Short

1. MS _Objective_ Long & Short

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the asset objective of the MLP.

This asset is for teacher's reference and need not be taught to the students.

The students will be able to

- Differentiate between the standard and non-standard units of length
- Identify the appropriate units of length
- Recognise the need for use of length
- Estimate the lengths of different objects and compare them
- Solve questions based on estimation and comparison of length
- Solve questions based on measuring length and simple units of length
- Recognise the measure of a Mother's love

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Measurement of Length	

2. MS _Units of measuring length

Length is a type of measurement that tells us how long or wide something is.

STANDARD AND NON - STANDARD UNITS OF MEASUREMENT

The teacher could give the following two examples of how things are measured -

Example 1:

A cloth seller uses a measuring tape which has some markings to measure and cut the required cloth (90 cms) for his customer.

Example 2:

A flower seller uses her arms to measure the flower strings she sells to her customer.

The difference between the two ways of measurement can be explained as follows:

1. In the first example, the tape is a tool to measure and has standard markings such as centimetres, metres and inches. Hence they are called as STANDARD UNITS of measurement
2. In the second example, one's arm is used. The length of the arm of each person could be different. Hence they are non-standard units of measurement.

So, we see there are two ways in which objects or distances can be measured and expressed.

They are -

1. Non – Standard units
2. Standard units

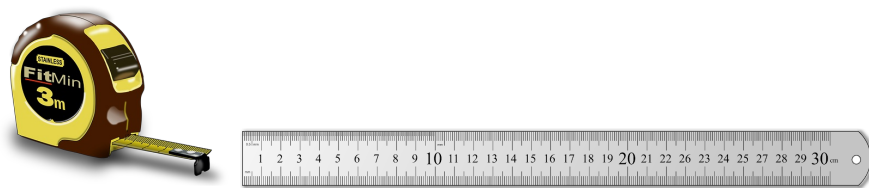
Non – Standard Units:

In Non-standard Units of measurement we use objects such as a pencil, shoe lace, an arm, tooth pick, hand span, cubits etc. to measure.

Suppose we measure the length of the classroom with footsteps. The count will be different with different people, because the size of the foot will vary.

Standard Units:

If each of you measure the length of the classroom with a measuring tape or a ruler, all of you will get the same measurement.



This is because all rulers or measuring tapes have standard markings. Hence there is no difference in measurement.

The Standard units to measure length are meter(m), centimeter(cm) and millimeter (mm).

The meter is divided into 100 equal parts called centimeters (cm).

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

The centimeter is divided into 10 equal parts called millimeters (mm).

$$1\text{cm} = 10\text{mm}.$$

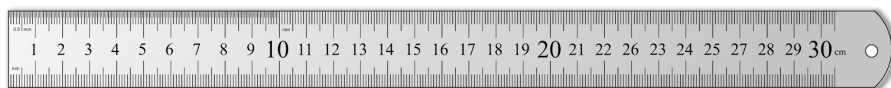
Long distances are measured in kilometers (km) which is 1,000 meters.

$$1\text{km} = 1000\text{m}$$

Understanding the unit of length

Centimeter:

This ruler is marked in centimeters (cm).



The pencil is about 12 cm long.

Look for things in your classroom that are:

- * About 10 cm long
- * Between 10 and 20 cm long
- * Less than 1 cm long.

Depending on the type and size of the objects different units of measurement are used.

Some examples are :

- Thickness of the rubber sheet is measured in millimetres.
- Width of a television screen in centimetres.
- Width of a road in meters
- Distance between two villages in Kilometers.

Source of Illustrations:

<https://pixabay.com/en/tape-measure-tool-measure-meter-145397/>

<https://pixabay.com/en/pencil-yellow-eraser-write-school-308561/>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Measurement	Standard and Non-Standard units of length, Standard and Non-Standard units of length

3. IQ_ Choose the Suitable Unit of Length

1) What is the appropriate unit of measure we can use to measure the following:

- a) Distance between two cities
- b) Height of a person
- c) Height of a building

Ans:

- a) Kilometres
- b) Feet or centimetres
- c) Metres or feet

2) What is the appropriate unit of measure used to describe the width of a computer monitor?

Ans : Inches or centimetre

3) Imagine yourself measuring the width of a computer monitor using a measuring tape
What is the approximate value

you could get?

Ans: Width of the computer monitor is usually between 25 cm and 50 cm

4) Can you measure the width of the same computer in feet or meters? Why?

Ans: Very small numbers (less than 1) are needed to express the width of the computer in feet or meters. So, it is not

possible to accurately measure the width of a computer monitor in feet or meters.

Therefore, the appropriate unit of measure to describe the width of a computer monitor

is **inches** or **centimeters**.

Time to teach	Asset Type	Theme	SubTheme
7 Minutes	Inquisitive Questions	Measurement	Standard and Non-Standard units of length, Standard and Non-Standard units of length

4. SA _ Guess and Compare

Aim:

To estimate the lengths of different objects and compare them with the actual measurements.

Resources Required:

Meter sticks - 3

Rulers – 1 per each group

Chart paper – 1 per each group

The class can choose any 4 classroom or playground objects to estimate and compare. For example: table, cricket bat, stump, whiteboard, Pencil, Chalk

Procedure: Tell the students they are going to be estimating in class today.

- Let the children select any 4 classroom or playground objects for the class to measure. For example: table, cricket bat, stump, whiteboard. They have to write these objects on the chart paper. Make sure they leave plenty of space after the name of each object because they will be recording the estimates and actual measurements for each object.

OBJECT	ESTIMATE LENGTH	ACTUAL LENGTH
Table		
Textbook		
Blackboard		
Pencil		

- Begin by modeling and thinking aloud how to estimate by using the ruler and meter stick. Choose one object and discuss with students – is this going to be longer than the ruler? Much longer? Would this be closer to two rulers? Or is it shorter? As you think aloud, ask them to suggest answers to your questions?
- Record your estimation, then ask students to check your answer. This is a good time to remind them about estimation, and how getting close to the exact answer is our goal. We do not need to be “right” every single time. What we want is an approximation, not a real answer. Estimation is something they’ll be using in their

lives. So highlight the importance of this skill to them. For example; the students may enter the values as shown below.

OBJECT	ESTIMATE LENGTH	ACTUAL LENGTH
Textbook	8 cms	9 cms
Table		
Blackboard		
Pencil		

- In pairs or small groups, students should finish estimating the chosen objects and record their answers on chart paper.
- Discuss the estimates to see if they are appropriate. They don't need to be correct they just need to make sense. (for example, 100 meters isn't an appropriate estimate for the length of their pencil).
- Then ask students to measure their classroom objects and see how close they came to their estimates.

Conclusion : The estimated measure of the length is very close to the actual measurement of the objects.

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Suggested Activity	Measurement	Estimation and Comparison, Estimation and Comparison

5. DD_ Use of length in daily life.

Notes to teacher : The teacher may pose the following two questions and allow a little bit of interaction with the students before proceeding to show the examples given.

Where do we use measures of length in our daily life? Why do we need them?

1. Buying shoes or slippers - The shopkeeper measures your feet to know its length and gives you the right fit of shoe.
2. Stitching clothes - The tailor needs to take the measurements of your height, chest sleeve length etc. so that he can stitch a well fitting dress for you.
3. Measuring your height - The doctor measures your height to know whether you are growing well.
4. Distance from your house to the school - You will need to know this, so that you

know how much petrol your scooter needs, to go that distance.

5. Length of the cupboard or any furniture - To know whether it will fit in your room.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Measurement	Standard and Non-Standard units of length, Standard and Non-Standard units of length

6. IA _ Units of length in ancient times

Do you know what units of length were used to measure in ancient times?

The human body was commonly used as a standard unit for measuring length. The forearm thumb, finger and hand span were common measurements used in ancient times. In fact many of the measurements still in use were originally based on body measurements, and in some cases other common items.

The 'inch' was originally considered as approximately the width of a man's thumb until the 14th century when king Edward II ruled that 1 inch equaled the length of 3 grains of Barley lined up, end to end. A foot was originally considered the average length of a man's foot, and Yard was the length of the man's belt, while a cubit was the distance between a man's elbow and fingertips.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Measurement	Standard and Non-Standard units of length, Standard and Non-Standard units of length

7. QA _ Estimation of Length

Estimate lengths:

Ques:

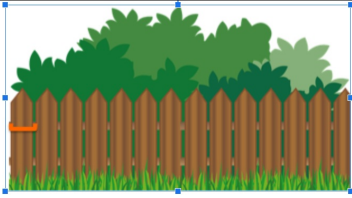
1. This line is 1 meter



1 m

Approximately how long is the fence? (choose one answer)

1. 5 meters
2. 14 meters
3. 10 meters



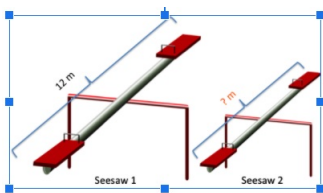
Answer:

b) 14 meters

Ques:

2. If the first seesaw is twelve meters, how long is the second seesaw?

- a. 8 meter
- b. 14 meters
- c. 3 meters



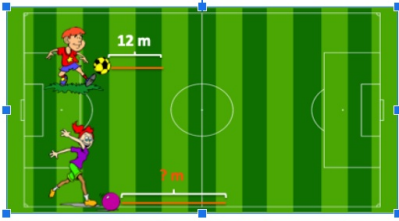
Answer:

a . 8 meters

Ques:

3. The boy kicked his football 12 meters. How far did the girl kick her football?

- a . 15 meters
- b . 24 meters
- c . 2 meters



Answer:

b . 24 meters

Ques:

4. Estimate the width of the rabbit in centimeters:



Answer:

36 centimeters

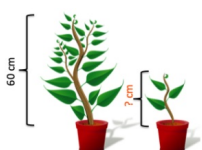
Ques:

5. The first plant is 60 centimeters tall. Approximately how tall is the second plant?

a . 15 Centimeters

b . 30 Centimeters

c . 60 Centimeters



Answer:**30 Centimeters**

Source:

<https://pixabay.com/illustrations/garden-fence-garden-fence-nature-1134180/><https://pixabay.com/vectors/seesaw-teeter-totter-teeter-totter-41961/><https://pixabay.com/vectors/boy-football-soccer-guy-kid-man-160105/><https://pixabay.com/vectors/girl-soccer-happy-kid-ball-23818/><https://pixabay.com/vectors/soccer-pitch-field-diagram-green-304171/><https://pixabay.com/vectors/rabbit-bunny-cute-animal-hare-3021681/><https://pixabay.com/vectors/sapling-plant-growing-seedling-154734/>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Measurement	Estimation and Comparison, Estimation and Comparison

8. QA_ Exercise on measuring length**Ques:**

1. Find 2 objects that are each between 10 cm and 20 cm long. Measure each object
Record your results.

Ans / Hints:**Notebook, pencil**

Note: Encourage children to come up with their own answers by measuring various objects.

Ques:

2. Find 3 classroom objects so that -

- 1 is less than 25cm long
- 1 is greater than 25 cm long
- 1 is very close to 25cm long

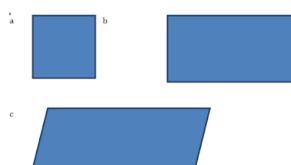
Ans / Hints:

- Pencil box
- Table
- Math Textbook

Note: Encourage children to come up with their own answers by measuring various objects

Ques:

3. Draw the following shapes and measure the length of each shape.



Note to teacher : Since the children are drawing their own shapes, the answers may vary from what is given below.

Answer:

a. 3 cm

b. 6cm

c. 8.5 cm

Ques:

4. Draw a line for each fact to show how long or how high. Label each line.

- a) A grasshopper is about 6 cm long.
- b) It can jump up to a height of about 25 cm.
- c) In India, beetles grow to about 5 cm in length.
- d) They can jump almost 11 cm high.
- e) In South America, beetles can grow more than 13 cm long.

Answer : Lines approximate to the measure given in each question are to be drawn . One example is shown below.

a. 

Ques:

5. Copy and complete this table. How could you use skip counting? What patterns do you see?

Metre	1	2	3	4	5	6	7	8	9	10
Centimetre	100									

Answers in the table are marked in red.

Answers are in multiples of 100, hence we can do skip counting in 100s

1 meter = 100 centimeter

Metres	1	2	3	4	5	6	7	8	9	10
Centimetres	100	200	300	400	500	600	700	800	900	1000

Ques:

6. Which of these will be in Centimeters and which will be in Meters?

- Width of a computer screen

Answer: Centimeters

- Length of a Pagdi worn by Sikhs

Answer: Meters

- Height of a 1-year old child

Answer: Centimeters

- Length of a banana

Answer: Centimeters

- Waist of an elephant

Answer: Meters

- Height of sugarcane

Answer: Meters

- Depth of a well

Answer: Meters

- Height of your mother

Answer: Meters

- Length of your father's arm.

Answer: Centimeters

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Assessments	Measurement	Standard and Non-Standard units of length, Standard and Non-Standard units of length

9. VC_ Measure of Mother's Love

We can measure different objects in different ways.

Children! Do you know that there is one thing in this world that cannot be measured at all? It is **Mother's Love**.

A little boy came up to his mother in the kitchen one evening while she was cooking and handed her a piece of paper that he had been writing on. After his Mom dried her hands on an apron, she read it, and this is what it said:

For cutting the vegetables: Rs 5.00

For cleaning my room this week: Rs 1.00

For going to the store for you: Rs. 50.00

Looking after the house while you went out: Rs. 25.00

Taking out the garbage: Rs 1.00

For getting a good report card: Rs 5.00

For cleaning up and raking the garden: Rs 2.00

Total owed: Rs. 89.00

Well, his mother looked at him standing there, and the boy could see the memories flashing through her mind. She picked up the pen, turned over the paper he'd written on, and this is what she wrote:

For the nine months I carried you while you were growing inside me: No Charge

For all the nights that I've sat up with you, doctored and prayed for you: No Charge

For all the trying times, that you've caused through the years: No Charge

For all the worries I knew were ahead: No Charge

For the toys, food, clothes, and even wiping your nose: No Charge

Son, when you add it up, the **cost of my love is: No Charge.**

When the boy finished reading what his mother had written, there were big tears in his eyes, and he looked straight at his mother and said, "Mom, I love you."

If your mom is close to you, give her a big hug tell her how much you love her. If she is far away, call her & tell her.

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Right Action	Gratitude	Stories

10. MS_Summary _ Long & Short

Length is a type of measurement that tells us how long or wide something is.

There are two ways in which objects or distances can be measured and expressed.

They are –

1. Non - Standard units – E.g. : String, arm, foot, handspan
2. Standard units – E.g. : Metre, Centimetre, inches

The meter is divided into 100 equal parts called centimeters (cm).

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

Depending on the type and size of the objects different units of measurement are used.

Length can be measured using tools such as rulers, measuring tape etc.

Measuring, estimating and comparing length is very essential for our everyday life.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Measurement of Length	

Master Lesson Plan

Seven Asset Methodology for MLP

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.

How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.