Length

Learning Objective:

- Use standard metric units to measure the length of different objects.
- Add and subtract measures of length in same unit.

Let's Talk Math: Explain that certain number of smaller units make up one bigger unit.

Make Sure You Have:

- Ruler

Activity: Measure & Compare

Duration: 1 Lesson **Whole Class Activity**

Let's Try It:

- Give pupils 30 seconds to find an object that is not too bulky (e.g., books, pencils, erasers, etc.) to measure.
- Once selected, form groups of three and have them assist each other in measuring the objects' height (top to bottom) and width (side to side).
- Measurements should be in centimetres, rounded to whole numbers.
- For oddly shaped objects, encourage collaboration to determine the best way to measure.
- Each group will list their objects and measurements on A4 sheets, ensuring they note the units (cm).

Assessment: Ask pupils to solve the following individually and include units in their answers.

- 55 km – 34 km
- 7292 mm + 381 mm
- 291 cm + 201 cm
- 3291 mm – 728 mm
- 6820 km – 83 km
- 2700 km – 829 km

Mass

Learning Objective:

- Use standard metric units to measure the mass of different objects.
- Convert larger to smaller metric units (2-digit numbers with one decimal place).
    - Kilograms into grams
    - Grams into milligrams
- Add and subtract measures of mass in same units.

Let's Talk Math:

- Explain that certain number of smaller units make up one bigger unit.
- The system of measurement based on multiples of 10 is called the metric system.

Activity: Book Weight Challenge

Duration: 1 Lesson **Whole Class Activity**

The weight of individual books is given below. Book 1: 8.23 kg Book 2: 7.95 kg Book 3: 5.58 kg Book 4: 2.41 kg Book 5: 6.47 kg Book 6: 9.36 kg
Task 1: Which set of 3 books do I put on each shelf? **Shelf A:** _____ kg + _____ kg + _____ kg = 20 kg **Shelf B:** _____ kg + _____ kg + _____ kg = 20 kg **Task 2:** Covert mass of each book into grams. Book 1: 8.23 kg = _____ g Book 2: 7.95 kg = _____ g Book 3: 5.58 kg = _____ g Book 4: 2.41 kg = _____ g Book 5: 6.47 kg = _____ g Book 6: 9.36 kg = _____ g

Let's Try It:

- Create a real-life scenario involving mass.
- For example, tell pupils that you want to arrange some books on your shelf.
- There are only two shelves, capable of holding a total of three books.
- The total weight of the books on each shelf should not b more than 20 kg.

Assessment:

Ask pupils to solve some sums individually, and inclue units in their answers

- 892 kg – 63 kg
- 1091 mg + 937 mg
- 8025 kg – 112 kg

Capacity

Learning Objective: Solve real-life situations involving conversion, addition and subtraction of measures of length, mass and capacity.

Let's Talk Math:

Make Sure You Have:

- Buckets
- Jugs and containers

Activity: Fun with Water
Duration: 1 Lesson **Group Activity**

Let's Try It:

- Take the pupils to the play area.
- Arrange 4 buckets or containers with a 4-litre capacity and small jugs or containers with capacities of 100 ml, 200 ml, 300 ml, and 500 ml.
- Fill two buckets with water.
- Divide the pupils into four groups.
- Group 1: Use a 500 ml jug to fill one bucket with water.
- Group 2: Choose any small container to fill the other bucket.
- Instruct them to count how many times they use their container to fill the bucket.
- Ask both groups how many jugs or containers they used to fill their bucket.
- Repeat the activity with the remaining two groups.
- Compare the results of each group's measurements.

Assessment:

Ask pupils to solve the following individually and include units in their answers.

- 505 l – 234 l
- 729 ml + 108 ml
- 913 ml + 341 ml
- 22 l – 438 l
- 820 ml + 2921 ml
- 2032 l – 99 l

Time

Learning Objective:

- Read and write the time using digital and analogue clocks on 12-hour and 24-hour format.
- Convert hours to minutes and minutes to seconds.
- Convert years to months, months to days, and weeks to days.
- Add and subtract measures of time without carrying and borrowing.

Let's talk math: Time is a very important factor, and we find it inevitable in our daily life, for example, travelling, working and other activities involve time.

Make Sure You Have: Analogue Clock

Activity: Time Magic

Duration: 1 Lesson **Whole Class Activity**

Let's Try It:

- For this activity, set a time on an analogue clock. Ask pupils what time it shows.
- Once they give you the answer, ask them what time it would be after two hours.
- Then point at another number on the clock and ask what time it would be after four hours.
- Tell them that calculating a later time is the same as addition.
- Continue pointing at different time on clock and adding few hours to it.
- Similarly, explain that just like addition, where they counted forward on the clock, to subtract they just need to count backwards on the clock for subtraction.
- Ask pupils to prepare few questions based on addition and subtraction for their partner to solve.
    - For example, 4 o'clock + 3 hours, 6 o'clock + 6 hours, 9 o'clock –3 hours, 8 o'clock – 6 hours.

Assessment: Ask pupils, in groups, to create maps. Each group may pick a room, or a building, and draw a map to scale.