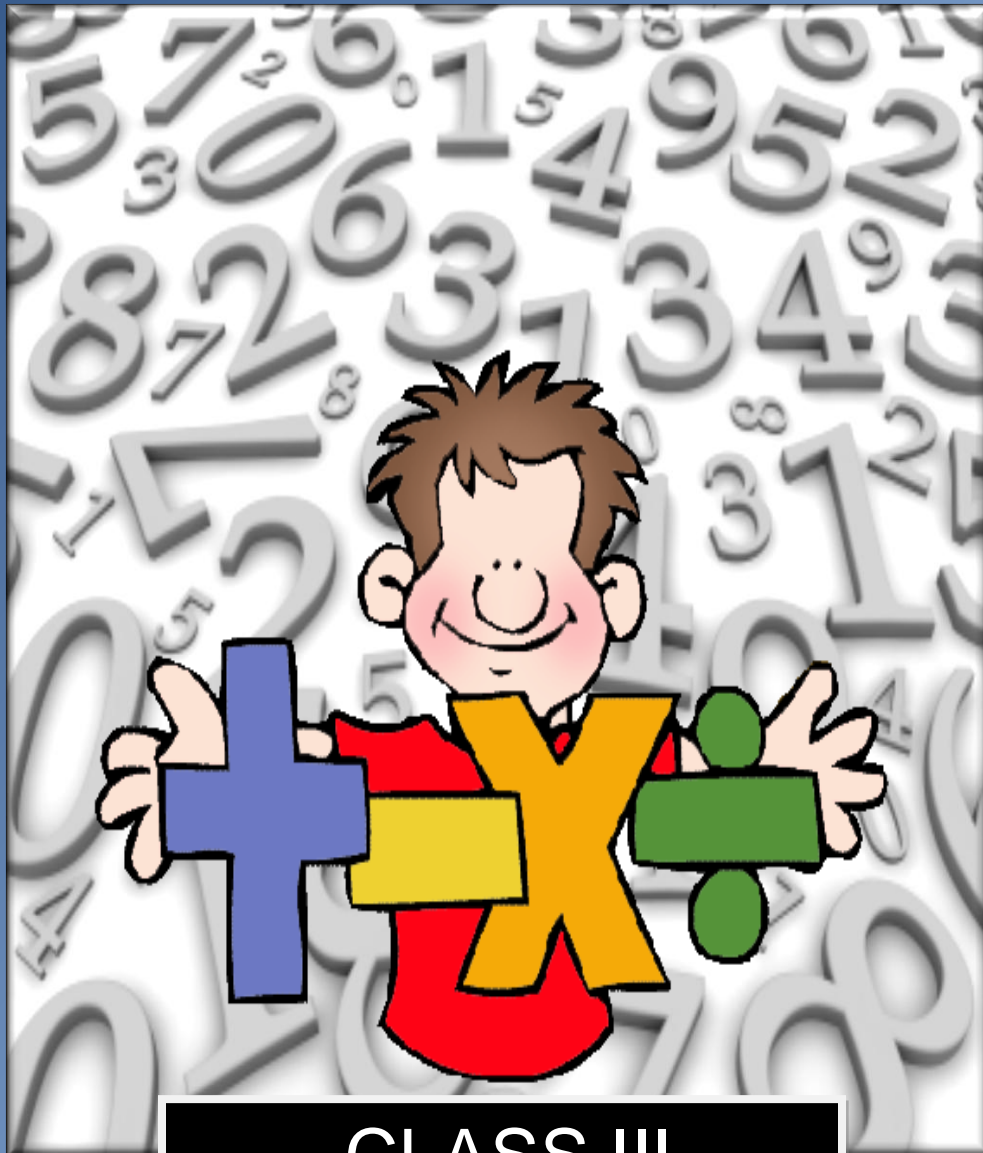


MATHEMATICS

WORKSHEETS



CLASS III

Kendriya Vidyalaya Sangathan

Cluster 2

K.V.Hebbal,

K.V IISc,

K.V. No.1 Jalahalli,

K.V No.2 Jalahalli,

K.V. Malleswaram

MATH-MAGIC

BOOK 3

Worksheets Planned For the Year 2011-12

INTRODUCTION

The word mathematics often brings frown on the face of children. They feel jittery to learn with numbers. To erase this perception of mathematics and to make it a joyful learning experience this workbook is brought out. This edition of the workbook is prepared specially to develop interest among children to learn mathematics without the feeling of burden (Generous Joy NCF 2005).

The following are the highlights of this workbook:

- Readiness exercises
- Child-centered Activities
- Exercises designed especially for the development of understanding, computation and problem-solving skills.
- Strengthening of the learning process though team/group based activities.

The activities in this book aim to fortify the concepts learnt by the child in class and encourage the child to think laterally by approaching each concept from different perspectives. The exercises have been carefully designed and arranged to enable the child to work them out individually.

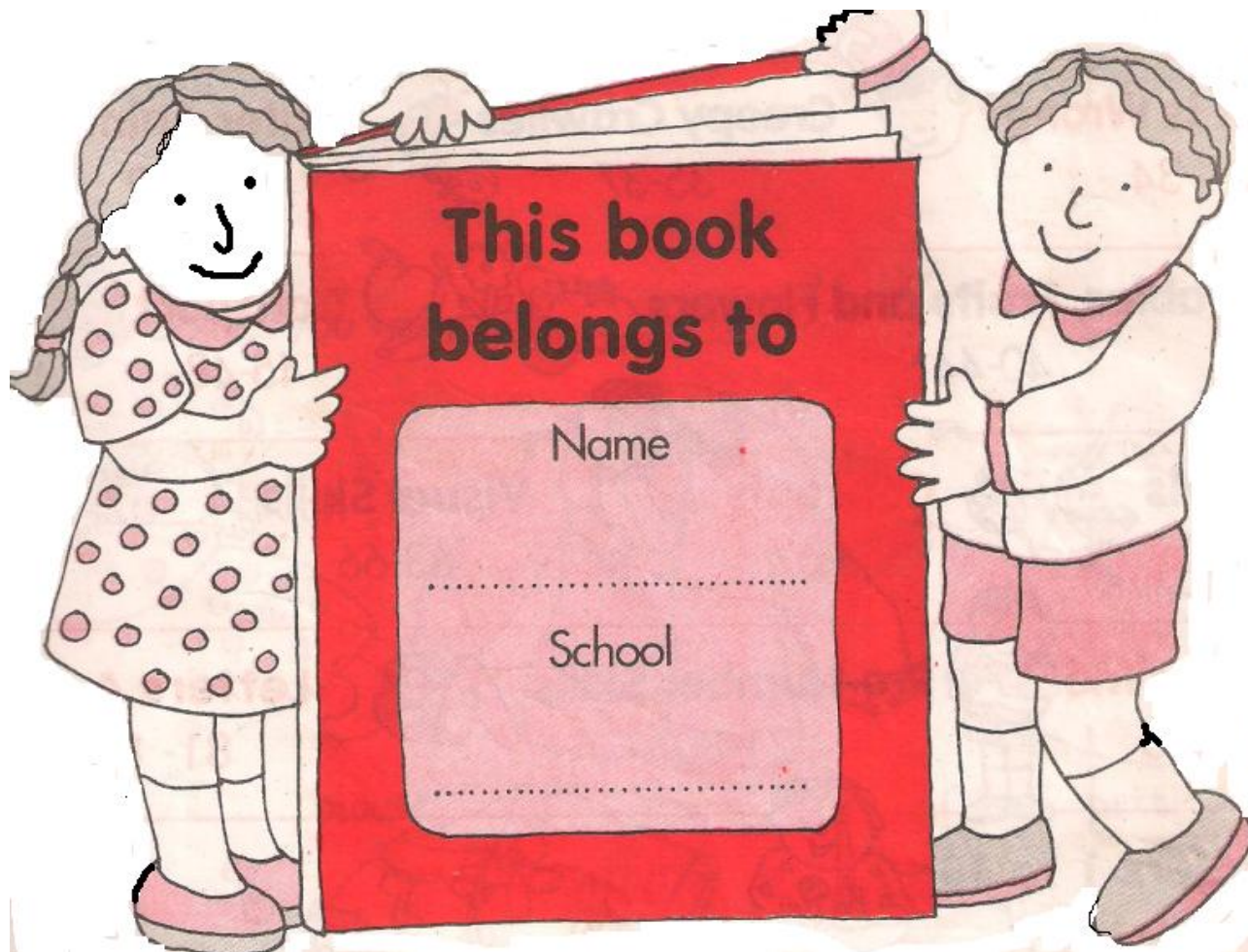
I trust this workbook will prove beneficial to students, teachers and parents as well.

ACKNOWLEDGEMENT

We thank the Principal, Headmistress and Teachers of K .V. Hebbal for their guidance, support and co-operation. It is their encouragement that made it possible to bring out this workbook to reach out to the children of all the KV's included in cluster 2.

WORK BOOK IN MATHEMATICS (2011-12)

Class 3



Paste your photo in the box:



Table of Contents:

Sl No.	Month	Topic	No. of W.S	Page No.
<u>I TERM</u>				
1.	April/May	Where to look from	1 - 4	6 - 9
		Fun with Numbers	1 - 4	10 - 13
2.	June/July	Give and Take	1 - 4	14 - 17
		Long and Short	1 - 4	18 - 21
3.	August	Shapes and Designs	1 - 4	22 - 25
		Fun with Give and Take	1 - 4	26 - 29
4.	September	Time goes on	1 - 4	30 - 33
<u>II TERM</u>				
5.	October	Who is heavier?	1 - 4	34 - 37
6.	November	How many times?	1 - 4	38 - 41
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7.	December	Jugs and Mugs	1 - 4	46 - 49
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Topic: Where To Look From ?

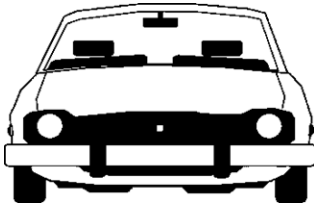
Date _____

WORK SHEET No. 1

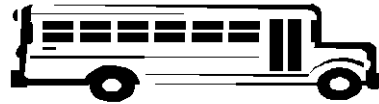
Month _____

Competency: Understanding Basic Concepts

1. Underline the correct view to look at these things:



TOP / SIDE / FRONT

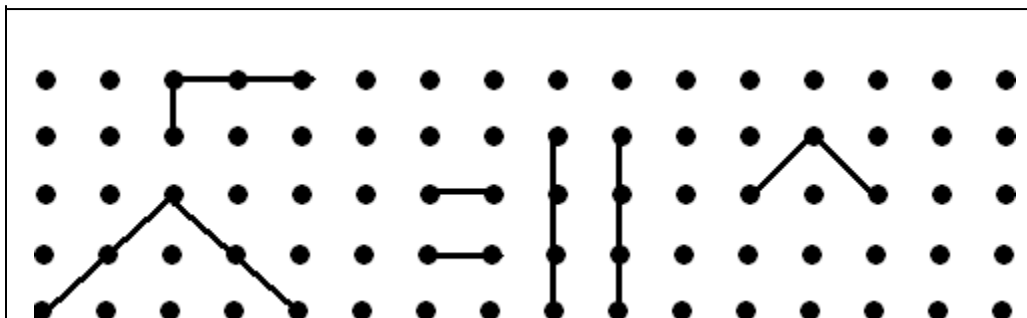


TOP / SIDE / FRONT

2. Observe the following figures and complete the other half.



3. Complete these figures to form the basic shapes.



Teacher's Signature

Parent's Signature

WORK SHEET NO. 2

Date _____

Month _____

Competency: Understanding Basic Concepts

1. Guess the words by looking at these halves and complete them:

DICE

**V
H
C**

BOOK

**V
A
Y**

Teacher's Signature

Parent's Signature

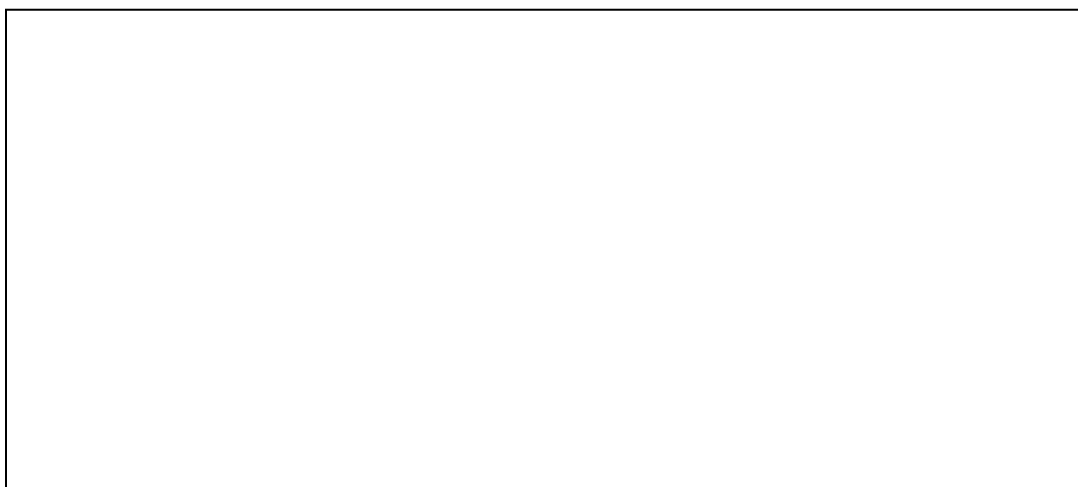
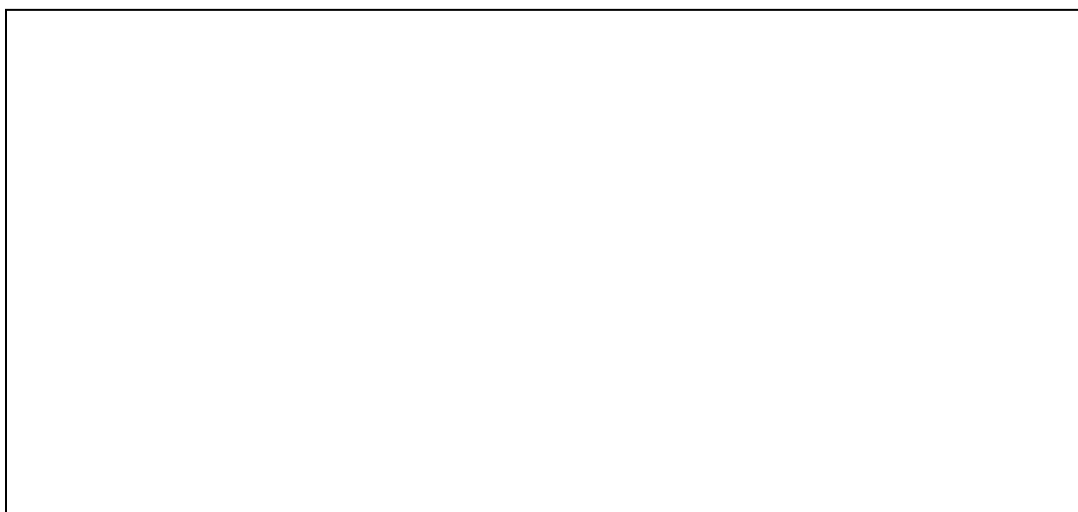
WORK SHEET NO. 3

Date _____

Month _____

Competency: Problem solving ability

1. Draw the top view of any two things in the space provided.



Teacher's Signature

Parent's signature

Competency: Problem Solving Ability.

1. Draw the Line of Symmetry for the following:

A

M

U

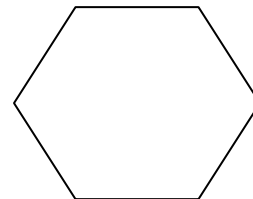
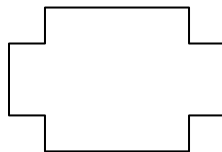
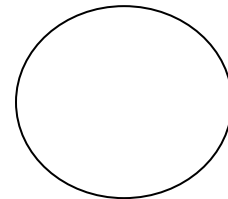
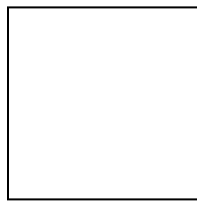
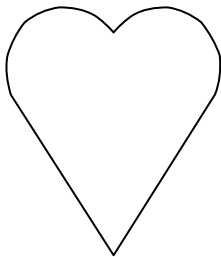
W

E

B

C

D



Teacher's Signature

Parent's Signature

Topic : Fun with Numbers

Date _____

WORK SHEET No.1

Month _____

Competency: Formation of Numbers

1. Fill in the missing numerals

200					205
478					483
765					770

Competency: Understanding Basic Concepts

1. Write the number names for the following

- a) 199 _____
- b) 213 _____
- c) 341 _____
- d) 605 _____

Competency: Ability to compute

1. Counting by 2's write the numbers starting from:

322				
414				
120				
550				

2. Counting by 5's write the numbers starting from:

634				
852				
421				
323				

Teacher's Signature

Parent's Signature

Competency: Problem Solving Ability

1. Arrange the following numbers in ascending order

412 , 521
356 , 800

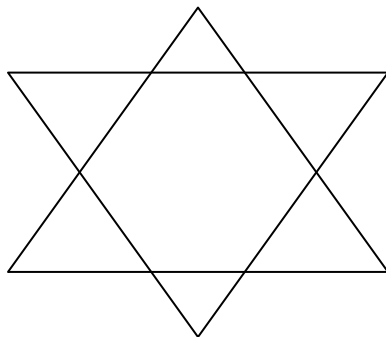
742 , 153
145 , 631

2. Arrange the following numbers in descending order

511 , 621
133 , 666

876 , 168
421 , 764

3. How many triangles can you find in this figure?



Teacher's Signature

Parent's Signature

Competency: Problem Solving Ability.

1. Who am I ?

- 1) My Ones digit is four.
My Tens digit is 3 more than my Ones digit.

I am the number _____.

- 2) My Ones digit is five.
My Tens digit is 2 more than my Ones digit.

My Hundreds digit is 1 less than my Ones digit.

I am the number _____.

- 3) My Ones digit is zero.
My Tens digit is 7 more than my Ones digit.

My Hundreds digit is 6 more than my Ones digit.

I am the number _____.

Competency : Understanding Basic Concepts

1. Colour the Numbers as directed.

18	9	132
4	458	45
909	77	5

1 digit numbers GREEN.

2 digit numbers YELLOW.

3 digit numbers RED.

Teacher's Signature

Parent's Signature

WORK SHEET NO. 4

Date_____

Month_____

Competency : Ability to Compute.

1. Write the Expanded form of the following Numbers.

1. $732 = 700 + 30 + 2.$
2. $123 =$ _____
3. $390 =$ _____
4. $589 =$ _____
5. $666 =$ _____
6. $909 =$ _____
7. $576 =$ _____
8. $345 =$ _____
9. $809 =$ _____
10. $200 =$ _____
11. $851 =$ _____
12. $454 =$ _____
13. $333 =$ _____
14. $666 =$ _____
15. $760 =$ _____

Teacher's Signature

Parent's Signature

Topic : Give and Take

Date _____

WORK SHEET No. 1

Month _____

Competency : Understanding Basic Concepts

1. Count backwards and fill in the boxes:

a) 19

b) 40

c) 68

d) 54

e) 14

f) 23

g) 65

h) 100

i) 21

j) 33

Teacher's Signature

Parent's Signature

WORK SHEET NO. 2

Date _____

Month _____

Competency: Ability to Compute

1) Add the given numbers using the grid

91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

a) $45 + 5 =$ _____

c) $32 + 8 =$ _____

b) $60 + 7 =$ _____

d) $57 + 9 =$ _____

2) Subtract the given numbers using the grid:

	91	92	93	94	95	96	97	98	99	100
c)	81	82	83	84	85	86	87	88	89	90
d)	71	72	73	74	75	76	77	78	79	80
e)	61	62	63	64	65	66	67	68	69	70
f)	41	42	43	44	45	46	47	48	49	50
g)	31	32	33	34	35	36	37	38	39	40
h)	21	22	23	24	25	26	27	28	29	30
i)	11	12	13	14	15	16	17	18	19	20
	1	2	3	4	5	6	7	8	9	10

a) $45 - 5 =$ _____

c) $32 - 8 =$ _____

b) $60 - 7 =$ _____

d) $57 - 9 =$ _____

Teacher's Signature _____

Parent's signature _____

WORK SHEET NO. 3

Date_____

Month_____

Competency : Ability to compute

1. Break the number and find the sum.

1) $72 + 12 =$

70	2	10	2
70	10	2	2
	80	4	
		84	

2) $62 + 38 =$

3) $46 + 21 =$

Teacher's Signature

Parent's signature

WORK SHEET NO. 4

Date_____

Month_____

Competency : Problem Solving Ability

I. Add mentally and write the number:

1. 11 more than 20 _____
2. 10 more than 49 _____
3. The sum of 28 and 10 is _____
4. 9 added to 41 gives _____
5. 19 added to 7 gives _____
6. 10 less than 100 is _____
7. 12 less than 60 is _____
8. Take away 20 from 70 _____
9. Take away 15 from 75 _____
10. Take away 7 from 7 _____
11. 76 less than 76 is _____
12. 19 less than 90 is _____

Teacher's Signature

Parent's Signature

Topic : Long and Short

Date _____

WORK SHEET No. 1

Month _____

Competency: Formation of Numbers

1. Fill in the blanks

1) The standard unit for measuring length is _____

2) 1 m = _____ cm

3) 4 m = _____ cm

4) 8 m = _____ cm

5) 2 m 50 cm = _____ cm

6) 7 m 90 cm = _____ cm

7) 9m 10 cm = _____ cm

8) 500 cm = _____ m

9) 700 cm = _____ m

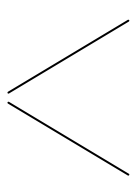
10) 850 cm = _____ m _____ cms

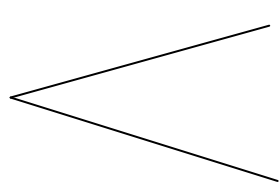
Teacher's Signature

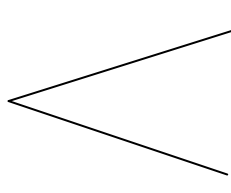
Parent's Signature

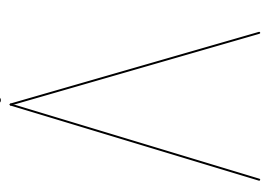
Competency: Understanding Basic Concepts

1. Estimate the lengths of the following objects and tick the right answer

1) Length of a blackboard  **Less than 1 m**
More than 1 m

2) Length of a cot  **Less than 1 m**
More than 1 m

3) Length of a pillow  **Less than 1 m**
More than 1 m

4) Length of a door  **Less than 1 m**
More than 1 m

Teacher's Signature

Parent's Signature

WORK SHEET NO. 3

Date_____

Month_____

Competency : Understanding Basic Concepts

1. Use a scale and measure the lengths of the following objects



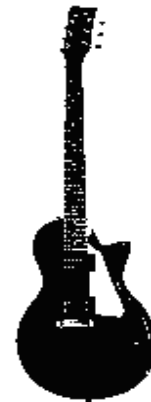
_____ cms



_____ cms



_____ cms



_____ cms

Teacher's Signature

Parent's Signature

WORK SHEET NO. 4

Date_____

Month_____

Competency: Problem Solving Ability

Work out the steps in your mind and write the answers directly in the box.

1) $44 + 22 =$

2) $19 + 71 =$

3) $48 + 42 =$

4) $33 + 37 =$

5) $67 + 33 =$

6) $80 + 20 =$

7) $94 - 22 =$

8) $86 - 10 =$

9) $49 - 9 =$

10) $88 - 18 =$

11) $70 - 70 =$

12) $40 - 0 =$

Teacher's Signature

Parent's Signature

Topic : Shapes and Designs

Date _____

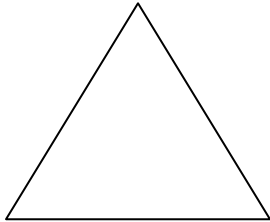
WORK SHEET No.1

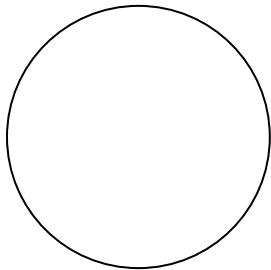
Month _____

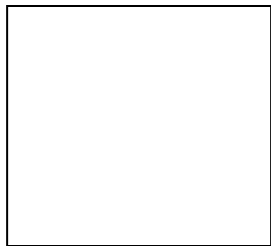
Competency:Formation of Numbers

1. Name these shapes and colour them.







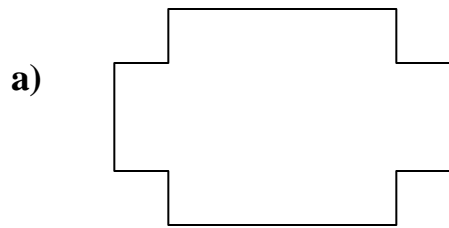


Teacher's Signature

Parent's Signature

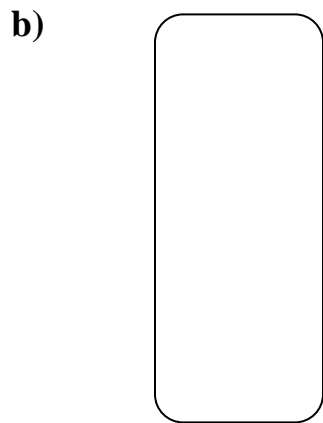
Competency: Understanding Basic Concepts

1. Count the number of Edges and Corners in these figures.



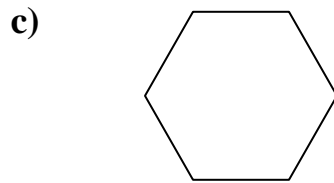
Edges = _____

Corners = _____



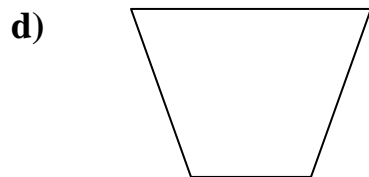
Edges = _____

Corners = _____



Edges = _____

Corners = _____



Edges = _____

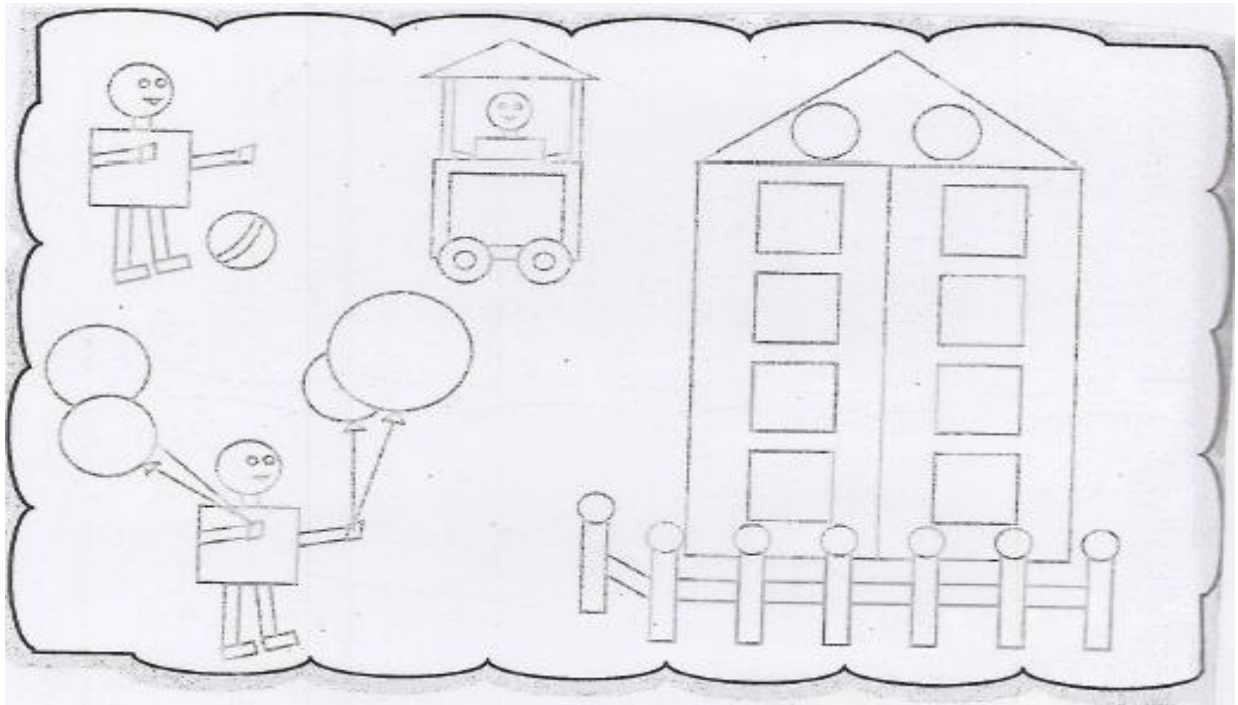
Corners = _____

Teacher's Signature

Parent's Signature

Competency: Ability to Compute

1. Count the number of squares, rectangles, triangles and circles in the following picture.



Number of = _____

Number of = _____

Number of = _____

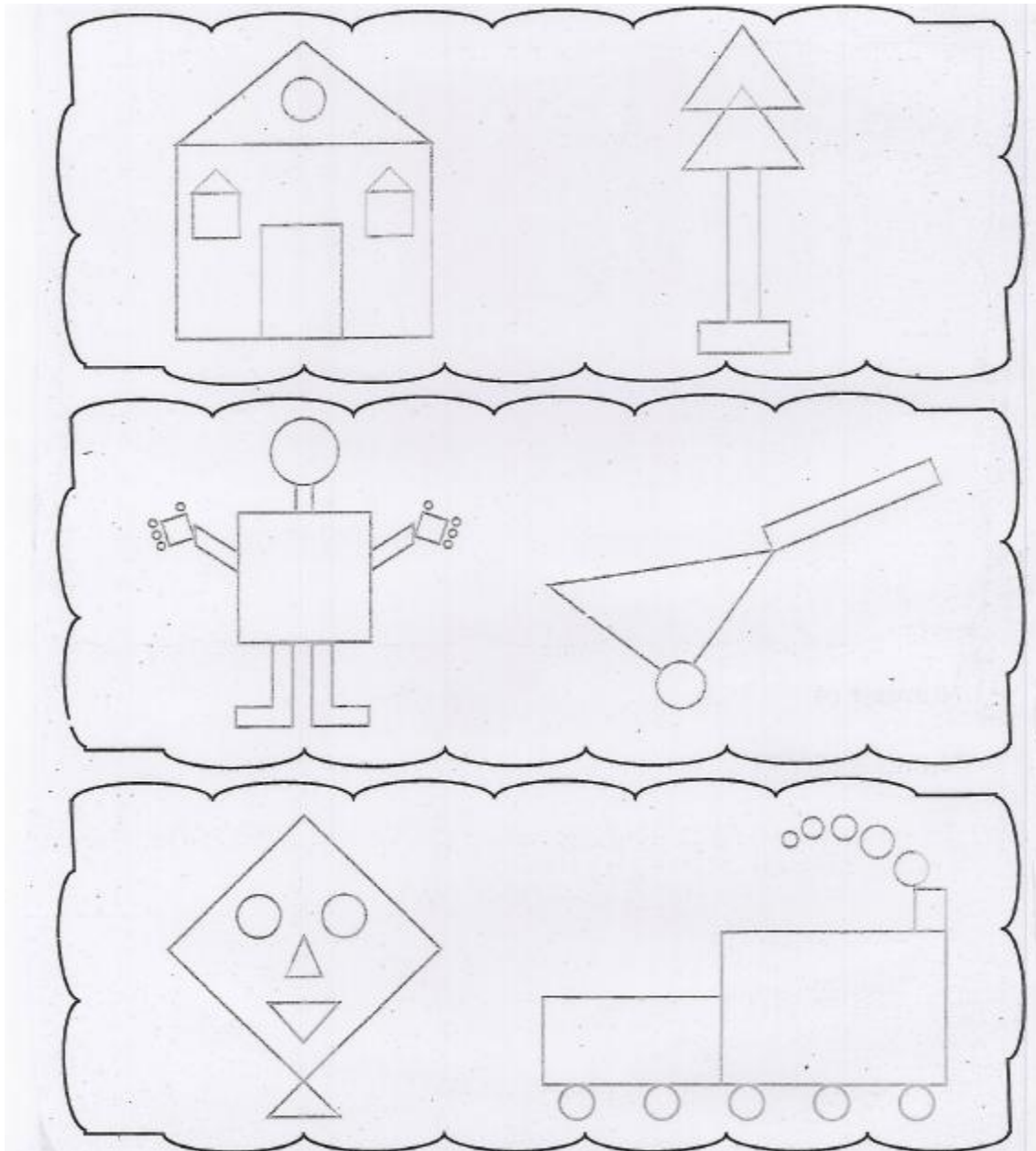
Number of = _____

Teacher's Signature

Parent's signature

Competency: Problem Solving Ability

- 1. Colour the Squares_Red, Circles_Blue, Rectangles_Yellow and Triangles_Green in the pictures below.**



Teacher's Signature

Parent's Signature

Topic : Fun with Give and Take

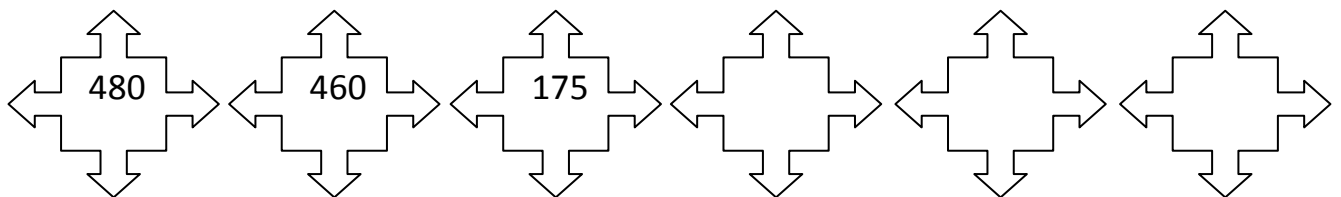
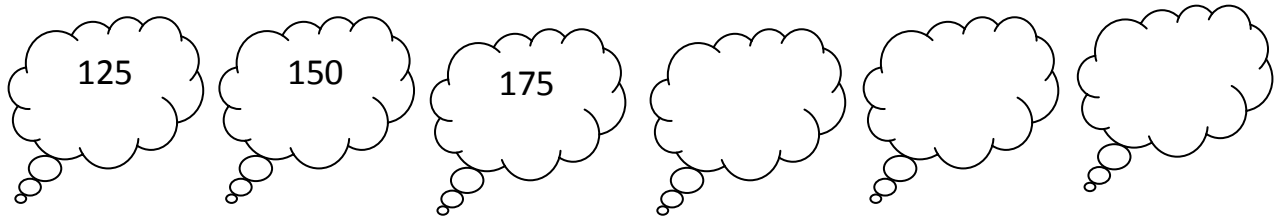
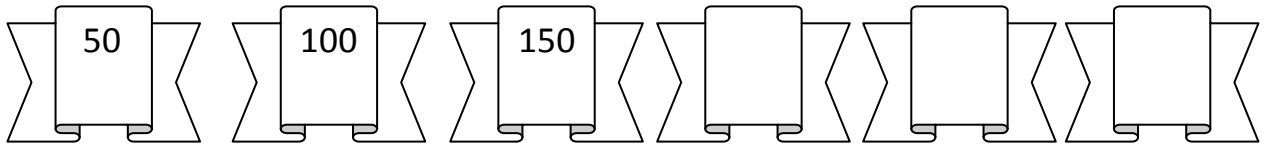
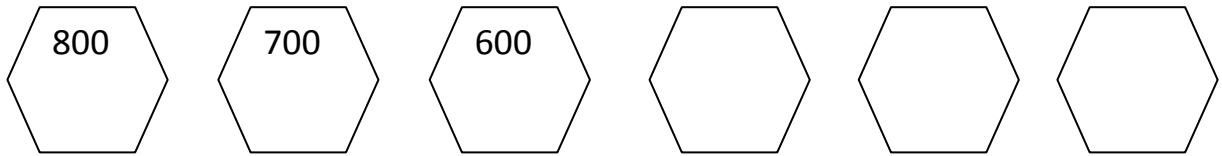
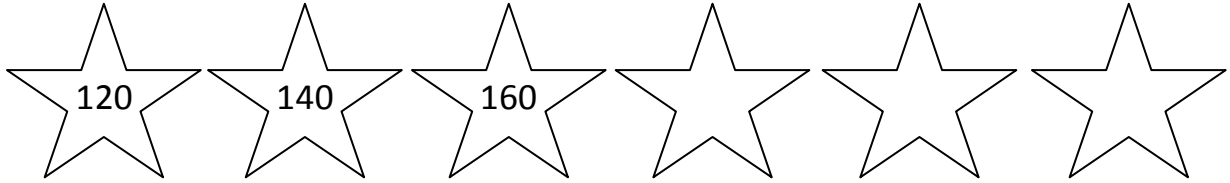
Date _____

WORK SHEET No.1

Month _____

Competency: Understanding Basic Concepts

I. Find the missing numbers:



Teacher's Signature

Parent's Signature

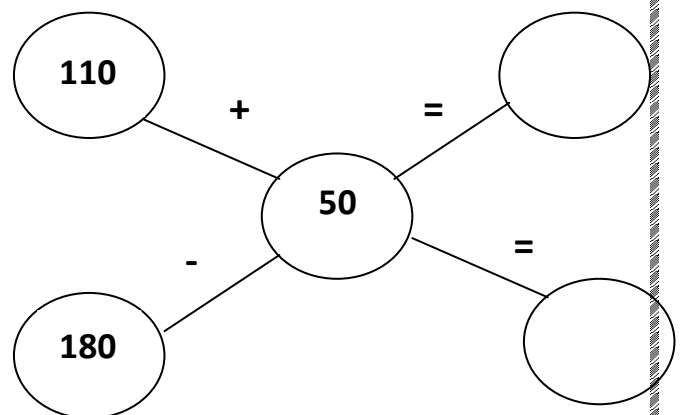
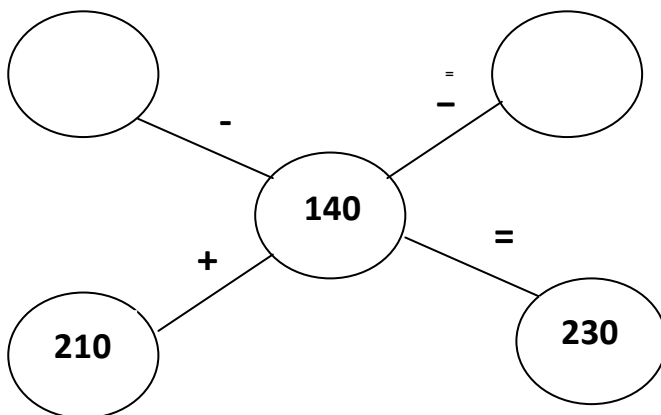
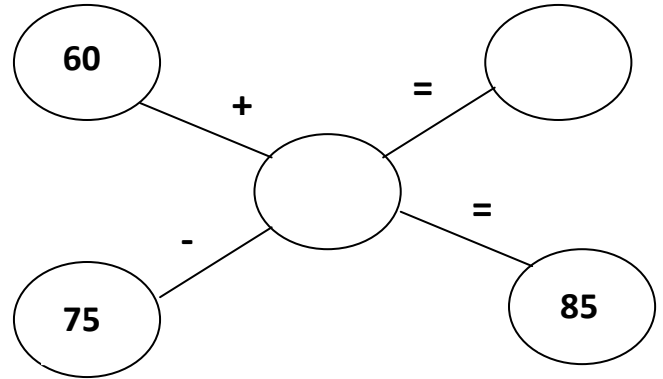
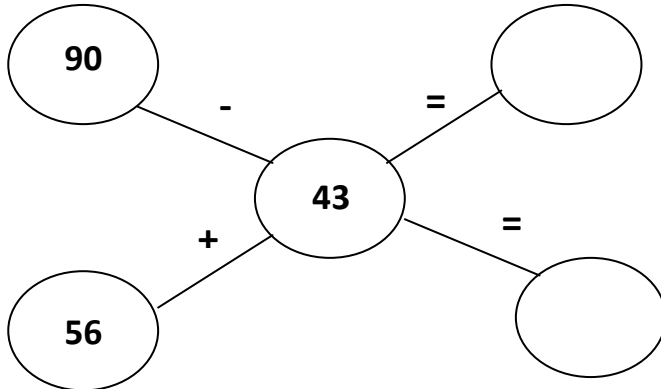
WORK SHEET NO. 2

Date _____

Month _____

Competency: Ability to compute

I. Find the answers mentally:



Teacher's Signature

Parent's Signature

WORK SHEET NO. 3

Date_____

Month_____

Competency: Problem Solving Ability

I. Solve the following:

1. Rakhi is 12 years old. Her mother is 38 years old. How much younger is Rakhi than her mother?

2. Sachin scored 186 runs in a test cricket match. How many more runs should he make to score a double century?

3. Raju bought a shirt for Rs. 135 and a trouser for Rs.189. how much money did he spend in all?

Teacher's Signature

Parent's Signature

WORK SHEET No. 4

Date _____

Month _____

Competency: Ability to Compute

I. Check the subtraction answer using addition:

A)

2	4	5
1	3	2

-

+

B)

4	6	3
2	5	8

-

+

C)

8	5	3
2	8	4

-

+

D)

7	0	0
4	3	8

-

+

II. Solve the following:

1 8

- 9

2 3 5

-1 4 9

1 6

- 8

4 7 0

-3 6 8

2 5

- 7

5 0 0

-2 7 6

3 3

-1 7

6 0 4

-4 5 7

Teacher's Signature

Parent's Signature

TOPIC: Time Goes On

Date _____

WORK SHEET No. 1

Month _____

Competency: Understanding Basic Concepts

I. How long does it take? Use the words given below:

Seconds	minutes	hours	days	months
---------	---------	-------	------	--------

- a. To drink a glass of water _____
- b. To brush your teeth _____
- c. For the sun to rise _____
- d. To blink your eyes _____
- e. To switch on the light _____
- f. For a plant to grow _____
- g. To do your homework _____
- h. To eat your dinner _____
- i. To have a bath _____
- j. To pack your school bag _____

II. What will the time be?

- a. 1 hour after 10:30
- b. 15 minutes after 3:30
- c. 10 minutes before 1:20
- d. 20 minutes before 5:00
- e. 30 minutes after 4:00

Teacher's Signature

Parent's Signature

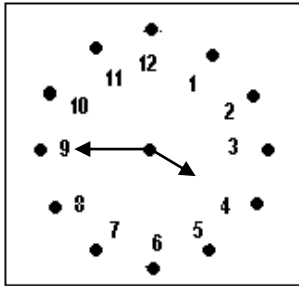
WORK SHEET No. 2

Date _____

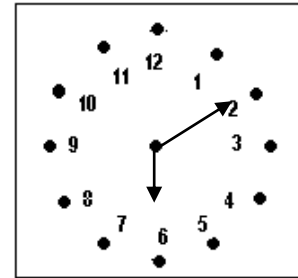
Month _____

Competency: Understanding Basic Concepts

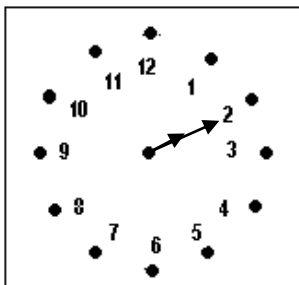
I. Match the watch with the correct time:



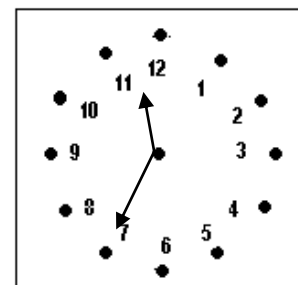
2:10



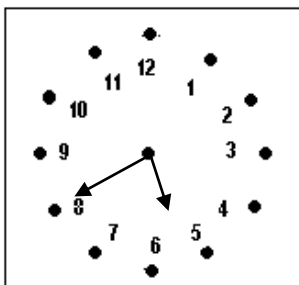
40 minutes past 5



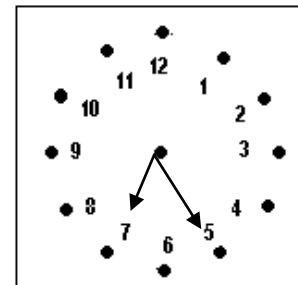
3:45



7:25



10 minutes past 6



11:35

II. Draw the clocks and show the following time:

2:30

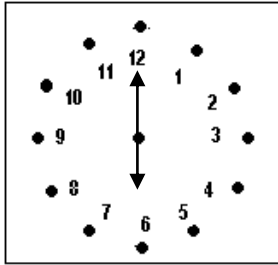
4:45

Teacher's Signature

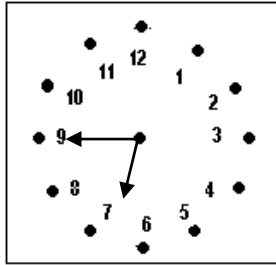
Parent's Signature

Competency: Understanding Basic Concepts

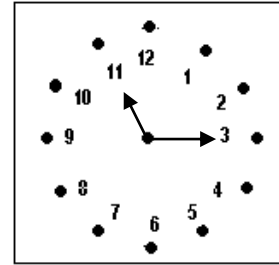
I. Rosy is my pet cat. The clocks show her daily schedule. Look at the time shown in the clocks and fill in the blanks:



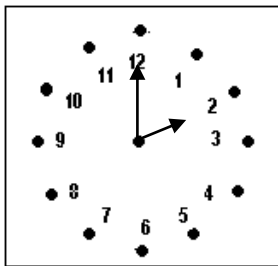
Morning walk



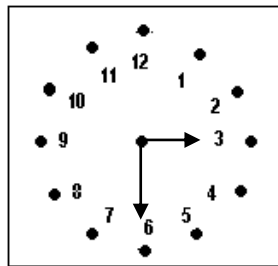
Has milk



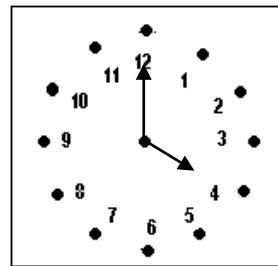
Takes a bath



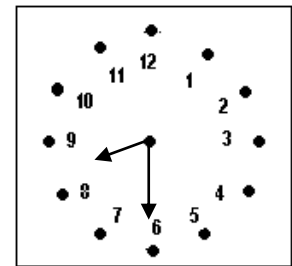
Has lunch



takes a nap



Plays with me



Goes to bed

II. Fill in the blanks and tick the correct option for morning or evening:

1. Rosy gets up at _____ and goes for morning walk.
2. At _____ she has her milk.
3. Rosy takes a bath at _____.
4. At _____ rosy has her lunch.
5. Rosy takes a nap at _____.
6. Rosy plays with me at _____.
7. Rosy goes to bed at _____.

M	A	E

Teacher's Signature

Parent's Signature

Competency: Understanding Basic Concepts

I. Lets Revise time:

- a. 1 hour = minutes.
- b. Minutes pass as the minutes hand passes from one number to another.
- c. Hand is smaller than the hand.
- d. At noon and midnight both hands point to
- e. There are hours in a day.
- f. At quarter past four the minute hand is at
- g. At 8 :30 the minute hand is at
- h. At 10:45 the minute hand points at
- i. At 20 minutes past six the minute hand points at
- j. The time 2 hours after 11:10 will be
- k. The time 15 minutes after 1 will be

Teacher's Signature

Parent's Signature

TOPIC: Who is heavier?

Date _____

WORK SHEET No. 1

Month _____

Competency: Understanding Basic Concepts

I. Tick the object that will weigh more:



II. Encircle the heavier weight:

20g

50g

5kg

8kg

250g

175g

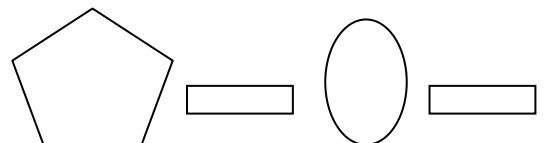
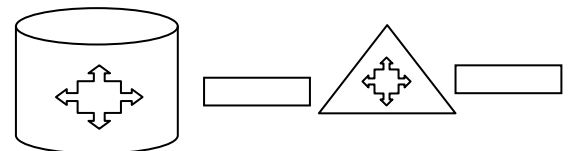
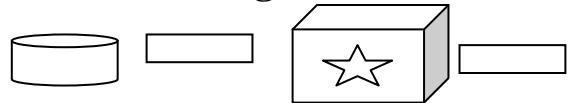
50kg

276kg

100kg

100g

III. Tick the object that will weigh less:



Teacher's Signature

Parent's Signature

Competency: Understanding Basic Concepts

I. What will you use g or kg to measure the weight of the following:

- 1. A pencil _____
- 2. A big watermelon _____
- 3. A cake _____
- 4. An orange _____
- 5. A sack of wheat _____
- 6. A spoon of sugar _____
- 7. An apple _____
- 8. A big pumpkin _____

II. Match the following weights and use = sign and write in the given space:

1 kg of potato

2 kg of beans

2 kg of tomatoes

1000 g of chillies

4 kg of onions

500 g of sugar

½ kg of rice

2 kg of brinjal + 2 kg of beetroot

Ex: 3kg of carrots = 3000 g of potatoes

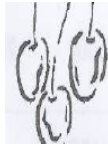
- 1. _____
- 2. _____
- 3. _____
- 4. _____

Teacher's Signature

Parent's Signature

Competency: Understanding Basic Concepts

I. Guess their weights and match:



2 kg



20 kg



50 g



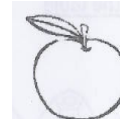
100 g

10 kg



25 g

More than 100 kg



Competency : Ability to compute

II. Do as directed and complete the table:

Weights	Double	Half
2000 g		
1 kg		
6 kg		
4000 g		
20 kg		

Teacher's Signature

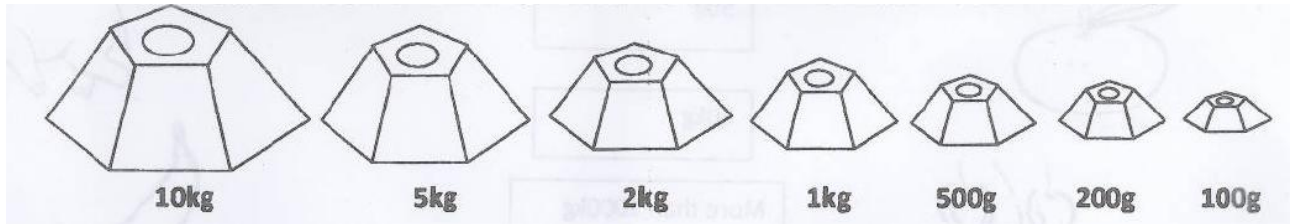
Parent's Signature

Competency: Understanding Basic Concepts

I. Make a list of any 6 things which weigh:

Less than 1 Kg	More than 1Kg
_____	_____
_____	_____
_____	_____

II. Draw the weights that you will use to weigh the items given in the table:



Items	Weights used
50 kg of wheat	
9 kg of beans	
Half a kg of tomatoes	
10 kg and 700 g of rice	
800 g of sugar	

Teacher's Signature

Parent's Signature

TOPIC : How Many Times?

Date _____

WORK SHEET No. 1

Month _____

Competency: Understanding Basic Concepts

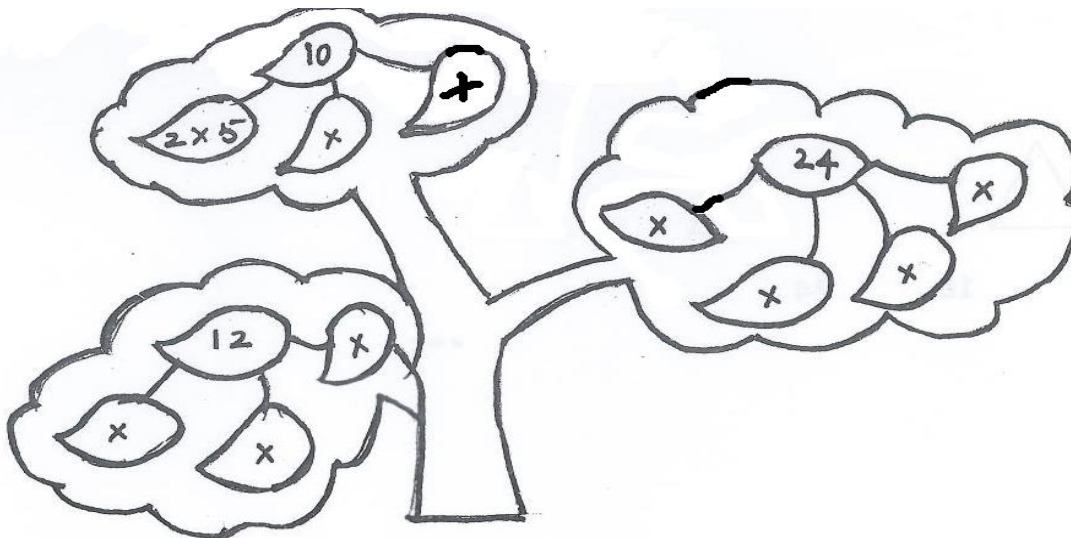
I. Complete the table:

Sl No.	Repeated Addition	In words	Multiplication
1.	$2 + 2 + 2$	3 groups of 2 are 6	$3 \times 2 = 6$
2.	$7 + 7 + 7 + 7$	4 groups of ___ are ___	___ x ___ = ___
3.	$8 + 8 + 8$		
4.	$9 + 9 + 9 + 9 + 9$		
5.	$10 + 10$		

II. Encircle the multiples of 5:

1, 2, 5, 6, 10, 12, 15, 17, 20, 24, 25, 30, 35, 40

III. Complete the multiplication tree:



Teacher's Signature

Parent's Signature

Competency: Understanding Basic Concepts

I. Look at the pattern and complete:

- a) 2, 4, 6, 8, 10, _____, _____, _____
- b) 5, 10, 15, 20, _____, _____, _____
- c) 6, 12, 18, 24, _____, _____, _____
- d) 20, 40, 60, 80 _____, _____, _____
- e) 40, 80, 120, 160, _____, _____, _____
- f) 15, 30, 45, 60, _____, _____, _____

II. Insert the signs (+, -, or x):

a) $10 \bigcirc 2 = 20$

e) $4 \bigcirc 4 = 0$

b) $4 \bigcirc 4 = 8$

f) $6 \bigcirc 10 = 16$

c) $8 \bigcirc 1 = 8$

g) $2 \bigcirc 5 = 10$

d) $10 \bigcirc 5 = 15$

h) $10 \bigcirc 5 = 50$

Teacher's Signature

Parent's Signature

Competency: Understanding Basic Concepts

I. Look at the pattern and fill in the blanks:

1 x 8 = 8 (10 - 2)

1 x 9 = 9

2 x 8 = 16 (20 - 4)

2 x 9 = 18 (1 + 8 = 9)

3 x 8 = 24 (30 - 6)

3 x 9 = 27 (2 + 7 = 9)

4 x 8 = 32 (____ - 8)

4 x 9 = 36 (3 + 6 = 9)

5 x 8 = 40 (____ - ____)

5 x 9 = ____ (____ + ____ = 9)

6 x 8 = ____ (____ - ____)

6 x 9 = ____ (____ + ____ = 9)

7 x 8 = ____ (____ - ____)

7 x 9 = ____ (____ + ____ = 9)

8 x 8 = ____ (____ - ____)

8 x 9 = ____ (____ + ____ = 9)

9 x 8 = ____ (____ - ____)

9 x 9 = ____ (____ + ____ = 9)

10 x 8 = ____ (____ - ____)

10 x 9 = ____ (____ + ____ = 9)

II. Write the multiplication facts for the following:

Number	Multiplication Facts	
36	9 x 4	4 x 9
42		
80		
65		
14		

Teacher's Signature

Parent's Signature

WORK SHEET No. 4

Date _____

Month _____

Competency: Ability to Compute**I. Find the product:**

$\begin{array}{r} 114 \times 6 \\ \hline \end{array}$	$\begin{array}{r} 432 \times 7 \\ \hline \end{array}$	$\begin{array}{r} 257 \times 4 \\ \hline \end{array}$	$\begin{array}{r} 230 \times 5 \\ \hline \end{array}$	$\begin{array}{r} 603 \times 2 \\ \hline \end{array}$
---	---	---	---	---

II. Find the product by column method:

$\begin{array}{r} 75 \\ \times 15 \\ \hline \end{array}$	$\begin{array}{r} 47 \\ \times 14 \\ \hline \end{array}$	$\begin{array}{r} 91 \\ \times 22 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ \times 30 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ \times 19 \\ \hline \end{array}$
--	--	--	--	--

Competency : Understanding Basic Concepts**III. Fill in the blanks:**

- $21 \times 100 = \underline{\hspace{2cm}}$
- $87 \times 200 = \underline{\hspace{2cm}}$
- $66 \times 10 = \underline{\hspace{2cm}}$
- $607 \times \underline{\hspace{2cm}} = 6070$
- $\underline{\hspace{2cm}} \times 100 = 5000$
- $10 \times 85 = \underline{\hspace{2cm}}$
- $\underline{\hspace{2cm}} \times 100 = 1700$
- $9 \times 300 = \underline{\hspace{2cm}}$
- $10 \times 900 = \underline{\hspace{2cm}}$
- $700 \times 10 = \underline{\hspace{2cm}}$
- $40 \times 10 = \underline{\hspace{2cm}}$
- $\underline{\hspace{2cm}} \times 10 = 1460$

Teacher's Signature

Parent's Signature

Topic : Play with Patterns

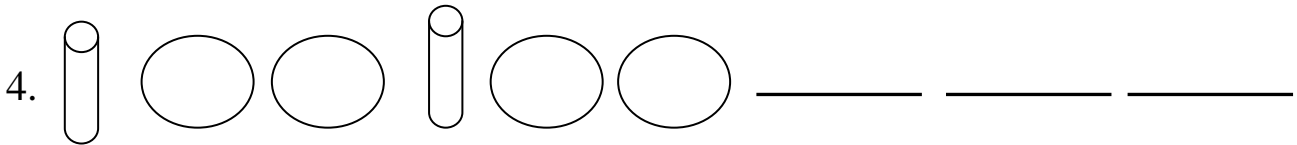
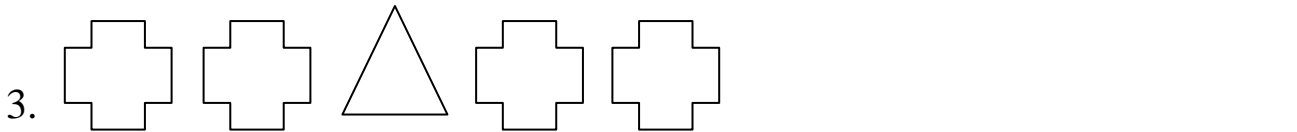
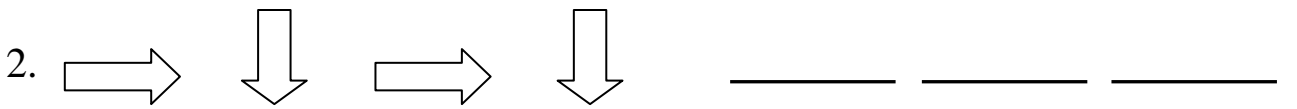
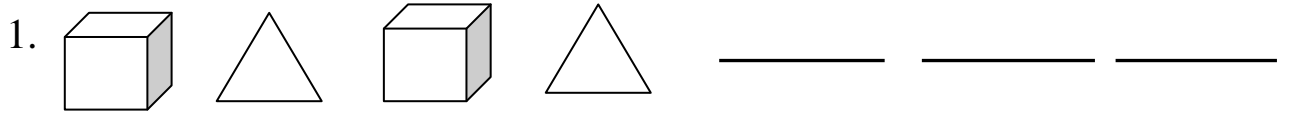
Date _____

WORK SHEET No. 1

Month _____

Competency: Understanding Basic Concepts

I. Observe the pattern and continue:



Competency: Ability to compute

II. Complete the following number patterns:

i. 5, 10, 15, 20, _____, _____, _____, _____

ii. 8, 18, 28, 38, _____, _____, _____, _____

iii. 99, 199, 299, 399, _____, _____, _____, _____

iv. 275, 274, 273, 272, _____, _____, _____, _____

Teacher's Signature

Parent's Signature

Competency: Formation of Numbers

I. Complete the following statements:

1. All numbers that end with 0, 2, 4, 6 and 8 are called _____ numbers.
2. All numbers that end with 1, 3, 5, 7 and 9 are called _____ numbers.
3. If we add 1 to an even number we get a _____ number.
4. If we add 1 to a odd number we get an _____ number.
5. If we add an odd number to a odd number we get an _____ number.
6. If we add an even number to a odd number we get a _____ number.
7. The greatest 1 digit even number is _____.
8. The smallest 1 digit odd number is _____.
9. The greatest 2 digit odd number is _____.
10. The smallest 2 digit odd number is _____.

Teacher's Signature

Parent's Signature

WORK SHEET No. 3

Date_____

Month_____

Competency: Ability to Compute

I. Solve the following and write even or odd against each answer:

1.	15	+	10	=	25	Odd
2.	28	+	14	=		
3.	54	-	10	=		
4.	68	-	60	=		
5.	4	x	5	=		
6.	7	x	7	=		

Competency: Understanding Basic Concepts

II. Colour as directed:

12	7	569	124	65
23	476	3	231	49
100	347	541	670	54
84	900	675	1	98
16	477	55	609	8

1 digit odd numbers – Yellow

1 digit even numbers – Orange

2 digit odd numbers – Blue

2 digit even numbers – green

3 digit odd numbers – pink

3 digit even numbers - red

Teacher's Signature

Parent's Signature

Competency: Understanding Basic Concepts

I. Some secret messages are given below. Decode these messages and write:

a) 1g 2o 3o 4d 7m 5o 8r 9n 8i 2n 5g

b) 11w 2e 5l 8c 6o 3m 0e

c) AAWBBH NNE MMR DDE VVA WWR MME KKY GGO XXU?

d) XXISSaTTmEEiFFnQQtVVhMMeAApUUICCaHHyZZgAArUUo
MMuLLnRRd

II. Arrange these names in alphabetical order and number these names in the box:

Mohan

Shilpa

Lila

Nandu

Chitra

Pawan

Venu

Ahmed

Zeenat

Sameer

Teacher's Signature

Parent's Signature

Topic : Jugs and Mugs

Date _____

WORK SHEET No. 1

Month _____

Competency: Formation of Numbers

1. Complete the following table according to the example given:

Eg. 1 litre = 1000 millilitres


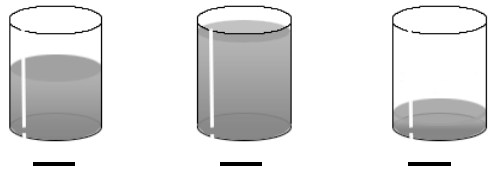


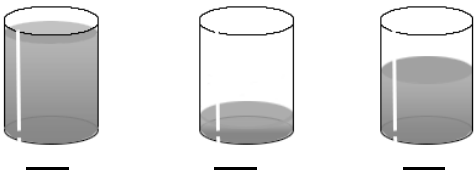

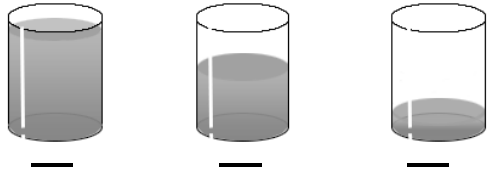

SL.NO	LITRE	MILLILITRE
1.	Half a litre	
2.	Three fourth litre	
3.	One fourth litre	
4.	Two litres	
5.	Two and a half litre	
6.	Three litres	
7.	Five and a quarter litre	
8.	Six litres	
9.	Seven litres	
10.	Eight litres	

Teacher's Signature

Parent's Signature

Competency: Understanding the Basic Concept

1. Which container holds the most liquid? Tick the correct figure:

<p>A) Which teapot contains the most tea?</p> 	<p>B) Which glass holds the most juice?</p> 
<p>C) Which mug holds the most cocoa?</p> 	<p>D) Which bottle holds the most bubble bath?</p> 
<p>E) Which glass holds the least juice?</p> 	<p>F) Which bottle holds the most bubble bath?</p> 
<p>G) Which glass holds the most juice?</p> 	<p>H) Which bottle holds the least bubble bath?</p> 

Teacher's Signature

Parent's Signature

WORK SHEET No. 3

Date _____

Month _____

Competency: Ability to Compute

1. Solve the Word problems:

2. Mrs. Honey pot uses 6 glasses of water to make one jug of juice. How much water will she use to make three jugs of juice?	
3. The label on the bottle suggests that I use one part orange squash to five parts water. If I put seven cups of orange squash into a jug, how much water should I add?	
4. A bottle holds 2 liters of water. David opens a new bottle and drinks half. How much water is left in the bottle?	
5. A carton of orange juice holds 2 liters. How many 500ml glasses can I pour from it?	

Teacher's Signature

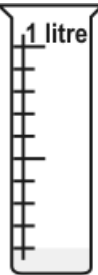

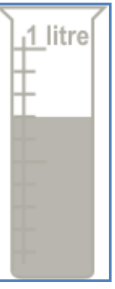
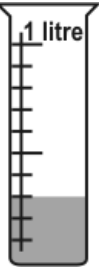
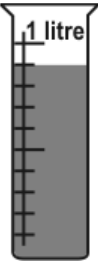

Parent's Signature

Competency: Problem Solving Ability

1. Write out the amount of liquid by using the scale:

Note : 1 litre = 1000 millilitres or 1000 ml

one marking on the jar = 100 millilitres or 100ml

<p>A) </p> <p>How much liquid? Read the scale. Write the answer.</p> <input data-bbox="224 898 365 940" type="text"/>	<p>B) </p> <p>How much liquid? Read the scale. Write the answer.</p> <input data-bbox="792 898 933 940" type="text"/>
<p>C) </p> <p>How much liquid? Read the scale. Write the answer.</p> <input data-bbox="224 1339 365 1381" type="text"/>	<p>D) </p> <p>How much liquid? Read the scale. Write the answer.</p> <input data-bbox="792 1318 933 1360" type="text"/>
<p>E) </p> <p>How much liquid? Read the scale. Write the answer.</p> <input data-bbox="224 1753 365 1795" type="text"/>	<p>F) </p> <p>How much liquid? Read the scale. Write the answer.</p> <input data-bbox="792 1774 917 1816" type="text"/>

Teacher's Signature

Parent's Signature

Topic : Can we share?

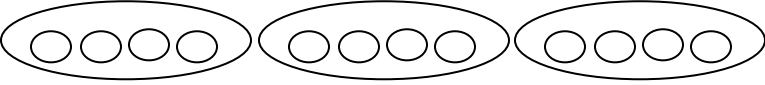
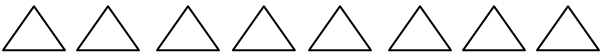
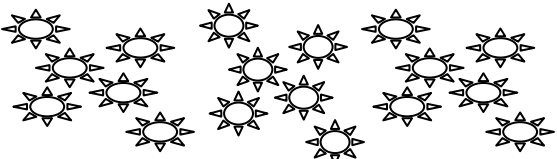
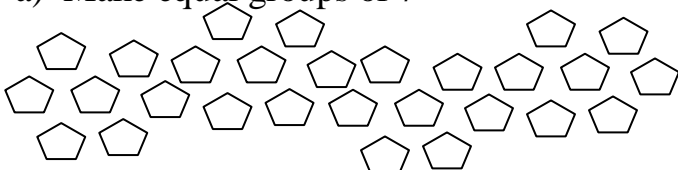
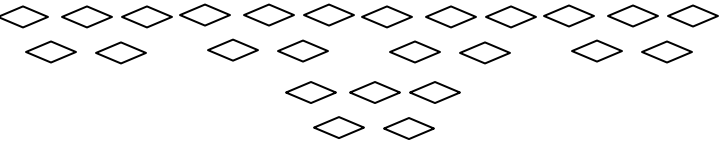
Date _____

WORK SHEET No. 1

Month _____

Competency: Formation of Numbers

1. Make equal groups and write the division facts for the following;

<p>a) Make equal groups of 4</p> 	$\square \div \square = \square$
<p>a) Make equal groups of 2</p> 	$\square \div \square = \square$
<p>a) Make equal groups of 6</p> 	$\square \div \square = \square$
<p>a) Make equal groups of 7</p> 	$\square \div \square = \square$
<p>a) Make equal groups of 5</p> 	$\square \div \square = \square$

Teacher's Signature

Parent's Signature

WORK SHEET No. 2

Date _____

Month _____

Competency: Understanding the Basic Concept**1. Write 2 division facts for the following multiplication facts**

Ex $6 \times 3 = 18$	$18 \div 3 = 6$	$18 \div 6 = 3$
$7 \times 4 = 28$		
$9 \times 5 = 45$		
$6 \times 8 = 48$		
$5 \times 7 = 35$		
$8 \times 9 = 72$		
$3 \times 8 = 24$		
$7 \times 9 = 63$		

Teacher's Signature

Parent's Signature

Competency: Ability to compute

1. Fill in the boxes (Properties of division)

a) $8 \div 8 =$

b) $9 \div 1 =$

c) $0 \div 5 =$

d) $6 \div$ **= no meaning**

e) $20 \div$ **= 20**

f) $14 \div$ **= 1**

g) $15 \div$ **= 15**

h) **Division is repeated**

i) **Dividend =** **× Quotient +**

Teacher's Signature

Parent's Signature

Topic : Smart Charts

Date _____


WORK SHEET No. 1

Month _____

Competency: Formation of Numbers

I Read and write the number for the given tally marks.

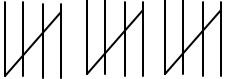
a) 

b) 

c) 

d) 

e) 

f) 

2. Draw tally marks for the following numbers

a) 7

b) 9

c) 13

d) 21

e) 19

f) 25

Teacher's Signature

Parent's Signature

Competency: Understanding the Basic Concept

1. Read the table given below about the hobbies of students of class III
 Represent the data pictorially using smilies (☺ = 1 student)

Painting	10
Dancing	8
Music	5
Craft	15
Cycling	13
Gardening	14
Stamp collection	10
Reading	9

- (a) Which is the most popular hobby?

- (b) Which is the least popular hobby?

- (c) How many more children like craft than music?

- (d) How many students like gardening?

- (e) what is the difference between the number of students who prefer reading and those who prefer music?

Teacher's Signature

Parent' Signature

WORK SHEET No. 3

Date _____

Month _____

Competency: Ability to compute

1. The table given below shows the number of absentees in class III in a week.
Represent the same in the form of a bar chart: (1 cm = 1 student)

Days	No of students Absent
Mon	4
Tue	3
Wed	8
Thurs	9
Fri	5
Sat	10

Mon

Tuesday

Wed

Thursday

Fri

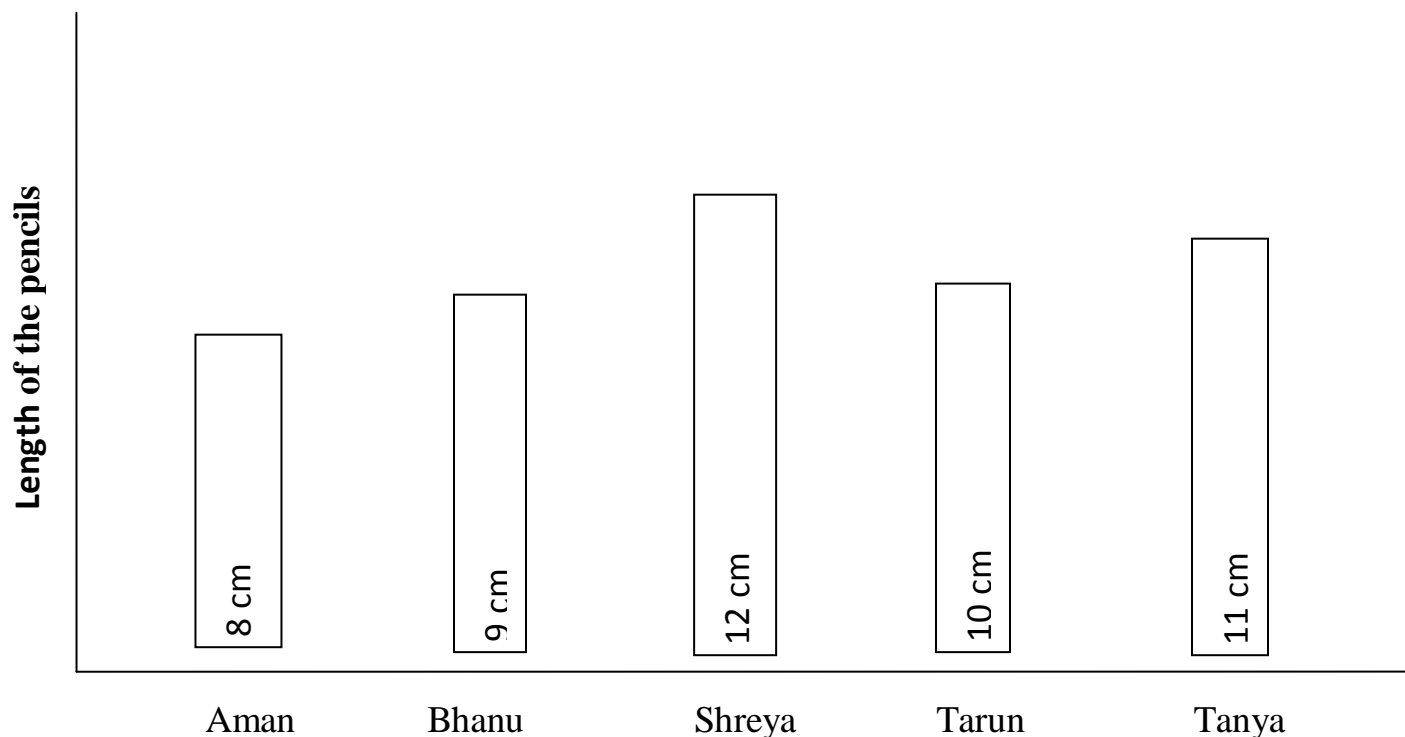
Sat

Teacher's Signature

Parent's Signature

Competency: Understanding the Basic Concept

Aman, Bhanu, Shreya, Tarun and Tanya measured the length of their pencils. They stuck their strips as shown.



Study the above chart and answer the following questions

- The length of Aman's pencil is _____ cms.
- The length of Shreya's pencil is _____ cms.
- Length of Bhanu's pencil is _____ than Tanya's pencil (more, less).
- The difference between the length of pencils of Tarun and Aman is _____ cms

Teacher's Signature

Parent's Signature

Topic : Rupees and Paise

Date _____

WORK SHEET No. 1

Month _____

Competency: Ability to Compute

I) Convert the following into Paise:-

1. 1 Rupee = Paise

2. 9 Rupees = paise

3. 6 Rupees = paise

4. Rs 7.75 = paise

5. Rs 8.50 = paise

6. Rs 9.25 = paise

II) Convert the following into Rupees:-

1. 375 paise = Rs.

2. 700 paise = Rs.

3. 75 paise = Rs.

4. 810 paise = Rs.

5. 250 paise = Rs.

6. 645 paise = Rs.

Teacher's Signature

Parent's Signature

WORK SHEET No. 2

Date _____

Month _____

Competency: Ability to Compute

I) Simplify:-

a) Subtract the sum of Rs 4.25 and 19.25 from Rs 45.75

b) Find the sum of Rs. 220 and Rs 90 and subtract from 675 .50

c) Find the difference of Rs. 400.00 and Rs.165.50 and add it to Rs.246.50

d) Find the sum of Rs 500.00 and Rs 276.50 and subtract it from Rs.965 .50.

Teacher's Signature

Parent's Signature

WORK SHEET No. 3

Date _____

Month _____

Competency: Problem Solving**1. Complete the bill and write the total money spent**

Item	Cost per item	Quantity	Total Cost
Water Bottles	RS. 50.00	4 water bottles	
Pencil Boxes	Rs. 20,00	3 pencil boxes	
Socks	Rs. 35.00	2 pairs of socks	
Shirts	Rs. 75.00	3 shirts	
Poster colours	Rs. 40.00	4 poster colours	
Total			

Teacher's Signature**Parent's Signature**

Competency: Understanding the Basic concept.

1. Count the money and write down their numeral and number names.

Rs. 30/- Rs. 10/ 50 ps = Rs.40.50
Forty rupees fifty paise

Rs. 30/- Rs. 20/ 20 ps =

Rs. 30/- Rs. 30/ Rs. 10/ =

Rs. 50/- Rs. 50/- 5 Rs 5 Rs =

Rs.100/- Rs.100/ Rs. 50/- =

Teacher's Signature

Parent's Signature