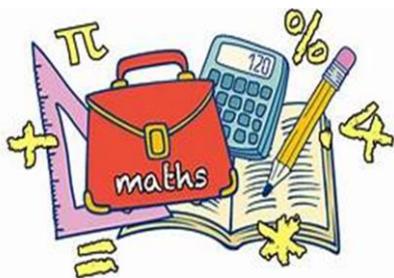


# Teachers' Handbook of Learning Outcomes



**CLASS-III**

**MATHEMATICS**

## **FORWARD**

Samagra Shiksha, Education Department, UT Chandigarh has prepared Teachers' handbook based on learning Outcomes at Elementary level in Hindi, English, Mathematics, EVS, Science & Social Science.

This Handbook will enable the teachers to ascertain learning skills more accurately in these subjects. While making the document it has been ensured that the learning need of the children with different learning level-pre Basic, Basic, Proficient & Advanced, are being catered & the academic progress of the students can be monitored by Faculty Incharges, Cluster Resource Coordinators & further by Head of the school.

The material in the document can be used as an assessment tool for Elementary classes & to keep a track of achievement of the learning level.

Teachers' handbook will not only help teachers to focus on teaching learning process but also facilitate State functionaries in their role towards ensuring quality education in schools

To make it user-friendly, simple language has been used as far as possible across the document. To help the teacher understand and achieve the learning outcomes as per the curricular expectations.

This document includes list of learning outcomes (with labeling) and progress sheet for monitoring/ tracking of the progress of the students.

**Question prepared in this document are only suggestive for teachers. The teacher can modify these tools as per the need.**

## **ABOUT THE DOCUMENT**

This question bank might prove an effective tool in the hands of the educators & evaluators. It aims at assisting teachers to assess and improve the performance of the learners.

### **Some features of the documents are as follows:**

- \* Proper care has been taken to cover all the learning outcomes.
- \* The questions have been framed focusing upon the learner's mathematical thinking, reasoning and hence ability to solve daily life problems.
- \* The teacher can make relevant changes in question bank according to the needs of different levels of learners.
- \* It provides enrichment material & remedial material for different level of learners.

### **RESOURCE GROUP**

- |                         |             |                                   |
|-------------------------|-------------|-----------------------------------|
| 1. Mr. Rakesh Sood      | (Principal) | GMSSS Sector 28 D, Chandigarh     |
| 2. Ms. Gurpreet Kaur    | (TGT Maths) | GMSSS Sector 23, Chandigarh       |
| 3. Ms. Abha Kumar       | (TGT Maths) | GMSSS Sector 19, Chandigarh       |
| 4. Ms. Hemlata          | (TGT Maths) | GMSSS Sector 21, Chandigarh       |
| 5. Ms. Jyoti Sharma     | (TGT Maths) | GMSSS Sector 15, Chandigarh       |
| 6. Mr. Kapil Mohan Sood | (TGT Maths) | GHS Sector 53, Chandigarh         |
| 7. Ms Navneet           | (JBT)       | GMSSS, MHC, Manimajra, Chandigarh |
| 8. Mr. Gulshan Kumar    | (JBT)       | GPS Mauli Complex, Chandigarh     |
| 9. Mr. Harish Kumar     | (JBT)       | GMSSS Sector 28 D, Chandigarh     |
| 10. Ms. Neelam Sharma   | (CRC)       |                                   |
| 11. Mr. Vikram          | (CRC)       |                                   |
| 12. Ms. Neena Rana      | (CRC)       |                                   |
| 13. Ms. Renu Singla     | (CRC)       |                                   |

<b>Code</b>	<b>Learning Outcomes</b>
3.1	<ul style="list-style-type: none"> <li>• works with three digit numbers</li> <li>• reads and writes numbers up to 999 using place value</li> </ul>
3.2	<ul style="list-style-type: none"> <li>• compares numbers up to 999 for their value based on their place value</li> </ul>
3.3	<ul style="list-style-type: none"> <li>• solves simple daily life problems using addition of three digit numbers with and without regrouping, sums not exceeding 999</li> <li>• adds small amounts of money with or without regrouping</li> </ul>
3.4	<ul style="list-style-type: none"> <li>• solves simple daily life problems using subtraction of three digit numbers with and without regrouping, sums not exceeding 999</li> <li>• subtracts small amounts of money with or without regrouping</li> </ul>
3.5	<ul style="list-style-type: none"> <li>• tables up to 10</li> </ul>
3.6	<ul style="list-style-type: none"> <li>• constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations</li> </ul>
3.7	<ul style="list-style-type: none"> <li>• explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction. For example, <math>12 \div 3</math> can be explained as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12</li> </ul>
3.8	<ul style="list-style-type: none"> <li>• analyses and applies an appropriate number operation in the situation/ context</li> </ul>
3.9	<ul style="list-style-type: none"> <li>• acquires understanding about 2D shapes</li> <li>• identifies and makes 2D-shapes by paper folding , paper cutting on the dot grid, using straight lines etc.</li> <li>• describes 2D shapes by the number of sides, corners and diagonals.</li> <li>• For example, the shape of the book cover has 4 sides, 4 corners and two diagonals</li> <li>• fills a given region leaving no gaps using a tile of a given shape</li> </ul>
3.10	<ul style="list-style-type: none"> <li>• estimates and measures length and distance using standard units like centimetres or metres and identifies relationships</li> </ul>
3.11	<ul style="list-style-type: none"> <li>• weighs objects using standard units– grams and kilograms using simple balance</li> <li>• adds and subtracts measures involving grams &amp; kilograms in life situations</li> </ul>
3.12	<ul style="list-style-type: none"> <li>• compares the capacity of different containers in terms of non standard units</li> </ul>
3.13	<ul style="list-style-type: none"> <li>• identifies a particular day and date on a calendar</li> </ul>
3.14	<ul style="list-style-type: none"> <li>• reads the time correctly to the hour using a clock/watch</li> </ul>
3.15	<ul style="list-style-type: none"> <li>• extends patterns in simple shapes and numbers</li> </ul>
3.16	<ul style="list-style-type: none"> <li>• records data using tally marks, represents pictorially and draws conclusions.</li> </ul>



**QUESTION BANK BASED ON LEARNING OUTCOMES**  
**MATHEMATICS**  
**CLASS 3**

**LEARNING OUTCOME 3.1 :**

- Works with three digits numbers.
- Reads and writes numbers.

**1. Write the following numbers in words:**

- a. 109=\_\_\_\_\_
- b. 206=\_\_\_\_\_
- c. 776=\_\_\_\_\_

**2. Complete the following pattern.**

- a. 201, 301, 401, \_\_\_\_\_, 601, \_\_\_\_\_, 801, \_\_\_\_\_ .
- b. 250, 300, \_\_\_\_\_, 400, 450, \_\_\_\_\_, 550, \_\_\_\_\_ .

**3. Write the number in the given table as shown in example:**

a. 3 hundreds 4 tens 7 ones is	347
b. 2 hundreds 5 tens 9 ones is	.....
c. 3 hundreds 6 tens 2 ones is	.....
d. 9 hundreds 0 tens 5 ones is	.....
e. 1 hundred 0 tens 0 ones is	.....

**4. Write in numerals.**

- a. Three hundred seventy nine = .....
- b. Five hundred = .....
- c. Seven hundred one = .....
- d. One hundred ninety nine = .....

**LEARNING OUTCOME 3.2 :**

- **Compares numbers upto 999 for their value based on their place value.**

**1. Circle the smallest number.**

- a. 215, 913, 397, 937, 739  
 b. 789, 897, 987

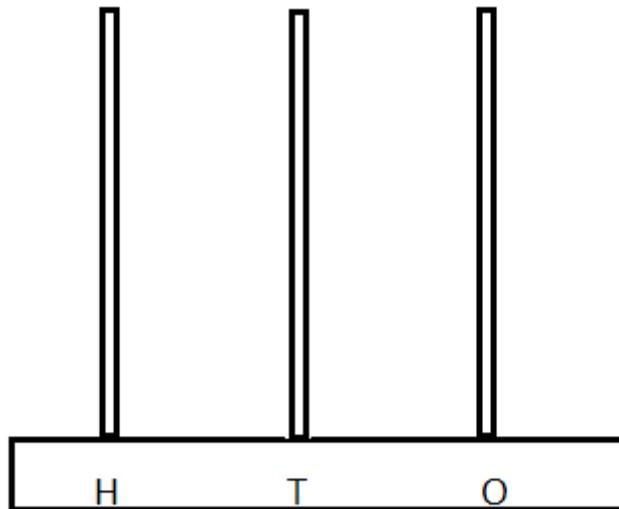
**2. Circle the greatest number.**

- a. 453, 786, 567  
 b. 564, 245, 759

**3. Put appropriate sign('>', '<' or '=').**

- a. 349 ..... 439  
 b. 123 ..... 321  
 c. 901 ..... 109  
 d. 743 ..... 347

**4. Represent 926 on abacus.**



**5. Re-arrange the digits to form the greatest and smallest numbers.**

Digits	Greatest Number	Smallest Number
a. 1,3,4	.....	.....
b. 5,0,1	.....	.....

### LEARNING OUTCOME 3.3:

- Solves simple daily life problems using addition of three digit numbers with/without re-grouping, sums not exciding 999.
- Adds and Subtracts small amounts of money with or without regrouping.

1. Ravi has 428 marbles and Ram has 188 marbles. How many marbles do they have in all?

2. Solve:

$\begin{array}{r} \text{Rs. Paise.} \\ 40 \ 30 \\ + \ 17 \ 20 \\ \hline \end{array}$	$\begin{array}{r} \text{Rs. Paise.} \\ 17 \ 80 \\ + \ 18 \ 20 \\ \hline \end{array}$
--	--

3. Ajay has ₹ 116 and Sunny has ₹ 230. How much money do they have in all?  
Solution:-

Ajay has = ₹

Sunny has = ₹

Total = ₹

4. Add the cards given in each box and write the answer in the given space.

<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">100</div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">10</div> </div>  <div style="text-align: right; margin-right: 20px;"> <u>111</u> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">10</div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">10</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">100</div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">10</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">100</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">10</div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">10</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div> </div>

**5. Fill in the blanks:**

- a. ₹ 3 more than ₹ 55 = \_\_\_\_\_  
b. ₹ 9 less than ₹ 20 = \_\_\_\_\_  
c. ₹ 10 added to ₹ 47 = \_\_\_\_\_

**6. Solve:**

Rs 30  
Rs 40  
+ Rs 10

\_\_\_\_\_

Rs 100  
Rs 200  
+ Rs 400

\_\_\_\_\_

### LEARNING OUTCOME 3.4:

- Solves simple daily life problems using subtraction of three digit numbers with/without re-grouping, sums not exciding 999.
- Subtracts small amount of money with/ without regrouping.

1. Subtract the following:

a.

$$\begin{array}{r} \text{H T O} \\ 547 \\ - 324 \\ \hline \end{array}$$

b.

$$\begin{array}{r} \text{H T O} \\ 932 \\ - 478 \\ \hline \end{array}$$

2. Solve:

$\begin{array}{r} \text{Rs. Paise.} \\ 45.30 \\ - 11.20 \\ \hline \end{array}$	$\begin{array}{r} \text{Rs. Paise.} \\ 105.40 \\ - 34.00 \\ \hline \end{array}$
--	---

3. Rajesh had Rs. 250. He purchased apples of Rs. 120. How much money he has now?

Rajesh had = ₹

He spent = ₹

He has now = ₹

4. Find the missing number:

<p>a.</p> $+ \begin{array}{ c c c } \hline 2 & 1 & 3 \\ \hline \dots\dots & \dots\dots & \dots\dots \\ \hline 5 & 4 & 5 \\ \hline \end{array}$	<p>b.</p> $- \begin{array}{ c c } \hline 7 & 8 \\ \hline \dots\dots & 3 \\ \hline 5 & \dots\dots \\ \hline \end{array}$
--	---

## LEARNING OUTCOME 3.5:

- **Tables of 2,3,4,5 and 10.**

**1. Complete the following:**

a.  $7 \times 8 = \dots\dots\dots$

b.  $5 \times 8 = \dots\dots\dots$

c.  $7 \times 0 = \dots\dots\dots$

d.  $9 \times 4 = \dots\dots\dots$

e.  $6 \times 7 = \dots\dots\dots$

f.  $9 \times 1 = \dots\dots\dots$

**2. Complete the following patterns.**

$7+7+7+7 = 4 \times 7 = 28$   
a.  $8+8+8 = \underline{\quad} \times 8 = 24$   
b.  $9+9+9+9+9 = \underline{\quad} \times \underline{\quad} = 45$   
c.  $\dots\dots\dots = 4 \times 3 = \dots\dots\dots$

**3. Complete the following patterns.**

$6+6+6+6 = 4 \times 6 = 24$   
a.  $\dots\dots\dots = 3 \times 4 = \underline{\quad}$   
b.  $\dots\dots\dots = 5 \times 2 = \underline{\quad}$   
c.  $\dots\dots\dots = 6 \times 5 = \underline{\quad}$

## LEARNING OUTCOME 3.6:

- **Constructs and uses the multiplication facts in daily life.**

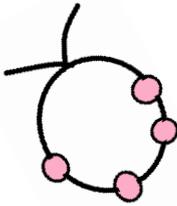
1. Complete the following:

$$1 \text{ kg} = 1000 \text{ gms}$$

$$2 \text{ kg} = \underline{\hspace{2cm}} \text{ gms}$$

$$3 \text{ kg} = \underline{\hspace{2cm}} \text{ gms}$$

2. Find the number of beads in 15 such strings.



T	O
1	5
X	4

\_\_\_\_\_

\_\_\_\_\_

3. How many days are there in 3 weeks?

4. If 1 notebook costs ₹10, then find the cost of 4 such notebooks.

5. Do as directed and complete the table.

Weight	Double	Half
200 g	400 g	100 g
400 g	_____	_____
6 kg	_____	_____

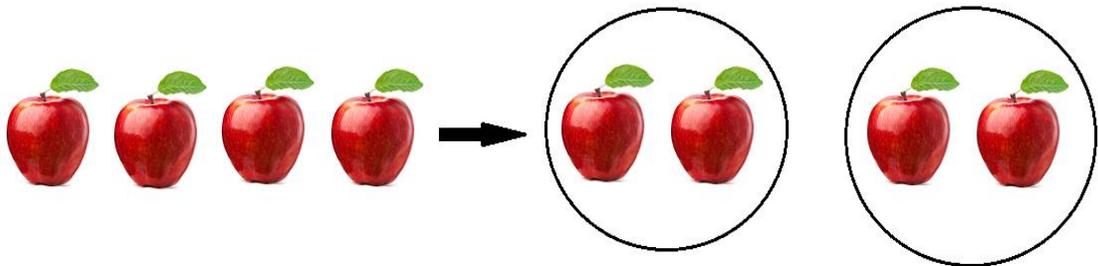
### LEARNING OUTCOME 3.7:

- Explains the meaning of division facts by equal grouping/ sharing and finds it by repeated subtraction.

1. Complete the following.

- a.  $10 \div 2 = 5$
- b.  $8 \div 2 = \underline{\quad}$
- c.  $18 \div 6 = \underline{\quad}$
- d.  $16 \div 4 = \underline{\quad}$

2. Look at the following pictures carefully and write the division facts.



4	÷	2	=	.....
---	---	---	---	-------

3. There are 8 toffees and 4 children. Each child will get ..... toffees.

4. Divide 9 oranges in the group of 3 oranges. How many groups can be formed?

	$..... \div ..... = .....$
..... such groups will be formed.	

5. Fill in the boxes with correct answer using multiplication facts and division facts.

a.

$$\boxed{2} \times \boxed{3} = \boxed{6 \dots \dots}$$

↗

$$\boxed{6} \div \boxed{2} = \boxed{\dots \dots}$$

↘

$$\boxed{6} \div \boxed{3} = \boxed{\dots \dots}$$

b.

$$\boxed{5} \times \boxed{6} = \boxed{30}$$

↗

$$\boxed{30} \div \boxed{5} = \boxed{\dots \dots}$$

↘

$$\boxed{30} \div \boxed{6} = \boxed{\dots \dots}$$

## LEARNING OUTCOME 3.8:

- Analyses and applies an appropriate number operation in the situation/ context.

1. Do as per given examples using the following cards.



a.  $126 =$

b.  $114 =$

c.  $500 =$

d.  $24 =$

e.  $203 =$

2. Use notes and coins to show the following amounts of money.

For example:

Twenty Seven Rupees =

a. Thirty five Rupees =

b. 120 rupees =

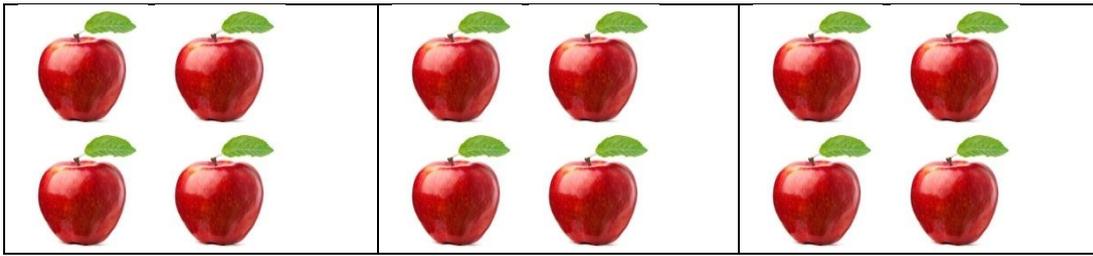
c. 52 rupees =

d. 70 rupees =

e. 18 rupees =

f. 120 rupees =

**3. Fill in the blanks:**



- a. There are \_\_\_\_\_ apples.
- b. They are in \_\_\_\_\_ groups.
- c. There are \_\_\_\_\_ apples in each group.

**4. Divide 12 laddoos among 4 children equally.**

**LEARNING OUTCOME 3.9:**

- **Acquires understanding about 2-D shapes.**

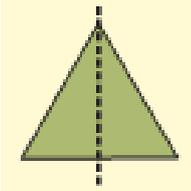
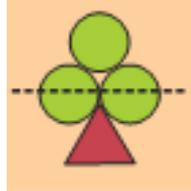
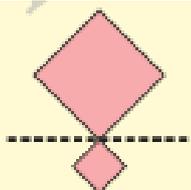
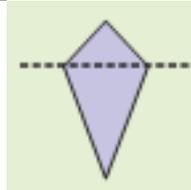
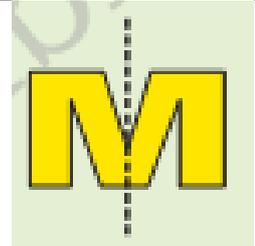
1. Draw the top view of the following things.

<u>Table</u>	<u>Pencil</u>	<u>Pressure Cooker</u>

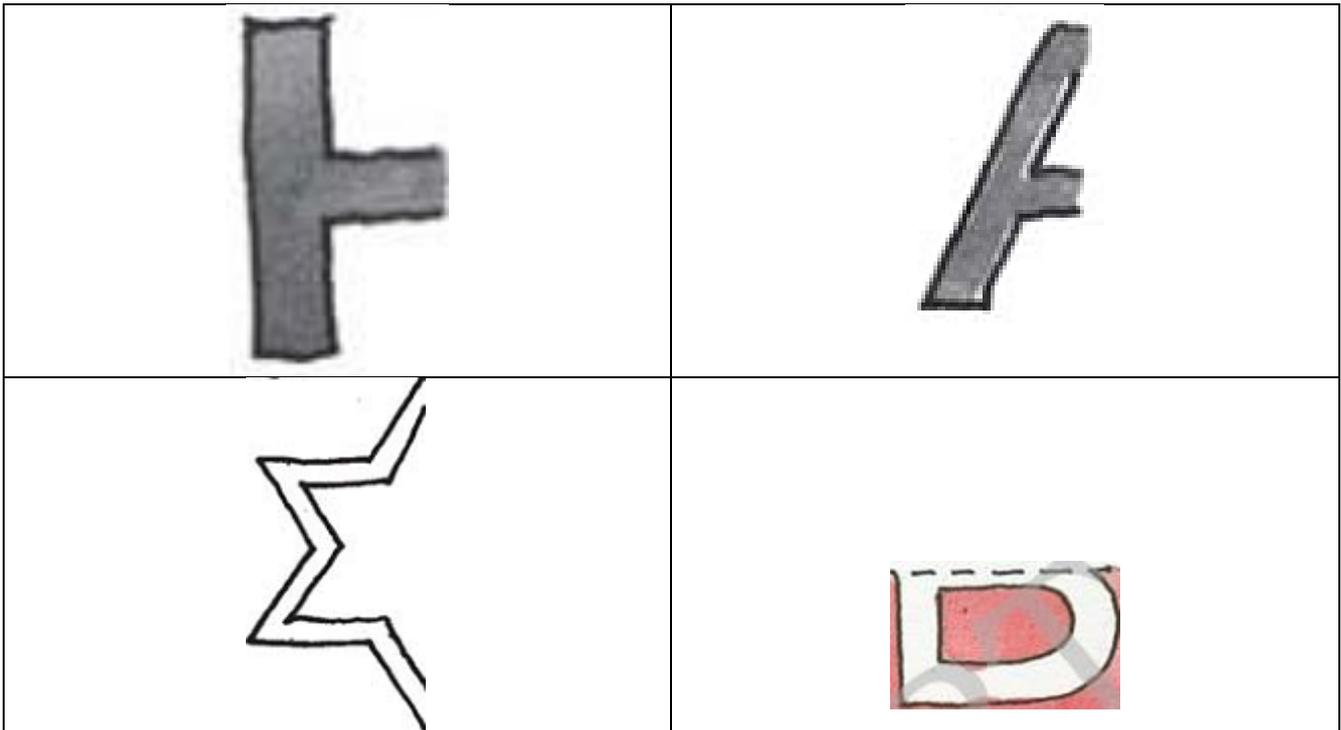
2. Look at the following pictures given below.

Does the dotted line divide each picture into two similar halves?

Tick the correct option in the box.

 <input type="checkbox"/> Yes/No	 <input type="checkbox"/> Yes/No	 <input type="checkbox"/> Yes/No
 <input type="checkbox"/> Yes/No	 <input type="checkbox"/> Yes/No	 <input type="checkbox"/> Yes/No

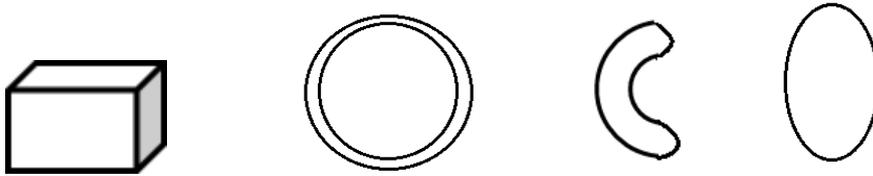
3. Complete the following figures which are half drawn.



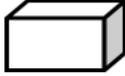
4. Complete the following table.

Sr. No.	Name of Thing	No. of Corners	No. of Edges
a.	Ludo Die	.....	.....
b.	Eraser	.....	.....
c.	Circle	.....	.....

5. Observe the following figures carefully and colour the figures having no corner or zero corner.

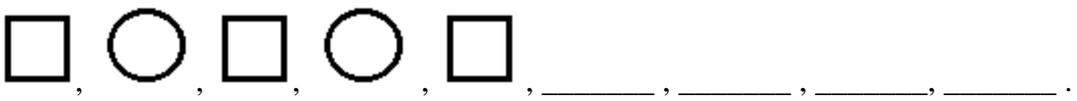


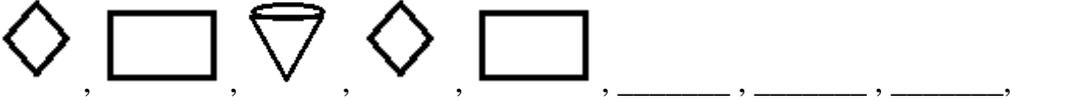
6. Draw the objects of given shapes in the boxes.

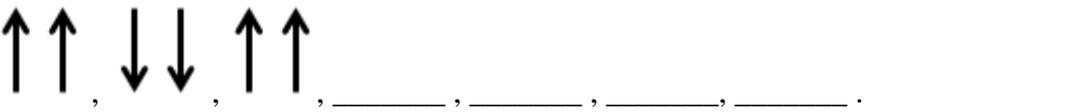
 <b>Cube</b>	 <b>Cuboid</b>
 <b>Sphere</b>	 <b>Cylinder</b>

<b>Help Box:</b>	<b>Cube:-</b> ludo dice, sugar cubes etc. <b>Cuboid:-</b> Sharpener, eraser etc. <b>Sphere:-</b> Ball, lemon etc. <b>Cylinder:-</b> Wire, sketch pen's cap, lipstick etc.
------------------	--

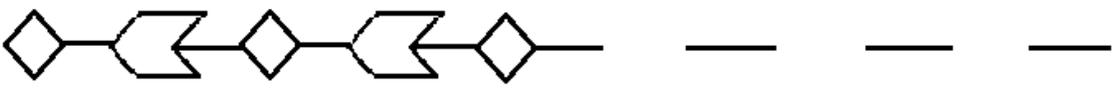
7. Complete the following patterns.

a. 

b. 

c. 

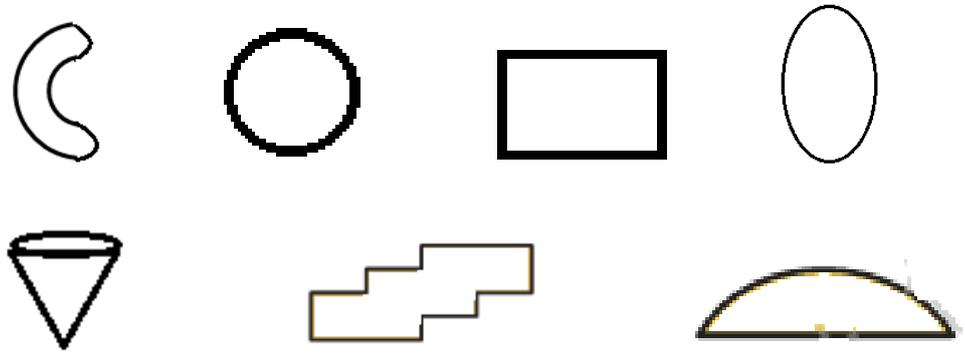
8. Complete the following patterns.

a. 

b. 

9. Draw a figure having four corners and four edges.

10. Colour/ tick the figures made up of curves.



### LEARNING OUTCOME 3.10:

- Estimates and measures the length and distance using standard units like centimetres or metres and identifies the relationships.

1. Complete the following table.

a. Distance from Chandigarh to Delhi	350 km	Three hundred fifty kilometres
b. Distance from Ludhiana to Chandigarh	120 km	..... ..
c. Distance from Delhi to Amritsar	535 km	..... ..
d. Distance from Chandigarh to Shimla	.....	Two hundred seventy kilometres

2. Add the followings:

$\begin{array}{r} \underline{km} \quad \underline{m} \\ 7 \quad 500 \\ + 5 \quad 200 \\ \hline \end{array}$	$\begin{array}{r} \underline{m} \quad \underline{cm} \\ 9 \quad 70 \\ + 5 \quad 20 \\ \hline \end{array}$
$\begin{array}{r} \underline{km} \quad \underline{m} \\ 18 \quad 300 \\ + 11 \quad 800 \\ \hline \end{array}$	$\begin{array}{r} \underline{m} \quad \underline{cm} \\ 25 \quad 35 \\ + 27 \quad 12 \\ \hline \end{array}$

3. Subtract the followings:

$\begin{array}{r} \underline{km} \quad \underline{m} \\ 15 \quad 700 \\ - 12 \quad 200 \\ \hline \end{array}$	$\begin{array}{r} \underline{m} \quad \underline{cm} \\ 25 \quad 40 \\ - 15 \quad 13 \\ \hline \end{array}$
$\begin{array}{r} \underline{km} \quad \underline{m} \\ 50 \quad 300 \\ - 20 \quad 100 \\ \hline \end{array}$	$\begin{array}{r} \underline{m} \quad \underline{cm} \\ 90 \quad 60 \\ - 45 \quad 14 \\ \hline \end{array}$

4. If the length of one pencil is 9 cm. What will be the length of 5 such pencils?

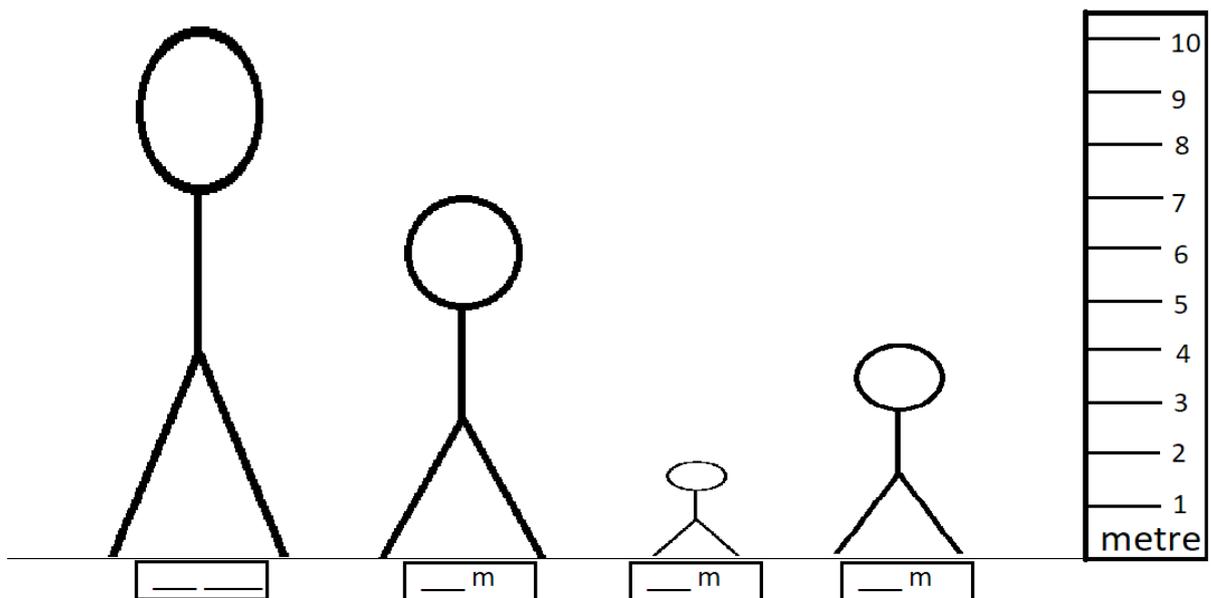
5. Complete the followings.

- a. 1 km = 1000 m
- b. 2 km = 2000 m
- c. 3 km = 3000 \_\_\_\_
- d. 4 km = \_\_\_\_ m
- e. 5 km = \_\_\_\_ \_\_\_\_
- f. \_\_\_\_ km = 6000 m
- g. \_\_\_\_ \_\_\_\_ = 7000 m

6. Complete the followings.

- a. 1 m = 100 cm
- b. 2 m = \_\_\_\_ cm
- c. 3 m = \_\_\_\_ cm
- d. 4 m = 400 \_\_\_\_
- e. 5 \_\_\_\_ = 500 cm
- f. \_\_\_\_ \_\_\_\_ = 600 cm
- g. 7 m = \_\_\_\_ cm

7. How tall is each figure?



## LEARNING OUTCOME 3.11:

- Weighs objects using standard units like grams and kilograms using simple balance.

### 1. Complete the followings.

- a. 1 kg = 1000 g  
b. 2 kg = \_\_\_\_\_ g  
c. 3 kg = \_\_\_\_\_ g  
d. 4 kg = \_\_\_\_\_ g  
e. 5 \_\_\_\_\_ = 5000 g  
f. 6 \_\_\_\_\_ = 6000 g  
g. 7 kg = \_\_\_\_\_ g

### 2. Encircle the heaviest weight. For example-

- a. 20g, 5kg, 250kg, 700g.  
b. 8kg, 175g, 90g, 276kg  
c. 920g, 475kg, 300g, 900kg  
d. 72kg, 420g, 500g  
e. 97kg, 98kg, 89kg, 72kg  
f. 100kg, 700g, 900g, 300g  
g. 404g, 978g, 789g, 578g

### 3. Match the followings:

- a. 4 kg of onions  
b.  $\frac{1}{2}$  kg of tomatoes  
c. 5 kg of rice  
d. 3 kg of potatoes  
e. 1 kg of carrots

- i. 5000 g of rice  
ii. 1000 g of carrots  
iii. 500 g of tomatoes  
iv. 4000 g of onions  
v. 3000 g of potatoes

4. Do as directed and complete the table.

Weights	Double	Half
8000 g	16000 g	4000 g
1 kg	.....	.....
6 kg	.....	.....
2000 g	.....	.....

5. Add the followings:

$\begin{array}{r} \text{kg} \quad \text{G} \\ 340 \quad 500 \\ + 720 \quad 200 \\ \hline \end{array}$	$\begin{array}{r} \text{kg} \quad \text{g} \\ 930 \quad 200 \\ + 240 \quad 180 \\ \hline \end{array}$
---	---

6. Subtract the followings:

$\begin{array}{r} \text{kg} \quad \text{G} \\ 850 \quad 730 \\ - 207 \quad 290 \\ \hline \end{array}$	$\begin{array}{r} \text{kg} \quad \text{g} \\ 980 \quad 870 \\ - 300 \quad 300 \\ \hline \end{array}$
---	---

7. Tick the correct option.

a. Half kg = \_\_\_\_\_ g

- i. 1000                      ii. 500                      iii. 700                      iv. 100

b. Double of 2 kg = \_\_\_\_\_ kg

- i. 2                              ii. 9                              iii. 8                              iv. 4

c. Half of 8 kg = \_\_\_\_\_ kg

- i. 16                              ii. 7                              iii. 4                              iv. 18

d. 6 kg = \_\_\_\_\_ kg

- i. 2+2                              ii. 1+4                              iii. 3+3                              iv. 6+6

8. Tick the estimated weight of the following things:

a. An elephant                      5000 kg / 5000 gm

b. A buffalo                              300 kg / 300 gm

c. A textbook                              1.2 kg / 20 gm

d. A laptop                              2 kg / 2 gm

**9. Solve the followings:**

a.  $900\text{ g} + 730\text{ g} = \underline{\hspace{2cm}}$

b.  $4\text{ kg } 300\text{ g} + 5\text{ kg } 200\text{ g} = \underline{\hspace{2cm}}$

c.  $750\text{ g} - 200\text{ g} = \underline{\hspace{2cm}}$

**10. Use “>”, “<”, or “=” for the followings.**

a.  $2\text{ kg rice} \quad \underline{\hspace{1cm}} \quad 1000\text{ gm rice}$

b.  $1\text{ kg popcorn} \quad \underline{\hspace{1cm}} \quad 1\text{ kg sugar}$

c.  $7000\text{ g potatoes} \quad \underline{\hspace{1cm}} \quad 9\text{ kg potatoes}$

### **LEARNING OUTCOME 3.11:**

- **Adds and subtracts measures involving grams & Kilograms in life situations.**

1. **Sonu bought 5 kg of apples and 9 kg of oranges. What is the total weight of the fruits that Sonu bought?**

2. **Ramu bought 15 kg rice and Golu bought 7 kg potatoes. Who bought more amount and by how much?**

3. **A box contains 5 apples. How many apples will be there in 2 such boxes?**

4. **Solve the followings:**

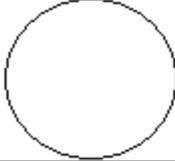
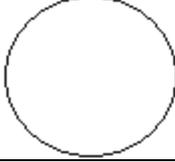
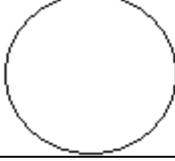
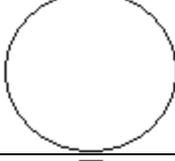
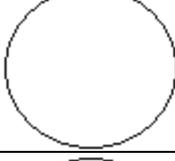
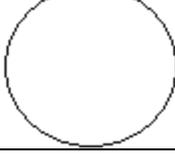
a.  $2\text{kg} + 3\text{kg} + 4\text{kg}$  = \_\_\_\_\_ kg

b.  $9\text{kg} - 3\text{kg}$  = \_\_\_\_\_ kg

c.  $700\text{g} + 300\text{g}$  = \_\_\_\_\_ kg

d.  $1000\text{g} - 350\text{g}$  = \_\_\_\_\_ g

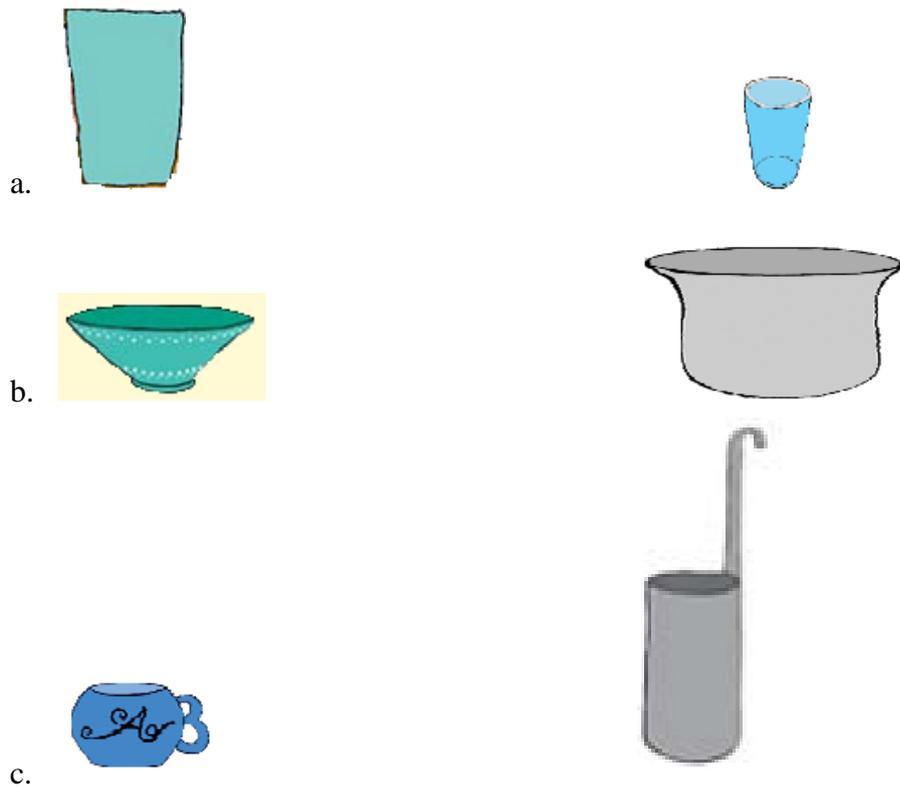
5. Compare the following by using symbols ('<', '>' or '+').

$300\text{g} + 200\text{g}$		$1\text{ kg}$
$3\text{kg} + 5\text{kg}$		$7\text{kg} + 1\text{kg}$
$9\text{kg}$		$9000\text{g}$
$7000\text{kg}$		$7\text{g}$
$170\text{g}$		$2\text{kg}$
$2000\text{g}$		$2\text{g} + 2000\text{g}$

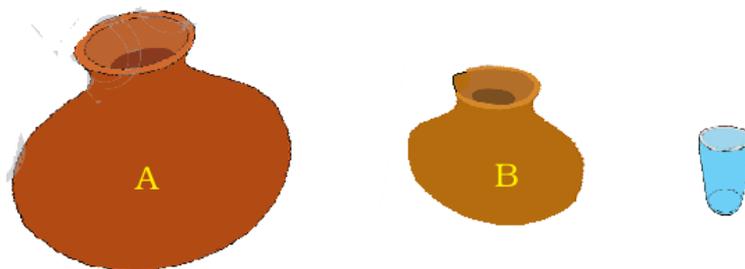
**LEARNING OUTCOME 3.12:**

- Compare the capacity of different containers in terms of non-standard units.

1. Circle the vessel which can hold more water.



2. Pot 'B' holds 14 glassfuls of water. Pot 'A' holds twice the water as pot 'B'. Answer the following questions.



- How many glasses of water are needed to fill pot 'A'?  
\_\_\_\_\_
- Which pot holds more water?  
\_\_\_\_\_
- How many glassfuls of water are needed to fill both the pots?  
\_\_\_\_\_

**3. Match the right pair.**

a. Less than ½ litre

i.



To measure milk

b. More than 1 litre

ii.



Eye drop bottle

c. 1000 litre

iii.



Big cooking pot

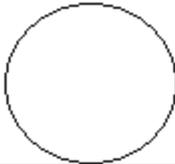
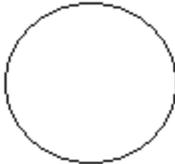
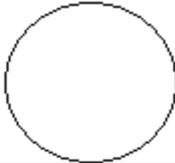
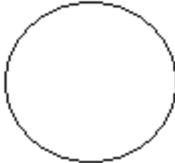
d. ½ litre

iv.



Water tank

**4. Compare the following using symbols (> or <).**

Capacity of a water bottle		Capacity of a water tank
Capacity of a glass		Capacity of a bucket
Capacity of 1 L water bottle		Capacity of 2 L water bottle
Capacity of a glass		Capacity of a jug

5. Observe the following pots carefully and draw these pots at the right place in the table.



**Bowl**



**Small Mug**



**Big cooking pot**



**Bottle**

<u>Less than 1 litre</u>	<u>More than 1 litre</u>

6. Arrange the following in ascending order/ increasing order.

Oil in a spoon, a mug full of water, a tank full of water, a bucket full of water

**Ascending/ increasing order:-**

.....<.....<.....<.....

## **LEARNING OUTCOME 3.13:**

- **Identifies a particular day and date on a calendar.**

### **1. Answer the followings:**

- If today is Thursday tomorrow will be \_\_\_\_\_.
- The day before Tuesday is \_\_\_\_\_.
- The number of days in a week is \_\_\_\_\_.
- The day between Saturday and Monday is \_\_\_\_\_.
- The day after Tuesday is \_\_\_\_\_.

### **2. Complete the following.**

- One week = 7 Days
- Two weeks = 14 Days
- 3 weeks = \_\_\_\_\_ Days
- 4 weeks = \_\_\_\_\_ Days
- 5 weeks = \_\_\_\_\_ Days
- 6 weeks = \_\_\_\_\_ Days
- 7 weeks = \_\_\_\_\_ Days

### **3. Answer the followings:**

- The Children's Day is celebrated on \_\_\_\_\_.
- Christmas is celebrated on \_\_\_\_\_.
- There are \_\_\_\_\_ days in July.
- How many months have 30 days? \_\_\_\_\_.
- \_\_\_\_\_ is the shortest month in a calendar.

### **4. Match the followings:**

- |                            |                  |
|----------------------------|------------------|
| a. Children's Day          | i. 365           |
| b. Christmas               | ii. 7            |
| c. Shortest Month          | iii. 25 December |
| d. Days in a week          | iv. 14 November  |
| e. Days in a non-leap year | v. February      |

### **5. Circles the months having thirty days.**

January	February	March	April
May	June	July	August
September	October	November	December

**6. Tick the right option.**

**a. How many months have 30 days?**

- i. 3                                      ii. 2                                      iii. 4                                      iv. 1

**b. How many days are there in a leap year?**

- i. 7                                      ii. 14                                      iii. 300                                      iv. 366

**c. How many months have 31 days?**

- i. 7                                      ii. 4                                      iii. 2                                      iv. 1

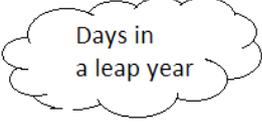
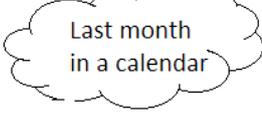
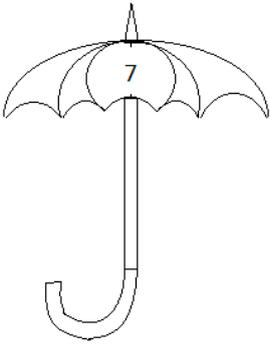
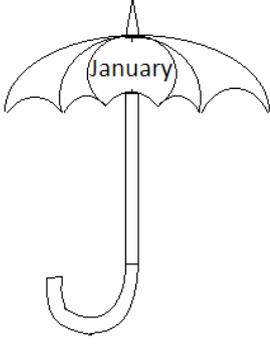
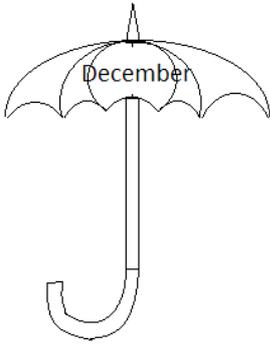
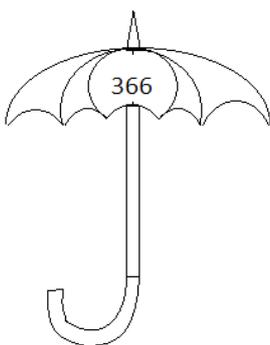
**d. \_\_\_\_\_ is the shortest month.**

- i. February                      ii. January                      iii. April                      iv. December

**e. A year has \_\_\_\_\_ weeks.**

- i. 5                                      ii. 7                                      iii. 52                                      iv. 15

**7. Match clouds with umbrellas.**

## LEARNING OUTCOME 3.14:

- **Reads the time correctly to the hour using a clock / watch.**

### 1. Match the following:

- |                              |                 |
|------------------------------|-----------------|
| a. The short hand            | i. 4 o' clock   |
| b. 1 hour after 3 o' clock   | ii. Minute hand |
| c. 2 hours before 7 o' clock | iii. Hour hand  |
| d. The long hand             | iv. 5 o' clock  |

### 2. Write the time shown by the clock.

a.



b.



### 3. Tick the correct option for the time taken by different activities.

#### a. Blinking your eyes.

- |          |             |              |          |
|----------|-------------|--------------|----------|
| i. Hours | ii. Seconds | iii. Minutes | iv. Days |
|----------|-------------|--------------|----------|

#### b. Switching on light.

- |          |             |              |          |
|----------|-------------|--------------|----------|
| i. Hours | ii. Seconds | iii. Minutes | iv. Days |
|----------|-------------|--------------|----------|

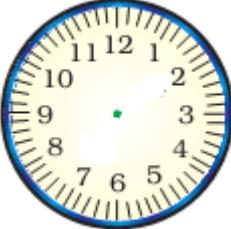
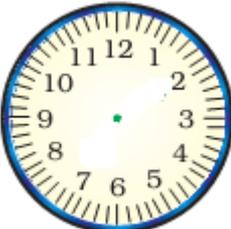
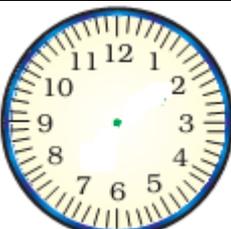
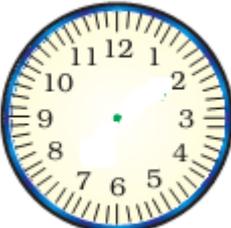
#### c. Brushing your teeth.

- |          |             |              |         |
|----------|-------------|--------------|---------|
| i. Hours | ii. Seconds | iii. Minutes | iv. Day |
|----------|-------------|--------------|---------|

#### d. Growing of a plant.

- |          |             |              |            |
|----------|-------------|--------------|------------|
| i. Hours | ii. Seconds | iii. Minutes | iv. Months |
|----------|-------------|--------------|------------|

**4. Draw the hands on the clock for the following:**

a. 5 o' clock	
b. 7 o' clock	
c. 1 o' clock	
d. 3 o' clock	

## LEARNING OUTCOME 3.15:

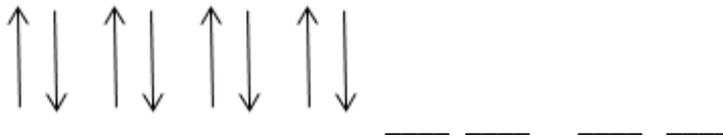
- **Extends patterns in simple shapes and numbers.**

1. Given below are some patterns. Continue the patterns.

a.

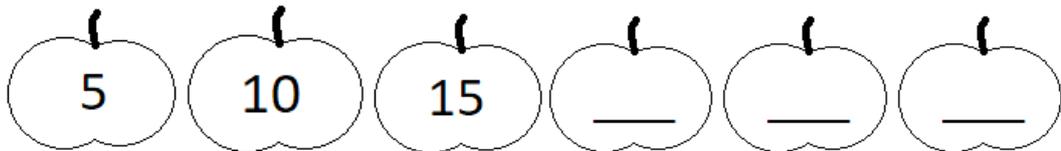


b.

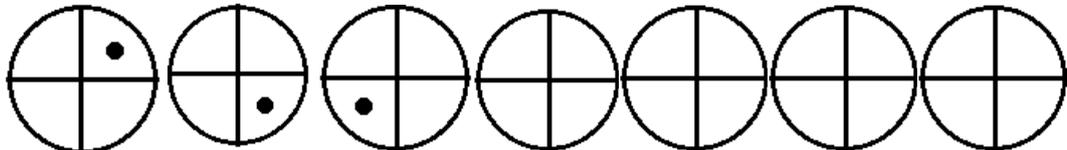


c. AB CD EF \_\_\_\_\_

d.



e.



2. Count in 10's and complete the followings.

a. 7, 17, 27, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

b. 5, 15, 25, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

c. 10, 20, 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

d. 77, 87, 97, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

3. Count in 50's and complete the followings.

a. 50, 100, 150, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

b. 20, 70, 120, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

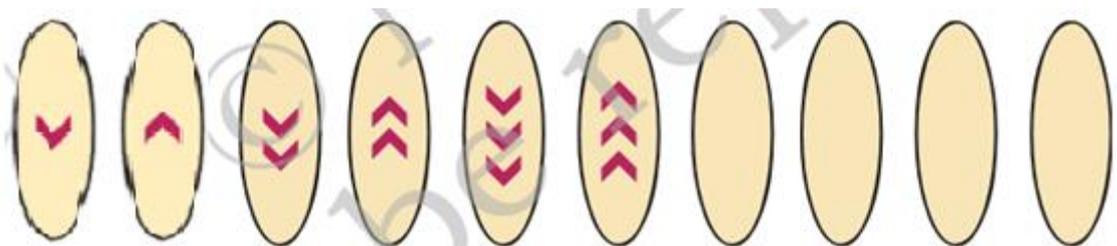
c. 120, 170, 220, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**4. Look at rules and continue these growing patterns.**

- a. 2, 4, 8, 16, 32, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- b. 1, 3, 7, 13, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- c. 51, 56, 61, 66, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- d. 12A, 13B, 14C, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- e. 7, 14, 21, 28, 35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- f. 11, 21, 31, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- g. 40, 50, 60, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- h. 9, 14, 19, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**5. Given below are some patterns. Figure out the rule for each and continue the pattern.**

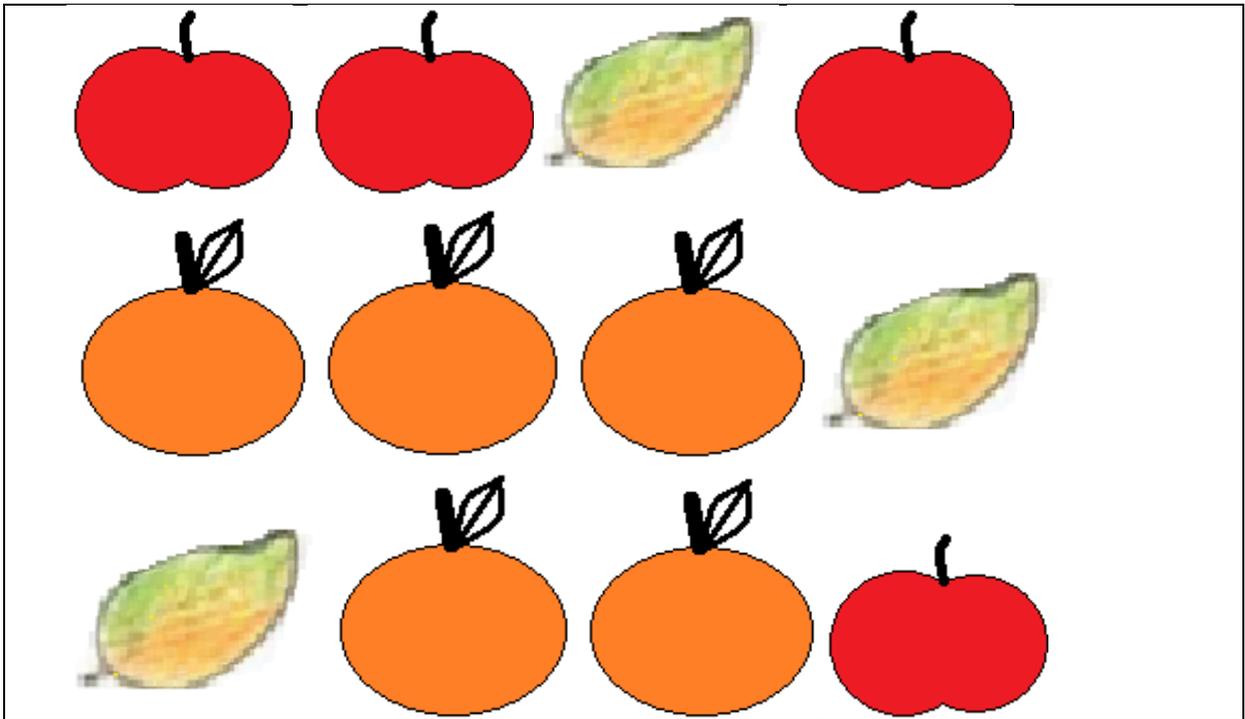
- a. AA, BB, AA, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- b. Breakfast, Lunch, Dinner, Breakfast, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- c. Sunrise, Sunset, Sunrise, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- d. Winter, Summer, Rainy, Winter, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- e. Entering school, Attending class, Leaving to home, Entering school, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- f. Morning, Afternoon, Evening, Night, Morning, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- g.



**LEARNING OUTCOME 3.16:**

- Records data using tally marks, represents pictorially, and draws conclusions.

1. Look at the pictures and fill the table.



Fruits' Name	Apples	Oranges	Mangoes
Number of fruits	.....	.....	.....

2. Look at the following table and draw the picture for the number of flowers shown in the table and colour.

	Red	Blue	Yellow	Orange
Number of flowers	5	2	4	1

3.

### Shopping Table



₹ 1



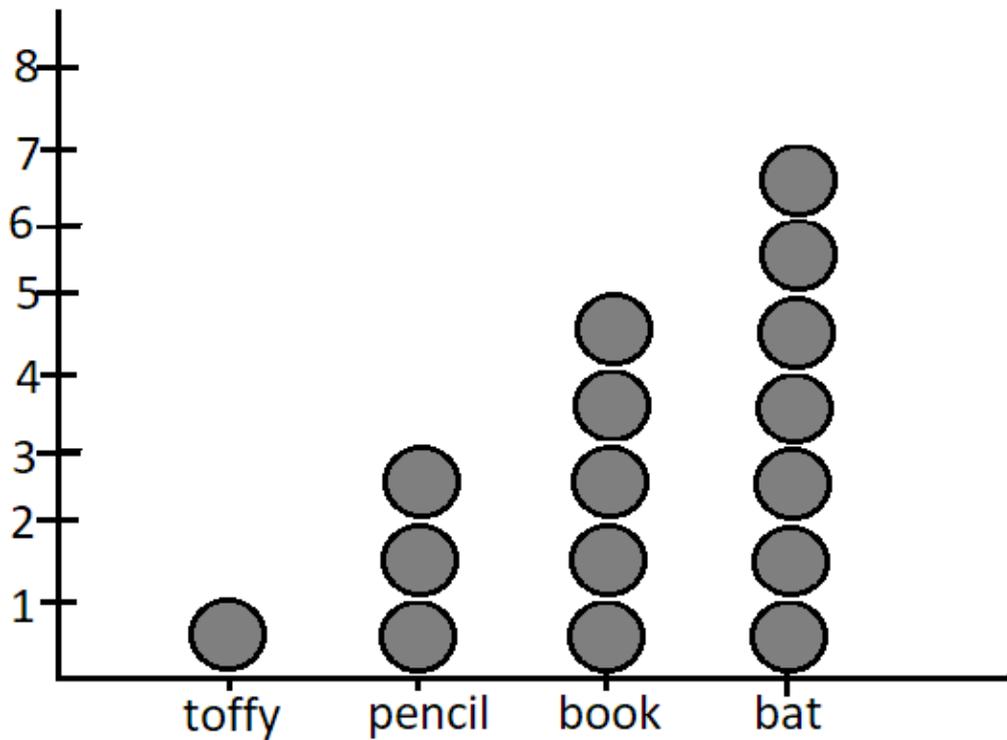
₹ 5



₹ 3



₹ 7



In the above chart  represents ₹ 1.

**Use above chart and answer the followings.**

- The total number of items are \_\_\_\_\_ .
- Which item costs the least? \_\_\_\_\_ .
- The rate of bat is \_\_\_\_\_ .
- Name the item which costs ₹ 5 . \_\_\_\_\_ .

## LEARNING OUTCOME 3.16:s

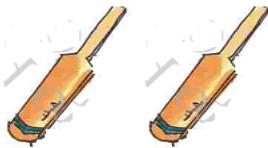
- Makes Rate Charts and simple bills.

1. Complete the following:



300

Three hundred



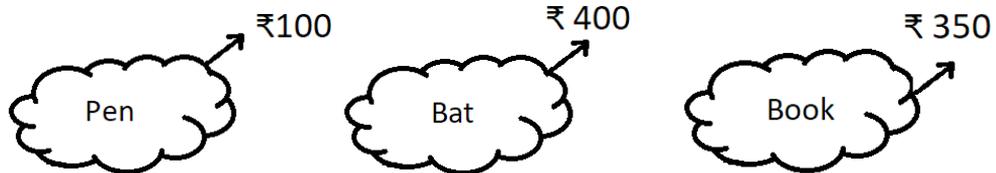
600

\_\_\_\_\_



\_\_\_\_\_

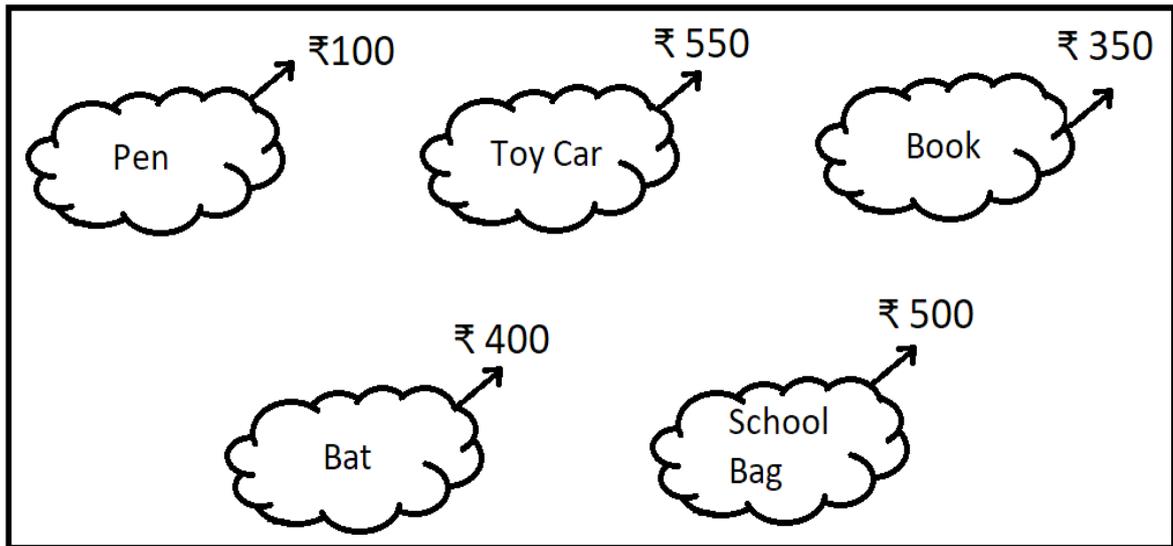
2. Ramu has bought 1 pen, 2 bats & 3 books of the following costs.



Complete the following bill.

a. Cost of 1 pen	=	1X100 =	₹ .....
b. Cost of 2bats	=	2X400 =	₹ .....
c. Cost of 3 books	=	3X350 =	₹ .....
Total Amount	=		₹ .....

3. Observe the following table and answer accordingly.



a. Which item costs the most?

\_\_\_\_\_

b. Which items cost more than ₹ 450?

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

c. Which item costs the least?

\_\_\_\_\_

4. Raju had Rs. 700. He bought one bat of Rs. 380. How much money he has left with?

Raju had = ₹

He spent = ₹

Money he has now = ₹

5. Observe the following table and prepare a bill.



<b>Cash Memo Self Service Store</b>			
Item	Rate per item	Rs	Paise
1 Toy Car	.....	.....	.....
1 Bike	.....	.....	.....
1 Chocolate	.....	.....	.....
	Total	.....	.....

6. If one notebook costs Rs. 10. Then find the cost of 8 such notebooks.

7. Golu spent Rs. 60 on 12 pencils. Find the cost of 1 pencil.