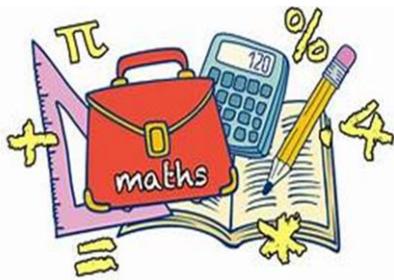


# Teachers' Handbook of Learning Outcomes



**CLASS-IV**

**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
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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>
4.1	<ul style="list-style-type: none"> <li>• counting upto 9999</li> </ul>
4.2	<ul style="list-style-type: none"> <li>• complex +</li> </ul>
4.3	<ul style="list-style-type: none"> <li>• complex -</li> </ul>
4.4	<ul style="list-style-type: none"> <li>• tables upto 15</li> </ul>
4.5	<ul style="list-style-type: none"> <li>• applies operations of numbers in daily life</li> <li>• multiplies 2 and 3 digit numbers</li> </ul>
4.6	<ul style="list-style-type: none"> <li>• divides a number by another number using different methods like – pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication</li> </ul>
4.7	<ul style="list-style-type: none"> <li>• creates and solves simple real life situations/ problems including money, length, mass and capacity by using the four operations</li> <li>• solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations</li> </ul>
4.8	<ul style="list-style-type: none"> <li>• works with fractions</li> <li>• identifies half, one-fourth, three-fourths of a whole in a given picture by paper folding and also in a collection of objects.</li> <li>• represents the fractions as half, onefourth and three-fourths by using numbers/ numerals</li> <li>• shows the equivalence of a fraction with other fractions</li> </ul>
4.9	<ul style="list-style-type: none"> <li>• finds out shapes that can be used for tiling</li> <li>• makes cube/ cuboids using the given nets</li> </ul>
4.10	<ul style="list-style-type: none"> <li>• estimates the length of an object/distance between two locations and verifies them by actual measurement</li> <li>• converts metre into centimetre and viceversa</li> </ul>
4.11	<ul style="list-style-type: none"> <li>• estimates the weight of various objects and verifies them by actual measurement</li> </ul>
4.12	<ul style="list-style-type: none"> <li>• estimates the volume of liquid and verifies them by actual measurement</li> </ul>
4.13	<ul style="list-style-type: none"> <li>• explores the perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit.</li> </ul>
4.14	<ul style="list-style-type: none"> <li>• explores the area of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit. For example, the number of books that can completely fill the top of a table.</li> </ul>
4.15	<ul style="list-style-type: none"> <li>• identifies the centre, radius and diameter of the circle</li> </ul>
4.16	<ul style="list-style-type: none"> <li>• reads clock time in hour and minutes and expresses the time in a.m. and p.m.</li> <li>• relates to 24 hr clock with respect to 12 hr clock</li> <li>• calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction</li> </ul>
4.17	<ul style="list-style-type: none"> <li>• identifies the pattern in multiplication and division (up to multiple of 9)</li> <li>• observes, identifies and extends geometrical patterns based on symmetry</li> </ul>
4.18	<ul style="list-style-type: none"> <li>• represents the collected information in tables and bar graphs and draws inferences from these</li> </ul>
4.19	<ul style="list-style-type: none"> <li>• shows through paper folding/ paper cutting, ink blots, etc. the concept of symmetry by reflection</li> <li>• draws top view, front view and side view of simple objects</li> </ul>



**QUESTION BANK BASED ON LEARNING OUTCOMES**  
**MATHEMATICS**  
**CLASS 4**

**LEARNING OUTCOME 4.1: COUNTING UPTO 9999.**

**1. Complete the counting:**

5931	5941	5951	.....	.....	5981	5991
5932	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	5944	.....	.....	.....	.....	.....
5935	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	5947	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	5949	.....	.....	.....	.....	.....
5940	.....	5960	5970	.....	.....	.....

**2. What comes after?**

- a. 3943 .....
- b. 5438 .....
- c. 6999 .....
- d. 3000 .....
- e. 7549 .....

**3. What comes before?**

- a. .... 1000
- b. .... 2001
- c. .... 9999
- d. .... 4600
- e. .... 3701

**4. What comes between?**

- a. 4000 ..... 4002
- b. 3979 ..... 3981
- c. 5999 ..... 6001
- d. 6438 ..... 6440
- e. 5800 ..... 5802

**5. Write the number names:**

a. 5381= \_\_\_\_\_ thousand \_\_\_\_\_ hundred

\_\_\_\_\_

b. 4600= \_\_\_\_\_

\_\_\_\_\_

c. 6000= \_\_\_\_\_

\_\_\_\_\_

**6. Write the numerals for the followings:**

TH H T O

a. Three thousand eight hundred sixty one = .....

b. Four thousand seventy eight = .....

c. Six thousand five hundred ninety = .....

**7. Compare the numbers and fill in the box with proper sign of comparison (>, = or <).**

a. 7640 ..... 6740

b. 8000 ..... 6999

c. 4880 ..... 4880

d. 6000 ..... 7000

e. 999 ..... 2431

**8. Circle the greatest number.**

a. 4000, 400, 4440, 4049

b. 3990, 3999, 3909, 3099

c. 6130, 3610, 6310, 1360

**9. Circle the smallest number.**

a. 2000, 2100, 2010, 2001

b. 6700, 7600, 7006, 6007

c. 5999, 599, 5900, 5909

**10. Arrange the numbers in ascending order.**

4320, 3420, 2430, 4302

Ascending order: ....., ....., ....., .....

**11. Arrange the numbers in descending order.**

4702, 6520, 4908, 5600

Descending order: ....., ....., ....., .....

**12. Write the number in expanded form.**

$$5637 = 5000 + 600 + 30 + 7$$

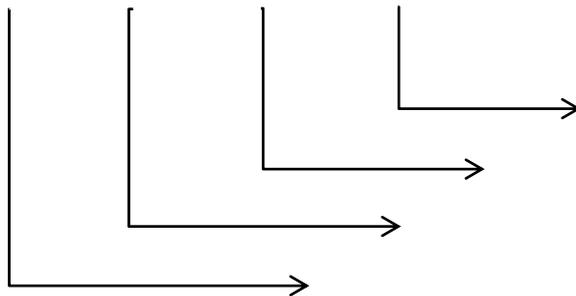
- a. 4641 =
- b. 3780 =
- c. 5908 =

**13. Write the correct number for the following expansion.**

- |    |             |   |            |   |           |   |          |   |             |
|----|-------------|---|------------|---|-----------|---|----------|---|-------------|
|    | <b>6000</b> | + | <b>400</b> | + | <b>20</b> | + | <b>9</b> | = | <b>6429</b> |
| a. | 7000        | + | 300        | + | 30        | + | 4        | = | .....       |
| b. | 5000        | + | 900        | + | 7         |   |          | = | .....       |
| c. | 1000        | + | 6          |   |           |   |          | = | .....       |

**14. Write the place value for the following numbers.**

7            6            8            1



**15. Fill in the blanks:**

- |    |        |                 |                |          |   |          |
|----|--------|-----------------|----------------|----------|---|----------|
|    | 6783 = | 6 thousands +   | 7 hundreds +   | 8 tens   | + | 3 ones   |
| a. | 4780 = | ___ thousands + | ___ hundreds + | ___ tens | + | ___ ones |
| b. | 5300 = | ___ thousands + | ___ hundreds + | ___ tens | + | ___ ones |
| c. | 7009 = | ___ thousand +  | ___ hundreds + | ___ tens | + | ___ ones |

## LEARNING OUTCOME 4.2: COMPLEX ADDITION (+).

1. Solve the following sums:

$$\begin{array}{r} 5994 \\ +2003 \\ \hline \end{array}$$

$$\begin{array}{r} 5078 \\ +2610 \\ \hline \end{array}$$

$$\begin{array}{r} 1234 \\ +2615 \\ \hline \end{array}$$

$$\begin{array}{r} 2700 \\ +1276 \\ \hline \end{array}$$

$$\begin{array}{r} 3256 \\ +4543 \\ \hline \end{array}$$

$$\begin{array}{r} 1978 \\ +2479 \\ \hline \end{array}$$

2. Solve the followings:

a.  $8907+454+2031 = \dots\dots\dots$

b.  $5454+1234+3562 = \dots\dots\dots$

c.  $3239+544+349+8 = \dots\dots\dots$

3. Fill in the blanks:

a.  $386 + 454 + 3737 = 454 + \underline{\hspace{2cm}} + 386$

b.  $8907 + 362 + 0 = 362 + \underline{\hspace{2cm}} + 8907$

c.  $1452 + 101 = \underline{\hspace{2cm}} + 1452$

4. Add the followings:

a.  $250\text{m} + 150\text{m} = \underline{\hspace{3cm}}$

b.  $1200\text{m} + 425\text{m} + 150\text{m} = \underline{\hspace{3cm}}$

5. The table shows the water used in one day by a family of 5 people. Find the total water used by them.

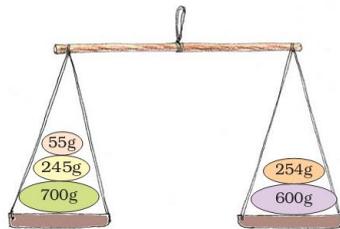
Activity	Water in Litres( <i>l</i> )
a. Cooking and drinking	30 <i>l</i>
b. Washing	105 <i>l</i>
c. Cleaning pots, pans	40 <i>l</i>
d. Bathing	<u>120 <i>l</i></u>
Total water used by them	<u>          </u>

6. Which numbers add to make more than 500?

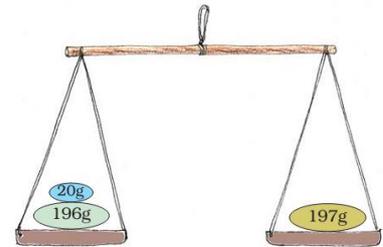
- a. 152 and 241
- b. 321 and 192
- c. 99 and 299
- d. 401 and 91

7. Which pan of the balance will go down? Show by drawing an arrow.

a.



b.



8. Find the total number of children in class I to V.

Class	Number of Children
I	34
II	52
III	56
IV	60
V	65

Total \_\_\_\_\_

9. Mental Maths.

$$\begin{array}{r}
 \boxed{95} + \begin{array}{r} \boxed{450} \\ + \\ \boxed{135} \\ \hline \boxed{\dots\dots\dots} \end{array} = \boxed{\dots\dots\dots}
 \end{array}$$

10. Add the followings:

$  \begin{array}{r}  \underline{l} \quad \underline{ml} \\  358 \quad 205 \\  + 542 \quad 516 \\  \hline  \boxed{\phantom{0000}}  \end{array}  $	$  \begin{array}{r}  \underline{l} \quad \underline{ml} \\  48 \quad 255 \\  + 93 \quad 768 \\  \hline  \boxed{\phantom{0000}}  \end{array}  $
--	--

## LEARNING OUTCOME 4.3: COMPLEX SUBTRACTION (-).

1. Solve the following sums(Subtract):

a.

$$\begin{array}{r} 4545 \\ - 1432 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 8321 \\ - 321 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 6859 \\ - 3230 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 4590 \\ - 3040 \\ \hline \end{array}$$

e.

$$\begin{array}{r} 1976 \\ - 400 \\ \hline \end{array}$$

f.

$$\begin{array}{r} 3206 \\ - 2305 \\ \hline \end{array}$$

2. Find the answers:

a.  $1039 - 1000 = \underline{\hspace{2cm}}$

b.  $2031 - 45 = \underline{\hspace{2cm}}$

c.  $1515 - 1515 = \underline{\hspace{2cm}}$

d.  $999 - 0 = \underline{\hspace{2cm}}$

e.  $4000 - 1 = \underline{\hspace{2cm}}$

f.  $9000 - 301 = \underline{\hspace{2cm}}$

3. Mental Maths:

89	-	45	-	32	=	.....
				.....		

4. Subtract the following:

$\begin{array}{r} \underline{l} \quad \underline{ml} \\ 52 \quad 408 \\ - 48 \quad 528 \\ \hline \end{array}$	$\begin{array}{r} \underline{l} \quad \underline{ml} \\ 472 \quad 280 \\ - 318 \quad 756 \\ \hline \end{array}$
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5. Fill in the blanks:

<table border="1" style="margin: auto;"> <tr> <td style="width: 30px;"></td> <td style="width: 40px; text-align: center;"><b>H</b></td> <td style="width: 40px; text-align: center;"><b>T</b></td> <td style="width: 40px; text-align: center;"><b>O</b></td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">.....</td> </tr> <tr> <td style="text-align: right;">+</td> <td style="text-align: center;">1</td> <td style="text-align: center;">.....</td> <td style="text-align: center;">6</td> </tr> <tr> <td></td> <td style="text-align: center;">.....</td> <td style="text-align: center;">8</td> <td style="text-align: center;">1</td> </tr> </table>		<b>H</b>	<b>T</b>	<b>O</b>		1	3	.....	+	1	.....	6		.....	8	1	<table border="1" style="margin: auto;"> <tr> <td style="width: 30px;"></td> <td style="width: 40px; text-align: center;"><b>H</b></td> <td style="width: 40px; text-align: center;"><b>T</b></td> <td style="width: 40px; text-align: center;"><b>O</b></td> </tr> <tr> <td></td> <td style="text-align: center;">9</td> <td style="text-align: center;">.....</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: right;">-</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">.....</td> </tr> <tr> <td></td> <td style="text-align: center;">.....</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>		<b>H</b>	<b>T</b>	<b>O</b>		9	.....	8	-	2	1	.....		.....	3	4
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6. There are 342 students in a school. 161 students are absent. How many students are present?

Total students in the school = \_\_\_\_\_

Number of absent students = - \_\_\_\_\_

Number of Present students = \_\_\_\_\_

7. I had Rs 1000 with me. I spent Rs. 439. How much money is left with me?

I had = \_\_\_\_\_

I spent = - \_\_\_\_\_

Money left with me = \_\_\_\_\_

8. Subtract the following:

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9. Subtract the following:

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10. Subtract the following:

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## LEARNING OUTCOME 4.4: TABLES UPTO 15.

### 1. Table of 2

1x2 .....	2x2 .....	3x2 .....	4x2 .....	5x2 .....	6x2 .....	7x2 .....	8x2 .....	9x2 .....	10x2 .....
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### 2. Table of 10

1x10 .....	2x10 .....	3x10 .....	4x10 .....	5x10 .....	6x10 .....	7x10 .....	8x10 .....	9x10 .....	10x10 .....
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### 3. Table of 12

1x12 .....	2x12 .....	3x12 .....	4x12 .....	5x12 .....	6x12 .....	7x12 .....	8x12 .....	9x12 .....	10x12 .....
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### 4. Fill in the blanks using multiplication tables.

- a.  $5 \times 2 = \underline{\quad}$   
b.  $9 \times 7 = \underline{\quad}$   
c.  $12 \times 4 = \underline{\quad}$   
d.  $14 \times 3 = \underline{\quad}$   
e.  $15 \times 4 = \underline{\quad}$

### 5. Observe the rule and write the answer.

$$8 \times 10 = 80$$

$$9 \times 100 = 900$$

- a.  $73 \times 10 = \underline{\quad}$   
b.  $29 \times 10 = \underline{\quad}$

- c.  $14 \times \underline{\quad} = 1400$   
d.  $9 \times \underline{\quad} = 9000$

### 6. Solve the following.

- a.  $5 \times 0 = \underline{\quad}$   
b.  $0 \times 10 = \underline{\quad}$   
c.  $1 \times 255 = \underline{\quad}$   
d.  $12 \times 1 = \underline{\quad}$   
e.  $1 \times 36 = \underline{\quad}$   
f.  $1000 \times 0 = \underline{\quad}$

### 7. Observe the pattern and fill in the blanks.

- a.  $5 \times 3 = 3 \times \underline{\quad}$   
b.  $2 \times 6 = \underline{\quad} \times 2$   
c.  $3 \times 4 = \underline{\quad} \times \underline{\quad}$   
d.  $7 \times 8 = \underline{\quad} \times \underline{\quad}$   
e.  $9 \times \underline{\quad} = 7 \times \underline{\quad}$



5. There are 4 spiders. Each spider has 8 legs. How many legs are there in all?

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

OR

$$\boxed{\phantom{0000}} \times \boxed{\phantom{0000}} = \boxed{\phantom{0000}}$$

6. There are 6 bowls. Each bowl has 3 Gulab-jamuns. How many Gulab-jamuns are there in all?

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

OR

$$\boxed{\phantom{0000}} \times \boxed{\phantom{0000}} = \boxed{\phantom{0000}}$$

7. Cost of one bat is Rs. 112. 9 such bats will cost Rs.                   .

$$\boxed{112} \times \boxed{9} = \boxed{100 + 10 + 2} \times \boxed{9}$$

$$= \boxed{\dots\dots \times \dots\dots} + \boxed{\dots\dots \times \dots\dots} + \boxed{\dots\dots \times \dots\dots}$$

$$= \boxed{\dots\dots} + \boxed{\dots\dots} + \boxed{\dots\dots}$$

$$= \boxed{\dots\dots}$$

8. Fill in the blanks.

$$7 \quad \times \quad 10 \quad = \quad 70$$

a.  $75 \quad \times \quad 10 \quad = \quad \underline{\hspace{2cm}}$

b.  $681 \quad \times \quad 10 \quad = \quad \underline{\hspace{2cm}}$

c.  $29 \quad \times \quad 100 \quad = \quad \underline{\hspace{2cm}}$

d.  $64 \quad \times \quad 1000 \quad = \quad \underline{\hspace{2cm}}$

**LEARNING OUTCOME 4.6:**

- **Divides a number by another number using different methods.**

1. Divide 21 oranges in the group of 3 oranges. How many groups can be formed?

	$\dots\dots\dots \div \dots\dots\dots = \dots\dots\dots$
<p>_____ such groups will be formed.</p>	

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

a.

$\boxed{4} \times \boxed{9} = \boxed{\dots\dots\dots}$	}	$\boxed{36} \div \boxed{\dots\dots} = \boxed{4}$
	}	$\boxed{36} \div \boxed{4} = \boxed{\dots\dots}$

b.

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

**3. Divide by repeated subtraction.**

**Divide 20 chocolates among 5 friends. How many chocolates will each get?**

$$\begin{array}{r} \underline{\quad\quad} \quad - \quad \underline{\quad\quad} \quad = \quad \underline{\quad\quad} \\ \underline{\quad\quad} \quad - \quad \underline{\quad\quad} \quad = \quad \underline{\quad\quad} \\ \underline{\quad\quad} \quad - \quad \underline{\quad\quad} \quad = \quad \underline{\quad\quad} \\ \underline{\quad\quad} \quad - \quad \underline{\quad\quad} \quad = \quad \underline{\quad\quad} \end{array}$$

Each friend will get \_\_\_\_\_ chocolates.

**4. Which numbers are exactly between..**

**a. 100 and 200 [ 100+200=300, 300÷2=150]**

150

**b. 50 and 100**

\_\_\_\_\_

**c. 10 and 20**

\_\_\_\_\_

**d. 120 and 160**

\_\_\_\_\_

## LEARNING OUTCOME 4.7:

- Word Problems (Create and solves simple real life situations /problems using four basic arithmetic operations.)
- Solves problems involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations.

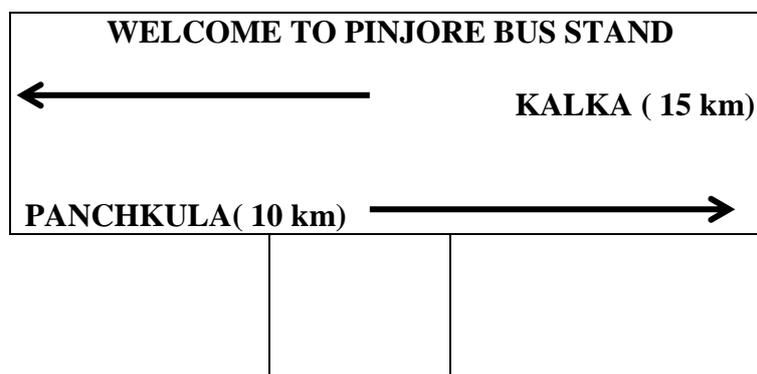
1. If the cost of one thousand bricks is Rs. 4500, what will be the cost of 2000 bricks?

2. Dhanu has the longest jump of 4 m 20 cm. Gurjeet is second. His jump is 20 cm less than Dhanu's jump. Gopi comes third. His jump is 15 cm less than Gurjeet's jump.

a. How long is Gurjeet's jump?

b. How long is Gopi's jump?

3. Look at the board and tell how far Kalka from Panchkula is.



4. Find the total cost of the following items. Also find the total amount to be paid for the bill.

S. No.	Name of Items	Rate per Item	Amount
1	5 Pencils	₹ 5	.....
2	3 Notebooks	₹ 22	.....
3	4 Crayons	₹ 31	.....
4	2 Pens	₹ 10	.....
5	A Scale	₹ 18	.....
<b>Total Amount =</b>			.....

5. Tank A has 490 l of water and Tank B has 278 l of water.

a. How much water do they have in all?

\_\_\_\_\_

b. Which tank has more water? \_\_\_\_\_

How much more water? \_\_\_\_\_

6. A family of 8 people needs 80kg wheat for a month. How much wheat does this family need for 2 months?

7. You have to distribute 72 tomatoes equally in 3 baskets. How many tomatoes will there be in each basket?

8. Look at the postal rates given in the chart.

<u>Postal Items</u>	<u>Postal Rates</u>
<b>Parcel Weighing:</b> i. 50 grams or less	10.00
ii. For every additional 50 grams	8.00

How much will you have to pay for posting a parcel weighing -

a. 200 grams? \_\_\_\_\_

b. 175 grams? \_\_\_\_\_

9. Neetu has an empty 200 ml coconut oil bottle. Ramu has a big bottle of 1 litre.  
How many bottles of Neetu will be sufficient to fill Ramu's bottle?

10. The bus leaves at 9 o' clock in the morning for Bhopal. It will take them about 2 hours to reach Bhopal. At what time should they reach Bhopal?

\_\_\_\_\_

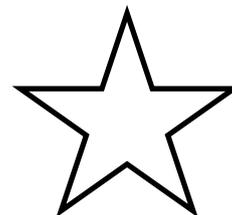
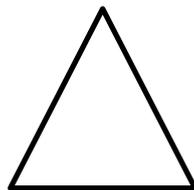
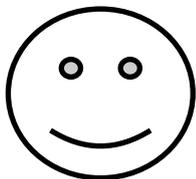
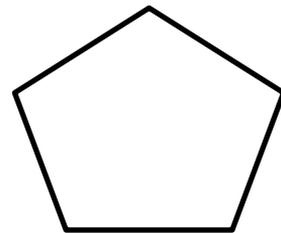
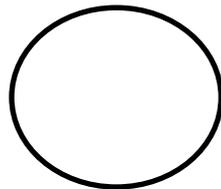
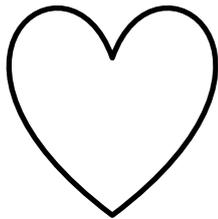
11. The train leaves at 11:40 from a station A. It will take 1 hour and 30 minutes to reach the next station B. At what time the train should reach the next station?

\_\_\_\_\_

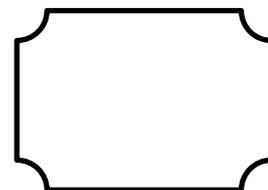
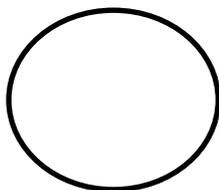
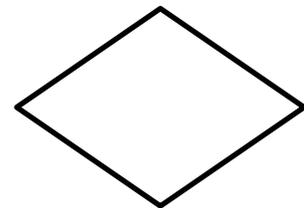
## LEARNING OUTCOME 4.8:

- Works with Fractions

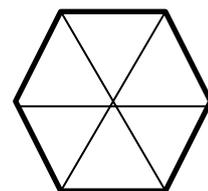
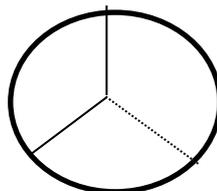
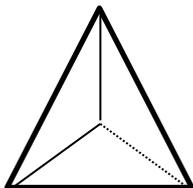
1. Shade / colour half part ( $\frac{1}{2}$ ) of each figure.



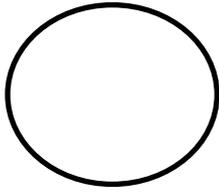
2. Shade / colour quarter part ( $\frac{1}{4}$ ) of each figure.



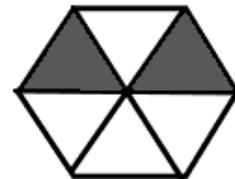
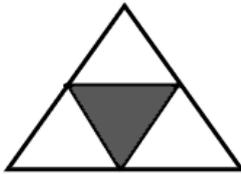
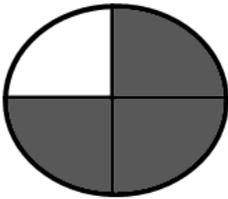
3. Shade / colour one-third ( $\frac{1}{3}$ ) part of each figure.



4. Shade / colour three-fourth ( $\frac{3}{4}$ ) part of each figure.

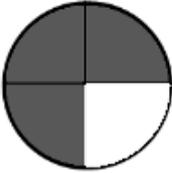
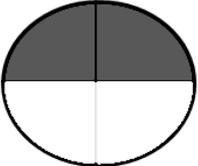
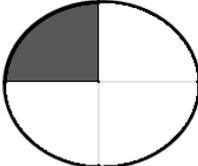
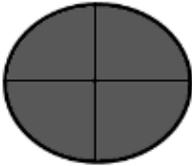


5. What fraction of each shape has been shaded/ coloured?

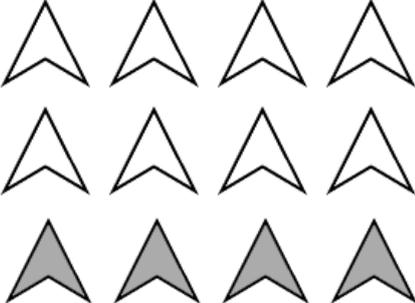


\_\_\_\_\_

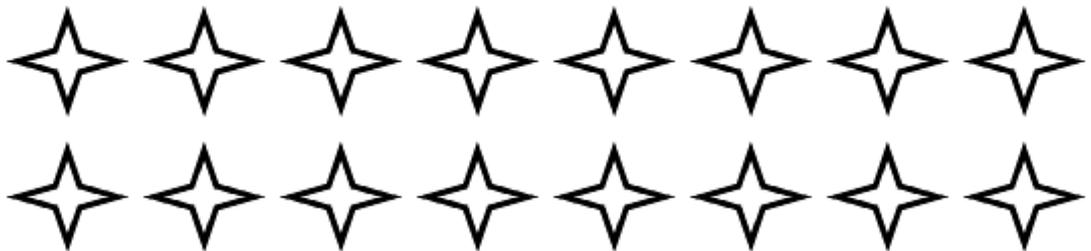
6. Match the shaded part as shown:

	Quarter	$\frac{4}{4}=1$
	Whole	$\frac{2}{4}=\frac{1}{2}$
	Three-fourth	$\frac{3}{4}$
	Half	$\frac{1}{4}$

7. What fraction of the collection is shaded/ coloured?

	= _____
	= _____

8. Shade / colour  $\frac{1}{4}$  of these shapes.



9. Sunita has 30 flowers. She uses  $\frac{1}{2}$  of them to make a bouquet. How many flowers are used to make bouquet?

10. There are 50 students in a class.  $\frac{1}{5}$  of them are absent. How many students are absent?

11. Fill in the blanks:

a.  $\frac{1}{2} + \frac{1}{2}$  = \_\_\_\_\_

b.  $\frac{1}{4} + \frac{1}{4} + \underline{\quad} + \underline{\quad}$  = \_\_\_\_\_

c.  $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$  = \_\_\_\_\_

d. Half is written as \_\_\_\_\_ .

e. Quarter is written as \_\_\_\_\_ .

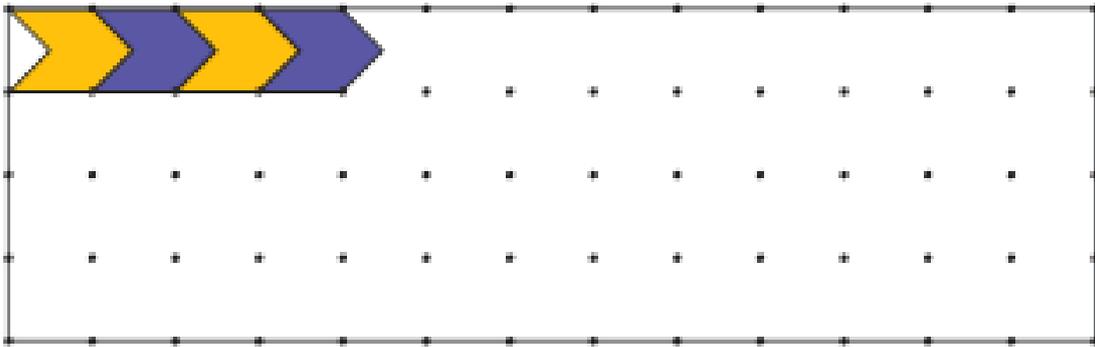
f. Two halves make a \_\_\_\_\_ .

g. A fraction is a part of a \_\_\_\_\_ .

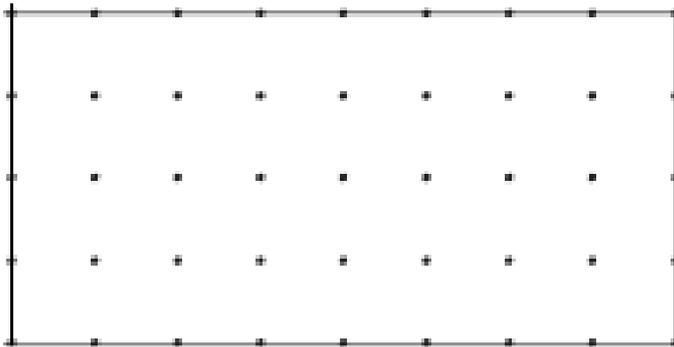
## LEARNING OUTCOME 4.9:

- Finds shapes that can be used for tiling.
- Makes cubes/ cuboids using given nets.

1. Cover your floor with this tile and colour it beautifully.

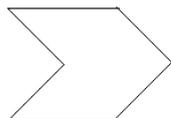
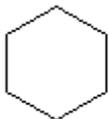
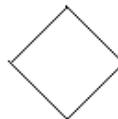
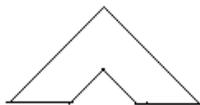
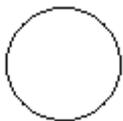


2. Now create your own tile design and cover your floor.

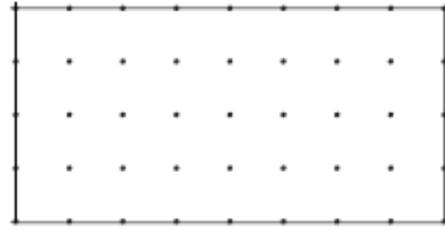
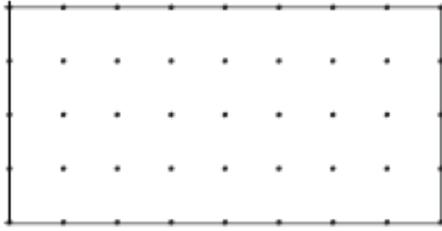


3. Which of the following tile can be used to cover the floor completely without leaving any gap?

Mark with a tick  $\checkmark$ .



4. Draw the shapes of cube and cuboid in the following dot grids.



5. Draw the pictures of a brick and a ludo-dice showing three faces of each one of them.

6. The numbers on the opposite sides of this box add up to 7.



a. Which number was on the opposite side of 5?

\_\_\_\_\_

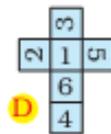
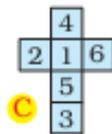
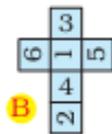
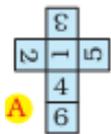
b. Which number will be at the bottom?

\_\_\_\_\_

c. Which number was on the opposite side of 4?

\_\_\_\_\_

d. What will this box look like if you opened it up? Mark the correct picture.



### **LEARNING OUTCOME 4.10:**

- **Estimates the length and verifies by actual measurement.**
- **Converts metres into centimetres and vice-versa.**

**1. Which unit will you use to measure the following?**

(centimetre, metre, kilometre)

- The height of Qutub Minar is 72 .....
- The length of the exercise book is about 21 .....
- The distance from Chandigarh to Delhi is about 250 .....
- Your classroom is about 4 ..... high.
- Height of your friend is about 135 .....

**2. If height of the given short mug is 8 cm, than guess the height of the bigger mug.**



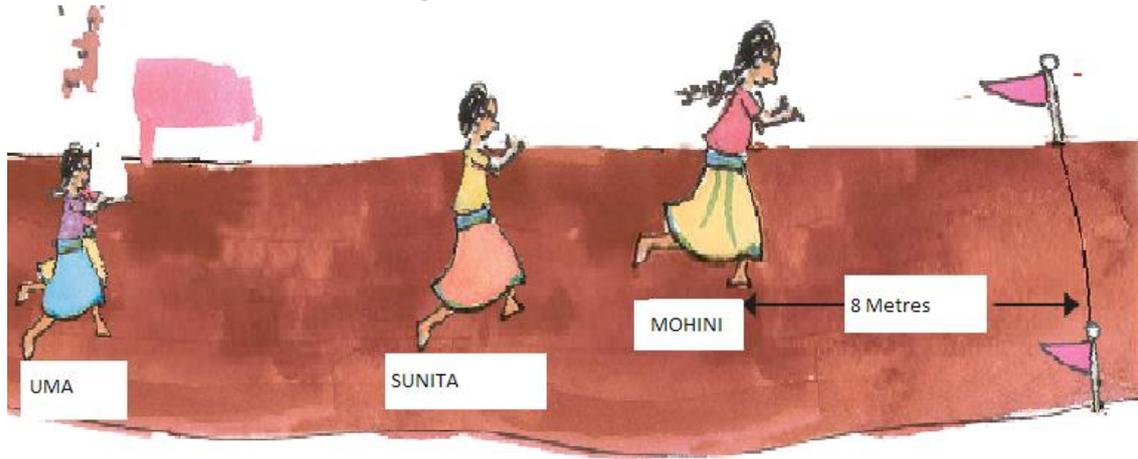
- 8 cm
- 12 cm
- 16 cm
- 20 cm

**3. Draw a pencil 8 cm in height.**

**4. Draw a broom double the length of the given broom.**



5. This is the 100 metre race for girls.



Mohini is the nearest to the finishing line. She is about 8 metres from it.

Behind her is Sunita.

Uma is behind Sunita.

Look at the picture and answer the questions based on your guess.

(4 metres    12 metres    16 metres    8 metres    20 metres)

- How far is Sunita from Mohini? \_\_\_\_\_
- How far is Uma from Sunita? \_\_\_\_\_
- How far is Sunita from finishing line? \_\_\_\_\_
- How far is Uma from finishing line? \_\_\_\_\_
- How far is Uma from Mohini? \_\_\_\_\_

6. Convert the following.

- 3 km = \_\_\_\_\_ m
- 7 m = \_\_\_\_\_ cm
- 2 m 45cm = \_\_\_\_\_ cm
- 4 km 315 m = \_\_\_\_\_ m
- 7000 m = \_\_\_\_\_ km
- 600 cm = \_\_\_\_\_ m
- 7240 m = \_\_\_\_\_ km \_\_\_\_\_ m
- 320 cm = \_\_\_\_\_ m \_\_\_\_\_ cm

## LEARNING OUTCOME 4.11:

- **Estimates the weight of various objects and verifies by actual measurement.**

1. Tick the estimated weights of the following things.

a. A suitcase	25g	25kg
b. A baby	4 kg	400 g
c. A pair of shoes	5 kg	500 g
d. A sack of wheat	50 kg	1500 g
e. An elephant	5000 kg	5000 g

2. Arrange the following animals according to their weights. Start from the lightest animal.

A puppy, a cow, a cat, a pigeon, an elephant, a goat.

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_ <  
\_\_\_\_\_ < \_\_\_\_\_

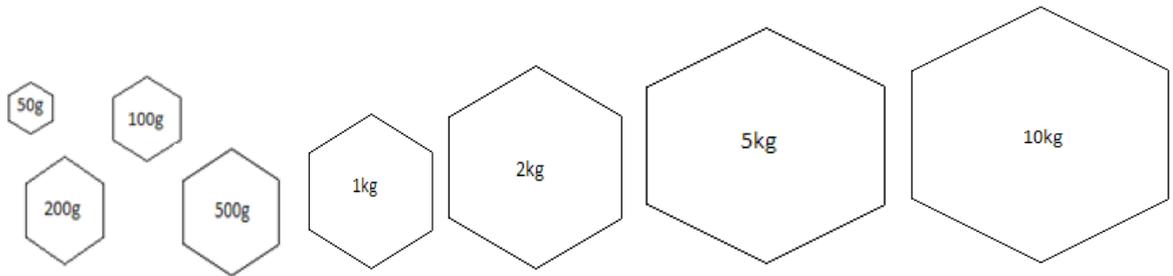
3. Guess and write the weight of each thing in 'g' or 'kg'.

Items	Weight(g /kg)
a. Rice	10 ____
b. Sugar	5 ____
c. Mustard seeds	50 ____
d. Wheat	20 ____
e. Dal	500 ____
f. Tea	250 ____
g. Pepper	50 ____
h. Turmeric	100 ____
i. Potato	2 ____
j. Salt	1 ____

**4. Convert the following.**

- a. 2 kg = \_\_\_\_\_ g
- b. 12 kg 500 gms = \_\_\_\_\_ g
- c. 1500 g = \_\_\_\_\_ kg \_\_\_\_\_ g
- d. 60000 g = \_\_\_\_\_ kg \_\_\_\_\_ g
- e. 3750 g = \_\_\_\_\_ kg \_\_\_\_\_ g

**5. Draw the weights that you will use to measure the following objects.**



a.



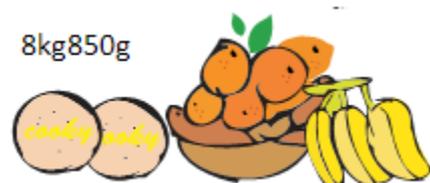
\_\_\_\_\_

b.



\_\_\_\_\_

c.



\_\_\_\_\_

## LEARNING OUTCOME 4.12:

- **Estimates the volume of liquid and verifies by actual measurement.**

### 1. Guess how much liquid each can hold.

- a. A water bottle \_\_\_\_\_
- b. A cough syrup bottle \_\_\_\_\_
- c. A small bottle of ear drops \_\_\_\_\_
- d. A glass of milk \_\_\_\_\_
- e. A can of cold drink \_\_\_\_\_
- f. A mug full of water \_\_\_\_\_
- g. An inkpot \_\_\_\_\_
- h. A bucket full of water \_\_\_\_\_

**Help box:**

300ml, 100ml, 150ml, 10ml, 15l, 1litre, 750ml, 50ml

### 2. Compare the capacity of the following things (using symbols $>$ , $<$ or $=$ ):

- a. A water tank \_\_\_\_\_ A bucket
- b. A glass \_\_\_\_\_ A jug
- c. A water bottle \_\_\_\_\_ An inkpot
- d. A cup \_\_\_\_\_ A mug

### 3. Classify which things you will measure in *l* and *ml*.

**A cup of milk, Petrol in a car, Ink in your pen, Water in a bucket, Juice in a glass, Water in a tank, Oil in a spoon, Water in a glass .**

<u><i>l</i>(litre)</u>	<u><i>ml</i>(millilitre)</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**4. Convert the following.**

- a. 9 litres = \_\_\_\_\_ml
- b. 4 litres 500 ml = \_\_\_\_\_ml
- c. 7 litres 250 ml = \_\_\_\_\_ml
- d. 3000 ml = \_\_\_\_\_litres
- e. 1500 ml = \_\_\_\_\_litres \_\_\_\_\_ml

**5. Amina's water bottle holds one litre of water. She drank 150ml of water and her friend Govind drank 200ml of water.**

**a. How much water did they drink altogether?**

**b. How much water is left in the bottle?**

**6. Radha's grandma was ill. The doctor gave her a bottle of syrup having 150 ml of medicine. She has to take the medicine every morning for 10 days. How much medicine does she have to take every morning?**

**7. The capacity of a bottle is 500 ml. How many such bottles will be required to fill the containers below?**

- a. A jug of capacity 2 litres = \_\_\_\_\_ bottles
- b. A bucket of capacity 12 litres = \_\_\_\_\_ bottles
- c. A mug of capacity 750 ml = \_\_\_\_\_ bottles
- d. A tub of capacity 24 litres = \_\_\_\_\_ bottles

**8. How many glasses of 200 ml can be filled from a jug of juice having capacity 2 litres?**

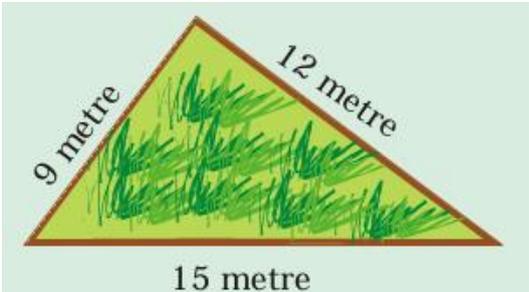
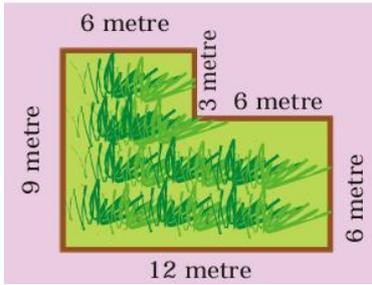
## LEARNING OUTCOME 4.13:

- Explore the perimeter of the given shapes in the term of given shape as a unit.

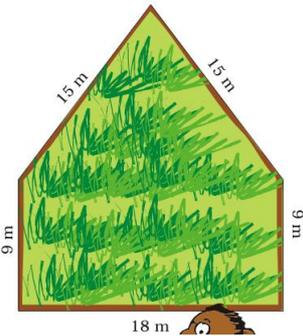
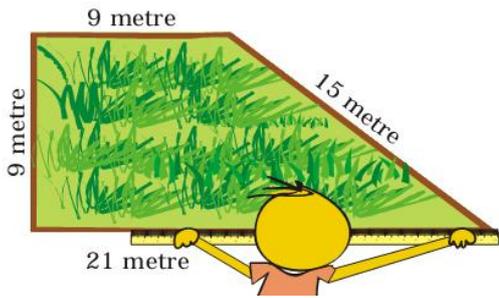
### 1. Fill in the blanks:

- Perimeter is the length of \_\_\_\_\_.
- Length of boundary is the sum of all \_\_\_\_\_.
- \_\_\_\_\_ is the space covered by an object.

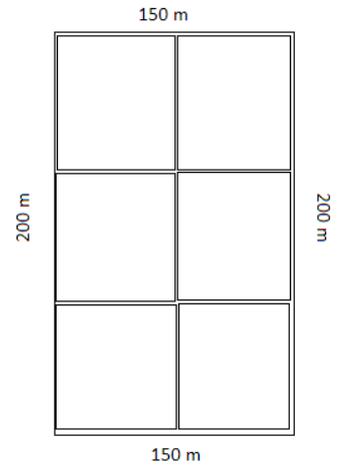
### 2. For the following figures find the length of boundary.

<p><b>a.</b></p>  <p>Sum of all sides= .....</p> <p>Length of boundary= .....</p>	<p><b>b.</b></p>  <p>Sum of all sides= .....</p> <p>Length of boundary= .....</p>
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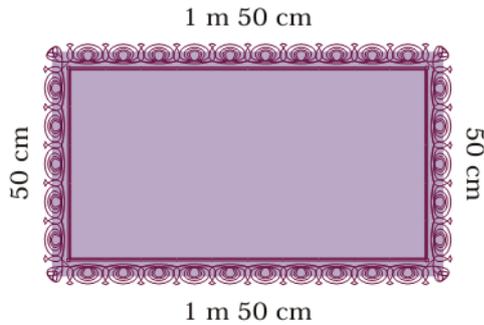
### 3. How much fencing is required for the following fields:

<p><b>a.</b></p>  <p>Fencing required = .....</p>	<p><b>b.</b></p>  <p>Fencing required = .....</p>
--	---

4. Chandu goes for a walk around the field every morning. Every day he takes 4 rounds of the field. What is the total distance that he covers every morning?

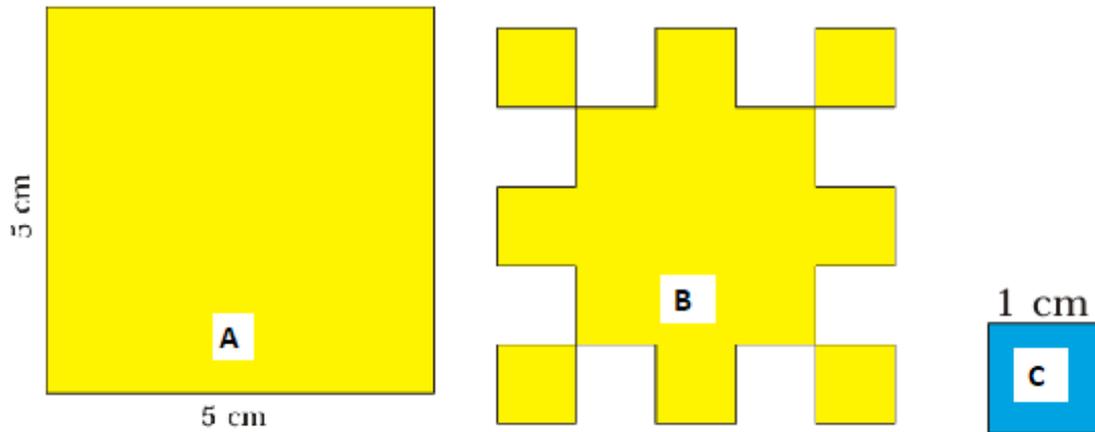


5. Ganpati's wife works in a tailor's shop. She has to fix lace around 3 table clothes. Look at the picture and tell :



- a. How much lace is required for one table cloth?  
\_\_\_\_\_
- b. How much lace will be used in 3 such table cloths?  
\_\_\_\_\_
- c. If she bought 100 metres roll of lace, how much lace will be left in the roll?  
\_\_\_\_\_

6.



a. Find the length of boundary (perimeter) of the square A.

\_\_\_\_\_

b. 8 squares of side 1 cm are cut out of the square A. now it looks like shape B. What is the length of boundary of the shape B.

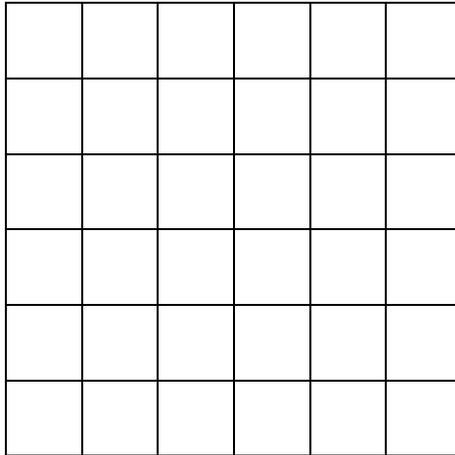
\_\_\_\_\_

The boundary of square C is  $\_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_\_\_\_$ .

**LEARNING OUTCOME 4.14:**

- **Explore the area of the simple geometrical shapes in the term of given shape as a unit.**

1. **Count and write.**

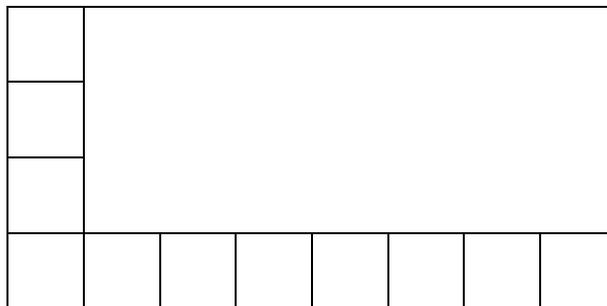


a. **How many small squares of size 1 cm are there in this big square?**

\_\_\_\_\_

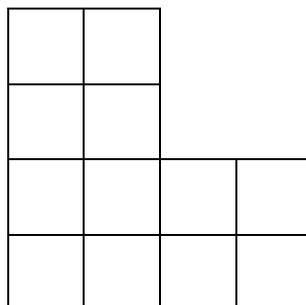
b. **The area of this big square is \_\_\_\_\_ cm squares.**

2. **Guess and check, how many squares of one centimeter can fill this rectangle.**

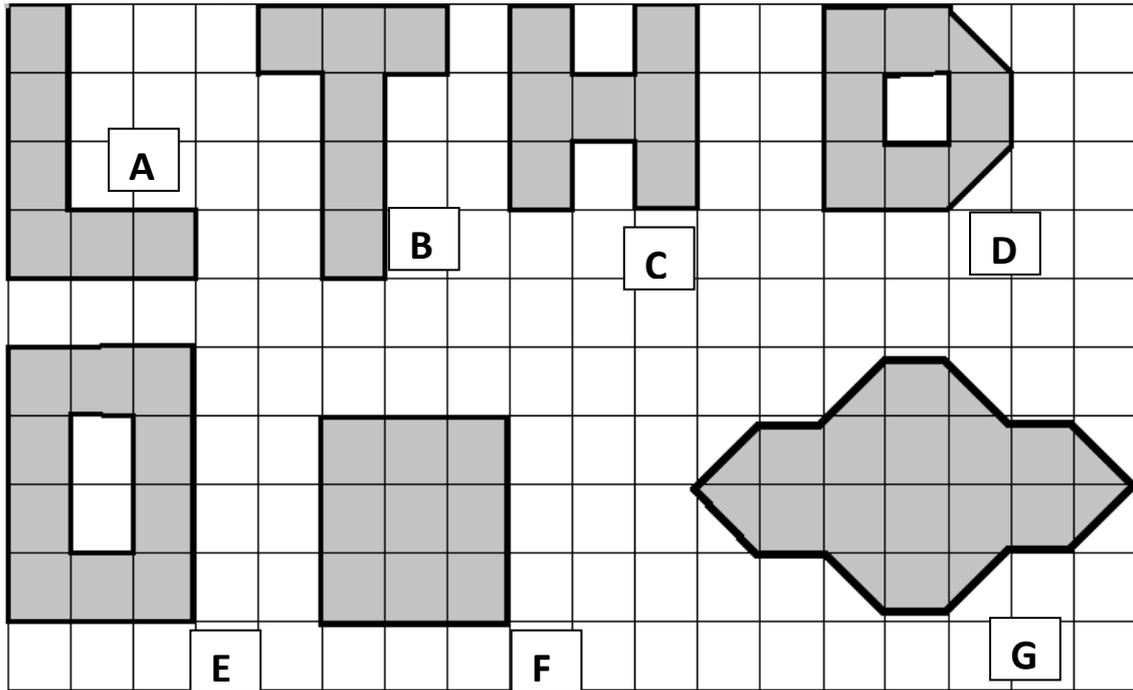


**Write your guess here.** \_\_\_\_\_

3. **Look at the picture. Divide it into 4 equal pieces. Each piece should have the same number of squares.**



4. Look at the shapes given here.



a. Write the area of shapes here.

A= \_\_\_\_\_ sq. unit    B= \_\_\_\_\_ sq. unit    C= \_\_\_\_\_ sq. unit    D= \_\_\_\_\_ sq. unit  
 E= \_\_\_\_\_ sq. unit    F= \_\_\_\_\_ sq. unit    G= \_\_\_\_\_ sq. unit

b. Which is the biggest shape in this picture?

\_\_\_\_\_

c. Which is the smallest shape in this picture?

\_\_\_\_\_

5. How many tiles of size 2 feet x 1.5 feet will be required to cover the floor of size 10 feet x 9 feet exactly without wasting any tile?

tile

Floor

- a. Area of 1 tile = \_\_\_\_\_ sq. unit  
b. Area of the floor = \_\_\_\_\_ sq. unit  
c. Number of tiles required = \_\_\_\_\_

### **LEARNING OUTCOME 4.15:**

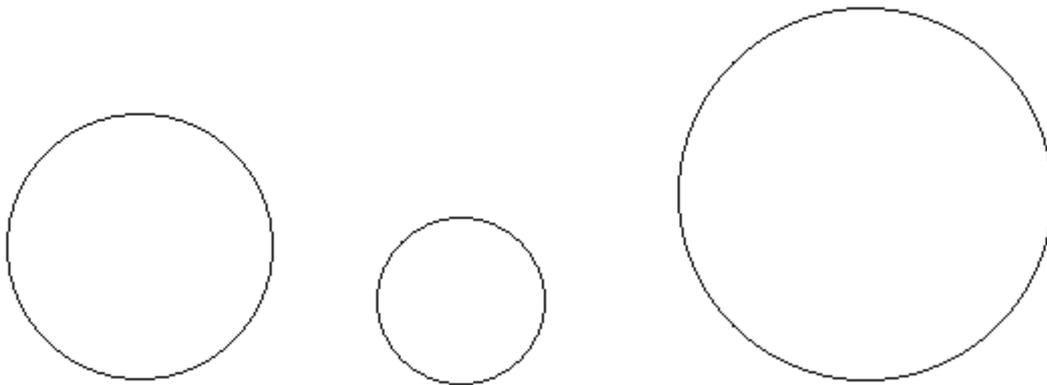
- **Acquires understanding about shapes around him/her.**
- **Identifies the centre, radius and diameter of the circle.**

**1. Draw the picture of a wheel.**

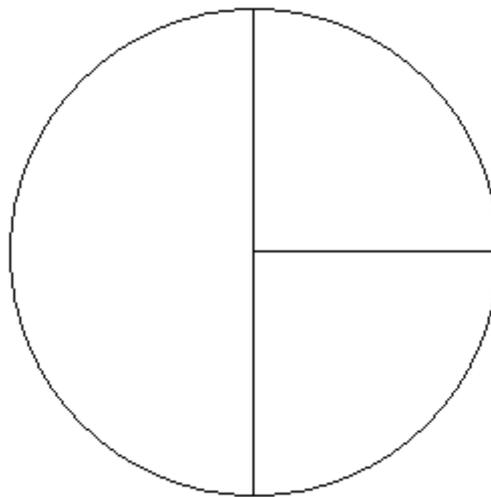
**2. Draw a circular design using a compass.**

**3. Draw a circle of radius 4 cm using compass. Mark its centre, radius and diameter.**

4. Mark the centre of the following circles.



5. Measure the length of radius and diameter of the given circle.



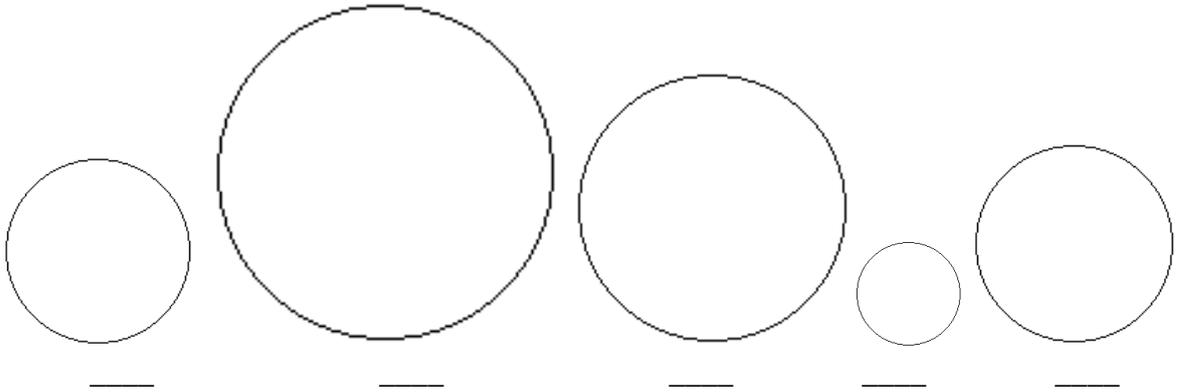
6. Fill in the blanks:

<u>Radius</u>	<u>Diameter</u>
2 cm	4 cm
3 cm	___ cm
___ cm	8 cm
12.5 cm	___ cm
___ cm	15 cm
10 cm	___ cm
___ cm	30 cm

**7. Fill in the blanks.**

- a. Length of each radius of a circle is \_\_\_\_\_.
- b. Diameter = \_\_\_\_\_ X Radius
- c. Radius = Diameter ÷ \_\_\_\_\_
- d. The screw of the compass should be \_\_\_\_\_. ( loose/ tight)

**8. Mark the circles 1 to 5 according to the size in ascending order.**



**9. Which is the biggest circular thing that you have ever seen?**

\_\_\_\_\_

**10. Name two vehicles whose all wheels are not of the same size/ radius.**

\_\_\_\_\_, \_\_\_\_\_.

**LEARNING OUTCOME 4.16: Time:**

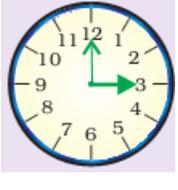
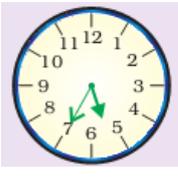
- Reads the time in hour and minutes.
- Express time in am and pm.
- Relates to 24 hours clock with 12 hours clock.
- Calculates time intervals.

1. Look at the clock and write the time in the box given below:

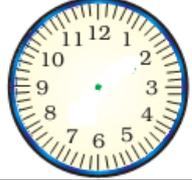
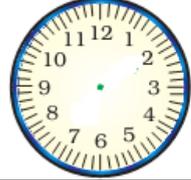
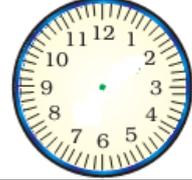
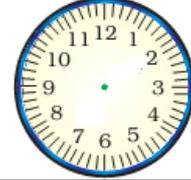
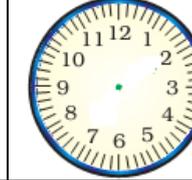
		
_____	_____	_____

2. Three friends read the time from a clock. Who is right?

\_\_\_\_\_

	Chinki	Bunty	Pintoo
	12:03	12:15	3:00
	5:07	7:25	5:35
	9:10	9:50	9:45

3. Show the following times in the clocks.

3:10	12:00	8:40	Half past 5	Quarter past 6	Quarter to 9
					

4. Answer the questions given below. Also use 'am'/'pm' in your answers.

- When do you get up in the morning? \_\_\_\_\_
- At what time do you go to school? \_\_\_\_\_
- When do you come back from school to home? \_\_\_\_\_
- At what time do you go to sleep? \_\_\_\_\_
- When do you do your homework? \_\_\_\_\_

5. Answer the following questions.

- How long is your lunch break?  
\_\_\_\_\_
- For how much time do you have to stay in the school?  
\_\_\_\_\_
- How long is your games period?  
\_\_\_\_\_

6. How long will it take for the minute hand to move from ---

a.  To  \_\_\_\_\_

b.  To  \_\_\_\_\_

**7. How long did each of the following programs last?**

- a. 4:15-5:00 Sports Programme \_\_\_\_\_ minutes
- b. 5:00-5:45 Wildlife Programme \_\_\_\_\_ minutes
- c. 5:45-6:15 Children’s Serial \_\_\_\_\_ minutes
- d. 6:15-6:40 Music Programme \_\_\_\_\_ minutes
- e. 6:40-7:30 Science Quiz \_\_\_\_\_ minutes
- f. 7:30-7:45 Local News \_\_\_\_\_ minutes

**8. Fill in the table by converting the arrival and departure time of the trains in 12-hour clock time or 24-hour clock time as required.**

Name of the Train	Arrival Time		Departure Time	
	By 24-hour clock	By 12-hour clock	By 24-hour clock	By 12-hour clock
Kalka Shatabadi	20:40	_____	_____	8:48 pm
Jan Shatabadi	07:23	_____	_____	07:33 am
Kalka Mail	00:25	_____	_____	01:00 am
Paschim Express	15:57	_____	_____	04:12 pm
Himalayan Queen	17:20	_____	_____	05:28 pm

**9. Write a few activities that will take the time as mentioned below:**

- a. A few seconds - \_\_\_\_\_.
- b. A few minutes - \_\_\_\_\_.
- c. A few hours - \_\_\_\_\_.
- d. A few days - \_\_\_\_\_.
- e. A few months - \_\_\_\_\_.
- f. A few years - \_\_\_\_\_.

**HelpBox:**

Boiling milk, drying wet clothes in the sun, growing of a plant, growing a baby, spoiling a bread, switching off a fan

**10. Write the time in numerals.**

- a. 10 minutes past 7 o’ clock = \_\_\_\_:\_\_\_\_
- b. 20 minutes to 9 o’ clock = \_\_\_\_:\_\_\_\_
- c. Half past 8 o’ clock = \_\_\_\_:\_\_\_\_
- d. Quarter past 12 o’ clock = \_\_\_\_:\_\_\_\_
- e. Quarter to 3 o’ clock = \_\_\_\_:\_\_\_\_

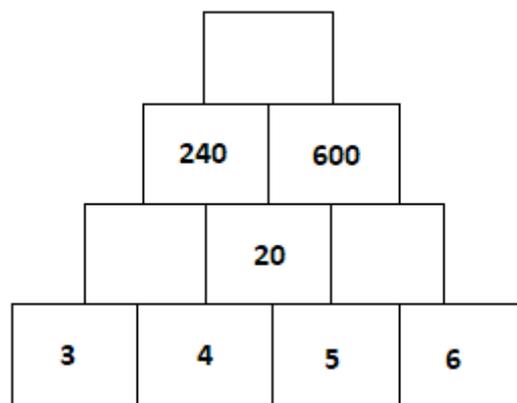
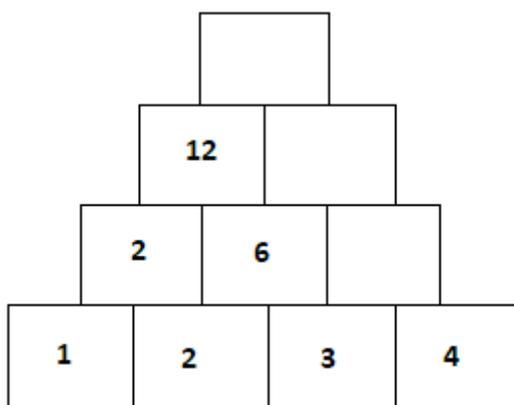
## LEARNING OUTCOME 4.17:

- Identifies the patterns in multiplication & division up to 9
- Observes, identifies and extends geometrical patterns based on symmetry.

1. Observe carefully the following number patterns, identify the rules and complete the pattern.

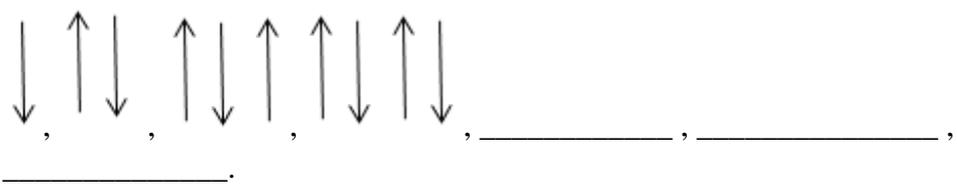
- 7, 14, 21, 28, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 18, 27, 36, 45, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 40, 50, 60, 70, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 88, 80, 72, 64, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 32, 30, 28, 26, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 40, 36, 32, 28, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 25, 30, 35, 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 54, 48, 42, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 9, 11, 18, 22, 27, 33, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- 5, 30, 10, 24, \_\_\_\_\_, 18, \_\_\_\_\_, \_\_\_\_\_, 25, 6.

2. Observe the rule and complete the number tower.

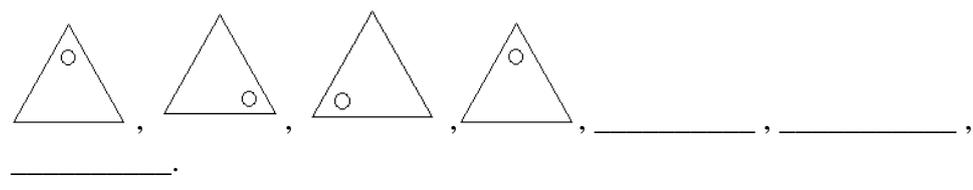


**3. Carefully observe the patterns, identify the rules and extend the patterns.**

**a.**



**b.**



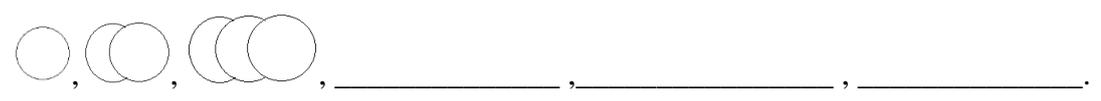
**c.**



**d.**



**e.**



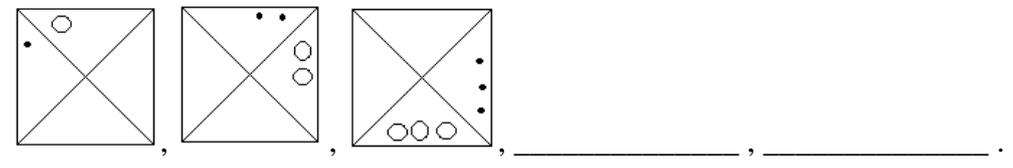
**f.**



**g.**



**h.**





4. Make 3 different patterns using the block.

a. Pattern 1

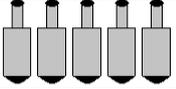
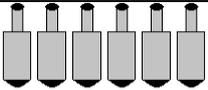
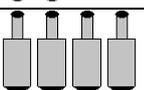
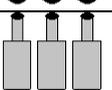
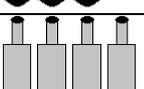

b. Pattern 2


c. Pattern 3


**LEARNING OUTCOME 4.18: Data Interpretation:**

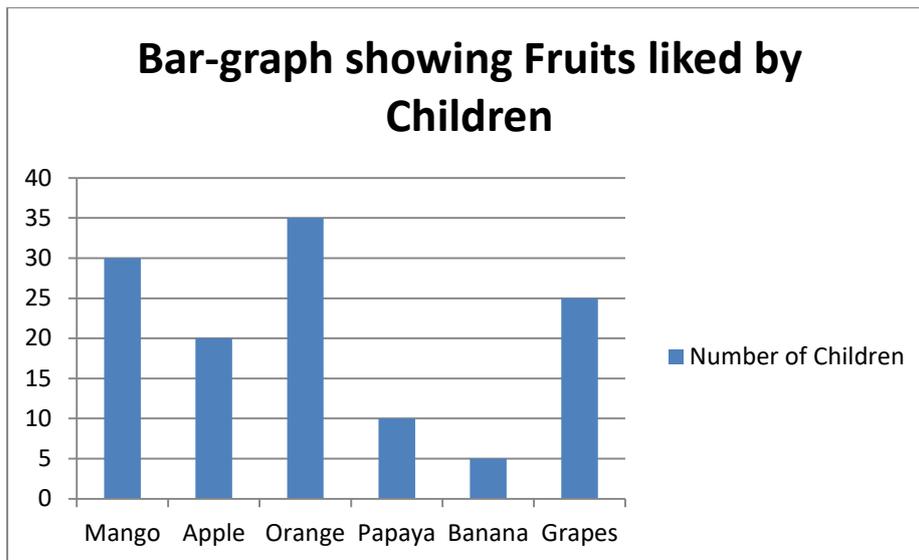
- Represents the collected information in tables and bar graphs and draws inferences from these.

1. If one  represents 10 runs, how many runs did each batsman score?

Batsman		Runs Scored
Sachin		.....
Sehwag		.....
Dravid		.....
Kumble		.....
Kaif		.....
Dhoni		.....

2. On the basic of the above chart and table, answer the following questions.
- Who scored the maximum runs?  
\_\_\_\_\_
  - Who scored the minimum runs?  
\_\_\_\_\_
  - Who scored equal runs?  
\_\_\_\_\_
  - How many runs did Sachin score?  
\_\_\_\_\_
  - How many more runs did Sehwag score than Dhoni?  
\_\_\_\_\_
  - Who scored more runs- Dravid or Kumble?  
\_\_\_\_\_
  - Who scored less runs- Kaif or Dhoni?  
\_\_\_\_\_

3. Look at the following bar-graph and answer the questions given below.



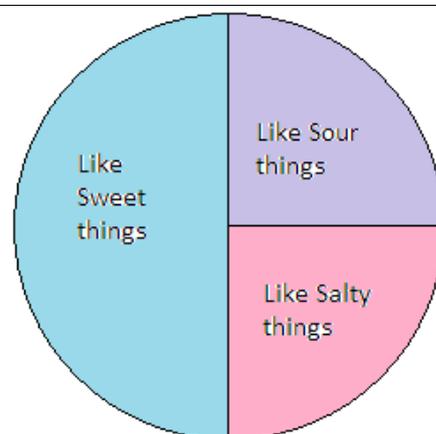
- Which fruit is liked by maximum children?  
\_\_\_\_\_
- Which fruit is liked by the minimum children?  
\_\_\_\_\_
- How many children like apples?  
\_\_\_\_\_
- Which fruit is liked by more children- Papaya or Grapes?  
\_\_\_\_\_
- Which fruit is liked by less children- Banana or Apple?  
\_\_\_\_\_

4. Look at the chapatti chart that shows the number of students who like sweet, sour and salty things.

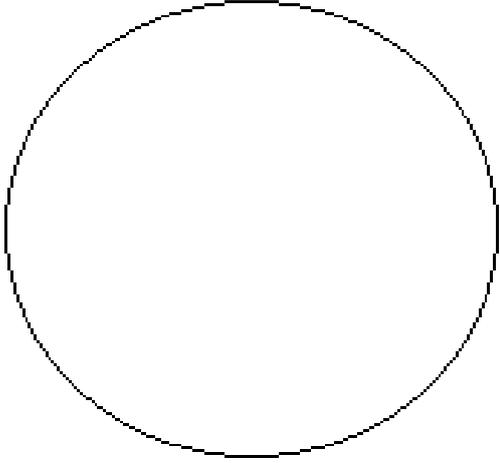
**Total students = 48**

**Fill in the blanks:**

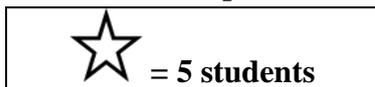
- Sweets are liked by \_\_\_\_\_ students.
- \_\_\_\_\_ students like sour things.
- \_\_\_\_\_ students like salty things.



5. Draw the chapatti chart for the given data.

<u>The students like to drink</u>	<u>Number of the students</u>	
Milk	20	
Coofee	10	
Tea	10	

6. Draw a pictograph to show the number of children who come to school by different means of transportation on the basis of given table.

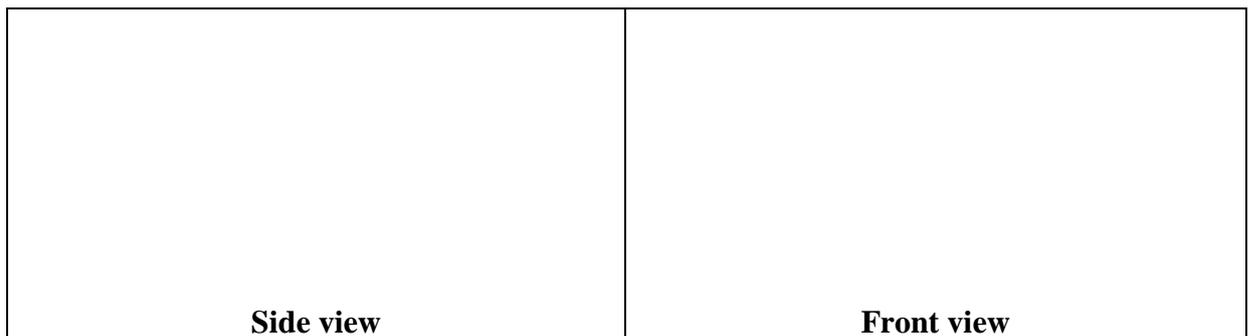


Means of Transport	Number of Students	
Bus	15	
Auto-rickshaw	50	
Rickshaw	60	
Bicycle	35	
Van	70	
On Foot	40	
Bike	25	

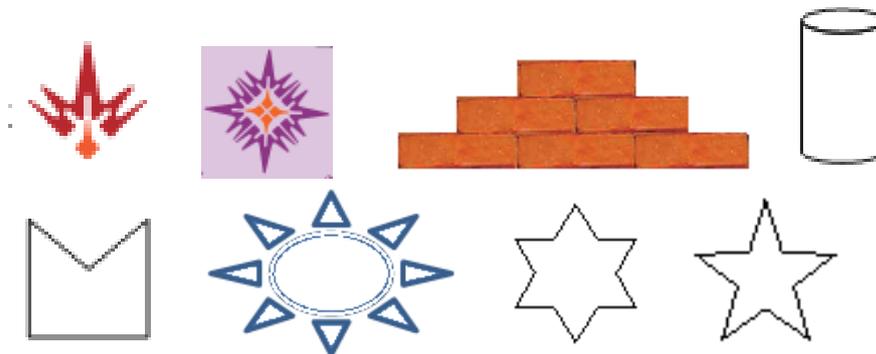
## LEARNING OUTCOME 4.19:

- Show through paper folding/ paper cutting, ink blots etc. the concept of symmetry by reflection.
- Draws views- top view, front view & side view of simple objects.

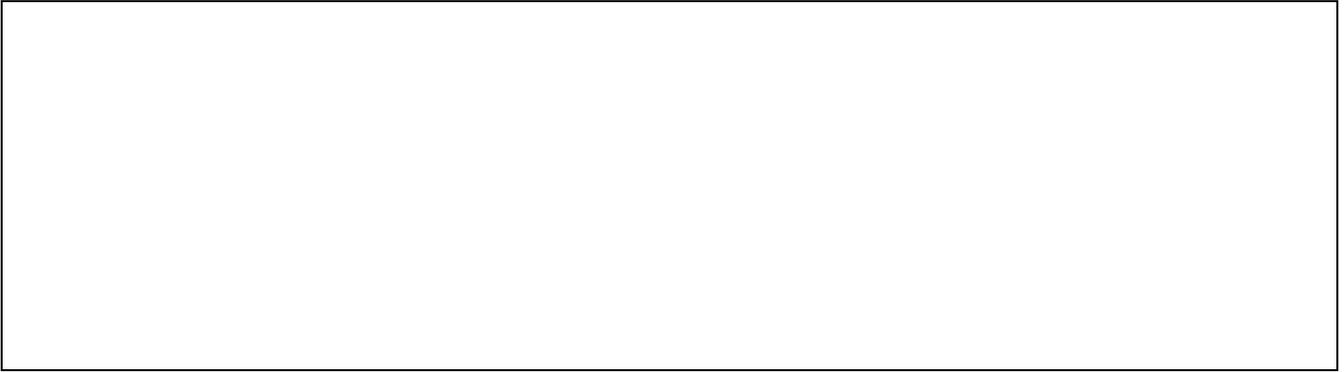
1. Draw the side view and top view of an aeroplane.



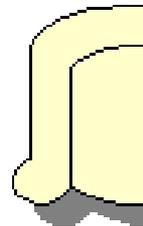
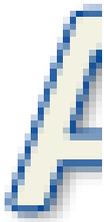
2. Draw a line of symmetry for the following shapes/ pictures.



3. Draw any four alphabets of English whose mirror halves can be drawn. Also draw a line in each to divide them into mirror halves.



4. Complete the following figures by drawing their mirror halves.



5. Complete the picture by drawing more quarters.

