

LEARNING STEPS

MATHEMATICS

CLASS - III



Date : _____

BIGGER NUMBERS

- The biggest (last) 1 digit number is _____.
- The smallest (first) 2 digit number is _____.
- The biggest (last) 2 digit number is _____.
- The smallest (first) 3 digit number is _____.
- The biggest (last) 3 digit number is _____.
- If we add one to the biggest 3 digit number we get
_____.
- The smallest (first) 4 digit number is 1,000.
1,000 is spelt as "thousand".

NOW, WE CAN WRITE BIGGER NUMBERS!

Q. Write the next 5 numbers:

a)	1,257	_____	_____
		_____	_____
b)	3,496	_____	_____
		_____	_____
c)	6,098	_____	_____
		_____	_____
d)	8,995	_____	_____
		_____	_____
e)	2,399	_____	_____
		_____	_____

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LET US COUNT BACKWARDS!!

2,560 _____

6,000 _____

3,479 _____

1,001 _____

8,888 _____



SPELL THESE NUMBERS:

8,044 = _____

7,313 = _____

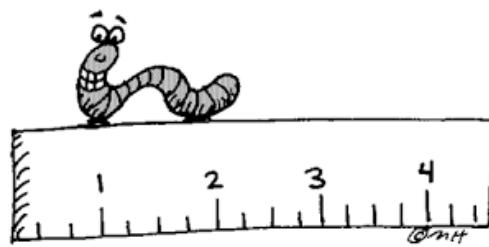
5,050 = _____

2,009 = _____

1,490 = _____

6,802 = _____

9,638 = _____



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SAY AND WRITE THESE NUMBERS:

Th H T O

Eight thousand, three hundred fifty

= _____

Six thousand, ninety six

= _____

Three thousand, seven

= _____

Two thousand, five hundred

= _____

Four thousand, forty

= _____

Five thousand, six hundred one

= _____

Seven thousand, eleven

= _____

Nine thousand, one hundred sixty four

= _____

Nine hundred ninety nine

= _____

WHICH NUMBER AM I?

I am 4 less than 1,060.

I am one more than the biggest 3 digit number.

I am 4 more than 3,157.

I am one less than the smallest 3 digit number.

I am the number before 5,666.

I am the number after 2,999.

I am 5 more than the smallest 2 digit number.

I am the biggest 4 digit number. Write my name in words.

_____.

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SUCCESSOR and PREDECESSOR:

- Successor is the number after.

We add 1 to a number to get its successor.

- Predecessor is the number before.

We subtract 1 from a number to get its predecessor.

Write the predecessors and successors:

Predecessor	Number	Successor
_____	5,000	_____
_____	4,499	_____
_____	3,538	_____
_____	6,700	_____
_____	2,999	_____
_____	8,880	_____
_____	9,609	_____

THINK AND WRITE:

a) $1,029 + 1 =$ _____

b) $7,400 - 1 =$ _____

c) _____ is the number after 2,699.

d) _____ is the number before 5,873.

g) The successor of 6,538 is _____.

h) The predecessor of 8,101 is _____.

i) 3 more than 4,218 is _____.

j) 2 less than nine thousand is _____.



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COMPARING NUMBERS

Remember:

- A number with more digits is always greater.
- To compare numbers, always begin with the left most place.

CIRCLE THE BIGGEST NUMBER:

- | | | | | |
|----|-------|-------|-------|-------|
| a) | 7,212 | 2,712 | 2,217 | 1,227 |
| b) | 4,213 | 1,234 | 2,134 | 3,412 |
| c) | 5,050 | 5,500 | 5,005 | 555 |
| d) | 6,066 | 6,660 | 6,606 | 6,600 |
| e) | 9,021 | 1,209 | 9,102 | 9,012 |

CIRCLE THE SMALLEST NUMBER:

- | | | | | |
|----|-------|-------|-------|-------|
| a) | 7,528 | 5,872 | 5,782 | 8,527 |
| b) | 2,213 | 2,123 | 2,312 | 2,132 |
| c) | 6,107 | 7,610 | 6,701 | 760 |
| d) | 4,258 | 4,825 | 4,285 | 4,528 |
| e) | 1,084 | 1,408 | 1,480 | 1,048 |

1 2 3 4 5



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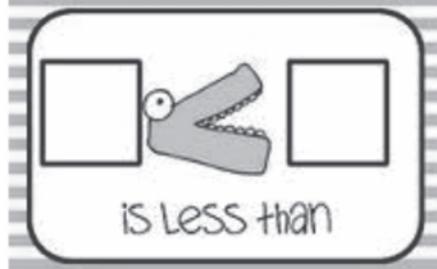
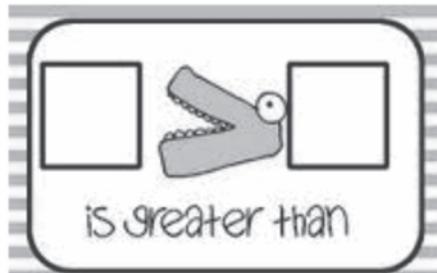
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IMPORTANT SIGNS:

'>' stands for 'greater than'.

'<' stands for 'less than'.

'=' stands for 'equal to'.



WRITE 'TRUE' OR 'FALSE'.

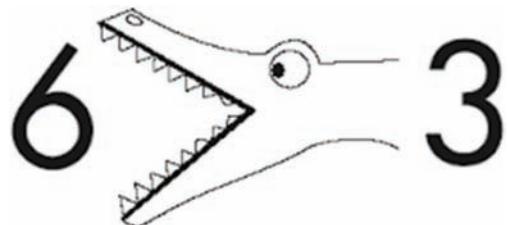
7623 < 901 _____

4523 < 6271 _____

1192 > 1921 _____

2101 = 2110 _____

4319 > 4139 _____



NOW, PUT IN THE CORRECT SIGNS IN THE BOXES.

a) $1,349 + 1$ (_____)

$1,350 - 1$ (_____)

b) 2 more than 2,348

1 less than 2,352

(_____)

(_____)

c) successor of the biggest

smallest 4 digit number

3 digit number (_____)

(_____)

d) $200 - 1$ (_____)

$100 + 90$ (_____)

e) predecessor of 7,530

$7,527 + 4$ (_____)

(_____)

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ASCENDING and DESCENDING

To 'ascend' means to 'go up'.

We go up from the 'bottom' (smallest number) to the 'top'
(biggest number).

To 'descend' means to 'come down'.

We come down from the 'top' (biggest number) to the 'bottom'
(smallest number).

Write whether these numbers are arranged in
descending or ascending order.

a) 56 566 5660 7637 7673 _____

b) 9836 9810 5638 3731 1065 _____

c) 9856 9800 8637 8037 7865 _____

d) 3543 3553 3563 3573 3583 _____

Rewrite these numbers in ascending order.

a) 6754 6745 6574 6547 6457

_____ _____ _____ _____ _____

b) 7007 77 7770 777 7707

_____ _____ _____ _____ _____

Rewrite these numbers in descending order.

a) 4321 2341 4121 3241 2431

_____ _____ _____ _____ _____

b) 5630 6530 5306 6305 5603

_____ _____ _____ _____ _____

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PLACE VALUE

- In order to write a 4 digit number, we need 4 places.
- Each place has a different value:

Thousands	Hundreds	Tens	Ones
1,000	100	10	1

How are they related?

$$\begin{array}{ll} 10 \text{ ones} = 1 \text{ ten} & = 10 \\ 10 \text{ tens} = 1 \text{ hundred} & = 100 \\ 10 \text{ hundreds} = 1 \text{ thousand} & = 1,000 \end{array}$$



Let us arrange the numeral 5,492 according to the place value table.

Thousands	Hundreds	Tens	Ones
5	4	9	2

The place value of 2 is 2 ones or 2 (2×1).

The place value of 9 is 9 tens or 90 (9×10).

The place value of 4 is 4 hundreds or 400 (4×100).

The place value of 5 is 5 thousands or 5,000 ($5 \times 1,000$).

WHO AM I?

My ones digit is 3.

My tens digit is 3 more than my ones digit.

My hundreds digit is 3 less than my ones digit.

My thousands digit is 3 more than my tens digit.

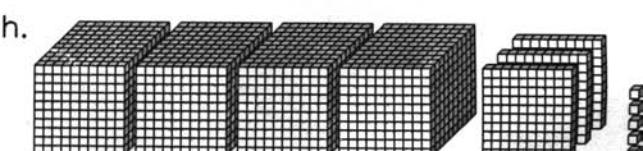
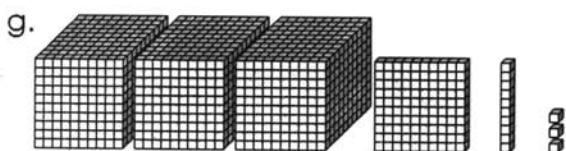
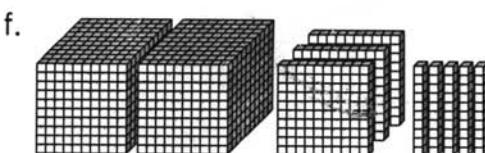
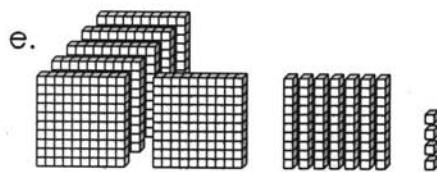
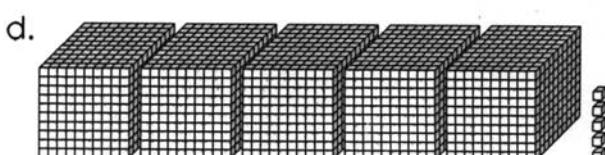
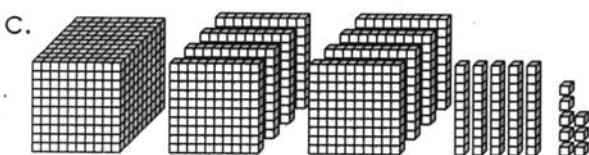
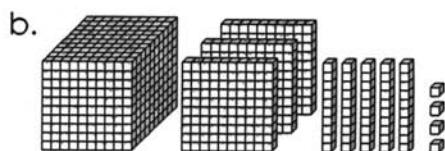
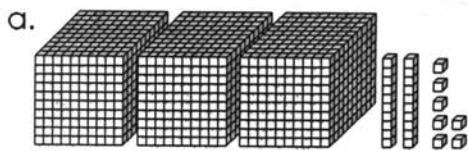
I am the number, _____.

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PLACE VALUE

Write each number in standard form.



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Write the place and place value of 7 in each number.

Number	Place	Place value
6,370		
7,891		
8,207		
4,725		

Circle-

- the number which has 3 in the hundreds place:

7,439 6,320 9,153 3,804

- the digit whose place value is 80:

8,456 4,801 1,285 2,738

- the number that has 6 thousands:

4,916 9,614 1,469 6,194

Write any two numbers with-

9 in hundreds place:

zero in tens place:

8 thousands in them:

Think and answer!!

2 tens = _____ ones

1 hundred = _____ ones

3 hundreds = _____ tens

4 thousands = _____ hundreds



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EXPANDING NUMBERS

- We can expand a number by adding the place values of each digit in a number.
- It helps us to understand the value of each digit.

Write the numbers in expanded form.

a) $8056 = \underline{\hspace{1cm}} \text{ thousands} + \underline{\hspace{1cm}} \text{ hundreds} + \underline{\hspace{1cm}} \text{ tens} + \underline{\hspace{1cm}} \text{ ones}$

b) $2340 = \underline{\hspace{1cm}} \text{ thousands} + \underline{\hspace{1cm}} \text{ hundreds} + \underline{\hspace{1cm}} \text{ tens} + \underline{\hspace{1cm}} \text{ ones}$

c) $6896 = \underline{\hspace{1cm}} \text{ thousands} + \underline{\hspace{1cm}} \text{ hundreds} + \underline{\hspace{1cm}} \text{ tens} + \underline{\hspace{1cm}} \text{ ones}$

Write in the short form.

a) $2000 + 500 + 50 + 8 = \underline{\hspace{1cm}}$

b) $3000 + 100 + 90 = \underline{\hspace{1cm}}$

c) $7000 + 10 + 1 = \underline{\hspace{1cm}}$

d) $8000 + 800 = \underline{\hspace{1cm}}$

e) $4000 + 4 = \underline{\hspace{1cm}}$

f) $5 \text{ thousands} + 6 \text{ hundreds} + 8 \text{ ones} = \underline{\hspace{1cm}}$

g) $9 \text{ thousands} + 3 \text{ tens} = \underline{\hspace{1cm}}$

h) $6 \text{ thousands} + 7 \text{ hundreds} + 1 \text{ ten} = \underline{\hspace{1cm}}$

i) $1 \text{ thousand} + 4 \text{ tens} + 2 \text{ ones} = \underline{\hspace{1cm}}$

j) $8 \text{ thousands} + 5 \text{ ones} = \underline{\hspace{1cm}}$



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Expand these numbers in two ways.

Example:

$$\begin{aligned} 4318 &= 4 \text{ thousands} + 3 \text{ hundreds} + 1 \text{ ten} + 8 \text{ ones} \\ &= 4000 + 300 + 10 + 8 \end{aligned}$$

a) $2067 = \underline{\quad}$ thousands + $\underline{\quad}$ hundreds
+ $\underline{\quad}$ tens + $\underline{\quad}$ ones
 $= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$

b) $4525 = \underline{\quad}$ thousands + $\underline{\quad}$ hundreds
+ $\underline{\quad}$ tens + $\underline{\quad}$ ones
 $= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$

c) $9780 = \underline{\quad} + \underline{\quad}$
+ $\underline{\quad} + \underline{\quad}$
 $= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$

d) $3316 = \underline{\quad} + \underline{\quad}$
+ $\underline{\quad} + \underline{\quad}$
 $= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$

e) $8901 = \underline{\quad} + \underline{\quad}$
+ $\underline{\quad} + \underline{\quad}$
 $= \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$

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Circle the correct numeral:

a) 5 thousands 2 hundreds 7 ones =

5270 5027 5207

b) 4 thousands 7 hundreds =

4070 4007 4700

c) 6 thousands 8 ones =

6080 6008 6800

d) 8 thousands 5 tens =

8500 8005 8050



Compare the expanded form and the short form.

Example: $7000 + 200 + 60 + 5 > 7256$

a) $6000 + 300 + 80 + 9$ _____ 6389

b) $5000 + 400 + 50$ _____ 5405

c) $9000 + 900 + 90 + 9$ _____ 9999

d) $8000 + 800 + 90 + 8$ _____ 8988

e) $3000 + 500$ _____ 3005



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FIND THE MISSING NUMBERS:

a) $3 + \underline{\hspace{2cm}} + 500 + 1000 = 1543$

b) $50 + 5 + \underline{\hspace{2cm}} + 2000 = 2655$

c) $7 + 90 + \underline{\hspace{2cm}} + 3000 = 3597$

d) $70 + \underline{\hspace{2cm}} + 500 + 5000 = 5572$

e) $0 + \underline{\hspace{2cm}} + 400 + 60 = 2460$

f) $5000 + 300 + 70 + \underline{\hspace{2cm}} = 5370$

g) $6 + 200 + \underline{\hspace{2cm}} + 20 = 5226$

h) $400 + \underline{\hspace{2cm}} + 7000 + 1 = 7461$

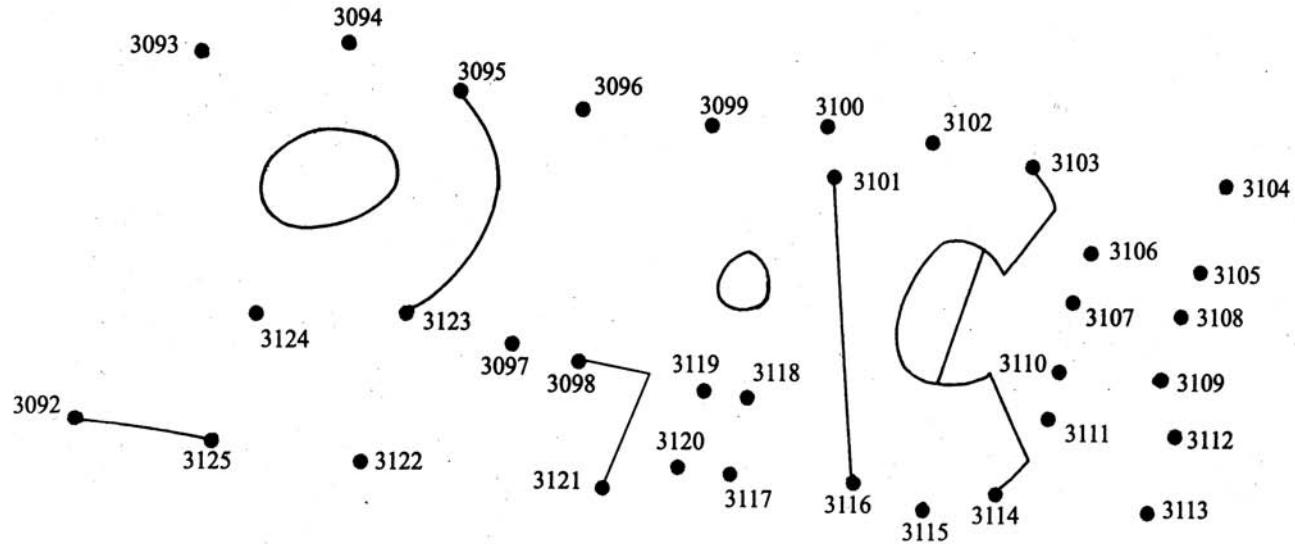


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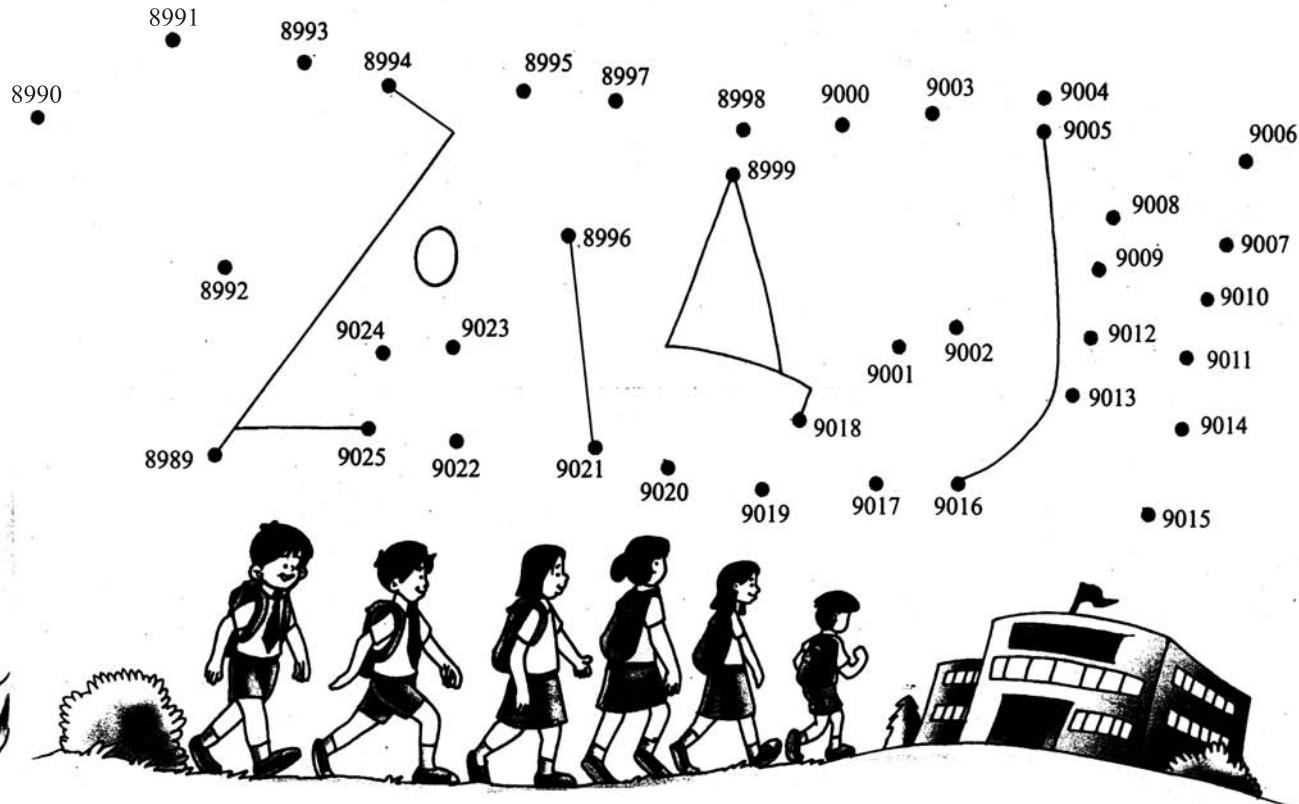


JOIN THE DOTS

1. Start at three thousand ninety two



2. Start at eight thousand nine hundred eighty nine



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Even and Odd Numbers Triple Digits

Identify each number as odd or even number.

362 _____

You are just concerned about the ending
digit (far right)

753 _____

Even Numbers End in: 0, 2, 4, 6, or 8

687 _____

Odd Numbers End In: 1, 3, 5, 7, 9

159 _____

267 _____

254 _____

661 _____

320 _____

892 _____

133 _____

482 _____

555 _____

374 _____

529 _____

266 _____

186 _____

251 _____

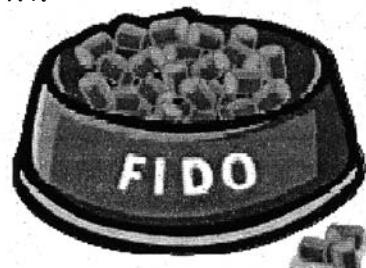
375 _____

320 _____

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Even Number Maze

Follow the path of even numbers to help Fido find his bowl.



240	253	271	73	115	151	317		100
620	379	582	424	146	633	297		802
491	413	620	191	284	713	315		920
273	397	400	131	100	953	482	173	384
531	246	682	271	684	422	631	719	226
179	184	613	579	913	146	713	364	186
213	442	675	248	831	968	173	242	531
375	720	342	797	179	846	726	651	413
		568	571	115	839	686	520	242
		122	213	824	175	111	513	357



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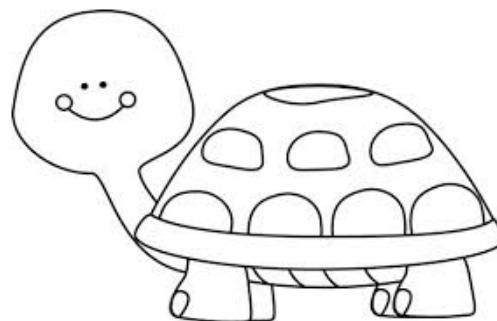
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ADDITION AND SUBTRACTION

- Addition and subtraction of 4 digit numbers is the same as addition and subtraction of 3 digit numbers.

Fill in the blanks:

- The numbers that are being added are called _____.
- The answer of an addition problem is called _____.
- The answer in a subtraction problem is called _____.
- When we subtract one from a number, we get the _____ of the number.
- When we add one to a number, we get the _____ of the number.
- If we add or subtract zero from any number the answer will be the _____.
- If we add 10 to any number, the number in _____ place will _____ by one.
- If we subtract 100 from any number, the number in _____ place will _____ by one.
- If we add 1000 to any number, the number in _____ place will _____ by one.



CLASS - III

Read, understand, arrange and solve:

a) $474 + 2,096 + 5,328$

b) $9,674 - 4,936$

c) Subtract 3,684 from 6,068.

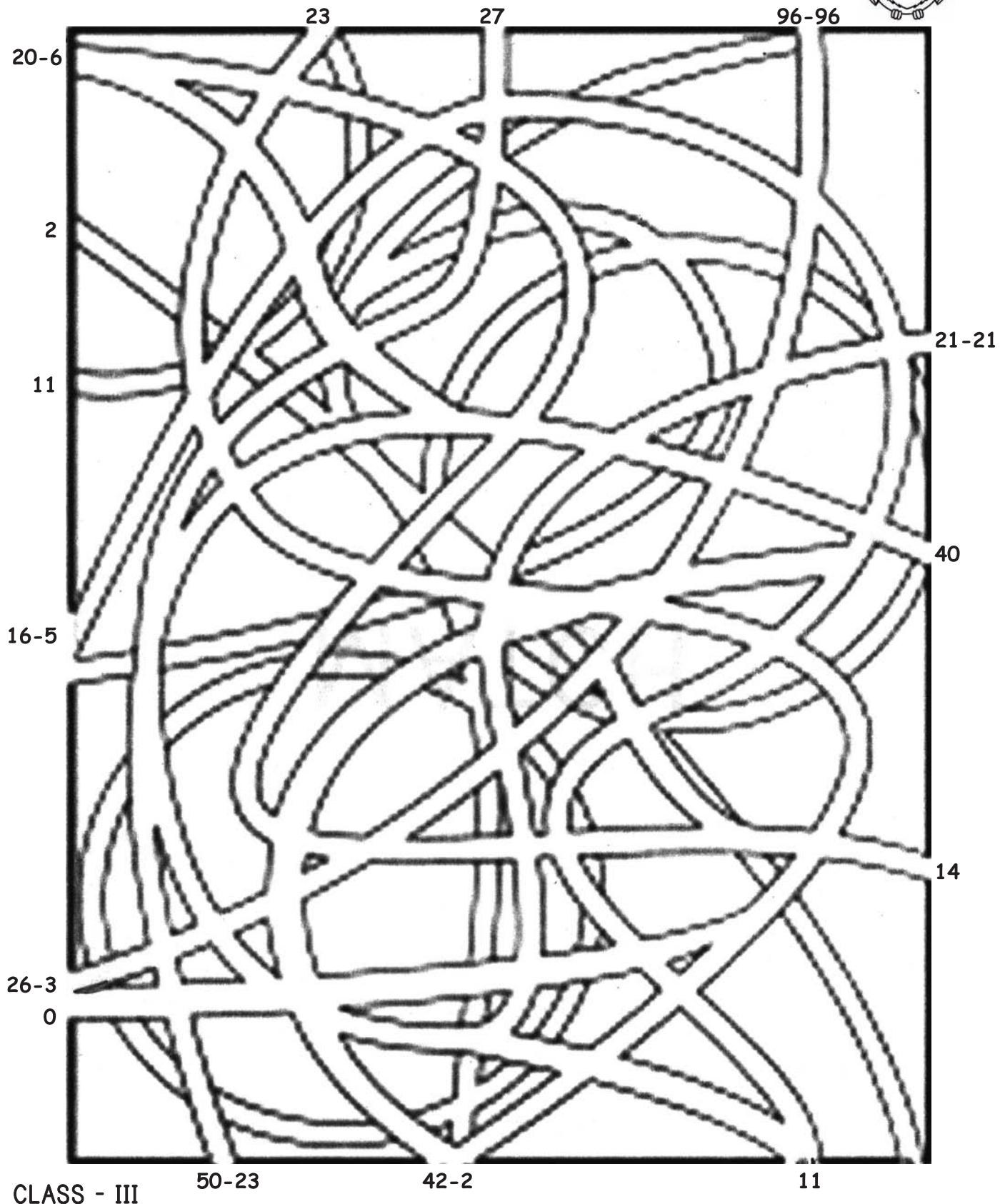
d) Find the sum of 999,
4,780 and 84

e) What is the total of 4,763,
585, 92 and 2,816?

f) What is the difference between 5,000 and 2,468?

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Subtraction Maze Help Mr. Owl find the answers



CLASS - III

50-23

42-2

11

Date : _____

Fill in the blanks:

- a) $7,284 + 100 =$ _____
- b) $2,900 - 1000 =$ _____
- c) $1,590 + 10 =$ _____
- d) $3,246 + 4,689 = 4,689 +$ _____
- e) $100 + 100 = 150 +$ _____
- f) $57 + 10 = 67 +$ _____
- g) $8,000 -$ _____ $= 8,000$
- h) _____ $+ 5,643 = 5,644$
- i) $9,345 -$ _____ $= 0$
- j) $6,702 +$ _____ $= 6,702$
- k) $3,657 -$ _____ $= 3,655$
- l) $23 +$ _____ $+ 60 = 56 +$ _____ $+ 23$



Write 'T' for true and 'F' for false.

- a) $100 + 100 + 0 = 100 + 100 - 0$ _____
- b) $4,785 - 4,758 = 0$ _____
- c) $8,542 - 0 = 0$ _____
- d) $90 + 10 = 100 - 0$ _____
- e) $6,976 + 100 = 7,076$ _____
- f) $9,999 + 1 = 1000$ _____
- g) The sum of 7,450 and 1,998 is an even number. _____
- h) The number in ones place of the sum of 2,164 + 2,172 is 7. _____
- i) If we change the order of the numbers in subtraction,
the answer remains the same. _____

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Circle the right answer.

- a) $4,000 + 0 + 1$ is equal to
4,010 4,001 4,100
- b) $9,000 + 900 + 1$ is equal to
9,901 9,091 9,910
- c) $5 + 10 + 1,000$ is equal to
1,500 1,005 1,015
- d) $9,000 + 10 + 2$ is equal to
9,012 9,120 1,902
- e) $7,050 + 150$ is equal to
8,000 7,200 7,250



Add horizontally:

- a) $3,057 + 520 + 16 =$ _____
- b) $4,923 + 183 + 5 =$ _____
- c) $2,621 + 109 + 45 =$ _____
- d) $5,552 + 1,316 + 32 =$ _____

Find the missing numbers:

- a) $10 - 5 = \underline{\quad} + 1$
- b) $6 + 4 = \underline{\quad} - \underline{\quad}$
- c) $25 + 5 = 30 - \underline{\quad}$
- d) $50 - 10 = \underline{\quad} + \underline{\quad}$



WILL YOU ADD OR SUBTRACT?

- a) Seema had 658 stamps. Rohan had 287 stamps. How many more stamps did Seema have than Rohan? _____
- b) Ruma read 265 pages of a book on Monday and 176 pages on Tuesday. How many pages did she read on those two days? _____
- c) A hall can seat 500 people. There are 317 people in that hall. How many more people can be seated? _____
- d) There are 1,200 children in a school. 687 of them are boys. How many girls are there in that school? _____
- e) In an orchard there are 370 apple trees and 410 orange trees. How many trees are there in that orchard? _____
- f) A basket had 250 bananas. Monkeys came and ran off with 79 of them. How many bananas are there in the basket now? _____
- g) We drove 428 kilometres on the first day and 366 kilometres on the second day. How much more did we drive on the first day? _____
- h) 198 birds flew away from a big tree. 88 birds were still left on it. How many birds were there on that tree to begin with? _____
- i) Meera had 835 rupees and Aman had 745 rupees. How much money did they have between the two of them? _____
- j) 350 puries were fried for a party. 94 puries were not eaten. How many puries were eaten? _____
- k) There are 679 deer, 78 elephants, 154 wolves and 108 big cats in a Wildlife Sanctuary. How many animals lived in that sanctuary? _____

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Help Mr. Owl to
put the right sign '+' or '-'



① 34
 27
 —
 61

② 62
 11
 —
 51

③ 82
 63
 —
 19

④ 154
 365
 —
 519

⑤ 899
 64
 —
 963

⑥ 898
 64
 —
 834

⑦ 732
 524
 —
 1256

⑧ 492
 307
 —
 185

⑨ 445
 445
 —
 890

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STORY SUMS

WORD PROBLEMS	WORK SPACE
There are a thousand seats in a cinema hall. 268 seats are empty. How many seats are occupied?	
At a wedding party there were 235 men, 189 women and 64 children. How many people attended the wedding?	
A shopkeeper had 987 eggs. He bought 1263 more eggs. How many eggs does he have now?	
We walked 3874 steps yesterday and 5010 steps today. How many more steps did we walk today compared to yesterday?	
India got freedom in 1947. How many years have passed since then?	
A sweet shop sold 925 laddoos, 538 gulab jamuns and 1263 rasgullas on Diwali. How many pieces did it sell in all?	

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MULTIPLICATION

- Multiplication is a short and quick way of replacing repeated addition!!

Example: $5 + 5 + 5 + 5$

= 4 times 5 (or 4 groups of 5)

$$= 4 \times 5 = 20$$

- When we multiply any number by one, the answer is the number itself.

Example: $348 \times 1 = 348$

- When any number is multiplied with zero, the answer is zero.

Example: $936 \times 0 = 0$

- We can multiply numbers in any order.

$$8 \times 7 = 7 \times 8 = 56$$

- What is the answer in a multiplication problem called? _____

Fill in the blanks:

$$6 + 6 + 6 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$7 \text{ groups of } 3 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$7 \text{ times } 6 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$592 \times \underline{\quad} = 592$$

$$\underline{\quad} \times 346 = 0$$

$$9 \times \underline{\quad} = 8 \times \underline{\quad} = \underline{\quad}$$



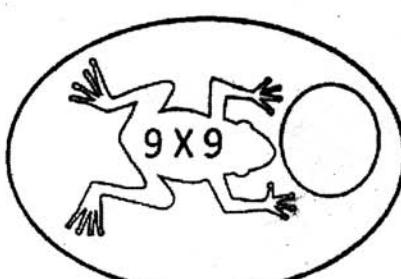
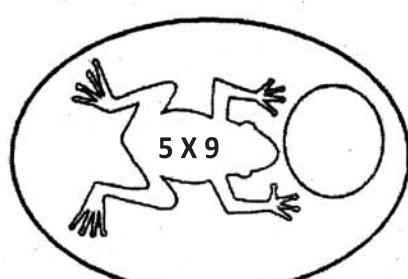
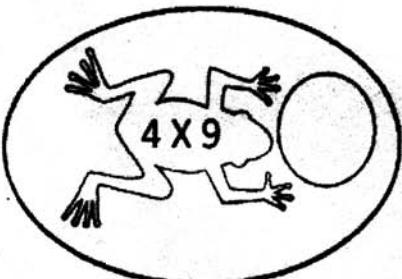
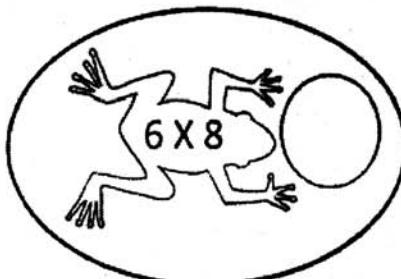
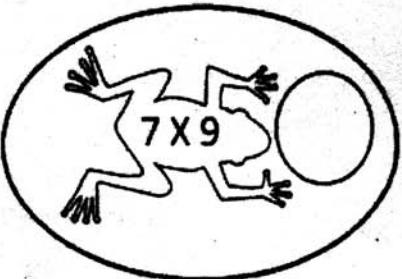
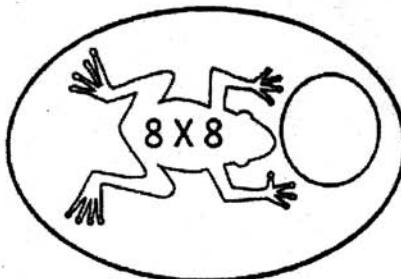
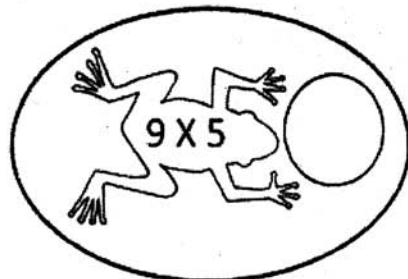
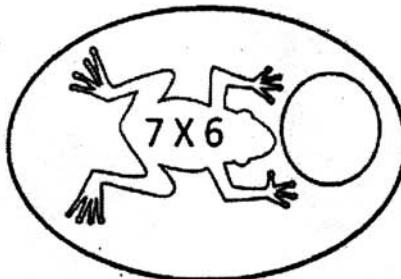
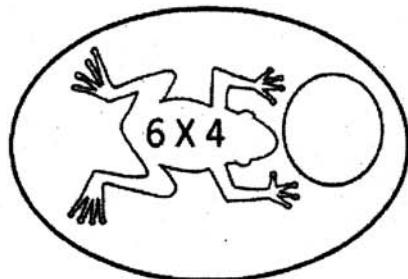
CLASS - III

Date : _____

FUN MULTIPLICATION

Write in the answers to these multiplication facts in the bubbles.

Shade the odd bubbles green and the even bubbles yellow.



CLASS - III

Date : _____

Multiplication by 10, 100 and 1,000:

Fill in the blanks.

I) $85 \times 10 = \underline{\hspace{2cm}}$

$605 \times 10 = \underline{\hspace{2cm}}$

$70 \times 100 = \underline{\hspace{2cm}}$

$41 \times 100 = \underline{\hspace{2cm}}$

$32 \times 1,000 = \underline{\hspace{2cm}}$

$99 \times 1,000 = \underline{\hspace{2cm}}$

$72 \times \underline{\hspace{2cm}} = 720$

$\underline{\hspace{2cm}} \times 100 = 8,600$

$53 \times \underline{\hspace{2cm}} = 53,000$

$1,000 \times \underline{\hspace{2cm}} = 68,000$

II) $80 \times 3 = \underline{\hspace{2cm}}$

$7 \times 60 = \underline{\hspace{2cm}}$

$600 \times 5 = \underline{\hspace{2cm}}$

$9 \times 700 = \underline{\hspace{2cm}}$

$3 \times 6,000 = \underline{\hspace{2cm}}$

$2,000 \times 8 = \underline{\hspace{2cm}}$

$42 \times 30 = \underline{\hspace{2cm}}$

$53 \times 200 = \underline{\hspace{2cm}}$

Put in the correct sign (+ or \times).

5 $\underline{\hspace{1cm}}$ 9 = 45

7 $\underline{\hspace{1cm}}$ 7 = 14

6 $\underline{\hspace{1cm}}$ 4 = 24

5 $\underline{\hspace{1cm}}$ 2 = 10

7 $\underline{\hspace{1cm}}$ 5 = 12

6 $\underline{\hspace{1cm}}$ 0 = 0

9 $\underline{\hspace{1cm}}$ 1 = 10

9 $\underline{\hspace{1cm}}$ 8 = 72

Date : _____

Write >, = or <.

$10 \times 4 \text{ } \underline{\quad} \text{ } 8 \times 7$

$4 \times 9 \text{ } \underline{\quad} \text{ } 8 \times 4$

$7 \times 5 \text{ } \underline{\quad} \text{ } 4 \times 8$

$6 \times 8 \text{ } \underline{\quad} \text{ } 5 \times 9$

$6 \times 9 \text{ } \underline{\quad} \text{ } 5 \times 10$

$7 \times 9 \text{ } \underline{\quad} \text{ } 8 \times 8$

$9 \times 8 \text{ } \underline{\quad} \text{ } 8 \times 9$

$6 \times 5 \text{ } \underline{\quad} \text{ } 10 \times 3$

$7 \times 6 \text{ } \underline{\quad} \text{ } 9 \times 5$

$4 \times 5 \text{ } \underline{\quad} \text{ } 7 \times 3$

Write 'true' or 'false'.

$6 + 6 + 6 + 6 = 19 + 5$

$4 \text{ groups of } 8 = 32$

$45 \times 20 = 20 \times 54$

$3 \text{ times } 10 = 6 \text{ groups of } 5$

$0 \times 385 = 385$

$792 \times 1 = 792$

$5 \text{ more than } 6 \times 6 = 40$

$204 \times 100 = 24,000$

$60 \times 800 = 4,800$

$3 \text{ less than } (9 \times 9) = 78$

Date : _____

FUN MULTIPLICATION



K	Y	U	E	L	P	S	Y	H	M	A	D	T	N	R	O	I
10	12	15	18	20	21	24	27	28	30	32	35	36	40	45	48	50

Work out these multiplications, then find the coded message!

The first letter is done for you.

Letter	S															
Number	24															
Fact	3×8	8×4	5×4	10×2	3×9					4×9	7×4	6×3				

Letter																
Number																
Fact	3×8	6×5	4×8	9×5	4×9					12×2	8×4	5×4	4×8			

Letter																
Number																
Fact	6×5	8×4	5×8	7×5	9×2	9×5				10×2	5×10	2×5				

Letter																
Number																
Fact	2×9	4×6		6×2	8×6	5×3	5×9				5×6	4×8				

Letter																.
Number																
Fact	6×6	7×4		8×3	9×4	4×3	4×5	6×3								



CLASS - III

Date : _____

Complete these tables:

- A) There are 7 pencils in a packet. How many pencils will be there in:

_packets	4	6	9	7	5
Pencils					

- B) There are 9 chairs in each row. How many chairs will be there in:

Rows	8	4	7	9	6
Chairs					

- C) There are 100 years in a century. How many years are there in:

Centuries	5	20	44	39	16
Years					

Date : _____

We multiply well now!!

Fill in the blanks.

a) $7 + 7 + 7 + 7 = 4 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

b) $9 + 9 + 9 + 9 + 9 = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

c) $8 + 8 + 8 + 8 + 8 + 8 + 8 = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

d) $555 \times \underline{\hspace{1cm}} = 555$

e) $\underline{\hspace{1cm}} \times 370 = 0$

f) $29 \times 18 \times \underline{\hspace{1cm}} = 14 \times 29 \times \underline{\hspace{1cm}}$

g) $65 \times 10 = \underline{\hspace{1cm}}$

h) $354 \times 100 = \underline{\hspace{1cm}}$

i) $207 \times 1000 = \underline{\hspace{1cm}}$

j) $440 \times 20 = \underline{\hspace{1cm}}$

k) $670 \times 600 = \underline{\hspace{1cm}}$

l) $19 \times \underline{\hspace{1cm}} = 1900$

m) $\underline{\hspace{1cm}} \times 1000 = 83000$

n) The product of odd numbers between 4 and 8 is _____.

o) If I throw 9 dice and get all sixes, my score will be _____.



Date : _____

Multiplication

a. 6 8
x 9 2

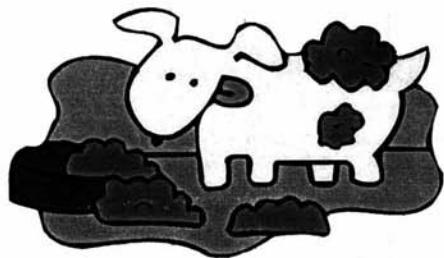


b. 7 1
x 3 3

c. 9 8
x 9 3

d. 5 0
x 1 2

e. 6 4
x 4 7



f. 4 5
x 3 8

g. 8 0
x 8 0

h. 7 9
x 2 3

i. 8 7
x 7 6

j. 3 0
x 1 8



k. 5 1
x 4 9

Date : _____

Arrange and solve

a) 98×65

b) 75×88

c) Find the product of
367 and 49.

d) Multiply 632 by 77.

A blank 10x10 grid for drawing or plotting.

e) How much is 906 multiplied by 48?

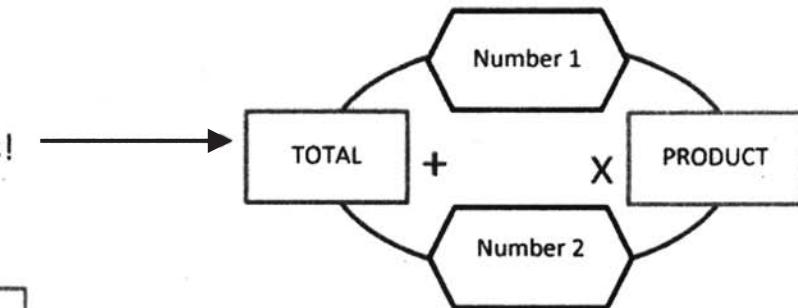
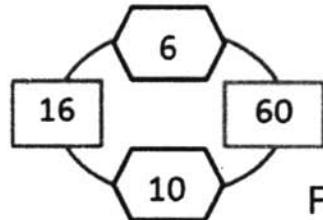
f) 853×60

Date : _____

TOTAL PRODUCT PUZZLE

This is how the puzzle works!

Example



Fill in the missing numbers in the puzzles below!

CLASS - III

Short Stories! Fill in the blanks.

- a) 8 cars have _____ wheels.
- b) 30 children have _____ eyes.
- c) If 1 vase has 6 flowers, then 9 such vases will have _____ flowers.
- d) If each box has 8 pens, then 7 such boxes will have _____ pens.
- e) There are 100 books on each shelf. 20 such shelves have _____ books.
- f) There are _____ days in 6 weeks.
- g) 1 dozen = 12. So, 3 dozen = _____
- h) 1 score = 20. So, 6 score = _____
- i) 1 decade = 10 years. So, 23 decades = _____ years.
- j) 1 century = 100. So, 15 centuries = _____.



Date : _____

Read and solve the problems:

Problems	Working Space
There are 278 oranges in one basket. How many oranges are there in 9 such baskets?	
A book has 359 pages. How many pages are there in 7 such books?	
Each string has 206 beads. How many beads are there in 40 strings?	
75 people can be seated in one train compartment. How many people can be seated in 43 such compartments?	

Date : _____

MATH Crossword Puzzle



Fill in the blanks of each crossword puzzle
to make the multiplication equations true.

$$\begin{array}{|c|c|c|c|c|} \hline 2 & \times & \square & = & 6 \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline \square & \times & 1 & = & \square \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline \square & \times & 24 & = & \square \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline \square & \times & 5 & = & 30 \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 8 & \times & 4 & = & \square \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline \square & \times & \square & = & \square \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline \square & \times & 3 & = & \square \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline \times & & & & \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 10 & \times & \square & = & \square \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline = & & & & \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 20 & \times & \square & = & \square \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline 3 & \times & 4 & = & \square \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline \times & & & & \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline \square & \times & \square & = & \square \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline = & & & & \\ \hline & & & & \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|c|c|} \hline \square & \times & \square & = & 90 \\ \hline & & & & \\ \hline \end{array}$$

CLASS - III

Date : _____

DIVISION

- We use division when we **share equally** or make **equal groups**. When we 'share equally' we **divide**.
- Division is another name for '**repeated subtraction**'.
- The **symbol** for division is \div .
- If a number is **divided by 1**, then the answer is the **number itself**.
- If 0 is divided by any number then the answer is 0.
- No number can be **divided by 0**.
- If a number, except 0, is **divided by itself**, then the answer is 1.
- What is the **answer** in a division problem called? _____
- What is the number which is **leftover** after division called?

Fill in the blanks.

$79 \div 79 = \underline{\quad}$

$95 \div \underline{\quad} = \text{n.d.}$

$869 \div 1 = \underline{\quad}$

$\underline{\quad} \div 551 = 1$

$0 \div 321 = \underline{\quad}$

$\underline{\quad} \div 654 = 0$

$404 \div 0 = \underline{\quad}$

$392 \div \underline{\quad} = 392$

CLASS - III

Dividend, divisor and quotient.

Example:

When 12 sweets are divided equally among 4 children, each child gets 3 sweets. This can be written as-

$$12 \div 4 = 3 \quad (4 \times 3 = 12)$$

12 is the dividend. 4 is the divisor. 3 is the quotient.

So,

$$\text{dividend} \div \text{divisor} = \text{quotient} \quad \text{OR}$$

$$\text{divisor} \times \text{quotient} = \text{dividend}$$

Now, write the division problem for each of these statements.

a) 18 balloons are divided equally among 3 children. Each child gets 6 balloons. _____

b) 27 sweets are distributed equally among 9 children. Each child gets 3 sweets. _____

c) 15 pencils are shared equally among 5 children. Each child gets 3 pencils.

d) 16 stickers are divided among 2 children. Each child gets 8 stickers.

e) 20 books are distributed equally among 4 children. Each child gets 5 books. _____



Date : _____

Equal groups: Read, understand, draw (in the box) and write the division problem. Then find the quotient.

- A) You have 14 cupcakes. You have 2 plates. Each plate has equal number of cupcakes. How many cupcakes are there on each plate?

Division problem: _____

- B) There are 27 cherries. There are 3 bowls. Each bowl has equal number of cherries. How many cherries are there in each bowl?

Division problem: _____

- C) There are 20 marbles. There are 4 bags. Each bag has equal number of marbles. How many marbles are there in each bag?

Division problem: _____

CLASS - III

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Fill in the blanks:

$30 \div 6 = \underline{\hspace{2cm}}$

$81 \div 9 = \underline{\hspace{2cm}}$

$56 \div \underline{\hspace{2cm}} = 8$

$45 \div \underline{\hspace{2cm}} = 9$

$\underline{\hspace{2cm}} \div 9 = 7$

$\underline{\hspace{2cm}} \div 8 = 9$

$54 \div \underline{\hspace{2cm}} = 6$

$36 \div 4 = \underline{\hspace{2cm}}$

$42 \div \underline{\hspace{2cm}} = 7$

$64 \div \underline{\hspace{2cm}} = 8$

$\underline{\hspace{2cm}} \div 8 = 10$

$\underline{\hspace{2cm}} \div 7 = 7$

Multiplication and division are related.

Write two multiplication facts and matching two division facts.

Multiplication Facts	Division Facts
$4 \times 7 = 28$ $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$	$28 \div 4 = 7$ $\underline{\hspace{2cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$
$8 \times 5 = 40$ $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$
$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$	$90 \div 9 = 10$ $\underline{\hspace{2cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$
$7 \times 3 = 21$ $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{2cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$
$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$ $\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$	$36 \div 6 = 6$ $\underline{\hspace{2cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

Date : _____

Division by 10, 100 and 1,000:

Division Problem	Quotient	Reminder
$2,000 \div 10$		
$2,000 \div 100$		
$2,000 \div 1,000$		
$470 \div 100$		
$6,809 \div 10$		
$5,327 \div 100$		
$9,054 \div 1,000$		
$7,777 \div 100$		

Write 'true' or 'false'.

Dividend = divisor \times quotient + remainder _____

Division is repeated addition. _____

$0 \div 164 = 164$ _____

$24 \div 6 = 4$ _____

$369 \div 369 = 0$ _____

In $279 \div 10$, quotient = 27, remainder = 9 _____

Dividend is the number that is being divided. _____

$892 \div 0 = 0$ _____

CLASS - III

Date : _____

Put in the correct sign. ($>$, $<$, $=$)

$16 \div 4$

$18 \div 3$

$25 \div 5$

$40 \div 8$

$54 \div 9$

$56 \div 7$

$63 \div 7$

$64 \div 8$

$80 \div 10$

$24 \div 3$

$0 \div 20$

$20 \div 20$



Circle the correct answer.

a) The number by which we divide is called the -

dividend

quotient

divisor

b) The quotient of $8,500 \div 100$ is -

85

850

8

c) Division is the same as repeated -

addition

subtraction

multiplication

d) The quotient of $4,962 \div 1$ is -

4,962

1

4,000

e) When the divisor is the same as the dividend,

we are left with no-

quotient

remainder

f) Every division fact has 2 multiplication facts.

True

False

Date : _____

Long Division Bingo

Find each answer and color it on the bingo board. If you get bingo, draw a line through the winning row.

a.

$$\begin{array}{r} 6 \sqrt{1\ 8\ 6} \\ \underline{6} \\ 1\ 8 \\ \underline{6} \\ 2 \end{array}$$

b.

$$\begin{array}{r} 4 \sqrt{1\ 9\ 2} \\ \underline{4} \\ 1\ 9 \\ \underline{4} \\ 2 \end{array}$$

c.

$$\begin{array}{r} 8 \sqrt{1\ 8\ 4} \\ \underline{8} \\ 1\ 8 \\ \underline{8} \\ 4 \end{array}$$

d.

$$\begin{array}{r} 5 \sqrt{2\ 5\ 5} \\ \underline{5} \\ 2\ 5 \\ \underline{5} \\ 5 \end{array}$$

e.

$$\begin{array}{r} 7 \sqrt{2\ 8\ 7} \\ \underline{7} \\ 2\ 8 \\ \underline{7} \\ 7 \end{array}$$

f.

$$\begin{array}{r} 2 \sqrt{1\ 6\ 8} \\ \underline{2} \\ 1\ 6 \\ \underline{2} \\ 8 \end{array}$$

g.

$$\begin{array}{r} 8 \sqrt{1\ 3\ 6} \\ \underline{8} \\ 1\ 3 \\ \underline{8} \\ 6 \end{array}$$

h.

$$\begin{array}{r} 9 \sqrt{1\ 9\ 8} \\ \underline{9} \\ 1\ 9 \\ \underline{9} \\ 8 \end{array}$$

B	I	N	G	O
92	71	37	22	18
27	54	49	31	66
88	48	★	51	17
25	91	79	84	36
41	16	53	23	77

Date : _____

Arrange and solve.

$$\text{a) } 85 \div 7$$

$$\text{b)} \quad 68 \div 6$$

$$c) 59 \div 8$$

d) $938 \div 9$

e) $305 \div 8$

$$f) 707 \div 5$$

$$g) 6381 \div 7$$

h) $2222 \div 4$

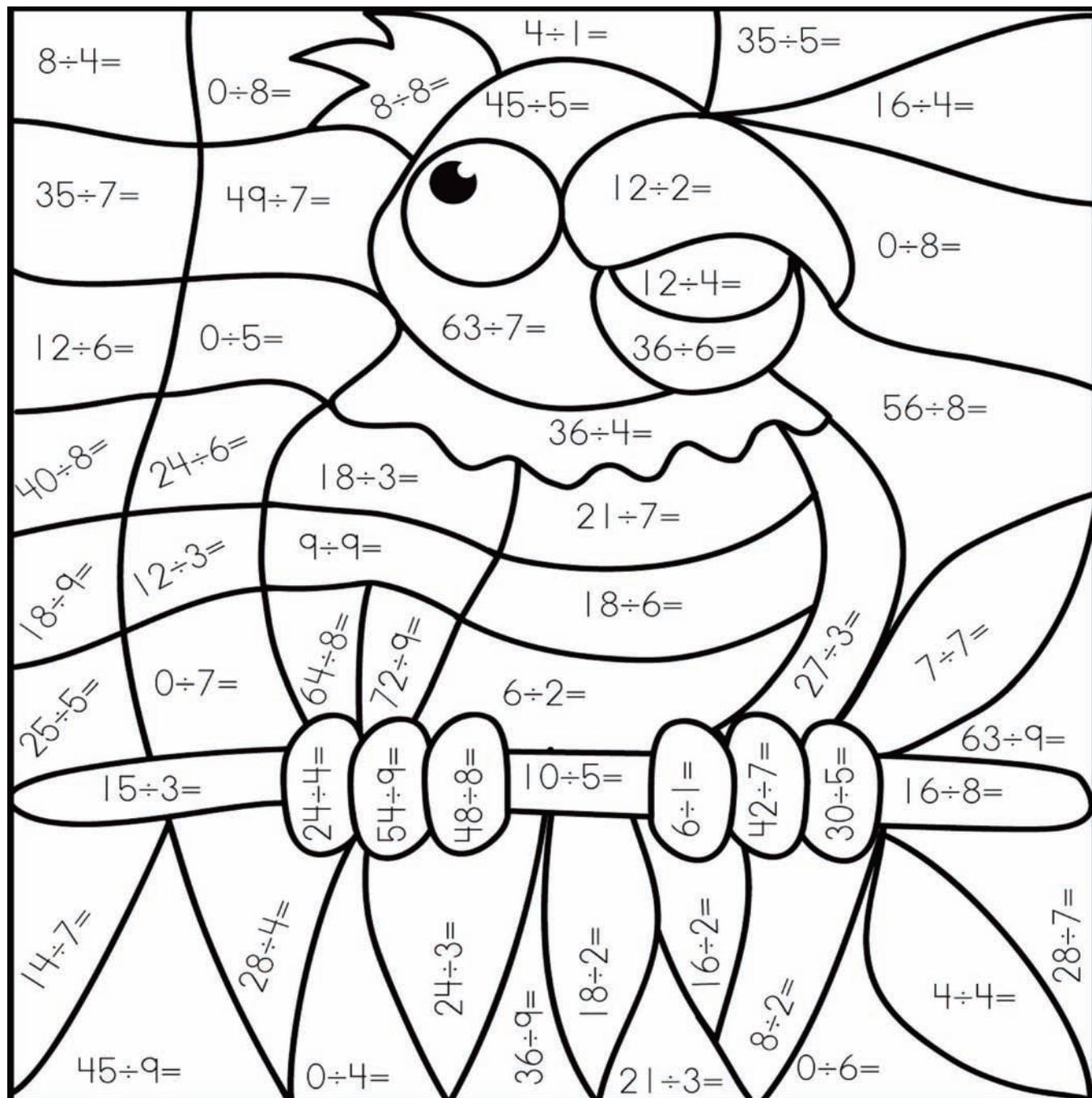
i) $1850 \div 3$

A blank 10x10 grid for drawing or plotting.

CLASS - III

Date : _____

Write the quotient for each problem. Then, colour according to the key at the bottom.



Blue 0, 4, 7

Red 3

Yellow 6

Violet 8

Green 1

Brown 2, 5

Pink 9

CLASS - III

Word problems on Addition, Subtraction, Multiplication and Division: Write (+), (-), (x) or (÷).

This exercise will give you a drill to 'decide' what to do in a given word problem.

- (a) Manju had Rs 2120. After shopping, she is left with Rs 1682. How much money did she spend? _____
- (b) In a factory, 531 shirts are made everyday. How many shirts will be made in 1 week? _____
- (c) Angad's stamp album has 7 pages blank. He has 196 stamps to stick. How many equal number of stamps does he stick on one page? _____
- (d) 1 pack of biscuits has 23 Marie biscuits. How many biscuits are there in 162 packs? _____
- (e) Aarti writes 216 words on one page. How many words does she write on 13 pages? _____
- (f) 1268 women and 3261 men work in a factory. How many workers are there in all? _____
- (g) A cricketer made 253 runs. How many more runs does he need to complete 300 runs? _____
- (h) 585 students go for school-trip. How many students sit in one bus if there are 9 buses? _____
- (i) The height of Mount Everest is 8840 metre. Santosh Yadav climbed 3215 metre. How much more did she have to climb? _____
- (j) A boat can carry 7 people in one trip. How many trips will it make to carry 560 people? _____

Date : _____

FRACTIONS

Fraction means a part of a whole.

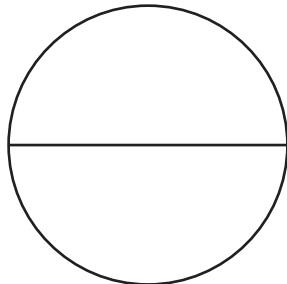
- Fraction can be a part of a whole figure or a part of a collection of things.
- " Fraction is written with two numbers, one above the other, separated by a line.
- The number above the line is called the _____.
- The number below the line is called the _____.

Important fractions.

Half:

When shapes or collections of things are divided into two equal parts, each part is called a half or $\frac{1}{2}$.

Colour half of this figure:



One third:

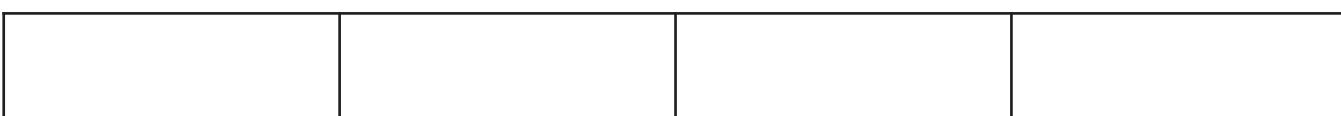
If we divide a shape or a collection of things into three equal parts, each part is one third or $1/3$.

Colour one third of this figure:



One fourth:

If we divide a shape or a collection of things into four equal parts, then each part is one fourth or $\frac{1}{4}$. It is also called a quarter. Colour one fourth of this figure:



CLASS - III

Date : _____

FRACTIONS

An example:

Look at this figure:



Total number of parts = _____

Number of shaded parts = _____

So, fraction of this figure that is shaded = _____

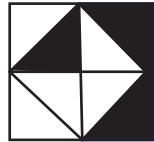
Fraction which is unshaded = _____

$2/5$ is read as _____.

$3/5$ is read as _____.

Write the fractions of the shaded and unshaded parts.

a)



shaded = unshaded =

b)



shaded = unshaded =

c)



shaded =

unshaded =

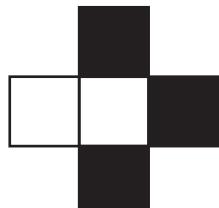
d)



shaded =

unshaded =

e)



shaded = unshaded =

Date : _____

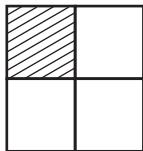
Some important fractions:

a)



This is one whole square.

b)



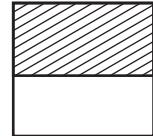
The whole figure is divided into _____ equal parts.

_____ part out of _____ equal parts is shaded.

So, $\frac{1}{4}$ is shaded.

$\frac{1}{4}$ or _____ is called a _____.

c)



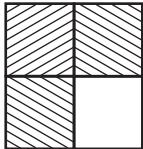
We can see that the square is divided into two equal parts.

_____ part out of those _____ equal parts is shaded.

So, $\frac{1}{2}$ is shaded. $\frac{1}{2}$ is called _____.

_____ of the square is shaded.

d)



_____ out of _____ equal parts is shaded.

So, $\frac{3}{4}$ of the square is shaded.

$\frac{3}{4}$ is read as _____.

CLASS - III

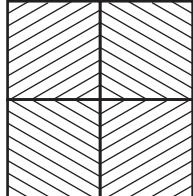
Date : _____

How many quarters are shaded?

_____ are shaded.

So, $3/4$ is read as _____.

e)



_____ out of _____

equal parts are shaded.

Or, $4/4$ is shaded.

(All 4 quarters are shaded.)

Or, one whole square is shaded.

So, $4/4$ = _____

Fill in the blanks:

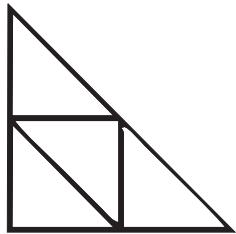
- Fraction with numerator 7 and denominator 13 is written as _____.
 - In $3/11$, 11 is the _____ and 3 is the _____.
 - When there is no selected (shaded) part in a figure, the numerator is _____.
 - When the numerator and the denominator are the same, it means _____ the parts are selected (shaded) or the _____ figure is selected (shaded) and that fraction is equal to _____.
 - There can be no fraction when the _____ is _____.
- f) Write the numbers:
- Half of 6 pencils = pencils
 - Half of 12 marbles = marbles
 - Half of 20 notebooks = notebooks
 - Half of 10 girls = girls

Date : _____

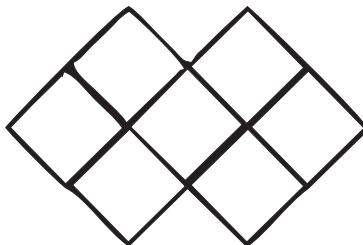
FRACTIONS OF SHAPES

Shade the correct fraction of each shape.

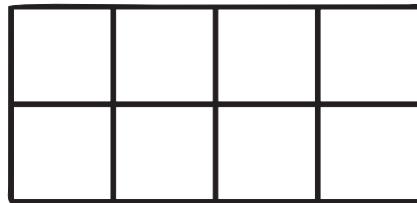
Remember $\frac{1}{4}$ means 1 out of every 4!



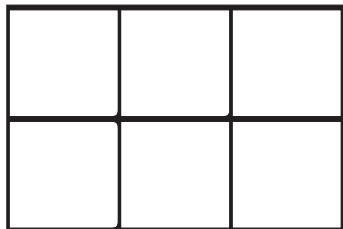
Shade $1/2$



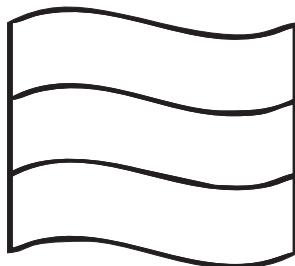
Shade $4/7$



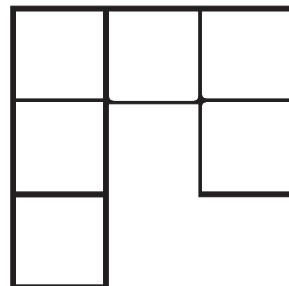
Shade $1/4$



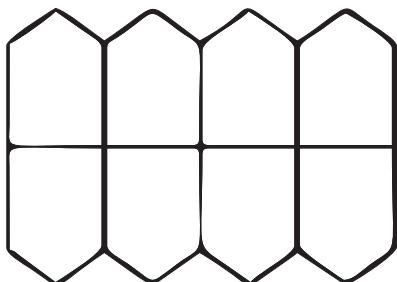
Shade $1/3$



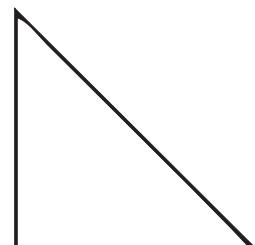
Shade $2/3$



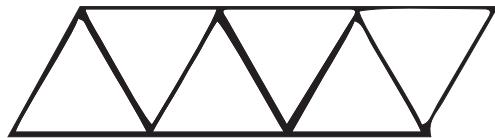
Shade $1/2$



Shade $3/4$



Shade $1/2$



Shade $2/3$

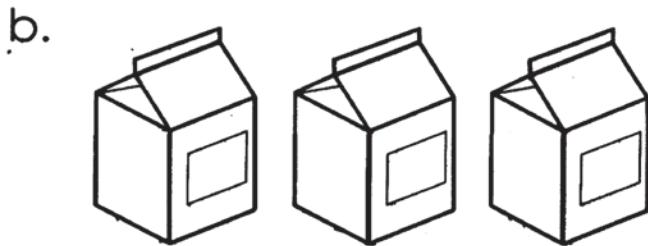
Date : _____

Fraction of a Group

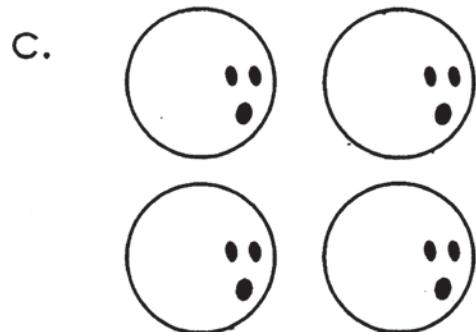
Colour the fraction listed for each group.



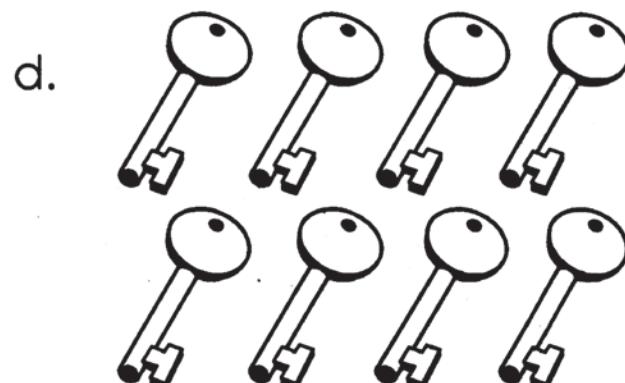
$$\frac{3}{6}$$



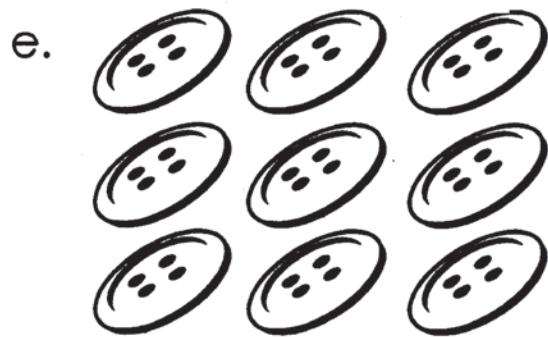
$$\frac{2}{3}$$



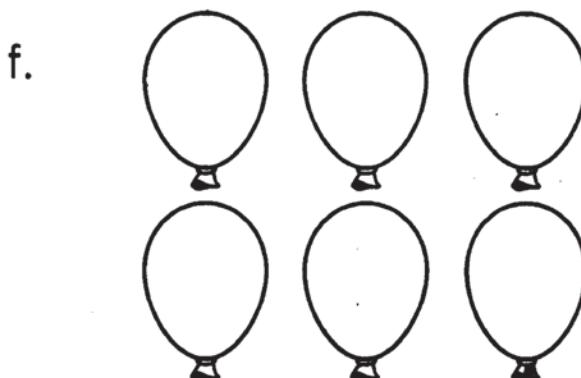
$$\frac{3}{4}$$



$$\frac{7}{8}$$



$$\frac{5}{9}$$



$$\frac{5}{6}$$

Date : _____

Colour the Groups with Given Fractions

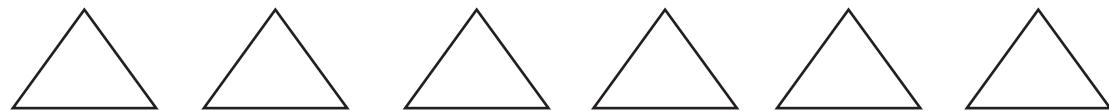
Colour two-fifth of the stars with blue:



Colour six-seventh of smileys with red:



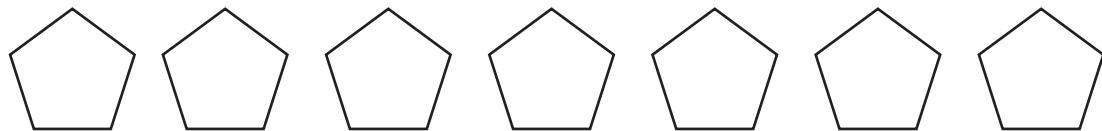
Colour four-sixth of the triangles with green:



Colour seven-eighth of the arrows with orange:



Colour three-seventh of the pentagons with yellow:

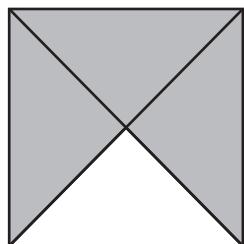


Date : _____

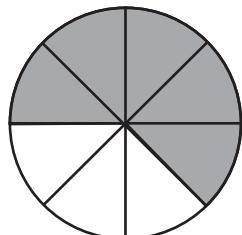
Fractions

Tell what fraction of each shape is shaded.

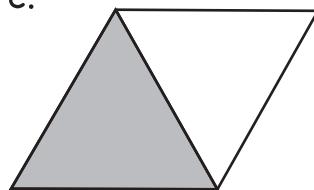
a.



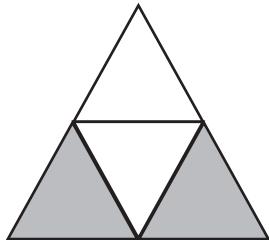
b.



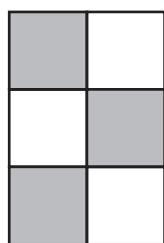
c.



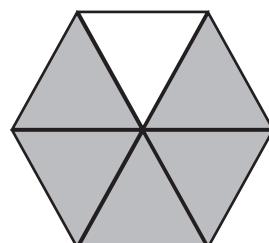
d.



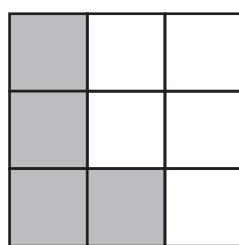
e.



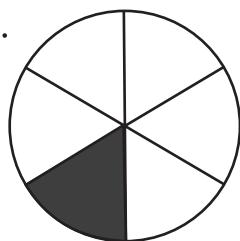
f.



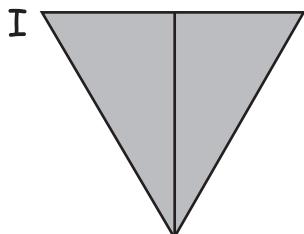
g.



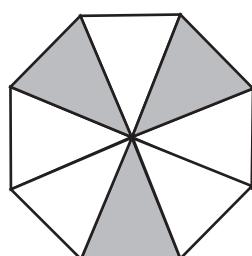
h.



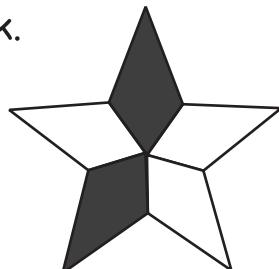
i.



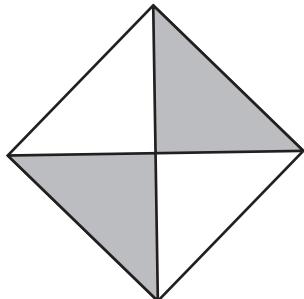
j.



k.

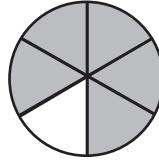
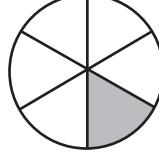
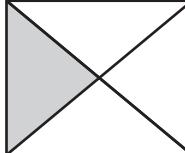
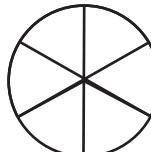
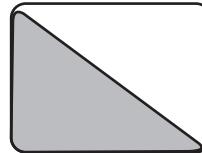
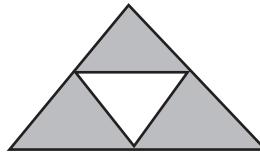
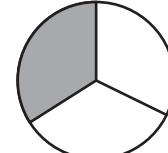


l.



Date : _____

Pick the right fraction represented by the shaded part of each shape.
First one is done as an example.

1) 	$\frac{1}{2}$	$\frac{3}{6}$	$\frac{5}{6}$	$\frac{1}{6}$	$\frac{6}{5}$
2) 	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{1}{6}$	$\frac{1}{3}$	$\frac{1}{5}$
3) 	$\frac{1}{2}$	$\frac{3}{8}$	$\frac{1}{6}$	$\frac{1}{7}$	$\frac{6}{8}$
4) 	$\frac{1}{3}$	$\frac{3}{6}$	$\frac{1}{2}$	$\frac{1}{5}$	$\frac{1}{4}$
5) 	$\frac{4}{6}$	$\frac{5}{6}$	$\frac{4}{5}$	$\frac{0}{6}$	$\frac{3}{5}$
6) 	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{0}{6}$	$\frac{2}{1}$
7) 	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{5}{6}$	$\frac{1}{4}$	$\frac{4}{3}$
8) 	$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{3}$	$\frac{1}{3}$	$\frac{2}{5}$
9) 	$\frac{3}{5}$	$\frac{3}{4}$	$\frac{5}{4}$	$\frac{4}{6}$	$\frac{4}{5}$

CLASS - III

Date : _____

FUN WITH SYMBOLS AND FRACTIONS

\$	*	%	!	#
@	%	\$	*	@
*	!	#	\$	*
%	\$	@	*	\$
#	*	\$	@	*

Total number of symbols = _____

What fraction of these symbols are \$ = _____

What fraction of these symbols are * = _____

What fractions of these symbols are % = _____

What fraction of these symbols are ! = _____

What fraction of these symbols are # = _____

What fraction of these symbols are @ = _____

What fraction of these symbols are (\$ + %) = _____

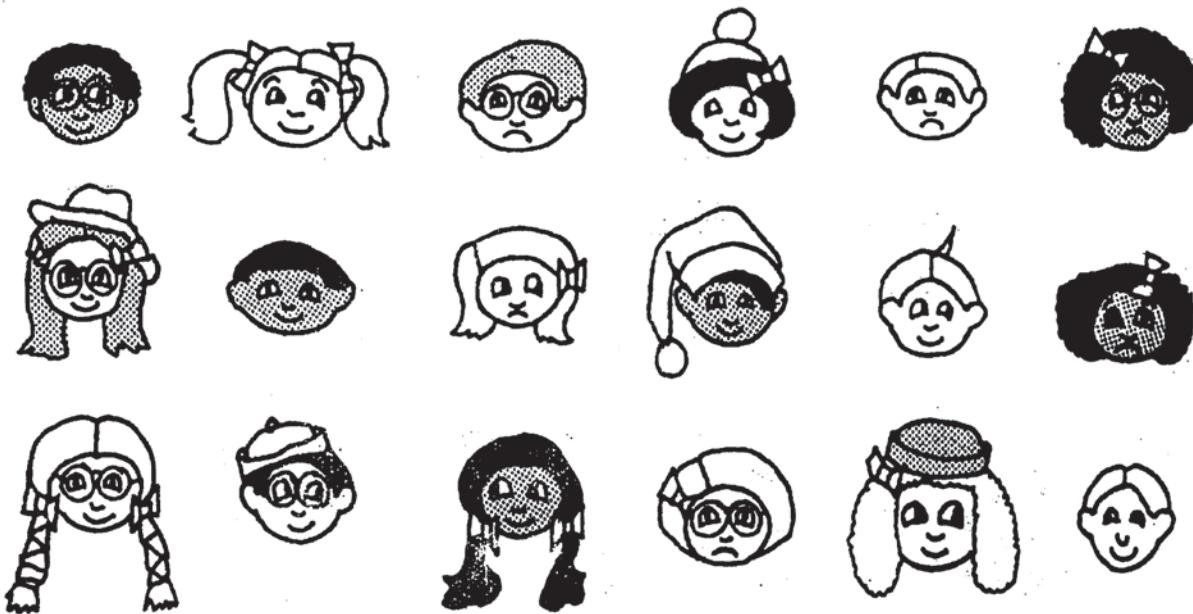
What fraction of these symbols are (@ + *) = _____

What fraction of these symbols are (# + ! + @) = _____

What fraction of these symbols are NOT \$ = _____

CLASS - III

Date : _____



There are _____ students in the class.

_____ of the _____ students are girls.

What fraction of the students are girls? _____

There are _____ students in the class.

_____ of the _____ students are happy.

What fraction of the students are happy? _____

What fraction of the students have glasses? _____

What fraction of the students have hats? _____

There are _____ happy boys in the class.

_____ of the _____ happy boys have hats. $\frac{2}{6}$

What fraction of the happy boys have hats? $\frac{2}{6}$

There are _____ girls with glasses in the class.

_____ of the _____ girls with glasses are sad.

What fraction of the girls with glasses are sad? _____

Date : _____

MONEY

- We earn, spend and save money.
 - The paper money and coins used by a country is called its currency.
 - The currency used in our country:
Rupees (paper money or notes) and paise (coins).
 - We can add, subtract, multiply and divide money.

Currencies used around the world:

Name the currencies used in the following countries:

Australia: _____

Canada: _____

China: _____

France: _____

Germany: _____

Japan: _____

Myanmar: _____

Russia: _____



Singapore: _____

Switzerland: _____

United kingdom: _____

United States of America _____



One rupee = 100 paisa

The symbol for rupees is

The symbol for noise is

The notes that we use these days are:

The coins that we use these days are:

Date : _____

MONEY

Rupees and paise are separated by a dot (.) called the decimal point.

For amounts less than one rupee:

- A) fifty paise = _____ p. or ₹ _____
- B) sixty five paise = _____ p. or ₹ _____
- C) ninety paise = _____ p. or ₹ _____
- D) five paise = _____ p. or ₹ _____
- E) eight paise = _____ p. or ₹ _____

Remember: We will never use such amounts in real life!!

Write in words:

- A) ₹ 1.25 = _____
- B) ₹ 20.50 = _____
- C) ₹ 16.75 = _____
- D) ₹ 100.40 = _____
- E) ₹ 83.00 = _____
- F) ₹ 0.90 = _____
- G) ₹ 0.09 = _____

CLASS - III

Date : _____

Write in figures:

- A) seven paise = _____ p. or ₹ _____
- B) seventy paise = _____ p. or ₹ _____
- C) seventy five paise = _____ p. or ₹ _____
- D) five rupees five paise = _____
- E) five rupees fifty paise = _____
- F) five rupees fifty five paise = _____
- G) fifty rupees = _____
- H) five hundred rupees fifty paise = _____

Changing rupees into paise:

We know that -

$$₹ 1 = 100 \text{ p.}$$

$$\text{So, } ₹ 2 = 100 \text{ p.} + 100 \text{ p.}$$

$$= 2 \times 100 \text{ p.}$$

$$= 200 \text{ p.}$$

$$₹ 4 = \text{_____ p.} + \text{_____ p.} + \text{_____ p.} + \text{_____ p.}$$

$$= \text{_____} \times \text{_____} \text{ p.}$$

$$= \text{_____ p}$$

Date : _____

Therefore, to change rupees into paise we multiply by 100.
(Which means we add two zeros.)

Change into paise:

$$\text{₹ } 8 = \underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ p.}$$

$$\text{₹ } 10 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\text{₹ } 25 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\text{₹ } 80 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\text{₹ } 100 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\text{₹ } 509 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\text{₹ } 486 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Changing rupees and paise into paise:

Example:

$$\begin{aligned}\text{₹ } 8.95 \text{ p.} &= 800 \text{ p.} + 95 \text{ p.} \\ &= 895 \text{ p.}\end{aligned}$$

So, when we change rupees and paise into paise, the decimal point disappears.

Date : _____

Change into paise:

$$₹ 9.80 = \underline{\hspace{2cm}} \text{ p.}$$

$$₹ 6.05 = \underline{\hspace{2cm}} \text{ p.}$$

$$₹ 25.25 = \underline{\hspace{2cm}}$$

$$₹ 40.04 = \underline{\hspace{2cm}}$$

$$₹ 100.75 = \underline{\hspace{2cm}}$$

$$₹ 201.90 = \underline{\hspace{2cm}}$$

$$₹ 685 = \underline{\hspace{2cm}}$$

$$₹ 0.95 = \underline{\hspace{2cm}}$$

$$₹ 3.05 = \underline{\hspace{2cm}}$$

$$₹ 0.06 = \underline{\hspace{2cm}}$$

$$₹ 400 = \underline{\hspace{2cm}}$$

$$₹ 505.05 = \underline{\hspace{2cm}}$$

Changing paise into rupees:

To change paise into rupees we put the decimal point (.) after two digits from the right.

Change into rupees:

$$525 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$600 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$5 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$4080 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$3190 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$70 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$5005 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$9000 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$35 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

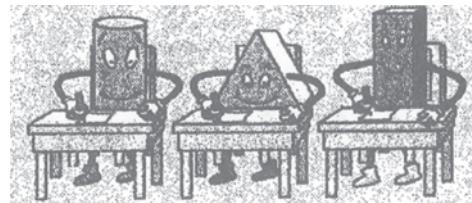
$$222 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$7085 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

$$450 \text{ p.} = ₹ \underline{\hspace{2cm}}$$

WE UNDERSTAND MONEY !

Tick (✓) the correct choice.



1. 0.08 is
(a) 80 paise (b) 8 paise (c) ₹ 8

2. 100 rupees 5 paise in figures is
(a) ₹ 100 (b) ₹ 100.05 (c) ₹ 100.50

3. Paise are always written as
(a) one-digit number (b) 2-digit number
(c) 3-digit number

4. 7 rupees 7 paise is written as
(a) ₹ 7.07 (b) ₹ 7.7 (c) ₹ 77

5. ₹ 19.05 + 20 paise =
(a) 1920 paise (b) 1905 paise (c) 1925 paise

6. 7700 paise =
(a) ₹ 7.7 (b) ₹ 77.00 (c) ₹ 77.70

7. ₹ 0.80 + ₹ 0.13 + ₹ 0.07 =
(a) 98 paise (b) 90 paise (c) ₹ 1.00

8. $\text{₹ } 305.80 - \text{Re } 0.80 =$

(a) $\text{₹ } 30.50$ (b) $\text{₹ } 305.00$ (c) $\text{₹ } 3.05$

9. $\text{₹ } 9.65 - \text{₹ } 0.75 =$

(a) $\text{₹ } 9.05$ (b) $\text{₹ } 7.90$ (c) $\text{₹ } 8.90$

10. $\text{₹ } 683.70 - \text{₹ } 261.15 =$

(a) $\text{₹ } 420.55$ (b) $\text{₹ } 430.55$ (c) $\text{₹ } 422.55$

11. Ravi had ₹ 396.70. He purchased goods worth ₹ 196.50. How much money was left with him

(a) $\text{₹ } 200$ (b) $\text{₹ } 200.20$ (c) $\text{₹ } 100.70$

12. Rahul has ₹ 465.40 and Rajiv has ₹ 160.50. How much more money does Rahul have?

(a) $\text{₹ } 204.90$ (b) $\text{₹ } 304.50$ (c) $\text{₹ } 304.90$

13. Raju bought a pair of shoes for ₹ 800.80 and pair of chappals for ₹ 90.70. How much money did he spend in all.

(a) $\text{₹ } 890.50$ (b) $\text{₹ } 790.10$ (c) $\text{₹ } 891.50$

14. Add ₹ 360.75 and ₹ 80.25 and subtract ₹ 41.00 from it. What amount do you get.

(a) $\text{₹ } 441.00$ (b) $\text{₹ } 440.00$ (c) $\text{₹ } 400.00$ 

Date : _____

SHOPPING!

We go shopping for a meal! The cost of each item is given.



Rupees 12



Rupees 7



Rupees 45



Rupees 32



Rupees 16



Rupees 10



Rupees 60



Rupees 225

How much will it cost to buy:

a) 3 apples = _____

b) 2 sandwiches = _____

c) 4 bananas and an orange = _____ + _____ = _____

d) A jar of cookies and a sandwich = _____ + _____ = _____

e) 10 tomatoes and a chicken = _____ + _____ = _____

f) 2 pastries and an apple = _____ + _____ = _____

g) 2 oranges, 3 bananas and 2 apples =

_____ + _____ + _____ = _____

CLASS - III

Date : _____

Mearsurement of Length

What are
you
doing?



I'm measuring
your height with
the measuring
tape. My height
is 15 cm.



Length is measured in metres and centimetres.

Long lengths are measured in metre (m).

Short lengths are measured in centimetres.

We use a measuring scale or tape to measure length.

I. Which unit of length will you use (cm or m) to measure the following:

a) **Length of**

A pencil _____

An eraser _____

A crayon _____

A book _____

A chalk _____

A table _____

A door curtain _____

A room _____

b. **Height of**

A chair _____

Your father _____

A tree _____

A door _____

c. **Width of**

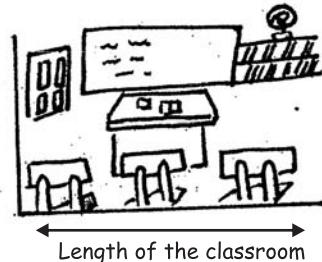
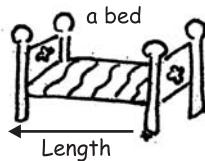
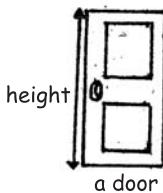
Your tiffin box _____

A table _____

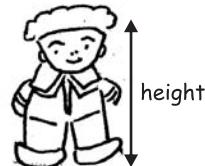
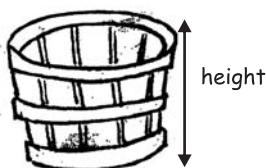
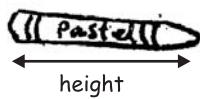
CLASS - III

Date : _____

Here are a few things that are more than a metre long:



These are some things that are less than a metre long:



Long distances are measured in kilometres (km)

Example: Distance from your school to your home and distance from Delhi to Mumbai.

Which of the units of measurement, centimetre, metre or kilometre will you choose to measure each of these?

- (a) A shoe string _____
- (b) The height of a building _____
- (c) The length of a football field. _____
- (d) The length of a fly. _____
- (e) The height of a tree. _____
- (f) The distance from Chennai to Kolkata. _____
- (g) The length of a car. _____
- (h) The length of your foot. _____



Complete each sentence with either "centimetre", "metre" or "kilometre".

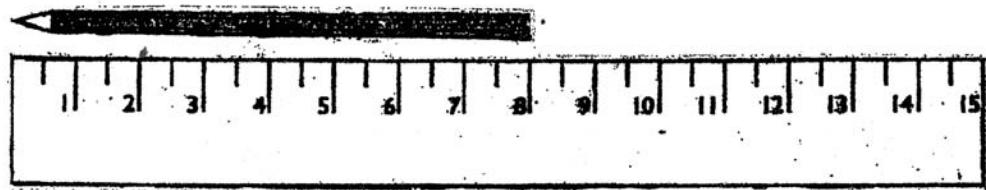
- (a) Your book is about 30 _____ long.
- (b) A man is about 2 _____ tall.
- (c) The length of your TV set is 60 _____
- (d) The distance between Delhi and Jaipur is about 260 _____
- (e) A mouse is about 10 _____ long.
- (f) An airplane flies about 11 _____ above the Earth.



Date : _____

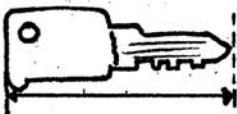
A 15 cm or 30 cm ruler is used to measure lengths in centimetres.

Measuring length with a 15 cm scale.

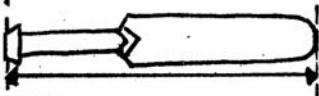


We place one end of the pencil at zero. Now read the number at the other end.

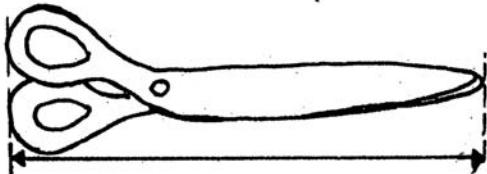
Measure the lengths of these objects with your centimetre ruler.



_____ cm



_____ cm.



_____ cm.

Relation between kilometre, metre and centimetre.

A metre is 100 times longer than one centimetre or we can say that 100 centimetres make one metre.

A kilometre is 1000 times longer than one metre or we can say that 1000 metres make one kilometre.

To convert "metres" into "centimetres" we multiply the number of metres by 100.

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

$$3\text{ m} = 3 \times 100\text{ cm} = 300\text{ cm}$$

$$5\text{ m } 30\text{ cm} = 5 \times 100\text{ cm} + 30 = 500\text{ cm} + 30\text{ cm} = 530\text{ cm}.$$

To convert "kilometres" into "metres" we multiply the number of kilometres by 1000.

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

$$2\text{ km} = 2 \times 1000\text{ m} = 2000\text{ m}$$

$$4\text{ km } 500\text{ m} = 4 \times 1000\text{ m} + 500\text{ m} = 4000\text{ m} + 500\text{ m} = 4500\text{ m}.$$

Date : _____

Now Complete the following:

- a. $3 \text{ m} = \underline{\hspace{2cm}} \times 100 = \underline{\hspace{2cm}} \text{ cm.}$
- b. $12 \text{ m} = 12 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm.}$
- c. $30 \text{ m} \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm.}$
- d. $52 \text{ m} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm.}$
- e. $121 \text{ m} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ cm.}$
- f. $4 \text{ km} = \underline{\hspace{2cm}} \times 1000 = \underline{\hspace{2cm}} \text{ m.}$
- g. $16 \text{ km} = 16 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ m.}$
- h. $50 \text{ km} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ m.}$
- i. $45 \text{ km} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} \text{ m.} = \underline{\hspace{2cm}} \text{ m}$
- j. $254 \text{ km} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ m.}$

Fill in the blanks:

- a. $\underline{\hspace{2cm}} \text{ cm} = 9 \text{ m}$
- b. $27 \text{ km} = \underline{\hspace{2cm}} \text{ m}$
- c. $\underline{\hspace{2cm}} \text{ m} = 3 \text{ km}$
- d. $\underline{\hspace{2cm}} \text{ cm} = 40 \text{ m}$
- e. $2 \text{ m } 50 \text{ cm} = \underline{\hspace{2cm}} \text{ cm} + 50 \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$
- f. $9 \text{ m } 42 \text{ cm} = \underline{\hspace{2cm}} \text{ cm} + \underline{\hspace{2cm}} \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$
- g. $22 \text{ m } 8 \text{ cm} = \underline{\hspace{2cm}} \text{ cm} + \underline{\hspace{2cm}} \text{ cm} = \underline{\hspace{2cm}} \text{ cm}$
- h. $5 \text{ km } 257 \text{ m} = (5 \times \underline{\hspace{2cm}}) \text{ m} + 257 \text{ m} = \underline{\hspace{2cm}} \text{ m}$
- i. $20 \text{ km } 500 \text{ m} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ m} = \underline{\hspace{2cm}} \text{ m}$
- j. $63 \text{ km } 607 \text{ m} = \underline{\hspace{2cm}} \text{ m} + \underline{\hspace{2cm}} \text{ m} = \underline{\hspace{2cm}} \text{ m}$

Date : _____

Lets try the 'SHORT - WAY NOW :

- a. $4 \text{ m } 30 \text{ cm} = \underline{\hspace{2cm}}$ cm
- b. $6\text{km } 165 \text{ m} = \underline{\hspace{2cm}}$ m
- c. $9 \text{ m } 4 \text{ cm} = \underline{\hspace{2cm}}$ cm
- d. $15 \text{ km } 15 \text{ m} = \underline{\hspace{2cm}}$ m
- e. $70 \text{ m } 25 \text{ cm} = \underline{\hspace{2cm}}$ cm
- f. $34 \text{ km } 100 \text{ m} = \underline{\hspace{2cm}}$ m

Match the following :

a.	70 km	_____	4000 m
b.	4 m	_____	700 cm
c.	4 km	_____	400 cm
d.	7 km	_____	4000 cm
e.	7 m	_____	70000 m
f.	40 m	_____	7000 m

Fill in the box with <or>:

- a. $1 \text{ km } 30 \text{ m}$ 1130 m
- b. $6 \text{ km } 996$ 6986 m
- c. 705 cm 7 m 50 cm
- d. $8\text{km } 888\text{m}$ 8808 m
- e. $5 \text{ m } 60 \text{ cm}$ 555 cm
- f. $10 \text{ m } 30 \text{ cm}$ 130 cm

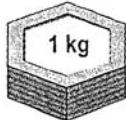
Date : _____

Weight

We need to find the weight of an object to know 'how heavy' it is.

Gram and **kilogram** are the standard units of weight. Gram is denoted by g and kilogram by kg.

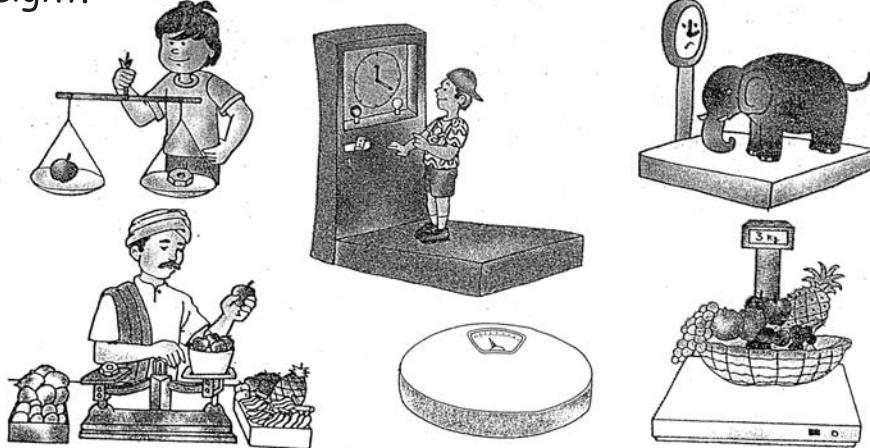
This is a 1-kilogram weight.



$$1 \text{ kilogram (kg)} = 1000 \text{ grams (g)}$$

Gram is used to weigh smaller quantities.

We use different types of weighing-balances or weighing machines to measure weight.



Different types of weighting machines

Fill in the blanks with g or kg:

- a) A ruler is about 5 _____.
- b) Mother bought some butter from the supermarket.
The weight of the butter was 250 _____.
- c) A dog is about 20 _____.
- d) Kathy bought a birthday cake for her sister.
The weight of the cake was 2 _____.
- e. A mouse is about 20 _____.
- f) A new born baby is about 3 _____.
- g) The weight of a loaf of bread is 140 _____ .

CLASS - III

Date : _____

Whenever you go to a vegetable shop, ask the vendor to show you different weights. Compare by holding them in your hand. Be careful, do not try to lift 5 or 10 kg weights!



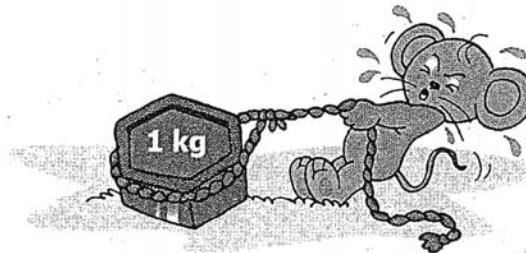
Let us understand the relationship between a gram and a kilogram.

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

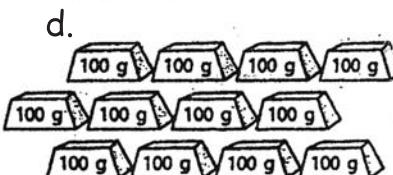
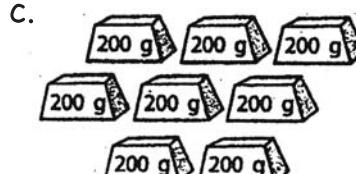
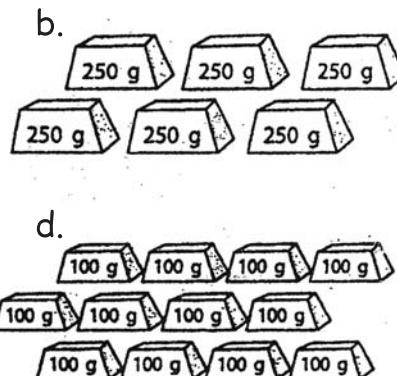
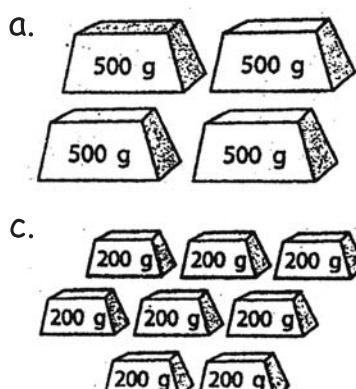
$$500 \text{ g} \times 2 = 1000 \text{ g} = 1 \text{ kg}$$

$$250 \text{ g} \times 4 = 1000 \text{ g} = 1 \text{ kg}$$

$$100 \text{ g} \times 10 = 1000 \text{ g} = 1 \text{ kg}$$



Colour the weights you would need to make 1 kg.



Relation between kilogram and gram

We already know that

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

(a) to convert, kilogram into grams we multiply the number of kilograms by 1000.

$$\begin{aligned} 2 \text{ kg} &= 2 \times 1000 \text{ g} & 9 \text{ kg} &= 9 \times 1000 \text{ g} \\ &= 2000 \text{ g} & &= 9000 \text{ g} \end{aligned}$$

(b) To convert 'kilograms and grams' into grams:

First changes kilograms into grams by multiplying by 1000, then add the grams to it.

$$\begin{aligned} 5\text{kg } 860 \text{ g} &= 5 \times 1000 \text{ g} + 860 \text{ g} \\ &= 5000 \text{ g} + 860 \text{ g} \\ &= 5860 \text{ g} \end{aligned}$$

Date : _____

Complete the following:

a) $7 \text{ kg} = \underline{\hspace{2cm}} \times 1000 \text{ g} = \underline{\hspace{2cm}} \text{ g}$

b) $15 \text{ kg} = 15 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ g}$

c) $40 \text{ kg} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} \text{ g} = \underline{\hspace{2cm}} \text{ g}$

d) $86 \text{ kg} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} \text{ g} = \underline{\hspace{2cm}} \text{ g}$

e) $5 \text{ kg } 265 \text{ g} = \underline{\hspace{2cm}} \text{ g} + 265 \text{ g} = \underline{\hspace{2cm}} \text{ g}$

f) $3 \text{ kg } 988 \text{ g} = \underline{\hspace{2cm}} \text{ g} + \underline{\hspace{2cm}} \text{ g} = \underline{\hspace{2cm}} \text{ g}$

g) $27 \text{ kg } 75 \text{ g} = \underline{\hspace{2cm}} \text{ g} + \underline{\hspace{2cm}} \text{ g} = \underline{\hspace{2cm}} \text{ g}$

h) $62 \text{ kg } 8\text{g} = \underline{\hspace{2cm}} \text{ g} + \underline{\hspace{2cm}} \text{ g} = \underline{\hspace{2cm}} \text{ g}$

How many grams are there in each of the following?

a) $6 \text{ kg} = \underline{\hspace{2cm}} \text{ g}$

b) $10 \text{ kg} = \underline{\hspace{2cm}} \text{ g}$

c) $21 \text{ kg} = \underline{\hspace{2cm}} \text{ g}$

d) $4 \text{ kg } 425 \text{ g} = \underline{\hspace{2cm}} \text{ g}$

e) $9 \text{ kg } 90 \text{ g} = \underline{\hspace{2cm}} \text{ g}$

f) $12 \text{ kg } 56 \text{ g} = \underline{\hspace{2cm}} \text{ g}$

g) $35 \text{ kg } 5 \text{ kg} = \underline{\hspace{2cm}} \text{ g}$

h) $50 \text{ kg } 500 \text{ g} = \underline{\hspace{2cm}} \text{ g}$

CLASS - III

Date : _____

Measures of capacity (Litre and Millilitre)

Capacity is the amount of liquid a container can hold.

The amount of water, milk or other container can hold.

It is measured in litres, written in short as 'l'.

Capacities are usually measured in litres and millilitres 'ml'.

If we look at any bottle of liquid medicine or juice, will find its capacity printed in millilitres 'ml'.



15 litres



2 litres



1 litres



5 litres



100 ml

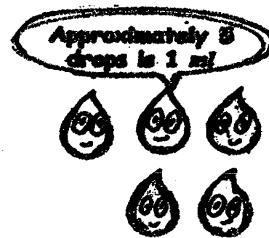


200 ml

'Milli' means one thousandth ($1/1000$), that means one part out of 1000 equal parts.

So, millilitre is one thousandth of a litre.

$1 \text{ litre (l)} = 1000 \text{ millilitre (ml)}$



A millilitre is a very small amount.

A teaspoon holds about 5 millilitres of liquid.

A tablespoon holds about 10 millilitres of liquid.



1 litre



500 ml



250 ml



50 ml

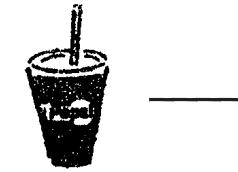
Date : _____

Think and choose the most suitable unit of capacity (l or ml) below:

(a) A bottle of hair oil



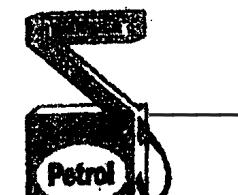
(b) A glass of Pepsi



(c) A bottle of cough syrup



(d) Petrol pump



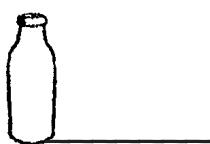
(e) Sundrop oil



(f) Diesel



(g) A bottle of milk



(h) Bucket of water



Which of these are standard units of capacity? Circle them.

bucket

spoon

gram (g)

metre (m)



milligram (mg)

millilitre (ml)

cup

kilometre (km)

litre (l)

mug

Date : _____

Fill in the blanks :

a) $5 \text{ l} = \underline{\quad} \times 1000 \text{ ml} = \underline{\quad} \text{ ml}$

b) $15 \text{ l} = \underline{\quad} \times \underline{\quad} \text{ ml} = \underline{\quad} \text{ ml}$

c) $70 \text{ l} = \underline{\quad} \times \underline{\quad} \text{ ml} = \underline{\quad} \text{ ml}$

d) $8 \text{ l } 850 \text{ ml} = \underline{\quad} \text{ ml} + \underline{\quad} \text{ ml} = \underline{\quad} \text{ ml}$

e) $35 \text{ l } 278 \text{ ml} = \underline{\quad} \text{ ml} + \underline{\quad} \text{ ml} = \underline{\quad} \text{ ml}$

f) $20 \text{ l } 65 \text{ ml} = \underline{\quad} \text{ ml} + \underline{\quad} \text{ ml} = \underline{\quad} \text{ ml}$

Change into ml:

a) $9 \text{ l} = \underline{\quad} \text{ ml}$

b) $17 \text{ l} = \underline{\quad} \text{ ml}$

c) $51 \text{ l} = \underline{\quad} \text{ ml}$

d) $7 \text{ l } 300 \text{ ml} = \underline{\quad} \text{ ml}$

e) $12 \text{ l } 453 \text{ ml} = \underline{\quad} \text{ ml}$

f) $4 \text{ l } 19 \text{ ml} = \underline{\quad} \text{ ml}$

g) $30 \text{ l } 30 \text{ ml} = \underline{\quad} \text{ ml}$

h) $25 \text{ l } 250 \text{ ml} = \underline{\quad} \text{ ml}$



Date : _____

This is Kapish's grandma's recipe for fruit punch.

Grandma's Bubbly Fruit Punch

2 glasses orange juice _____

1 glasses pineapple juice _____

1 can apple juice _____

2 glasses pomegranate juice _____

1 small bottle soda _____

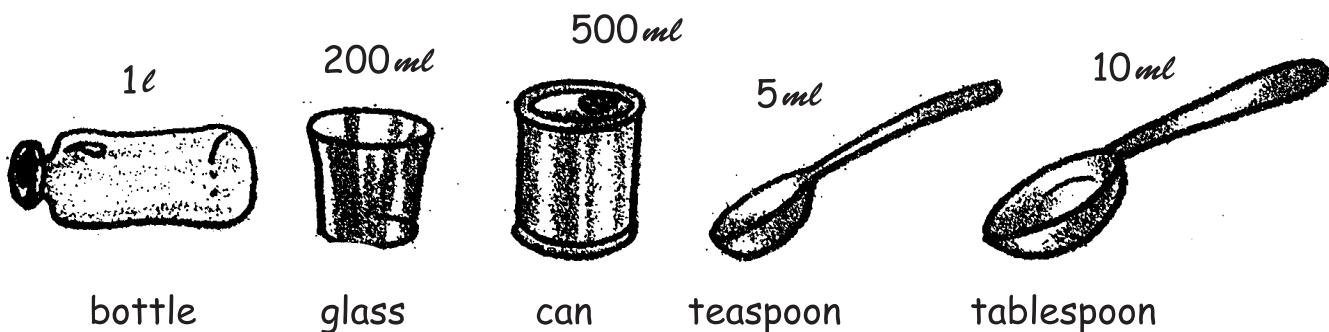
Half a glass coconut milk _____

2 tablespoons lemon juice _____

1 teaspoon vanilla essence _____

Mix well and serve with ice cubes in tall glasses.

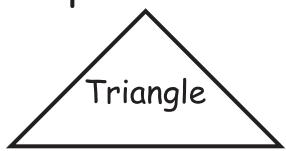
Rewrite the recipe using standard measures with the help of this conversion table.



Date : _____

1. Look at these shapes and fill in the blanks :

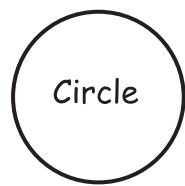
Rectangle



Square



Circle



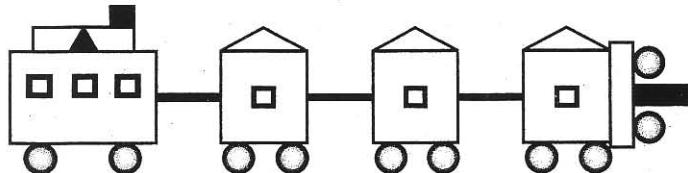
(a) All sides of a square are _____.

(b) A rectangle has _____ sides equal.

(c) A triangle has _____ sides.

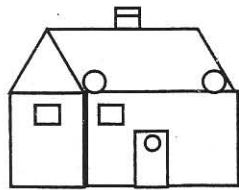


2. Count the different shapes in each figure and write their number in the blank spaces.



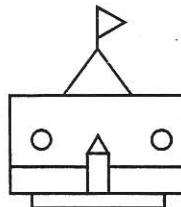
Circles _____ Squares _____ Triangles _____ Rectangles _____

Circles _____



Circles _____

Squares _____



Circles _____

Triangles _____

Squares _____

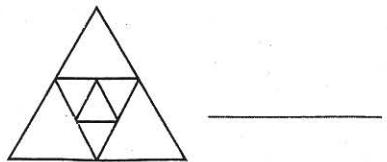
Rectangles _____

Triangles _____

Rectangles _____

Rectangles _____

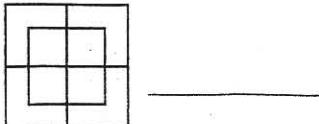
3. Count and write the number of triangles in the figure given below.



4. Count and write the number of rectangles in the following figure.



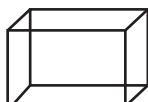
5. Count and write the number of squares in the figure given below.



CLASS - III

Date : _____

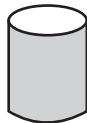
6. Match the solid shape to its name:



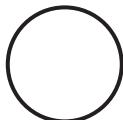
Sphere



Cylinder



Cuboid



Cone

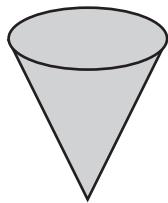
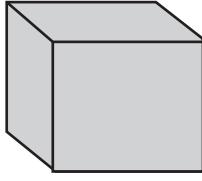
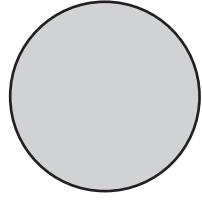
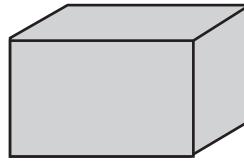
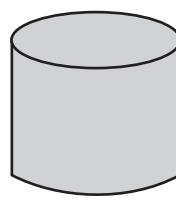
7. Match the correct shape.

- | | |
|--------------------|-------------------|
| (a) A tube light | Cylinder / Cone |
| (b) A dice | Cube / Cuboid |
| (c) A book | Cube / Cuboid |
| (d) A globe | Sphere / Cylinder |
| (e) A birthday cap | Cube / Cone |
| (f) A battery cell | Cone / Cylinder |

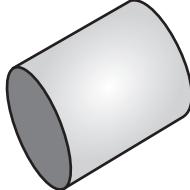
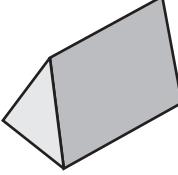
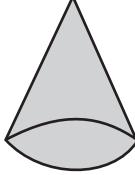
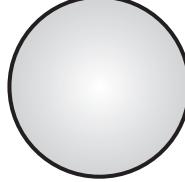
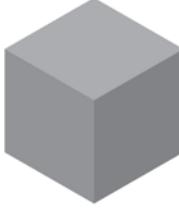
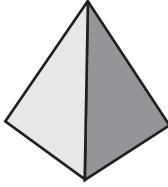
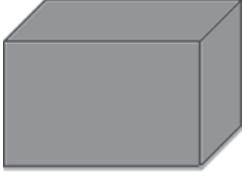
Date : _____

Roll, Slide & Stack

What movements are possible? Complete the table

Shape	Roll	Slide	Stack
 Yes Yes No





Date : _____

	Names	Faces	Edges	Vortices
				
				
				
				
				
				
				

CLASS - III

Date : _____

A. Continue the pattern:

- | | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

B. Write the next two terms of each given pattern:

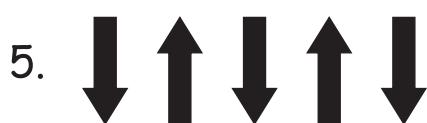
1. 10, 12, 14, _____, _____,
 2. A1B, A2C, A3D, _____, _____,
 3. 150, 140, 130, _____, _____,
 4. AA1, BB2, CC3, _____, _____,

C. Extend the following patterns:

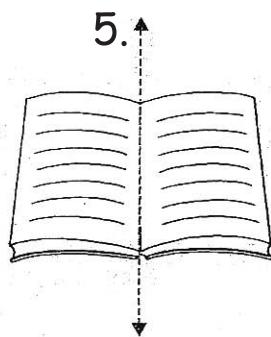
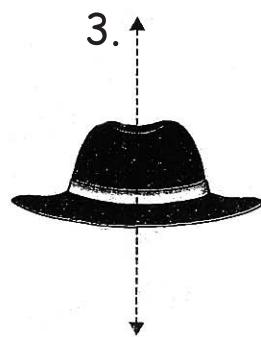
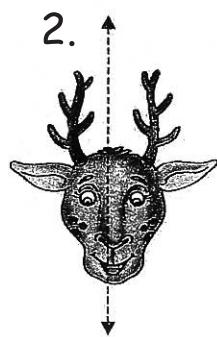
1. 
 2. 
 3. 
 4. 
 5. 
 6. AC, BD, CE, DF, EG,
 7. 5, 15, 25, 35,
 8. 6, 11, 16, 21,
 9. LMN, MNO, NOP,
 10. Aa, Bb, Cc, Dd, Ee,

Date : _____

D. Extend the following patterns:



E. Does the dotted line divide each of the following figures into two similar halves?



F. Is the dotted line, a line of symmetry? Write yes or no:

