

STANDARD THREE

TERM - III

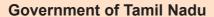
VOLUME 2

MATHEMATICS SCIENCE SOCIAL SCIENCE

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Department Of School Education

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MATHEMATICS

Term - III







MATHEMATICS

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E-book



Assessment



DIGI Links

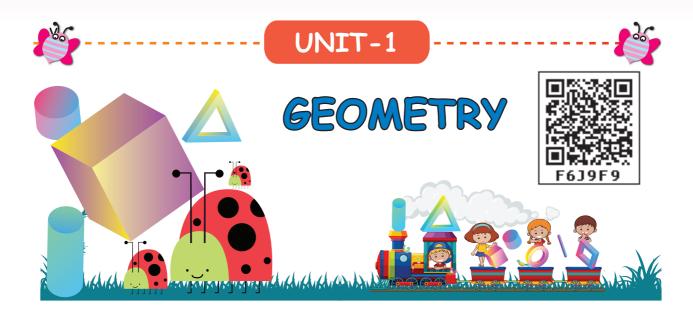


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1.1 Straight Lines and Curved Lines



Draw the shapes similar to the shapes given in the dotted grid and sort them by writing 'c' for shapes made of curved lines 's' for shapes made of straight lines and 'cs' for shapes with both curved and straight lines











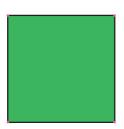
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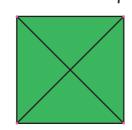


1.2 Diagonal



Diagonal is the line joining opposite corners of a geometrical shape. Observe the corners of the square.





The line joining opposite corners of a square is called the diagonal of the square.

A square has two diagonals.

Diagonals of a cube:

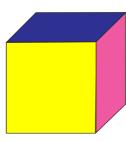
A Cube has six square faces. Each square has two diagonals.

Diagonals in the faces = $6 \times 2 = 12$.

Diagonals in the inner sides of 4 corners = 4.

Total number of diagonals of a cube = 12 + 4 = 16.

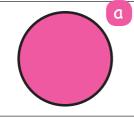
Draw the diagonals for the given rectangle.

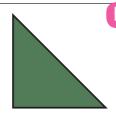


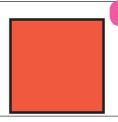
How many diagonals will be there in a cuboid?

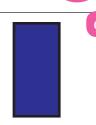
Match the properties of 2D shapes by observing their sides and corners (vertices).











- 1. Opposite sides are equal.
- 2. There are no sides and corners.
- 3. Sides may or may not be equal.
- 4. All the four sides are equal.





8

1. Pick out the shapes with (i) curved surfaces (ii) flat surfaces

(iii) curved and flat surfaces from the given picture and completed table.

curuved surface



flat surface

curved and flat surface

2. Complete the table by counting the sides, corners and diagonals of the given 3D shapes.



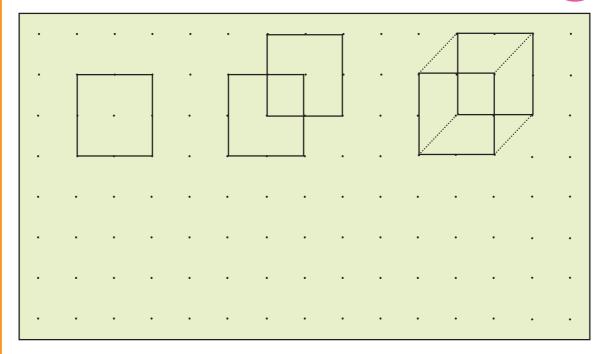
3D shapes	Cube	Cubold	Cylinder	Cone	Sphere
Name of the 3D shapes	Cube	Cuboid	Cylinder	Cone	Sphere
Number of sides					
Number of edges					
Number of corners					
Number of diagonals					



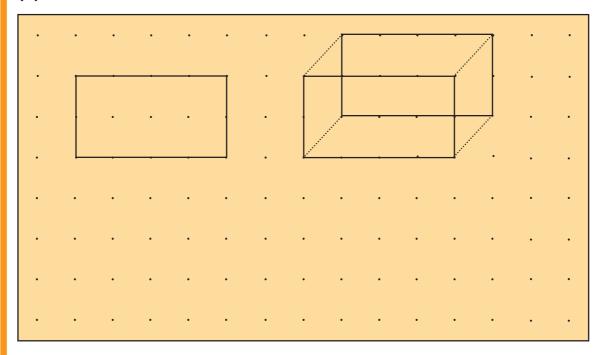




(i) Cube

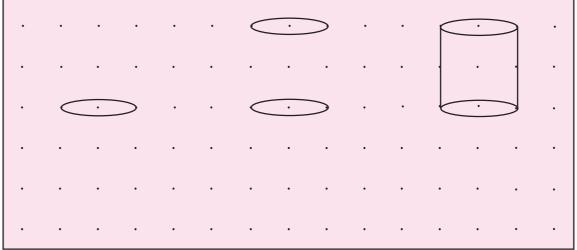


(ii) Cuboid

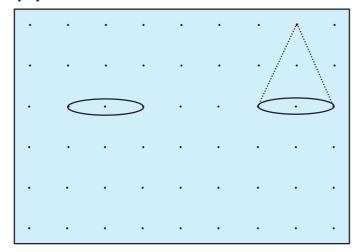




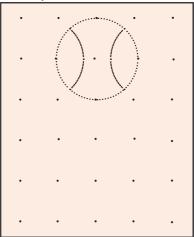




(iv) Cone





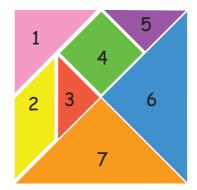


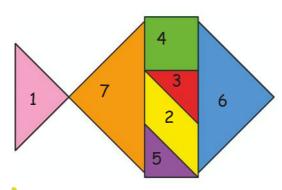
1.4 Tangrams



Let us recall tangrams

A traditional Chinese puzzle made of a square divided into seven pieces (one parallelogram, one square and five triangles) that can be arranged to match particular designs. We can make figures of animals, people and many things using these 7 pieces.







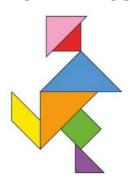






A tangram horse







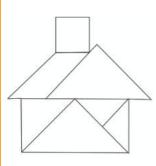
Identify the tangram pieces used in the given images colouring and numbering the pieces as in the reference figure.

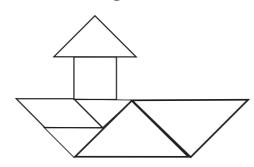


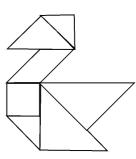
A tangram house

A tangram boat

A tangram swan







Activity



Collect or make a set of tangram piece with the help of your parents, teacher or elders and try to make shapes as instructed.

1.Use only triangles







- 3.(i) Rabbit
 - (ii) Telephone
 - (iii) Various shapes of your choice



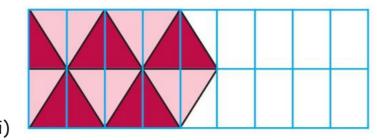
1.5 Tessellation

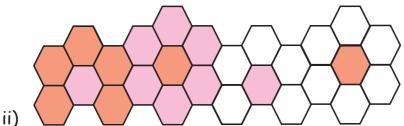
A tessellation is created when a shape is repeated over and over again covering a plane without any gap or overlap.

When you fit individual tiles together with no gap or overlap to fill a flat space, you have a tiled floor.

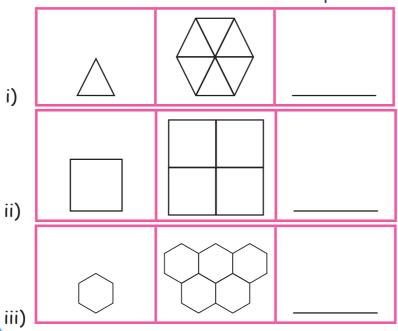
We have already learnt that few shapes such as triangles, squares, hexagons tile on a plane while few figures such as pentagons, heptagons do not tessellate on a plane.

1. Complete the shapes by filling the tiles.





2. Draw one more tile to continue the pattern.





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UNIT-2





NUMBERS





2.1 Equal sharing and repeated subtraction

Kabilan had 30 mangoes and wanted to share them among 5 of his friends. Let us see the way he shared the one by one mangoes equally among his friends.

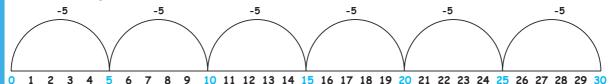
Number of steps	Number of mangoes with	F 1	F 2	Friends	F 4	F 5	Number of mangoes remaining
	Kabilan						
Step 1	30						25
Step 2	25	6	6	6	6	6	20
Step 3	20	6	6	6	6	6	15
Step 4	15	6	6	6	6	6	10
Step 5	10	6	6	6	6	6	5
Step 6	5	6	6	6	6	6	0
Total number of mangoes each had at the end	0	6	6	6	6	6	0

F=Friend (Number of steps = 6)









Repeated subtraction statement 30 - 5 - 5 - 5 - 5 - 5 = 0

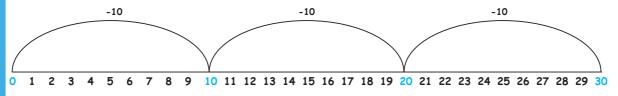
Kabilan distributed 30 mangoes among 5 of his friends by giving them one mango in each step. Thus each friend has got 6 mangoes.

Imagine Kabilan has to share these 30 mangoes among 10 of his friends.

Number of steps	Number of mangoes with Kabilan	F1	F2	F3	F4	Frie		F7	F8	F9	F10	Number of mangoes remaining
Step 1	30	6	6	6	6	6	6	6	6	6	6	20
Step 2	20	6	6	6	6	6	6	6	6	6	6	10
Step 3	10	6	6	6	6	6	6	6	6	6	6	0
Total number of mangoes each had at the end	0	3	3	3	3	3	3	3	3	3	3	0

Number of steps = 3

The number line for the above situation:



Repeated subtraction statement 30 -10 -10 - 10 = 0

This time Kabilan has shared 30 mangoes among 10 of his friends in 3 steps. Each friends has got 3 mangoes.



•

Suppose Kabilan has to share the mangoes among 15 of his friends. How many mangoes would each of them get? How Many steps would he require to share the mangoes among them?

Total number of mangoes ach had at the end

Number of steps =

Complete the number line

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Repeated subtraction statement

among

Kabilan shared 30 mangoes among 15 of his friends in _____ steps. Each friend got ____ mangoes.

Let us summarize the above 3 examples as follows.

→ 5 friends got 6 mangoes each

equally shared 10 friends got 3 mangoes each

15 friends got 2 mangoes each

This can also be written as

 $30 \div 5 = 6$ $30 \div 10 = 3$ $30 \div 15 = 2$

30

mangoes



Equal sharing is mathematically called as "division" and division is denoted by the symbol "÷".

The Division fact is

Let us see another example

Here, 8 is the dividend 4 is the divisor and 2 is the quotient Complete the table.



Total number of Balloons to be shared.	Number of baskets	Equal sharing	Number of balloons in each basket	Division fact
8	4		2	8 ÷ 4 = 2
8	2			
10	5			
15	3			
30	6			

Can you share 2 mangoes among 5 of your friends?
No, This means that dividend should always be greater than the divisor.



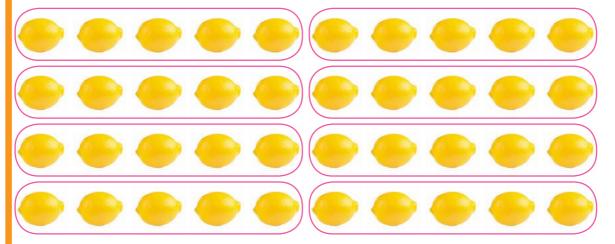
Division can also be done by Equal grouping.

This is Rangamma's shop.

She used to arrange the vegetables into equal groups called as *kooru* to sell them.

1. Rangamma has 40 lemons and arranged 5 lemons in each group. Shall we find the number of groups by grouping the lemons.





Show this in the given number line.



0 5 10 15 20 25 30 35 40

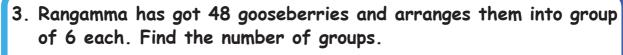
The number statement can be written as $40 \div 5 = 8$

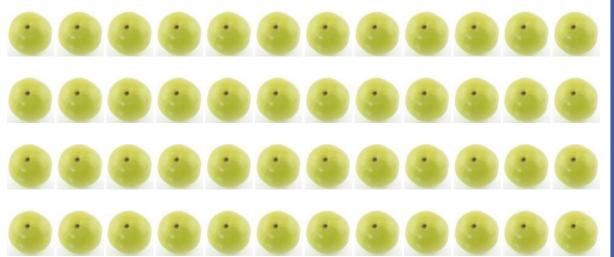
2. Rangamma has 36 coconuts and arranges them into group of 4 each. Find the number of groups.



The number line can be drawn as

The number statement is ____





The number line can be drawn as

_	
0	48

The number statement is ______.

4. Find few other ways that Rangamma can group these 48 gooseberries and write the number statements.



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Exercise



Divide 8 balls into a group of 2 each. a.















Divide 15 oranges into a group of 3 each. b.



Divide 20 cups into groups of 5 each.































Activity

- Give a handful of tamarind seeds to a child and keep some number chits in a box. Let him/her pick out a number chit from the box.
- Now let him/her make it to groups as per the number in the chit taken from the box.
- Once the child has finished grouping ask him/her to write the division fact on the blackboard.

2.3 Multiplication and Division



Consider the division fact

$$8 \div 2 = 4$$

Roja has 8 chocolates. She divides them among 2 of her friends. How many chocolates would each friend get?



This means 2 groups of 4 make 8 which can be written as $2 \times 4 = 8$

It means multiplication and division are reverse operations.

Consider the arrangement of these 10 flowers.

Multiplication fact (2 X 5 = 10)	Division fact-1 (10 ÷ 2 = 5)	Division fact-2 $(10 \div 5 = 2)$
응 응 응 응 응 응 응 응 응 응 응 응 응 응 응 응 응 응 응		(참 (참 (참 (참 (참 (참 (참 (참 (참 (참 (참

5 groups of 2 flowers make 10 flowers 5 X 2 = 10

2 groups of 5 flowers make 10 flowers 2 X 5 = 10

10 flowers can be put into 5 groups of 2 flowers each $(10 \div 5 = 2)$

10 flowers can be put into 2 groups of 5 flowers each $(10 \div 2 = 5)$



Finding the division fact for the given multiplication fact.



Division fact for Multiplication table two					
Multiplication fact	Divisio	on fact			
1 X 2 = 2	2 ÷ 1 = 2	2 ÷ 2 = 1			
2 X 2 = 4	4 ÷ 2 = 2	4 ÷ 2 = 2			
3 X 2 = 6	6 ÷ 3 = 2	6 ÷ 2 = 3			
4 X 2 = 8	8 ÷ 4 = 2	8 ÷ 2 = 4			
5 X 2 = 10	10 ÷ 5 = 2	10 ÷ 2 = 5			
6 X 2 = 12	12 ÷ 6 = 2	12 ÷ 2 = 6			
7 X 2 = 14	14 ÷ 7 = 2	14 ÷ 2 = 7			
8 X 2 = 16	16 ÷ 8 = 2	16 ÷ 2 = 8			
9 X 2 = 18	18 ÷ 9 = 2	18 ÷ 2 = 9			
10 X 2 = 20	20 ÷ 10 = 2	20 ÷ 2 = 10			

Construct the division fact for the multiplication tables 3.



Division f	Division fact for Multiplication table three					
Multiplication fact	Division fact					
1 X 3 = 3						
2 X 3 = 6						
3 X 3 = 9						
4 X 3 = 12						
5 X 3 = 15						
6 X 3 = 18						
7 X 3 = 21						
8 X 3 = 24						
9 X 3 = 27						
10 X 3 = 30						

Construct the division fact for the multiplication tables 4.

Division :	Division fact for Multiplication table four					
Multiplication fact	Division fact					
1 × 4 = 4						
2 X 4 = 8						
3 X 4 = 12						
4 X 4 = 16						
5 X 4 = 20						
6 X 4 = 24						
7 X 4 = 28						
8 X 4 = 32						
9 X 4 = 36						
10 X 4 = 40						

Construct the division fact for the multiplication tables 5.

Division	Division fact for Multiplication table five				
Multiplication fact	Division fact				
1 X 5 = 5					
2 X 5 = 10					
3 X 5 = 15					
4 X 5 = 20					
5 X 5 = 25					
6X 5 = 30					
7 X 5 = 35					
8 X 5 = 40					
9 X 5 = 45					
10 X 5 = 50					

Construct the division fact for the multiplication tables 10.

Division	fact for Multiplication t	able ten
Multiplication fact	Divisio	n fact
1 X 10 = 10		
2 X 10 = 20		
3 X 10 = 30		
4 X 10 = 40		
5 X 10 = 50		
6X 10 = 60		
7 X 10 = 70		
8 X 10 = 80		



Find the quotient of the following.

9 X 10 = 90

10 X 10 = 100



1. 12 ÷ 4 = ____ 3 times 4 is 12 i.e.,3 X 4 = 12 Hence 12 ÷ 4 = 3

$$4 \times 1 = 4$$
 $4 \times 2 = 8$
 $4 \times 3 = 12$

say multiplication table 4 till you get product 12.

2. $25 \div 5 =$ 5 times 5 is 25 i.e.,5 X 5 = 25
Hence $25 \div 5 = 5$

$$5 \times 1 = 5$$

 $5 \times 2 = 10$
 $5 \times 3 = 15$
 $5 \times 4 = 20$
 $5 \times 5 = 25$

Say multiplication table 5 till you get product 25

Exercise



Divide and find the quotient



UNIT-3





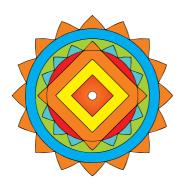
3.1 Iterative patterns and processes

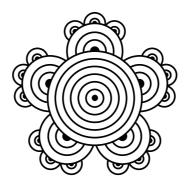


Introduction

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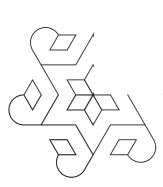
Rangoli is created by the growing patterns of colours and shapes. These are few rangolis exhibiting such patterns.



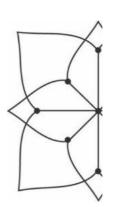




1. Continue the pattern to complete the rangoli.



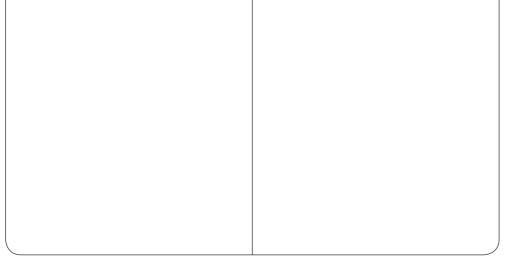








- a. Triangle and circles
- b. Square and triangle

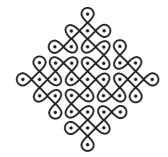


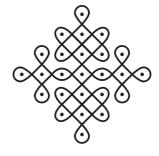


Pulli kolams

Pulli kolams are created by drawing straight lines and curved lines along the pulli (dots)







These pulli kolams can be extended to any area by repeating and continuing the patterns of straight lines and curves

3. Draw a pullikolams by looking at the reference image without lifting your hand.















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3.2 Patterns obtained by adding numbers



1. Complete the addition table and observe the pattern in them

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5		7	8	9	10
1	1		3	4	5	6	7	8	9		11
2	2	3	4	5	6		8	9	10		12
3	3		5	6	7	8		10	11	12	13
4	4	5		7	8	9		11	12	13	14
5	5	6	7		9	10	11	12		14	15
6	6		8	9	10		12	13	14	15	16
7	7	8	9	10	11	12	13	14		16	17
8	8	9	10	11		13		15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	
10	10	11	12	13	14	15		17	18	19	20

Observe the given table and you can find that there are many ways to get the sum ten.



Let us write the numbers which add upto 10

addition fact of 0				а	dditic	n fac	t of 1	0			
0	0	1	2	3	4	5	6	7	8	9	10
+ 0	+ 10	+ 9	+ 8	+ 7	+ 6	+ 5	+ 4	+ 3	+ 2	+ 1	+ 0
- 0	10	10	10	10	10	10	10	10	10	10	10

Like the example given above 10, we can also find that there are more than one set of numbers which sum upto a given number.

2. Write the numbers which add upto the given addition fact.

addition of	n fact 1				add	ition 1	fact o	f 11			
0	1	1	2	3	4	5	6	7	8	9	10
+ 1	+ 0	+ 10	+ 9	+ 8	+ 7	+ 6	+ 5	+ 4	+ 3	+ 2	+ 1
1	1										

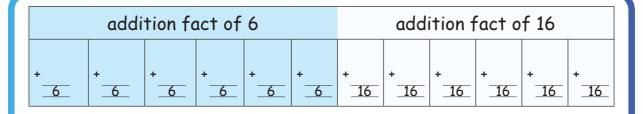
additio	n fact	of 2			а	dditio	n fac	t of 1	2		
+	+	+	+	+	+	+	+	+	+	+	+
2	2	2	12	12	12	12	12	12	12	12	12

addi	tion fo	ct of	3			addition fact of 13					
+	+	+3_	+3	+ 13	+ 13	+ 13	+ 13	+ 13	+ 13	+ 13	+ 13

	additio	n fact	of 4			а	dditic	n fac	t of 1	4	
+4_	+4_	+4_	+4_	+4_	+	+	+	+	+	+	+

	addition fact of 5						add	ition t	act o	f 15	
+5_	+5_	+5_	+5_	+5_	+ 5	+ 15	+ 15	+ 15	+ 15	+ 15	+





addition fact of 7								dditio	n fac	t of 1	7
+	+	+	+	+	+	+	+	+	+	+	+

	addition fact of 8									addition fact of 18			
+8_	+8_	+8_	+8_	+8_	+8_	+8_	+8_	+ 18	+ 18	+	+		

	addition fact of 9										addition fact of 19		
+9	+9_	+9_	+9_	+9_	+9_	+9_	+9_	+9_	+ 19	+ 19	+		

3. Find out the missing numbers and write them in the given blank.



3.3 Patterns in repeated addition as multiplication

'Multiplication' refers to 'repeated addition'.





Example

Pictorial representation	000	* * *	000		
Repeated addition statement	3	3 + 3	3 + 3 + 3	3 + 3 + 3 +3	3 + 3 + 3 +3 + 3
Multiplication fact	1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12	5 × 3 = 15

Pictorial representation					
Repeated addition statement	4	4 + 4	4 + 4 + 4	4 + 4 + 4 +4	4 + 4 + 4 +4 + 4
Multiplication fact	1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16	5 × 4 = 20

Exercise

Continue the patterns by using mutiplication as repeated addition.



Pictorial representation	****	****	******	**************************************	
Repeated addition statement					
Multiplication fact					



Pictorial representation	* *	* *	* * * *	* * * * * *	
Repeated addition statement					
Multiplication fact					

3.4 Division as repeated subtraction

'Division' refers to 'repeated subtraction'.

Example 20 ÷ 4

Step: 1	* * * * * * * * * * * * * * * * * * *	20 – 4 = 16
Step: 2	· · · · · · · · · · · · · · · · · · ·	16 – 4 = 12
Step: 3	* * * * * * * * * * * * *	12 - 4 = 8
Step: 4	******	8 - 4 = 4
Step: 5	* * * *	4 - 4 = 0



Exercise

Express the division facts as repeated subtraction using patterns

- a) 24 ÷ 3

- b) $22 \div 2$ c) $32 \div 4$ c) $15 \div 3$



UNIT-4 ---











Recall

How many glass of water do you drink in a day?

Summer day: _____ Glasses

Winter day: _____ Glasses









Some vessels full of water are given here. Observe them and tell which one can hold more water and which one holds less water.



4.1 Measurement by non standard tools





3 tumblers of water.



So, the capacity of







5 tumblers of water.

So, the capacity of



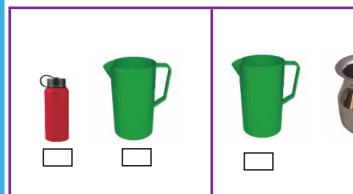


10 tumblers of Water.



1. Tick the container that holds more water.











Activity

3.a Measure using and complete the data.



3.b Arrange the vessels given above by their capacity from less water to the vessels with more water by writing the names in the blanks.

1								

3								

4.2 Measurement by standard tools

Meena & her mother

Mother : Meena! Pour one tumbler of water into the flour.

Meena : Ok, ma!

Mother: The batter is so thick. Did you pour one

full tumbler of water?

Meena : Yes, ma!

Mother : Which tumbler did you use?

Meena : Ma, I used the small tumbler.

Mother: You have to use a bigger one.

Meena : Okay ma.

Mother : Meena! Now bring me 2 tumblers of water to

pour in this milk.

Meena : Ma, I have brought water in big tumbler

Mother : Meena, now you should have brought water in the

small tumbler.

Meena : Ma, Sometimes you ask me to bring water in big

tumbler and sometimes small tumbler. I don't know when to bring in big tumbler and when to

bring in small tumbler.

What shall we do to find a solution for this issue?



We need a standard tool to measure capacities of containers. We also need a standard unit to express capacities of containers.



These are some Standard tools to measure capacity. You can find them in milk shops, grocery shops, etc., We measure liquids such as water, oil, milk, petrol., using these tools.



Standard units for measuring capacity of a container is litre.

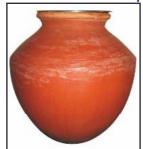
- We measure liquids smaller containers using millilitres.
- We measure the liquids of more quantity /capacity of bigger containers using litres.

Activity



- 1. Teacher can conduct the game, fill in the bottle.
- 2. Teacher can conduct a mock milk shop in the class.





Pot



Medicine bottle



Oil can



Water can



Tumbler



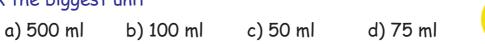
Water pot

Less than 1 litre vessel	More than 1 litre vessel
1	1
2	2
3	3

2. Tick the appropriate unit to measure the given liquid.

S. No	Liquid to be Measured	Millilitres	Litres
1.	Cough syrup		
2.	vinegar		
3.	water in tank		
4.	Water you bring to school		
5.	Oil in kitchen		
6.	Petrol		





4. Circle the smallest unit

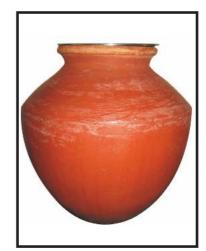
5. How many litres of water do you use for the following purpose in your house? Complete the table.

Activities at home	Litre
Bathing	
Drinking	
Brushing teeth	
Cooking	
Washing kitchen utensils	
Watering the garden	
Mopping the floor.	

6. How many litres are needed for filing the given containers. Complete the table by measuring the containers by one litre bottle.







Bottle	1 litre bottles
Bucket	1 litre bottles
Pot	1 litre bottles

Activity

2

Take a 1 litre bottle and a tumbler fill the bottle using it. How many times did you use the tumbler for filling the bottle?

Repeat the same activity using different containers (Cups, tumblers, bottles) and record you findings.

- 1. Which container was used twice?
- 2. Which container was used four times?





UNIT-5





Money





5.1 Rupees and Paise



We have learnt about currencies and coins of various denominations in our earlier classes. we shall learn the relation between rupees and paise addition and subtraction of money. We shall also learn about collection and preparation of bills.



1 Rupee = 100 paise

Some coins are given below.



1 paise

2 paise

5 paise

10 paise



20 paise

25 paise

50 paise

These coins are outdated and currently not in use. But the value of paise is still used as digital value. Yet the value of paise in significant.



Now, let us see about conversion of rupees into paise

1 rupee = 100 p

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

= 200 paise

 $5 \text{ rupees} = 5 \times 100 \text{ p}$

= 500 paise





1. Convert the following rupees into paise.

Rupees	paise	Rupees	paise
1		6	
2		7	
3		8	
4		9	
5		10	

Know that







5.2 Addition and Subtraction of Money



Adding and subtracting money is as same as adding and subtracting numbers except that we place a dot to differentiate rupees and paise.

1. Add the following.

2. Subtract the following.

Usage of addition and subtraction of money in everyday situation

Kaarkuyil bought a hairclip for ₹. 20.50 and set of bangles for ₹. 30.50 and gave a one hundred rupees note to the shopkeeper the amount to be returned by the shopkeeper to Kaarkuyil.

- i) To find the total cost of the item bought add the cost of items bought.
- ii) Subtract the total cost of items from the amount (₹ 100.00) paid to the shopkeeper. This gives amount to be returned to kaarkuyil

Adding Rupees	Subtracting Rupees		
Cost hair clip = 20·50	Kaarkuyil paid	=	100.00
Cost of bangle = 30.50	Total cost	=	51.00
Total cost = 51.00	Shop keeper has to return	=	49.00

Amount return by the shopkeeper to Kaarkuyil = ₹ 49.00

Exercise



₹. 260·20 find the amount to be returned by the shopkeeper if she has paid five hundred rupees to the shopkeeper. 2. Kumaran's father asked him to get a change for ₹. 200 from his uncle. If his uncle gave him a hundred rupee note and a fifty rupees note. How much more his uncle has to give him?

5.3 Rate Charts and Simple Bills



Rate Charts.

Rate chart is seen in shops. Rate chart gives details about the rate of each item available in a shop.

Bills

Bills are given by the shopkeepers to the customers as an acknowledgment of purchase. Bills give us complete details about the purchase.

Observe the menu card.

Priya went to a restaurant and the waiter gave her a menu Card. The menu card showed the food items and the rate of each item.

HOTEL foods				
S.No	Food items	Quantity (in Nos)	Price (in ₹)	
1	Idly	2	20.00	
2	Rava Dosai	1	50.00	
3	Dosai	1	30.00	
4	Poori	3	45.00	
5	Masala vadai	4	20.00	

Priya and her friend ordered the following items from the menu card.

Food items	Quantity
Idly	4
Dosai	3
Poori	6

Once she finished eating the waiter gave her the bill.

	HOTEL foods				
Bill No	Bill No: 32 Date: 30.10.2019				
S.No	Food items	Quantity (in Nos)	Price (in ₹)		
1	Idly	4	40.00		
2	Dosai	3	90.00		
3	Poori	6	90.00		
	Total A	220.00			

The bill shows the food items order by Priya and the total amount to be paid by her.

From the above bill, we come to know the following details:

- i. Name of the Restaurant Hotel foods
- ii. Bill number ______25
- iii. Date of the bill ______30.10.2019
- iv. Total number of items eaten ______3
- v. Total amount of money to be paid ______
- vi. Rate of one idly _____
- vii. Rate of one dosai ______30
- viii. Rate of one masala vadai _______5
- ix. Rate of two poori sets ______90



1. The following are the items eaten by Raju and his family. Fill in the blanks using the given bill.

	HOTEL foods				
Bill No	Bill No: 32 Date:				
S.No	Food items	Quantity (in Nos)	Price (in ₹)		
1	Rava Dosai	4	200.00		
2	Masala vadai	4	20.00		
3	Poori	6	90.00		
	Total Ar	310.00			

- i. Name of the Restaurant _____
- ii. Bill number _____
- iii. Date of the bill _____
- iv. Total number of items eaten _____
- v. Total amount of money to be paid _____

	Feel good garments				
Bill No	o: 82		Do	ite: 5.11.2019	
S.No	Items	Rate (in ₹)	Quantity (in Nos)	Price (in ₹)	
1	Saree	350.00	2		
2	Shirts	200.00	2		
3	Jeans	700.00	1		
4	Towel	50.00	2		
5	Shawl	100.00	1		
	Total Amount				

	Feel good garments				
Bill No	o: 25		Da	te: 6.11.2019	
5.No	Items	Rate (in ₹)	Quantity (in Nos)	Price (in ₹)	
1	Dhothi	250.00	1		
2	Skirt	300.00	2		
3	Shirt	150.00	4		
4	Saree	500.00	3		
5	Tops	220.00	3		
	Total Amount				

	Eat good provisions				
Bill N	lo: 1045		Date:	6.11.2019	
S.No	Items	Rate (in ₹)	Quantity (in Nos)	Price (in ₹)	
1	Turmeric Powder	25:00/Pack	2		
2	Rice	55·00/kg	2		
3	Urad dhal	80·00/kg	2		
4	Sugar	42·00/kg	4		
5	5 Tamarind 110·00/kg 1				
	Total Amount				



3. Prepare Bills for the items purchased using the given rate chart.



Rate Chart in a stationary shop			
1.	Pen	₹. 20·00	
2.	Pencil	₹. 10·00	
3.	Chart	₹. 5.00	
4.	Eraser	₹. 10.00	
5.	Sharpener	₹. 5.00	
6.	Sketch pens	₹. 50·00	



i. Ramya bought two pens three erasers and a sketch packets. Prepare a bill for her purchase.

ii. Ravi bought an eraser a sharpener and two pens. Prepare a bill for his purchase.

Activity

Collect bills from different shops and prepare an album.





UNIT-6





TIME





6.1 Times of a Day



Look at the sky. Is it same all the time?

Sometimes the sun shines and sometimes the moon and the stars twinkle.

When the sun shines we call it day and when the moon and the stars twinkle we call it night.

12 hours of day time (sunlight) and 12 hours of night time (Darkness) comprises one day (24 hours). $_{\text{Noon}}$



- 1. Sort the events according to the time of happening
- 22

1. Sun rise

- 2. Sun set
- 3. Coming to school

- 4. Returning home from school
- 5. Breakfast
- 6. Dinner

- 7. Darkness outside
- 8. Say Good Morning
- 9. Say Good Evening

S.No.	Morning	Evening	Night
1.			
2.			
3.			



6.2 Chronological Order



Have you noticed your mother preparing idly. How does she prepare it.

- First, she soaks rice and black gram in water.
- Second she grinds then to prepare a batter.
- Third she ferments the batter overnight
- Fourth she boils the batter to make idlies.

These events occur in an order in the process of making idly.

The method of arranging events in the order of their happening is called chronological order.

Example of arranging things in chronological order.

- Historical event
- Education qualification
- Family tree



1. Write 'F' for the event which comes first and 'N' for the event which happens next.



5.No.	Event		
1	Eating	cooking	
2	Boarding into a bus or train	reaching the destination	
3	Drawing a picture	colouring	
4	Taking out a book from the bag	reading	
5	Opening the door	Entering the room	

This is Kayalvizhi's family





Chronological order of her family members is Grandfather, Grandmother, Father, Mother, Kayalvizhi, and her younger brother.

2. Arrange the following events in chronological order.



 Started walking, birth, started schooling in class 1, studying in Class 3, studying in Class 2.

ii. Sowing seeds, plucking fruits, growing fruit, flowering in plant, watering plants.



Ask the brith years of your family members and arrange them chronologically.



6.3 Time cyclic events in a year

Every day we wake up in the morning and go to bed at night time.

This process keeps on repeating every day.

Every day the sun rises in the morning and sets in the evening .

Events that keep on repeating in the same manner (without much difference) refers a cycle.



Day and night occurs alternatively forms a cycle.

Some events like growth of a plant, construction of a house do not repeat. These events do not form a cycle.

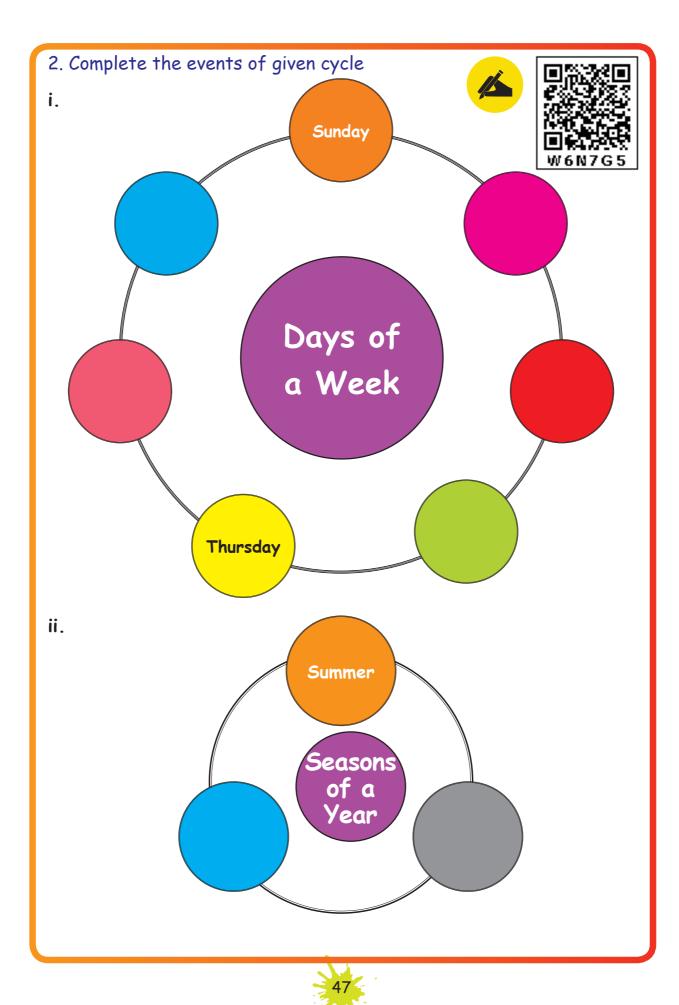
1. List the events that form a cycle and that do not form a cycle.



- i. Coming to school ii. Rotation of a clock
- iii. Days of a week iv. Growth of your pet
- v. Building your house vi. Making of idly

S.No.	Events that form a Cycle	Events that do not form a Cycle
1.		
2.		
3.		









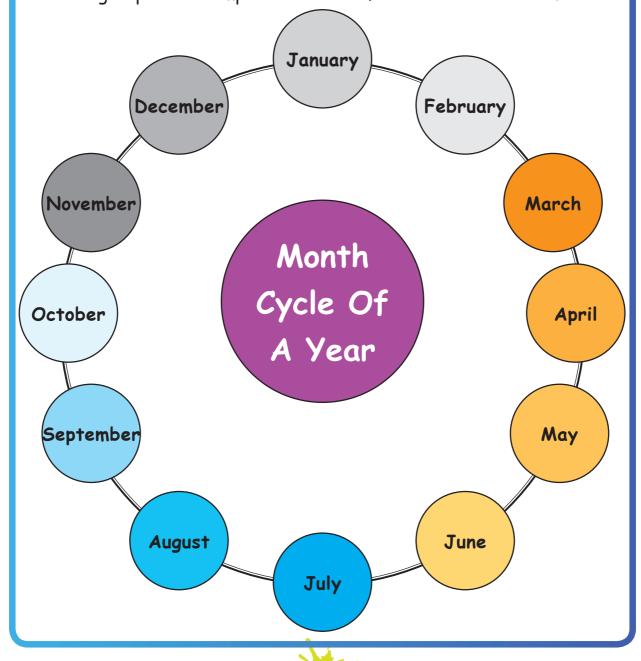






Preparing month cycle of a year.

- The Teacher can prepare cards with names of months.
- Divide the class into groups according to the strength.
- Give one set of cards to each group. Each set of cards should be shuffled.
- Ask the group to arrange the cards in the correct cycle of months. The group which completes the task first will be the winner.





UNIT-7





7.1 Quick Ways of adding



We perform addition of numbers in many situations daily. Let us learn some tricks which help us to add numbers quickly.

- 1. Using addition table is one of the good ways to add small numbers.
- 2. Let us know some facts in addition

i. Adding 0 to a number

A number remains the same when you add 0 to it.

ii. Adding 1 to a number

When 1 is added to a number it gives the at number.

iii. Adding 2 to a number

When 2 is added to a number the numbers jumps or skips over 2 next to it.

iv. Adding 10 to a number

When 10 is added to a number its ones place remains the same and digit in 10 place is increased by 1 i.e., moves to the next number.

Complete the table				
+	0	1	2	10
1	1	2	3	11
3				
4				
9		10		
12				
25	25			
73				
86			88	
325				
791				
228				238
998		999		



3. Finding the pairs of 10

When a set of numbers are given to add, We shall find the pairs of numbers gives the sum 10 and add them.

Example

Find the sum of 7+4+6+3

7+3=10 and 6+4=10

Hence the sum of the numbers =10+10=20

Example

Find the sum of 5+3+2+6+4

6+4=10 5+3+2=10

Hence the sum = 10+10=20

Exercise

Find the sum of i) 5+1+5+9



4) Doubling

i. We shall double a number when we add the same number twice.

$$5 + 5 = 2 \times 5 = 10$$

ii. We shall also use doubling when we add nearer numbers.

$$5 + 6 = 2 \times 5 + 1 = 10 + 1 = 11$$

- 5. Adding two digit numbers
- Add the ones and skip count the 10 s

Example

Find the sum of 7+ 12.

7 and 2 gives 9.

From 9 skip count in tens to get the sum 19.



Find the sum of 25 + 33.

Adding ones 5 + 3 = 8

Skip counting 8 + 30 + 20 = 58

Example

Find the sum of 37 + 24.

Adding ones 7 + 4 = 11

Skip counting 11 + 30 + 20 = 61



6)Adding three digit numbers

Example

Find the sum of 576 + 323.

Suppose, We need add the following numbers, We shall follow these steps to add them quickly.

Step: 1 - Expand the number 500 + 70 +6

$$300 + 20 + 3$$
.

Step: 2 - Add the hundreds 500 + 300 = 800

Step: 3 - Add the tens one by one 800 + 70 = 870

870 + 20 = 890

500 70 6 300 20 3 800 890 899

Step: 4 - Add the ones one by one

890 + 6 = 896

896 + 3 = 899

Add the given big numbers using the above method.

5



4

H T O

H T O

H T O

5 4 3

2 9 8

0

1

7 9 8

+ 2 1 0

н т о

H T O

3 4 8

0

5 4 3

7 1 6

+ 6 8 1

H

+ 2 1 8

+ 5 4 0

7.2 Quick Ways of subtracting



We shall learn some tricks in subtraction also.

1. We shall use the subtraction table to subtract small numbers

2. Some facts in subtraction

subtracting 0 from a number

A number remains the same when you subtract 0 from it

Subtracting 1 from a number

When 1 is subtracted from a number, it gives a number before that number.

Subtracting 2 from a number

When 2 is Subtracted from a number, the numbers moves backward 2 steps

Subtracting 10 from a number

When 10 is Subtracted from a number its ones place remains the same and digit in 10 place is decreased by 1 i.e., moves to the previous number.

Complete the table				
-	0	1	2	10
21	21	20	19	11
23				
24				
29		28		
12				
25	25			
73				
86			84	
325				
791				
228				218
998		997		

3. Subtracting same numbers

Subtracting a number from itself will give the difference O.

Example

Find the difference of 978-978 = 0

4. Subtracting numbers ending with 0

Subtract 1 from both numbers and then do the actual subtraction

Example

Find the difference of 340 - 229



Example

Find the difference of 1000-574



As we subtract 1 from both the numbers the answer of the new numbers and question are same.

Subtract the given numbers using the above facts.



Mental Arithmetic:

2

Able to add and subtract single digit numbers and two digit numbers mentally:

- In a tree planting ceremony, 6 coconut saplings and 5 neem saplings are planted. Find the total number of saplings planted.
- 2. There are 5 tender coconuts in a tree. If they pick 3 tender coconuts, then find the remaining tender coconuts?
- 3. 46 boys and 27 girls visited a park on Sunday. Find the total number of boys and girls who visited the park?
- 4. 50 pens are in a box. Out of which, 34 pens are given to the students. Find the number of pens left?
- 5. 70 balls are given to 7 persons. How many balls are given to each person?
- 6. 8 books can be arranged in a row. In how many rows can 48 books be arranged?
- 7. 10 pens can be kept in a box. How many boxes are needed to keep 100 pens?