



**Government of Tamilnadu**

# **STANDARD THREE**

**TERM I**

**Volume 2**

**MATHEMATICS**

**SCIENCE**

**SOCIAL SCIENCE**

**NOT FOR SALE**

**Untouchability is Inhuman and a Crime**

**A Publication Under  
Free Textbook Programme of  
Government of Tamilnadu**

**Department of School Education**

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First Edition - 2012

Revised Edition - 2013 ,2017

(Published under Uniform System of School Education Scheme in Trimester Pattern)

Textbook Prepared and Compiled By

**State Council of Educational Research and Training**

College Road, Chennai - 600 006.

Textbook Printing

**Tamil Nadu Textbook and Educational Services Corporation**

College Road, Chennai - 600 006.

This book has been printed on 80 G.S.M. Maplitho Paper

Price : Rs.

Printed by Web Offset at :

Textbook available at

**[www.textbooksonline.tn.nic.in](http://www.textbooksonline.tn.nic.in)**

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# MATHEMATICS

STANDARD THREE

TERM I

# 1

# SHAPES AND FIGURES - I

Recall



There are number of shapes all around us.

The four basic shapes

Triangle

Square

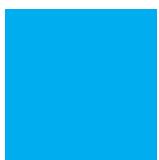
Rectangle

Circle



Basic shapes

Look at the basic shapes :



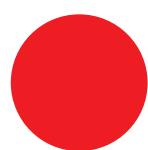
Square



Rectangle



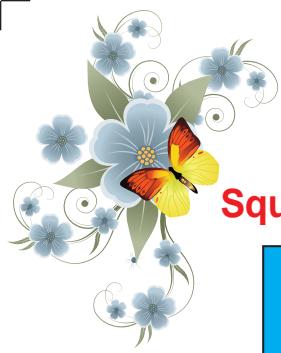
Triangle



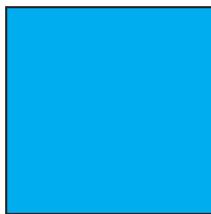
Circle

*Basic shapes are  
plane figures*





## Square :



It is a square  
It has four sides and four corners.



### ACTIVITY 1

We will make a square through paper folding.



Step 1 : Take a paper and fold it as shown in the figure.



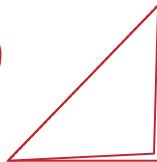
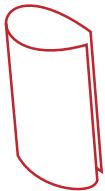
Step 2 : Cut the shaded portion.



Step 3 : Now unfold the paper. We get a square.

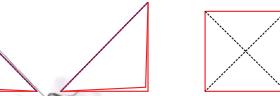
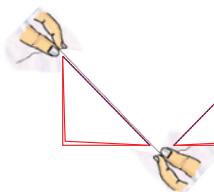
The dotted line is a diagonal obtained by joining the respective opposite corners. There are two diagonals in a square.

To compare the sides of the square, fold the paper as shown in the figure.



Measure the diagonals with a thread.

Diagonals are equal.



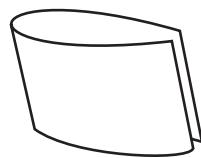
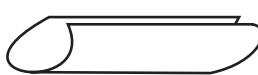
### ACTIVITY 2

List the things around you which are square in shape.

## Rectangle :



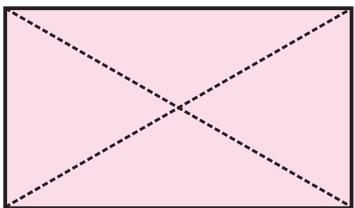
It has four sides and four corners. To measure the sides of the rectangle fold its opposite sides .



What do you observe? The sides coincide.



As you did for the square, make the diagonals in the rectangle and measure the diagonals using a thread.



In rectangle also  
diagonals are equal



### ACTIVITY 3

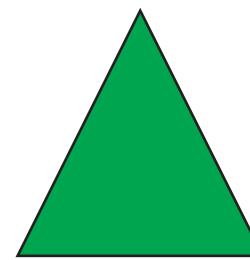
List the things around you which are rectangular in shape.



## Triangle :

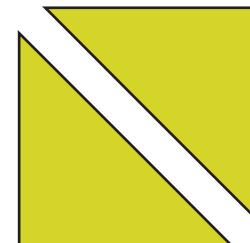
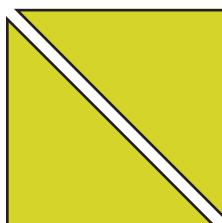
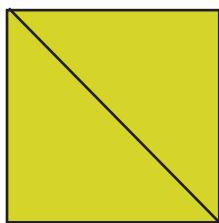


This is a triangle



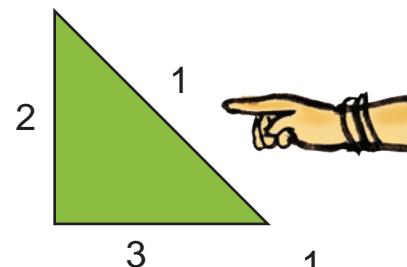
We will make a triangle through paper folding.

Take a paper and cut it along its diagonal, we get two triangles.

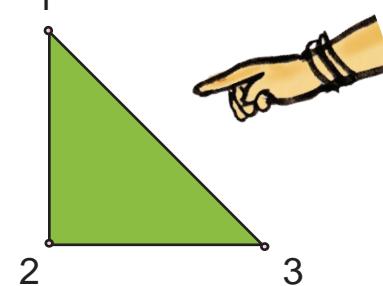


MATHEMATICS

Triangle has three sides.



Triangle has three corners.



### ACTIVITY 4

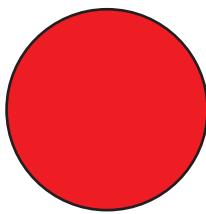
List the things around you which are triangular in shape.

Vicks toffee

## Circle :

Circle is a closed curve.

It has no corner.



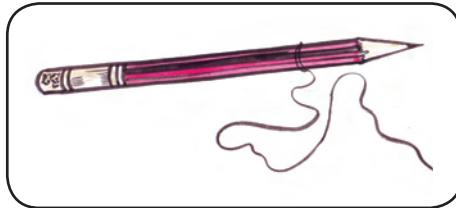
This is a Circle



## Project

Draw a circle using pencil and thread.

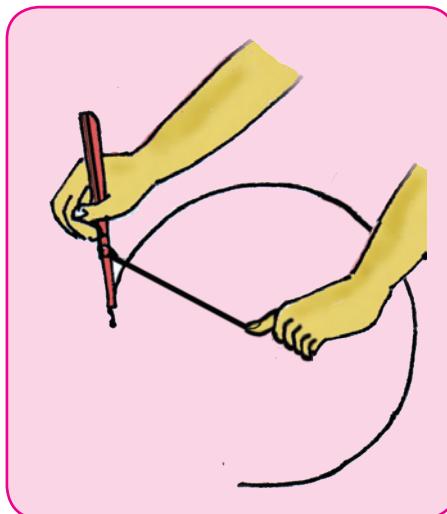
Tie one end of the thread to the pencil as shown in the figure.



Press the other end of the thread on the paper and draw a curved line with the pencil. We get a circle.

This is the  
Centre of  
the circle

The circle  
has no  
Corner



## ACTIVITY 5

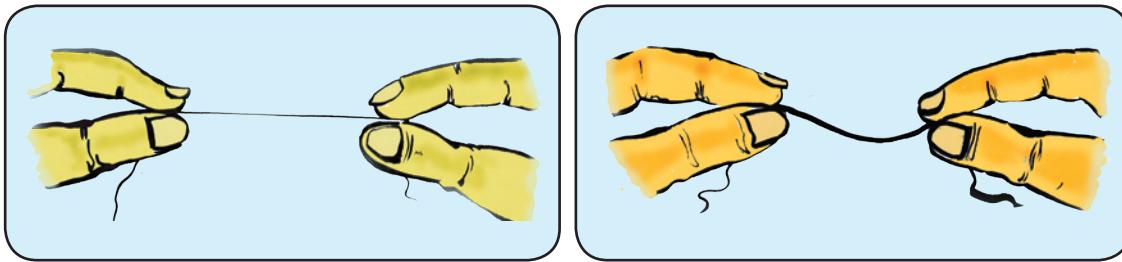
List the things around you which are circular in shape.

Disc





## Curved and Straight Lines

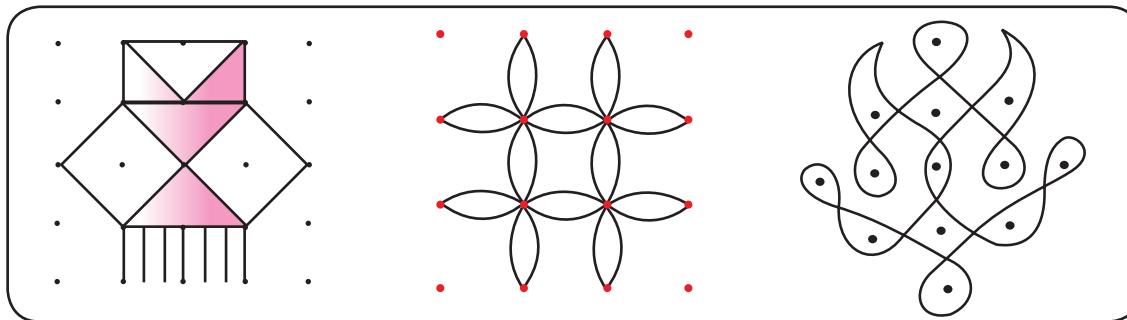


Pull a piece of thread tightly between your hands as shown in the figure. It gives you a straight line.

Now bring the two hands closer. It gives you a curved line.



Curved lines and straight lines can be drawn with the help of dots. Look at these designs.



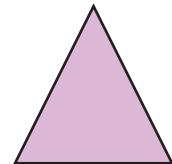
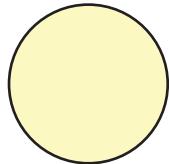
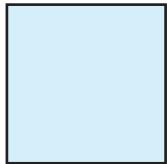
We call it as Kolam.





## Exercise 1

Write the number of corners and sides of the shapes in the boxes :



corners

corners

corners

corners

sides

sides

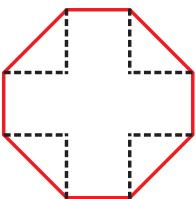
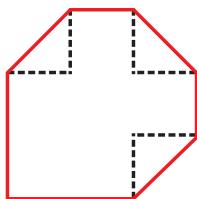
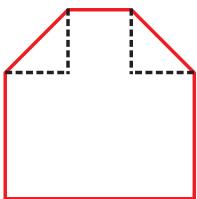
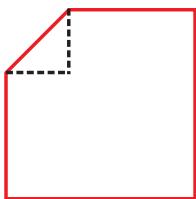
sides

sides



## ACTIVITY 6

Fold a square paper at the corners as shown here and write the number of corners and sides obtained.



corners

corners

corners

corners

sides

sides

sides

sides



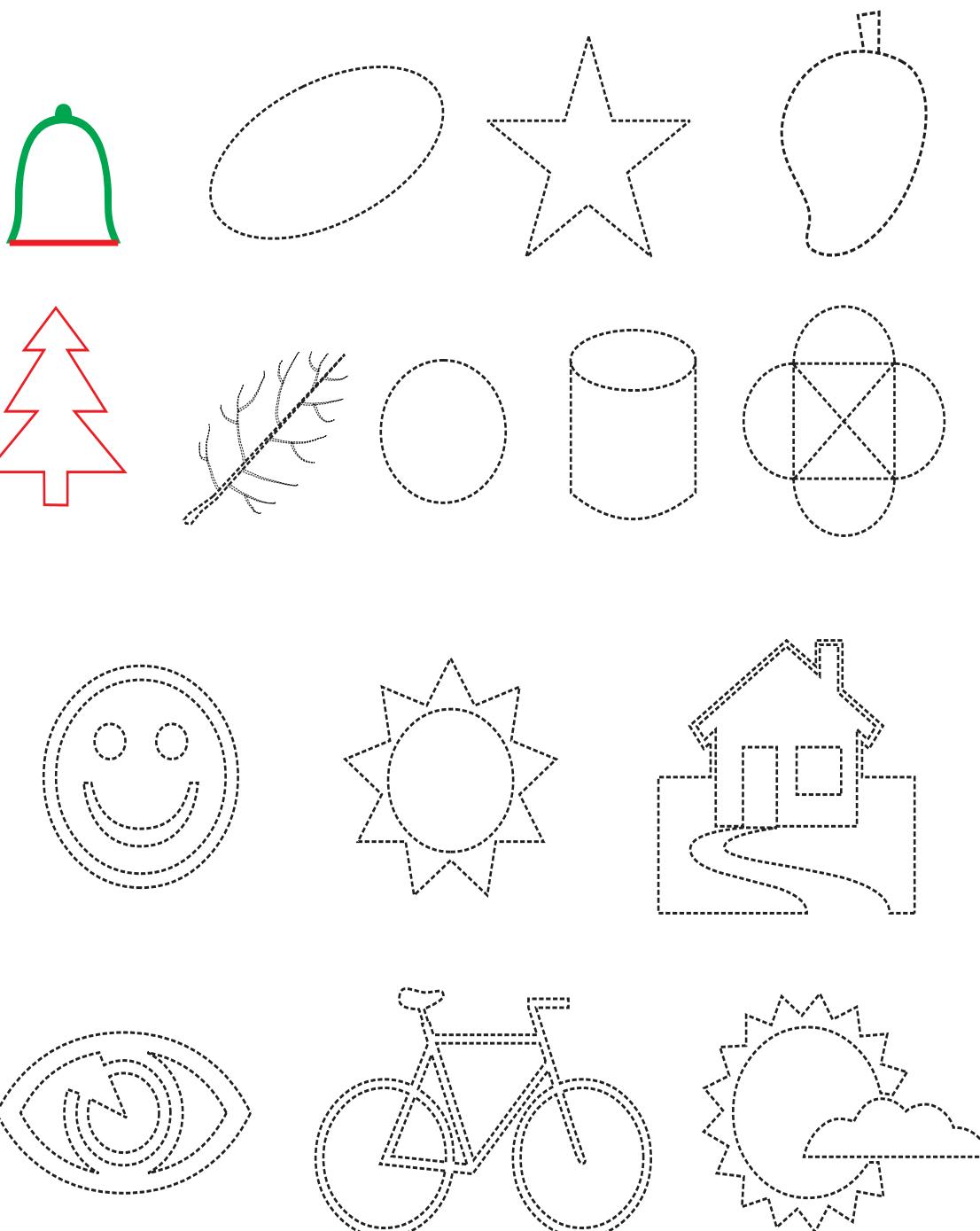
Try it !

Fold all the corners of a square sheet in such a way that it still has only four corners!



## ACTIVITY 7

Complete the diagram given below by using green colour and red colour crayons on curved lines and straight lines respectively.



## Tangram

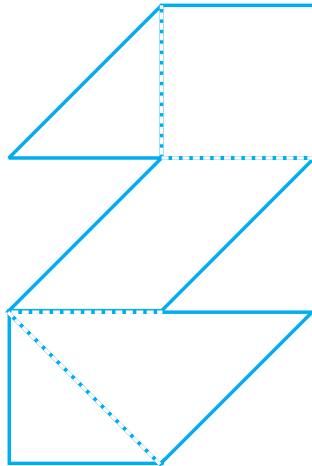
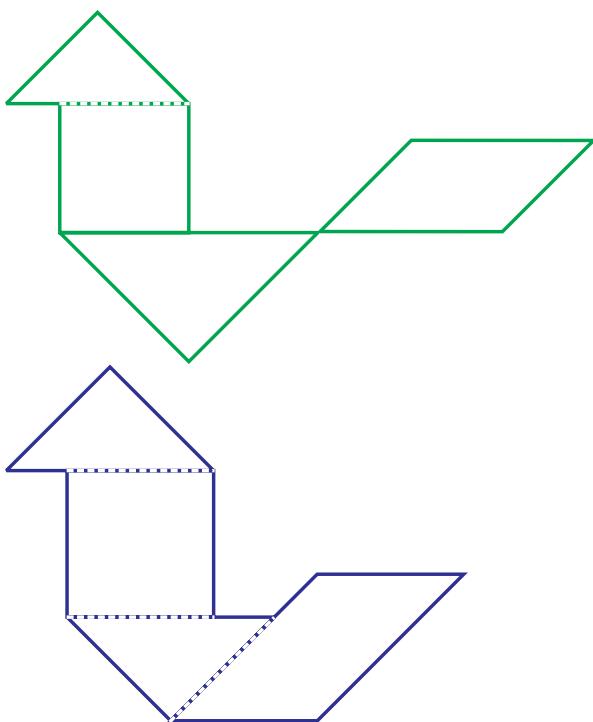
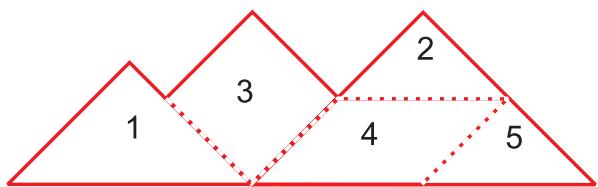
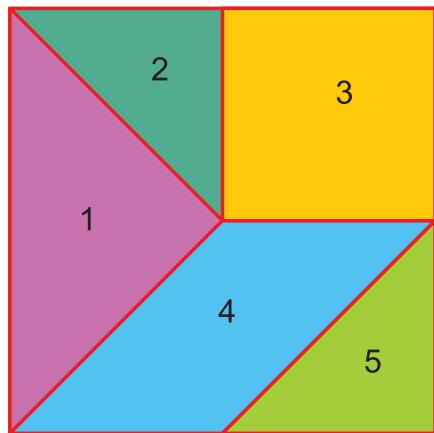
The tangram is an ancient Chinese puzzle. From the pieces of the tangram, we can make many figures of animals, people and other things.



### ACTIVITY 8

Prepare 5 pieces tangram and try to make the following figures with the suitable pieces.

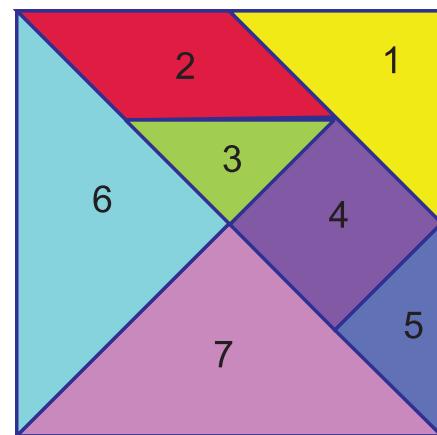
5 Pieces tangram





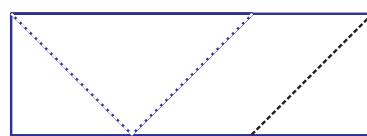
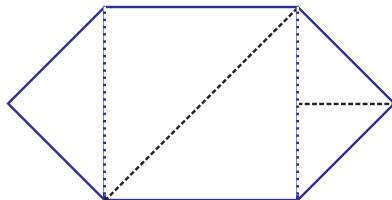
MATHEMATICS

7 pieces tangram

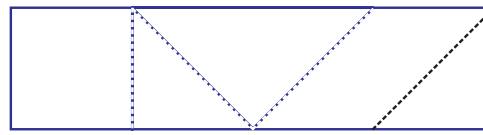
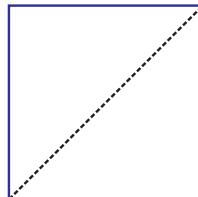


Prepare 7 pieces tangram and make the following shapes.

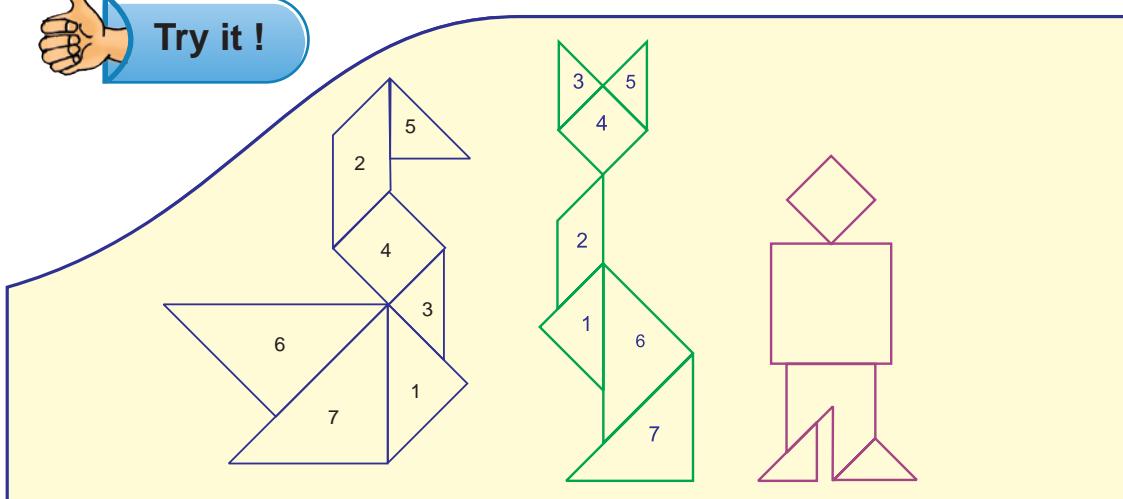
- i) use all the 5 triangles      ii) use pieces 1, 2, 3 and 5



- iii) use only two triangles      iv) use pieces 1,2,3,4 and 5

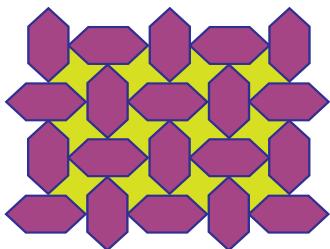
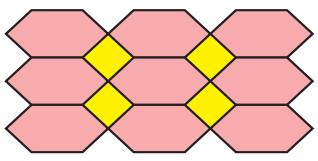
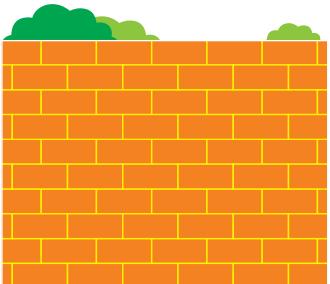


Try it !



## Tessellation

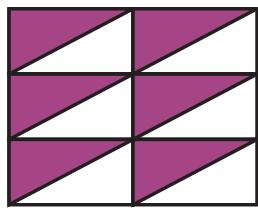
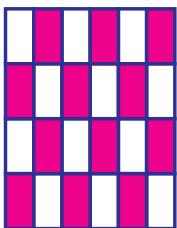
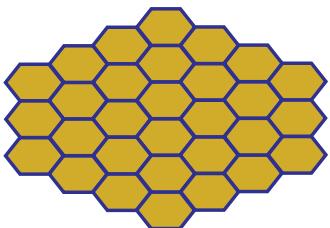
Observe the following pictures and discuss:



When you fit individual tiles together with no gaps or overlaps to fill a flat space, you have a **tiling**.

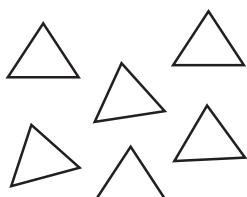
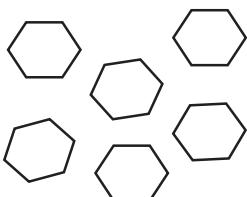
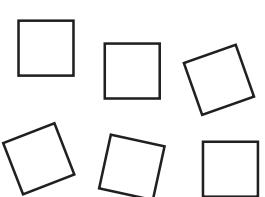
### Example

Here are some examples :



### ACTIVITY 9

Tessellate a new region using the following shapes :



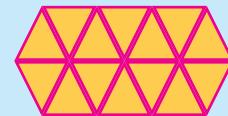


A tessellation is created when a shape is used over and again covering a plane without any gaps or overlaps.

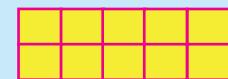
Triangles, Squares, Hexagons are the regular polygons tessellate in the plane.

Here are the examples of

a tessellation of triangles



a tessellation of squares

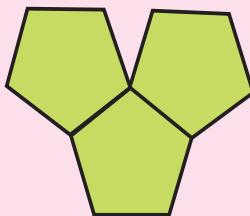


a tessellation of hexagons

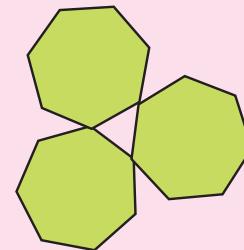


Observe the following Pictures :

Pentagons  
(Five equal sides)



Heptagons  
(Seven equal sides)



Though Pentagons and Heptagons are regular Polygons they do not tessellate.



### Project

Observe the tessellated shapes around you and discuss

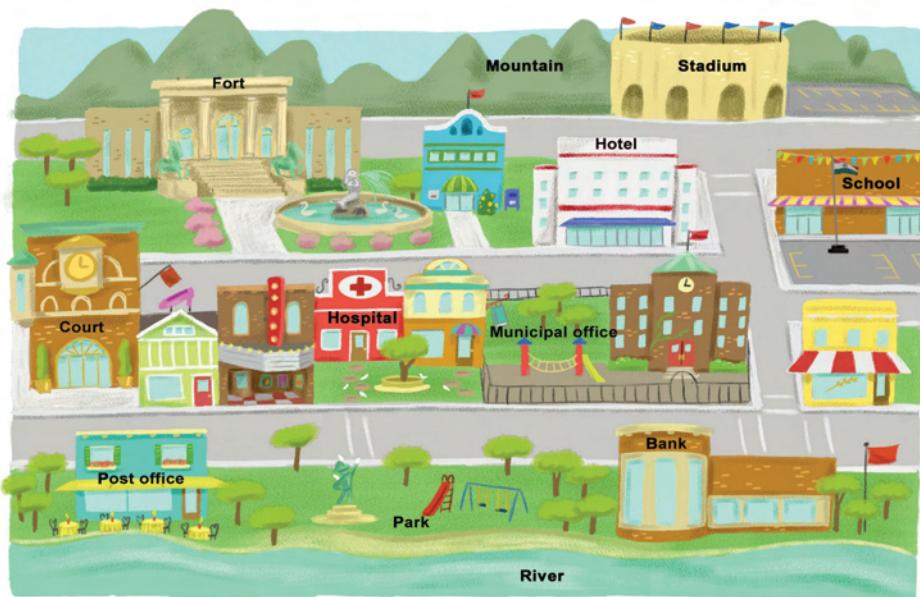


# 2

# SHAPES AND FIGURES - II

## Map

Mapping means locating the place with the help of landmarks.

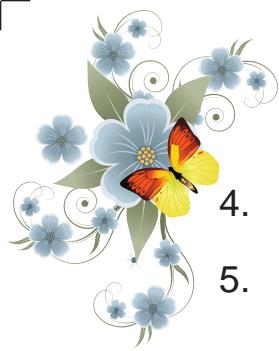


Look at the above picture and discuss about the spatial relationship such as - nearer, in front of, between, behind, far away, above, below, adjacent, bottom, top, etc.....



## Exercise 1

1. .... is adjacent to the school. (hotel / bank)
2. .... is in front of the hospital. (park / fort)
3. .... is far away from the post office. (stadium / mountain)



4. Stadium is ..... the school. (adjacent to / behind)
5. Park is ..... the post office and the bank.  
(in between / in front of)
6. Court and hospital are ..... each other.  
(behind / adjacent to )
7. Flagpole is ..... of the school. (in front / at the centre)
8. River is in front of the ..... (Park / Stadium)
9. The post office is surrounded by ..... (mountain / trees)
10. Stadium is situated at the ..... of the map.  
(top / bottom)

we can easily find out the location with  
the help of a map.



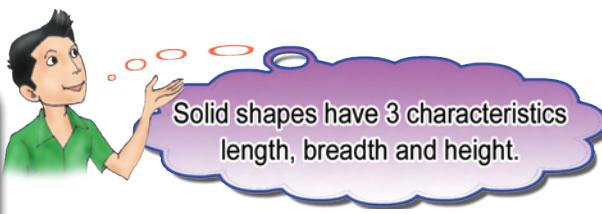
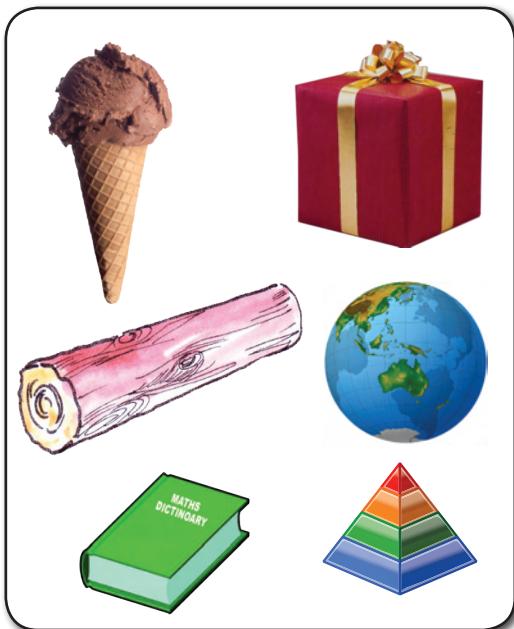
Discuss the spatial relationship among the persons, objects and places found in the picture using the words such as below, above, under, on, in, between, etc.,



### Project

Try to draw a map of your house and school.

## Solid shapes

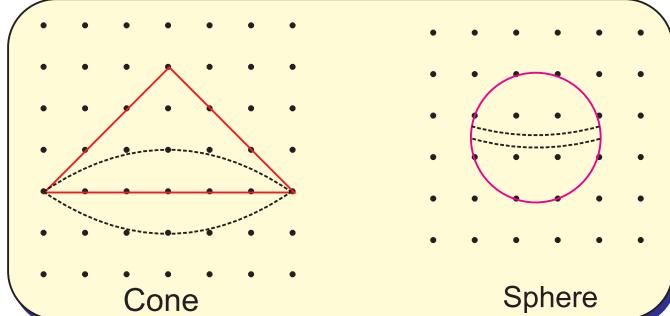
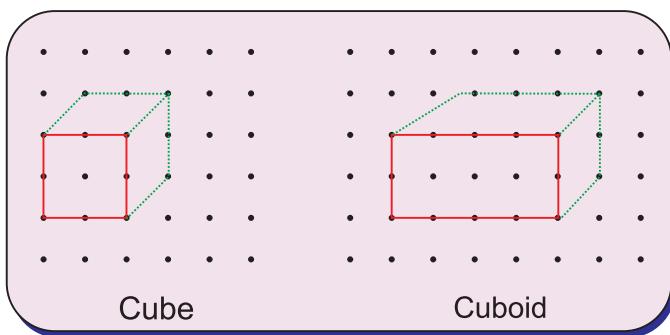


These are also  
called 3-D objects.



### ACTIVITY 1

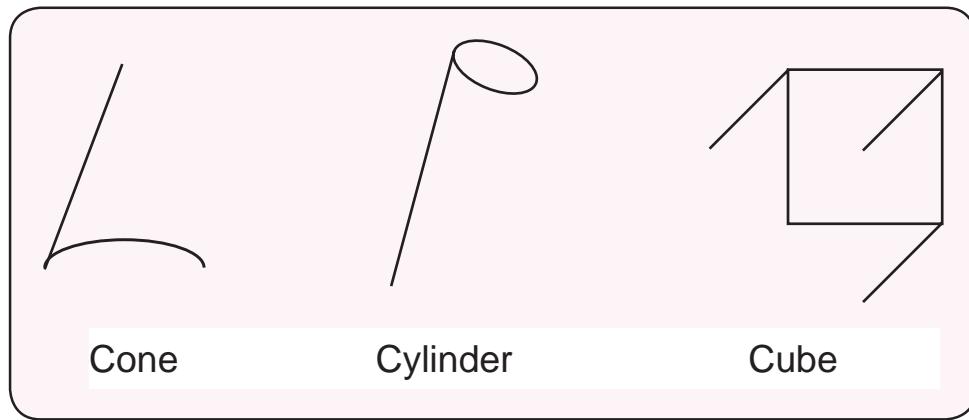
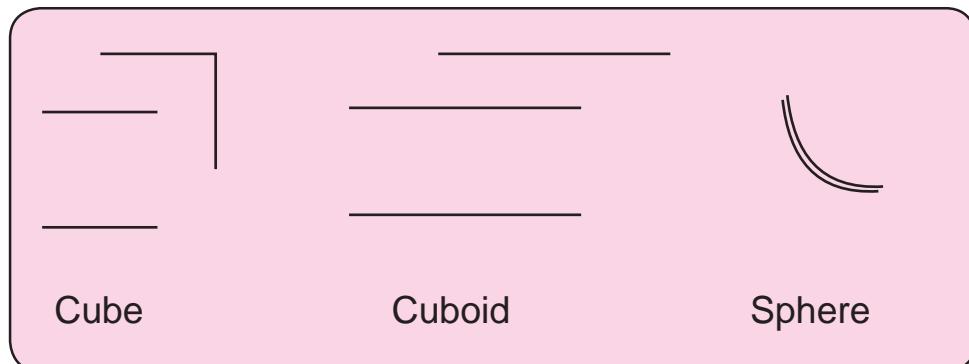
Draw the solid shapes on the dot-grid using straight lines and curves :





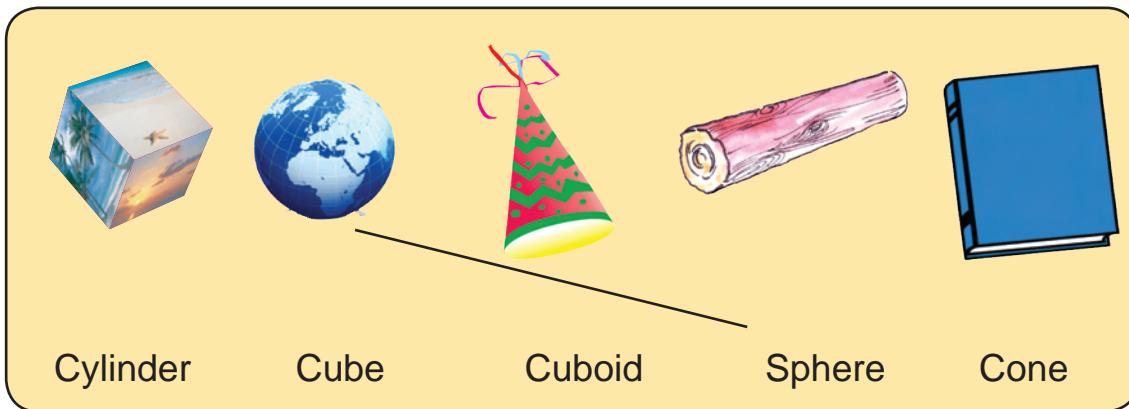
## ACTIVITY 2

Draw the incomplete solid shapes and colour it :



## Exercise 2

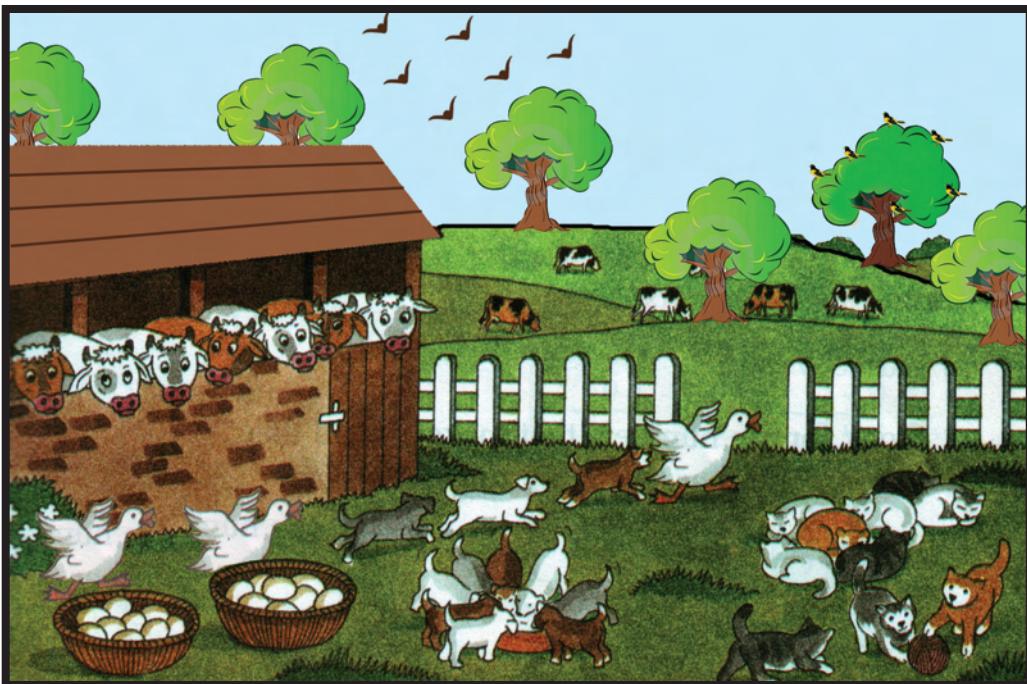
Match the solid shapes to its name :



# 3

# NUMBERS

## Recall



1. Look at the picture and answer the following :

1. Number of cows.
2. Number of cats.
3. Number of trees.
4. Number of eggs.
5. Number of birds.
6. Number of ducks.
7. Number of dogs.
8. Number of flowers.

**2. Write the place value of the circled digit :**

1. 5 **4**     

2. **7** 1     

3. **6** 3     

4. 9 **8**     

**3. Count the beads and write the numerals in the boxes :**

1. =

2. =

3. =

**4. Write the missing numbers :**

1. 41, , , , 45, , , , 49

2. 91, , , , , , 96, , , , 100

3. 37

4. 80



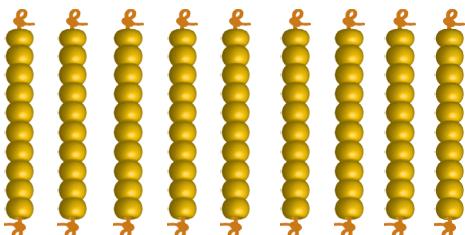
If you add 1 to me, I will become one less than 100. Who am I ?

## Number sequence upto 1000

Numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 are one digit numbers.

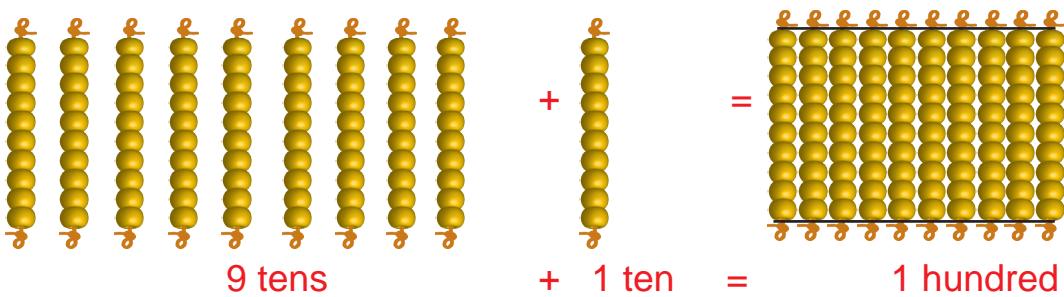
Numbers from 10 to 99 are called two digit numbers.

Number 99 is the biggest two digit number.

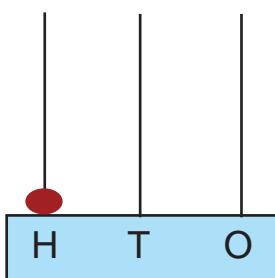


Tens	Ones
9	9

Adding 1 more bead to 99 beads, we get one hundred.



Shall we represent the number 100 in abacus?



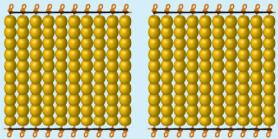
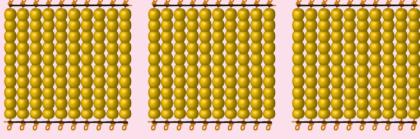
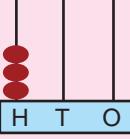
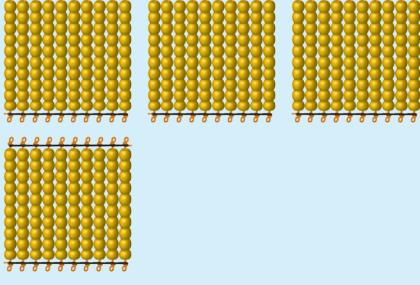
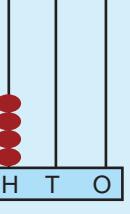
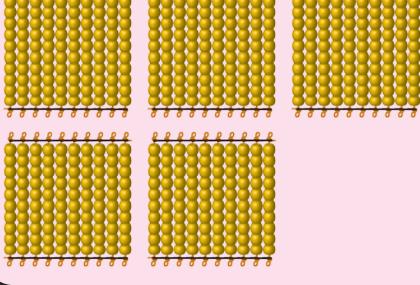
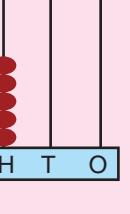
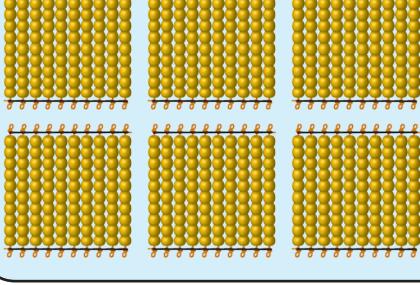
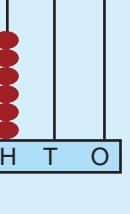
- No beads in the ones place shows 0 Ones.
- No beads in the tens place shows 0 Tens.
- 1 bead in the hundreds place shows 1 Hundred.

Hundreds	Tens	Ones
1	0	0

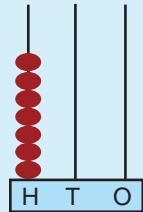
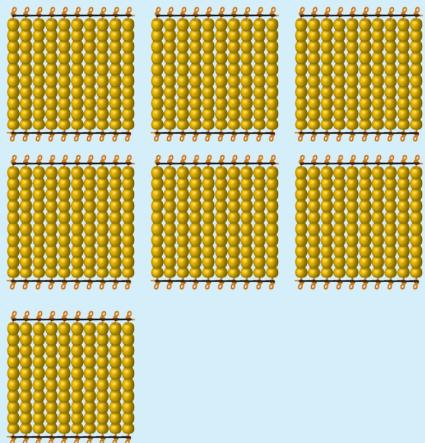


## Counting in Hundreds

Representing numbers from 200 – 1000

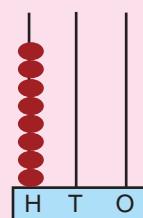
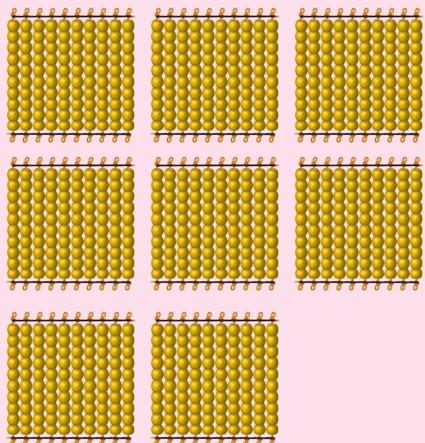
Place value	Number name						
 	<table border="1"><tr><td>H</td><td>T</td><td>O</td></tr><tr><td>2</td><td>0</td><td>0</td></tr></table> Two Hundred	H	T	O	2	0	0
H	T	O					
2	0	0					
 	<table border="1"><tr><td>H</td><td>T</td><td>O</td></tr><tr><td>3</td><td>0</td><td>0</td></tr></table> Three Hundred	H	T	O	3	0	0
H	T	O					
3	0	0					
 	<table border="1"><tr><td>H</td><td>T</td><td>O</td></tr><tr><td>4</td><td>0</td><td>0</td></tr></table> Four Hundred	H	T	O	4	0	0
H	T	O					
4	0	0					
 	<table border="1"><tr><td>H</td><td>T</td><td>O</td></tr><tr><td>5</td><td>0</td><td>0</td></tr></table> Five Hundred	H	T	O	5	0	0
H	T	O					
5	0	0					
 	<table border="1"><tr><td>H</td><td>T</td><td>O</td></tr><tr><td>6</td><td>0</td><td>0</td></tr></table> Six Hundred	H	T	O	6	0	0
H	T	O					
6	0	0					

## MATHEMATICS



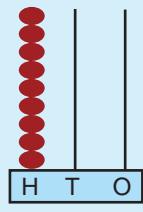
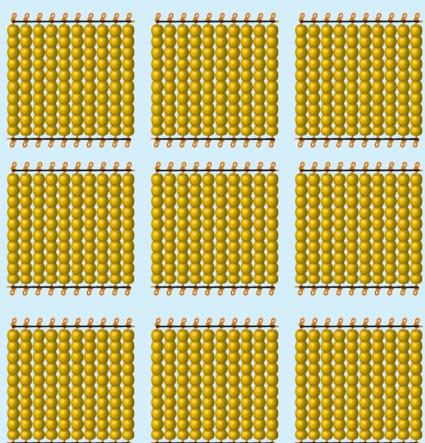
H	T	O
7	0	0

Seven Hundred



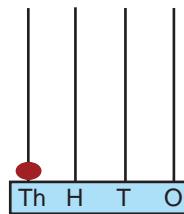
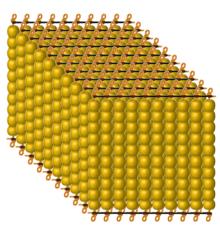
H	T	O
8	0	0

Eight Hundred



H	T	O
9	0	0

Nine Hundred



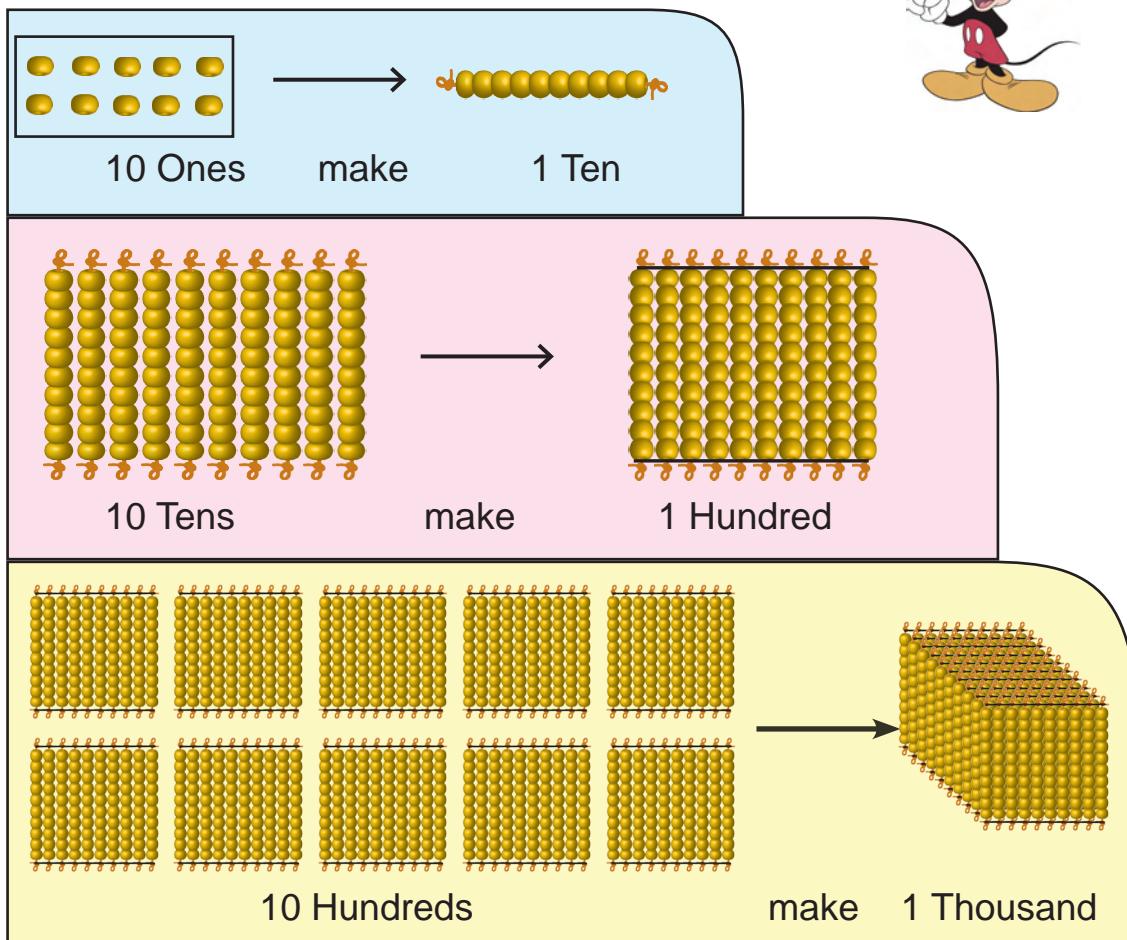
Th	H	T	O
1	0	0	0

Ten hundred  
or  
One Thousand

Thousand comes after  
Hundreds place



Remember

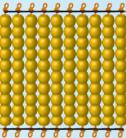
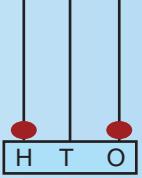
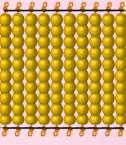
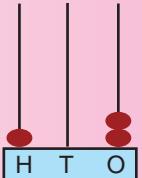
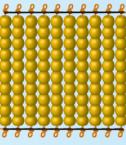
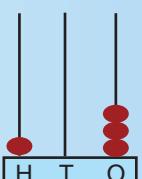
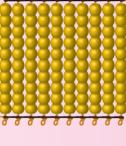
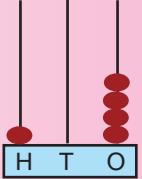
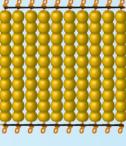
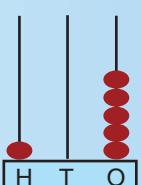
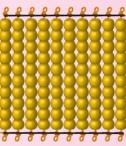
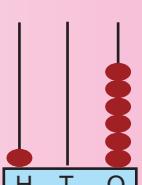


10 Ones = 1 Ten

10 Tens = 1 Hundred

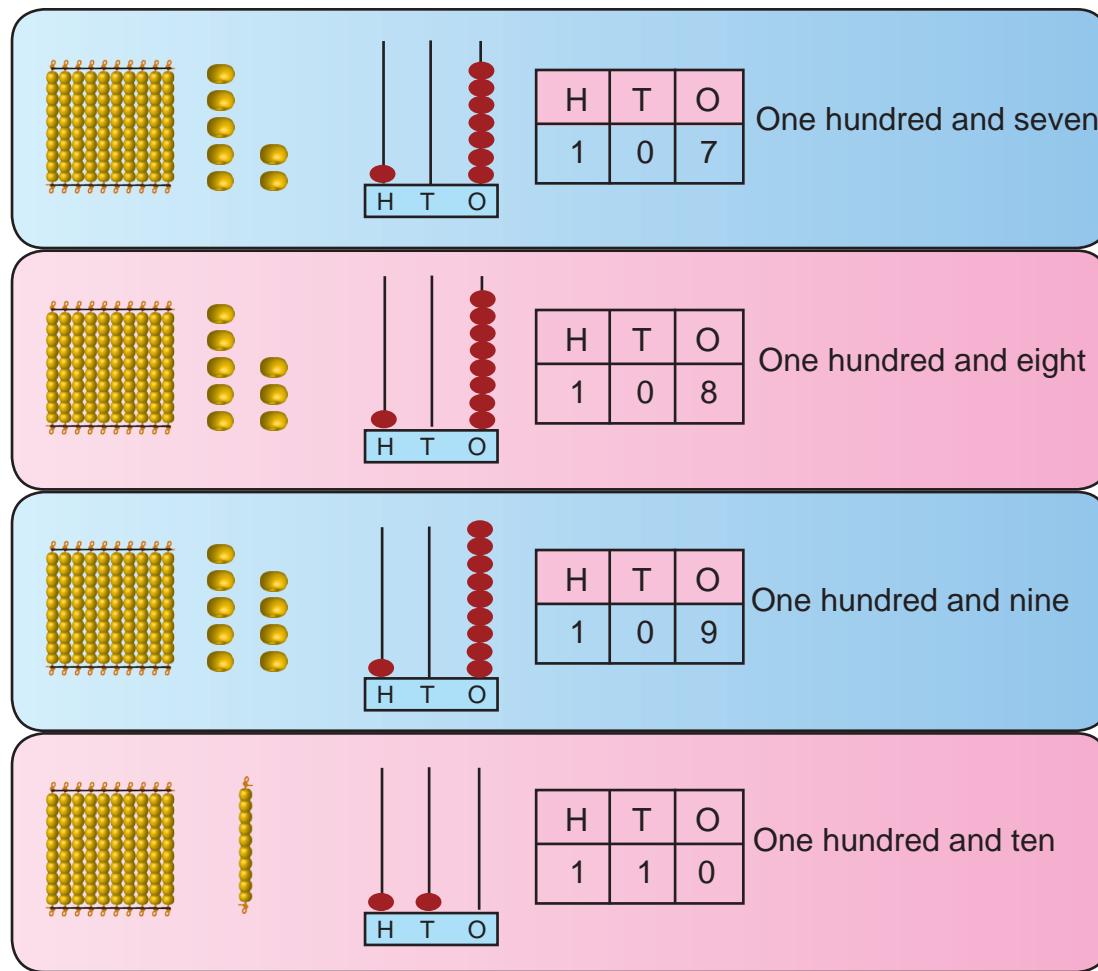
10 Hundreds = 1 Thousand

## Forming Numbers from 101 – 110

Place value	Number name						
  	<table border="1" data-bbox="803 465 1008 584"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>1</td> <td>0</td> <td>1</td> </tr> </table> One hundred and one	H	T	O	1	0	1
H	T	O					
1	0	1					
  	<table border="1" data-bbox="803 700 1008 839"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>1</td> <td>0</td> <td>2</td> </tr> </table> One hundred and two	H	T	O	1	0	2
H	T	O					
1	0	2					
  	<table border="1" data-bbox="803 945 1008 1072"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>1</td> <td>0</td> <td>3</td> </tr> </table> One hundred and three	H	T	O	1	0	3
H	T	O					
1	0	3					
  	<table border="1" data-bbox="803 1191 1008 1326"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>1</td> <td>0</td> <td>4</td> </tr> </table> One hundred and four	H	T	O	1	0	4
H	T	O					
1	0	4					
  	<table border="1" data-bbox="803 1428 1008 1555"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>1</td> <td>0</td> <td>5</td> </tr> </table> One hundred and five	H	T	O	1	0	5
H	T	O					
1	0	5					
  	<table border="1" data-bbox="803 1663 1008 1792"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>1</td> <td>0</td> <td>6</td> </tr> </table> One hundred and six	H	T	O	1	0	6
H	T	O					
1	0	6					



## MATHEMATICS



### Note to the teacher

Use beads and spike abacus to teach numbers from 111 – 1000



Practise the students to read and write the numbers from 101 to 1000 as given in the next page.

**Read the numbers from 101 – 200.**

101	111	121	131	141	151	161	171	181	191
102	112	122	132	142	152	162	172	182	192
103	113	123	133	143	153	163	173	183	193
104	114	124	134	144	154	164	174	184	194
105	115	125	135	145	155	165	175	185	195
106	116	126	136	146	156	166	176	186	196
107	117	127	137	147	157	167	177	187	197
108	118	128	138	148	158	168	178	188	198
109	119	129	139	149	159	169	179	189	199
110	120	130	140	150	160	170	180	190	200

**Write the missing numbers from 201 – 300.**

201	211						271		
202									
					253				
			235						
				247					
						269			
210		230						290	300



## Number names



The numeral **28** is read as  
**twenty eight.**  
Similarly **128** is read as  
**one hundred and twenty eight.**

Now write the  
number names



Number	Number Names
137	One hundred and thirty seven
172	
225	
248	
301	
346	
439	
482	
535	Five hundred and thirty five
591	
648	
672	
720	
776	
800	
875	
909	Nine hundred and nine
992	
999	
1000	One thousand

Note to the teacher

Practise the students to write the number names upto 1000 in their note book.

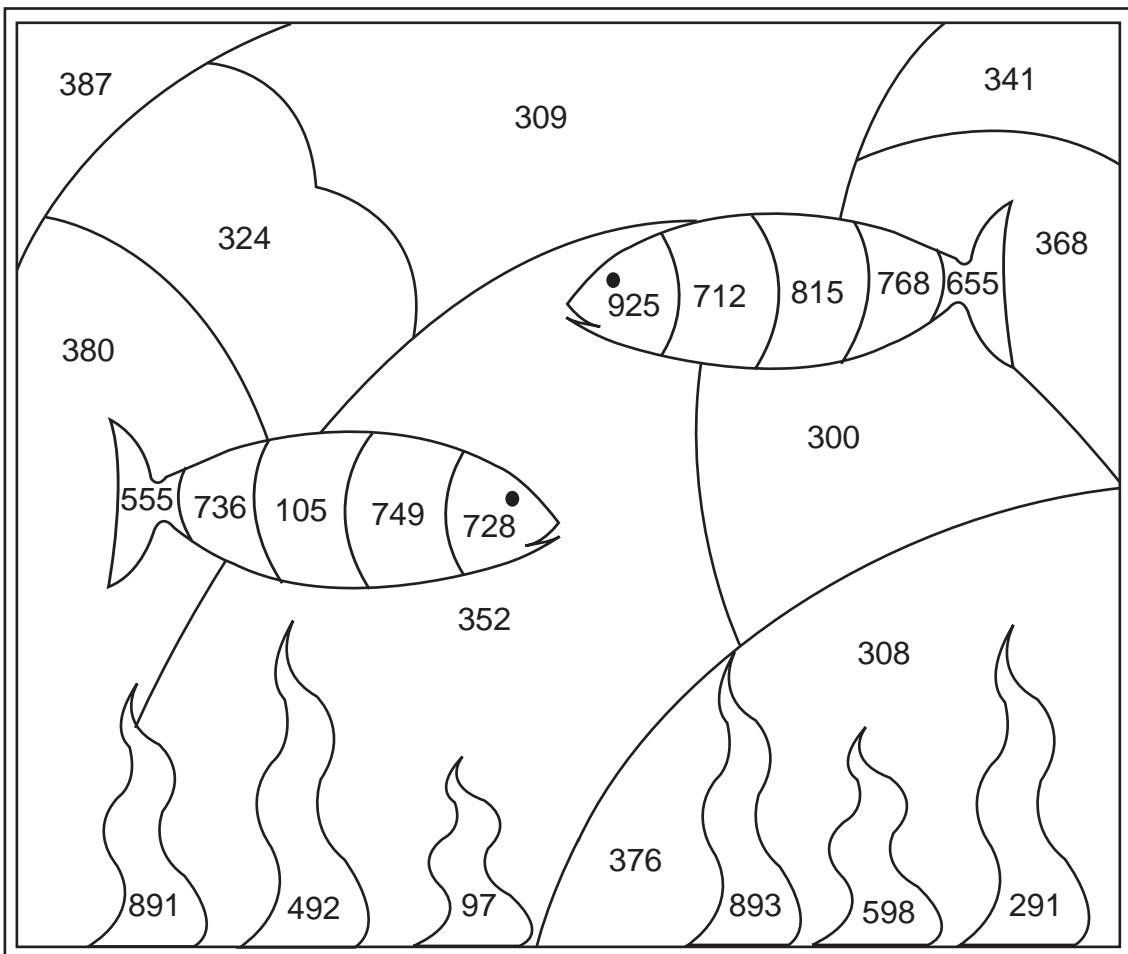


## ACTIVITY 1

Colour the numbers with



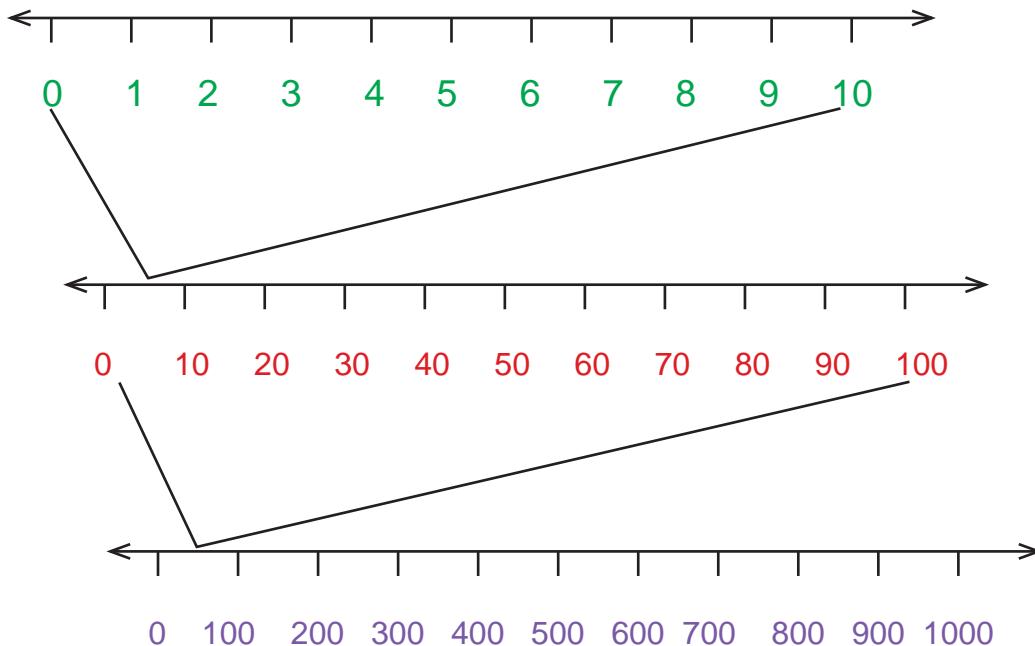
- ✍ 3 in the hundreds place by blue.
- ✍ 9 in the tens place by green.
- ✍ 5 in the ones place by orange.
- ✍ 7 in the hundreds place by red.



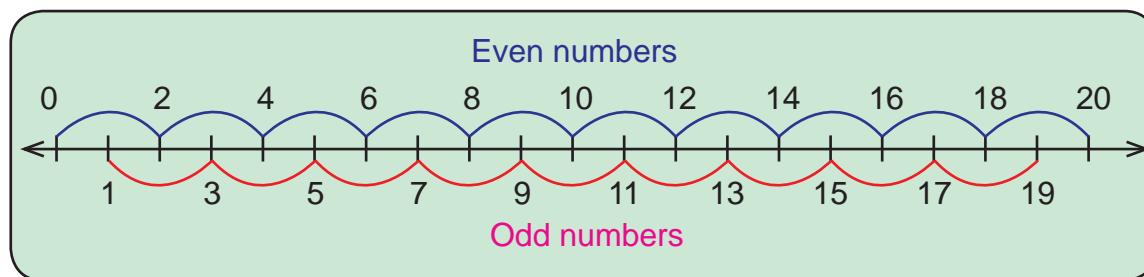


## Number line

We can mark the numbers in a straight line at equal distances.  
Number line starts at 0 and goes on endlessly.



## Even numbers and Odd numbers



The numbers 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30.....  
are even numbers.

The numbers 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29.....  
are odd numbers.



Note that even numbers end with 0, 2, 4, 6, 8 and odd numbers end with 1, 3, 5, 7 and 9.

In a class if there are 24 students then we can group them into two equal groups.

$$24 = 12 + 12$$

Even numbers form two equal groups.



In a class if there are 17 students we cannot group them into two equal groups.

$$17 = 8 + 8 \text{ and balance is } 1$$

Odd numbers do not form two equal groups.



Try it !

Try the above activity for other odd and even numbers.

After every odd number there is an even number and after every even number there is an odd number.



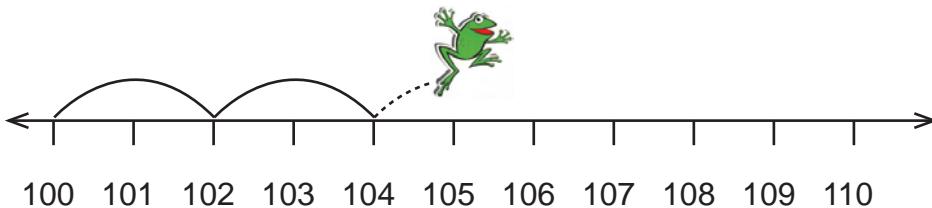
### Exercise 1

Circle the even numbers	Circle the odd numbers
47, 52, 69, 70, 84	32, 41, 50, 67, 93
132, 145, 149, 174, 199	105, 116, 125, 142, 151
216, 400, 401, 432, 455	217, 232, 245, 342, 357
522, 564, 575, 587, 600	535, 540, 557, 561, 592
921, 926, 932, 938, 947	830, 841, 853, 862, 899



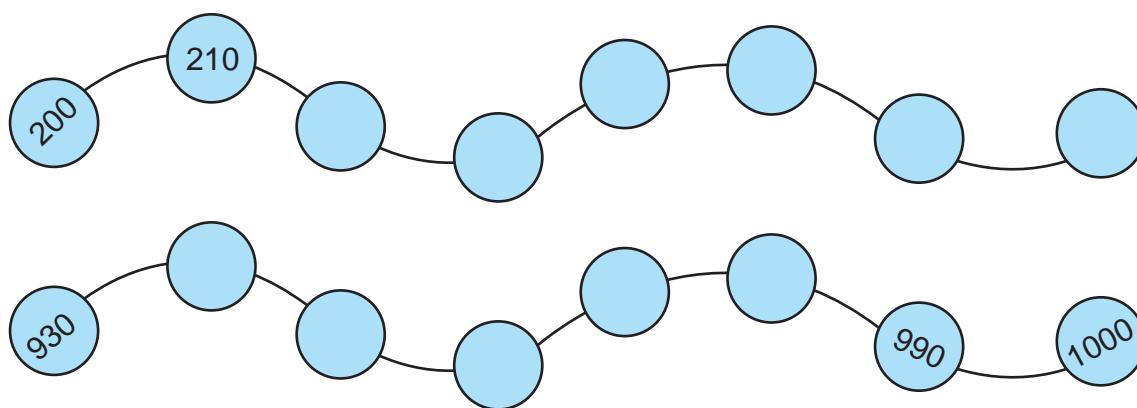
## Skip counting in three digit numbers

A frog jumps on the number line in 2s.

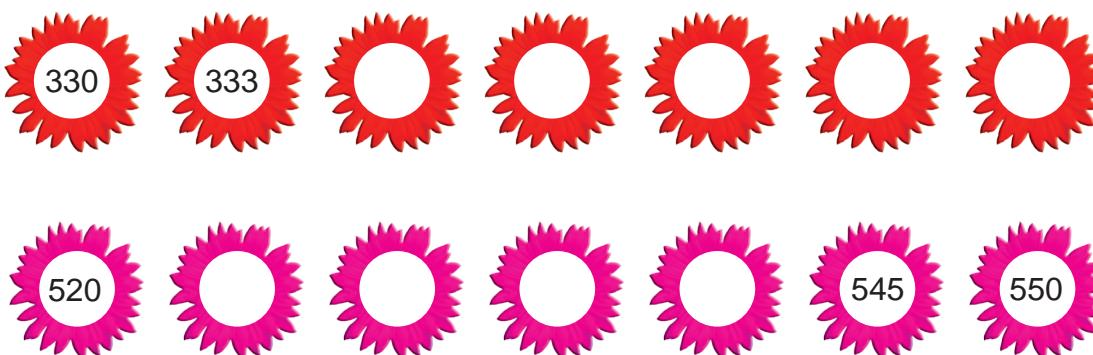


Help the frog to continue: 100, 102, 104, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**Count in 10s and complete the blanks :**



**Observe the patterns and complete the blanks:**



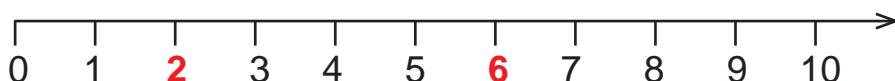
## Comparison of numbers

Anitha has 2 chocolates and her sister Vanitha has 6 chocolates.



Who has more?

They compare as follows:



2 comes before 6

6 comes after 2

In a number line,

- ⌚ Number that comes before is smaller.
- ⌚ Number that comes after is greater.

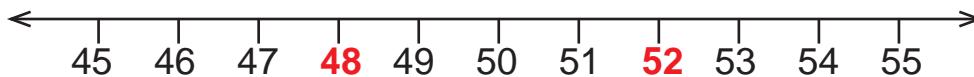
**6 is greater than 2**

**It is written as    6  $>$  2**

So Vanitha has more chocolates.



If Abinaya has collected 48 stamps and Gayathiri has collected 52 stamps who has collected less number of stamps?



In the number line, 48 comes before 52.

**Hence 48 is less than 52.**

**It is written as  $48 < 52$ .**

So Abinaya has collected less stamps.

Balu has 12 sketch pens. Mani also has 12 sketch pens.  
Who has more and who has less?

**While comparing, they have equal sketch pens.**

**It is written as  $12 = 12$ .**

### **Comparison of numbers with different digits.**

The number which has more digits is a greater number.

**Note:**

All one digit numbers are smaller than any two digit number.  
All two digit numbers are smaller than any three digit number.

**Compare 98 and 112.**

H	T	O
	9	8

H	T	O
1	1	2

The number 112 has **3** digits and 98 has only **2** digits.

**So the number 112 is greater than 98.**

**we write  $112 > 98$ .**

Compare the following sets of numbers and circle the smaller number.

87, 145

191, 32

123, 46

29, 165

### Comparison of numbers with equal digits :

If the number of digits are equal, compare the digit in the hundreds place. The number which has a greater digit in the hundreds place is greater.

#### Compare 123 and 200

H	T	O
1	2	3

H	T	O
2	0	0

2 is greater than 1, so the number 200 is greater than 123.

We write 200  $>$  123. We can also say 123  $<$  200.

If the digits in the hundreds place are same, compare the digits in the tens place. The number which has the greater digit in the tens place is the greater number.

#### Compare 156 and 131

H	T	O
1	5	6

H	T	O
1	3	1

The digits in the hundreds place are the same. Compare the digits in the tens place.

5 is greater than 3. So the number 156 is greater than 131.

We write 156  $>$  131. We can also say 131  $<$  156.



If the digits in the hundreds and the tens place are same, compare the digits in the ones places. The number which has the greater digit in the ones place is the greater number.

### Compare 165 and 168

H	T	O
1	6	5

H	T	O
1	6	8

The digits in the hundreds place and tens place are the same.  
Compare the digits in the ones place.

**8 is greater than 5. So the number 168 is greater than 165.**

**We write  $168 > 165$ . We can also say  $165 < 168$ .**

### Compare 326 and 326

H	T	O
3	2	6

H	T	O
3	2	6

The digits in the hundreds place, tens place and ones place are same.

**So,  $326 = 326$**

**Compare the numbers in each of the following sets and circle the smaller number.**

173, 165

592, 595

335, 383

440, 404



## Exercise 2

**Write <, > or = in the boxes provided:**

312

483

761

683

419

547

416

419

408

308

394

387

487

782

782

512

512

983

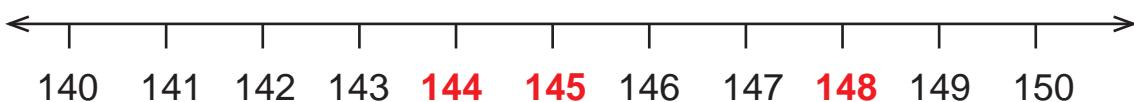
990

### Order of numbers

When we write the numbers from smaller to greater, we call it ascending order. When we write numbers from greater to smaller, we call it descending order.

We arrange the numbers **144**, **148** and **145** in ascending order and in descending order.

**Look at the number line :**



**144 is smaller than 145 and**

**145 is smaller than 148.**

**Ascending order:** $144 < 145 < 148$ 

144, 145, 148

**Descending order:** $148 > 145 > 144$ 

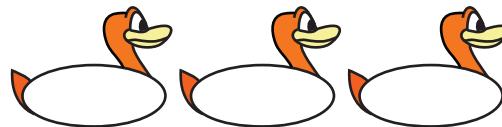
148, 145, 144

**Exercise 3****1. Arrange the following numbers in ascending order :**

(a) 253, 248, 384



(b) 492, 499, 493



(c) 569, 539, 589



(d) 795, 759, 756

**2. Arrange the following numbers in descending order :**

(a) 205, 210, 290



(b) 212, 503, 369



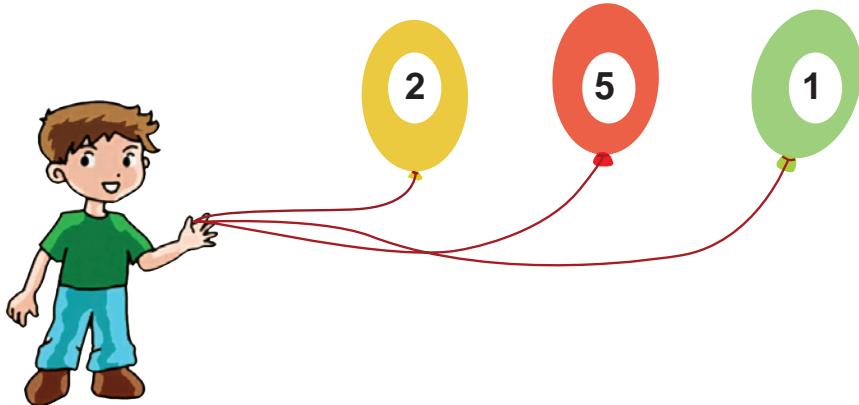
(c) 323, 303, 332



(d) 405, 407, 437



**Form the greatest and the smallest numbers using the given digits**



How can we form the greatest number from these given digits?

Arrange the digits in descending order to form the greatest number.



**Greatest number : 521**



Arrange the digits in ascending order to form the smallest number.

**Smallest number : 125**



Let us see another example :



1, 0, 3 are the given numbers.



By using these numbers shall  
we form the greatest  
and the smallest 3 - digit number?



The greatest number is 310.



The smallest number is 013.



But, 013 is a two digit number.

Oh! sorry!  
What to do ?



Numbers should not begin with zero.

Yes I got it.

So the smallest number is 103.





**Exercise 4**

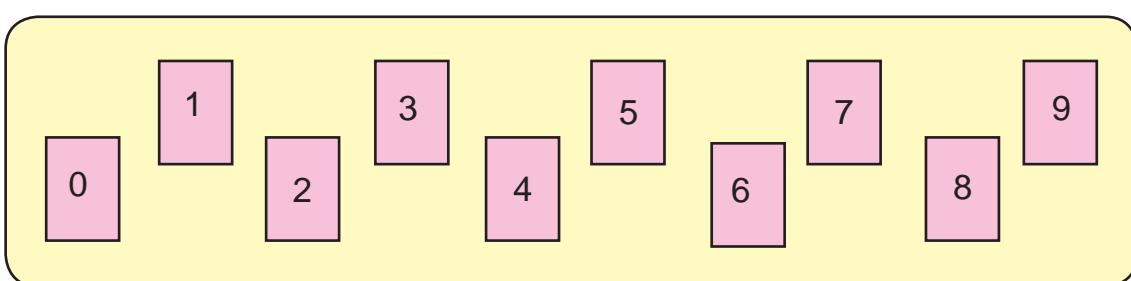
**Form the greatest and the smallest 3 digit number.**

Digits	Greatest number	Smallest number
5 7 4		
3 6 9		
8 0 1		



**ACTIVITY 2**

- Make 10 number cards from **0** to **9**.
- Put the cards downward.
- Turn any three cards and make all possible three digit numbers.
- Ask the students to form the greatest number.
- Ask the students to form the smallest number.





Date:.....

1) Fill in the missing numbers.

551		561							596
552									
553									
			570						600

2) Write the number names.



3. Fill in the blanks.

- 266 has \_\_\_\_\_ Hundreds \_\_\_\_\_ Tens \_\_\_\_\_ Ones
- 405 has \_\_\_\_\_ Hundreds \_\_\_\_\_ Tens \_\_\_\_\_ Ones
- 574 has \_\_\_\_\_ Hundreds \_\_\_\_\_ Tens \_\_\_\_\_ Ones
- 896 has \_\_\_\_\_ Hundreds \_\_\_\_\_ Tens \_\_\_\_\_ Ones
- 999 has \_\_\_\_\_ Hundreds \_\_\_\_\_ Tens \_\_\_\_\_ Ones

**4. Put a box around the correct number.**

- a) 3 Hundreds 9 Tens 0 Ones      309,      390,      903
- b) 5 Hundreds 2 Tens 2 Ones      522,      225,      520
- c) 6 Hundreds 5 Tens 1 Ones      156,      651,      516
- d) 9 Hundreds 0 Tens 9 Ones      990,      909,      900

**5. Write the place value for the circled digits.**

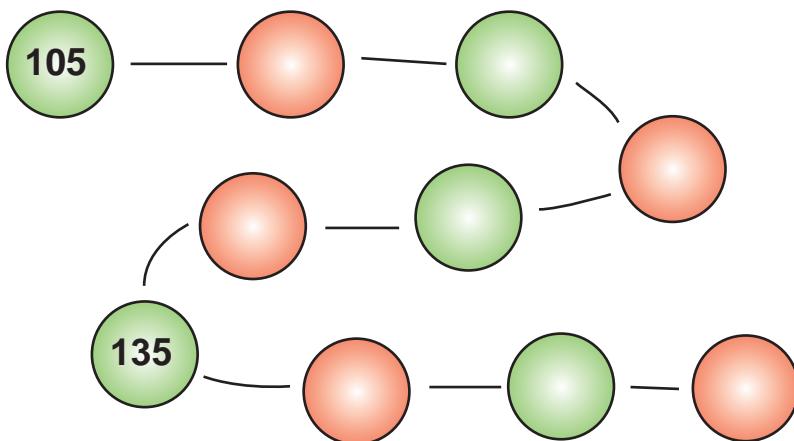
a) 7 2 5

b) 9 4 7

c) 1 4 5




**6. Skip count by fives.**



**7. Find out the odd and the even numbers.**

133, 146, 327, 548, 575, 932, 601, 99, 74, 500.

Odd numbers :

Even numbers :

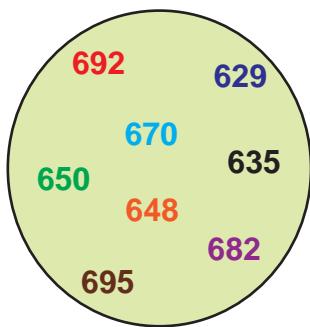


8. Compare the numbers and write <, >, or = in the box.

118	<input type="text"/>	340
225	<input type="text"/>	176
347	<input type="text"/>	325

875	<input type="text"/>	600
500	<input type="text"/>	500
925	<input type="text"/>	928

9. Write the numbers in ascending and descending order.



Ascending order :

<input type="text"/>							
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Descending order :

<input type="text"/>							
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

10. Using the numerals 7, 4, and 5, write the greatest and the smallest 3 digit number.

Greatest number :

<input type="text"/>
----------------------

Smallest number :

<input type="text"/>
----------------------

Comments

<input type="text"/>
----------------------

<input type="text"/>
----------------------

Teacher's signature

# 4

# ADDITION

Recall

Complete the table:

+	11	12	13	14	15	16	17	18	19	20
0										
1										
2										
3			16							
4										
5										
6										
7					23					
8										
9										
10										30

Fill in the blanks using the above table :

$$3 + 15 = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} + 14 = 20$$

$$4 + 19 = \boxed{\phantom{00}}$$

$$13 + \boxed{\phantom{00}} = 22$$

$$16 + 3 = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = 28$$



## Addition of three digit numbers (without regrouping)

Add :

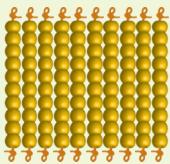
$$\begin{array}{r} 215 \\ + 423 \\ \hline \end{array}$$

MATHEMATICS

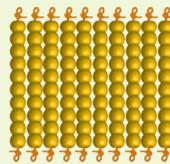
H

T

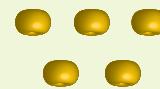
O



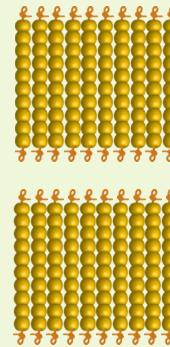
2



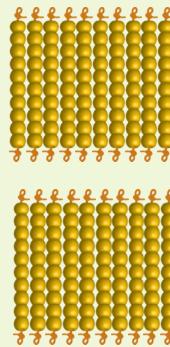
1



5



4

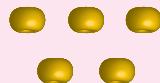


2



3

Step 1 : Add ones:



5

+

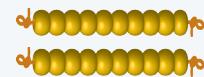
3



= 8

$$\begin{array}{r} & & \\ H & T & O \\ 2 & 1 & 5 \\ 4 & 2 & 3 \\ \hline & & \\ & & 8 \end{array}$$

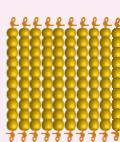
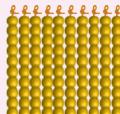
We write 8 in ones place.

**Step 2 : Add tens :**

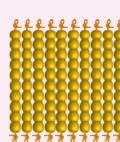
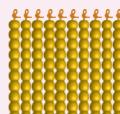
$$1 + 2 = 3$$

H	T	O
2	1	5
4	2	3

**Write 3 in tens place.**

**Step 3 : Add hundreds :**

$$2 + 4 = 6$$



$$6$$

**Write 6 in hundreds place**

H	T	O
2	1	5
4	2	3

$$\begin{array}{r}
 215 \\
 +423 \\
 \hline
 638
 \end{array}$$



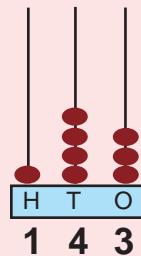
**Keep in mind:**  
In addition, first we add ones then tens and hundreds in order.



## Addition through spike abacus.

Add

$$\begin{array}{r} 143 \\ + 512 \\ \hline \end{array}$$



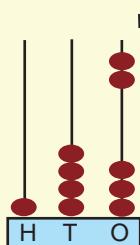
Now we have to add 512 with 143.

MATHEMATICS

Step 1 :

Add ones:

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 1 \quad \quad 4 \quad \quad 3 \\ + 5 \quad \quad 1 \quad \quad 2 \\ \hline \quad \quad \quad \quad 5 \\ \hline \end{array}$$



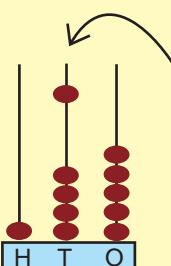
Put 2 beads in ones place

$$3 + 2 = 5$$

Step 2 :

Add tens

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ 1 \quad \quad 4 \quad \quad 3 \\ + 5 \quad \quad 1 \quad \quad 2 \\ \hline \quad \quad \quad \quad 5 \quad \quad 5 \\ \hline \end{array}$$



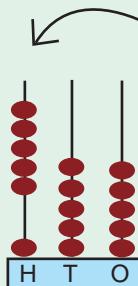
Put 1 bead in tens place

$$4 + 1 = 5$$

Step 3 :

Add hundreds :

$$\begin{array}{r}
 \text{H} \quad \text{T} \quad \text{O} \\
 1 \quad \quad 4 \quad \quad 3 \\
 + 5 \quad \quad 1 \quad \quad 2 \\
 \hline
 6 \quad \quad 5 \quad \quad 5
 \end{array}$$



Put 5 beads in hundreds place

$$1 + 5 = 6$$

So the sum is 655

### Example

Add:

$$\begin{array}{r}
 5 \quad 2 \quad 2 \\
 + 4 \quad 5 \quad 3 \\
 \hline
 \quad \quad \quad
 \end{array}$$

$$\begin{array}{r}
 \quad \quad \quad
 \end{array}$$

$$\begin{array}{r}
 \quad \quad \quad
 \end{array}$$

Add ones

Step 1 :

Step 2 :

Add tens

$$\begin{array}{r}
 \text{H} \quad \text{T} \quad \text{O} \\
 5 \quad \quad 2 \quad \quad 2 \\
 + 4 \quad \quad 5 \quad \quad 3 \\
 \hline
 \quad \quad \quad
 \end{array}$$

$$\begin{array}{r}
 \text{H} \quad \text{T} \quad \text{O} \\
 5 \quad \quad 2 \quad \quad 2 \\
 + 4 \quad \quad 5 \quad \quad 3 \\
 \hline
 \quad \quad \quad
 \end{array}$$



Step 3 :

Add hundreds

H	T	O
5	2	2
+ 4	5	3
—————		
9	7	5
—————		

5	2	2
+ 4	5	3
—————		
9	7	5
—————		



### Exercise 1

Add the following numbers :

a)

5	4	3
+ 4	2	1
—————		

b)

2	3	8
+ 6	3	1
—————		

c)

5	2	2
+ 4	2	6
—————		

d)

1	0	1
1	2	1
+ 7	0	3
—————		

e)

6	3	0
2	5	4
+ 1	1	3
—————		

f)

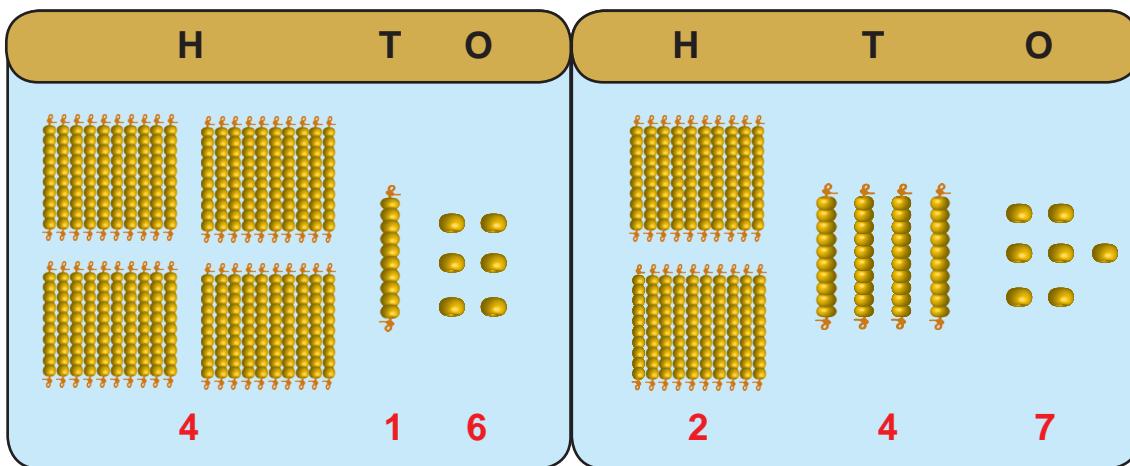
2	3	4
1	0	3
+ 3	1	1
—————		

## Addition of three digit numbers (with regrouping)

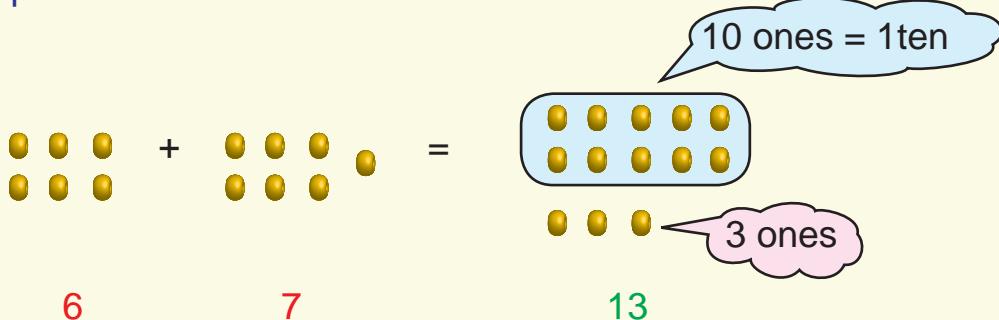
### Example

Add :

$$\begin{array}{r}
 416 \\
 + 247 \\
 \hline
 \end{array}$$



Step : 1 Add ones:



$$13 \text{ ones} = 1 \text{ ten} + 3 \text{ ones}$$

So, we put 3 in ones place and carry over 1 ten to tens place.



H	T	O
	1	
4	1	6
+ 2	4	7
		3

$6 + 7 = 13$  ones  
13 ones = 1 ten + 3 ones

Step : 2 Add tens:

1                    1                    4                    6

H	T	O
	1	
4	1	6
+ 2	4	7
	6	3

$1 + 1 + 4 = 6$  tens

Step : 3 Add hundreds:

4                    2                    6

H	T	O
	1	
4	1	6
+ 2	4	7
6 6 3		

1		
4	1	6
+ 2	4	7
<hr/>		
6	6	3
<hr/>		

Note to the teacher

Demonstrate  
addition with regrouping through  
Spike abacus.

### Example

Add:

2	5	8
+ 1	9	4
<hr/>		
<hr/>		

**Step 1 : Add ones :**

H	T	O
	1	
2	5	8
+ 1	9	4
2		

$8 + 4 = 12$  ones,  
Regroup 12 ones = 1 ten + 2 ones  
Put 2 in ones place and carry over  
1 to tens place.



## Step 2 : Add Tens :

H	T	O
1	1	8
2	5	
+ 1	9	4
	5	2

$$1 + 5 + 9 = 15 \text{ tens},$$

Regroup 15 tens = 1 hundred + 5 tens

Put 5 in tens place and carry over  
1 to hundreds place.

## Step 3 : Add Hundreds :

H	T	O
1	1	8
2	5	
+ 1	9	4
4	5	2

$$1 + 2 + 1 = 4 \text{ hundreds},$$

Put 4 in hundreds place.

1	1
2	5
+	1
4	5
	2



## Exercise 2

Add the following numbers :

a)

$$\begin{array}{r} 358 \\ +490 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 339 \\ +272 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 285 \\ +542 \\ \hline \end{array}$$

d)

$$\begin{array}{r} 598 \\ +209 \\ \hline \end{array}$$

e)

$$\begin{array}{r} 455 \\ +545 \\ \hline \end{array}$$



## ACTIVITY 1

### Materials required:

0 to 4 number cards (8 sets).

#### Step 1 :

Form small groups with less number of students.

#### Step 2 :

Give 2 sets of number cards to each group.

#### Step 3 :

Using the number cards, form two 3-digit numbers and add them.

#### Step 4 :

The group which worked out more problems correctly is the winner group. The teacher can award the winner group as



Ramanujan group



Note to the teacher

Tell the interesting facts about  
great mathematician  
Ramanujan.

INDIAN MATHEMATICIAN



Srinivasa Ramanujan  
1887 - 1920



## Statement problems



### Exercise 3

1. In a parking place there are 275 scooters and 112 cars.

How many vehicles are there totally ?



$$\text{Scooters} = 275$$

$$\text{Cars} = 112$$

$$\text{Total vehicles} = \boxed{\phantom{000}}$$

2. A fruit seller sold 195 apples, 287 mangoes and 35 bananas.

How many fruits did he sell?

$$\text{Apples} = 195$$

$$\text{Mangoes} = 287$$

$$\text{Bananas} = 35$$

$$\text{Total fruits Sold} = \boxed{\phantom{000}}$$



3. In a train, a compartment is carrying 132 people. Another compartment is carrying 129 people. How many people are there in both the compartments?



$$\text{First compartment} =$$

$$\text{Second compartment} =$$

$$\text{Total number of people} = \boxed{\phantom{000}}$$

4. In a school 456 students like to play cricket and 395 students like to play foot ball. How many students altogether like to play in the school?



Cricket =

Football =

Total Students =

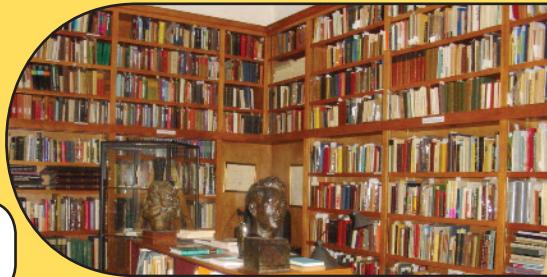
5. In a library there are 427 story books, 152 college books and 133 engineering books. How many books are there totally?

Story books =

College books =

Engineering books =

Total books =



### Exercise 4

Do the statement problems in your notebook.

- A tailor bought 125 white buttons and 165 red buttons. How many buttons did the tailor buy?
- A book seller supplied 789 Tamil books and 149 English books to a library. How many books did he supply to the library?
- In a grove there are 279 coconut trees and 387 mango trees. How many trees are there in the grove?



Date:.....

**1) Add the following:**

a)

$$\begin{array}{r} 3 & 1 & 2 \\ + 4 & 6 & 5 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 3 & 3 & 4 \\ + 4 & 3 & 2 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 5 & 7 & 6 \\ + 4 & 0 & 3 \\ \hline \end{array}$$

d)

$$\begin{array}{r} 5 & 4 & 8 \\ + 3 & 2 & 4 \\ \hline \end{array}$$

e)

$$\begin{array}{r} 6 & 0 & 3 \\ + 1 & 5 & 8 \\ \hline \end{array}$$

f)

$$\begin{array}{r} 7 & 8 & 5 \\ + 1 & 2 & 9 \\ \hline \end{array}$$

**2) Express the following in numerals and add them.**

- a) One hundred and eighty,  
Four hundred and sixty five.

$$\begin{array}{r} 1 & 8 & 0 \\ + 4 & 6 & 5 \\ \hline \end{array}$$

- b) Four hundred and ten,  
Two hundred and ninety five.

$$\begin{array}{r} \phantom{1} & \phantom{1} & \phantom{1} \\ + & \phantom{1} & \phantom{1} \\ \hline \end{array}$$

- c) Five hundred and ninety seven,  
Three hundred and thirty two.

$$\begin{array}{r} \phantom{1} & \phantom{1} & \phantom{1} \\ + & \phantom{1} & \phantom{1} \\ \hline \end{array}$$

d) Two hundred and seventy nine,  
Six hundred and forty one.

$$\begin{array}{r} \boxed{\phantom{000}} \\ + \boxed{\phantom{000}} \\ \hline \end{array}$$

e) Three hundred and eighty two,  
Two hundred and ninety one.

### 3) Answer the following statement problems.

a) In a shop 101 dresses were sold on Monday and 221 dresses were sold on Tuesday. How many dresses were sold in two days?

b) In a village, there are 272 men, 231 women and 211 children. What is the total population of the village?

c) The Principal of a school gave 111 medals to those who had done well in sports and 99 medals to those who had done well in exams. Altogether, how many medals did the Principal give?

Comments

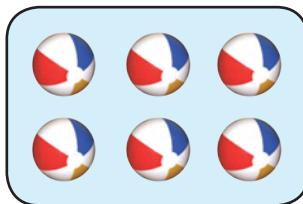
Teacher's signature

# 5

# SUBTRACTION

## Recall

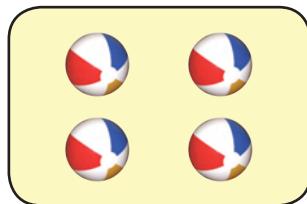
In the previous class, we have studied about the subtraction.



Balls in all



Take away



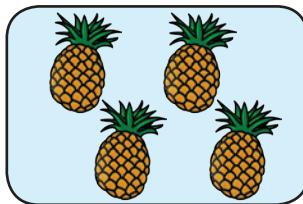
Balls left

6

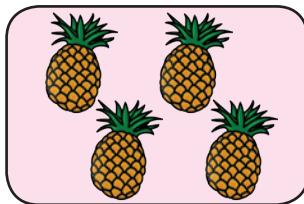
-

2

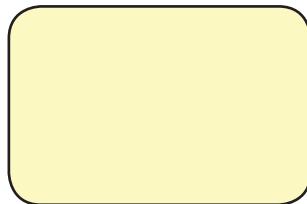
=



Pine apples in all



Take away



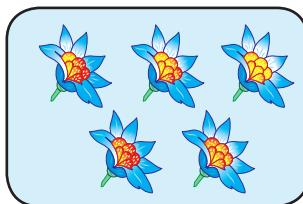
Pine apples left

4

-

4

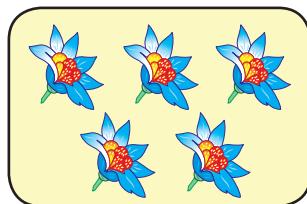
=



Flowers in all



Take away



Flowers left

5

-

0

=



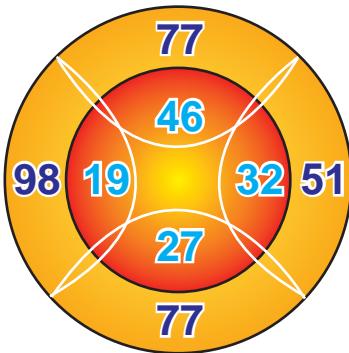
## ACTIVITY 1

Colour the subtraction problems that give you the number in the first column.

<b>4</b>	10 - 3	10 - 6	9 - 5	5 - 4
<b>8</b>	9 - 1	10 - 3	8 - 1	10 - 2
<b>2</b>	6 - 4	7 - 2	2 - 1	5 - 3
<b>5</b>	6 - 1	10 - 4	7 - 6	10 - 5
<b>6</b>	7 - 1	10 - 3	8 - 1	9 - 3
<b>3</b>	6 - 2	7 - 4	5 - 2	9 - 4



## ACTIVITY 2



Frame subtraction problems from the numbers .

### Example

5	1
- 3	2
1 9	

Kiruba framed the above problem and got the answer correctly.

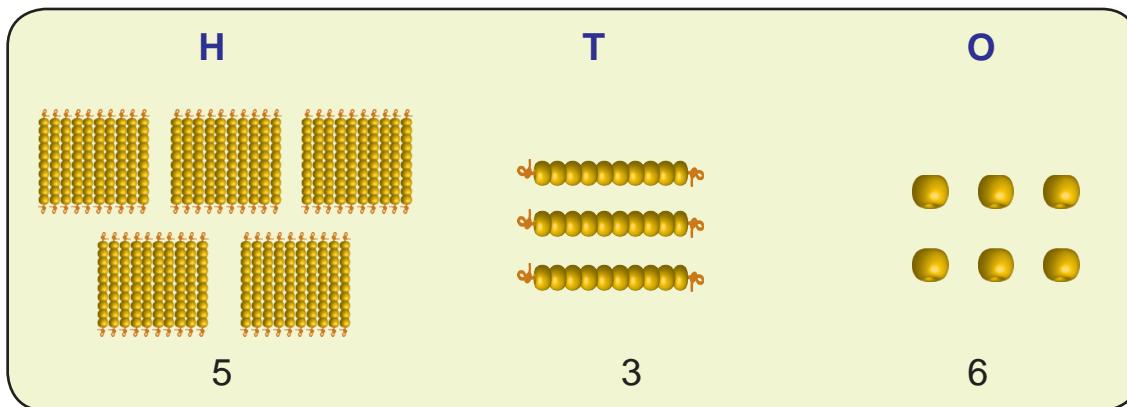
How many problems can you make? Do it in your notebook !



## Subtraction of 3 digit numbers (without regrouping)

Subtract :

$$\begin{array}{r} 536 \\ - 321 \\ \hline \end{array}$$



MATHEMATICS

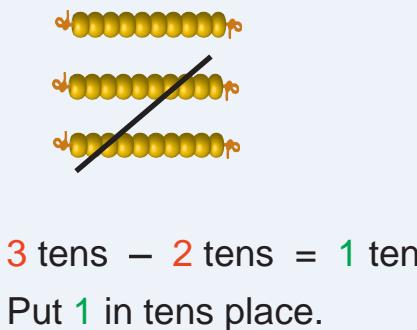
Step 1 : Subtract ones :

H	T	O
5	3	6
- 3	2	1
		5



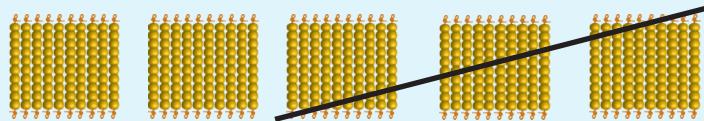
Step 2 : Subtract tens :

H	T	O
5	3	6
- 3	2	1
	1	5



Step 3 : Subtract hundreds :

H	T	O
5	3	6
- 3	2	1
2	1	5



$$5 \text{ hundreds} - 3 \text{ hundreds} = 2 \text{ hundreds}$$

Put 2 in hundreds place

5	3	6
-	3	2
-----		
2	1	5
-----		

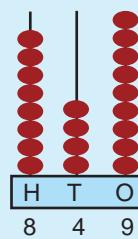


Keep in mind :

In subtraction, first we subtract ones, then tens and hundreds in order.

Subtraction through spike abacus :

H	T	O
8	4	9
- 5	2	4

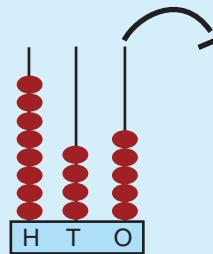




### Step 1 :

Subtract ones:

H	T	O
8	4	9
-	5	2
		4



We take 4 beads from ones place. 5 beads remain in ones place.

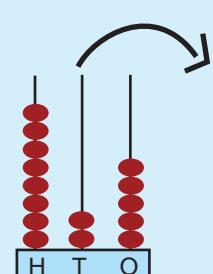
$$9 \text{ ones} - 4 \text{ ones} = 5 \text{ ones.}$$

Write 5 in ones place.

### Step 2 :

Subtract tens:

H	T	O
8	4	9
-	5	2
	2	4



Take 2 beads from tens place. 2 beads remain in tens place.

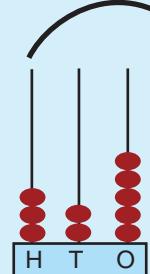
$$4 \text{ tens} - 2 \text{ tens} = 2 \text{ tens.}$$

write 2 in tens place.

### Step 3 :

Subtract hundreds:

H	T	O
8	4	9
-	5	2
3	2	5



Take 5 beads from hundreds place. 3 beads remain in hundreds place.

$$8 \text{ hundreds} - 5 \text{ hundreds} = 3 \text{ hundreds.}$$

Write 3 in hundreds place.

Now the abacus represents 325

## Example

**Subtract:**

H	T	O
4	5	7
-	2	4
		3

Step 1 :

Subtract  
ones

H	T	O
4	5	7
-	2	4
		3

Step 2 :

Subtract  
tens

H	T	O
4	5	7
-	2	4
		3

Step 3 :

Subtract  
hundreds

H	T	O
4	5	7
-	2	4
		3

$$\begin{array}{r}
 4 & 5 & 7 \\
 - 2 & 4 & 3 \\
 \hline
 2 & 1 & 4
 \end{array}$$



## Exercise 1

**Subtract the following numbers:**

a)

$$\begin{array}{r} 2 \quad 5 \quad 7 \\ - 1 \quad 4 \quad 3 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 4 \quad 5 \quad 4 \\ - 2 \quad 3 \quad 2 \\ \hline \end{array}$$

c)

$$\begin{array}{r} 5 \quad 9 \quad 1 \\ - 3 \quad 6 \quad 0 \\ \hline \end{array}$$

d)

$$\begin{array}{r} 7 \quad 3 \quad 8 \\ - 5 \quad 0 \quad 2 \\ \hline \end{array}$$

e)

$$\begin{array}{r} 8 \quad 6 \quad 9 \\ - 7 \quad 3 \quad 5 \\ \hline \end{array}$$

f)

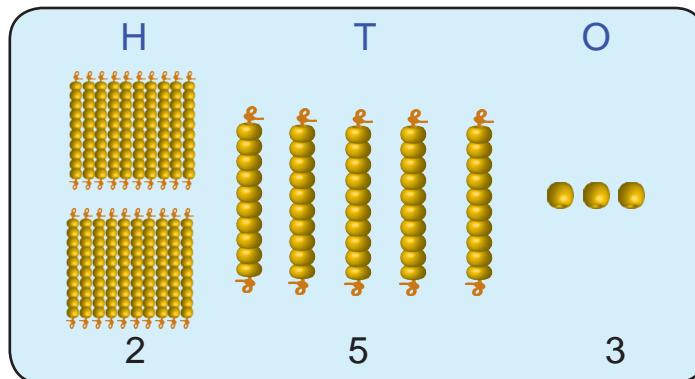
$$\begin{array}{r} 9 \quad 4 \quad 8 \\ - 4 \quad 3 \quad 7 \\ \hline \end{array}$$

### Subtraction of three digit numbers (with regrouping)

#### Example

**Subtract :**

$$\begin{array}{r} 2 \quad 5 \quad 3 \\ - 1 \quad 2 \quad 7 \\ \hline \end{array}$$



Step 1 :

Subtract ones

H	T	O
4	13	
2	5	3
- 1	2	7
6		

We cannot subtract 7 ones from 3 ones.  
From 5 tens we take 1 ten and regroup it as 10 ones and add with 3 ones.  
Subtract 13 ones - 7 ones = 6 ones  
 $13 - 7 = 6$   
Write 6 in ones place.

Step 2 :

Subtract tens

H	T	O
4	13	
2	5	3
- 1	2	7
2      6		

Subtract 4 tens - 2 tens = 2 tens

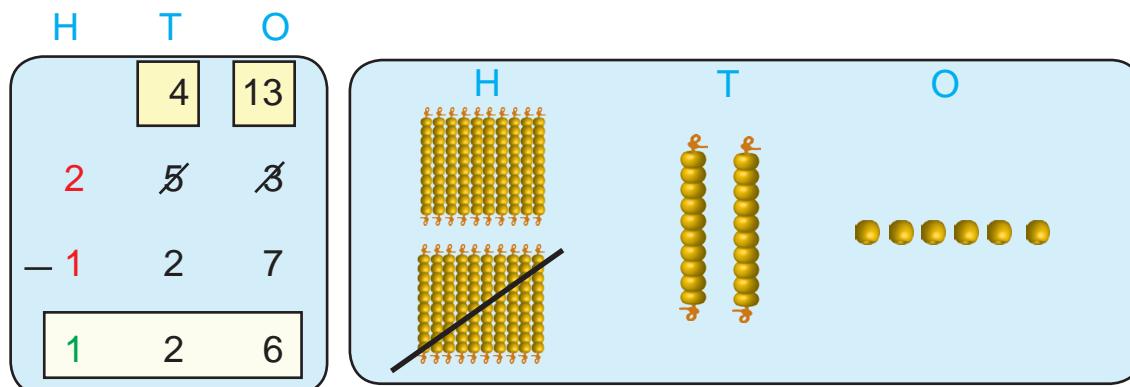
$$4 - 2 = 2$$

Write 2 in tens place



### Step 3 :

Subtract hundreds



Answer is 126

Subtract 2 hundreds - 1 hundred

$$2 - 1 = 1$$

Write 1 in hundreds place.

### Example

Subtract

$$\begin{array}{r} 8 & 0 & 3 \\ - 2 & 3 & 7 \\ \hline \end{array}$$

### Step 1 :

Subtract ones.

7	10	
8	0	3
- 2	3	7

We cannot subtract 7 from 3.  
So regroup tens. There is no tens. So regroup 1 hundred into 10 tens.

H	T	O
7	9	13
8	0	3
- 2	3	7
		6

Take 1 ten and regroup it as 10 ones and add with 3 ones, we get 13 ones.  
 subtract 13 ones - 7 ones = 6 ones.

$$13 - 7 = 6$$

Write 6 in ones place.

Step 2 :

Subtract tens

H	T	O
7	9	13
8	0	3
- 2	3	7
	6	6

Subtract 9 tens - 3 tens = 6 tens.

$$9 - 3 = 6$$

Write 6 in tens place.

Step 3 :

Subtract hundreds

H	T	O
7	9	13
8	0	3
- 2	3	7
5	6	6

Subtract 7 hundreds - 2 hundreds  
 = 5 hundreds

$$7 - 2 = 5$$

Write 5 in hundreds place

Answer is 566



## Exercise 2

a)

$$\begin{array}{ccc} 3 & 6 & 5 \\ -2 & 2 & 9 \\ \hline \end{array}$$

b)

$$\begin{array}{ccc} 5 & 1 & 8 \\ -1 & 0 & 9 \\ \hline \end{array}$$

c)

$$\begin{array}{ccc} 2 & 4 & 7 \\ - & 2 & 8 \\ \hline \end{array}$$

d)

$$\begin{array}{ccc} 5 & 0 & 6 \\ -4 & 5 & 2 \\ \hline \end{array}$$

e)

$$\begin{array}{ccc} 7 & 8 & 4 \\ -1 & 9 & 5 \\ \hline \end{array}$$

f)

$$\begin{array}{ccc} 9 & 8 & 2 \\ -1 & 7 & 6 \\ \hline \end{array}$$



## ACTIVITY 3

Take three numbers. (4, 3, 8)

Form the smallest three digit number. (348)

Interchange the digits. (843)

Subtract the smaller number from the greater number. ( $843 - 348$ )

Do it for various numbers !

## Fun!

Take a two digit number. (98)

Interchange the digits. (89)

Subtract the smaller number from the greater number. ( $98 - 89 = 09$ )

Interchange digits in the answer. (90)

Add the interchanged number with the answer. ( $9 + 90 = 99$ )

Do it for other two digit numbers !  
What do you get?

## Statement problems

### Exercise 3

a) There are 985 students in a school. 490 of them are girls. How many boys are there in the school?



b) The population of a village is 992. The number of male is 547. Find the number of female in the village.



c) A factory made 842 toys in a day. 575 of them were sold to a dealer. How many toys were left unsold.



d) The sum of two numbers is 700. If one number is 300. Find the other number?



Total number  
of students = 985

No. of girls = 490

No. of boys =

Total Population = 992

No. of male = 547

No. of female =

Total number  
of toys = 842

No. of toys sold = 575

No. of toys  
unsold =

Sum of two  
numbers = 700

One number = 300

Other number =



Date:.....

**1) Subtract the following :**

a)

$$\begin{array}{ccc} 5 & 6 & 8 \\ - 3 & 4 & 2 \end{array}$$

b)

$$\begin{array}{ccc} 6 & 3 & 2 \\ - 4 & 1 & 0 \end{array}$$

c)

$$\begin{array}{ccc} 9 & 8 & 7 \\ - 8 & 6 & 3 \end{array}$$

d)

$$\begin{array}{ccc} 7 & 8 & 2 \\ - 3 & 5 & 8 \end{array}$$

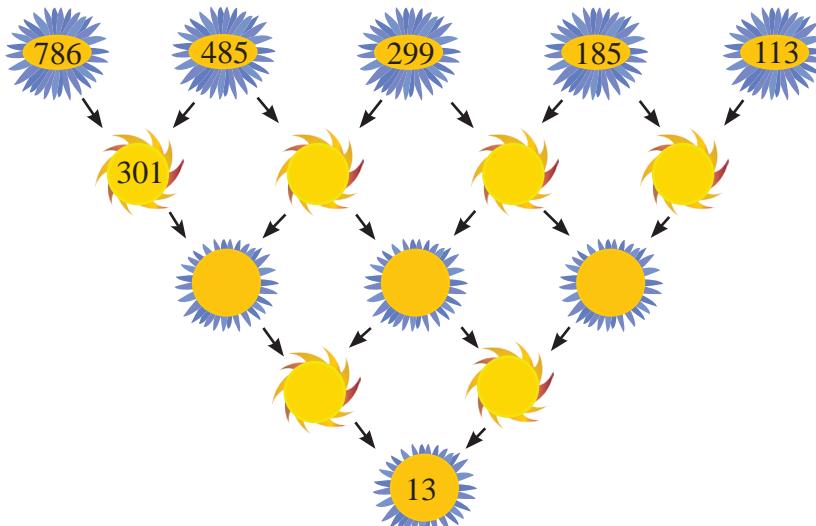
e)

$$\begin{array}{ccc} 5 & 4 & 2 \\ - 3 & 5 & 9 \end{array}$$

f)

$$\begin{array}{ccc} 4 & 3 & 0 \\ - 1 & 2 & 4 \end{array}$$

- 2) Begin at the top by subtracting the two numbers that are connected with arrows. The first one is done for you. The last number is given to you as a check.**



**3) Express the following in numeral and subtract the second number from the first number.**

- a) Four hundred and sixty five , two hundred and forty
- b) Three hundred and thirteen, one hundred and two
- c) Six hundred and twenty four, five hundred and twenty nine
- d) Eight hundred and seventy two, five hundred and thirteen
- e) Seven hundred and sixty four, five hundred and fifty seven

**4) Answer the following:**

a) There were 895 notebooks in a box. 500 notebooks were distributed. How many notebooks were left in the box?

b) 780 packets of sweets were bought to distribute to the children in a school. 512 packets were distributed. How many packets were left?

c) In an India - Pakistan one day cricket match, the two teams scored a total of 700 runs. If Pakistan scored 208 runs, how many runs did India score?

Comments

Teacher's signature



## Stories for addition and subtraction facts

### Story 1

Balu collected firewood from a jungle. He wanted to sell them in the market. He made 15 bundles of firewood. On the way to the market, he met an old lady. She was not well. She had no firewood to cook. She was sad. By seeing this, Balu took pity on her. So he gave one bundle to her.



Now, how many bundles are there?

He sold 7 bundles in the market .

How many bundles are left with him?

He uses 10 firewood to make 1 bundle

2 Bundles have \_\_\_\_\_ firewoods.

Like Balu you have to help the people!

### Story 2

Mrs. Rukmani is a social worker. She used to help the children to get their uniform dresses and notebooks. On visiting two different schools, she came to an idea of ordering dresses for 43 boys and 42 girls for one school and 117 boys and 108 girls in another school. While distributing the dresses to the children, she was informed that on the whole 16 boys and 13 girls were absent on that day. So kindly help Mrs. Rukmani to calculate the total number of uniforms she will have to give.



## Framing stories for problems :

Let us create a word problem to match these addition facts.



### Example

$22 + 12 = ?$

There are 22 children in 2nd standard and 12 in 3rd standard .

How many children are there in all?

### Frame a story for each given addition facts:

a)

$3 + 4 = ?$

The gardener planted \_\_\_\_\_ rose saplings and \_\_\_\_\_ jasmine saplings. How many saplings did he plant in all ?

b)

In a school there are \_\_\_\_\_ boys and \_\_\_\_\_ girls. How \_\_\_\_\_ ?

$144 + 142 = ?$

c)

$253 + 317 = ?$

**Frame a story for each given subtraction facts :**

a)

$100 - 12 = ?$

Ramu, a fruit seller, has 100 mangoes. He gave 12 mangoes to the poor, free of cost. Then how many mangoes he would have sold for money?

b)

Geetha has \_\_\_\_\_ rupees. She bought a pen for \_\_\_\_\_ rupees. How much money does she have?

$50 - 15 = ?$

c)

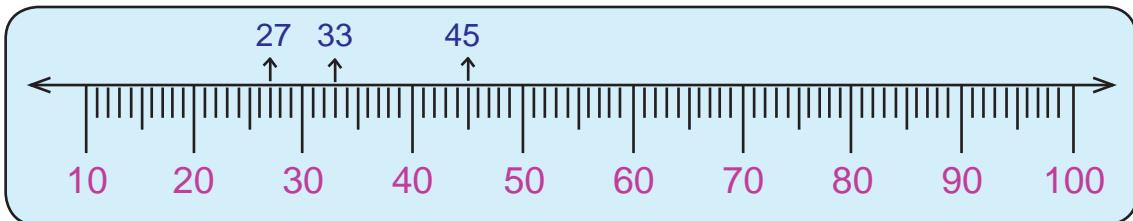
$130 - 125 = ?$

**ACTIVITY 4**

The teacher has to start saying stories for simple addition and subtraction facts. The children have to continue and finish the story by telling one by one. Finally the teacher has to sum up the story.

## Estimation of numbers

Let us round off these numbers 27, 33 and 45 to the nearest ten.



We can see that 27 is between 20 and 30 but it is closer to 30 than 20. So, 27 round off to 30. 33 is between 30 and 40 but it is closer to 30 than 40. So 33 round off to 30. 45 is between 40 and 50 but it is exactly on the middle point. So 45 round off to 50.

### Example

1) Estimate the sum to the nearest ten and also find the actual sum.

Problems	Estimated Answer	Actual Answer
$\begin{array}{r} 12 \\ + 15 \end{array}$	$\begin{array}{r} 10 \\ + 20 \end{array}$	$\begin{array}{r} 12 \\ + 15 \end{array}$
Sum	30	27

2) Estimate the difference to the nearest ten and also find the actual difference.

Problems	Estimated Answer	Actual Answer
$\begin{array}{r} 18 \\ - 12 \end{array}$	$\begin{array}{r} 20 \\ - 10 \end{array}$	$\begin{array}{r} 18 \\ - 12 \end{array}$
Difference	10	6



## Exercise 4

1) Round off to the nearest 10:

(a) 16

(b) 10

(c) 23

(d) 35

(e) 46

(f) 47

2) Estimate the sum to the nearest ten and also find the actual sum.

Problem	Estimated Answer	Actual Answer
13 +15	10 +20	13 +15
Sum		

Problem	Estimated Answer	Actual Answer
27 +33		
Sum		

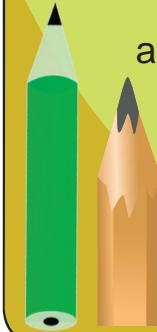
3) Estimate the difference to the nearest ten and also find the actual difference.

Problem	Estimated Answer	Actual Answer
48 – 41	50 – 40	48 – 41
Difference		

Problem	Estimated Answer	Actual Answer
39 – 21		
Difference		



5. There are 12 pencils in a box. If 12 more had been put in, then there would be \_\_\_\_\_ pencils in the box.



1. A shopkeeper has 25 eggs and he buys 10 more eggs. Now he has \_\_\_\_\_ eggs.



2. Class III has 36 students. If 16 of the students are boys then how many girls are there?



3. Gopu has 40 marbles and he gives 13 marbles to his sister. How many marbles does he have now ?



4. In a city there are 28 primary schools, 20 higher secondary schools. How many schools are there in the city in all?



6. I am 7 years elder than my sister. My sister's age is 6. Then what is my age ?



7. A factory made 30 bulbs on the first day. On the second day it did not make any bulbs. How many bulbs did they make altogether?



8. Meena has 12 green ribbons and 10 white ribbons. Then how many ribbons does she have?



9. In a school cricket match, Anand scored 30 runs in the 1st innings and scored 20 runs in the 2nd innings. Find the total runs scored by him.





# **'I can, I did'**

## **Student's Activity Record**

## Subject :