

# THE WORLD OF MATHS

Part-1

Textbook of Mathematics for Class 3



For Free Distribution in All Government Schools



Rajasthan State Council of Educational  
Research and Training, Udaipur



Publisher

Rajasthan State Textbook Board, Jaipur



First Edition : 2025

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of Educational Research  
and Training, Udaipur

© Rajasthan State Textbook  
Board, Jaipur

Paper usage : R.S.T.B. Watermark  
Printed on 80 GSM  
paper

Publisher : Rajasthan State  
Textbook Board  
2-2A, Jhalana Dungri,  
Jaipur

Printer: M/s Supreme Offset Printers, New Delhi

Printing Number : 60600

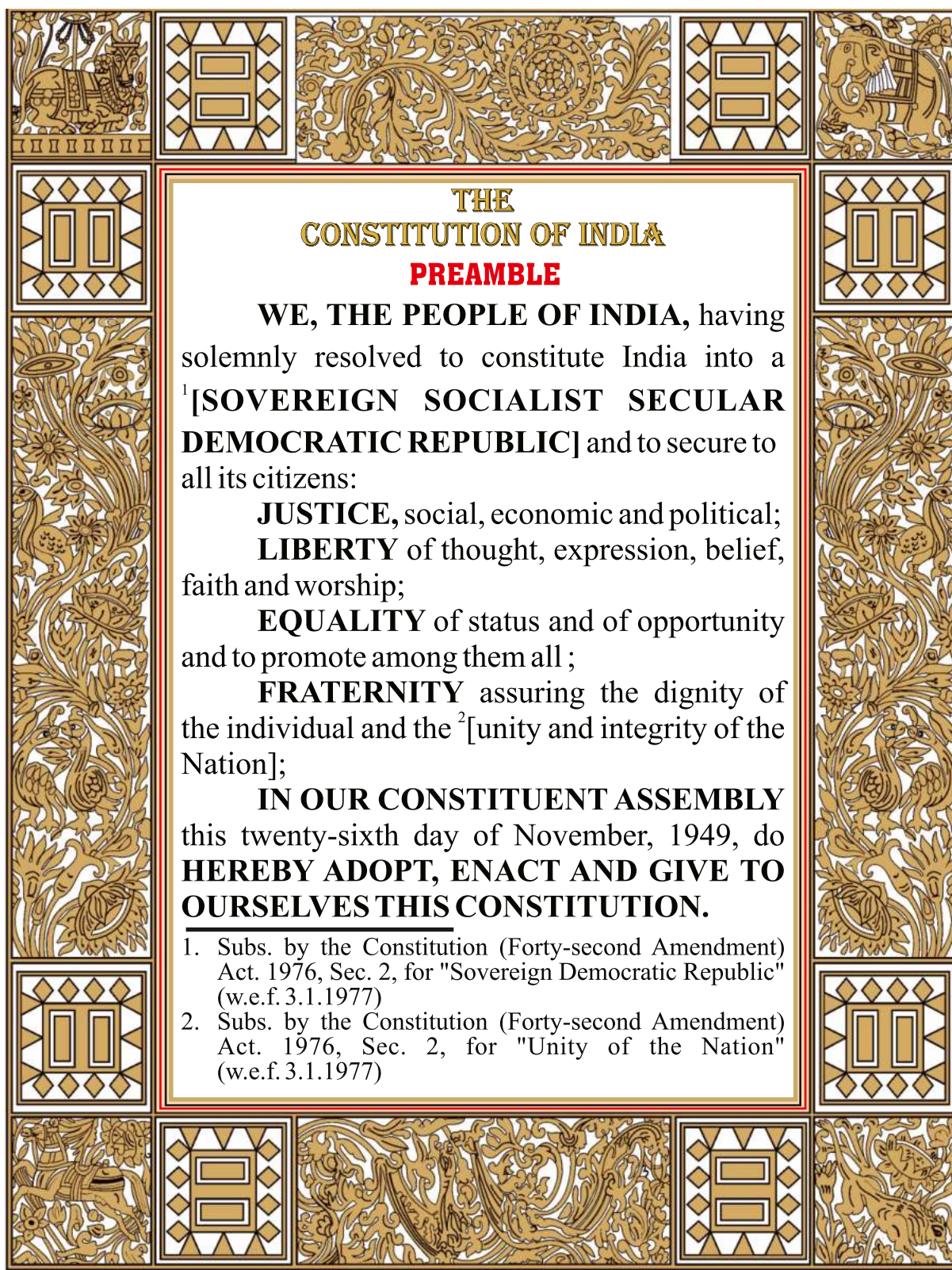
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**Cover Page Design :**  
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**Special Note: The material compiled in this book is influenced by  
several sources and we express our gratitude to all of them.**





**THE  
CONSTITUTION OF INDIA  
PREAMBLE**

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a<sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens:

**JUSTICE**, social, economic and political;  
**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity and to promote among them all ;

**FRATERNITY** assuring the dignity of the individual and the<sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act. 1976, Sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act. 1976, Sec. 2, for "Unity of the Nation" (w.e.f. 3.1.1977)



## FOREWORD

The preliminary stage of education for children (ages 6 to 11) is the most important. It is the time when they begin to explore, understand and learn about the world around them. The National Education Policy 2020 (NEP-2020) adopts this idea and emphasizes on making education interesting, enjoyable and experiential. This education policy recommends comprehensive reforms and the adoption of innovative approaches in the Indian Education System. The basic objective of this policy is to empower students with creativity, logical reasoning and practical skills to face the challenges of the 21st century. Under this, special emphasis has been laid on making education more inclusive, holistic and skill-based.

Keeping these objectives in mind, the Rajasthan State Council of Educational Research and Training, Udaipur, has developed textbooks for primary classes. To ensure the all-round and holistic development of children, these textbooks integrate Indian knowledge traditions, 21st-century skills, social-emotional skills, arts and physical education. These textbooks not only encourage logical thinking, clear conceptual understanding, and creativity, but also strengthens the tendencies of inclusion, cultural unity and harmony.

The textbooks include effective, interesting and creative activities appropriate to the class level, along with interesting stories, poems and content from other genres, so that children can learn in an easy and enjoyable manner. There are also Suggestions for teachers at various places so that they can help children learn more effectively.

In this important journey of textbook development, the contribution of selected teachers from the State, experts at the State and National Levels and Voluntary Organizations has been significant. Without their cooperation, suggestions and impartial perspective, it would not have been possible to carry out this work effectively. We express our heartfelt gratitude to all stakeholders for their unprecedented contribution. Special thanks to all the esteemed Members of the Curriculum Review Committee, whose invaluable suggestions have guided the enhancement of this textbook.

The newly developed textbook is expected to make the learning-teaching process in the classroom smooth, enjoyable and excellent, and this will only be possible with the active cooperation of teachers. The role of teachers is not only limited to impart knowledge; they are also guides who inspire students to learn actively, they should adopt child-centered teaching methodology, while using this textbook allowing students to learn according to their interests and abilities. Additionally, they should pay special attention to promoting 21st-century skills, encouraging social-emotional development and effectively incorporating the values of Indian knowledge traditions into classroom teaching.

This book is in your hands. Millions of children in the state are eagerly looking upto you for learning. With our combined efforts, we are confident that they will certainly achieve their learning goals. Your thoughts and suggestions for improving the quality of the book (To enhance children's learning capacity) are always welcome.

**Director**

Rajasthan State Council of Educational Research  
and Training, Udaipur



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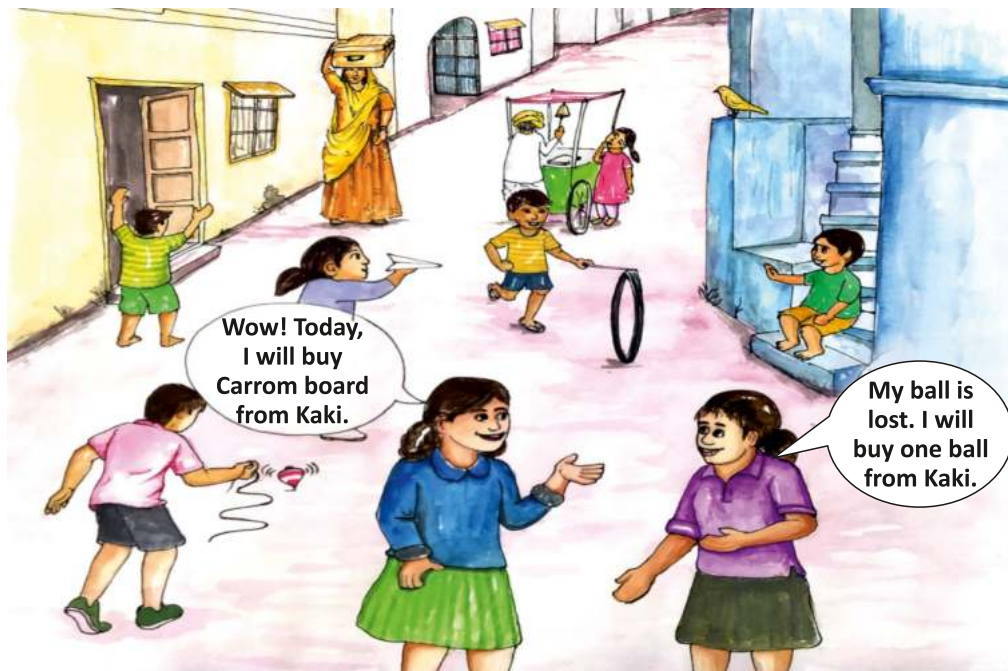
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## Lesson - 1

# Kaki with Toys



Today it is holiday for Chagani and her friends. All the friends are playing together outside the house. Then, Kaki who has toys comes in their colony.



Chagani became very happy and told her friends, "Look, the Kaki with toys has come."

Looking at Kaki, Komal asked, "Which toys have you brought in this box, Kaki?"

**Kaki** - Come children, I will open the box and show you.

**Ramesh** - Wow! So many toys in this small box.

**Kaki**- By keeping things organized in an arranged manner, they can be kept in a small place and can be searched easily.





Do you also keep books, copy, pencil, eraser, sharpener etc. arranged in your bag?

You also collect eraser, sharpener, matchbox, button, pencil box and chalk boxes with the help of your friends and arrange them in this way—



- Arrange sharpener in pencil box.
- How many sharpeners can be kept in the pencil box at most? .....
- Arrange matchboxes in the chalk box.
- How many matchboxes can be kept in the chalk box at most?  
.....
- Arrange buttons in the match boxes. How many buttons you could keep in the match boxes? .....

**Write the names of objects that look like the figures given below—**

|                                                                                     |                  |          |
|-------------------------------------------------------------------------------------|------------------|----------|
|  | Match box, ..... | Cuboid   |
|  |                  | Sphere   |
|  |                  | Cube     |
|  |                  | Cone     |
|  |                  | Cylinder |



Identify the pictures given below and match them with their geometric shapes—



Cylinder



Cube



Cuboid



Sphere

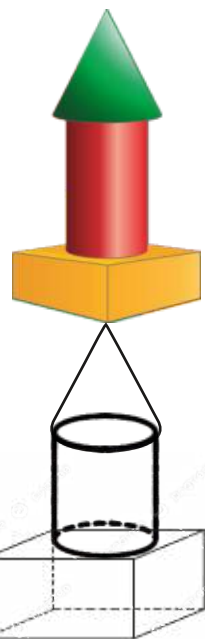


Cone

Look, Komal has arranged the toys which she bought and made an excellent rocket. You also, in your rocket, fill orange colour in the shape of cuboid, red in the shape of cylinder and green in the shape of cone.

Which figure did Komal kept first for making the rocket?

You also try to arrange the objects given below and create some new things.





### Ravina's Carrom Board-

Ravina had a Carrom Board but its carrom coins were missing. She asked Kaki, "Have you brought carrom coins for me Kaki?"

**Kaki-** Yes dear! These are your carrom coins.

How many corners are there in a carrom board? .....

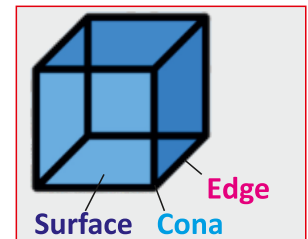
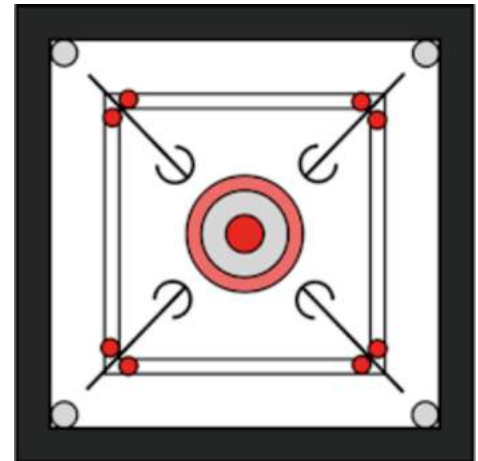
How many maximum number of people can play the game of carrom at a time?

.....

How many edges are there in a carrom board?

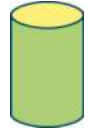
.....

**How many edges and corners are there in the figures given below? Tell. For Example—**



| Shape                                                                               | Name | How many edges | How many corners |
|-------------------------------------------------------------------------------------|------|----------------|------------------|
|  |      |                |                  |
|  |      |                |                  |
|  |      |                |                  |
|  |      |                |                  |
|  |      |                |                  |

The edges of Cylinder are straight or circular? Look and find out.



Think what happened if -

| Football would be of cube shape?                                                  | Car wheels would be of cuboid shape?                                              | Dice of Ludo would be round shape?                                                  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |

### Match box–

The teacher gave an empty match box to all the students in the class and asked them to trace it with a pencil.

|                                                                                                                          |                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <br><b>Ranjeeta traced it this way</b> | <br><b>Manoj traced it this way</b> |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|

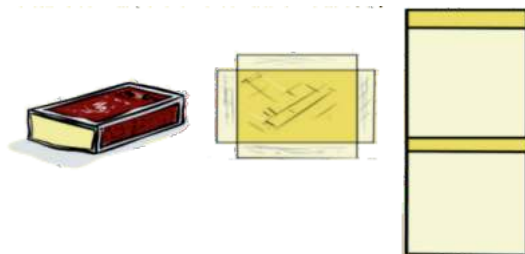
Did Manoj and Ranjeeta traced in the similar manner?

You also make different traces with the help of a match box. Check whether all are same?





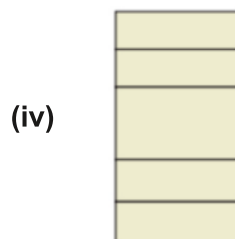
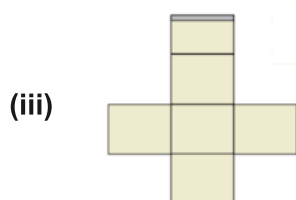
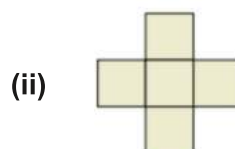
Ranjeeta opened the matchbox and spread it.



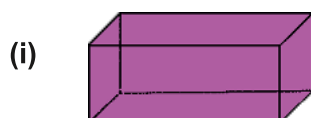
If you open a chalk box completely, then how will it look like. Tick (✓) the correct picture.



Chalk box



How does birthday cap look like? Tick (✓) the correct picture.



Look at the given dice. It has 1 to 6 dots marked on its surface. The sum of the numbers on opposite sides of a standard dice is always 7. For Example  $1 + 6 = 7$ , then answer—

- How many dots are there on the opposite surface of 1 dot?.....
- How many dots are there on the opposite surface of 5 dots?.....
- How many dots are there on the opposite surface of 4 dots?.....

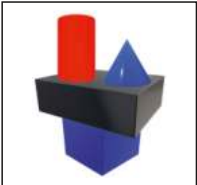


# Practice Work

## 1. Identify the shape-

- i. I have no edges .....
- ii. I have two circular edges .....
- iii. I have edges but no corners .....
- iv. I have flat and even surface .....
- v. I have circular and flat surface .....

## 2. Which shapes are used to make the given pictures? Write the names and numbers of those shapes in front of the pictures—

- (i)  .....
- (ii)  .....
- (iii)  .....
- (iv)  .....
- (v)  .....

## Lesson - 2

# Decoration of the School



In Reema's school, preparations of 15 August are going on. The teacher has asked the children to prepare and put small Toran flags (festoon flags) and use them for decoration. At first, they made many colourful paper stripes (triangular flags) and pasted them on strings and prepared Toran flags (festoon flags). All have made very beautiful Toran flags.



Reena put a total of 36 triangular flexions on the string.

Suresh put ..... triangular flexions on the string.

Maximum flexions were put by.....

How many less triangular flexions did Reena put on the string than Suresh? .....

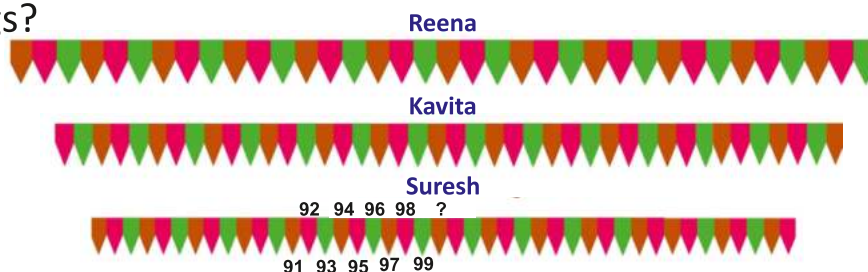
Kavita put 42 flags. 42 has two digits 4 and 2.

Can you make any other number from these two digits?

If yes, then write.....

Which number is bigger between the new number or 42?.....

Tell how many total numbers of triangular flexions did you put on the three strings?



Total number of triangular flexions used for making all three Toran flags (festoon flags) will be .....

Reena started counting them- one, two, three.....ninety-nine

**Reena**– Oh! They are more than ninety-nine (99). How will we count them further?

**Teacher**- Students when you add 1 in 99 (ninety-nine) we get hundred. So, after 99 there comes hundred.

**Kavita**- Yes, once my grandma gave me a hundred rupee note.

**Reena**- But how will we write hundred?



**Teacher**– Children, in our last class we studied about loose and bundles of tens. Let us now learn to write hundred from that.



On adding 1 in  it, it becomes hundred (100)

On adding 1 in  loose of 9, we get one bundle of 10.

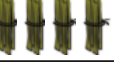


By adding 10 bundles of 10-10 each, we get a bunch of 100.

| Bunch | Bundle | Loose |
|-------|--------|-------|
| 1     | 0      | 0     |

It means  
hundred  
= 100

With the help of bundle, you also make 100.

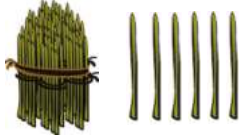
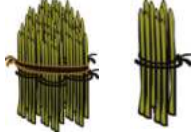
|                                                                                                                                                                           |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
|  +  | 60 + 40 = 100 |
|  +  | .....         |
|  +  | .....         |
|  +  | .....         |



Find out- Which all places do you find hundred written? In a cricket match, a player makes a century, means ..... runs.



Now try to write numbers beyond one hundred

|                                                                                     | Number Name              | Bunch | Bundle | Loose |
|-------------------------------------------------------------------------------------|--------------------------|-------|--------|-------|
|    | One hundred<br>and one   | 1     | 0      | 1     |
|    | One hundred<br>and two   | 1     | 0      | 2     |
|    | One hundred<br>and three |       |        |       |
|    |                          |       |        |       |
|   |                          |       |        |       |
|  |                          |       |        |       |
|  |                          |       |        |       |
|  |                          |       |        |       |
|  |                          |       |        |       |
|  |                          | 1     | 1      | 0     |

## Coconut shop

Sohan's way of selling coconut is different. He has sacks of 100-100 coconuts, bags of 10-10 coconuts and some loose coconuts also.



For giving 105 coconuts, 1 sack of coconut and 5 loose coconuts are required.

For giving 214 coconuts, 2 sacks, 1 bag and 4 loose coconuts are required.

| Number of Coconuts | Number of sacks | Number of bags | Loose |
|--------------------|-----------------|----------------|-------|
| 312                |                 |                |       |
| 307                |                 |                |       |
| 210                |                 |                |       |
| 127                |                 |                |       |
| 95                 |                 |                |       |
| 100                |                 |                |       |

Represent the digits using cards of 100 = , 10 =  and 1 = 

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 124 |        |
| 904 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 737 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 652 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 368 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

Write number in expanded form –

$$146 = 100 + 40 + 6$$

$$206 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$710 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$156 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$225 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

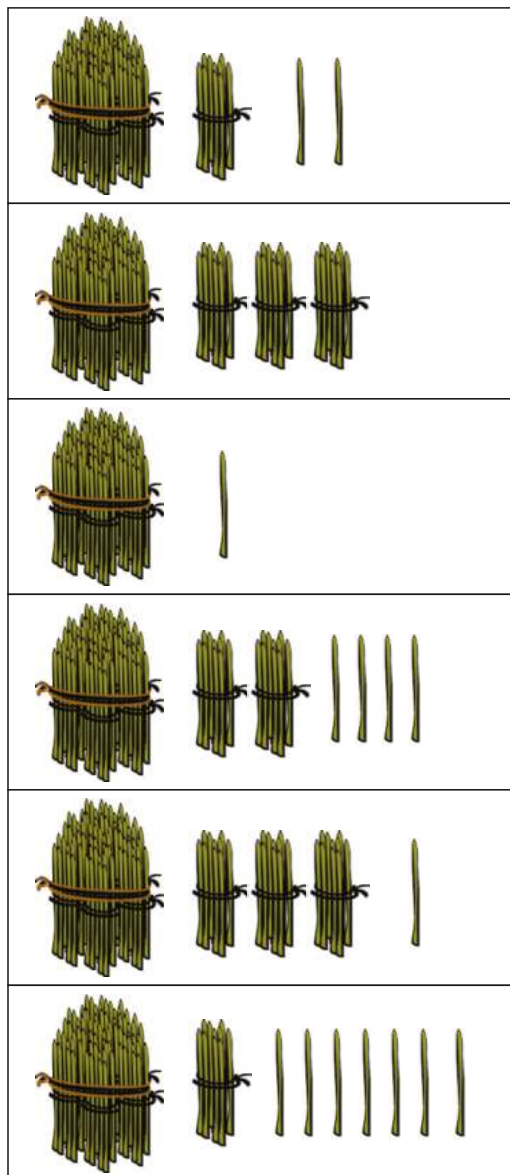
Write numbers in units, tens and hundreds—

| Number | Hundred | Tens | Unit |
|--------|---------|------|------|
| 224    | 2       | 2    | 4    |
| 198    |         |      |      |
| 376    |         |      |      |
| 402    |         |      |      |
| 520    |         |      |      |
| 677    |         |      |      |

## Think and answer -

$$\begin{array}{rclclcl}
 1 \text{ Hundreds} & + & 2 \text{ Tens} & + & 5 \text{ Unit} & = & 100 + 20 + 5 = \\
 4 \text{ Hundreds} & + & 0 \text{ Tens} & + & 3 \text{ Unit} & = & 400 + 0 + 3 = \\
 3 \text{ Hundreds} & + & 2 \text{ Tens} & + & 5 \text{ Unit} & = & \dots + \dots + \dots = 325 \\
 8 \text{ Hundreds} & + & 3 \text{ Tens} & + & 0 \text{ Unit} & = & \dots + \dots + \dots = 830 \\
 0 \text{ Hundreds} & + & 5 \text{ Tens} & + & 2 \text{ Unit} & = & \dots + \dots + \dots = 52 \\
 0 \text{ Hundreds} & + & 0 \text{ Tens} & + & 7 \text{ Unit} & = & \dots + \dots + \dots = 7
 \end{array}$$

## Match-



**One hundred one  
(101)**

**One hundred seventeen  
(117)**

**One hundred thirty  
(130)**

**One hundred twelve  
(112)**

**One hundred twenty four  
(124)**

**One hundred thirty one  
(131)**



Fill in the blanks with numbers in the given table—

|       |       |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 101   | 111   | ..... | 131   | 141   | 151   | ..... | 171   | 181   | 191   |
| 102   | ..... | 122   | 132   | ..... | 152   | 162   | 172   | ..... | 192   |
| 103   | ..... | 123   | 133   | 143   | ..... | 163   | ..... | 183   | 193   |
| 104   | ..... | 124   | ..... | 144   | ..... | ..... | 174   | ..... | 194   |
| 105   | 115   | 125   | 135   | ..... | 155   | 165   | ..... | 185   | 195   |
| ..... | 116   | ..... | 136   | 146   | 156   | ..... | 176   | 186   | 196   |
| 107   | ..... | 127   | ..... | ..... | 157   | 167   | 177   | 187   | ..... |
| 108   | 118   | 128   | 138   | ..... | 158   | ..... | ..... | ..... | 198   |
| ..... | 119   | ..... | 139   | ..... | 159   | 169   | 179   | 189   | 199   |
| 110   | 120   | ..... | ..... | 150   | 160   | 170   | 180   | 190   | 200   |

Look at the table above and write the numbers in the blank spaces below—

|     |  |     |
|-----|--|-----|
| 153 |  | 155 |
|-----|--|-----|

|  |     |     |
|--|-----|-----|
|  | 164 | 165 |
|--|-----|-----|

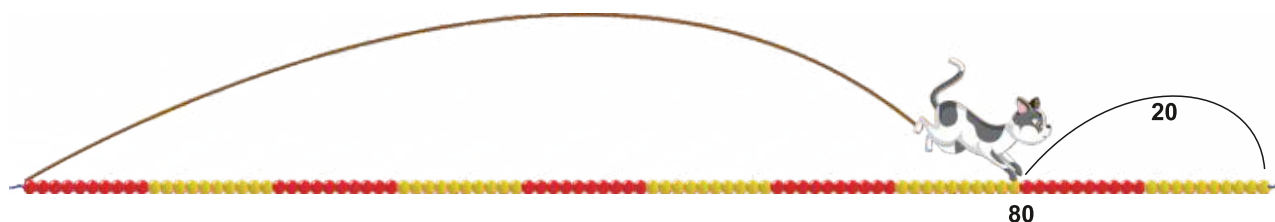
|     |
|-----|
|     |
| 148 |
|     |

|     |
|-----|
| 170 |
|     |
|     |

### Jumping on Beads Chain—

Children played a game on beads chain. A monkey and a cat made a bet that who would cross over the beads chain and in how many jumps?

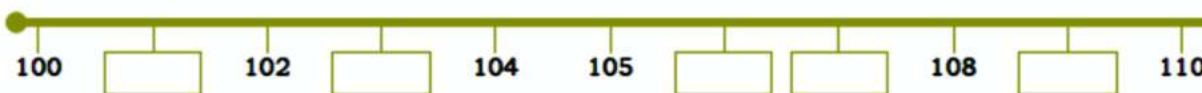
The cat made the first jump of 80 beads and the second jump of 20 beads. Total ..... beads.



The monkey made the first jump of ..... beads and the second jump of ..... beads. Total ..... beads.



### Write numbers in the blank spaces of Number Line—



Draw a Number Line in your notebook and write numbers up to 150.

### Think and write numbers –

- (i) I am number between 160 and 170. To write me, there comes two six. I am .....
- (ii) I am equal to 8 notes of 10 rupees and 9 coins of 1 rupee. I am .....
- (iii) I am the smallest number of 3 digits of 10 bundles. I am .....



**Game-** Prepare paper slips with digit 3, 1 and 5. Arrange them one after another to form different numbers and write them here—

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 153 |  |  |  |  |  |
|-----|--|--|--|--|--|

In this way, the biggest number formed is ..... and the smallest number formed is .....

**Tell how much, in each -**

| Number | Hundred | Ten | Unit |
|--------|---------|-----|------|
| 121    |         |     |      |
| 200    |         |     |      |
| 89     |         |     |      |
| 165    |         |     |      |
| 199    |         |     |      |
| 109    |         |     |      |

**Come, let us compare the numbers—**

Tell who has more mangoes?

The digits are compared on the basis of the place-value of the numbers.



Reena

I have  
124 mangoes

| Number | Hundreds | Tens | Units |
|--------|----------|------|-------|
| 112    | 1        | 1    | 2     |
| 124    | 1        | 2    | 4     |



Suresh

I have  
112 mangoes

In both 112 and 124, the digit at the hundreds place is 1, which is same in both.

In 112, the tens are 1 and in 124, the tens are 2. Hence, 2 tens is more than 1 tens.

In 112, the units place is 2 and in 124, the units place is 4. Here, 4 units are more than 2 units. Hence, the number 124 is more than 112.



..... more than is indicated by  $>$  sign, ..... less than is indicated by  $<$  sign.

$$124 > 112$$

$$112 < 124$$

$>$  Has its open mouth facing the bigger number. When the numbers are equal, the sign  $=$  is used.

### Try it Out

Put appropriate sign of  $>$ ,  $<$ ,  $=$  in the given circle—

$$115 \bigcirc 125$$

$$179 \bigcirc 149$$

$$157 \bigcirc 187$$

$$98 \bigcirc 76$$

$$166 \bigcirc 166$$

$$109 \bigcirc 173$$

## Practice Work

1. Fill the blanks with numbers which comes just before—

|     |     |  |     |  |     |
|-----|-----|--|-----|--|-----|
| 100 | 101 |  | 51  |  | 177 |
|     | 125 |  | 143 |  | 165 |
|     | 119 |  | 151 |  | 60  |
|     | 198 |  | 190 |  | 134 |

2. Fill the blanks with numbers which comes just after—

|     |     |     |  |     |  |
|-----|-----|-----|--|-----|--|
| 101 | 102 | 179 |  | 119 |  |
| 123 |     | 49  |  | 126 |  |
| 134 |     | 188 |  | 99  |  |
| 167 |     | 195 |  | 148 |  |



**3. Arrange the given numbers in ascending order.**

1. 6, 5, 9, 2, 7 2, 5, 6, 7, 9
2. 18, 10, 78, 56, 23
3. 150, 19, 11, 2, 101
4. 199, 147, 134, 182, 118
5. 165, 104, 132, 195, 179

**4. Arrange the given numbers in descending order-**

1. 4, 9, 21, 77, 99 99, 77, 21, 9, 4
2. 132, 198, 175, 143, 162
3. 193, 108, 167, 121, 186
4. 200, 139, 173, 191, 125
5. 184, 197, 166, 145, 119

**5. Put suitable sign  $<$ ,  $>$  or  $=$  between the given numbers—**

- |             |             |
|-------------|-------------|
| 14.....20   | 47.....74   |
| 65.....59   | 109.....108 |
| 457.....475 | 399.....309 |
| 878.....878 | 909.....999 |

**6. Write the expanded form of the given numbers-**

- 243 = ..... + ..... + .....
- 758 = ..... + ..... + .....
- 987 = ..... + ..... + .....

**7. Write units, tens and hundreds of the given numbers—**

| Number | Hundreds | Tens | Unit |
|--------|----------|------|------|
| 897    |          |      |      |
| 709    |          |      |      |
| 680    |          |      |      |
| 246    |          |      |      |
| 654    |          |      |      |
| 232    |          |      |      |

**8. I am a number between 980 and 999 in which all three digits are different and there is a difference of one-one between them. Identify who am I?**

**9. Write the numbers in ascending order in the blank spaces—**

|    |  |  |  |    |  |    |    |  |    |
|----|--|--|--|----|--|----|----|--|----|
| 11 |  |  |  | 15 |  |    | 18 |  |    |
| 27 |  |  |  |    |  | 33 |    |  | 36 |
| 53 |  |  |  | 57 |  |    |    |  | 62 |
| 78 |  |  |  |    |  | 84 |    |  |    |

## Lesson - 3

# Sarita's Birthday



Today is Sarita's Birthday. She wants to give pencil to her friends on her birthday. For purchasing pencils, she went to a stationery shop with her father.

**Papa**– Sarita, how many pencils do you want?

**Sarita**– Papa, I need 100 pencils.

**Papa (to Shopkeeper)**– Give 10 packets of pencil.

Sarita did not believe. She opened the packet and saw.

One packet had total 10 pencils.

Now tell, how many pencils will be there in 2 packets?



The number of pencils in 2 packets  =  $10 + 10 = 20$  pencils

The number of pencils in 3 packets  = ..... + ..... + .....  
= 30 pencils

**Sarita**– OK! This is very easy.

The next day in Maths class, the teacher asked Sarita to make bundles of 10-10 match sticks and rubber bands.

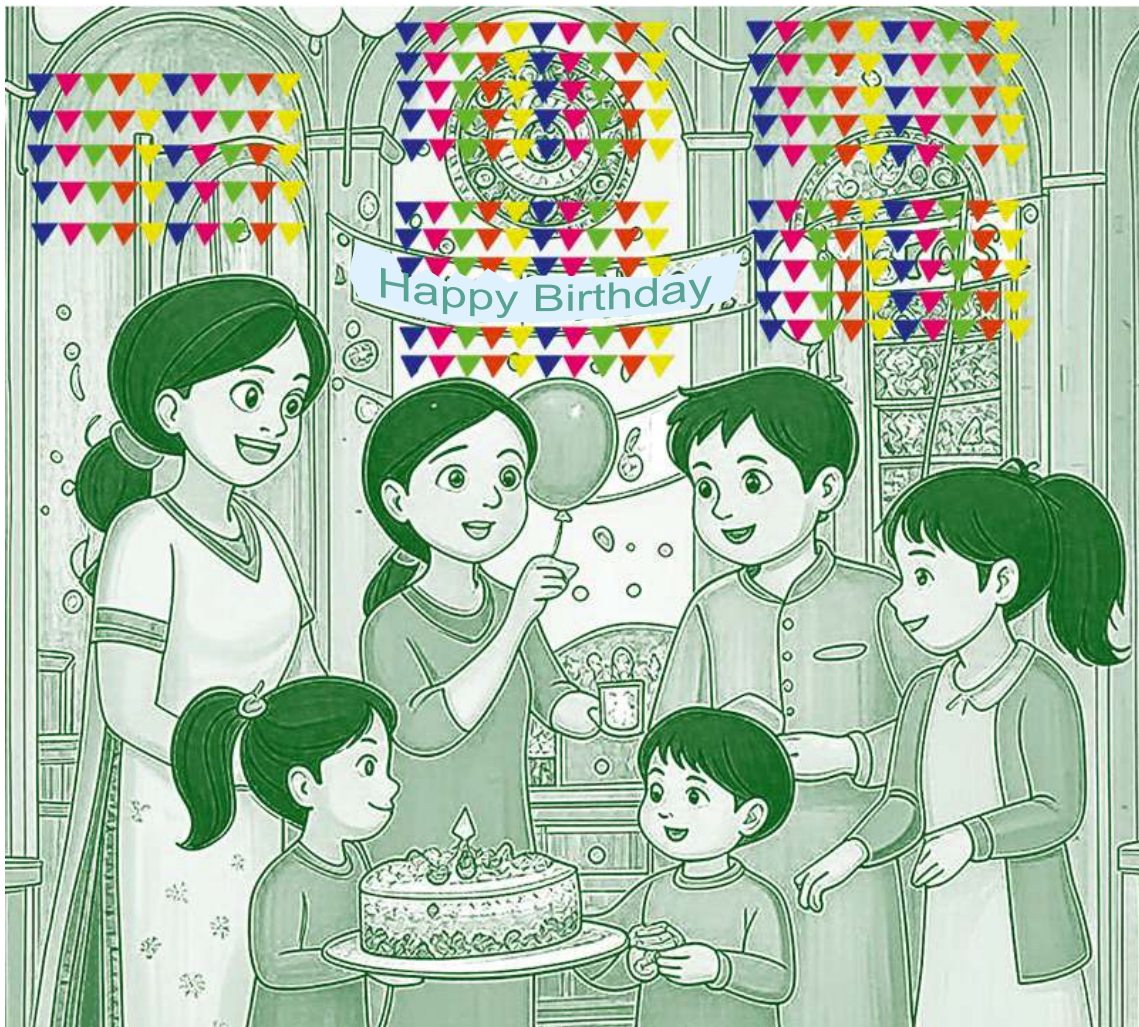
### Think and answer-

Just as there are 10 pencils in a packet, similarly which things are there in a packet/group of 10 – 10 packets each.



**Sarita**– Just as 10 pencils were kept in 1 packet, in the same way I can also make bundles of 10 - 10 match sticks each.

On the occasion of Sarita's birthday, her house is decorated with toran flags(festoon flags) and balloons. Varun asked Sarita, tell me how many toran flags (festoon flags) have we used for decorating the house? Sarita replied with smile - 30



Did Sarita give the correct number of toran flags?

You count and tell how many toran flags are there?

Varun look, there are colourful triangles on the toran flags.

You count and find out how many triangles are there in all the toran flags?

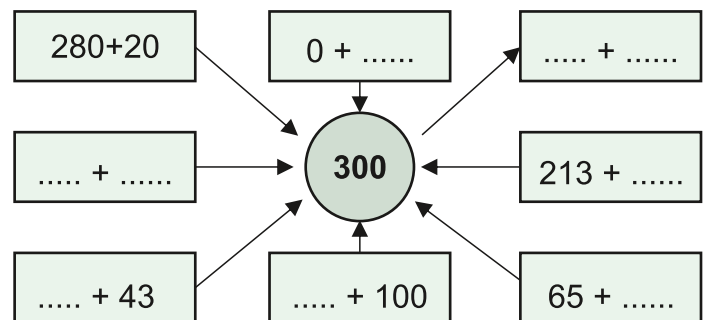
The number of triangles in one toran flag = .....

The number of triangles in five toran flag = ..... + ..... + ..... + ..... +.....  
= .....

Then, the total number of triangles in 25 toran flags =  $10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 250$

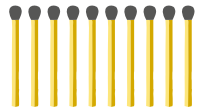
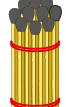
When we add 50 in 250, we get 300.

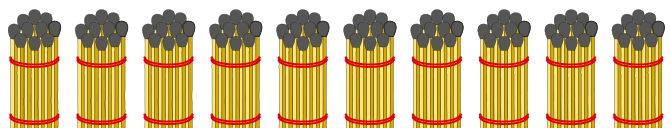
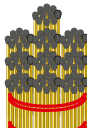
Can you make more such combinations that add up to 300?



**We can also understand this with the match stick bundles.**



 =  10 match sticks join together to become 1 bundle.

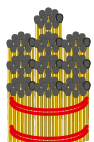
 = 

10 bundles of 10 – 10 each join to become 1 bunch.

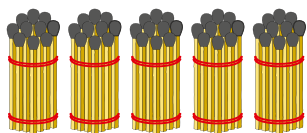


**Teacher**– Sarita, now you make and show me a number with 1 bunch, 5 bundle and 2 loose match sticks.

You can write 152 in this way also—



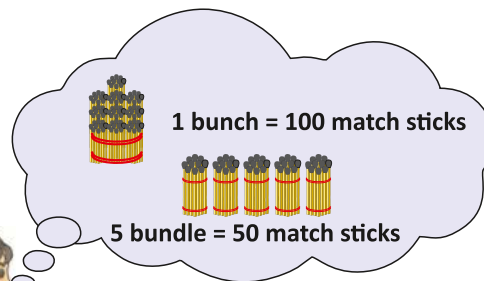
**1 bunch = 100 match sticks**



**5 bundle = 50 match sticks**



**2 match sticks**



When we add 50 in 100, then  $100 + 50 = 150$   
Add 2 loose matchsticks in 150, we get 152

$$152 = 100 + 50 + 2$$

In 152, the place value of 5 = 50

And the place value of 1 = 100

Expand the numbers given below-

(i)  $128 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$

(ii)  $184 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$

(iii)  $207 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$

(iv)  $190 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$

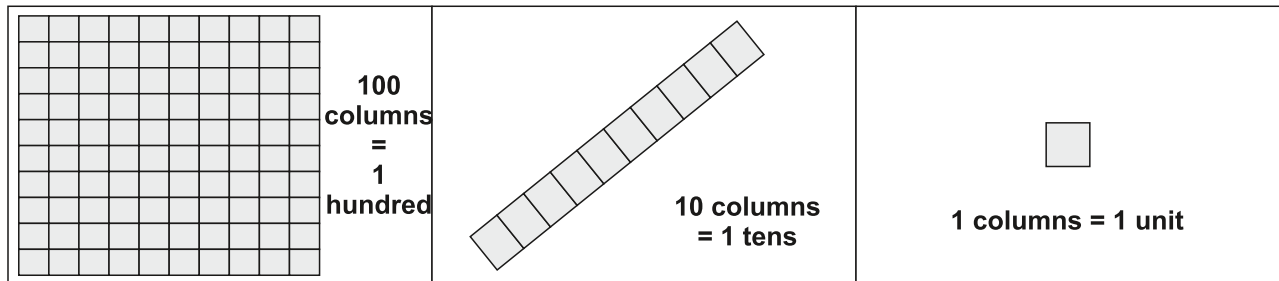
All cut the cake together. After having food, Sarita takes all her friends in her room to play. Seeing the tiles on the table in her room, Tanu asks Sarita, can you count the columns made on these tiles?

If one tile is considered as one unit, then 10 tiles = 10  
Unit s= 1 Tens.

**Sarita**– The teacher explained that a tile of 10 columns is also called one tens.



Similarly, a tile with 100 columns is called one hundred.



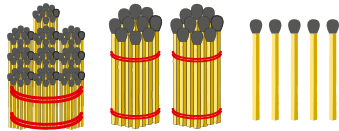
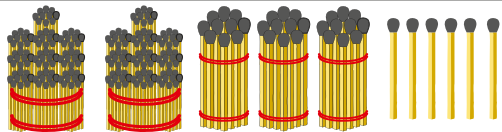
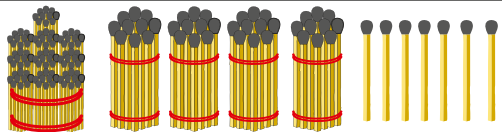
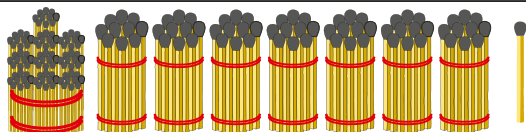
**Anu**– Sarita, will you not give us toffees on your birthday?

**Sarita**– For school, Mummy has bought 416 toffees for two hundred children and 8 teachers. All will get 2–2 toffees each.

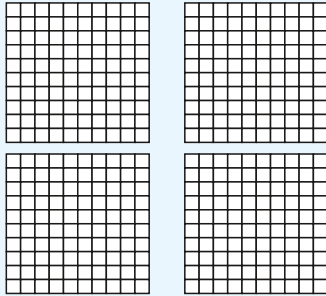
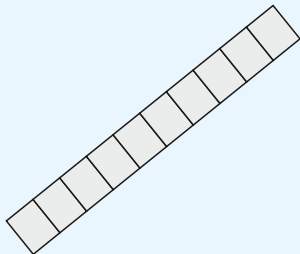
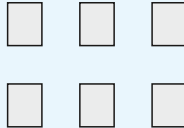
**Tanu**– How to write four hundred sixteen? .....



**You also try making numbers in this way-**

| Bunch, Bundle and loose match sticks                                                | Bunch | Bundle | Loose Match Sticks | Total number of match sticks |
|-------------------------------------------------------------------------------------|-------|--------|--------------------|------------------------------|
|  | 1     | 2      | 5                  | 125                          |
|  |       |        |                    |                              |
|  |       |        |                    |                              |
|  |       |        |                    |                              |

Anu picked up tiles of 4 Hundreds, one Tens and 6 Units and made a number and showed it.

| Hundreds                                                                          | Tens                                                                              | Unit                                                                                |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
| 4                                                                                 | 1                                                                                 | 6                                                                                   |

The number formed is = 416

How many Hundreds, Tens and Units are there in the numbers given below?

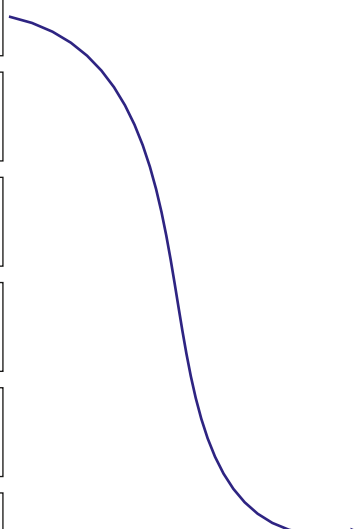
| Number | Hundreds | Tens | Unit |
|--------|----------|------|------|
| 48     |          |      |      |
| 224    |          |      |      |
| 6      |          |      |      |
| 219    |          |      |      |
| 300    |          |      |      |
| 240    |          |      |      |
| 799    |          |      |      |
| 305    |          |      |      |
| 91     |          |      |      |

After everyone has gone, Sarita is completing her homework. Let us help her.

Read the numbers and match –

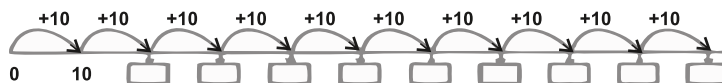
|     |
|-----|
| 130 |
| 325 |
| 409 |
| 290 |
| 305 |
| 189 |
| 456 |
| 297 |

|                           |
|---------------------------|
| Three hundred five        |
| One hundred eighty nine   |
| Four hundred fifty six    |
| Two hundred ninety seven  |
| Three hundred twenty five |
| One hundred thirty        |
| Two hundred ninety        |
| Four hundred nine         |

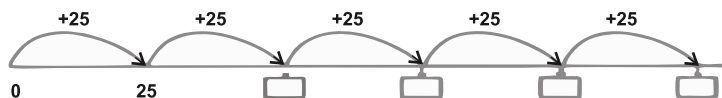


## Monkey Jump

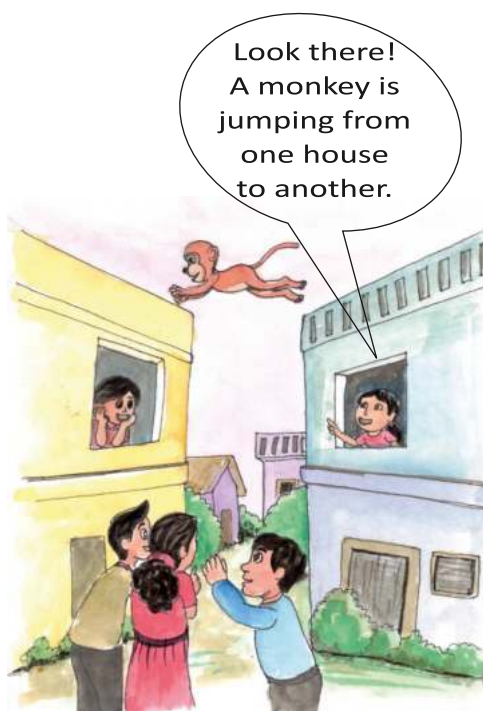
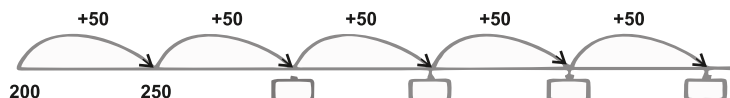
In the jump of 10-10, on which numbers will the monkey reach?



In the jump of 25-25, on which number, will the monkey reach?



Do this also-

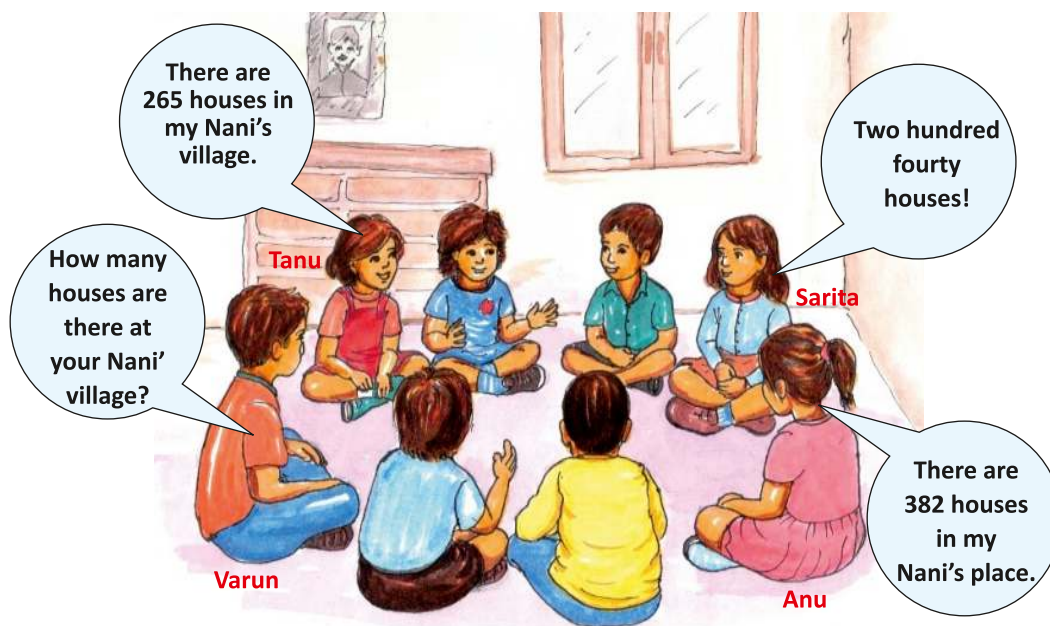




Continue forward the numbers given below—

- (i) 210, 220, 230, ....., ....., ..... (iv) 325, 326, 327, ....., ....., .....  
(ii) 11, 22, 33, ....., ....., ..... (v) 17, 34, 51, ....., ....., .....  
(iii) 50, 100, 150, ....., ....., ..... (vi) 25, 50, 75, ....., ....., .....

In summer vacations, the children have returned from their Nani's place. Now see what they talk about.



**Sarita** – Whose Nani's village has maximum houses?

**Varun** – Anu's Nani's village has maximum houses.

**Tanu** – How did you tell this?

**Varun** – Look 240 and 265 have two hundreds each, whereas 382 has three hundreds. Three hundreds means 300 and two hundreds means 200. Therefore, 382 is bigger than 240 and 265.

**Tell-**

1. Among Sarita and Tanu, who has fewer houses at their Nani's village? .....
2. Which is the smallest number among 240, 382 and 265? .....
3. Write 240, 382 and 265 in ascending order. ....

## Practice Work

1. Write the place value of numbers given in the box-

(i) 1 6 2 = ..... (ii) 7 8 5 = .....

(iii) 9 4 0 = ..... (iv) 8 5 3 = .....

2. Fill in the blanks-

(1) 2, 4, ....., 8, .....

(2) 34, ....., 54, ....., .....

(3) ....., 221, ....., 421, .....

(4) 425, 475, ....., ....., .....

3. Write the place value of the numbers—

| Number | Hundred | Tens | Unit |
|--------|---------|------|------|
| 545    |         |      |      |
| 804    |         |      |      |
| 223    |         |      |      |
| 732    |         |      |      |
| 610    |         |      |      |

4. Read the numbers and match—

630

Eight hundred and fifty eight

516

Seven hundred and sixty-nine

404

Five hundred and sixteen

392

Six hundred and thirty

858

Four hundred and four

769

Three hundred and ninety-two

## Lesson - 4

# Our Maandanas



**Kirat** : Wow! What a beautiful Maandana it is. It has squares and triangles in it. There is also a circle in between.

**Look at the picture and tell-**

How many circular shapes are there in it? .....

There are..... triangular and..... square shapes in the Maandana.



Kirat went to his kaka's house. He told his sister Aarushi about the Maandana.

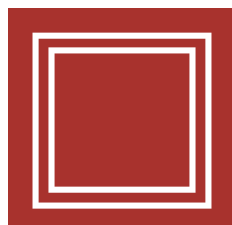
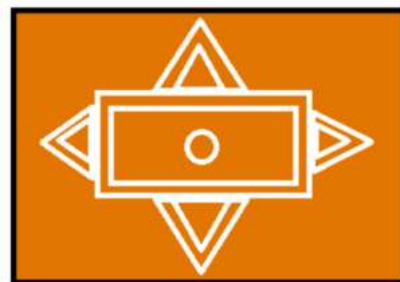
**Aarushi** : Bhaiya! Tell me also how Maandanas are made? I will also make it at home.

**Kirat** : Make a square box. Then make a slightly smaller square in it. Make a circle in the center. Make a triangle at every edge of the square. Then make another smaller triangle in each triangle.

**Kirat** : Look, you have also made a Maandana just like Mother.

**Aarushi** : This is a little different from what Mummy had made.

You also observe with your friends and tell what is the difference between the two Maandanas? Are the square boxes in both the Maandanas similar?

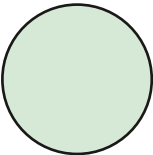
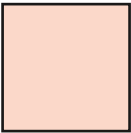
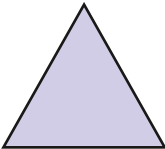


What is the difference between the two squares? Look at their edges carefully.

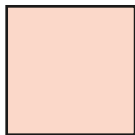




Look in and around your school and tell which things are similar to these?

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

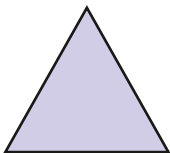
Know the names of the shapes-



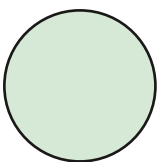
I am a **Square**. I have 4 corners.  
I have .....sides. All four sides are equal.



I am a **Rectangular**. I have ..... corners. I have ..... sides. My opposite sides are.....



I am a **Triangle**. I have ..... corners.  
I have ..... sides.



I am a **Circle**. I have ..... corners.

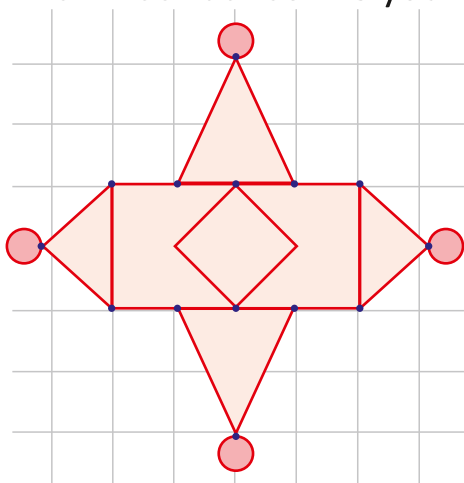
| Figures                        | What is different about them?                                                         | What is similar in these?    |
|--------------------------------|---------------------------------------------------------------------------------------|------------------------------|
| In a square and a rectangle.   | In a square all four sides are equal whereas in a rectangle opposite sides are equal. | All angles are right angles. |
| In a triangle and a square.    |                                                                                       |                              |
| In a rectangle and a triangle. |                                                                                       |                              |
| In a square and a triangle.    |                                                                                       |                              |

Do all the figures have straight edges?

Talk to your friends and find out.

You also make “Maandanas” with the help of different shapes in your notebook.

Show your friends the Maandanas you have made. Also see if they have made similar Maandanas like you.



what is there in the mandanas made by me ?

There are ..... Square

There are ..... Rectangles

There are ..... Triangles

There are ..... Circles

### Fun Paper Game—

Take a square paper. What different shapes can you make by folding it?

Make the shapes and figures and show it to your teacher.



## Also find out –

Fold one corner of the paper and cut it. Tell how many corners the paper has now .....

### How many corners will be found if-

Two corners are folded ..... corners

Three corners are folded ..... corners

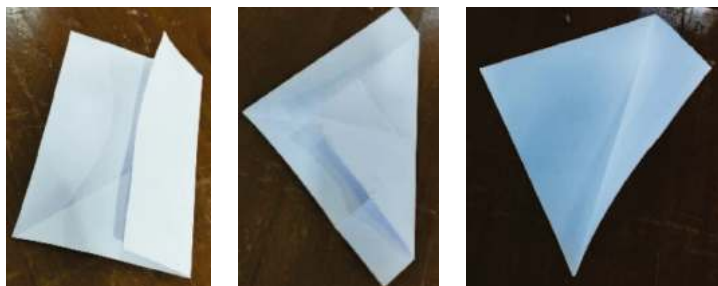
All four corners are folded ..... corners

Fold a square paper to make a rectangle.

Fold a square paper in such a way that three corners remain.

Fold a square paper in such a way that a new square is formed.

Also see if everyone has folded the paper the same way.



**Reena :** There are small squares in the math notebook also. See what I have made by colouring the squares?

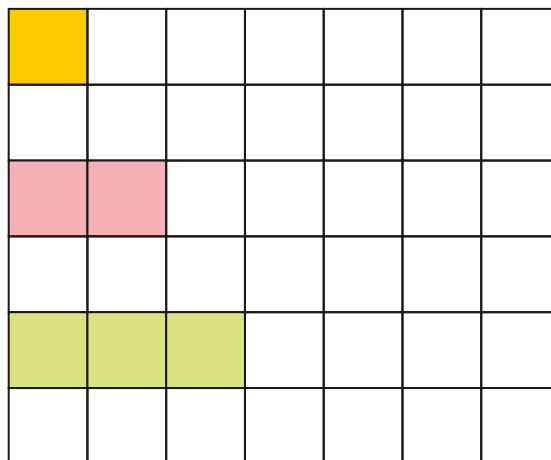
Reena coloured one square first.

Then she filled two adjacent squares with pink colour. Look and tell which figure is formed by combining both the squares?  
.....

Three such squares were combined and filled with green colour. Now which figure will be formed?

Try colouring four squares.

Will it be a rectangle or a square?





In Seema's class, the teacher folded a square paper and divided it into seven parts. Seema filled colours in each part. Then she cut each coloured part separately.

Combine these shapes and see what Aman has made—

How many triangles are there in it? .....

How many squares are there in it? .....

How many rectangles are there in it? .....

How many sides does it have? .....

How many corners does it have? .....

You also make new shapes/figures by combining these shapes and write them below-



| Shape   | Edges | Corner |
|---------|-------|--------|
| Shape-1 |       |        |
| Shape-2 |       |        |
| Shape-3 |       |        |
| Shape-4 |       |        |
| Shape-5 |       |        |

Which shape did you like the most? .....

You also make it -

|                        |                     |                       |
|------------------------|---------------------|-----------------------|
|                        |                     |                       |
| Complete the Rectangle | Complete the Square | Complete the Triangle |

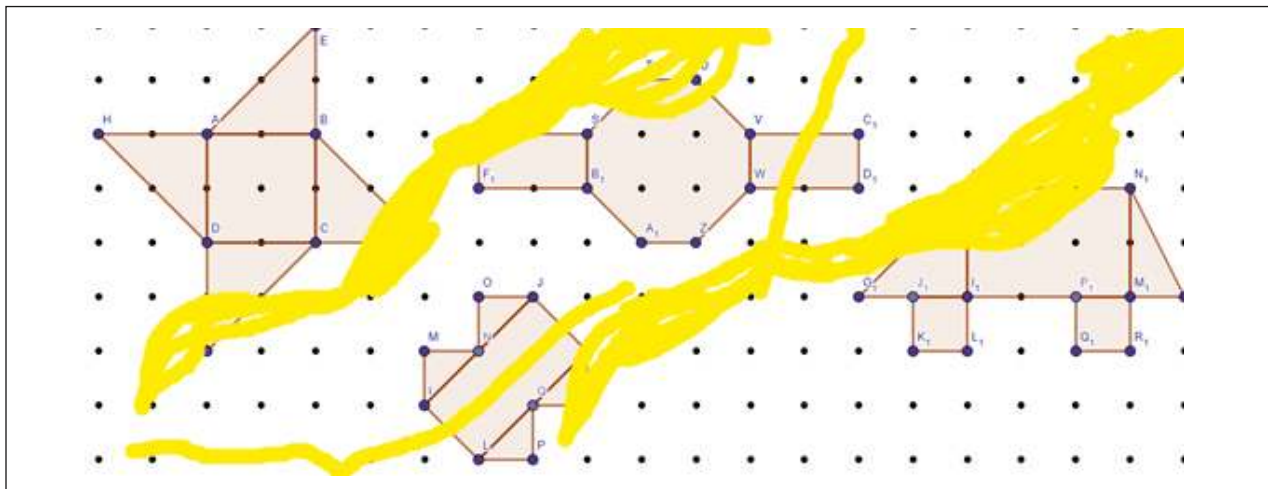


Look, Seema has made a circle using a cylinder lid. You also take more such objects and see what shape is formed by their impression.

Mark impression of objects that make up a triangle, rectangle, square and circle.

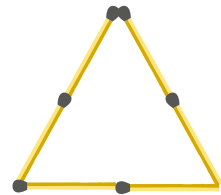


Gungun has drawn many shapes on paper. While playing, her brother spilled colour on the paper. She dried the paper, but the colour did not come off from some places. You join the dots to correct it again.

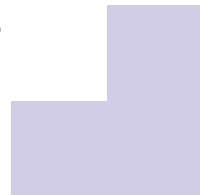




2. Remove any two matchsticks from the given triangle made of matchsticks and place them back again in such a way that two triangles are formed.



3. Draw a line on the given figure in such a way that the figure is divided into three triangles.

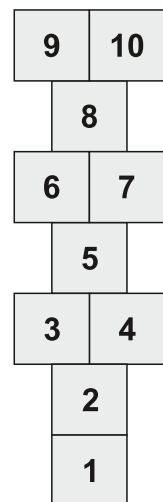


4. Have you ever played the game of Hopscotch (Stapu/Kith-Kith/Pahal-Duuj)? In this, you jump on each square using one leg only? Watch and tell.

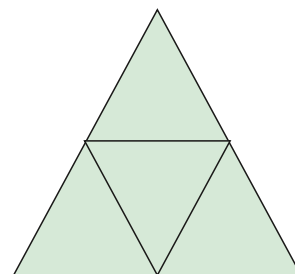
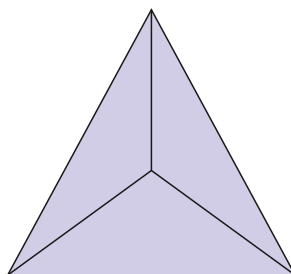
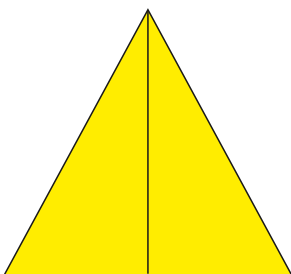
What is this game called at your place? Find out.

How many squares are there in it? .....

How many rectangles are there in it? .....



5. Tell the number of triangles in the given figures-



.....

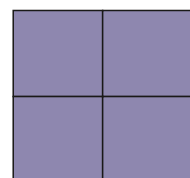
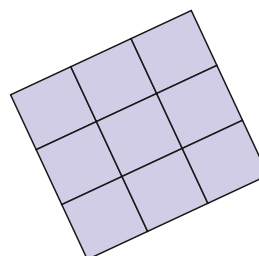
.....

.....

6. Tell the number of squares in the given figures-

.....

.....



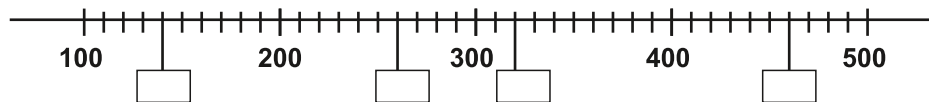
# We Learnt and Understood - I



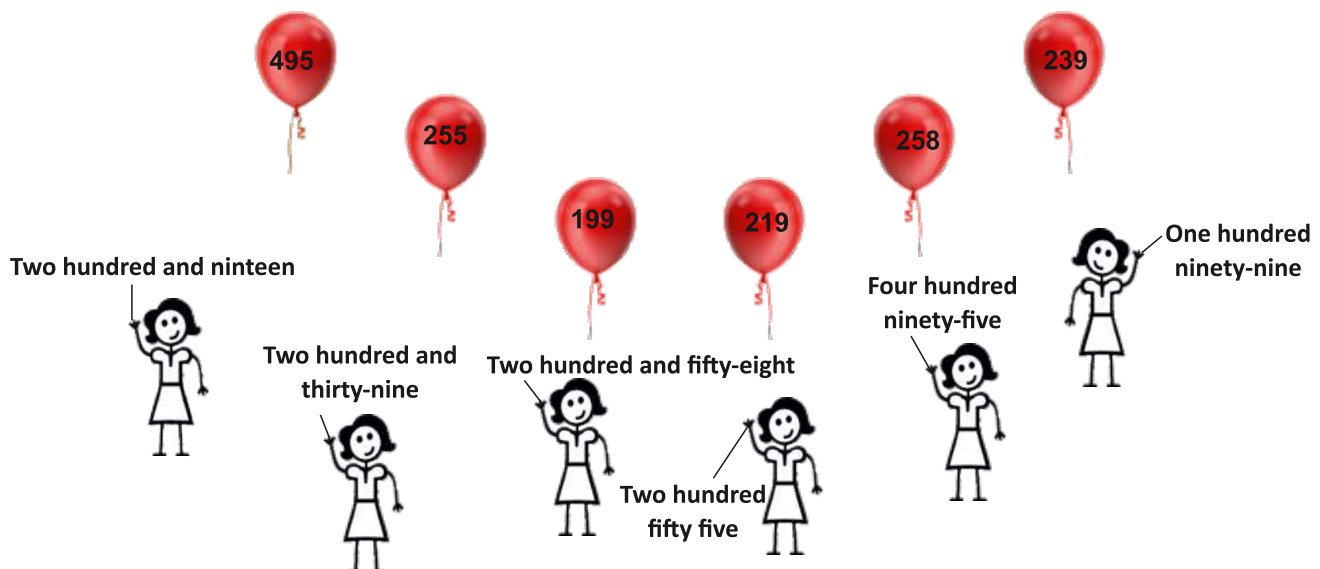
1. Write the numbers in blank spaces -

|     |     |     |     |     |  |     |     |  |     |
|-----|-----|-----|-----|-----|--|-----|-----|--|-----|
| 281 |     | 283 | 284 |     |  | 287 | 288 |  |     |
|     | 272 |     |     |     |  | 277 |     |  | 280 |
| 261 |     |     | 264 |     |  | 267 |     |  |     |
|     | 252 |     |     |     |  |     |     |  | 260 |
| 241 |     |     |     | 245 |  |     |     |  |     |

2. Write appropriate numbers in the empty boxes on the Number Line-



3. Search the numbers written on the balloons in words -





3. Fill the table -

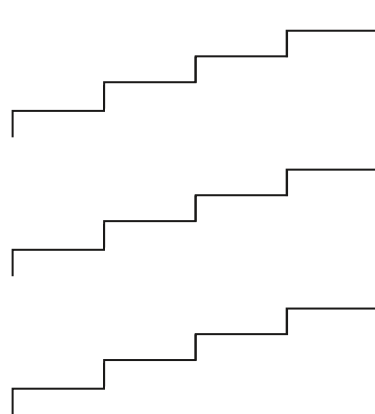
| Number | Expanded form | Number in words            |
|--------|---------------|----------------------------|
| 245    | $200+40+5$    | Two hundred and forty-five |
| 382    |               |                            |
| 479    |               |                            |
| 609    |               |                            |

4. Arrange these numbers on the stairs in ascending order -

412      221      241      421

290      209      219      249

315      115      205      451

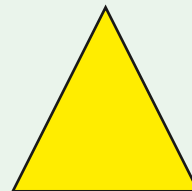
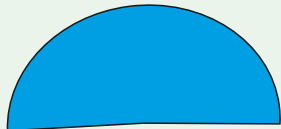


5. Put a circle—

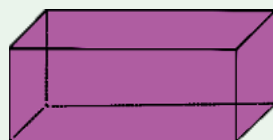
Which one is like a Rectangle?



Which one is like a Triangle?



Which one is like a Cuboid?





6. How many Edges, how many Corners?

| Shape   | Cuboid | Cube | Cone | Circle | Sphere |
|---------|--------|------|------|--------|--------|
| Edges   |        |      |      |        |        |
| Corners |        |      |      |        |        |

7. Which of the following have curved edges? Put a tick mark (✓) on it—

1. Cone ( )
2. Sphere ( )
3. Cuboid ( )
4. Cube ( )

8. Complete the table by writing the counting in horizontal order -

|    |  |  |  |  |  |    |  |  |     |
|----|--|--|--|--|--|----|--|--|-----|
| 1  |  |  |  |  |  |    |  |  | 10  |
|    |  |  |  |  |  |    |  |  |     |
| 21 |  |  |  |  |  |    |  |  |     |
|    |  |  |  |  |  |    |  |  |     |
|    |  |  |  |  |  | 47 |  |  |     |
|    |  |  |  |  |  |    |  |  |     |
|    |  |  |  |  |  |    |  |  | 70  |
|    |  |  |  |  |  |    |  |  |     |
| 81 |  |  |  |  |  |    |  |  |     |
|    |  |  |  |  |  |    |  |  | 100 |

## Lesson - 5

# Sweet Berries (Jujube)



One day Kavya, Shaurya, Lokesh and Monal were roaming in the garden near their house. When they saw a tree of jujube in the garden with lots of jujube. They all started collecting jujube from under the tree.

How many jujube did Kavya and Lokesh collect ?

Kavya has ..... jujube, Lokesh has ..... jujubes.

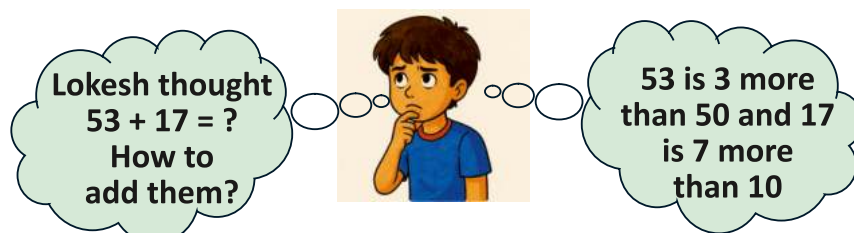
**Look and answer -**

Who collected minimum number of jujubes?

Who collected maximum number of jujubes?

Monal has jujubes more than Kavya.

How many total number of jujubes did Monal and Shaurya collect?



Monal's jujubes = 53 i.e.  $50 + 3$ , Shaurya, jujubes = 17 i.e.  $10 + 7$

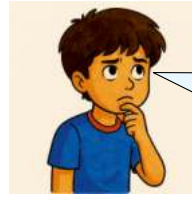
Therefore, Monal and Shaurya jujubes =  $53 + 17$

$$= 50 + 3 + 10 + 7$$

$$= 50 + 10 + 3 + 7$$

$$= 60 + 10$$

$$= 70$$



50 and 10 together become 60, where 3 and 7 becomes 10, then the total number is 70

**Monal :** I also got the same answer Lokesh. But I did it from a different method.

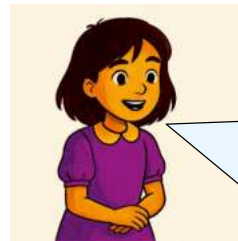
**Lokesh :** How did you add this ? Tell me -

$$= 53 + 17$$

$$= 50 + 3 + 17$$

$$= 50 + 20$$

$$= 70$$



First I wrote 17 as  $7 + 10$  then added 7 in 53 then the answer was 60. Then I add 10 more in it.

Monal asked, "How have you done this Kavya ?"

$$= 53 + 17$$

$$= 53 + 7 + 10$$

$$= 60 + 10$$

$$= 70$$

"Oh great ! There are so many methods of solving one sum.

"First break the number, then add them (as you find easy)." Monal said.

How will we find out how many more jujubes, Monal collected than Shaurya ?

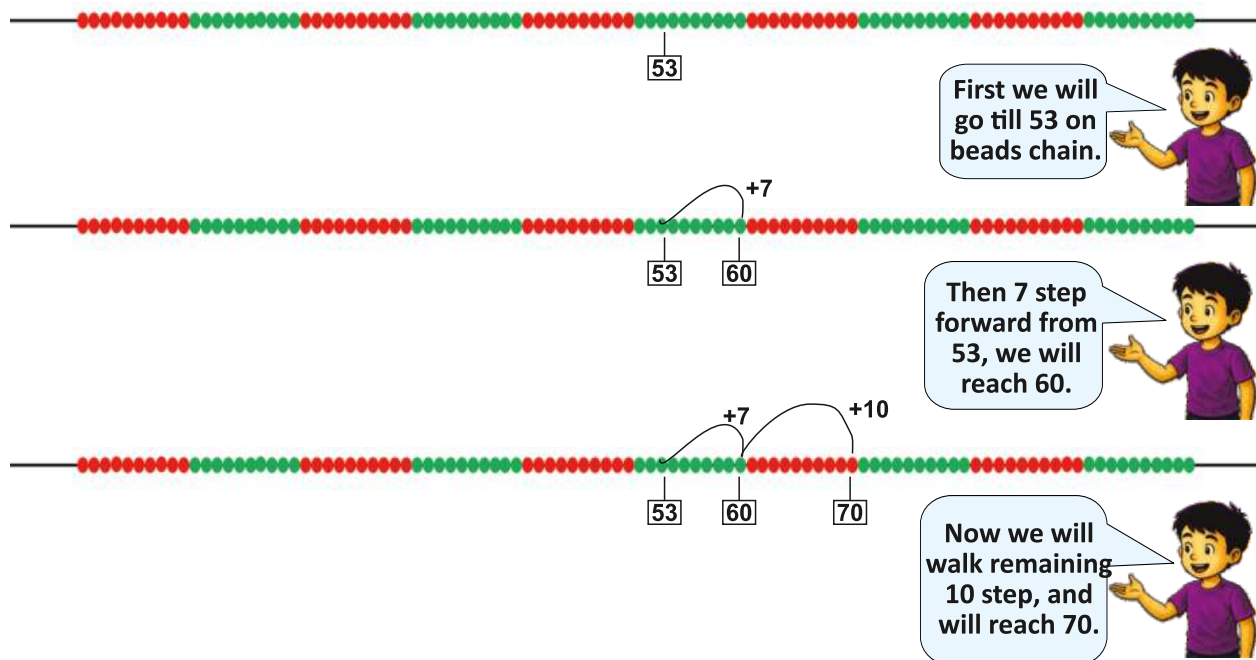
Will you tell, how much more is 53 than 17 ?

17 is....more than 10, first subtract 10 from 53. Then how many left?  
Then subtract 7 more, then ..... is left. Therefore  $53 - 17$  is.....

Solve the following questions using Lokesh's method -

|                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(i) <math>30 + 48</math></p> <p>= <input type="text"/> + <input type="text"/> + <input type="text"/></p> <p>= <input type="text"/> + <input type="text"/></p> <p>= <input type="text"/></p> | <p>(ii) <math>43 + 47</math></p> <p>= <input type="text"/> + <input type="text"/> + <input type="text"/> + <input type="text"/></p> <p>= <input type="text"/> + <input type="text"/> + <input type="text"/></p> <p>= <input type="text"/> + <input type="text"/></p> <p>= <input type="text"/></p> | <p>(iii) <math>50 + 23</math></p> <p>= <input type="text"/> + <input type="text"/> + <input type="text"/></p> <p>= <input type="text"/> + <input type="text"/></p> <p>= <input type="text"/></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

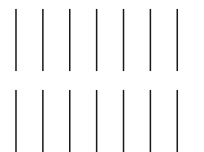
**Shaurya :** We initially learnt counting on beads chain. I will tell you all a method of adding on it.



**Addition in colomun-**

|       | Tens | Unit |
|-------|------|------|
|       | 3    | 7    |
| +     | 4    | 8    |
| <hr/> |      |      |
| <hr/> |      |      |

7 + 8 in unit



15

1 tens 5 unit

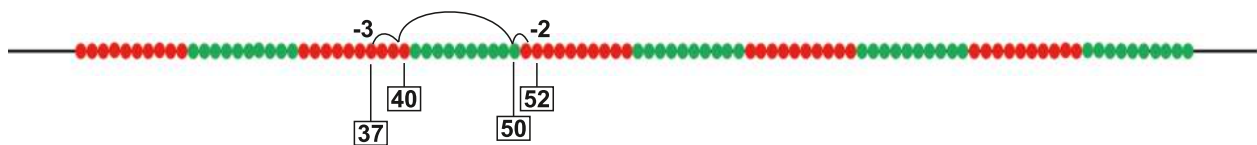


By adding unit numbers  $7 + 8 = 15$  i.e. we get 1 on tens and 5 units.

| Tens | Unit |                   |
|------|------|-------------------|
| ①    |      | ① + 3 + 4 in unit |
| 3    | 7    |                   |
| + 4  | 8    |                   |
| 8    | 5    |                   |

Unit number is written below unit number and 1 tens number is added as carry over on tens row and we add.

With the help of Beads chain, you also find out.



### Subtraction in column-

| Tens | Unit |
|------|------|
| 5    | 6    |
| - 3  | 8    |

| Tens           | Unit |
|----------------|------|
| <sup>4</sup> 5 | 16   |
| - 3            | 8    |
| 1              | 8    |

Here, we have to subtract unit number from unit number. But we can not subtract 8 from 6. Therefore, one tens will be borrowed in and added in unit number.

1 tens = 10 Units

10 Units when added to 6 Units =  $10 + 6 = 16$  Units

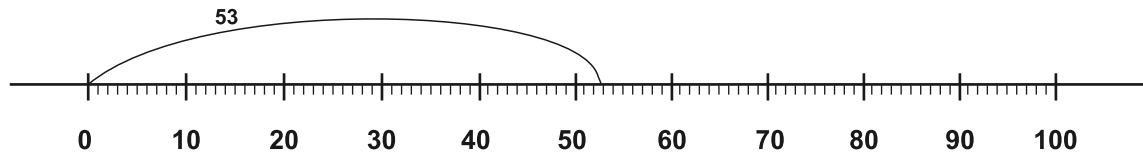
On subtracting tens from 5, four tens is left.

Now subtracting 8 from 16, 8 unit is left and subtracting 3 tens from 4 tens we get 1 unit.

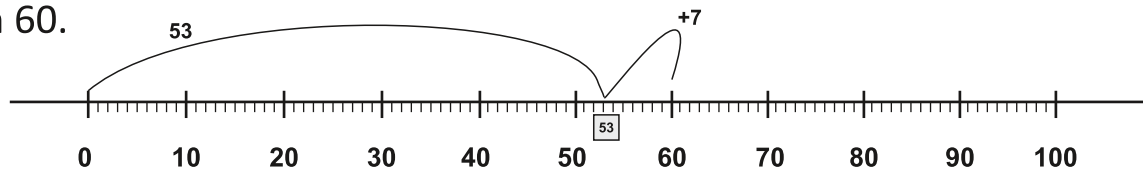


Lokesh does not have beads chain but look how Shourya told him to count 53 and 17 on a Number Line.

Don't worry, we can count them without beads chain also. For this, first draw a line in your notebook marking equal intervals of 10 –10 like, 10, 20, 30 upto 100 at equal distance and then go to 53.

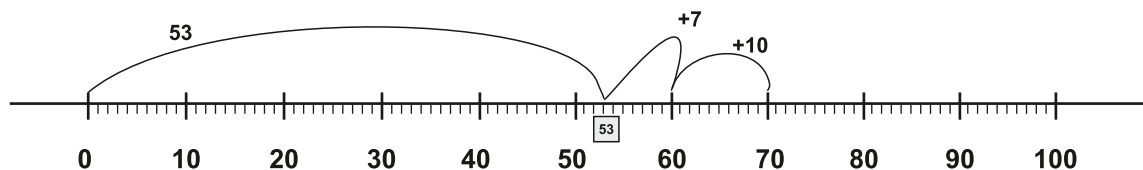


Now for adding 17 in 53, we will move 7 steps forward from 53 and will reach 60.



Moving 7 steps forward out of 17, 10 is remaining.

So when we move 10 steps forward from 60 we will reach 70.



**Solve these on Number Line-**

(i)  $67 + 13$

(ii)  $44 - 26$

(iii)  $35 + 42$

(iv)  $72 - 3$





Can we add numbers bigger than 100 in any other way?

$$152 + 125$$

$$= 100 + 50 + 2 + 100 + 20 + 5$$

$$= 200 + 70 + 7$$

$$= 277$$



Yes, sure

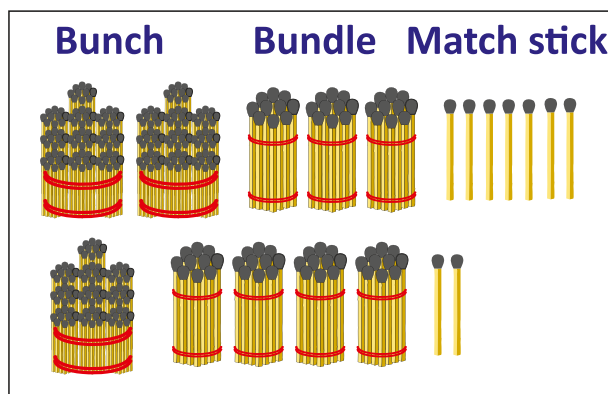
| Number | Hundred | Tens | Unit |
|--------|---------|------|------|
| 152    | = 100   | + 50 | + 2  |
| 125    | = 100   | + 20 | + 5  |
| 277    | = 200   | + 70 | + 7  |

We can write this in this way also.



**Monal :** Teacher has taught me addition and subtraction by using match stick, bunch and bundle also.

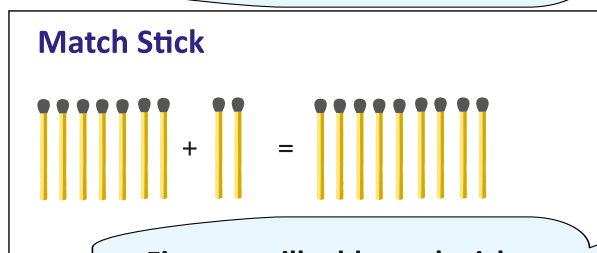
| Hundred | Tens | Unit |
|---------|------|------|
| 2       | 3    | 7    |
| + 1     | 4    | 2    |
| <hr/>   |      |      |



Look, how many units, tens and hundreds are there in 237 and 142. Take a bunch, bundle and match sticks in the same number. Now add them.



| Hundred | Tens | Unit |
|---------|------|------|
| 2       | 3    | 7    |
| + 1     | 4    | 2    |
| <hr/>   |      |      |
|         |      | 9    |



First we will add matchsticks. 7 and 2 match sticks when added will be 9. We will write this in units place.



| Hundred | Tens | Unit |
|---------|------|------|
| 2       | 3    | 7    |
| + 1     | 4    | 2    |
| <hr/>   |      |      |
|         | 7    | 9    |

**Bundle**

=

Now, we will add the bundles of three tens and four tens. On adding them we get 7 tens. We will write them in tens place.



| Hundred | Tens | Unit |
|---------|------|------|
| 2       | 3    | 7    |
| + 1     | 4    | 2    |
| <hr/>   |      |      |
| 3       | 7    | 9    |

**Bunch**

=

Have you noticed, on adding 237 and 142 we get 379.



Kavya said - Wow ! I will try it. You give me any two numbers. Monal asked Kavya to add 128 and 157.

| Hundred | Tens | Unit |
|---------|------|------|
| 1       | 2    | 8    |
| + 1     | 5    | 7    |
| <hr/>   |      |      |

**Bunch**      **Bundle**      **Match stick**

=

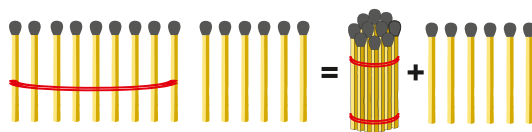


I am unable to understand how will we write 15 in units place?



First we add the matchsticks. 8 and 7 together becomes 15. How will we write it in unit place?

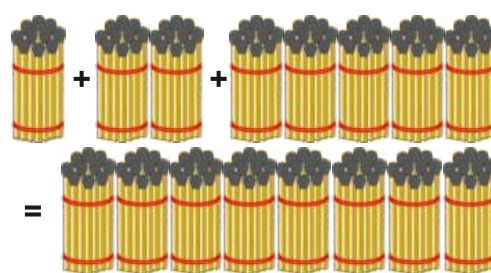
|   | ①       |      |      |
|---|---------|------|------|
|   | Hundred | Tens | Unit |
|   | 1       | 2    | 8    |
| + | 1       | 5    | 7    |
|   |         |      | 5    |



If we make a bundle of 10 matchsticks, then the loose matchsticks left will be 5 only. In units place only 5 will be written. Now look, a bundle is formed of 10 matchstick.

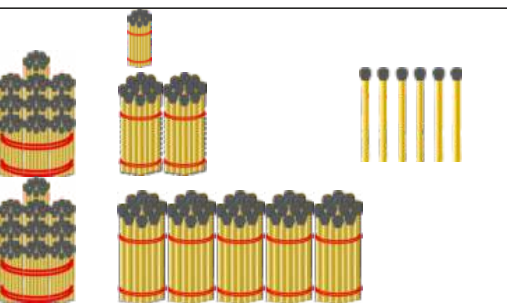
Now we will add 1, 2 and 5 tens, we will get 8 tens. 8 will be written in tens place.

|   | ①       |      |      |
|---|---------|------|------|
|   | Hundred | Tens | Unit |
|   | 1       | 2    | 8    |
| + | 1       | 5    | 7    |
|   |         | 8    | 5    |



Now we will add 1 and 1 at hundreds place, we will get two hundreds. We will write 2 at the hundreds place.

|   | ①       |      |      |
|---|---------|------|------|
|   | Hundred | Tens | Unit |
|   | 1       | 2    | 8    |
| + | 1       | 5    | 7    |
|   | 2       | 8    | 5    |



On addition, we got 285.

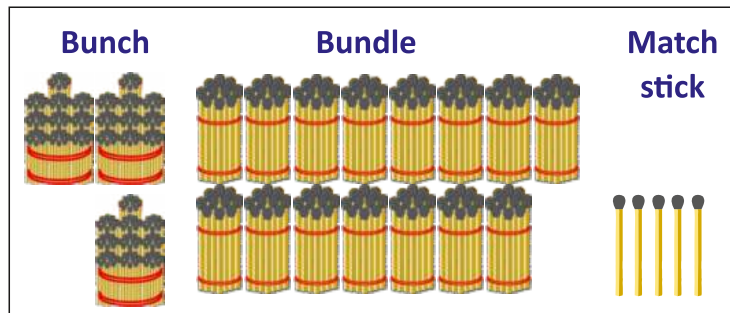


Rajveer has to send 280 plants to school but has only 175 plants. Tell how many plants does he need more ?

We can find this also with the help of matchstick, bundle and bunch . We have to subtract 175 from 280.



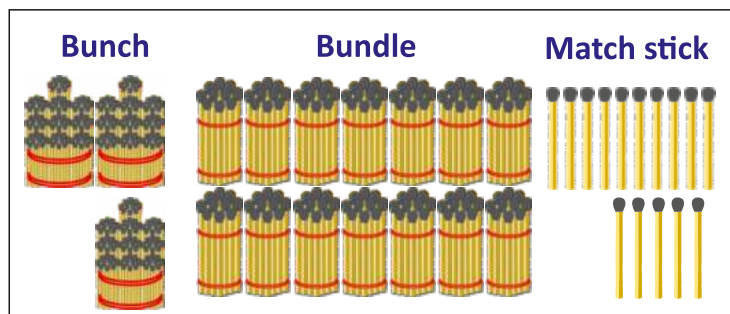
| Hundred | Tens | Unit |
|---------|------|------|
| 2       | 8    | 0    |
| - 1     | 7    | 5    |
| <hr/>   |      |      |



First we have to take out 5 matchstick but there are no loose matchsticks here.  
If we open one bundle of tens then we will get 10 matchsticks and 7 bundle will be left.



| Hundred | <sup>⑦</sup> Tens | Unit |
|---------|-------------------|------|
| 2       | <del>8</del>      | 0    |
| - 1     | 7                 | 5    |
| <hr/>   |                   |      |
|         |                   | 5    |

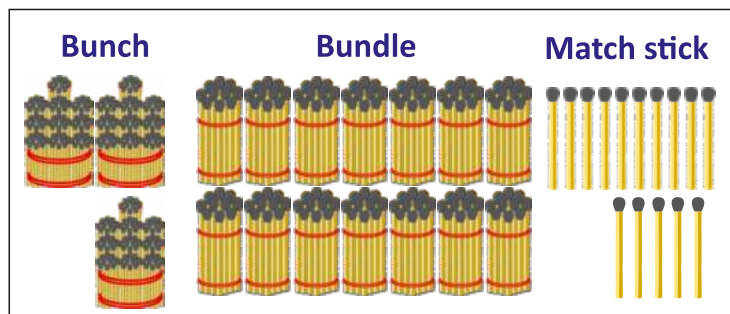


When we subtract 5 matchstick from 10 matchsticks we will get 5 matchsticks.



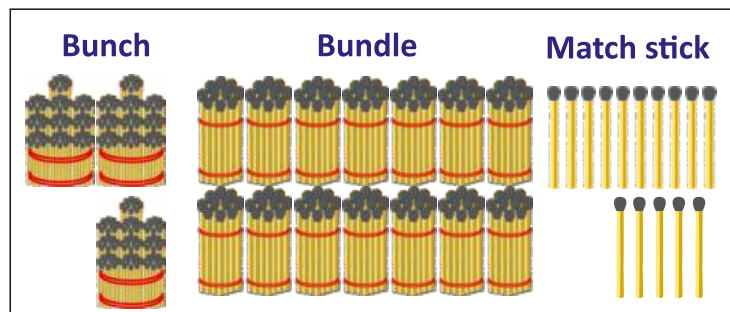
When we subtract 7 bundles from 7 bundle, result will be 0.

| Hundred | <sup>⑦</sup> Tens | <sup>⑩</sup> Unit |
|---------|-------------------|-------------------|
| 2       | <del>8</del>      | 0                 |
| - 1     | 7                 | 5                 |
| <hr/>   |                   |                   |
|         | 0                 | 5                 |



When we subtract 1 bunch from 2 bunch, remaining will be 1 bunch.

| Hundred | <sup>⑦</sup> Tens | <sup>⑩</sup> Unit |
|---------|-------------------|-------------------|
| 2       | <del>8</del>      | 0                 |
| - 1     | 7                 | 5                 |
| <hr/>   |                   |                   |
| 1       | 0                 | 5                 |



In this way, subtracting 175 from 280 we get 105.

Solve -

$$\begin{array}{r} 2 \quad 3 \quad 4 \\ + 1 \quad 4 \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \quad 2 \quad 2 \\ + 3 \quad 5 \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 0 \quad 7 \\ + 1 \quad 2 \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 6 \quad 7 \\ + 1 \quad 5 \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 8 \quad 0 \\ - 1 \quad 3 \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 0 \quad 2 \\ - \quad \quad 4 \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \quad 4 \quad 6 \\ - 1 \quad 2 \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 0 \quad 0 \\ - 1 \quad 2 \quad 5 \\ \hline \end{array}$$

## Addition and Subtraction of numbers bigger than 100 on Number Line -

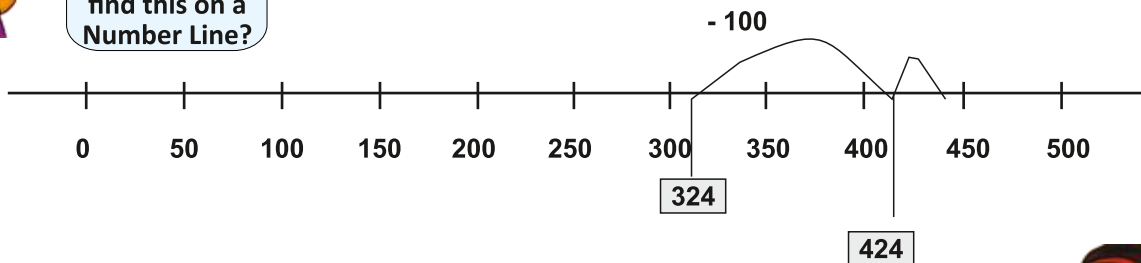


How will we add 275 and 137 on Number Line?

In this way, the addition of 275 and 137 will be 412.



How much is 424 more than 215? How to find this on a Number Line?

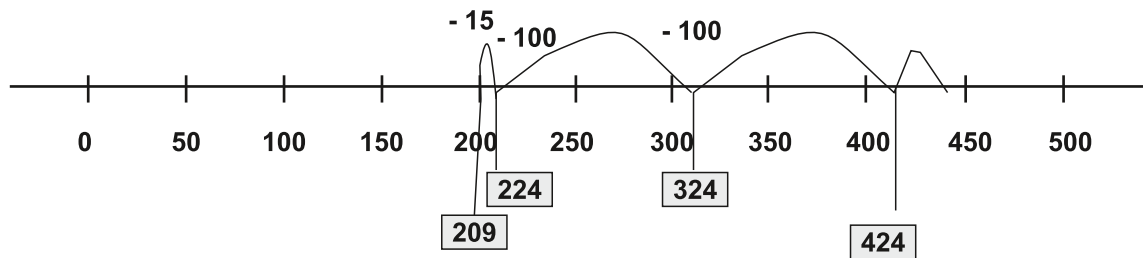


By taking 2 jumps of 100 - 100 each, we reach on 224.

First draw a Number Line on the floor with an interval of 50-50. Now you stand on the box of 424 number.



Now you have to take a jump if 15 steps only.



I have reached on 209.

It means 424 is 209 more than 215.

**You also Add and Subtract on Number Line-**

- (i)  $465 + 266$  (ii)  $428 - 137$  (iii)  $247 + 441$  (iv)  $260 - 132$

**Find out whose answer is correct and why ?**



Laxmi

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



Rani

$$\begin{array}{r} 2 \quad 4 \quad 5 \\ + \quad 1 \quad 3 \\ \hline 2 \quad 5 \quad 8 \end{array}$$

The sum of  $245+13$  is less than or more than 300 ?



13 means 1 tens and 3 unit or 1 hundred and 3 tens.

**First make an estimate and then find the correct answer-**

|               | My estimate   | Correct answer |
|---------------|---------------|----------------|
| $272 + 146 =$ | More than 400 | 418            |
| $408 - 90 =$  |               |                |
| $505 - 324 =$ |               |                |
| $604 + 199 =$ |               |                |

## Know about Devanagari digits -

You may have seen the use of digits in devanagari script. They are also called Indian Numerals. Since ancient times, these numerals have been prevalent in India. Even today, they are used in Indian currency (notes), calendar (panchang), astrology and by traders.



| International digit | Devanagari digit | Name of Digit |
|---------------------|------------------|---------------|
| 0                   | ०                | zero          |
| 1                   | १                | one           |
| 2                   | २                | two           |
| 3                   | ३                | three         |
| 4                   | ४                | four          |
| 5                   | ५                | five          |
| 6                   | ६                | six           |
| 7                   | ७                | seven         |
| 8                   | ८                | eight         |
| 9                   | ९                | nine          |

## Also know-

| International digit | Roman digit |
|---------------------|-------------|
| 1                   | I           |
| 2                   | II          |
| 3                   | III         |
| 4                   | IV          |
| 5                   | V           |

| International digit | Roman digit |
|---------------------|-------------|
| 6                   | VI          |
| 7                   | VII         |
| 8                   | VIII        |
| 9                   | IX          |
| 10                  | X           |

## Fill in the blank -

|                       |
|-----------------------|
| 5 = ५ = Five          |
| ..... = २ = Two       |
| 7 = ..... = Seven     |
| ..... = ४ = .....     |
| ..... = ..... = Eight |

|                     |
|---------------------|
| 0 = ..... = .....   |
| ..... = ३ = Three   |
| 9 = ..... = .....   |
| 6 = ..... = .....   |
| ..... = ..... = One |

## Match the Devanagari digits with International digits -

Devanagari digit

International digit

१

3

५

0

०

5

८

1

३

8

## Introduction to Zero

Come let us solve a puzzle. Think of a number in your mind. Now subtract the same number from it.

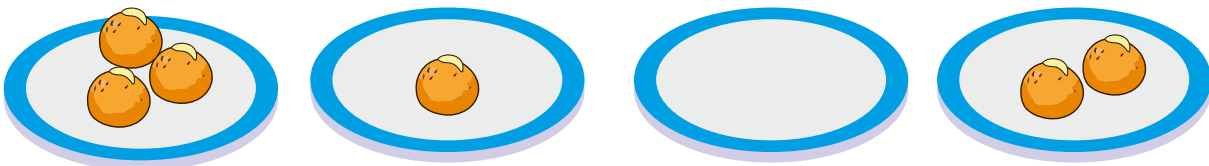
What answer did you get?

**Zero (0)**

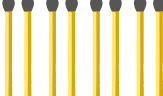
On subtracting any number from the same number, we always get zero (0)

Do you know this fact was given for the first time by the great mathematician **Brahmagupta** born in Bhinmal (Jalore) in Rajasthan.

1. Tick (✓) on the plate with zero ladoos.



2. Satish had 4 toffees. He gave 2 toffees to Sonu and 2 toffees to Monu. Tell how many toffees are left with him?

3.  -  = .....

4. Udai had Rs. 10 He bought kulfi of Rs. 10 Now tell how much amount is left with him?



# Practice Work

1. Write the number that comes just before-

|  |     |  |     |  |     |
|--|-----|--|-----|--|-----|
|  | 298 |  | 369 |  | 321 |
|  | 275 |  | 494 |  | 300 |

2. Write the number that comes just after-

|     |  |     |  |     |  |
|-----|--|-----|--|-----|--|
| 354 |  | 299 |  | 412 |  |
| 295 |  | 198 |  | 310 |  |

3. Arrange the given numbers in ascending order-

|                         |                         |
|-------------------------|-------------------------|
| 245, 312, 287, 209, 499 | 209, 245, 287, 312, 499 |
| 379, 211, 328, 490, 307 |                         |
| 240, 465, 399, 284, 301 |                         |
| 299, 483, 237, 401, 310 |                         |
| 398, 276, 431, 214, 365 |                         |
| 325, 486, 213, 362, 411 |                         |

4. Arrange the given numbers in descending order -

|                         |                         |
|-------------------------|-------------------------|
| 276, 498, 345, 201, 413 | 498, 413, 345, 276, 201 |
| 467, 235, 301, 449, 298 |                         |
| 392, 210, 456, 319, 272 |                         |
| 485, 234, 378, 295, 412 |                         |
| 297, 413, 254, 467, 322 |                         |
| 350, 488, 279, 430, 211 |                         |

5. Compare the given numbers and put appropriate sign <, >, =

|           |       |     |
|-----------|-------|-----|
| 245 < 289 |       |     |
| 431       | ..... | 417 |
| 310       | ..... | 310 |
| 398       | ..... | 389 |
| 413       | ..... | 314 |
| 205       | ..... | 210 |

|           |       |     |
|-----------|-------|-----|
| 321 > 320 |       |     |
| 465       | ..... | 475 |
| 215       | ..... | 235 |
| 405       | ..... | 405 |
| 379       | ..... | 369 |
| 437       | ..... | 437 |

6. Solve –

$$\begin{array}{r} 3 \quad 2 \quad 3 \\ + 1 \quad 6 \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 4 \quad 8 \\ + 3 \quad 3 \quad 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \quad 4 \quad 2 \\ - 3 \quad 0 \quad 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 6 \quad 7 \\ - 2 \quad 5 \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 0 \quad 5 \\ - 4 \quad 8 \quad 1 \\ \hline \end{array}$$

7. Write the missing numbers -

$$\begin{array}{|c|c|c|} \hline 5 & 6 & \dots \\ \hline + & \dots & 2 & 2 \\ \hline 5 & \dots & 7 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|} \hline 4 & 2 & \dots \\ \hline + & \dots & 6 & 5 \\ \hline 7 & \dots & 6 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|} \hline 8 & \dots & 2 \\ \hline - & 5 & 0 & \dots \\ \hline \dots & 9 & 2 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|} \hline \dots & 5 & 4 \\ \hline + & 5 & \dots & 5 \\ \hline 9 & 9 & \dots \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|} \hline 7 & 4 & \dots \\ \hline - & \dots & 3 & 6 \\ \hline 4 & \dots & 2 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|} \hline \dots & 5 & 8 \\ \hline - & 4 & \dots & 1 \\ \hline 5 & 3 & \dots \\ \hline \end{array}$$

## Lesson - 6

# Decoration from Junk



**Bhavya :** Wow Sir! What a beautiful chandelier (Jhumar) you have made.

**Teacher :** Yes! I have made it with an old newspaper. After Deepawali vacations, you also have to make and bring some decorative or play item. But yes, you have to prepare it with things which are available at home and inexpensive. Then only it will be best out of junk.



School reopened after vacations.

See what Bhavya has made?

**Have you ever made something new out of old things?**

Bhavya has made a chandelier using bangles. Find out how many bangles are used in it?

Oh! Look at this chandelier made of flowers and leaves?



How many flowers are there in one chandelier ? .....

How many flowers are there in two such chandeliers ? .....

There are 3 green leaves with one flower. The entire chandelier ha..... leaves and in two chandeliers..... leaves are there.



What has Manish prepared?

Wow! A Jeep, what material have been used to make this Jeep?

Two empty boxes of shoes.

..... lids for wheels.

..... pieces of sticks for joining the wheels.

Ravina, Sohan and Sejal also have to make this kind of a Jeep. How many boxes will they need?



$2 + 2 + 2 = 6$  boxes. We can also say, that 2 boxes 3 times i.e.  $2 \times 3 = 6$  boxes.

For three jeeps, we need .....boxes.

Total how many lids will be needed?



..... + ..... + ..... = ..... lids.

4 lids 3 times = ..... lids.

..... x ..... = ..... lids.

For making 3 jeep, we need ..... lids.

### Pomegranate Orchards in Sayla -

In Sayla of Jalore district, people have now developed large pomegranate orchards in the sand dunes. Pomegranate farming has now become a good business option.

Tell, how many trees are there in this pomegranate garden?

$4 + 4 + 4 + 4 + 4 + 4 = 24$

..... trees ..... times = ..... trees



..... x ..... = .....

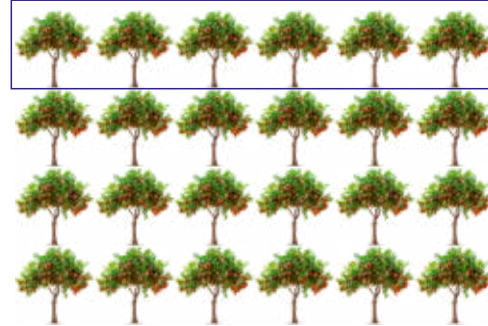


## Counting by making different groups-

You also make different groups and multiply and write-



4 trees 6 times  
= .....  
 $4 \times 6 =$   
.....



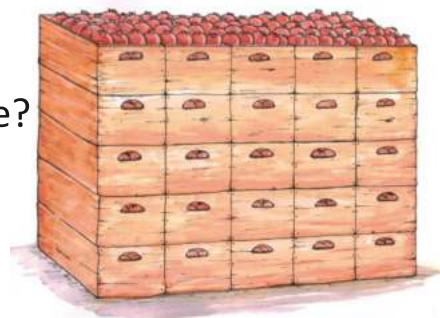
6 trees 4 times = .....  
.....  $\times$  ..... = .....

## Come let us find out-

How many boxes of pomegranate are there?

..... boxes ..... times = ..... boxes

.....  $\times$  ..... = ..... boxes



## Double-Triple

Raju has 3 leaves.  Raju plucked 3 more leaves.

Look, now how many leaves are there?

$3 \times 2 = 6$  Leaves



Raju plucked few more leaves. Now total leaves-

.....  $\times$  ..... = 12 leaves



Oh! It is more the double of the previous one.

## Find out without counting -

One garland has 5 flowers. How many flowers will be there in 3 garlands?

.....  $\times 3 =$  .....

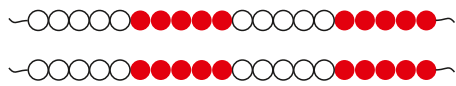


How many bananas are these in total?

$4 \times$  ..... = .....



How many total beads will 2 garlands have?



..... X ..... = .....

How many laddoos will fit in 7 boxes?



..... X ..... = .....

How many students will sit on 5 mats?

..... X ..... = .....



Look, a cat reached the second step by jumping once. And reached the fourth step by jumping twice.



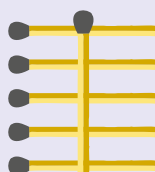
|       |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Start | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20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

The cat skips one step each time it jumps.

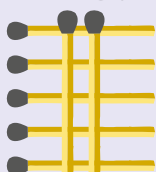
|                                   |                              |
|-----------------------------------|------------------------------|
| Jumped 1 time and reached 2       | $2 \times 1 = 2$             |
| Jumped 2 times and reached 4      | $2 + 2 = 2 \times 2 = 4$     |
| Jumped 3 times and reached 6      | $2 + 2 + 2 = 2 \times 3 = 6$ |
| Jumped 4 times and reached .....  |                              |
| Jumped 5 times and reached .....  |                              |
| Jumped 6 times and reached .....  |                              |
| Jumped 7 times and reached .....  |                              |
| Jumped 8 times and reached .....  |                              |
| Jumped 9 times and reached .....  |                              |
| Jumped 10 times and reached ..... |                              |

Can you make tables of 3 and 5 in this way? You also play with your friends and make tables.

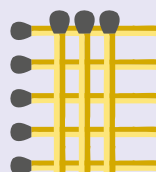
**Meena's method-** She keeps the match sticks horizontally and straight, and counts their crossing points.



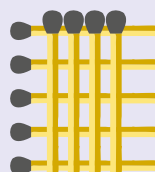
$$5 \times 1 = 5$$



$$5 \times 2 = 10$$



$$5 \times 3 = 15$$



$$5 \times 4 = 20$$

Similarly make table of 6.

### Pattern in tables -

- Look at the digit of the unit place in the table of 5. Is it 0 or 5 every time?
- Without multiplication, tell what will be the unit digit in these?
- In the table of 9, add unit digit and tens digit and find out what do you get every time?
- Look at the table of 2, 3 and 5 given below. If we add the circled numbers, then which number will you get of table 5?

$$9 \times 1 = 9$$

$$9 \times 2 = 18$$

$$9 \times 3 = 27$$

$$9 \times 4 = 36$$

Will it happen in the full table? Find out.

$$2 \times 1 = 2$$

$$2 \times 2 = 4$$

$$2 \times 3 = 6$$

$$2 \times 4 = 8$$

$$3 \times 1 = 3$$

$$3 \times 2 = 6$$

$$3 \times 3 = 9$$

$$3 \times 4 = 12$$

$$5 \times 1 = 5$$

$$5 \times 2 = 10$$

$$5 \times 3 = 15$$

$$5 \times 4 = 20$$

- Observe the table of 10. Every time the unit digit is '0'
- Multiply and tell-

$$10 \times 12 = \dots\dots\dots$$

$$10 \times 25 = \dots\dots\dots$$

$$10 \times 10 = \dots\dots\dots$$

$$100 \times 14 = \dots\dots\dots$$

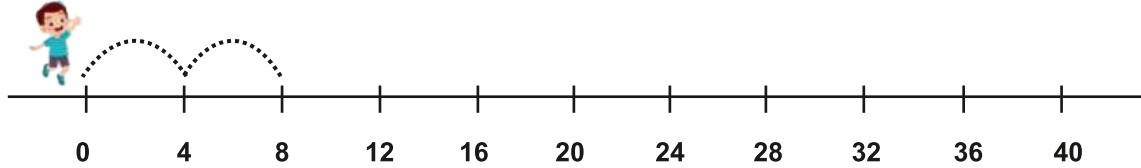
$$10 \times 1 = 10$$

$$10 \times 2 = 20$$

$$10 \times 3 = 30$$

$$10 \times 4 = 40$$

**Come let us practise together-**



1. After jumping five times, on which number will you reach?
2. For reaching on 32, how many jumps will be needed?
3. For reaching on 40, how many jumps will be needed?
4. For reaching halfway on the Number Line, ..... jumps will be needed.

The number will be.....

**Listen, today's unique story**  
 The cat was hungry for two days  
 Earlier wandered in and out  
 Now saw a new prey  
 Fat rat, High stairs  
 Rat climbs one stair at a time  
 Cat jumps quickly twice  
 Can it catch the mouse, look?

**Tell, will the cat be able to catch the mouse?**  
**If the cat jumps up 3 stairs at a time, will it be able to catch the mouse?**

The cat still has to climb ..... more steps to reach the mouse.

Where will be the cat after 8 jumps?

$2 + ..... + ..... + ..... + ..... + ..... + ..... + ..... = .....$

$8 \times 2 = .....$

## Practice Work

1. If there are 8 biscuits in one packet, how many biscuits will be there in 4 such packets?
2. One spider has 8 legs, then how many legs will 3 spiders have?
3. How many wheels will 3 autorikshaws have?
4. How many wheels are there in 5 bicycles?
5. How many legs will six cows have?
6. How many bananas are there in 10 dozen?
7. Neha lit earthen lamps in her courtyard on Deepawali. How many total lamps did she lit?



8. Find out the total number of flowers ?



## Lesson - 7

# Republic Day Celebration



Today is Republic Day. Preparations for the function are going on in the school. Aman is colouring the paper and making a tri-colour flag.

**Aman :** Look Ravina, I have made four flags. Will you help me in colouring these two flags?



**Ravina :** Okay, give me. I will fill colour in it.

**Aman :** We have made 6 flags. Let's put them up. Where should we put them up?

**Ravina :** Come, let us ask the teacher.

**Aman :** Madam, we have made the flags. Should we keep them on the table?

**Teacher :** Yes, keep them.

Aman has ..... flags.

Ravina has ..... flags.

Are both equal?

**Distribute them equally.**

6 flags when distributed equally in 2 children, each will get..... flags.

6 divided by 2 equal 3. That means,  $6 \div 2 = 3$  ÷ this is sign of division





**Aman** : Oh! We forgot to arrange the chairs. Put these chairs behind the tables properly.

Behind every table.....chairs will come.

That means,  $4 \div 2 = \dots\dots\dots$

**You also divide-**



Total ..... glasses are there.

Every plate has ..... glasses.

Then, to put 16 glasses ..... plates will be needed.



Total..... flowers are there.

Empty vases are .....

If we keep equal number of flowers in each vase,  
then in one vase ..... flowers will be kept.



Total ..... carrots are there.

There are ..... rabbits.

Every rabbit will get ..... carrots.



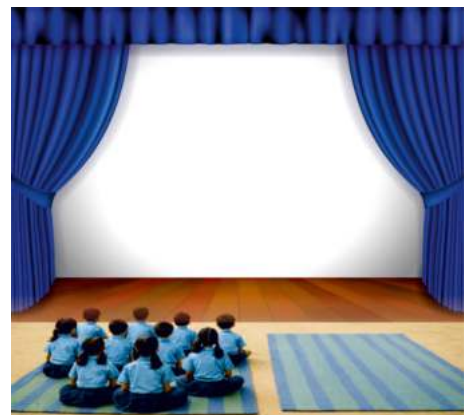
**Teacher** : Come, it is time now. Everyone sit down.

**Aman** : While decorating, we did not even realize that the mats have not been laid out yet.

**Ravina** : How many mats are needed?

10 students will sit on one mat.

Then for 40 children, how many mats will be needed? .....



All arrangements are done. The flag was hoisted. Everyone sang the National Anthem together. Songs, poems and dances were also performed.

Everyone enjoyed a lot and two people donated chairs and fans to Aman's school.



The children organized a very good function. I will donate 20 chairs to the school.



I will also donate 5 fans to the school.

**Aman :** 1 table is needed for 2 chairs, then for 20 chairs ..... tables are needed.



**You also find out –**

Total ..... bells are there.

One hanging has ..... bells.

From these bells ..... hangings will be made.



Total ..... buttons are there.

One shirt has ..... buttons.

Then, these buttons will be put on ..... shirts.



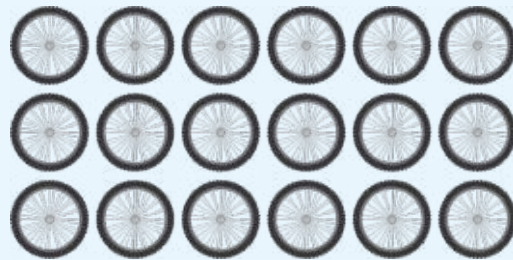
Total ..... pairs of slippers are there.

..... people wore the slippers.



Total ..... wheels are there.

These can be put in..... bicycles.



**Ravina :** Ravina : All the programmes are over now. Laddoos will be distributed among children now. Come, let us pack the laddoos in the boxes.



**Reshma :** 4 laddoos will be packed in one box. Let's see how many boxes will be needed for 36 laddoos of this plate.

4 laddoos are packed. Now 32 are left.

4 more laddoos are packed. Now.... laddoos are left.

4 more laddoos are packed. Now.... laddoos are left.

4 more laddoos are packed. Now.... laddoos are left.

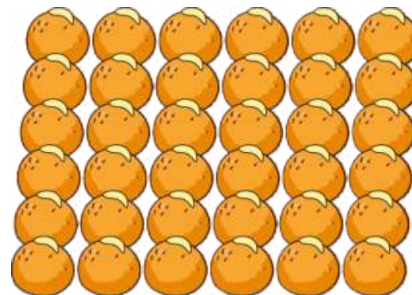
4 more laddoos are packed. Now.... laddoos are left.

4 more laddoos are packed. Now.... laddoos are left.

4 more laddoos are packed. Now.... laddoos are left.

4 more laddoos are packed. Now.... laddoos are left.

$$\begin{array}{r}
 36 \\
 - 4 \\
 \hline
 32 \\
 - 4 \\
 \hline
 28 \\
 - 4 \\
 \hline
 24 \\
 - 4 \\
 \hline
 20 \\
 - 4 \\
 \hline
 16 \\
 - 4 \\
 \hline
 12 \\
 - 4 \\
 \hline
 8 \\
 - 4 \\
 \hline
 4 \\
 - 4 \\
 \hline
 0
 \end{array}$$



This means, 36 laddoos when divided into 4-4 parts, then 9 boxes will be needed.

36 when divided by 4, we get 9.  $36 \div 4 = 9$

**Do this also –**

A plate has 11 laddoos. One box can have 2 laddoos.

If you divide 11 laddoos into 2-2 each, we need 5 boxes.

But what, ..... laddoo is left.





**Come let us find out -**

1. How many people will be able to wear 8 socks?

$$8 \div 2 = \dots\dots\dots$$



2. One packet has 8 biscuits; then how many packets will be needed for 24 biscuits?

$$24 \div 8 = \dots\dots\dots$$

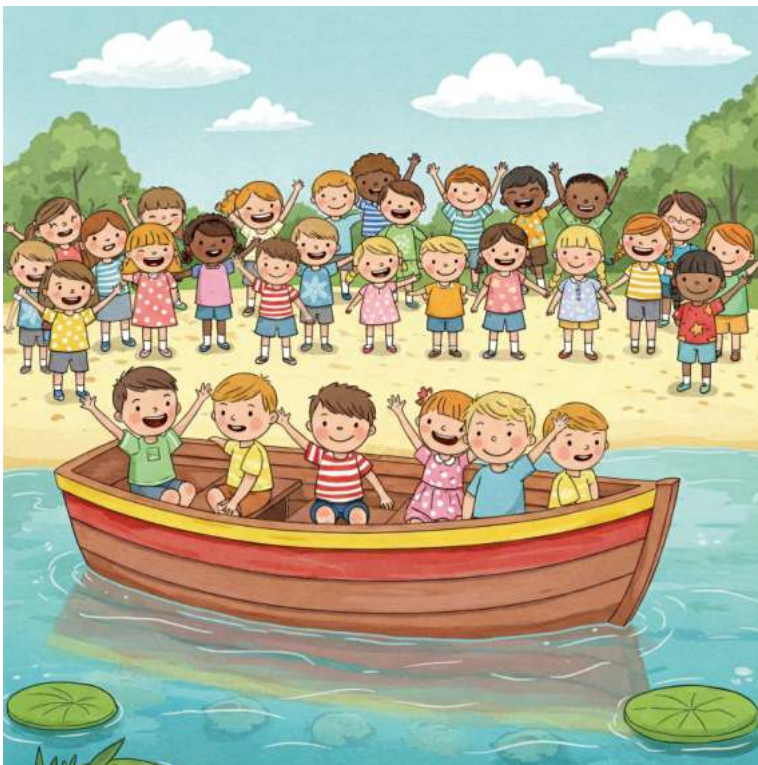
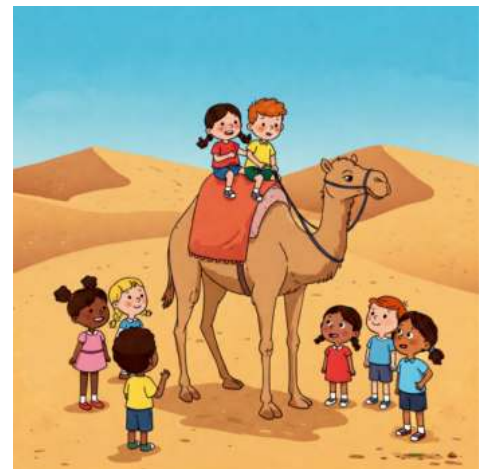


3. Two people go for a ride on camel. Now find out how many camels will be needed for 6 people's ride?

$$6 \div 2 = \dots\dots\dots$$

4. In Fateh Sagar Lake, 6 people sit in a boat and go for sailing. Find out how many boats will be required for 24 people?

$$24 \div 6 = \dots\dots\dots$$



**Sayla's Pomegranate Orchard-**

Do you remember Sayla's pomegranate orchard which we came across in the previous chapter? Sunita also wants to plant 28 pomegranate trees in her orchard.

If she plants 4 trees in one row, then how many rows will have to be made for 28 trees? .....



**You also find out-**

$$28 \div 4 = \dots\dots\dots$$

This is four plants planted 7 times. This can also be written using multiplication.

$$7 \text{ time } 4 = \dots\dots\dots$$

$$7 \times 4 = \dots\dots\dots$$

**Keeping in mind the tables you have learned, find out-**

|                                |                                               |
|--------------------------------|-----------------------------------------------|
| $12 \div 4 = 3$                | $4 \times 3 = 12$                             |
| $20 \div 2 = \dots\dots\dots$  | $2 \times \dots\dots\dots = 20$               |
| $18 \div 6 = \dots\dots\dots$  | $6 \times \dots\dots\dots = 18$               |
| $8 \div \dots\dots\dots = 4$   | $4 \times \dots\dots\dots = \dots\dots\dots$  |
| $30 \div \dots\dots\dots = 10$ | $10 \times \dots\dots\dots = \dots\dots\dots$ |

## Practice Work

1. The value of  $30 \div 6 + 5$  will be—

- (a) 11                      (b) 10                      (c) 25                      (d) 30                      (      )



2. Match the following—

(i)  $25 \div 5$  7

(ii)  $18 \div 3$  6

(iii)  $14 \div 7$  3

(iv)  $20 \div 4$  2

(v)  $27 \div 9$  5

3. Fill in the blanks—

$\boxed{20} \div \boxed{\phantom{00}} = \boxed{10}$

$\boxed{27} \div \boxed{9} = \boxed{\phantom{00}}$

$\boxed{36} \div \boxed{6} = \boxed{\phantom{00}}$

$\boxed{\phantom{00}} \div \boxed{8} = \boxed{5}$

4. Put  $<$ ,  $>$ ,  $=$  sign in the box—

(i)  $25 \div 5$   $\boxed{\phantom{00}}$   $15 \div 3$

(ii)  $48 \div 6$   $\boxed{\phantom{00}}$   $100 \div 10$

(iii)  $96 \div 12$   $\boxed{\phantom{00}}$   $75 \div 15$

(iv)  $63 \div 9$   $\boxed{\phantom{00}}$   $54 \div 9$

## Lesson - 8

# Distribution of Malpuaas



Today is the festival of Raksha Bandhan. Kanak will tie a rakhi to her brother Rahul.

**Kanak :** Today Malpuaas are prepared in our home.

**Rahul :** Yes Didi, Father has bought bananas and apples from the market. Come let us tie rakhi, then we will eat together.



**Kanak :** Mother has given me 4 bananas.

**Rahul :** And there are 3 Malpuaas in the plate.

**Father :** Divide both bananas and malpuaas equally and eat.

Two children divided 4 bananas equally. You also tell.

Kanak gets..... bananas. Rahul gets ..... bananas.

Now 3 Malpuaas will be equally divided between both the children.

.....got 1 malpuaa.

Kanak got.....malpuaa.

Oh! One more malpuaa is still left. How will we divide this?

**Equal distribution of one Malpuaa between two children-**

In which case was the division equal? Put the correct (✓) sign.



You also cut a paper in a circle and try dividing it.

Kanak folded the malpuaa from the middle and divided it into two equal parts.



**Rahul :** Give me half Malpuaa.

**Kanak :** Okay and I will keep ..... Malpuaa.

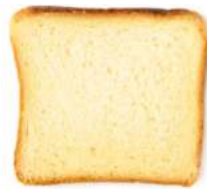
Look, 1 malpuaa when equally divided between 2 children, then both gets half-half Malpuaa.

**You also divide equally-**

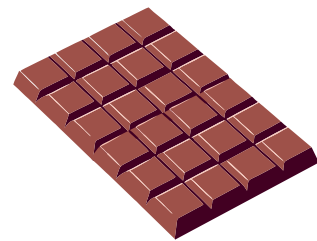
One chapatti in 2 children



One bread in 2 parts

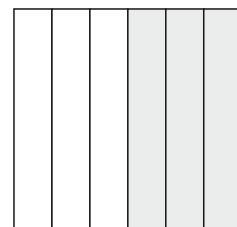


Chocolate in 2 equal parts

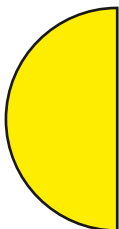


Did you and your friends divide in the same manner? Find out.

Circle the shape below whose half portion is not coloured-



**Complete the half-drawn figures -**



## Paper game -

Take a square shaped paper.

Fold it and divide it into two equal parts.

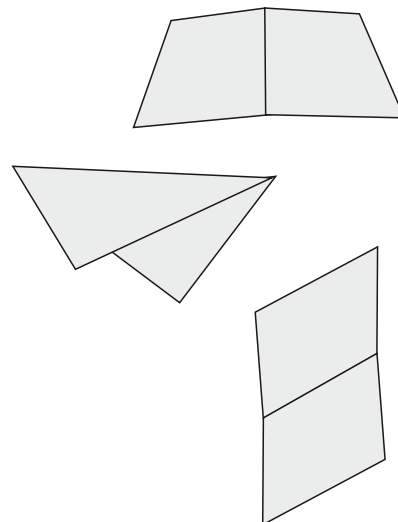
Do you and your friends have the same method of dividing ?

**Ayush :** I have divided it into two equal parts.

**Mayank :** I have divided the paper in this way.

**Ravina :** But I have divided it in this way.

Is this divided into 2 equal parts? You also divide and see.



## Divide equally again—

Ritu has to distribute one roti equally among 4 children.

**Ritu :** One roti was divided into two equal parts but there were 4 children.

Now she has to further divide it in more parts.

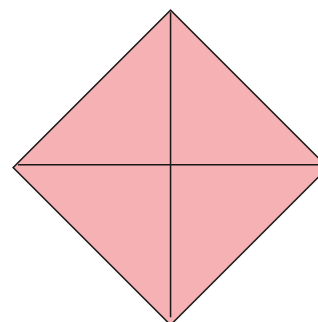
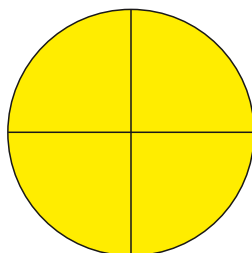
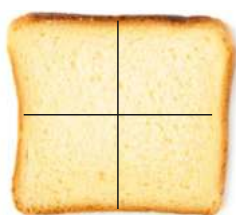


## Now tell what Ritu will do?

**Ritu :** Now I will divide this half roti into further half. Look, all have got half roti of the half.

**Aman :** Which part of roti is this?

**Ritu :** This is one fourth part of the roti.



How many one-fourth parts are these?



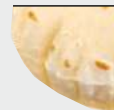
This is two-fourth part of the roti.  
.....roti is formed after combining these parts.

How many one-fourth parts are these?



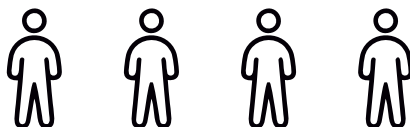
This is three-fourth part of the roti.

How many one-fourth part Roti?



..... parts together will make one complete roti.

If 3 rotis are divided equally among 4 children, how many rotis will each child get? Come you also draw line and divide.



Reshma is covering her books along with her elder brother.

**Reshma's mother :** Have you covered the books? We have to go to the market also.

**Reshma :** Wait for some time Mother. Till now, only half of the books are covered.

Look and find out how many books has Reshma ?



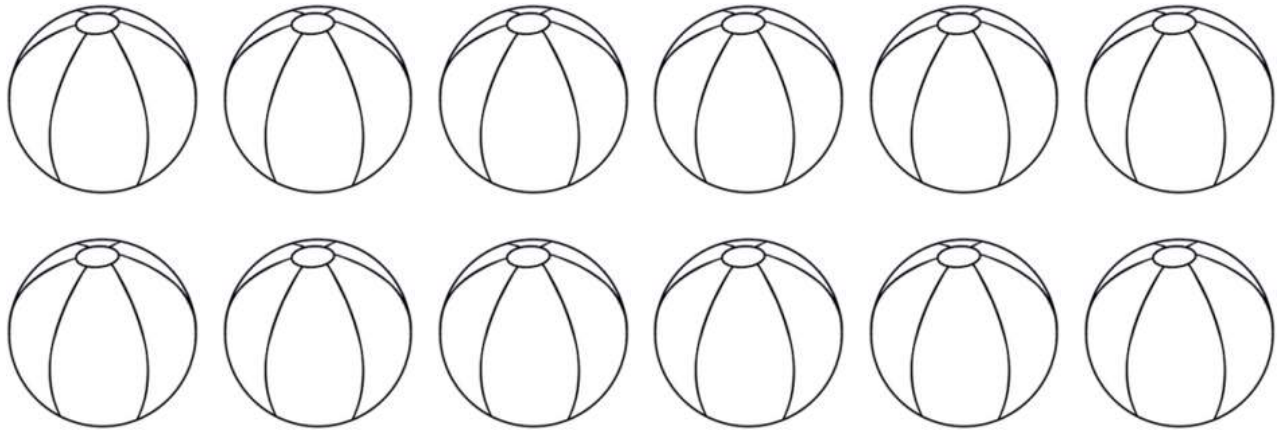




Thread (string) half of the flowers into the garland-



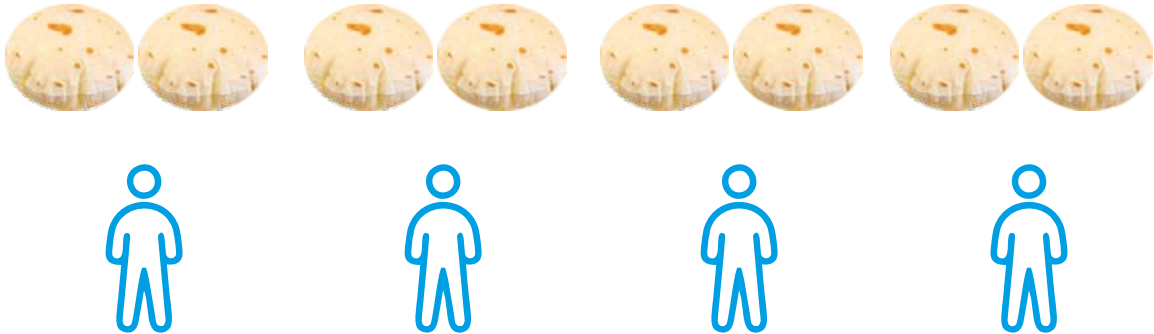
Fill one-fourth balls with colours—



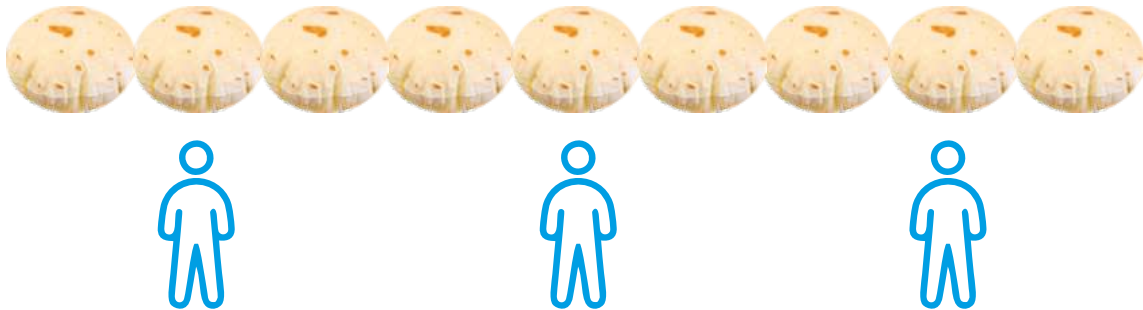
Count the items and circle half of them—



In summer vacations, 4 children went for a picnic. If 4 children bring 8 rotis, then how will they divide it?



Divide 9 rotis equally among 3 children.



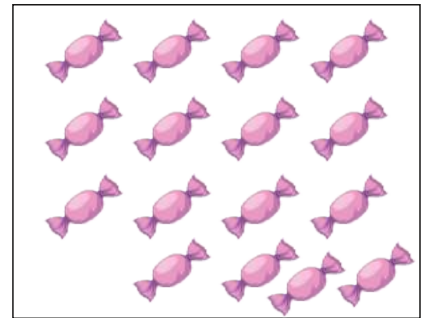
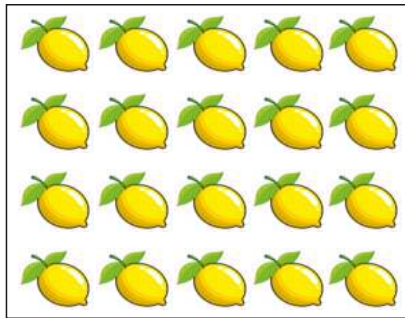
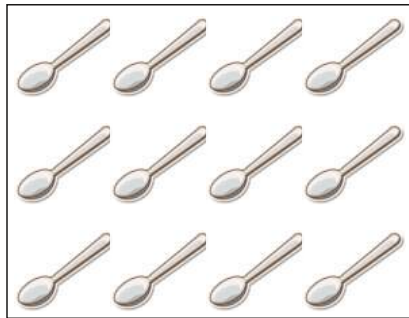
Divide 6 rotis equally between 2 children, then how many rotis will each child get?

If 2 children brought 5 rotis, then how will they divide it equally?



If 4 children bring 5 rotis, then how will they divide it equally? Solve.

Circle two-fourth items—



How will 3 thick pearl millet roti (Sogara), be divided among 4 children?



Laal prepared thick wheat roti (khova roti) for his family in the evening. After dinner, two khova rotis were left. During the night, a mouse ate the rotis in this way—



**Khova Roti**



**First Roti**



**Second Roti**

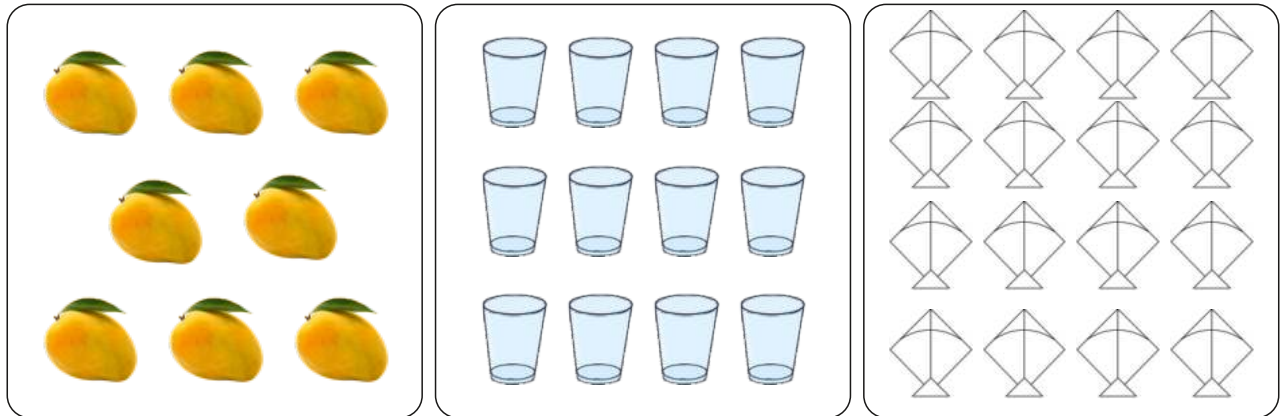
How much part of first roti was eaten? .....

How much part of first roti was left? .....

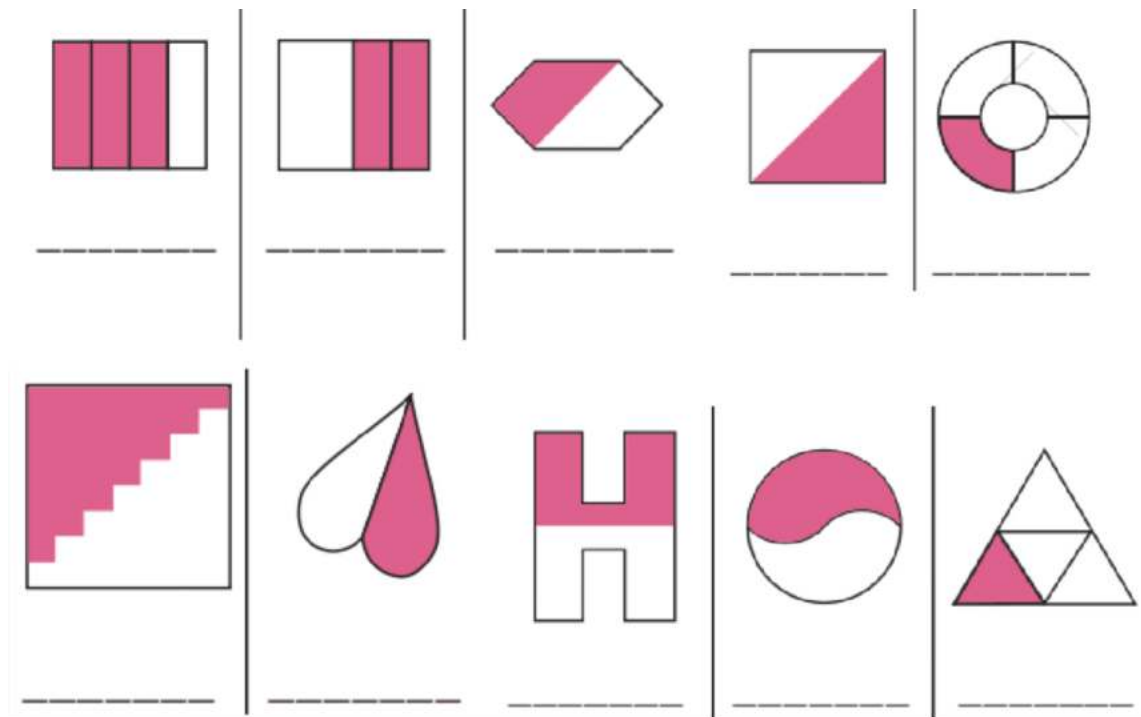
How much part of second roti was eaten? .....

How much part of second roti was left? .....

**Circle the three-fourth shapes-**



**Tell how much is the coloured portion?(One-fourth/half/three-fourth)**



**Do it -**

- Take a strip of rectangular paper.
- Fold it in such a way that it gets divided into three equal parts.
- Are all the three parts equal?
- Each part is one-third of the entire rectangular strip.

# Practice Work

1. Match the following-



2. Match the shaded part with the fraction—



Half

One

Three-fourth

One-fourth

3. Shade the given circle as per the fractions—

Half



One-fourth



Three-fourth



One





## We Learnt and Understood - II

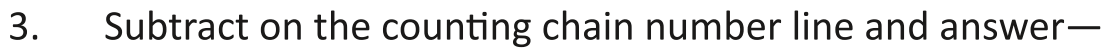


1. What and how much?

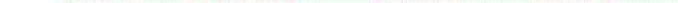
| Number | Hundreds | Tens | Unit |
|--------|----------|------|------|
|        | 1        | 2    | 4    |
|        |          |      |      |
|        |          |      |      |
|        |          |      |      |
|        |          |      |      |

2. Add on the counting chain number line and answer—

|           |  |                      |
|-----------|--|----------------------|
| $32 + 41$ |  | <input type="text"/> |
| $24 + 61$ |  | <input type="text"/> |
| $34 + 27$ |  | <input type="text"/> |
| $60 + 34$ |  | <input type="text"/> |
| $71 + 24$ |  | <input type="text"/> |
| $54 + 44$ |  | <input type="text"/> |
| $71 + 26$ |  | <input type="text"/> |
| $49 + 38$ |  | <input type="text"/> |



4 5 - 3 2



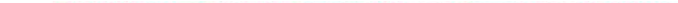
3 3 - 1 2



23 - 19

23

19 - 5



[illegible]

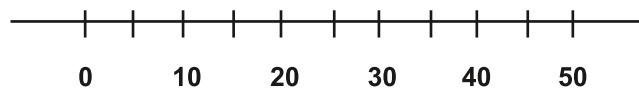
9 1 - 2 9

7 6 - 6 5

4. Explain -

1. One cow has 4 legs, then how many legs will 6 cows have?
2. One dozen has 12 bananas, then how many bananas will be there in three dozen?
3. One car has 4 wheels, then how many wheels will be there in 5 cars?
4. One square has 4 corners, then how many corners will be there in 9 squares?

5. If we jump 5-5 times at a time, then-



If you start from 0 -

- How many jumps will it take to reach 10? .....
- What number will you reach by jumping 7 times? .....
- How many jumps must be taken to reach 25?.....
- To reach half the number line, it will take .....jumps.
- To reach the end of the number line, ..... jumps will have to be made.

6. Look at the picture and tell-

1. There are total..... flowers.

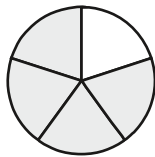
2. There are ..... flowers in the bouquet.

3. .... bouquets will be made from these flowers.

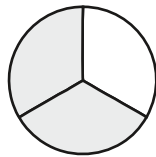
4. If every bouquet has 3 flowers, then ..... bouquets will be made.



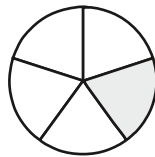
7. Look at the figures and write the fraction of shaded parts—



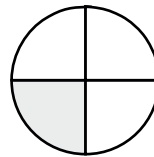
.....



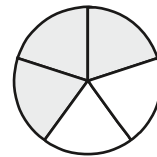
.....



.....

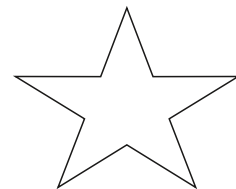
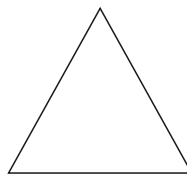
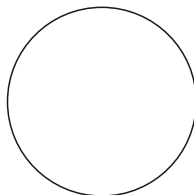
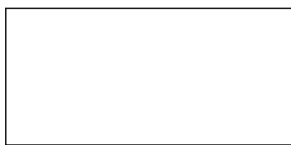


.....

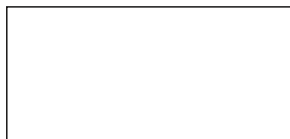


.....

8. Divide the following figures into two parts—



9. Divide the following figures into three parts—



10. Circle three-fourths of given things—



11. Match -

One fourth  $\frac{1}{2}$

Half  $\frac{3}{4}$

One 1

Three-Fourth  $\frac{1}{4}$



## Lesson - 9



# Feast (Bhandara) in Reena's Village

Many pilgrims going to Ramdevra pass through Reena's village. Reena said to her Kaka, "I see many pilgrims going on foot every day. Some pilgrims rest in the shade of a tree after drinking water." Her kaka told her that many of these pilgrims come from very far away. It even takes them 10 - 12 days to reach there.

**Reena :** They walk on foot for so many days!

**Kaka :** Yes Reana, that's why the villagers will arrange a feast (bhandara) for these pilgrims.

The villagers met the Sarpanch to make preparations for the feast (bhandara). Like every year this year also there will be a feast. People collected donations. A place was arranged for food and rest for the pilgrims. Now in Reena's village the feast will continue for four days.

Kaka told her that more than 300 pilgrims come to the feast every





single day. Reena wondered how would these many pilgrims eat together? There isn't even that much space.

Kaka told Reena, Oh Reena, only 50 pilgrims can eat at a time. Then another group of 50 pilgrims will eat in the next round. Some pilgrims rest, while others continue on their journey.

### Help Reena-

50 people ate food in one row, then how many people ate food in two rows?

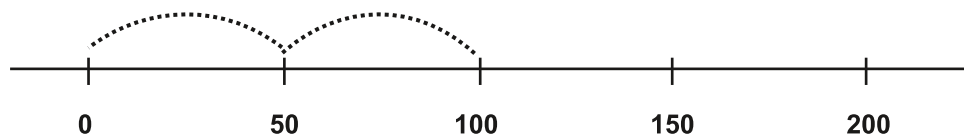
$$50 + 50 = 100 \text{ people}$$

How many people ate food in three rows?

$$50 + 50 + 50 = 150 \text{ people}$$

How many people ate food in four rows?

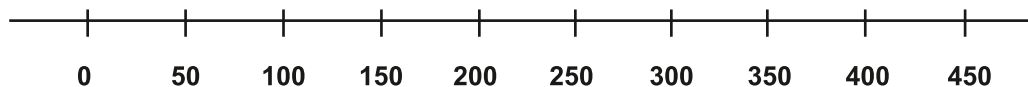
..... people



### You also find out-

On the first day, people sat 8 times in a row for eating food, then how many total people had food?

Tell how many people had food on the first day?



### Look at the picture of the served plate and answer-

On the first day, how many churma laddoos were served?

$$400 \times 2 = \dots\dots\dots$$



How many glasses are required for serving butter milk on the first day?

$400 \times \dots\dots\dots = 400$  glasses.

How many bowls were required on the first day?

$400 \times 3 = \dots\dots\dots$

### Reena's School

Next day when Reena went to school, she told Sohan everything about the feast (Bhandara).

**Sohan :** Wow! I have never seen such a big bhandara.

**Reena :** Yes, I added 50 many times and found the total number of people.

**Sohan :** I also know a method of finding big numbers. Look at this tile made from square notebooks of Maths. I made it with the help of teacher.

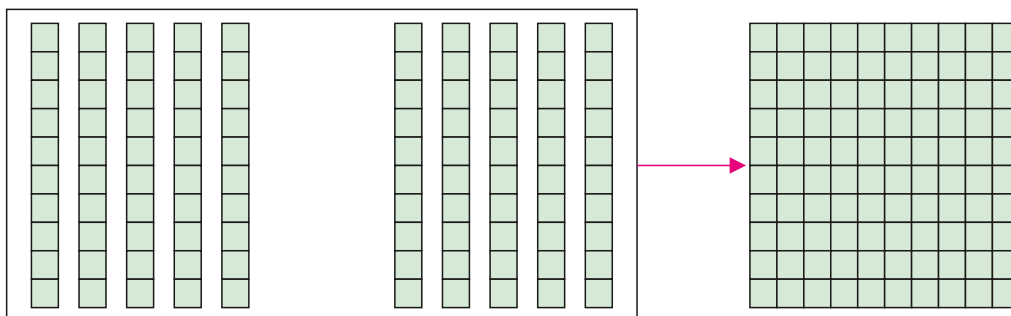
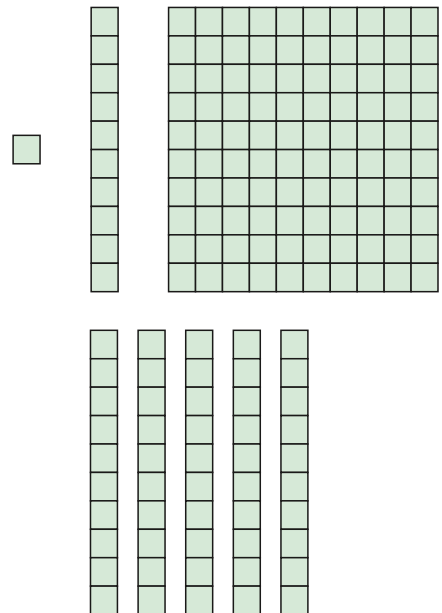
**Reena :** Wow! With these tiles, I can show 1, 10 and 100 also.

You also make this and find out.

50 people are sitting in one row. This becomes 50.

Sohan showed it like this with a 10-square notebook.

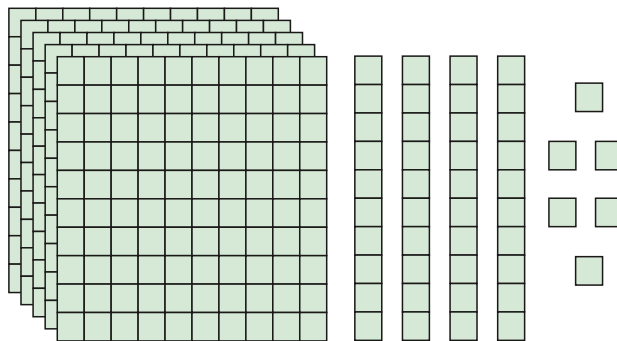
How many people had food in 2 rows?



How many people had food on the second day of bhandara?

Look at the tile and write down the number.

$$500 + \dots + \dots = \dots$$



**Come let us find out-**

|  |                                 |
|--|---------------------------------|
|  | $300 + \dots + \dots = \dots$   |
|  | $\dots + \dots + \dots = \dots$ |
|  | $100 + 30 + 8 = \dots$          |
|  | $\dots + \dots + \dots = 143$   |

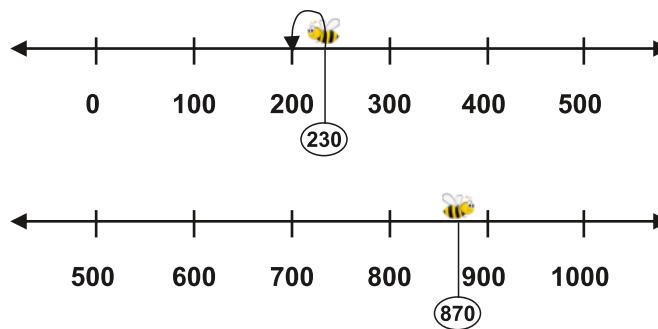
### Work with your friends and find out-

- How many 100 square tiles will be there in 400?
- How many tiles of 100 square, 10 square and 1 square will be there in 905?
- How many tiles of 100 square will be there in 987?
- How many tiles of 10 squares will be there in 708?

You also make such question and discuss it with your friends.

### Where will the Honeybee sit?

There is a flower on every hundredth on the Number Line. The honeybee has to sit quickly on the flower near to it. Help the honeybee to sit on the flower.



### Do it yourself -

You also draw a Number Line on the floor and write 100, 200, 300..... numbers on it. Stand anywhere on the Number Line. Ask your friend to clap.

As soon as he claps, you jump on the nearest hundredth.

### Let us Practice-

| Number | Expend Form    | Number Name            |
|--------|----------------|------------------------|
| 245    | $200 + 40 + 5$ | Two hundred forty five |
| 550    | .....          | .....                  |
| .....  | .....          | Three hundred Ninty    |
| .....  | $400 + 30 + 2$ | .....                  |
| 834    | .....          | .....                  |

**Solve the puzzle from the number window—**

I am the smallest three-digit number. Tell where I am sitting?

More than hundred,  
Less than two hundred, one of my digits 4.

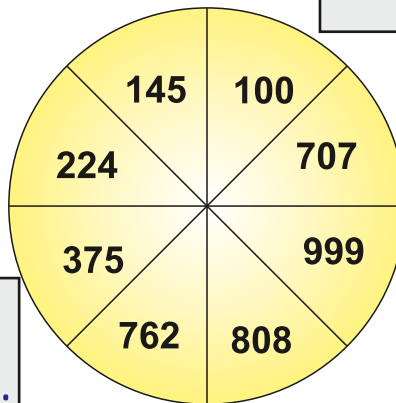
I am half of seven hundred fifty, 25 more than 350.

In which window stands the hero? Two numbers are same and the middle is zero.

One Sunday among seven days, Add seven once in seven hundred.

Search, where am I sitting  
tens digit is one less than hundreds digit.

I am the biggest number of three digits. Colour the window in which I am standing.



**Match the following—**

How many days in a year?

7

How many months in a year?

24

How many days in a month?

30

How many weeks in a fortnight?

12

How many days in a week?

60

How many hours in a day?

365

How many minutes in an hour?

2



## Practice Work

### 1. Find what is particular in these numbers-

- 123, 234, 345

You also write such number of 3 digits.

123, 234, 345, ....., ....., .....

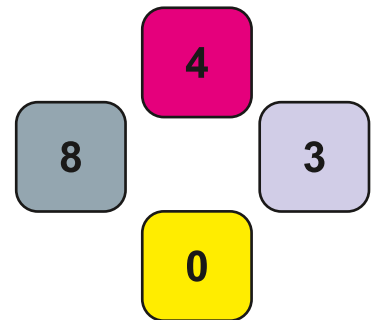
- 101, 202, 303

Write 5 more similar numbers of—

101, 202, 303, ....., ....., ....., ....., .....

### 2. Select any 3 cards and tell-

- Which number card did you choose?
- Which numbers are formed from this?
- Which is the biggest number formed?
- Which is the smallest number formed?



### 3. Fill in the blanks-

1.  $100 + \dots + 3 = \boxed{1} \boxed{4} \boxed{3}$

2.  $\dots + 50 + 1 = \boxed{5} \boxed{\phantom{0}} \boxed{1}$

3.  $700 + \dots + \dots = \boxed{\phantom{0}} \boxed{6} \boxed{9}$

4.  $900 + \dots + \dots = \boxed{\phantom{0}} \boxed{0} \boxed{4}$

### 4. The total number of students sitting in equal numbers from class 1 to 5 is 90, then the total number of students sitting in class 3 is?

### 5. Word form of number 987 is –

- (a) Nine hundred forty-seven      (b) Nine hundred eighty-seven  
 (c) Eight hundred ninety-seven      (d) Seven hundred eighty-nine (    )

## Lesson - 10

# Measurement of Length



The students of class 3 have decorated their class together. They have made hangings of different colours and decorated it.

- If you also have to decorate your classroom like this, of what length will you make the hanging.
- You also measure your classroom.



- Measure classroom doors with hands.  
How many hands long is it? .....
- Measure classroom window length with hand spans.  
How many spans long is it?.....
- Measure table height with the finger of your hand.  
How many fingers height is it? .....
- The length of room was measured by 2 children with their footsteps. Is the measurement of footsteps of both of them is equal?



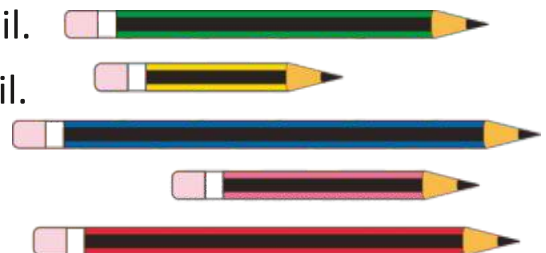
### Think why it happened?

Dinesh took a new pencil and measured the length of the cot and found that the length of the cot is equal to 19 pencils.

The tailor took out his inch tape and said, take this and measure.

Have you ever seen an inch tape and scale?

- Put a tick mark (✓) on the biggest pencil.
- Put a round circle on the smallest pencil.
- How did you find this?



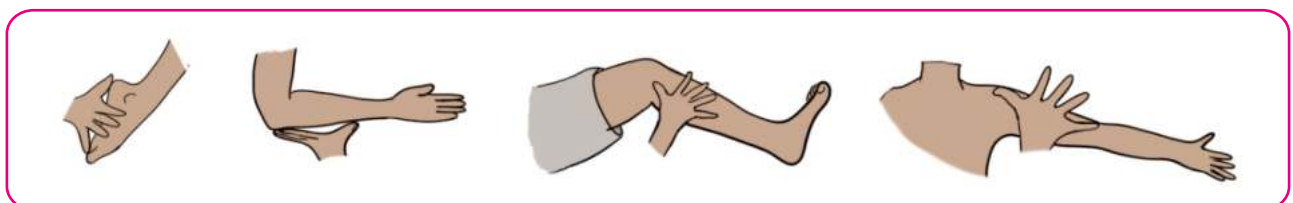
### First estimate and then try to do it—

Measure your feet sole with your handspan.

Is the measurement of handspan and feet sole equal?

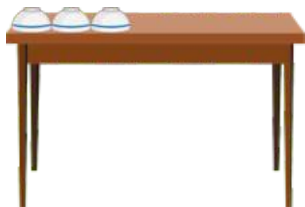
With your handspan, measure your legs from your heel to your knee.

..... handspan



- Measure from your middle finger till elbow with your handspan..... handspan
- How many handspan is your hand from your wrist till your shoulder?....handspan

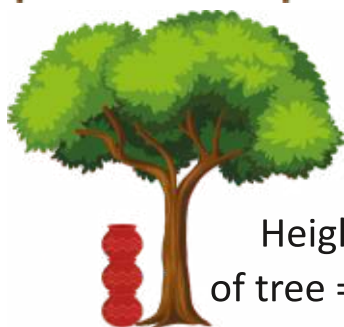
Let us find-



Length of table =  
..... bowl



Length of road =  
..... steps



Height of trunk  
of tree = ..... pots.



Length of sugarcane = ..... steps.

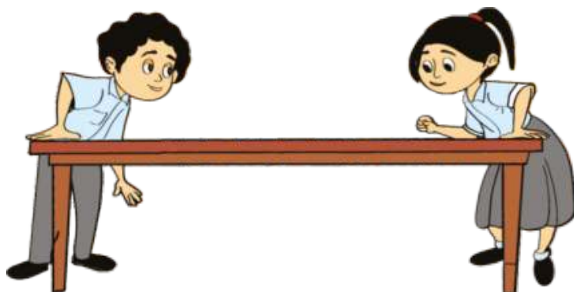
**Kavita measured the length of table with handspan.**

**Kavita-** This table is a little more than four handspans, what should we do?

**Monika-** I have seen my mother measuring a cloth with her handspan and fingers.

**Kavita-** Let us also measure with fingers. This is 8 handspan and 4 fingers.

**Monika-** No- No, it is 7 handspans and 2 fingers.



**Come let us make a scale-**

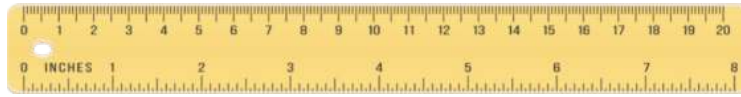
Take a piece of paper approximately two span long. Fold it in 10 equal parts to divide it.

Look Kavita has also made a scale with the help of her teacher. The length of its each part is 1 centimeter.





You also make such scale and paste here—



- Take out things from your bag and measure them with scale.
- Look at your geometry box, it is .....cm long.

### Introduction to the meter scale

One day Manisha went to a tailor's shop with her mother. There she saw an inch tape around the tailor's neck. She asked the tailor to show her the inch tape. What is this, it has a marking up to 100. That means you can measure 100 centimeters with it at a time.



**Tailor :** We can measure length up to 1 meter at a time with it.

Do you know,     1 meter = 100 centimeter

And,                 1 kilometer = 1000 meter

### Measure with measuring tape—

How many meters is the length of the classroom? .....

How many meters is the length of the window? .....

How many meters is the height of the table? .....

3 meter = ..... centimeter     200 centimeter = ..... meter

5000 meter = ..... Kilometer     4 kilometer = ..... meter



### Find out -

- Measure the thickness of the tree with a measuring tape.
- Measure the length of the four sides of your classroom table.



### Measure the picture

Eraser 2 unit

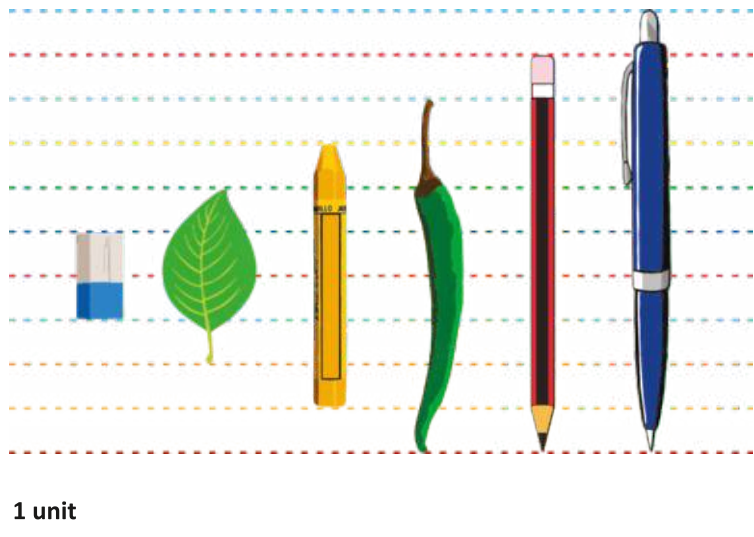
Leaf .....

Crayon .....

Chilly .....

Pencil .....

Pen .....

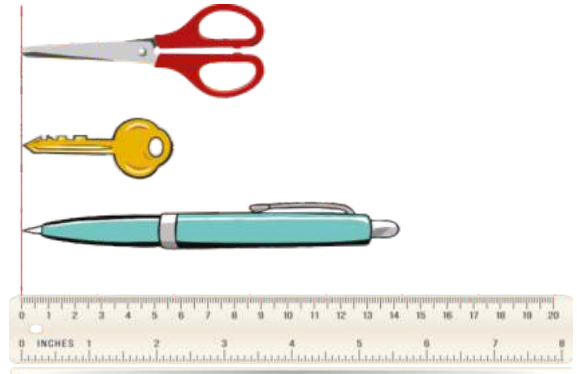


Estimate the length of the objects around you and write down their measurements—

| Smaller than<br>1 centimeter | Approximately<br>10 cm long | Approximately<br>1 meter long | More than<br>1 meter |
|------------------------------|-----------------------------|-------------------------------|----------------------|
|                              |                             |                               |                      |
|                              |                             |                               |                      |
|                              |                             |                               |                      |
|                              |                             |                               |                      |

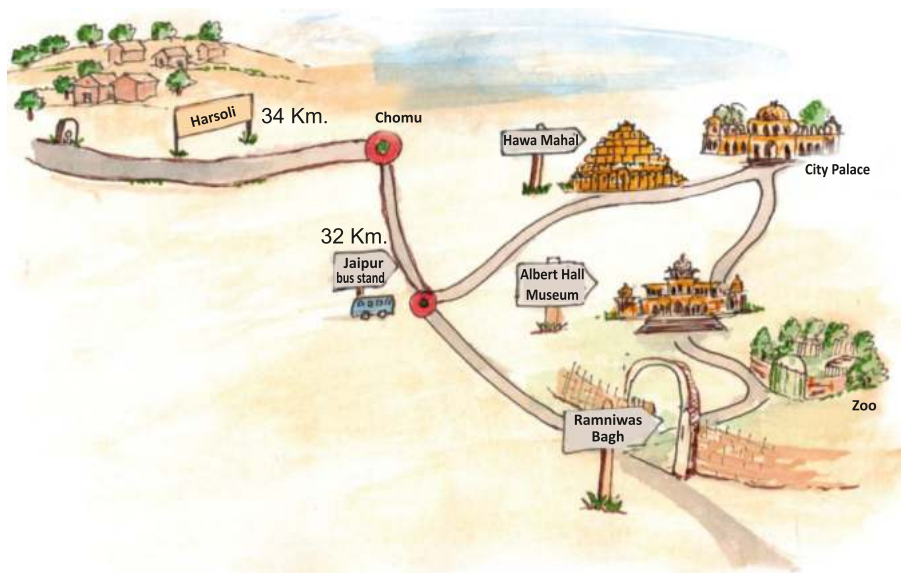
Look at the scale and write the length-

- Scissors - ..... cm
- Key - ..... cm
- Pen - ..... cm



### Trip to Jaipur

After having breakfast at Harsoli village, Rahul and Nitin were going to Jaipur with their family. They travel by bus from Chomu to reach Jaipur and then took a taxi from the bus stand to Ram Niwas Garden. After reaching there, they visit the garden. Rahul takes 4 rounds of the park which is 200 meter in circular shape. From there, they go to a local hotel for lunch and then enjoy visiting nearby places like City Place, Hawa mahal, Albert Hall Museum and the Zoo. In the evening, they leave for their village.



Now tell the distance between these places-

1. What is the distance between Chomu and Jaipur bus stand?
2. What is the total distance from Harsoli to Jaipur?

3. Which place did Rahul's family go to first from the bus stand?
4. How many rounds did Rahul take in the park and how much distance did he cover?

### Let us measure-

Write names of your friends in the table and with the help of a scale, measure their heights in centimeter and write—

| S.No. | Friend Name | Friend's height (cm) |
|-------|-------------|----------------------|
| 1.    |             |                      |
| 2.    |             |                      |
| 3.    |             |                      |

Nirma needs cloth of the following measurements to stitch garments—

|               |                |              |              |             |              |
|---------------|----------------|--------------|--------------|-------------|--------------|
| <b>Blouse</b> | <b>Peticot</b> | <b>Kurti</b> | <b>Shirt</b> | <b>Pant</b> | <b>Kurta</b> |
| 1 meter       | 2½ meter       | 2 meter      | 2½ meter     | 1½ meter    | 3½ meter     |

| Measurement of cloth | What all can be stitched? |
|----------------------|---------------------------|
| 10 meter             |                           |
| 7 meter              |                           |
| 5 meter              |                           |
| 11 meter             |                           |

With the help of a scale, draw a line segment of following measurement-

|        |        |        |       |
|--------|--------|--------|-------|
| 5 cm   | 7 cm   | 2 cm   | 8 cm  |
| 3.7 cm | 4.2 cm | 8.3 cm | 14 cm |

**Measure the items listed in the table given below—**

| S.No. | Item                            | Approximate measurement<br>(by span, fingers, hand, footsteps) | Actual measurement<br>(Scale or measuring tape) |
|-------|---------------------------------|----------------------------------------------------------------|-------------------------------------------------|
| 1.    | Length of the window            | 8 span                                                         | 92 centimeter                                   |
| 2.    | Length of the floor of the room |                                                                |                                                 |
| 3.    | Table length                    |                                                                |                                                 |
| 4.    | Book width                      |                                                                |                                                 |
| 5.    | Blackboard length               |                                                                |                                                 |

**Reena's Puzzle—**

Reena went to the well with her father to fetch water with a rope and a bucket. The rope was weak and broke while tying it to the bucket. To get a new rope, her father measured the rope with his hand and told Reena to get a 20-hand long rope. Reena brought a rope measuring her 20-hand long rope from the market. When father measured the rope, it was 2 times shorter.

**Tell—**

- (i) If the length of Reena's arm is 25 cm, what will be the length of the rope? .....cm
- (ii) What will be the length of her father's arm? ..... cm
- (iii) If Reena's father had bought a rope of his 20-hand long rope by himself, then what would be the actual length of the rope?..... cm

**Solve the puzzles-**

- 1. I am a wooden door; my length is 2 meters.  
Reduce me by 50 cm, so I become a window.  
Now use a little brain, tell the length of the window?
- 2. I am stairs, beloved of the house,  
My height is one meter.

You've already climbed half

Now tell, how much is left?

3. I arrive at 9:00 am, I leave at 6:00 pm.

Rest for one hour, do not work on Sundays.

Now tell, my working hours in a week?

4. A wall standing straight,

Its height four meters.

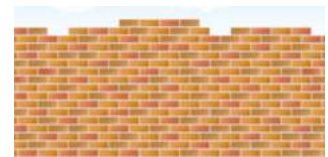
Up to 300 cm painted pink,

The remaining is painted red.

Tell quickly how much is painted red?

## Practice Work

1. Ritu bought 11 mts of cotton cloth, 16 mts of lenin cloth and 18 mts of terrycot cloth. How many meters of cloth did she buy in total?
2. Yogendra bought 2 mts of cloth and asked a tailor to make a pant-shirt. But the tailor measured and told him that 4 mts of cloth is needed to make the pant-shirt. So how many more meters of cloth will Yogendra have to buy?
3. Look at the given pictures and tell the unit of their length measurement— (kilometer/meter/centimeter)



4. Solve—

(i) 2 meter = ..... centimeter

(ii) 700 centimeter = ..... meter

(iii) 8 kilometer = ..... meter

(iv) 9000 meter = .....kilometer



## Lesson - 11

# Weight Measurement



Pooja and Khushi went to the kitchen to eat something. There they saw a watermelon.

**Pooja :** Oh! Today we will eat watermelon. It's so heavy, I can't even lift it.

**Khushi :** Didi, can't you even lift this small watermelon? I can lift it up easily.

Just then, their mother enters the kitchen. She cuts the watermelon and gives it to them to eat. After eating the watermelon, both of them start playing with their toys.

**Khushi :** Look, Didi! My doll is heavier than your ship.

**Pooja :** No, my ship is heavier than your doll. Look, my hand holding the ship is going downward.

**Khushi** : But, my hand with the doll is downwards, Didi.

**Pooja** : Now how do we find out whose toy is heavier?

**Khushi** : There is a way, Didi. Look I have these two rubber bands.

With its help, we keep the toys in a bag and hang them from a rod.



**Look and tell whose toy is heavier and why?**

**To complete the given poem, write the names of the objects in the blank spaces and draw their pictures—**

Speak fast, Speak fast

What is light, what is heavy

Speak fast, Speak fast

 Ball is light,  Bat is heavy

Speak fast, Speak fast

What is light, what is heavy

.....is light, .....is heavy

Speak fast, Speak fast

What is light, what is heavy

.....is light, .....is heavy

Speak fast, Speak fast

What is light, what is heavy

.....is light, .....is heavy

**Practice** : Put the correct (✓) mark on the heavier object among the following-



**Pooja** : With the help of a hanger, let us make a scale to find out what is light-heavy.

By placing a lemon on this scale, let us weigh the doll?

**Pooja :** Look, this doll is equal to 19 lemons.

**Khushi :** Now I will weigh and see. Oh, what's this? It is equal to 15 lemons only.

Why did the weight of the same object is equal to different number of lemons? They asked their mother about this.

(The mother placed 15 lemons on each side of the scale.)

**Mother :** Look, children, here the number of lemons is equal on both sides, but still one side of the scale is tilted more downwards.

Can you tell why this happened?

**Pooja :** How would the vegetable sellers and shopkeepers weigh different items?

Just then, a vegetable vendor comes outside Khushi's house.

**Mother :** Come children, let me show you their way of weighing.

**Mother :** Bhaiya, give me one kilogram of cabbage.

Look children, to weigh items we use these weights.



**Poojs** : Ok, now I understand, Mother.

**Khushi** : Look mother, you asked the vegetable seller for 1 Kg of cabbage, but he is not weighing the cabbage with 1 Kg weight to measure it.

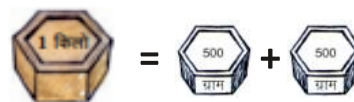
**Vegetable seller** : (Laughing) Don't worry child. I am giving you exactly 1 Kilogram of cabbage. Look, I have placed two 500 grams weight each in the scale.



Pooja, do one thing. Hold two weights of 500 grams in one hand and 1 Kilogram weight in the other hand. Now guess and tell, are the two 500 gram weights lighter or heavier than the 1 Kilogram weight?

**Pooja** : Oh! These two seem to be equal.

That means- 1 Kilogram = 500 grams + 500 grams



**Khushi** : That means, 1 Kilogram = 1000 grams.

|                                                                                                                                                      |                                                                                                                                                                       |                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>200 gram + 50 gram =<br>Quarter of a kilogram<br>( ..... gram) | <br>500 gram + 200 gram +<br>50 gram = three quarters<br>of a kilogram (..... gram) | <br>1 Kg + 200 gram +<br>50 gram = one and a<br>quater kilo (..... gram) |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Tell** – Which weights can be used to weigh 5 kilograms of potatoes?

**Method I** – 5 Kg = 

**Method II** – 5 Kg = .....

**Method III** – 5 Kg = .....

**Method IV** – 5 Kg = .....

**Method V** – 5 Kg = .....

**Estimate**- Which household items weigh less than 1 Kg and which weigh more than 1 Kg. Write in the table—



| Items heavier than 1 Kilogram weight | Item less than 1 Kilogram weight |
|--------------------------------------|----------------------------------|
| Chair, .....                         | Ball, .....                      |

**Mother :** Now tell how much weight is written on the packets of these items?

|                                                                                                 |                                                                                                    |                                                                                                         |                                                                                                      |                                                                                                       |                                                                                                              |                                                                                                          |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
|  Sugar<br>2 Kg |  Soap<br>150 Gram |  Gram<br>Flour<br>1 Kg |  Spices<br>250 gram |  Churan<br>100 gram |  Wheat<br>grain<br>50 kg. |  Chocolate<br>50 gram |
| .....kg                                                                                         | .....garm                                                                                          | .....kg                                                                                                 | .....garm                                                                                            | .....garm                                                                                             | .....kg                                                                                                      | .....garm                                                                                                |

**Have you seen such weighing scales too?**

|                                                                                     |                                                                                     |                                                                                      |                                                                                      |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |  |
| Balance scale                                                                       | Electronic Scale                                                                    | Weight machine                                                                       | Cylinder scale                                                                       |

**Think and Answer-**

Pooja likes to eat popcorn and jaggery. One day she bought jaggery and popcorn from the market. Looking at the heap of popcorn, she said, “Oh! the heap of popcorn looks much bigger than the jaggery.”

**Is the weight of the popcorn heap more than the jaggery?**

**Which of these items would need a bigger bag?**





# Practice Work

## 1. Estimate the weight and match the following—

- |        |                                                                                     |          |
|--------|-------------------------------------------------------------------------------------|----------|
| (i)    |    | 3 gram   |
| (ii)   |    | 8 gram   |
| (iii)  |    | 50 kg    |
| (iv)   |   | 10 kg    |
| (v)    |  | 5 kg     |
| (vi)   |  | 150 gram |
| (vii)  |  | 3 kg     |
| (viii) |  | 1000 kg  |
| (ix)   |  | 14 kg    |
| (x)    |  | 300 gram |

2. Write in the order from lightest to heaviest—

- (i) Elephant, cow, goat, mouse = ....., ....., ....., .....
- (ii) Bus, bicycle, car, train = ....., ....., ....., .....
- (iii) Gourd, tomato, chilly, pumpkin = ....., ....., ....., .....
- (iv) Mango, Watermelon, sapote, jujube = ....., ....., ....., .....

3. Match the given weights with their measurements—



20 kg.



2 kg.



5 kg.



500 gram



1 kg.



200 gram



10 kg.

**4. Tell the total weight—**

- (1) 1 kg + 5 kg + 10 kg = .....
- (2) 200 gram + 100 gram + 250 gram = .....
- (3) 3 kg + 5 kg + 1 kg = .....
- (4) 500 gram + 200 gram + 50 gram = .....
- (5) 20 kg + 50 kg + 10 kg = .....

**5. Estimate the weights of your friends and tell-**

| Name of friends | Weight in kg. |
|-----------------|---------------|
|                 |               |

- (i) ..... weight's is less than me.
- (ii) .....weight's is more than me.
- (iii) .....weight's is equal to me.

6. (i) Ask your parents what was your weight at the time of your birth?
- (ii) What is your weight now?
- (iii) How much has your weight increased since birth?

**7. Fill in the blanks-**

- (i) 1 Kilogram = .....grams
- (ii) Half Kilogram= .....grams
- (iii) Quarter Kilogram = .....grams
- (iv) Three-quarter kilogram= .....grams.

**8. Let's find out-**

- (i) Anita bought 2kg sugar and 1 kg lentils. What is the total weight of the items she bought?
- (ii) A big sack has 47 kg of wheat and a small sack has 38kg of rice. How much more is the weight of wheat than rice?
- (iii) When you shop at a grocery store, which items do you buy for 1 kg, 500 grams and 100 grams?
- (iv) Is the weight of 1 kg of potatoes equal to the combined weight of 500 grams of tomatoes and 500 grams of brinjals? Explain.

## Lesson - 12

### New Bag



Arti and Shivani have brought new bags in the school. Just then, the teacher enters the class. Seeing Shivani and Arti's new bags she said, "Today's both of them have brought new bags."

Shivani, how much did you buy this bag for?



I bought this bag for Rs 390.



Arti, how much did you buy this bag for?



I purchased this bag for Rs. 425



Children guess and tell, approximately how much money did Arti and Shivani spend to buy the bags?

$390 + 425 = ?$   
Approximately  
 $400 + 400 = 800$



But how did you find this



I looked at the numbers around 390 and 425. 390 is a little less than 400 and 425 is a little more than 400. I added 400 and 400.



Yes, Pankaj is right. I also expanded these numbers into units, tens and hundreds and added them. I learned this in the previous chapter.



$$390 = 300 + 90 + 0$$

$$425 = 400 + 20 + 5$$

$$= 700 + 110 + 5$$

Here, when we add 300 and 400 we get 700, when we add 90 and 20 we get 110 and 0 added to 5 is 5. Now, adding 700, 110 and 5 we will get .....which is near to 800.

### Magical number window-

|     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 251 | 261 | 271 | 281 | 291 | 301 | 311 | 321 | 331 | 341 |
| 252 | 262 | 272 | 282 | 292 | 302 | 312 | 322 | 332 | 342 |
| 253 | 263 | 273 | 283 | 293 | 303 | 313 | 323 | 333 | 343 |
| 254 | 264 | 274 | 284 | 294 | 304 | 314 | 324 | 334 | 344 |
| 255 | 265 | 275 | 285 | 295 | 305 | 315 | 325 | 335 | 345 |
| 256 | 266 | 276 | 286 | 296 | 306 | 316 | 326 | 336 | 346 |
| 257 | 267 | 277 | 287 | 297 | 307 | 317 | 327 | 337 | 347 |
| 258 | 268 | 278 | 288 | 298 | 308 | 318 | 328 | 338 | 348 |
| 259 | 269 | 279 | 289 | 299 | 309 | 319 | 329 | 339 | 349 |
| 260 | 270 | 280 | 290 | 300 | 310 | 320 | 330 | 340 | 350 |

Like Vijay, you also try adding the numbers written along the diagonal boxes of the windows of the number chart—

**Sum of the numbers written  
in yellow boxes.**

$$294 = 200 + 90 + 4$$

$$303 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$\dots\dots\dots = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

**Sum of the numbers written  
in green boxes.**

$$293 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$304 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$

$$\dots\dots\dots = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$$



- Did you get the same total by adding the numbers written in both the boxes? Think and write why this happened? .....
- In which window, will you find the answer to this question? Search quickly and tell.  $260 + 269 = 529$ , Than,  $259 + 270 = \dots\dots\dots$   
 $287 + 296 = 583$ , Than,  $286 + 297 + 100 = \dots\dots\dots$   
 $334 + 345 = 679$ , Than,  $335 + 100 + 344 = \dots\dots\dots$

**Now if you add the numbers in the big red window-**

|                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sum of numbers placed in diagonal line—<br>$317 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$<br>$328 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$<br>$339 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$ | Sum of numbers placed in the second diagonal line—<br>$319 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$<br>$328 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$<br>$337 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$ |
| Sum of numbers placed in vertical line—<br>$327 = 300 + 20 + 7$<br>$328 = 300 + 20 + 8$<br>$329 = 300 + 20 + 9$                                                                                                                      | Sum of numbers placed in horizontal line—<br>$318 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$<br>$328 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$<br>$338 = \dots\dots\dots + \dots\dots\dots + \dots\dots\dots$          |

Now, you also create a new magic window in this number chart and try adding the numbers in the same way—

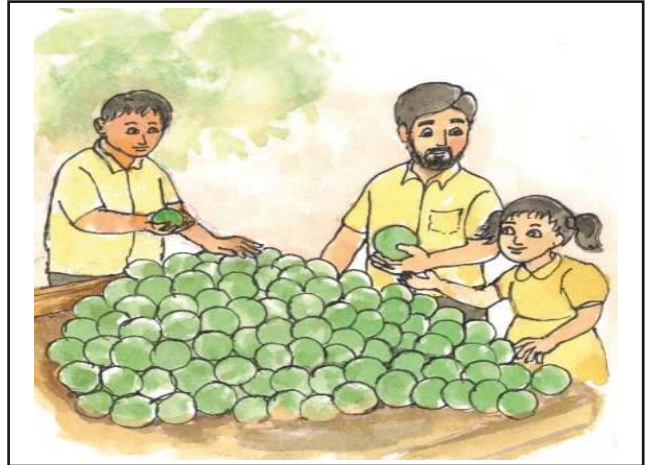
|     |     |     |     |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 511 | 212 | 513 | 514 | 515 | 515 | 517 | 518 | 519 | 520 |
| 521 | 522 | 523 | 524 | 525 | 525 | 527 | 528 | 529 | 530 |
| 531 | 532 | 533 | 534 | 535 | 536 | 537 | 538 | 539 | 540 |
| 541 | 542 | 543 | 544 | 545 | 546 | 547 | 548 | 549 | 550 |
| 551 | 552 | 553 | 554 | 555 | 556 | 587 | 588 | 589 | 560 |
| 561 | 562 | 563 | 564 | 565 | 566 | 576 | 578 | 579 | 570 |
| 571 | 572 | 573 | 574 | 575 | 576 | 577 | 578 | 579 | 580 |
| 581 | 582 | 583 | 584 | 585 | 586 | 587 | 588 | 589 | 590 |
| 591 | 592 | 593 | 594 | 595 | 596 | 597 | 598 | 599 | 600 |

**Solve these questions by looking at this number chart—**

- $538 + 10 = 548$   
 $554 + 23 = \underline{\hspace{2cm}}$   
 $523 + 32 + 15 = \underline{\hspace{2cm}}$   
 $587 - 10 = 577$   
 $565 - 14 = \underline{\hspace{2cm}}$   
 $580 - 34 = \underline{\hspace{2cm}}$   
 $543 + 20 = \underline{\hspace{2cm}}$   
 $599 - 30 = \underline{\hspace{2cm}}$

## Guava Orchard

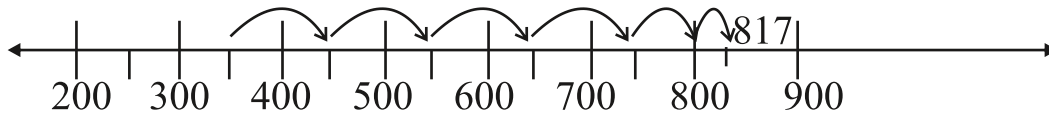
Neha's father has a guava orchard. He packs the sweet guavas from the orchard into boxes and sells them in the market. Last week, he sold 350 boxes and this week, he sold 467 boxes. Neha has to find out how many boxes of guava were sold in both the weeks.



Why don't I add 350 and 467 to find out? My teacher taught me this in the class.



**Come now let us also add this on a Number Line.**

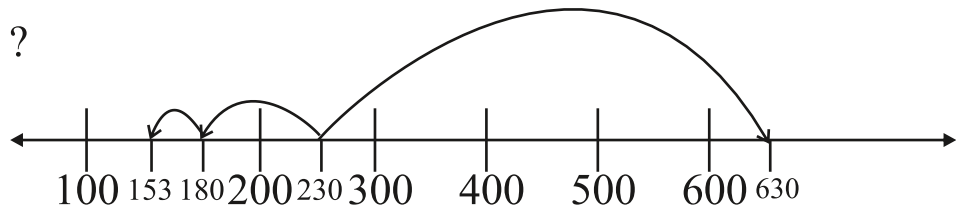


$$350 + 467 = 350 + 100 + 100 + 100 + 100 + 50 + 17$$

**In the third week, 630 boxes of Guavas were sold. Now tell how many more guavas did Neha's father sell from the second week?**

$$630 - 467 = ?$$

$$\begin{array}{r} 630 \\ - 467 \\ \hline \end{array}$$



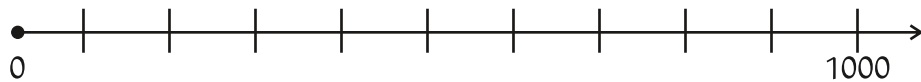
$$630 - 467 = 630 - 400 - 50 - 17$$

How did Neha find this on the Number Line? First, when she subtracted 400 from 630, ..... was left. Then she subtracted 17 more from the remaining 230, then ..... was left.

**You also make a guess first and then give the correct answer—**

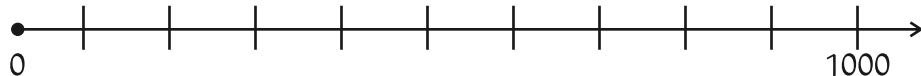
1. In the month of January 230 trucks and in February 346 trucks loaded with guavas were sent. How many total guava trucks were sent in both the months?

$$\begin{array}{r} 230 \\ + 346 \\ \hline \end{array}$$



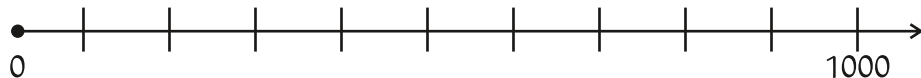
2. This week 540 boxes of guavas were sent to the market from Neha kaki's orchard and 457 boxes from her father's orchard. How many more boxes of guavas were sent from kaki's orchard?

$$\begin{array}{r} 540 \\ - 457 \\ \hline \end{array}$$



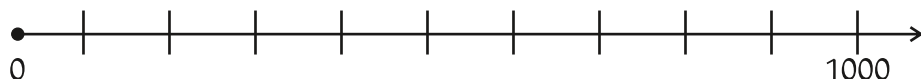
3. 356 people went to the village fair on Monday and 573 on Tuesday. How many people went to the fair on both the days together?

$$\begin{array}{r} 356 \\ + 573 \\ \hline \end{array}$$



4. The mason ordered 900 bricks to build a wall on the roof of Raveena's house. 540 bricks have arrived so far. How many more bricks are required?

$$\begin{array}{r} 900 \\ - 540 \\ \hline \end{array}$$



Suman went to the market with Rs. 950. She bought fruits for Rs. 375. How much money is she left with now? Suman thought she should have Rs. 625 left with her. Is that correct?

$$\begin{array}{r} 950 \\ - 375 \\ \hline \\ \hline \end{array}$$

But my answer was 625. Whose answer is correct amongst two of us?



### How will we verify this?

**Muskan :** This is very easy Suman. Both of you check your answer, by adding the subtracted number back to your answer.

$$\begin{array}{r} 8 \text{ 14 10} \\ 950 \\ - 375 \\ \hline 575 \end{array}$$

$$\begin{array}{r} 1 \quad 1 \\ 575 \\ + 375 \\ \hline 950 \end{array}$$

Look, Suman went to the market with Rs. 950



$$\begin{array}{r} 625 \\ + 375 \\ \hline 1000 \end{array}$$

But my answer is Rs. 1000. Something must have gone wrong.



### You also check the answer—

(i)

$$\begin{array}{r} 548 \\ - 326 \\ \hline 222 \end{array}$$

$$\begin{array}{r} \square\square\square \\ + \square\square\square \\ \hline \square\square\square \end{array}$$

(ii)

$$\begin{array}{r} 468 \\ - 179 \\ \hline 289 \end{array}$$

$$\begin{array}{r} \square\square\square \\ + \square\square\square \\ \hline \square\square\square \end{array}$$

(iii)

$$\begin{array}{r} 576 \\ - 329 \\ \hline 247 \end{array}$$

$$\begin{array}{r} \square\square\square \\ + \square\square\square \\ \hline \square\square\square \end{array}$$

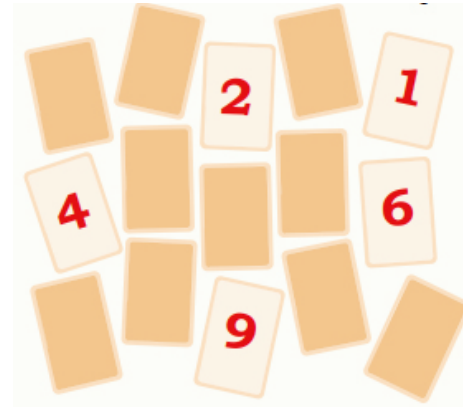
(iv)

$$\begin{array}{r} 804 \\ - 321 \\ \hline 483 \end{array}$$

$$\begin{array}{r} \square\square\square \\ + \square\square\square \\ \hline \square\square\square \end{array}$$

### Come let's play a game-

Here, I have placed three-three sets of 0-9 digits cards. You pick any three cards from it and make the smallest and the biggest numbers with the digits written on them. What is the difference between the smallest and the biggest number?

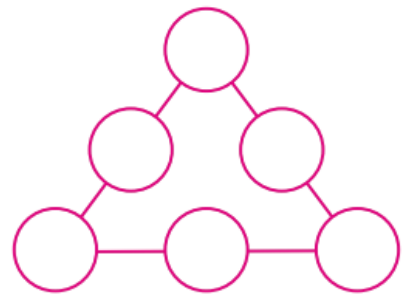


See which numbers your friend has made and what their difference?

### The wise cat's question—



Write the numbers 2, 3, 4, 5, 6 and 7 in these boxes in such a way that the sum of the numbers on each side is 15.



### A unique fair-

During the summer holidays, a fair was held in the village. This time in the fair, people came to perform 6 kinds of games and shows. The fair continued for two days. The number of people who watched each performance is given below—



Magic of the Horse  
456



Bicycle Stunt  
598



Parrot's Amazing act  
384



Elephant's Fun  
540



Joker's tricks  
770



Skipping jump game  
450



**Can you answer -**

1. In the fair, 598 people saw the bicycle stunt and 384 people saw the Parrot's Amazing act. How many people in total saw the bicycle stunt and the Parrot's Amazing act?

.....

2. How many more people saw the Joker's Tricks than the Magic of the Horse

.....

**Look at the picture and frame questions of addition and solve them—**

|                                                                                    |                                                                                     |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
| <b>Parrot's Amazing act</b><br>384                                                 | <b>Magic of the Horse</b><br>456                                                    |

|                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
| <b>Skipping jump game</b><br>450                                                    | <b>Bicycle Stunt</b><br>598                                                         |

**Look at the picture and frame questions of addition and solve them—**

|                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |
| <b>Elephant's Fun</b><br>540                                                        | <b>Parrot's Amazing act</b><br>384                                                    |

|                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
| <b>Bicycle Stunt</b><br>598                                                         | <b>Joker's tricks</b><br>770                                                        |

## Practice Work

1. In a school, there are 369 boys and 374 girls studying. What is the total number of students in the school?

2. Fill in the blanks -

(i)  $524 + 214 = 942 - \dots\dots\dots$

(ii)  $275 + \dots\dots\dots = 769 - 126$

(iii)  $382 + 254 = \dots\dots\dots - 245$

3. Solve -

(i)  $392 + 74 + 6 = \dots\dots\dots$

(ii)  $792 + 0 + 59 = \dots\dots\dots$

(iii)  $400 + 372 + 82 = \dots\dots\dots$

4. Solve -

(i)

$$\begin{array}{r} 5 \square 6 \\ + 34\square \\ \hline \square 70 \end{array}$$

(ii)

$$\begin{array}{r} 96\square \\ + \square\square 4 \\ \hline 1416 \end{array}$$

(iii)

$$\begin{array}{r} 965 \\ - 2\square\square \\ \hline \square 19 \end{array}$$

(iv)

$$\begin{array}{r} 778 \\ - \square\square 7 \\ \hline 483 \end{array}$$

5. The cowherds took cows for grazing from the village to the forest. The total number of legs, including that of cowherds and cows, is 40. If the cows have 18 horns, then how many cowherds are there?

6. In a garden there are 12 marigold plants, 18 jasmine plants and the rest are rose plants. If the total number of plants is 44, find the number of rose plants.

## We Learnt and Understood - III

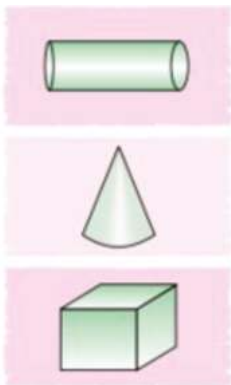


1. A number has 2 in the hundreds place, 5 in the tens place and 8 in the unit place. Write the number.
2. Which is the biggest 2-digit number?
3. Which number is bigger 999 or 989?
4. Which is the biggest 3-digit number?
5. Which is the smallest 3-digit number?
6. Which number is smaller 100 or 99?
7. Which number is smaller 100 or 101?
8. Which number is smaller 100 or 999?
9. Which object has more length- a pencil or eraser?
10. Which object has shorter length- a table or bench?
11. Which of these objects is the longest- a pencil, pen or book?
12. If the length of one pencil is equal to 15 sharpeners, then the length of two pencils will be equal to how many sharpeners?
13. If the length of one book is equal to 20 pencils, then the length of three books will be equal to how many pencils?
14. A bus has to cover a distance of 15 kilometers. If it has already covered a distance of 8 kilometers, then how much distance is left to cover?
15. The length of a pencil is 15 cm. If it is cut by 3 centimeters, then what will be its remaining length?
16. The length of a paper is 25 cm. If 5 centimeters is cut off from it, then what will be its remaining length?
17. A boy plays from 5 PM to 7 PM. How long does he play?
18. A girl studies from 9 AM to 11 AM. How long does she study?

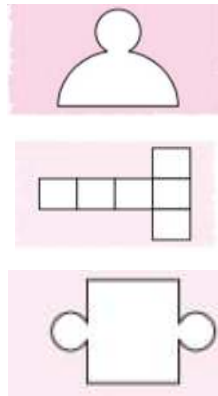
19. The weight of a bag is 5 kgs. If 2 kg of items are added more to it, then what will be the total weight of the bag?
20. The weight of box is 15 kgs. If 5 kgs of items are added more to it, then what will be the total weight of the box?
21. If the length of a piece of wood is 300 centimeters, then what will be its length in meters.
22. The length of a table is 100 centimeters, what will be its length in meters?
23. If the length of a room is 5 meters, then what will be its length in centimeters?
24. Which length is greater- 30 centimeters or 3 meters?
25. Which length is greater- 120 centimeters or 1 meter?

### Match the following-

#### Constructed shapes



#### Paper cutting



### Identify the shape -

1. I have a circular base, one vertex, and no edges- .....
2. I am a closed figure with three sides- .....
3. I have eight corners and all the edges are of equal length .....

### Name three objects that resemble the following-

1. Rectangle- ....., ....., .....
2. Square- ....., ....., .....
3. Triangle- ....., ....., .....

## Lesson - 13

# Come Let us Play Fun Games



The students of class 3 play a game together

**Deepak :** One of us will run around the ground and come back to the classroom. As soon as the player starts running, we will clap. We will all keep counting the clapping. We will all run one by one.

- Sunita returned to the classroom till 25 claps.
- When Deepak returned to the classroom, 29 claps were done.
- Can you tell who ran fast?
- You also play this game with your friends and find out who has completed the run in minimum number of claps.



### What takes more time?

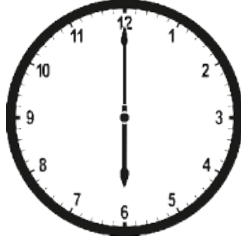
1. Going to school from home on foot or by bicycle.
2. In taking bath or drinking water.
3. In wearing slippers or wearing shoes.
4. Which work do you perform in less or more time? Write in the following table—

| Which work takes less time | Which work takes more time |
|----------------------------|----------------------------|
| Clapping                   | A visit to fair            |
|                            |                            |
|                            |                            |
|                            |                            |



## Kamal's Birthday

Today is Kamal's birthday. He is 9 years old. Kamal's father woke him up at 6 o'clock in the morning.



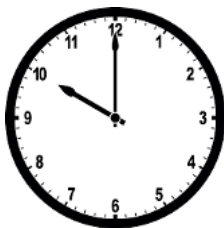
He was ready by 8 o'clock after taking a bath.



Kamal left home for his school at 9 o'clock.



There is a prayer meeting at Kamal's school at 10 am. Today all his friends also congratulated him on his birthday.



At 1 o'clock during the half break, Kamal has lunch with his friends.

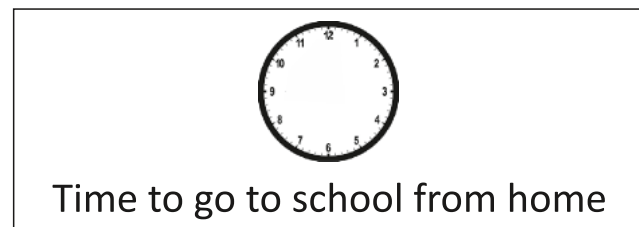
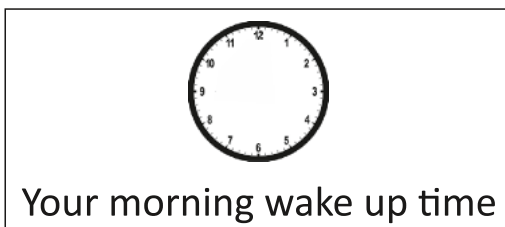
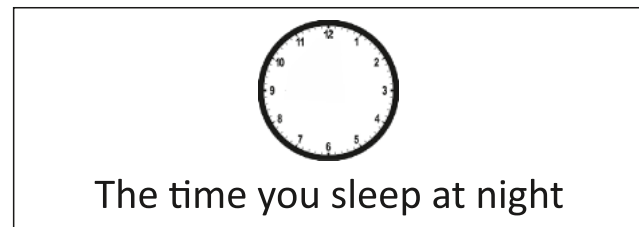


### Look at the Clock and answer -

1. How many needles are there in a clock? .....
2. Are all the needles of equal length? .....
3. Which needle moves slowly? .....
4. What does the small needle indicate? .....
5. Have you seen a watch that does not have needles? .....
6. Who wears a wrist watch in your house? .....
7. How do we see hours and minutes in a digital clock? .....
8. What else can you see in a digital watch? .....

### You also try it-

**Make needles in the clock to show the time-**



### Shyam and Anisha celebrated Raksha Bandhan-

After returning from school, Shyam told his sister Anisha that their school had a holiday tomorrow and the day after. Anisha said, “Tomorrow is 9th August. It is Raksha Bandhan festival. Why is there a holiday the day after tomorrow?”

Shyam said, “Oh Didi, the day after tomorrow is Sunday.”

Look at the month of August in the calendar (panchang).



## Write down the missing dates which are not written in the calendar-

- How many Sundays are there in this month?

.....

- How many days are there in this month?

.....

- When is Independence Day celebrated?

.....

- What day is Independence Day?

.....

- How many days are there in a week?

.....

- How many Saturdays are there in this month?

.....

### August

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| 31  |     |     |     |     | 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  |

- There are 365 day in a year
- There are 12 months in a year
- There are 52 weeks in a year

## Look at the following calendar and tell-

1. How many months have 30 days?

.....

2. How many months have 31 days?

.....

3. How many days are there in the month of February?

.....

4. Which is the first month of the year?

.....

5. In which month is your birthday? .....

6. What is the day of your birthday? .....

7. Which is the last month of the year? .....

Do you know that Leap year has 366 days which come once in 4 years. The month of February in a Leap year has 29 days.



### January

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     | 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  | 31  |     |

### February

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     | 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  |     |

### March

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| 30  | 31  |     |     |     |     | 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  |

### April

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     | 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  |     |     |     |

### May

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     | 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  | 31  |

### June

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| 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  |     |     |     |     |     |

### July

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     | 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  | 31  |     |     |

### August

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| 31  |     |     |     |     | 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  |

### September

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     | 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  |     |     |     |     |

### October

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     |     | 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  | 31  |     |

### November

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| 30  |     |     |     |     |     | 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  |

### December

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     | 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  | 31  |     |     |     |

8. Check the panchang for your friends' birth dates and fill up the following table-

| S.No. | Classmates name | Date of birth | Day |
|-------|-----------------|---------------|-----|
|       |                 |               |     |
|       |                 |               |     |
|       |                 |               |     |

9. How many days are there in a Leap year? .....
10. Look at the panchang and tell which month does not have 30 or 31 days? .....
11. Which festival do you like the most? .....
12. Look at the panchang and tell in which month does that festival fall? .....

**Look at the calendar at your home and fill the date and the day in the table—**

| Celebration/festival | Date | Day |
|----------------------|------|-----|
| Vivekananda jayanti  |      |     |
| Dussehra             |      |     |
| Eid                  |      |     |
| Deepawali            |      |     |
| Republic Day         |      |     |
| Makar Sankranti      |      |     |
| Christmas            |      |     |
| Independence Day     |      |     |
| Ganesh Chaturthi     |      |     |
| Janmashtami          |      |     |
| Good Friday          |      |     |
| Raksha Bandhan       |      |     |
| Ambedkar Jayanti     |      |     |
| Holi                 |      |     |



### Let's Discuss -

Start discussing the months of different seasons and relate them to festivals/ crops.

Close your fist as shown in the picture. With its help write the names of the months and the number of days in your exercise book with the help of the teacher-



### Class Time table -

|           | Period 1    | Period 2    | Period 3    | Period 4 | Lunch- Break | Period 5    | Period 6    | Period 7    | Period 8    |
|-----------|-------------|-------------|-------------|----------|--------------|-------------|-------------|-------------|-------------|
| Monday    | Mathematics | Hindi       | Hindi       | English  |              | English     | Environment | Environment | Mathematics |
| Tuesday   | Hindi       | English     | Mathematics | Hindi    |              | Environment | English     | Environment | Game        |
| Wednesday | Mathematics | Hindi       | Hindi       | English  |              | English     | Environment | Environment | Mathematics |
| Thursday  | Mathematics | Hindi       | Mathematics | Hindi    |              | Game        | Environment | Environment | English     |
| Friday    | Mathematics | Hindi       | Mathematics | English  |              | English     | Hindi       | Arts        | Environment |
| Saturday  | Mathematics | Mathematics | Hindi       | English  |              | Hindi       | Environment | Game        | English     |

### Look at the time-table and answer the following questions—

- Which two days have exactly the same time-table?
- On which day mathematics is taught in the last period?
- Which subject is not taught before lunch-break?
- Which subject has the least number of periods in the entire week?
- How many days in the whole week is Hindi taught?

### Estimate and then check the reality -

| Action                          | Estimated time | Time actually takes |
|---------------------------------|----------------|---------------------|
| In morning meeting              |                |                     |
| Reading a lesson completely     |                |                     |
| Going from home to market       |                |                     |
| In returning back               |                |                     |
| In filling two buckets of water |                |                     |

### Let's understand and do-

|                           |                                              |
|---------------------------|----------------------------------------------|
| <b>Birth Certificate</b>  |                                              |
| Village- Kherwa           | Sub Health center- Kherwa                    |
| Name- Vikas               | Gender- Male                                 |
| Date of Birth- 7/10/2014  | In words- Seven October Two Thousand Forteen |
| Mother's Name- Mamta Devi |                                              |
| Father's Name- Devilal    | Registration Number 462/2014                 |
| Date- 15/12/2014          | Issuer's Signature                           |

Look at the above birth certificate and answer the following questions-

- How old was Vikas on his last birthday?.....
- What is the registration number of Vikas's birth certificate? .....
- After how many months of birth, the certificate has been issued?.....
- On what date will Vikas turn 12 years old?.....
- What will be his age on 7 October 2024?.....

Can you make a birth certificate by filling in the blanks given here?



  
 राज्यमेव जयते  
 प्ररूप संख्या 5  
 FORM NO. 5  
**राजस्थान सरकार**  
**Government of Rajasthan**  
**आर्थिक एवम सांख्यिकी निदेशालय**  
**Directorate of Economics & Statistics**  
**जन्म प्रमाण पत्र**  
**BIRTH CERTIFICATE**  
 (जन्म और मृत्यु रजिस्ट्रेशन अधिनियम, 1969 की धारा 12/17 और  
 राजस्थान जन्म और मृत्यु रजिस्ट्रेशन नियम, 2000 के नियम 8/13 के अधीन जारी किया गया)  
 (Issued under Section 12/17 of the Registration of Births and Deaths Act, 1969 and Rule 8/13 of the Rajasthan  
 Registration of Births and Deaths Rules, 2000)

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यह प्रमाणित किया जाता है कि निम्नलिखित सूचना जन्म के मूल अभिलेख से ली गई है जो कि (स्थानीय क्षेत्र/स्थानीय निकाय) ..... तहसील/खण्ड ..... जिला ..... राज्य/संघ राज्य ..... का रजिस्टर है।

This is to certify that the following information has been taken from the original record of birth which is the register for (local area/local body) ..... of Tehsil/Block ..... of District ..... of State/Union Territory .....

|                                                       |                                             |
|-------------------------------------------------------|---------------------------------------------|
| नाम/Name :                                            | लिंग/Sex :                                  |
| जन्म तिथि/Date of Birth :                             | जन्म स्थान/Place of Birth :                 |
| माता का नाम/Name of Mother :                          |                                             |
| माता का आधार नंबर /Mother Aadhar No :                 |                                             |
| पिता का नाम/Name of Father :                          |                                             |
| पिता का आधार नंबर/Father Aadhar No :                  |                                             |
| बच्चे के जन्म के समय माता पिता का पता                 | माता पिता का स्थायी पता                     |
| Address of parents at the time of birth of the Child: | Permanent Address of the Parents:           |
| रजिस्ट्रेशन संख्या/Registration No. :                 | रजिस्ट्रेशन की तारीख/Date of Registration : |
| टिप्पणी/Remarks (if any) :                            |                                             |
| जारी करने की तारीख/Date of Issue :                    |                                             |

जारी करने वाले प्राधिकारी के हस्ताक्षर/Signature of issuing authority  
 जारी करने वाले प्राधिकारी का पता/Address of issuing authority  
 मुहर/Seal

नोट: "बच्चे के जन्म के समय माता पिता का पता" एवं "माता पिता का स्थायी पता" के कॉलमों से सम्बंधित सूचनाएं 01/01/2007 से पूर्व लागू नहीं थी।  
 Note : Information in respect of the columns "Present address of parents at the time of birth of the child" and "Permanent address of parents" were not applicable before 01/01/2007  
 राजस्थान सरकार के आर्थिक एवं सांख्यिकी विभाग के परिपत्र क्रमांक एक 13/1/39/वीएस/डीएस/2013/22519 दिनांक 02.06.2015 के द्वारा जन्म एवं मृत्यु प्रमाण पत्र जारी करने हेतु डिजिटल हस्ताक्षर के उपयोग को मान्यता प्रदान की गयी है।  
 Use of Digital Signature for issuing birth and death certificate is recognized by Economics and Statistics Department, Government of Rajasthan vide circular number F13/1/39/V/S/DES/2013/22519 Dated 02.06.2015.  
 Software Courtesy National Informatics Center (NIC), Rajasthan  
 Certificate can be tracked on <http://pehchan.raj.nic.in>

## Practice Work

1. I am 9 years old. My brother is 5 years older than me, so how old is my brother?
2. Yogesh takes 25 minutes to reach the school and Reena takes 40 minutes. How much more time does Reena take than Yogesh?
3. Roma and her brother went to their aunt's house during the holidays. Roma stayed for 10 days but her brother returned home with his father after a week. Tell how many more days did Roma stay at her aunt's house than her brother?
4. Write down the number of minutes/ hours taken in the following activities-

### Action

### Estimated time

- |                      |       |
|----------------------|-------|
| 1. Brushing teeth    | ..... |
| 2. Play time         | ..... |
| 3. To have breakfast | ..... |
| 4. School time hours | ..... |

5. Think of different activities and fill in the table given below-

| Which takes<br>a few months         | Which takes<br>a few days | Which takes<br>a few hours | Which takes<br>a few minutes |
|-------------------------------------|---------------------------|----------------------------|------------------------------|
| For the millet<br>crop to get ready | Home paint<br>work        | In shirt stitching         | In taking a<br>bath          |
|                                     |                           |                            |                              |
|                                     |                           |                            |                              |
|                                     |                           |                            |                              |
|                                     |                           |                            |                              |



6. The bus takes 1 hour 20 minutes to go from Balotara to Baytu. But it takes only 80 minutes to return. Why?

.....

7. If the big needle of a clock is at 12 and the small needle is at 3, then what is the time in the clock?

.....

8. Sanjay and Vinod both come to school on foot. Sanjay takes half an hour to reach school from home but Vinod takes only 30 minutes. Whose house do you think is closer?

.....

9. Sunita takes 180 minutes to practice yoga, so for how many hours did she practice yoga?

.....

10. Ram goes to school at 7:00 am and the school closes at 11:30 am, so how much time does Ram spend in the school?

.....

11. How many minutes are there in half an hour? .....

12. Which month comes after August? .....

13. Neha was born in the year 2010 and Sarita was born in the year 2013, then the correct statement is-

(a) Neha is 3 years old than Sarita

(b) Sarita is 3 years older than Neha

(c) Neha and Sarita are of the same age

(d) Neha is 13 years older than Sarita ( )

14. Tell me the correct time of the clock-

(a) 12.10

(b) 10.12

(c) 10.00

(d) 12.00

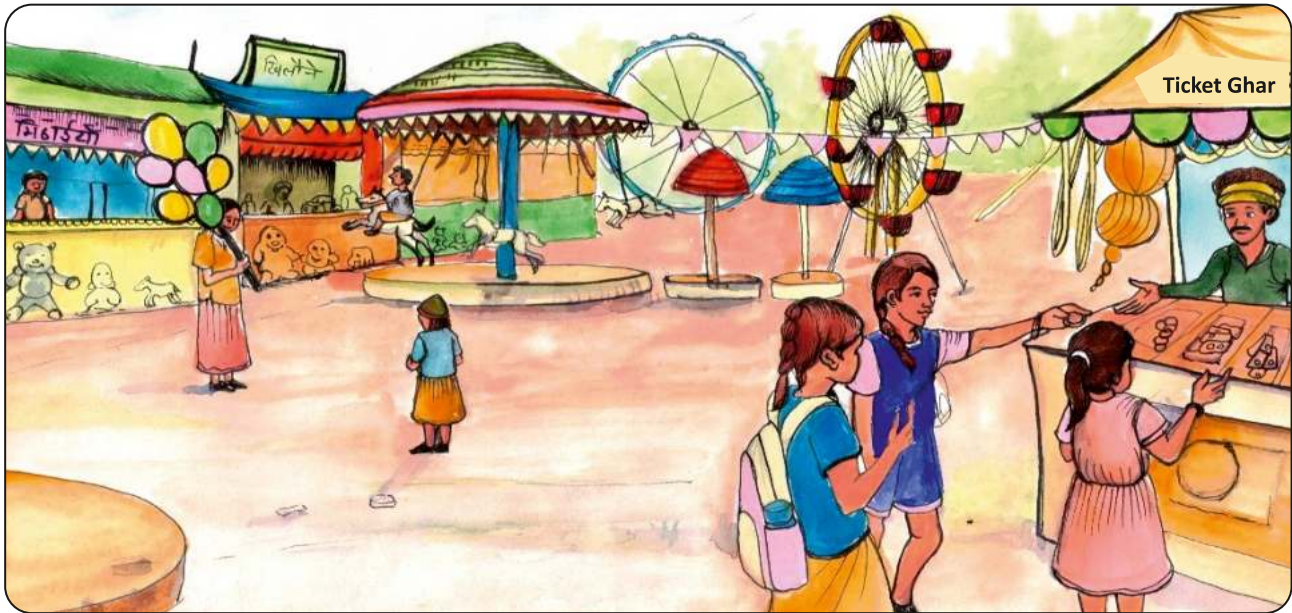


( )



# Lesson - 14

## Trip to a Fair



There is a Dussehra fair in Seema's village. She is going to the fair with her friends. Her father gave her a 100 rupee note to go to the fair.

Write the value of the given notes and coins -

|                                                                                                        |                                                                                                        |                                                                                                          |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
|  <p>.....Rupees</p> |  <p>.....Rupees</p> |  <p>.....Rupees</p> |
|  <p>.....Rupees</p> |  <p>.....Rupees</p> |  <p>.....Rupees</p> |



.....Rupees



.....Rupees



.....Rupees



.....Rupees



.....Rupees



.....Rupees

**Take the coins and trace their impressions in the space given below-**

Place the coin under the paper and rub the pencil on it.



## Think and answer -

In how many ways can Seema's father give rupees 100? Make notes or coins of any three ways.

| Method 1                                                                          | Method 2 |
|-----------------------------------------------------------------------------------|----------|
|  |          |
| Method 3                                                                          | Method 4 |
|                                                                                   |          |

Seema and her friends went to see the fair in a rickshaw. Seema paid the rickshaw driver Rs. 10 as fare. How much money is left with Seema now? .....

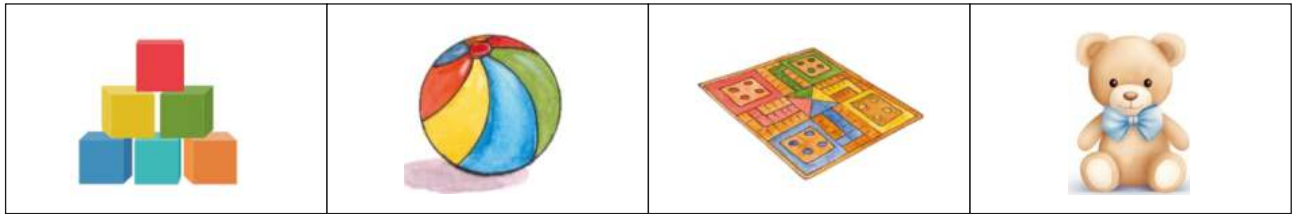
Looking at a toy shop in the fair, Seema's friend Munni said, "Wow! So many toys. Let's buy the toys."

| Price list of toys                                                                                      |                                                                                                          |                                                                                                         |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <br><b>57 Rupees</b> | <br><b>5 Rupees</b>   | <br><b>22 Rupees</b> |
| <br><b>18 Rupees</b> | <br><b>150 Rupees</b> | <br><b>12 Rupees</b> |





## Toys bought by Munni—



## Look at the price list and tell-

1. For how much money did Munni buy the toys for? .....
2. The total cost of the toys purchased by Munni is equal to the cost of which toy? .....
3. If a Carrom board is to be purchased using only two notes, then which notes will have to be given to the shopkeeper? .....
4. If Munni and her friends buy all the toys, then how much money in total will they need? .....

Seema also, along with her friends, bought ice-cream, toys and balloons. She also swang on the swing. For this, Seema spent some money in the following manner-



### See and Tell -

1. What is the cost of the ticket for a swing? .....
2. How much money did Munni spend on buying the toys? .....
3. How much money did she spend in total at the fair? .....
4. How much money will Seema have left to go back home? .....

### Discuss-

Have you ever visited any fair? What did you do there? Discuss with your friends.

Seema showed all the toys to her family members.

**Seema's grandfather :** When we were of your age, we used to buy these many toys for 20 paise.

**Seema :** 20 paise? I have never seen it.

**Grandfather :** Hey, back then, there were 10, 20 and 50 paisa coins also. You know, 100 paisa is equal to 1 Rupee.

**1 rupee = 100 paisa.**

### Think and tell -

1.  = ..... paise
2. 200 paise = .....Rupee
3. 500 paise = .....Rupee
4. 7 rupees 200 paise = .....Rupee
5.  +  +  +  = ..... paise



Match the boxes showing the same value-



## Practice Work

- The price of a chair increased from Rs. 240 to Rs.300. How many coins of 20 rupees should be added to Rs. 240 to make Rs. 300?
- Amit puts 5 rupees in his piggy bank every day, then how much money will be collected in his piggy bank in the month of January?
- When Hemlata broke her piggy bank on her birthday, she found 15 notes of 10 rupees, 10 coins of 5 rupees, 5 coins of 2 rupees and 10 coins of 1 rupee in it. How much money did she save?
- A school spent rupees 320 on three plantation, rupees 180 on classroom decoration and rupees 150 on organizing a meeting in the school. What is the total amount spent by the school?
- The price of one exercise notebook is rupees 20, then tell how many exercise notebooks can be purchased for rupees 100?
- Nisha wants to buy a bag worth Rs. 250. For this she saves Rs 10 every day. In how many days will she be able to buy the bag?
- Match the following-

|       |                                                                                     |   |                                                                                     |   |                                                                                      |                |
|-------|-------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------|----------------|
| (i)   |  | + |  | + |  | <div>125</div> |
| (ii)  |  | + |  | + |  | <div>222</div> |
| (iii) |  | + |  | + |  | <div>61</div>  |
| (iv)  |  | + |  | + |  | <div>555</div> |

## Lesson - 15

# Operation of Vedic Mathematics



8 parrots were feeding on grains near the babool tree. Another parrot joined them after sometime and started feeding on grains. Now the number of parrots feeding on grains was 9.



### Ekadhika (One More)

- Addition of 1 more parrot to the total number of 8 parrots is Ekadhika.  
It means- one more than the given number or previous number.  
Example- Ekadhika of 1 =  $1 + 1 = 2$
- The number for which we have to do Ekadhika, a dot is placed above the unit digit of that number. This dot is called the Ekadhika symbol.  
for example- Ekadhika of  $\overset{\cdot}{3} = 3 + 1 = 4$

### Let's Practise -

| Number  | Ekadhika             | New number/Value |
|---------|----------------------|------------------|
| 6       | $\overset{\cdot}{6}$ | 7                |
| 9       |                      |                  |
| 8       |                      |                  |
| 0       |                      |                  |
| 4       |                      |                  |
| 5       |                      |                  |
| 2       |                      |                  |
| 3       |                      |                  |
| 7       |                      |                  |
| 0 in 10 | $10^{\cdot}$         | 11               |

## Ekadhiken Purvena (One more than the previous)

Ramlal and his wife make earthen pots at home. Ramlal made 12 pots and arranged them in a row to let them dry. After a while, his wife also made 10 more pots and added them to the same row for drying. Now the total number of pots become 22.

To get the Purvena in the number 12 of the Earthen pots, we will increase the tens digit by 1. That means, **Ekadhiken Purvena** means “one more than the previous” or to add one to the original number.

or example- Ekadhiken Purvena of 6 in 26 = the digit before 6 (i.e. tens digit) =  $2 + 1 = 3$

Therefore,  $\overset{\cdot}{2}6 = 36$

The number for which we have to do Ekadhiken Purvena, a dot is placed above the tens digit or the previous digit of that number. This dot (·) is called the Ekadhiken Purvena symbol.

**Let's do-**

| Number   | Ekadhikena Purvena    | New number/Value |
|----------|-----------------------|------------------|
| 8        | $\overset{\cdot}{0}8$ | 18               |
| 5 in 15  |                       |                  |
| 2 in 27  |                       |                  |
| 9 in 39  |                       |                  |
| 0 in 50  |                       |                  |
| 4 in 524 |                       |                  |
| 2 in 28  |                       |                  |
| 5 in 345 |                       |                  |
| 6 in 63  |                       |                  |
| 2 in 982 |                       |                  |
| 4 in 124 |                       |                  |



## Eknunen (One less than the previous)

In the playground, 6 classmates were playing Chasing game (pakdam-pakdai). One of them felt thirsty, so he left the playground to drink water. Now the number of classmates playing was left 5.



$$6 - 1 \text{ (Eknunen of 6)} \quad \underset{\cdot}{6} = 5$$

Decrease in the number of 6 classmates by 1, means one **Eknunen**. It means one less than the previous.

$$\text{Example- } \underset{\cdot}{7} \text{ (Eknunen of 7)} = 7 - 1 = 6$$

The number for which we have to do **Eknunen**, a dot is placed below the unit digit of that number. This dot is called the Eknunen symbol.

$$\text{Example- Eknunen of 9} = \underset{\cdot}{9} \text{ (with a dot below)} = 9 - 1 = 8$$

| Number   | Eknunen                             | New number/Value |
|----------|-------------------------------------|------------------|
| 6        | $\underset{\cdot}{6}$ (6 dot below) | 5                |
| 9        |                                     |                  |
| 8 in 28  |                                     |                  |
| 4 in 34  |                                     |                  |
| 1 in 145 |                                     |                  |
| 6 in 762 |                                     |                  |
| 9 in 93  |                                     |                  |
| 2 in 27  |                                     |                  |
| 1 in 10  |                                     |                  |
| 4 in 49  |                                     |                  |
| 2 in 72  |                                     |                  |



### Come Let us practise-

A community feast was organized at Mukesh's house. 50 people attended the feast. Out of them, 10 people left early after eating. Now the number of people remaining at the feast is 40.

$$50 \text{ (Eknunen of 5 in 50)} = 40$$



### One nunen purven -

In the community feast at Mukesh's house, the number of people is 50. In it, Eknunen Purvena of digit 0, will be a decrease in the tens digit 5 by 1. Eknunen Purvena means one less than the previous or one less than the one before.

For example- In 52, the Eknunen Purvena of 2 = digit before 2 (tens digit) =  $5 - 1 = 4$ ; Therefore  $52 = 42$

The number for which we have to do Eknunen Purvena, a dot is placed below the digit that comes before the number. This dot is the symbol of Eknunen Purvena.

Example- Eknunen Purvena of 8 in 48 =  $4\dot{8} = 38$

### Let us do -

| Number   | Eknunen Purvena | New number/Value |
|----------|-----------------|------------------|
| 8 in 98  | $9\dot{8}$      | 88               |
| 8 in 58  |                 |                  |
| 1 in 261 |                 |                  |
| 2 in 524 |                 |                  |

| Number   | Eknunen Purvena | New number/Value |
|----------|-----------------|------------------|
| 7 in 17  |                 |                  |
| 9 in 89  |                 |                  |
| 0 in 301 |                 |                  |
| 2 in 523 |                 |                  |
| 1 in 719 |                 |                  |
| 9 in 294 |                 |                  |
| 0 in 30  | 30              | 20               |

## Practice Work

### 1. Fill the blanks with Ekadhiken numbers—

- (i)  $\overset{\cdot}{5} = 5 + 1 = 6$                       (ii)  $\overset{\cdot}{8} = \dots\dots\dots$   
 (iii)  $\overset{\cdot}{6} = \dots\dots\dots$                       (iv)  $\overset{\cdot}{9} = \dots\dots\dots$   
 (v)  $\overset{\cdot}{2} = \dots\dots\dots$

### 2. Write the value of Ekadhiken Purvena number—

- (i) 9 in 69 =  $\overset{\cdot}{6}9 + 10 = 79$   
 (ii) 8 in 78 =  $\dots\dots\dots$                       (iii) 2 in 52 =  $\dots\dots\dots$   
 (iv) 4 in 34 =  $\dots\dots\dots$                       (v) 8 in 183 =  $\dots\dots\dots$

### 3. Fill in the blanks with Eknunen number—

- (i)  $\underset{\cdot}{9} = 9 - 1 = 8$                       (ii)  $\underset{\cdot}{6} = \dots\dots\dots$   
 (iii)  $\underset{\cdot}{2} = \dots\dots\dots$                       (iv)  $\underset{\cdot}{8} = \dots\dots\dots$   
 (v)  $\underset{\cdot}{7} = \dots\dots\dots$

### 4. Write the value of Eknunen Purvena number—

- (i) Digit 1 in  $\underset{\cdot}{8}1 - 10 = 71$   
 (ii) Digit 2 in  $\underset{\cdot}{3}2 = \dots\dots\dots$                       (iii) Digit 6 in  $\underset{\cdot}{9}6 = \dots\dots\dots$   
 (iv) Digit 5 in  $\underset{\cdot}{7}5 = \dots\dots\dots$                       (v) Digit 0 in  $\underset{\cdot}{4}0 = \dots\dots\dots$

## Lesson - 16

# Let's Find the Pattern



Priya and Ankit went to their Mama's wedding during the summer vacation. There, the tent suppliers were setting up flowers, lights, door hangings and chairs etc.

Ankit said in surprise, "Wow, what a beautiful canopy (shamiyana) and chairs have been placed too. Come let's play."

Priya said, "Hey, this is a pattern!"

They saw that the flowers-leaves, coloured lights and door hangings in the hall (mandap) were all arranged in a particular pattern.

Now, Priya and Ankit started looking for the patterns.



**You also look at the decoration and find the pattern.**

A beautiful rangoli was made near the main gate.

**Ankit :** Is this rangoli, also a pattern?

**Priya :** No Bhaiya, this is a design.

Is Priya right?

Rangoli is a pattern or a design?

Discuss with your friends.

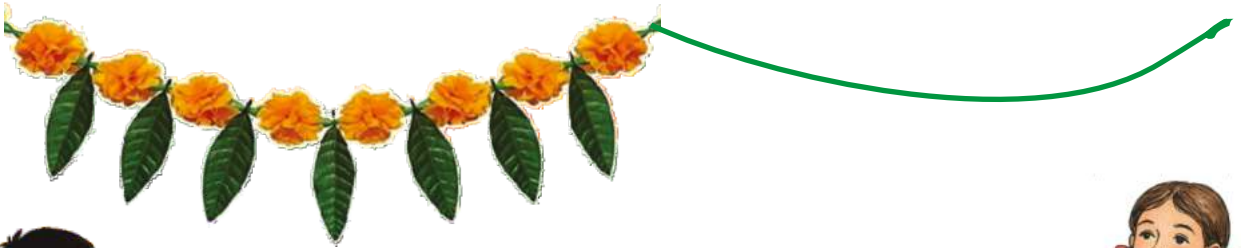




You too make any rangoli of your choice and fill colour in it.



Look at the leaf and flower pattern in the door hanging (bandhanwar). You continue this pattern—

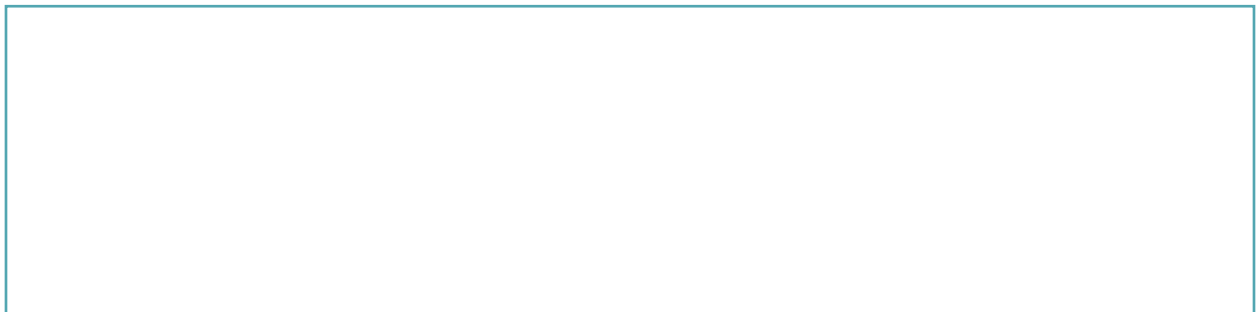


When a shape is repeated with a rule then it is called a pattern

There are no rules that are needed to be followed in a design.



You can also make a pattern with the help of triangle  and a circle 







- Look around yourself and recognize the patterns.
- Look carefully at the chess board, is there any pattern in it?



Priya saw that there were 4 chairs placed in a row.

Priya said to Ankit : Tell how many people can sit.

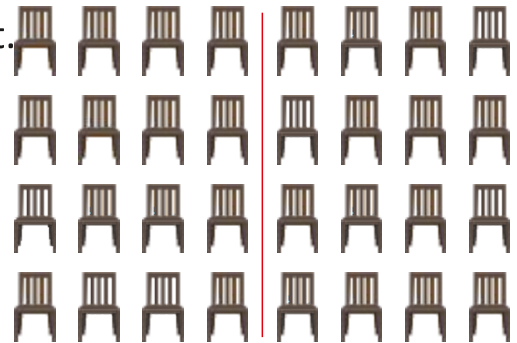
Ankit started addition to tell.

4, 8, 12, 16, 20, 24, 28, 32

32 people can sit?

Priya said in surprise, “Bhaiya, this has become a multiplication table.”

You continue this table—4, 8, 12, 16, 20, 24, 28, 32, ....., ....., ....., .....



## World of Statistics

Look at the picture and fill the numbers in the table and add them—

| Animal Name | Total Number |
|-------------|--------------|
| Elephant    |              |
| Tiger       |              |
| Monkey      |              |
| Deer        |              |
| TOTAL       |              |



Which animal has the highest number?

.....

Which animal has more number than the elephant?

.....

Which animal has the least number?

.....

Tell the total of all the animals

.....





Look at the calendar carefully and find the number pattern-

1, 8, 15, 22, .....

6, 13, 20, .....

Find the pattern in the number chart from 1 to 100 written on the wall of your school.

July

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
|     |     | 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  | 31  |     |     |

- Look around your classroom and find the patterns.
- Do the leaves and flowers of a tree also have patterns?

You must have seen the moon at night. Does it look the same every day? Does it have a pattern?

Priya and Ankit were having a lot of fun at the wedding. They were roaming here and there. They ate their food and then started playing with friends. A lot of people had come to the wedding. Suddenly Ankit collided with a person and fell on the rangoli. The rangoli was made of flowers and it got scattered. They all got scared. Priya said, "Come on bhaiya, let's all make the rangoli again."

Let's draw a picture of a rangoli

If a shape or object can be divided into two equal parts, then it is called asymmetry.



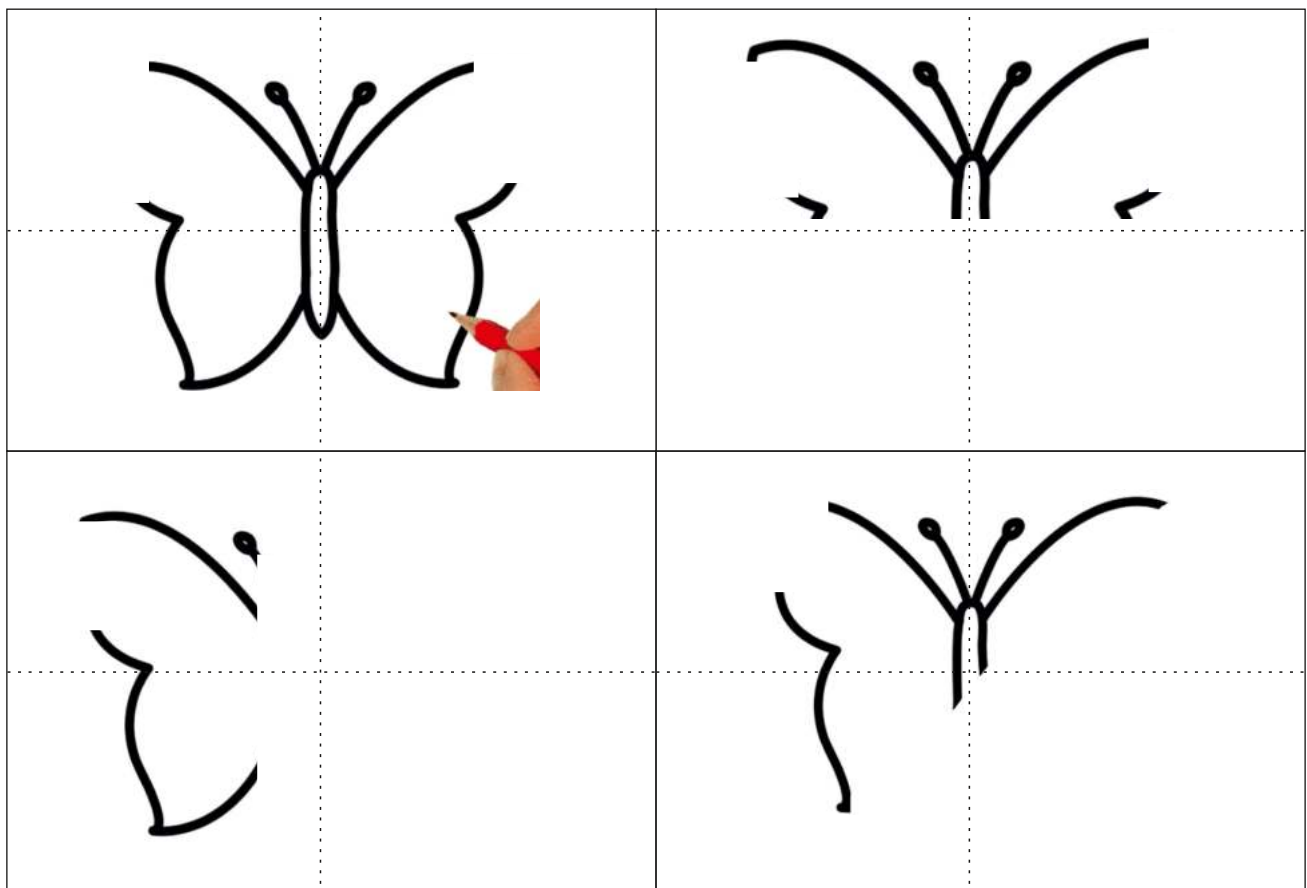
- You help Ankit and Priya in making the rangoli.
- If the rangoli was completely ruined, would you be able to make it again?
- Is the right side of your body the same as the left side?



## Magical butterfly

There was a butterfly. Its name was Munia.. Its wings were very beautiful and colourful. It flew here and there all day. It drank juice from fruits and remain happy. Children used to trouble it a lot. They used to catch it and make it dance. One day, it drank the juice of a black flower. As soon as it drank the juice, its body started disappearing. Sometimes the right side would disappear, sometimes the left side. Whichever side the children caught, that side would disappear. Now the children could not catch it. The butterfly was very happy, but it was always worried about its missing body.

Will you help the butterfly to get its body back?



- Is it okay to catch a butterfly?

## Patterns of even-odd numbers-

Numbers which are exactly divisible by 2 and leaves no remainder when divided by 2, are called Even numbers.

Example- 2, 4, 8, 10, 12 etc.

Even numbers always end with the digits 0, 2, 4, 6 or 8.

Numbers which are not exactly divisible by 2 and leaves a remainder when divided by 2, are called Odd numbers.

Example- 1, 3, 5, 7, 9 etc.

These number cannot be divided into two equal parts.

## Identify the pattern and continue forward—

- (i) 113, 119, 125, 131, ....., ....., .....
- (ii) 55, 64, 73, ....., ....., .....
- (iii) 401, 391, 381, ....., ....., .....
- (iv) 303, 314, 325, ....., ....., .....
- (v) 203, 209, 215, ....., ....., .....
- (vi) 325, 315, 305, ....., ....., .....
- (vii) 71, 84, 97, 110, ....., ....., .....
- (viii) 189, 196, 203, ....., ....., .....

## Practice Work

### 1. Make a patterns -

- 1. Add 2 - 5, 7, 9, 11, 13, .....
- 2. Add 5 - 5, 10, 15, 20, .....

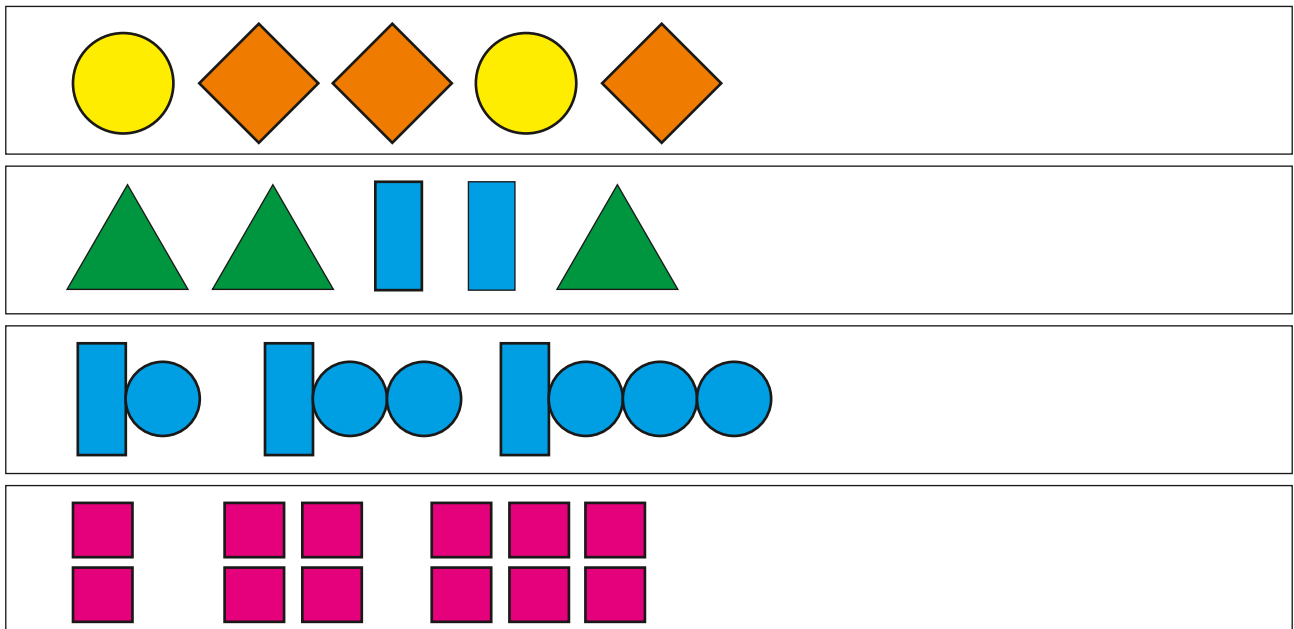
**2. Carry forward the pattern-**

1. 70, 65, 60, 55, ....., ....., ....., .....
2. 51, 56, 61, 66, ....., ....., ....., .....
3. 2, 4, 6, 8, 16, ....., ....., ....., .....
4. 12 A, 13 B, 14 C, 15 D, ....., ....., ....., .....
5. 1, 3, 7, 13 ....., ....., ....., .....

**3. You too make a number patterns-**

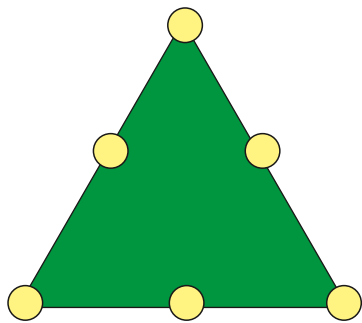
1. 3, 6, 9, ....., ....., ....., .....
2. 8, 16, ....., ....., ....., .....
3. 11, ....., ....., ....., .....
4. 10, ....., ....., ....., .....

**4. Extend the following pattern-**



## 5. Identify the number-

|                                                                                                |  |
|------------------------------------------------------------------------------------------------|--|
| I am a two-digit odd number, in the tens place I have 5, exactly divisible by 11. Identify me. |  |
| Am I even or odd? In units place I have 5 and in tens place I have 8. Identify me.             |  |
| Guess who I am? Largest even number of 3 digits which can be divided by 4.                     |  |
| I am greater than 70 but smaller than 90. Can be divided by 12, 6 and 4? Tell who I am.        |  |



Place any number from 1 to 9 in the circles on the sides of the triangle, in such a way that the sum of the digits on each side is 17. Don't write any number twice.

### Find out the code of the lock-



3 4 2

Two digits are correct but placed incorrectly.

2 7 3

One digit is correct and is in the right place.

1 6 5

One digit is correct and is in the right place.

1 3 4

One digit is correct and is in the right place.

Answer 123



## We Learnt and Understood - IV



1. Mark correct (✓) or incorrect (X) for the following—

(i)  $453 = 400 + 560 + 2$  ( )

(ii)  $540 = 50 + 0 + 4$  ( )

(iii)  $9 \text{ tens} = 90$  ( )

(iv)  $7 \text{ hundreds} = 700 \text{ units}$  ( )

(v)  $304 > 430$  ( )

2. Show the following numbers on a Numbers Line-

380, 430, 510, 520, 360, 580



3. A number has 1 in the hundreds place, 9 in the tens place and 7 in the units place. Write the number in words.
4. The distance from Mayank's house to school is 5 km. If he has covered a distance of 2 km by walking, then what is the remaining distance from his house to school?
5. A boy has to cover a distance of 20 km. If he has covered 12 km on foot and 4 km on bicycle, then what is the remaining distance left to be covered?
6. The length of a rope is 120 cm. If 20 cm is cut off from it, then what will be its remaining length?
7. Which object is longer- Table or Bench?
8. Which object is longer-Eraser or Scale?

- 
9. Which number is greater between 456 and 457?
  10. Which number is smaller between 123 and 124?
  11. Which number between 999 and 100 is the largest three-digit number?
  12. A box weighs 10 kg. If items of 3kg weight is taken out from it, what will be its remaining weight?
  13. If the length of a room is equal to 30 foot-steps, then what will be the length of two rooms?
  14. A bus departs from Udaipur at 8:00 am reaches Dungarpur at 10 am. How much time does the bus take to reach Dungarpur?
  15. The length of a garden is 3 meters. What will be its length in centimeter?
  16. The length of a road is 10 meters. What will be its length in centimeters?
  17. The length of a wall is 400 cm. What will be its length in meters?
  18. How many needles are there in a clock?
  19. Which needle on a clock moves the slowest and what does it represent?
  20. What does the big needle on a clock indicate?
  21. Tell the time—



22. Look at the calendar and answer-

- (i) How many Sundays are there in the month of August?
- (ii) Do all the months have 31 days?

23. Solve -

- (i) What number will we get by doing Eknunen of 7?
- (ii) Which new number will we get by doing Ekadhiken Purvena of digit 6 in number 26?
- (iii) What new number will we get by doing “Eknunen Purvena” of digit 4 in number 48?
- (iv) What number will we get by doing Ekadhiken of number 8?
- (v) What number will we get by doing Ekadhiken of digit 3 in the number 432?
- (vi) What number will we get by doing Eknunen of digit 7 in the number 576?

24. Continue the pattern given below—

- (i) 45, 50, 55, 60, ..... , ..... , .....
- (ii) 4, 8, 12, 16, ..... , ..... , .....
- (iii) 3, 5, 7, 9, ..... , ..... , .....
- (iv) 55, 44, 33, 22, ..... , ..... , .....
- (v) 403, 398, 393, 388, ..... , ..... , .....
- (vi) 99, 104, 109, 114, ..... , ..... , .....

## Let's Play a Game

Solve the multiplications given below and display the solved multiplications according to the example shown in the picture puzzle -

|                  |    |    |    |    |    |                   |                   |
|------------------|----|----|----|----|----|-------------------|-------------------|
| $2 \times 4 = 8$ | 5  | 6  | 10 | 7  | 9  | $2 \times 5 = 10$ | $2 \times 8 = 16$ |
| 8                | 12 | 4  | 7  | 62 | 9  | 6                 | 3                 |
| 3                | 5  | 2  | 12 | 24 | 2  | 6                 | 8                 |
| 18               | 2  | 12 | 8  | 6  | 15 | 22                | 3                 |
| 22               | 11 | 2  | 6  | 12 | 2  | 5                 | 4                 |
| 4                | 8  | 19 | 20 | 1  | 9  | 18                | 7                 |
| 9                | 24 | 8  | 3  | 7  | 12 | 10                | 6                 |
| 16               | 8  | 14 | 7  | 2  | 9  | 22                | 4                 |
| 3                | 9  | 2  | 18 | 8  | 10 | 5                 | 2                 |
| 8                | 12 | 4  | 5  | 6  | 8  | 20                | 9                 |

- ☐  $2 \times 2 = \dots\dots\dots$ 
☐  $2 \times 5 = \dots\dots\dots$ 
☒  $2 \times 8 = 16$ 
☐  $2 \times 11 = \dots\dots\dots$
- ☒  $2 \times 3 = 6$ 
☐  $2 \times 6 = \dots\dots\dots$ 
☐  $2 \times 9 = \dots\dots\dots$ 
☐  $2 \times 12 = \dots\dots\dots$
- ☒  $2 \times 4 = 8$ 
☐  $2 \times 7 = \dots\dots\dots$ 
☐  $2 \times 10 = \dots\dots\dots$ 
☐