Cluster 2
K.V. Hebbal,
K.V IISc,
K.V. No.1 Jalahalli,
K.V No.2 Jalahalli,
K.V. Malleswaram

MATH-MAGIC
BOOK 3

Worksheets Planned For the Year 2011-12
INTRODUCTION

The word mathematics often brings frown on the face of children. They feel jittery to learn with numbers. To erase this perception of mathematics and to make it a joyful learning experience this workbook is brought out. This edition of the workbook is prepared specially to develop interest among children to learn mathematics without the feeling of burden (Generous Joy NCF 2005).

The following are the highlights of this workbook:

- Readiness exercises
- Child-centered Activities
- Exercises designed especially for the development of understanding, computation and problem-solving skills.
- Strengthening of the learning process though team/group based activities.

The activities in this book aim to fortify the concepts learnt by the child in class and encourage the child to think laterally by approaching each concept from different perspectives. The exercises have been carefully designed and arranged to enable the child to work them out individually.
I trust this workbook will prove beneficial to students, teachers and parents as well.

ACKNOWLEDGEMENT

We thank the Principal, Headmistress and Teachers of K.V. Hebbal for their guidance, support and co-operation. It is their encouragement that made it possible to bring out this workbook to reach out to the children of all the KV’s included in cluster 2.
This book belongs to

Name

..............................

School

..............................

Paste your photo in the box:
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</tr>
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</tr>
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<td>7.</td>
<td>December</td>
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<td>1 – 4</td>
<td>46 – 49</td>
</tr>
<tr>
<td>8.</td>
<td>January</td>
<td>Can we share?</td>
<td>1 – 4</td>
<td>50 – 53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smart Charts</td>
<td>1 – 4</td>
<td>54 – 57</td>
</tr>
</tbody>
</table>
Topic: Where To Look From?

WORK SHEET No. 1

Competency: Understanding Basic Concepts

1. Underline the correct view to look at these things:

   TOP / SIDE / FRONT  TOP / SIDE / FRONT

2. Observe the following figures and complete the other half:

   |   |
   |   |

3. Complete these figures to form the basic shapes:

   [Diagram of completed shapes]

Teacher’s Signature

Parent’s Signature
WORK SHEET NO. 2

Date__________
Month_________

Compentency: Understanding Basic Concepts

1. Guess the words by looking at these halves and complete them:

   DICE

   BOOK

   WAY

   V

Teacher’s Signature

Parent’s Signature
WORK SHEET NO. 3

Date__________
Month_________

Competency: Problem solving ability

1. Draw the top view of any two things in the space provided.

Teacher’s Signature

Parent’s signature
WORK SHEET NO. 4

Competency: Problem Solving Ability.

1. Draw the Line of Symmetry for the following:

A M U W
E B C D

Teacher’s Signature

Parent’s Signature
Topic : Fun with Numbers

WORK SHEET No. 1

Competency: Formation of Numbers

1. Fill in the missing numerals

<table>
<thead>
<tr>
<th>200</th>
<th></th>
<th>205</th>
</tr>
</thead>
<tbody>
<tr>
<td>478</td>
<td></td>
<td>483</td>
</tr>
<tr>
<td>765</td>
<td></td>
<td>770</td>
</tr>
</tbody>
</table>

Competency: Understanding Basic Concepts

1. Write the number names for the following
   a) 199 __________________________________________________
   b) 213 __________________________________________________
   c) 341 __________________________________________________
   d) 605 __________________________________________________

Competency: Ability to compute

1. Counting by 2’s write the numbers starting from:

<table>
<thead>
<tr>
<th>322</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>414</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>550</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Counting by 5’s write the numbers starting from:

<table>
<thead>
<tr>
<th>634</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>852</td>
<td></td>
<td></td>
</tr>
<tr>
<td>421</td>
<td></td>
<td></td>
</tr>
<tr>
<td>323</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Signature

Parent’s Signature
WORK SHEET NO. 2

Date__________
Month_________

Competency: Problem Solving Ability

1. Arrange the following numbers in ascending order

412, 521
356, 800

742, 153
145, 631

2. Arrange the following numbers in descending order

511, 621
133, 666

876, 168
421, 764

3. How many triangles can you find in this figure?

Teacher’s Signature

Parent’s Signature
WORK SHEET NO. 3

Date__________
Month_________

Competency: Problem Solving Ability.

1. Who am I?

1) My Ones digit is four.
   My Tens digit is 3 more than my Ones digit.
   I am the number ___________________.

2) My Ones digit is five.
   My Tens digit is 2 more than my Ones digit.
   My Hundreds digit is 1 less than my Ones digit.
   I am the number ____________________.

3) My Ones digit is zero.
   My Tens digit is 7 more than my Ones digit.
   My Hundreds digit is 6 more than my Ones digit.
   I am the number ____________________.

Competency: Understanding Basic Concepts

1. Colour the Numbers as directed.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>18</td>
<td>9</td>
<td>132</td>
</tr>
<tr>
<td>4</td>
<td>458</td>
<td>45</td>
</tr>
<tr>
<td>909</td>
<td>77</td>
<td>5</td>
</tr>
</tbody>
</table>

1 digit numbers GREEN.
2 digit numbers YELLOW.
3 digit numbers RED.

Teacher’s Signature

Parent’s Signature
WORK SHEET NO. 4

Date__________
Month_________

Competency : Ability to Compute.

1. Write the Expanded form of the following Numbers.

1. 732 = 700 + 30 +  2.
2. 123 = ___________________
3. 390 = ___________________
4. 589 = ___________________
5. 666 = ___________________
6. 909 = ___________________
7. 576 = ___________________
8. 345 = ___________________
9. 809 = ___________________
10. 200 = ___________________
11. 851 = ___________________
12. 454 = ___________________
13. 333 = ___________________
14. 666 = ___________________
15. 760 = ___________________

Teacher’s Signature

Parent’s Signature
**Topic:** Give and Take

**WORK SHEET No. 1**

**Competency:** Understanding Basic Concepts

1. Count backwards and fill in the boxes:

   - a) 19
   - b) 40
   - c) 68
   - d) 54
   - e) 14
   - f) 23
   - g) 65
   - h) 100
   - i) 21
   - j) 33

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**Teacher’s Signature**

**Parent’s Signature**
WORK SHEET NO. 2

Date__________
Month_________

Competency: Ability to Compute

1) Add the given numbers using the grid

<p>| | | | | | | | | | |</p>
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</tbody>
</table>

a) 45 + 5 = __________
b) 60 + 7 = __________
c) 32 + 8 = __________
d) 57 + 9 = __________

2) Subtract the given numbers using the grid:

<p>| | | | | | | | | | |</p>
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<td>10</td>
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</tbody>
</table>

a) 45 - 5 = __________
b) 60 - 7 = __________
c) 32 - 8 = __________
d) 57 - 9 = __________

Teacher’s Signature
Parent’s signature
WORK SHEET NO. 3

Competency : Ability to compute

1. Break the number and find the sum.

1) $72 + 12 = \boxed{84}$

2) $62 + 38 = \boxed{100}$

3) $46 + 21 = \boxed{67}$

Date__________
Month_________

Teacher’s Signature
Parent’s signature
WORK SHEET NO. 4

Date__________
Month_________

Competency : Problem Solving Ability

I. Add mentally and write the number:

1. 11 more than 20 _____________
2. 10 more than 49 _____________
3. The sum of 28 and 10 is _____________
4. 9 added to 41 gives _____________
5. 19 added to 7 gives _____________
6. 10 less than 100 is _____________
7. 12 less than 60 is _____________
8. Take away 20 from 70 _____________
9. Take away 15 from 75 _____________
10. Take away 7 from 7 _____________
11. 76 less than 76 is _____________
12. 19 less than 90 is _____________

Teacher’s Signature

Parent’s Signature
Topic : Long and Short

WORK SHEET No. 1

Competency: Formation of Numbers

1. Fill in the blanks

1) The standard unit for measuring length is ________________

2) 1 m = ________________ cm

3) 4 m = ________________ cm

4) 8 m = ________________ cm

5) 2 m 50 cm = ________________ cm

6) 7 m 90 cm = ________________ cm

7) 9 m 10 cm = ________________ cm

8) 500 cm = ________________ m

9) 700 cm = ________________ m

10) 850 cm = ________________ m ________________ cms

Teacher’s Signature

Parent’s Signature
WORK SHEET NO. 2

Date__________
Month_________

Competency: Understanding Basic Concepts

1. Estimate the lengths of the following objects and tick the right answer

1) Length of a blackboard
   - Less than 1 m
   - More than 1 m

2) Length of a cot
   - Less than 1 m
   - More than 1 m

3) Length of a pillow
   - Less than 1 m
   - More than 1 m

4) Length of a door
   - Less than 1 m
   - More than 1 m

Teacher’s Signature
Parent’s Signature
Competency: Understanding Basic Concepts

1. Use a scale and measure the lengths of the following objects

[Diagram with three objects: a cricket bat, a pencil, and a banknote (rupee note).]

______________________ cms
______________________ cms
______________________ cms
______________________ cms
______________________ cms

Teacher’s Signature

Parent’s Signature
WORK SHEET NO. 4

Date__________

Month_________

Competency: Problem Solving Ability

Work out the steps in your mind and write the answers directly in the box.

1) 44 + 22 = 

2) 19 + 71 = 

3) 48 + 42 = 

4) 33 + 37 = 

5) 67 + 33 = 

6) 80 + 20 = 

7) 94 - 22 = 

8) 86 - 10 = 

9) 49 - 9 = 

10) 88 - 18 = 

11) 70 - 70 = 

12) 40 - 0 =

Teacher’s Signature

Parent’s Signature
Topic: Shapes and Designs  

WORK SHEET No.1

Competency: Formation of Numbers

1. Name these shapes and colour them.

[Diagram with shapes: rectangle, triangle, circle, square]

Teacher’s Signature

Parent’s Signature
WORK SHEET NO. 2

Competency: Understanding Basic Concepts

1. Count the number of Edges and Corners in these figures.

   a) Edges = __________
      Corners = __________

   b) Edges = __________
      Corners = __________

   c) Edges = __________
      Corners = __________

   d) Edges = __________
      Corners = __________

Teacher’s Signature

Parent’s Signature
Competency: Ability to Compute

1. Count the number of squares, rectangles, triangles and circles in the following picture.

Number of □ = ____________

Number of ○ = ____________

Number of △ = ____________

Number of □□ = ____________

Teacher’s Signature

Parent’s signature
WORK SHEET NO. 4

Competency: Problem Solving Ability

1. Colour the Squares_Red, Circles_Blue, Rectangles_Yellow and Triangles_Green in the pictures below.

Teacher’s Signature

Parent’s Signature
Topic: Fun with Give and Take

WORK SHEET No.1

Competency: Understanding Basic Concepts

I. Find the missing numbers:

120, 140, 160, [Blank], [Blank], [Blank]

800, 700, 600, [Blank], [Blank], [Blank]

50, 100, 150, [Blank], [Blank], [Blank]

125, 150, 175, [Blank], [Blank], [Blank]

480, 460, 175, [Blank], [Blank], [Blank]
WORK SHEET NO. 2

Date__________
Month_________

Competency: Ability to compute

I. Find the answers mentally:

\[
\begin{align*}
90 & - 43 = \_ \_ \_ \_ \\
56 & + 43 = \_ \_ \_ \_ \\
60 & + 75 = \_ \_ \_ \_ \\
75 & - 85 = \_ \_ \_ \_ \\
140 & - 110 = \_ \_ \_ \_ \\
210 & + 230 = \_ \_ \_ \_ \\
110 & + 50 = \_ \_ \_ \_ \\
180 & - 50 = \_ \_ \_ \_ \\
\end{align*}
\]
Competency: Problem Solving Ability

I. Solve the following:

1. Rakhi is 12 years old. Her mother is 38 years old. How much younger is Rakhi than her mother?

2. Sachin scored 186 runs in a test cricket match. How many more runs should he make to score a double century?

3. Raju bought a shirt for Rs. 135 and a trouser for Rs.189. how much money did he spend in all?
WORK SHEET No. 4

Date________
Month________

Competency: Ability to Compute

I. Check the subtraction answer using addition:

A)  
\[
\begin{array}{ccc}
2 & 4 & 5 \\
1 & 3 & 2 \\
\end{array}
\]
\[+\]
\[
\begin{array}{ccc}
\phantom{2} & \phantom{4} & \phantom{5} \\
\phantom{1} & \phantom{3} & \phantom{2} \\
\end{array}
\]

B)  
\[
\begin{array}{ccc}
4 & 6 & 3 \\
2 & 5 & 8 \\
\end{array}
\]
\[-\]
\[
\begin{array}{ccc}
\phantom{4} & \phantom{6} & \phantom{3} \\
\phantom{2} & \phantom{5} & \phantom{8} \\
\end{array}
\]

C)  
\[
\begin{array}{ccc}
8 & 5 & 3 \\
2 & 8 & 4 \\
\end{array}
\]
\[-\]
\[
\begin{array}{ccc}
\phantom{8} & \phantom{5} & \phantom{3} \\
\phantom{2} & \phantom{8} & \phantom{4} \\
\end{array}
\]

D)  
\[
\begin{array}{ccc}
7 & 0 & 0 \\
4 & 3 & 8 \\
\end{array}
\]
\[-\]
\[
\begin{array}{ccc}
\phantom{7} & \phantom{0} & \phantom{0} \\
\phantom{4} & \phantom{3} & \phantom{8} \\
\end{array}
\]

II. Solve the following:

\[
\begin{array}{cccccc}
1 & 8 & - & 9 & \_ & \_ \\
1 & 6 & - & 8 & \_ & \_ \\
\_ & \_ & \_ & \_ & \_ & \_ \\
2 & 5 & - & 7 & \_ & \_ \\
3 & 3 & - & 1 & 7 & \_ \\
\end{array}
\]

\[
\begin{array}{cccccc}
2 & 3 & 5 & - & 1 & 4 & 9 \\
4 & 7 & 0 & - & 3 & 6 & 8 \\
\_ & \_ & \_ & \_ & \_ & \_ & \_ \\
5 & 0 & 0 & - & 2 & 7 & 6 \\
6 & 0 & 4 & - & 4 & 5 & 7 \\
\end{array}
\]

Teacher’s Signature

Parent’s Signature
TOPIC: Time Goes On

WORK SHEET No. 1

Competency: Understanding Basic Concepts

I. How long does it take? Use the words given below:

<table>
<thead>
<tr>
<th>Seconds</th>
<th>minutes</th>
<th>hours</th>
<th>days</th>
<th>months</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>To drink a glass of water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>To brush your teeth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>For the sun to rise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>To blink your eyes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>To switch on the light</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>For a plant to grow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>To do your homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>To eat your dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>To have a bath</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>To pack your school bag</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. What will the time be?

a. 1 hour after 10:30
b. 15 minutes after 3:30
c. 10 minutes before 1:20
d. 20 minutes before 5:00
e. 30 minutes after 4:00
WORK SHEET No. 2

Competency: Understanding Basic Concepts

I. Match the watch with the correct time:

- ![Clock 1](image1) 2:10
- ![Clock 2](image2) 40 minutes past 5
- ![Clock 3](image3) 3:45
- ![Clock 4](image4) 7:25
- ![Clock 5](image5) 10 minutes past 6
- ![Clock 6](image6) 11:35

II. Draw the clocks and show the following time:

- 2:30
- 4:45
Competency: Understanding Basic Concepts

I. Rosy is my pet cat. The clocks show her daily schedule. Look at the time shown in the clocks and fill in the blanks:

Morning walk
Has milk
Takes a bath

Has lunch
takes a nap
Plays with me
Goes to bed

II. Fill in the blanks and tick the correct option for morning or evening:

1. Rosy gets up at ________ and goes for morning walk.
2. At ________ she has her milk.
3. Rosy takes a bath at ________.
4. At ________ rosy has her lunch.
5. Rosy takes a nap at ____________.
6. Rosy plays with me at __________.
7. Rosy goes to bed at ____________.

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 4
Date________
Month________

Competency: Understanding Basic Concepts

I. Lets Revise time:

a. 1 hour = ________ minutes.

b. ________ Minutes pass as the minutes hand passes from one number to another.

c. ________ Hand is smaller than the ________ hand.

d. At noon and midnight both hands point to ________

e. There are ________ hours in a day.

f. At quarter past four the minute hand is at ________

g. At 8:30 the minute hand is at ________

h. At 10:45 the minute hand points at ________

i. At 20 minutes past six the minute hand points at ________

j. The time 2 hours after 11:10 will be ________

k. The time 15 minutes after 1 will be ________

Teacher’s Signature

Parent’s Signature
TOPIC: Who is heavier? Date__________

WORK SHEET No. 1 Month_________

Competency: Understanding Basic Concepts

I. Tick the object that will weigh more:

II. Encircle the heavier weight:

III. Tick the object that will weigh less:

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 2

Date________
Month________

Competency: Understanding Basic Concepts

I. What will you use g or kg to measure the weight of the following:

1. A pencil
2. A big watermelon
3. A cake
4. An orange
5. A sack of wheat
6. A spoon of sugar
7. An apple
8. A big pumpkin

II. Match the following weights and use = sign and write in the given space:

| 1 kg of potato | 2 kg of beans |
| 2 kg of tomatoes | 1000 g of chillies |
| 4 kg of onions | 500 g of sugar |
| ½ kg of rice | 2 kg of brinjal + 2 kg of beetroot |

Ex: 3 kg of carrots = 3000 g of potatoes

1. __________________________
2. __________________________
3. __________________________
4. __________________________

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 3

Competency: Understanding Basic Concepts

I. Guess their weights and match:

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egg</td>
<td>2 kg</td>
</tr>
<tr>
<td>Sheep</td>
<td>20 kg</td>
</tr>
<tr>
<td>Bag</td>
<td>50 g</td>
</tr>
<tr>
<td>Packet</td>
<td>100 g</td>
</tr>
<tr>
<td>Loose leaf</td>
<td>10 kg</td>
</tr>
<tr>
<td>Apple</td>
<td>25 g</td>
</tr>
<tr>
<td>More than 100 kg</td>
<td></td>
</tr>
</tbody>
</table>

Competency: Ability to compute

II. Do as directed and complete the table:

<table>
<thead>
<tr>
<th>Weights</th>
<th>Double</th>
<th>Half</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 kg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 kg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4000 g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 kg</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 4

Competency: Understanding Basic Concepts

I. Make a list of any 6 things which weigh:

<table>
<thead>
<tr>
<th>Less than 1 Kg</th>
<th>More than 1Kg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Draw the weights that you will use to weigh the items given in the table:

![Weights Diagram]

<table>
<thead>
<tr>
<th>Items</th>
<th>Weights used</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 kg of wheat</td>
<td></td>
</tr>
<tr>
<td>9 kg of beans</td>
<td></td>
</tr>
<tr>
<td>Half a kg of tomatoes</td>
<td></td>
</tr>
<tr>
<td>10 kg and 700 g of rice</td>
<td></td>
</tr>
<tr>
<td>800 g of sugar</td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Signature

Parent’s Signature
TOPIC : How Many Times?  

WORK SHEET No. 1

Competency: Understanding Basic Concepts

I. Complete the table:

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Repeated Addition</th>
<th>In words</th>
<th>Multiplication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$2 + 2 + 2$</td>
<td>3 groups of 2 are 6</td>
<td>$3 \times 2 = 6$</td>
</tr>
<tr>
<td>2.</td>
<td>$7 + 7 + 7 + 7$</td>
<td>4 groups of ___ are ___</td>
<td><em><strong>$\times$</strong></em> = ____</td>
</tr>
<tr>
<td>3.</td>
<td>$8 + 8 + 8$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>$9 + 9 + 9 + 9 + 9$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>$10 + 10$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Encircle the multiples of 5:

1, 2, 5, 6, 10, 12, 15, 17, 20, 24, 25, 30, 35, 40

III. Complete the multiplication tree:

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 2

Competency: Understanding Basic Concepts

I. Look at the pattern and complete:

a) 2, 4, 6, 8, 10, ______, ______, ______

b) 5, 10, 15, 20, ______, ______, ______

c) 6, 12, 18, 24, ______, ______, ______

d) 20, 40, 60, 80 ______, ______, ______

e) 40, 80, 120, 160, ______, ______, ______

f) 15, 30, 45, 60, ______, ______, ______

II. Insert the signs (+, -, or x):

a) 10 \( \times \) 2 = 20
e) 4 \( \bigcirc \) 4 = 0

b) 4 \( \bigcirc \) 4 = 8
f) 6 \( \bigcirc \) 10 = 16

c) 8 \( \bigcirc \) 1 = 8
g) 2 \( \bigcirc \) 5 = 10

d) 10 \( \bigcirc \) 5 = 15
h) 10 \( \bigcirc \) 5 = 50

Teacher’s Signature
Parent’s Signature
Competency: Understanding Basic Concepts

I. Look at the pattern and fill in the blanks:

1 x 8 = 8 \hspace{1cm} (10 - 2) \hspace{1cm} 1 x 9 = 9

2 x 8 = 16 \hspace{1cm} (20 - 4) \hspace{1cm} 2 x 9 = 18 \hspace{1cm} (1 + 8 = 9)

3 x 8 = 24 \hspace{1cm} (30 - 6) \hspace{1cm} 3 x 9 = 27 \hspace{1cm} (2 + 7 = 9)

4 x 8 = 32 \hspace{1cm} (___ - 8) \hspace{1cm} 4 x 9 = 36 \hspace{1cm} (3 + 6 = 9)

5 x 8 = 40 \hspace{1cm} (___ - ____ ) \hspace{1cm} 5 x 9 = ____ \hspace{1cm} (___+___=9)

6 x 8 = ___ \hspace{1cm} (___-___) \hspace{1cm} 6 x 9 = ____ \hspace{1cm} (___+___=9)

7 x 8 = ___ \hspace{1cm} (___-___) \hspace{1cm} 7 x 9 = ____ \hspace{1cm} (___+___=9)

8 x 8 = ___ \hspace{1cm} (___-___) \hspace{1cm} 8 x 9 = ____ \hspace{1cm} (___+___=9)

9 x 8 = ___ \hspace{1cm} (___-___) \hspace{1cm} 9 x 9 = ____ \hspace{1cm} (___+___=9)

10 x 8 = ___ \hspace{1cm} (___-___) \hspace{1cm} 10 x 9 = ____ \hspace{1cm} (___+___=9)

II. Write the multiplication facts for the following:

<table>
<thead>
<tr>
<th>Number</th>
<th>Multiplication Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>9 \times 4</td>
</tr>
<tr>
<td>42</td>
<td>4 \times 9</td>
</tr>
<tr>
<td>80</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 4

Date________

Month________

Competency: Ability to Compute

I. Find the product:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
<td>6</td>
<td>432</td>
<td>7</td>
<td>257</td>
</tr>
</tbody>
</table>

II. Find the product by column method:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7 5</td>
<td>x 1 5</td>
<td>4 7</td>
<td>x 1 4</td>
<td>9 1</td>
</tr>
</tbody>
</table>

Competency: Understanding Basic Concepts

III. Fill in the blanks:

1. 21 x 100 = _______
2. 87 x 200 = _______
3. 66 x 10 = _______
4. 607 x _______ = 6070
5. _______ x 100 = 5000
6. 10 x 85 = _______
7. _______ x 100 = 1700
8. 9 x 300 = _______
9. 10 x 900 = _______
10. 700 x 10 = _______
11. 40 x 10 = _______
12. _______ x 10 = 1460

Teacher’s Signature

Parent’s Signature
Topic: Play with Patterns

WORK SHEET No. 1

Competency: Understanding Basic Concepts

I. Observe the pattern and continue:

1. 

2. 

3. 

4. 

5. 

Competency: Ability to compute

II. Complete the following number patterns:

i. 5, 10, 15, 20, ______, ______, ______, ______

ii. 8, 18, 28, 38, ______, ______, ______, ______

iii. 99, 199, 299, 399, ______, ______, ______, ______

iv. 275, 274, 273, 272, ______, ______, ______, ______

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 2

Competency: Formation of Numbers

I. Complete the following statements:

1. All numbers that end with 0, 2, 4, 6 and 8 are called ____________ numbers.

2. All numbers that end with 1, 3, 5, 7 and 9 are called ____________ numbers.

3. If we add 1 to an even number we get a ______________ number.

4. If we add 1 to a odd number we get an ______________ number.

5. If we add an odd number to a odd number we get an ______________ number.

6. If we add an even number to a odd number we get a ______________ number.

7. The greatest 1 digit even number is ______________.

8. The smallest 1 digit odd number is ______________.

9. The greatest 2 digit odd number is ______________.

10. The smallest 2 digit odd number is ______________.

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 3

Date________
Month________

Competency: Ability to Compute

I. Solve the following and write even or odd against each answer:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>15</td>
<td>+</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>28</td>
<td>+</td>
<td>14</td>
</tr>
<tr>
<td>3.</td>
<td>54</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>68</td>
<td>-</td>
<td>60</td>
</tr>
<tr>
<td>5.</td>
<td>4</td>
<td>x</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>7</td>
<td>x</td>
<td>7</td>
</tr>
</tbody>
</table>

25 | Odd

Competency: Understanding Basic Concepts

II. Colour as directed:

1 digit odd numbers – Yellow
1 digit even numbers – Orange
2 digit odd numbers – Blue
2 digit even numbers – green
3 digit odd numbers – pink
3 digit even numbers - red

Teacher’s Signature
Parent’s Signature
WORK SHEET No. 4

Date________
Month________

Competency: Understanding Basic Concepts

I. Some secret messages are given below. Decode these messages and write:

a) 1g 2o 3o 4d 7m 5o 8r 9n 8i 2n 5g

b) 11w 2e 5l 8c 6o 3m 0e

c) AAWBBH NNE MMR DDE VVA WWR MME KKY GGO XXU?

d) XXISSaTTmEEiFFnQQtVVhMMeAApUUlCCaHHyZZgAArUUo
MMuLLnRRd

II. Arrange these names in alphabetical order and number these names in the box:

Mohan   Shilpa
Lila     Nandu
Chitra   Pawan
Venu     Ahmed
Zeenat   Sameer

Teacher’s Signature          Parent’s Signature
**Topic: Jugs and Mugs**

**WORK SHEET No. 1**

**Competency: Formation of Numbers**

1. Complete the following table according to the example given:
   
   Eg. 1 litre = 1000 millitres

<table>
<thead>
<tr>
<th>SL.NO</th>
<th>LITRE</th>
<th>MILLILITRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Half a litre</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Three fourth litre</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>One fourth litre</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Two litres</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Two and a half litre</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Three litres</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Five and a quarter litre</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Six litres</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Seven litres</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Eight litres</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher’s Signature**

**Parent’s Signature**
WORK SHEET No. 2

Competency: Understanding the Basic Concept

1. Which container holds the most liquid? Tick the correct figure:

<table>
<thead>
<tr>
<th>A) Which teapot contains the most tea?</th>
<th>B) Which glass holds the most juice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Teapot 1]</td>
<td>![Teapot 2]</td>
</tr>
<tr>
<td>![Glass 1]</td>
<td>![Glass 2]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C) Which mug holds the most cocoa?</th>
<th>D) Which bottle holds the most bubble bath?</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Mug 1]</td>
<td>![Mug 2]</td>
</tr>
<tr>
<td>![Bottle 1]</td>
<td>![Bottle 2]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E) Which glass holds the least juice?</th>
<th>F) Which bottle holds the most bubble bath?</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Glass 1]</td>
<td>![Glass 2]</td>
</tr>
<tr>
<td>![Bottle 1]</td>
<td>![Bottle 2]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G) Which glass holds the most juice?</th>
<th>H) Which bottle holds the least bubble bath?</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Glass 1]</td>
<td>![Glass 2]</td>
</tr>
<tr>
<td>![Bottle 1]</td>
<td>![Bottle 2]</td>
</tr>
</tbody>
</table>

Teacher’s Signature

Parent’s Signature
**WORK SHEET No. 3**

Date________  
Month________

**Competency: Ability to Compute**

1. **Solve the Word problems:**

2. Mrs. Honey pot uses 6 glasses of water to make one jug of juice. How much water will she use to make three jugs of juice?

3. The label on the bottle suggests that I use one part orange squash to five parts water. If I put seven cups of orange squash into a jug, how much water should I add?

4. A bottle holds 2 liters of water. David opens a new bottle and drinks half. How much water is left in the bottle?

5. A carton of orange juice holds 2 liters. How many 500ml glasses can I pour from it?

Teacher’s Signature  
Parent’s Signature
WORK SHEET No. 4

Date________
Month________

Competency: Problem Solving Ability

1. Write out the amount of liquid by using the scale:
   Note: 1 litre = 1000 millilitres or 1000 ml
   one marking on the jar = 100 millilitres or 100ml

   A) How much liquid? Read the scale. Write the answer.

   B) How much liquid? Read the scale. Write the answer.

   C) How much liquid? Read the scale. Write the answer.

   D) How much liquid? Read the scale. Write the answer.

   E) How much liquid? Read the scale. Write the answer.

   F) How much liquid? Read the scale. Write the answer.

Teacher’s Signature

Parent’s Signature
### Competency: Formation of Numbers

1. Make equal groups and write the division facts for the following:

<table>
<thead>
<tr>
<th>Group</th>
<th>Diagram</th>
<th>Equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Make equal groups of 4</td>
<td><img src="image1" alt="Diagram" /></td>
<td>$\square \div \square = \square$</td>
</tr>
<tr>
<td>a) Make equal groups of 2</td>
<td><img src="image2" alt="Diagram" /></td>
<td>$\square \div \square = \square$</td>
</tr>
<tr>
<td>a) Make equal groups of 6</td>
<td><img src="image3" alt="Diagram" /></td>
<td>$\square \div \square = \square$</td>
</tr>
<tr>
<td>a) Make equal groups of 7</td>
<td><img src="image4" alt="Diagram" /></td>
<td>$\square \div \square = \square$</td>
</tr>
<tr>
<td>a) Make equal groups of 5</td>
<td><img src="image5" alt="Diagram" /></td>
<td>$\square \div \square = \square$</td>
</tr>
</tbody>
</table>

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 2

Competency: Understanding the Basic Concept

1. Write 2 division facts for the following multiplication facts

<table>
<thead>
<tr>
<th>Ex  6 × 3 = 18</th>
<th>18 ÷ 3 = 6</th>
<th>18 ÷ 6 = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 × 4 = 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 × 5 = 45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 × 8 = 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 × 7 = 35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 × 9 = 72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 × 8 = 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 × 9 = 63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 3

Date________
Month________

Competency: Ability to compute

1. Fill in the boxes (Properties of division)

a) 8 ÷ 8 = 

b) 9 ÷ 1 = 

c) 0 ÷ 5 = 

d) 6 ÷ = no meaning

e) 20 ÷ = 20

f) 14 ÷ = 1

g) 15 ÷ = 15

h) Division is repeated

i) Dividend = Quotient + 

Teacher’s Signature
Parent’s Signature
WORK SHEET No. 4

Date________
Month________

Competency: Ability to Compute

1. Arrange Vertically, solve and fill in the boxes correctly

1. \[57 \div 6\]

\[
\begin{array}{c}
6 \\
5 7
\end{array}
\]

\[
\begin{array}{c}
\text{Dividend} = 5 7 \\
\text{Divisor} = 6 \\
\text{Quotient} = 9 \\
\text{Remainder} = 3
\end{array}
\]

2. \[38 \div 6\]

\[
\begin{array}{c}
\text{Dividend} = 3 8 \\
\text{Divisor} = 6 \\
\text{Quotient} = 6 \\
\text{Remainder} = 2
\end{array}
\]

3. \[82 \div 9\]

\[
\begin{array}{c}
\text{Dividend} = 8 2 \\
\text{Divisor} = 9 \\
\text{Quotient} = 9 \\
\text{Remainder} = 1
\end{array}
\]

4. \[65 \div 7\]

\[
\begin{array}{c}
\text{Dividend} = 6 5 \\
\text{Divisor} = 7 \\
\text{Quotient} = 9 \\
\text{Remainder} = 2
\end{array}
\]

Teacher’s Signature
Parent’s Signature
Competency: Formation of Numbers

I. Read and write the number for the given tally marks.

\[ \begin{align*}
\text{a)} & \quad \text{\ldots} \\
\text{b)} & \quad \text{\ldots} \\
\text{c)} & \quad \text{\ldots} \\
\text{d)} & \quad \text{\ldots} \\
\text{e)} & \quad \text{\ldots} \\
\text{f)} & \quad \text{\ldots} \\
\end{align*} \]

2. Draw tally marks for the following numbers

\[ \begin{align*}
\text{a)} & \quad 7 \\
\text{b)} & \quad 9 \\
\text{c)} & \quad 13 \\
\text{d)} & \quad 21 \\
\text{e)} & \quad 19 \\
\text{f)} & \quad 25 \\
\end{align*} \]

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 2

Date ________  
Month ________

Competency: Understanding the Basic Concept

1. Read the table given below about the hobbies of students of class III  
Represent the data pictorially using smilies (☺ = 1 student)

<table>
<thead>
<tr>
<th>Hobby</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>10</td>
</tr>
<tr>
<td>Dancing</td>
<td>8</td>
</tr>
<tr>
<td>Music</td>
<td>5</td>
</tr>
<tr>
<td>Craft</td>
<td>15</td>
</tr>
<tr>
<td>Cycling</td>
<td>13</td>
</tr>
<tr>
<td>Gardening</td>
<td>14</td>
</tr>
<tr>
<td>Stamp collection</td>
<td>10</td>
</tr>
<tr>
<td>Reading</td>
<td>9</td>
</tr>
</tbody>
</table>

(a) Which is the most popular hobby?  
__________________________________________________________________

(b) Which is the least popular hobby?  
__________________________________________________________________

(c) How many more children like craft than music?  
__________________________________________________________________

(d) How many students like gardening?  
__________________________________________________________________

(e) What is the difference between the number of students who prefer reading and those who prefer music?  
__________________________________________________________________

Teacher’s Signature

Parent’s Signature

55
Competency: Ability to compute

1. The table given below shows the number of absentees in class III in a week. Represent the same in the form of a bar chart: (1 cm = 1 student)

<table>
<thead>
<tr>
<th>Days</th>
<th>No of students Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>4</td>
</tr>
<tr>
<td>Tue</td>
<td>3</td>
</tr>
<tr>
<td>Wed</td>
<td>8</td>
</tr>
<tr>
<td>Thurs</td>
<td>9</td>
</tr>
<tr>
<td>Fri</td>
<td>5</td>
</tr>
<tr>
<td>Sat</td>
<td>10</td>
</tr>
</tbody>
</table>

Teacher’s Signature

Parent’s Signature
Competency: Understanding the Basic Concept

Aman, Bhanu, Shreya, Tarun and Tanya measured the length of their pencils. They stuck their strips as shown.

<table>
<thead>
<tr>
<th>Length of the pencils</th>
<th>Aman</th>
<th>Bhanu</th>
<th>Shreya</th>
<th>Tarun</th>
<th>Tanya</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 cm</td>
<td>9 cm</td>
<td>12 cm</td>
<td>10 cm</td>
<td>11 cm</td>
</tr>
</tbody>
</table>

Study the above chart and answer the following questions

(a) The length of Aman’s pencil is ____________ cms.

(b) The length of Shreya’s pencil is ____________ cms.

(c) Length of Bhanu’s pencil is ______ than Tanya’s pencil (more, less).

(d) The difference between the length of pencils of Tarun and Aman is _____ cms
Topic: Rupees and Paise

WORK SHEET No. 1

Competency: Ability to Compute

I) Convert the following into Paise:

1. 1 Rupee = [_____] Paise
2. 9 Rupees = [_____] paise
3. 6 Rupees = [_____] paise
4. Rs 7.75 = [_____] paise
5. Rs 8.50 = [_____] paise
6. Rs 9.25 = [_____] paise

II) Convert the following into Rupees:

1. 375 paise = Rs. [_____]
2. 700 paise = Rs. [_____]
3. 75 paise = Rs. [_____]
4. 810 paise = Rs. [_____]
5. 250 paise = Rs. [_____]
6. 645 paise = Rs. [_____]

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 2

Competency: Ability to Compute

I) Simplify:-
   a) Subtract the sum of Rs 4.25 and 19.25 from Rs 45.75
   
   b) Find the sum of Rs. 220 and Rs 90 and subtract from 675.50
   
   c) Find the difference of Rs. 400.00 and Rs. 165.50 and add it to Rs. 246.50
   
   d) Find the sum of Rs 500.00 and Rs 276.50 and subtract it from Rs. 965.50.

Teacher’s Signature

Parent’s Signature

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WORK SHEET No. 3

Competency: Problem Solving

1. Complete the bill and write the total money spent

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost per item</th>
<th>Quantity</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Bottles</td>
<td>Rs. 50.00</td>
<td>4 water bottles</td>
<td></td>
</tr>
<tr>
<td>Pencil Boxes</td>
<td>Rs. 20.00</td>
<td>3 pencil boxes</td>
<td></td>
</tr>
<tr>
<td>Socks</td>
<td>Rs. 35.00</td>
<td>2 pairs of socks</td>
<td></td>
</tr>
<tr>
<td>Shirts</td>
<td>Rs. 75.00</td>
<td>3 shirts</td>
<td></td>
</tr>
<tr>
<td>Poster colours</td>
<td>Rs. 40.00</td>
<td>4 poster colours</td>
<td></td>
</tr>
</tbody>
</table>

Total

Teacher’s Signature

Parent’s Signature
WORK SHEET No. 4

Date________
Month________

Competency: Understanding the Basic concept.

1. Count the money and write down their numeral and number names.

Rs. 30/-  Rs. 10/  50 ps  =  Rs.40.50
Forty rupees fifty paise

Rs. 30/-  Rs. 20/  20 ps  =

Rs. 30/-  Rs. 30/  Rs. 10/  =

Rs. 50/-  Rs. 50/-  5 Rs  5 Rs  =

Rs.100/-  Rs.100/  Rs. 50/-  =