

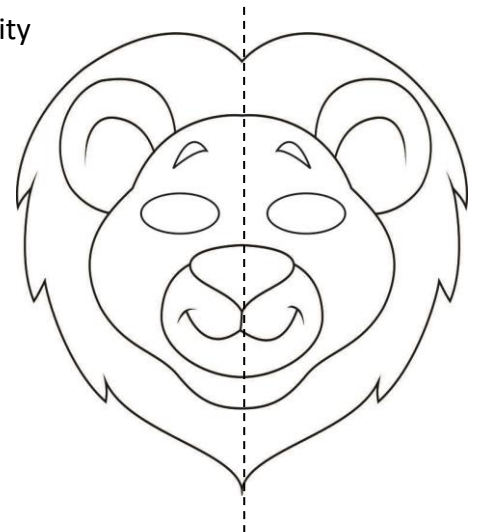
Subject – Mathematics	Level A2	Class -III	Lesson – 1 (Where To Look From ) Worksheet - 1
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies and understands shapes and symmetries.</li> <li>➤ Recognizes the mirror halves</li> <li>➤ Can understand the different views, how the objects look like from different sides?</li> <li>➤ Can draw different rangoli patterns using dots.</li> <li>➤ Can create different shapes or masks through paper folding and paper cutting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Demonstration Method</li> <li>➤ Play Way</li> </ul>

Sample Activity –1 TLO: Identifies and understands shapes and symmetries

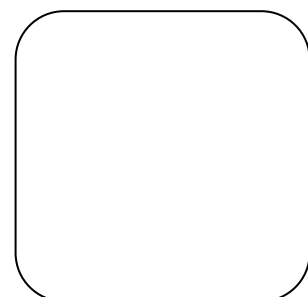
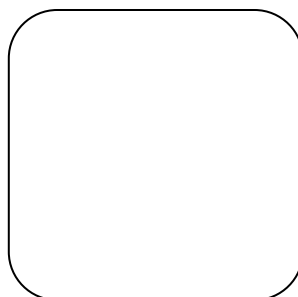
Using paper folding skill, to test for lines of symmetry is a hands-on activity that allows students to explore the meaning of the concept 'line of symmetry'.

Make a picture of lion given here by using the concept of symmetry.



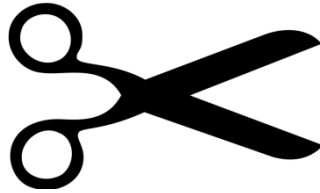
Sample Activity – 2 TLO: Can understand the different views (Top view, Side view)

While you are sitting on a ride in Disney World how the things look like from top. Draw pictures of any two things.

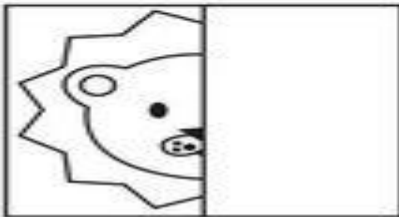
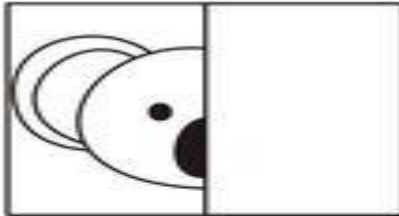
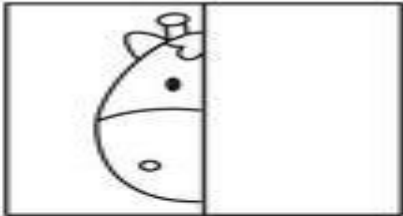


## Learning Assessment

1. Draw top view of (i) a pair of shoes                      (ii) a car
2. Draw a dotted line to divide the given picture in similar halves?



3. Complete the other half of the picture:



Subject – Mathematics	Level A2	Class -III	Lesson – 2 (Fun With Numbers ) Worksheet - 2
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Ability to Compute</li> <li>➤ Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reads the number with 3-digit and state their sequence (Ascending or Descending).</li> <li>➤ Writes the number in expanded form</li> <li>➤ Looks at the arrangement of objects and uses the strategy of counting in groups.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Demonstration Method (Use Of Arrow Cards)</li> <li>➤ Play Way</li> </ul>

### Sample Activity – 1

TLO: Read the number with 3-digit and state their sequence

GAME: Formation of 3-digit number

Make 10 flash card of digit 0, 1, .....9 and mix them. After shuffling the cards both the students are advised to draw three cards from the deck one by one.



Our aim is to make the greatest possible 3-digit number by using the drawn cards.

The student, whose number is greater, gets 5 points. We give five chances to each child. The child who gets the highest point is declared as winner.

### Sample Activity – 2

TLO: Expanded form of 3-digit numbers.

Use of Arrow Cards to show any 3-digit numbers starting from 100 to 999.



## Learning Assessment

1. Write the numbers for the following number names:

a) Four hundred ninety six : \_\_\_\_\_

b) Nine hundred nineteen : \_\_\_\_\_

2. Draw beads to show the numbers:

a) 304

b) 523

c) 430

3. Write the numbers in the expanded form:

a)  $958 =$  \_\_\_\_\_

b)  $209 =$  \_\_\_\_\_

4. Write the place value of underlined digit.

a) 469 : \_\_\_\_\_

b) 843 : \_\_\_\_\_

5. Circle the greatest number: 923, 465, 647

Circle the smallest number: 501, 510, 150

6. Arrange the following numbers in ascending order:

a) 863, 836, 806, 860 : \_\_\_\_\_

b) 932, 239, 329, 392 : \_\_\_\_\_

7. Mental Maths

a) Greatest 3-digit numbers. \_\_\_\_\_

b) Smallest 3-digit numbers. \_\_\_\_\_

c) How many tens are there in 548? \_\_\_\_\_

d) Which is greater:  $300 + 4$  or  $400 + 3$ ?

e) Do you know any number which is neither odd nor even? \_\_\_\_\_

f) How many even numbers are there between 200 and 210? \_\_\_\_\_

Subject – Mathematics	Level A2	Class - III	Lesson – 3,6 (Give And Take) Worksheet -3
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Skills Focussed	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Ability to Compute</li> <li>➤ Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands that sum/in all/altogether terms are for addition</li> <li>➤ Adds 3-digit numbers without grouping and with grouping</li> <li>➤ Subtracts 3-digit numbers without grouping and with grouping</li> <li>➤ Mental Maths (Simple addition / subtraction)</li> <li>➤ Solves problems related to routine life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Demonstration Method</li> <li>➤ Play Way</li> </ul>

### Sample Activity - 1

TLO : Adds 3-digit numbers without grouping

Make a special number which reads the same from both the way left to right and right to left.

- Write any 2-digit or 3-digit number. (237)
- Write the digit in reverse order. (732)
- Add them. ( $237 + 732 = 969$ )
- Sum of these two numbers is 969 which a special number.

**237**

**732**

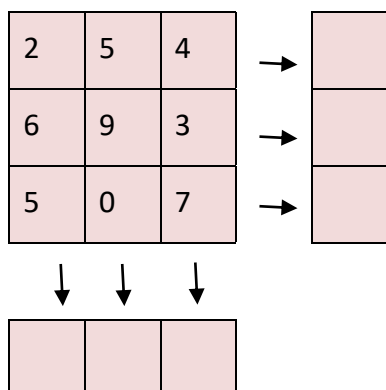
**237 + 732 = 969**

You can work on these numbers also: 235, 354, 142 etc.

### Sample Activity – 2

TLO : Adds 3-digit numbers with grouping

Add up each row and column in the grids and place the sum in the boxes on the sides and bottoms.



### Sample Activity - 3

TLO : Solves problems related to routine life

Look at the table of Aman's Family and answer the questions:



S. No.	Family Members	Age (in years)
1	FATHER	42
2	MOTHER	39
3	SISTER	13
4	AMAN	9

Who is the youngest in Aman's Family: \_\_\_\_\_

Who is the oldest in Aman's Family: \_\_\_\_\_

What is the difference of their ages= \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

### Learning Assessment

1. Add the following without regrouping:

a) 
$$\begin{array}{r} 259 \\ + 130 \\ \hline \end{array}$$

b) 
$$\begin{array}{r} 423 \\ + 235 \\ \hline \end{array}$$

2. Solve and compare the sum by using  $<$ ,  $>$  or  $=$

a)  $413 + 124$  \_\_\_\_\_  $314 + 214$

b)  $100 + 156$  \_\_\_\_\_  $56 + 200$

3. In a public telephone booth, 365 calls are made before noon and 189 calls are made after noon. Find the number of calls made in a day.



4. An animal care society tested 356 pet animals. 27 were infected by diseases. Find the number of healthy pet animals that participated in the medical tests.



Mental Math :

a) Find the difference of the place – value of two 4s in 8442.

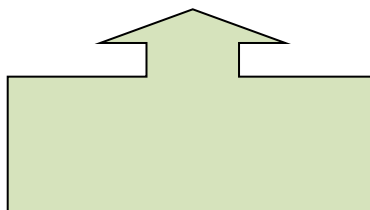
b) Subtract the smallest 2-digit number from the greatest 2-digit number.

## Test Yourself

1. Draw side view of a shoe.



2. Make a dotted line to divide the picture in two mirror halves:



3. Write the following numbers in words.

a) 197 .....

b) 203 .....

4. Jump 10 steps Forward



110,120,130,....., ....., ....., .....

5. Complete the century 87 + .....

6. (a) 4 and 37 more is .....

(b) 9 added to 28 gives .....

7. Write the number in expanded form:

Hundred

Tens

Ones

(a) 210                    .....                    .....                    .....

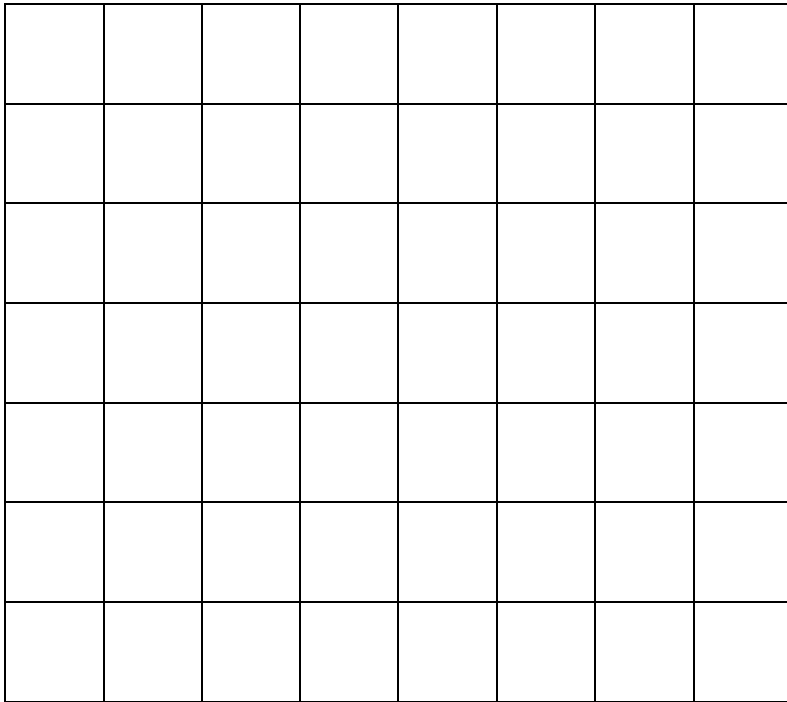
(b) 552                    .....                    .....                    .....

8. Match with numbers.









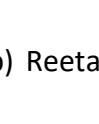
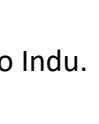
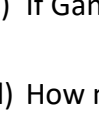
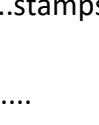
(a) I have 9 in my name and am very close to 90                    :                    100

(b) I am equal to ten notes of 10                    :                    89

9. Make a Rangoli design of your choice in square grid.



10. Look at the table below and fill in the blanks.

	Children	Number of postal stamps collected by them	
	Reeta	42	
	Ganga	74	
	Indu	45	
	Ravi	24	
	Sita	83	

- (a) ..... .. collected the most stamps.
- (b) Reeta will collect ..... more stamps to be equal to Indu.
- (c) If Ganga gets 6 more stamps, she will have .....stamps.
- (d) How many children have more than 50 stamps ? .....



Subject – Mathematics	Level A2	Class III	Lesson – 4 (Long And Short) Worksheet - 4
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knows about the tools used for measuring length i.e. a ruler, a measuring tape, metre-scale.</li> <li>➤ Knows how to use a ruler.</li> <li>➤ Finds distance between two points.</li> <li>➤ Estimates and then verifies the distance by measuring.</li> <li>➤ Measures length using appropriate standard units (cm, m etc.)</li> <li>➤ Understands that the basic unit for measuring length is 'metre'</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Play Way Method</li> <li>➤ Demonstration Method</li> </ul>

### Sample Activity – 1

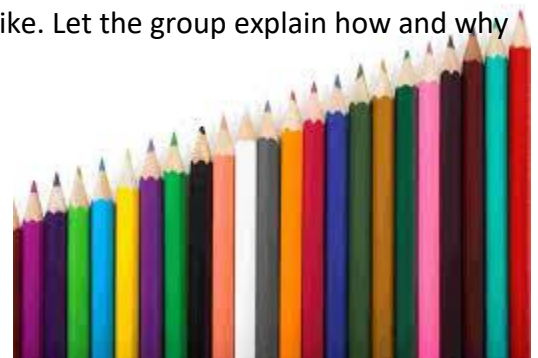
TLO: Estimation of length of different objects

Ask the children to take out their pencils, erasers, pencil boxes and keep them on their desk

Now ask the group to arrange the pencils in any order that they like. Let the group explain how and why they have arranged in this manner.

Ask children to arrange the pencils in the following order

1. Shortest to longest
2. Longest to shortest
3. Longest in the middle and decreasing in size in both directions
4. Shortest in the middle and increasing in size on both the sides.



Similar activity with their pencil boxes, erasers, notebooks etc.

### Sample Activity – 2

TLO: Knows about the tools used for measuring length i.e. a ruler, a measuring tape, metre-scale

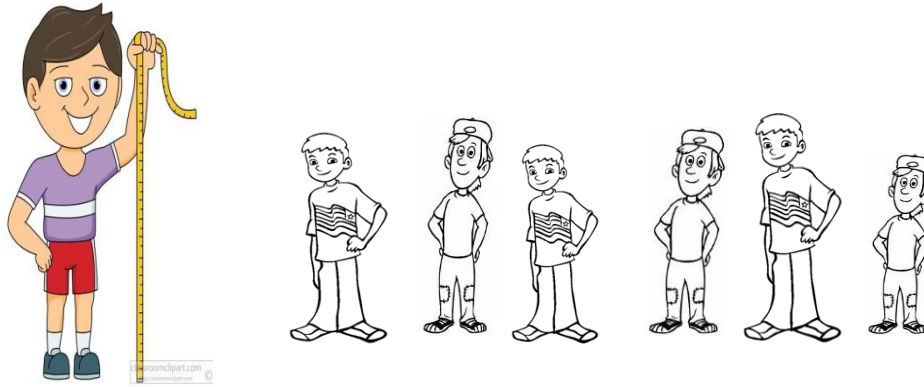
By using measuring tape find the length of things present in classroom.

- Top of the table
- Black board
- A tile
- Cupboard
- Book



## Sample Activity – 2

Find out the height of your friends and tell who is taller and who is shorter in your class.



## Learning Assessment

1. Measure the length of the objects given below

- a) Eraser is \_\_\_\_\_ cm long.
- b) Crayon is \_\_\_\_\_ cm long.
- c) Note Book is \_\_\_\_\_ cm long.

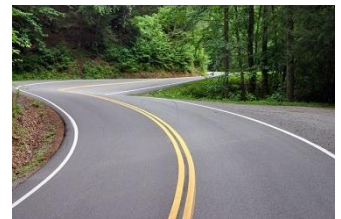
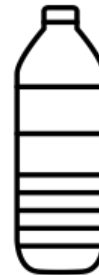
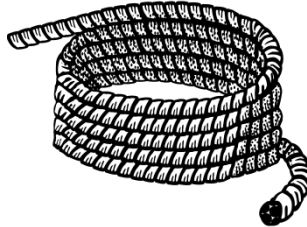
2. Write the unit (cm/m/km) used to measure each of the following:

a) Coconut tree

(b) rope

(c) bottle

(d) road



3. Fill in the blanks:

- a) 1 m = \_\_\_\_\_ cm
- b) 700 cm = \_\_\_\_\_ m
- c) 1 km = \_\_\_\_\_ m
- d) Length of the thermometer is 10 \_\_\_\_\_.

4. Add the following:

$$\begin{array}{r} \text{a) } 5 \text{ m } 30 \text{ cm} \\ + 4 \text{ m } 40 \text{ cm} \\ \hline \end{array}$$

$$\begin{array}{r} \text{b) } 6 \text{ m } 10 \text{ cm} \\ + 4 \text{ m } 50 \text{ cm} \\ \hline \end{array}$$

Subject – Mathematics	Level A 2	Class : III	Lesson – 5 (Shapes & Designs) Worksheet – 5
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes the shapes like, triangles and rectangles.</li> <li>➤ Understands the term 2-D shapes and 3-D shapes.</li> <li>➤ Can draw 2-D shapes</li> <li>➤ Associates the objects like pencil, glass, book, lunch box, ice cream cone etc. with the 3-D shapes.</li> <li>➤ Observes the properties of 3-D shapes. (like-flat and curved surface, edges, corners)</li> <li>➤ Differentiates the 2-D shapes and 3-D shapes.</li> <li>➤ Groups the objects on the basis of their shapes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Demonstration Method (Use Of Arrow Cards)</li> <li>➤ Play Way</li> </ul>

Teaching Aids required:

**Shapes and designs chart, Kite/book/chair, Shapes with curved/straight edges in a chart, Tangram (5/7 pieces, Gift wrapper, Geo board, Plain paper, Sari piece etc.**

Sample Activity -1

TLO: Children recognize the shapes like, triangles and rectangles.

Draw a picture in given box by using the different geometrical shapes – circle, rectangle, square and triangle. One picture is given for you.



**TOM CAT**

Sample Activity – 2

TLO: Can draw 2-D shapes.

Make the shapes using match sticks: ●—————

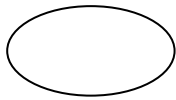
(i) Triangle

(ii) Rectangle

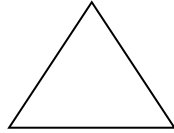
(iii) Square

Learning Assessment

1. Tick ( ) the shapes which are made up of straight line only and put the cross (X) on others.



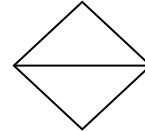
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2. Write the name of 3-D shape which looks like :

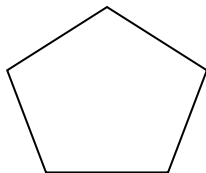
(a) an ice-cream cone: \_\_\_\_\_

(b) a cricket ball : \_\_\_\_\_

(c) a can or a pencil : \_\_\_\_\_

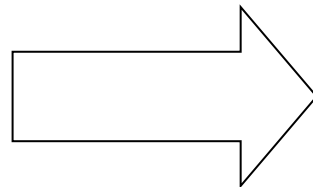
(d) a dice : \_\_\_\_\_

3. Count the number of edges and corners in following figures:



Edges : \_\_\_\_\_

Corners: \_\_\_\_\_



Edges : \_\_\_\_\_

Corners: \_\_\_\_\_

4. MENTAL MATHS questions

a) What is the least number of matchsticks required to make a rectangle?

b) Which of the following has no vertex? Triangle, rectangle, square circle \_\_\_\_\_

c) \_\_\_\_\_ sides of a square are equal in length.

Subject – Mathematics	Level A2	Class III	Lesson – 7 (Time Goes On.....) Worksheet – 6
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands the               <ul style="list-style-type: none"> <li>▪ Use of time</li> <li>▪ Use of clock</li> <li>▪ Use of calendar</li> </ul> </li> <li>➤ Can draw the face of clock</li> <li>➤ Makes own time line</li> <li>➤ Solves problems based on time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Play Way Method</li> <li>➤ Demonstration Method</li> </ul>

Sample Activity – 1

TLO: Understands the use of calendar

Look at the calendar for the year 2016.

- a) Count the number of months.
- b) Write the names of the month in correct order.
- c) Write the number of days in each month.
- d) How many months have 30 days? Name them.
- e) How many months have 31 days? Name them.
- f) Which month is the shortest month of the year?
- g) Is this year the leap year?



Sample Activity – 2

TLO: Estimation of time

Estimate the time needed for the following activities:



**For bathing**



**For eating breakfast**



**Coming to school**



**Sweeping your house**

## Learning Assessment

1. How long do the following activities take? Chose the correct answer from the box.

Seconds	minutes	hours	day
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- a) To drink a glass of water : \_\_\_\_\_  
b) To blink your eyes : \_\_\_\_\_  
c) To do your home work : \_\_\_\_\_

2. Write the time that each clock is showing:



3. Write each time in hours and minutes

TIME IN WORDS	TIME IN HOURS – MINUTES
Five minutes to ten	
Quarter to nine	
Half-past two	

4. Mohan is 25 years old and his father is 30 years elder than him. What is his father's age?

5. Mental Math

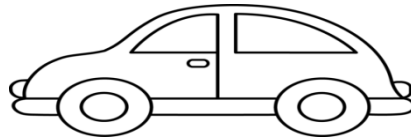
- a) There are \_\_\_\_\_ hours in a day.  
b) There are \_\_\_\_\_ days in a week.  
c) There are \_\_\_\_\_ minutes in one hour.  
d) There are \_\_\_\_\_ months in a year.  
e) There are \_\_\_\_\_ days in a leap year.

## Test Yourself

1. How many months a year has ? .....
2. How many days make a week ? .....
3. Draw a triangle and a kite.
4. 1 cm = \_\_\_\_\_ mm
5. Measure the length of the given things by using ruler:



\_\_\_\_\_ cm



\_\_\_\_\_ cm

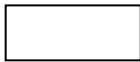
6. Match the following.

(a) Ball



have straight edge

(b) Box



have curved edge

7. Write your date of birth in numbers (use dd/mm/yy format).

Ans. ....

8. Read the given calendar and answer the given questions:

### August 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
<b>7</b>	8	9	10	11	12	13
<b>14</b>	15 independence day	16	17	18	19	20
<b>21</b>	22	23	24	25	26	27
<b>28</b>	29	30	31			

Q.1. How many **Sundays** are there in this month?

Ans. ....

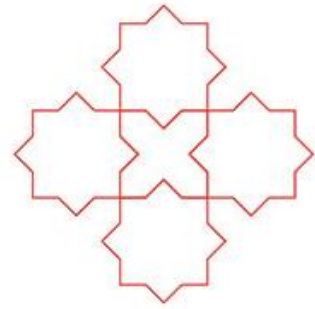
Q.2. What is the date on **Second Saturday**?

Ans. ....

Q.3. Which **National Festival** comes in this month?

Ans. ....

9. Identify the single unit of a tile used to make this pattern.



10. Estimate the length of each object and circle the answer that gives the best estimate.



1 foot or 1 inch



7 feet or 7 inch

11. Ram cooked Chapati's in 25 minutes. Then he made dal in 15 Minute. How much time did take to cook both things?

Ans. Time taken by Ram to cook Chapati's=.....

Time taken by Ram to cook Dal =.....

Total time taken for cooking booth the things=.....



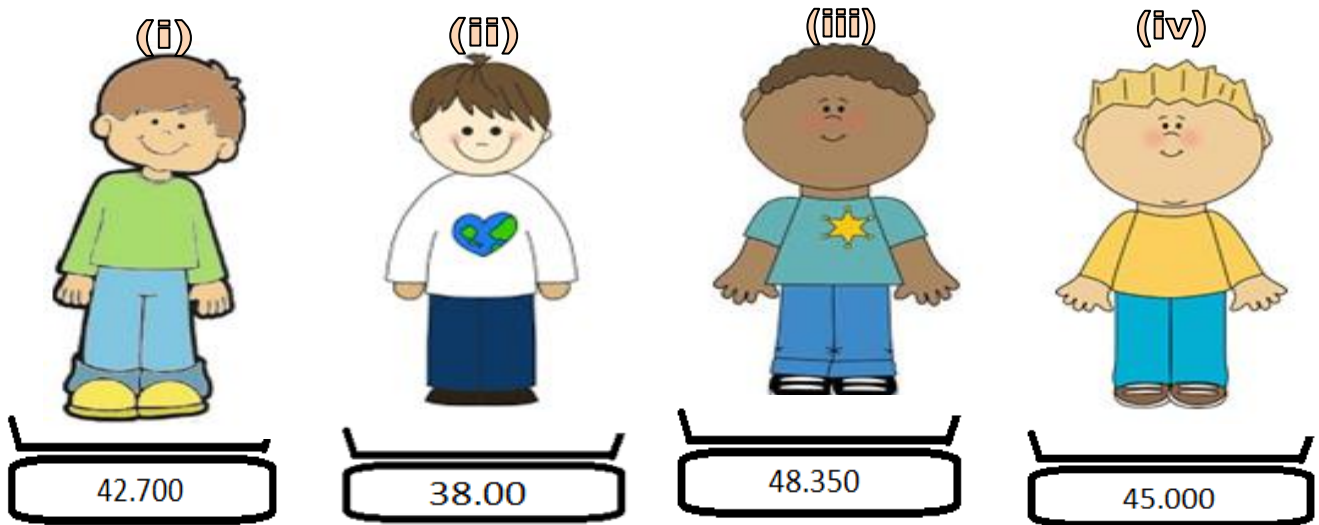
Subject – Mathematics	Level A2	Class III	Lesson – 8 (Who Is Heavier?) Worksheet - 7
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Ability to Compute</li> <li>➤ Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Estimates the weight of familiar things</li> <li>➤ Compares the items which are heavier?</li> <li>➤ Knows how to use balance?</li> <li>➤ Knows the unit of measuring weight (kg, g).</li> <li>➤ Can list the things according to the weight.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Demonstration Method</li> <li>➤ Play Way</li> </ul>

Sample Activity – 1

TLO: Compares the weight of different things.

Four students of Rohan’s school selected for regional level boxing event. At regional level the officials first made them stand on the scale to check their weights for weight category.



- a) Who is heavier in this group?
- b) Who is lighter in this group?
- c) Who comes in weight category of 35 kg to 45 kg weight?
- d) What is the difference in weight of heaviest and lightest student in this group?
- e) Write the weights of all the students in kg and g.
 

(i) ____ kg ____ g	(ii) ____ kg ____ g
(iii) ____ kg ____ g	(iv) ____ kg ____ g

Sample Activity – 2

(TLO – Knows how to use balance?)



The children use disposable cups / old plastic cups and a stick/ scale to make a balance in groups. The children then compare the weight of things available with them.  
Like - eraser and sharpener, a pencil and chalk etc.

Learning Assessment

1. How much more is to be added to the 300 g to make it equal to 500g?
2. Which is heavier 500 g or four 100 g weights?
3. How many 50 g blocks together weigh equal to one 200 g block?
4. Write 50.250 kg in expanded form: \_\_\_\_\_ kg \_\_\_\_\_ g
5. Complete the table. How many weights of each value will be required to make it equal to 1 kg?

1 kg	100 g	200 g	500 g

So 1 kg = \_\_\_\_\_ X 100 g  
 1 kg = \_\_\_\_\_ X 200 g  
 1 kg = \_\_\_\_\_ X 500 g

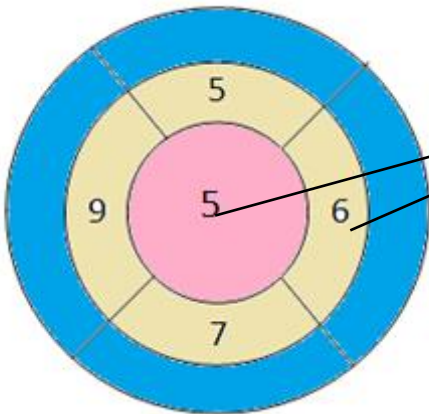
Subject – Mathematics	Level A2	Class III	Lesson – 9, 12 (How Many Times? Can We Share?) Worksheet - 8
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Ability to Compute</li> <li>➤ Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands multiplication as REPEATED ADDITION and division as REPEATED SUBTRACTION</li> <li>➤ Knows the symbol of X and ÷</li> <li>➤ Can multiply by 10, 100, 1000</li> <li>➤ Can arrange the objects in rows and columns</li> <li>➤ Divides the objects equally in groups.</li> <li>➤ Can solve word problems based on multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Demonstration Method</li> <li>➤ Play Way</li> </ul>

Sample Activity - 1

TLO: Understands multiplication as REPEATED ADDITION

Multiply the numbers by the centre number:



$$6 + 6 + 6 + 6 + 6 = 30$$

$$5 \times 6 = 30$$

Sample Activity - 2

TLO : Problem solving based on multiplication

Dice Game for multiplication

1. Roll a pair of dice.
2. Multiply both the numbers.
3. Colour the product in the number grid.
4. The first person who colours 4 numbers in a row, wins.



30	12	15	10	2
25	18	24	8	16
9	20	5	36	4
24	15	12	9	10
6	8	20	25	36
18	12	9	16	24

## Learning Assessment

1. Write the multiplication factors for the repeated addition:

a)  $2 + 2 + 2 + 2 + 2 =$  \_\_\_\_\_

b)  $6 + 6 + 6 + 6 =$  \_\_\_\_\_

2. Complete the skip counting

Count by 2s					
Count by 3s					
Count by 4s					

3. Write the multiplication facts for division:

a)  $12 \div 3 = 4$       Multiplication Factor= \_\_\_\_\_ and \_\_\_\_\_

b)  $45 \div 9 = 5$       Multiplication Factor= \_\_\_\_\_ and \_\_\_\_\_

4. A broken scale reads 8 inches. Kathy uses the broken scale to measure the length of a rope. She finds the length of the rope is 112 times the length of the broken scale. Find the length of the rope.



5. A tray can hold 35 eggs. If there are 7 rows in a tray, how many columns are there?



6. Mental math:

a) Division is repeated addition of the same number. Is it true?

b) What do we get when we divide a number by 1?

c) What do we get when we divide a number by itself?

d)  $100 \times 5 =$  \_\_\_\_\_

e) \_\_\_\_\_  $\times 1 = 563$

Subject – Mathematics	Level A2	Class III	Lesson – 10 (Play With Patterns ) Worksheet – 9
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SKILL/COMPETENCY/CONCEPT	TARGET LEARNING OUTCOMES	SUGGESTIVE STRATEGIES
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Ability to Compute</li> <li>➤ Problem Solving Ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifies <ul style="list-style-type: none"> <li>• simple patterns.</li> <li>• Patterns of odd and even numbers</li> <li>• Patterns in surroundings (at home or in school)</li> </ul> </li> <li>➤ Can make patterns and designs from straight lines and geometrical shapes.</li> <li>➤ Decodes the secret messages based on patterns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Demonstration Method</li> <li>➤ Play Way</li> </ul>

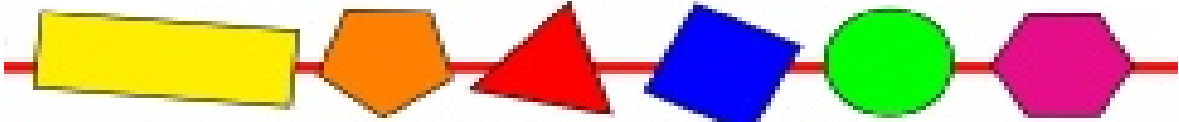
### Sample Activity – 1

TLO - Can make patterns and designs

Teacher tells the students about celebration of Children’s Day. He asked them to decorate the class and corridor along with their classroom. Make hangings by using geometrical shapes or any floral design.

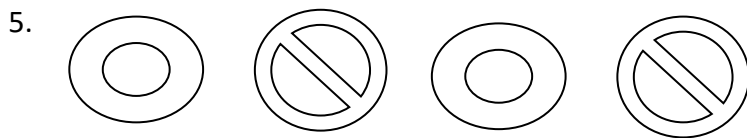
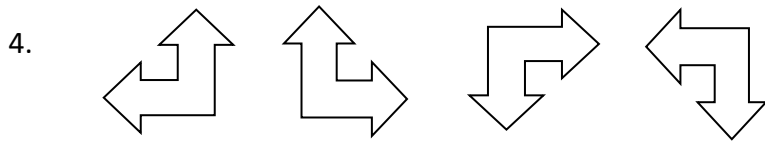
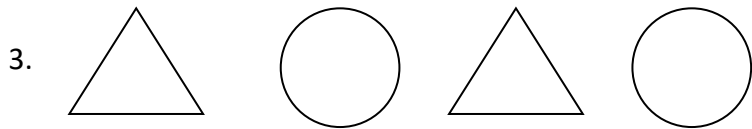
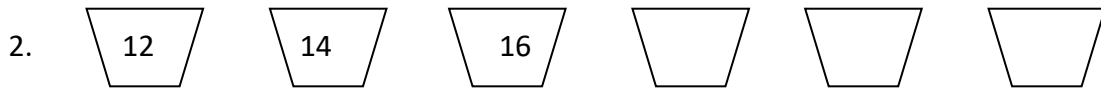
Here is the space to make your own hanging strips.

One is done for you



# Learning Assessment

Observe and complete the pattern for next three steps



## Test Yourself

- 1 kg = \_\_\_\_\_ gram
- 1 dozen = \_\_\_\_\_ items
- If we add 1 to any odd number we get and \_\_\_\_\_ (even/odd) number.
- 6000 g = \_\_\_\_\_ kg
- NAMAN is proud to have a special name. He says if you read it backwards it is still the same.  
Which of the following names have the same pattern? Circle them:  
HARSH, ANNA, KANAK, MUNNA, MALAYALAM
- Write the name of the two things in which you find some pattern.
- Compare the things – and encircle the heavier.
  - a) a water bottle or a cricket ball
  - b) your shoe or your pencil box
  - c) your Math book or Hindi book
  - d) chalk or duster
- Make a list of four things weigh less than 1 kg.
- Look for the rule and continue the following pattern
  - 1, 3, 5, 7, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
  - 45, 55, 65, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
  - 51, 56, 61, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
  - 12A, 13B, 14C, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- a)  $7 + 7 + 7 =$  \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_  
b)  $4 \times 12 =$  \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- One rail coach has 8 wheels. How many wheels in all in 6 such coaches?



- There are 21 pencils. These are put equally into 3 boxes. How many pencils are there in each box?








Subject – Mathematics	Level A2	Class III	Lesson – 11 (Jugs And Mugs)  Worksheet – 10
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Estimation and comparison</li> <li>➤ Problem solving ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands that only liquids can be measured by containers of known capacity.</li> <li>➤ Compares different containers in terms of capacity.</li> <li>➤ Estimates and guesses the quantity.</li> <li>➤ Solves word problems based on capacity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Demonstration</li> <li>➤ Role play</li> </ul>

Sample Activity – 1

TLO – Compares different containers in terms of capacity.

Help the milkman Gopal to measure the milk by using appropriate litre.

QUANTITY	How many times the Gopal used litres of different capacity for given quantity				
					
	50 m/	100 m/	200 m/	500 m/	1 L
2 L 500 m/					
1250 m/					
200 m/					
3 litre					



## Learning Assessment

1. Capacity is measured in \_\_\_\_\_.
2. 1560 ml means \_\_\_\_\_ l and \_\_\_\_\_ ml.
3. Arrange the following in ascending order:  
(a) 4 l          250 ml          2 l 500ml          30 ml
4. Compare using  $<$ ,  $>$  or  $=$   
(a) 3500 ml \_\_\_\_\_ 3 l  
(b) 1250 ml \_\_\_\_\_ 1 l 250 ml
5. A 1 litre bottle is half full. How many milliliters are there in the bottle?
6. One bottle holds 450 ml and another bottle holds 900 ml. How many total litres do both the bottles hold?

Subject – Mathematics	Level A2	Class III	Lesson – 13 (Smart Charts ) Worksheet – 11
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Recognition</li> <li>➤ Observation</li> <li>➤ Collection and classification of data</li> </ul>	<ul style="list-style-type: none"> <li>➤ Records data using tally marks.</li> <li>➤ Records the data in terms of pictograph by choosing appropriate scale and unit.</li> <li>➤ Presents the data in form of bar charts and tables.</li> <li>➤ Draws conclusions and solves problems based on given data.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Survey</li> </ul>

### Sample Activity – 1

TLO – Records the data in terms of pictograph by choosing appropriate scale and unit.

Meera collected a packet of different flavoured toffees/candies for distributing to her friends on her birthday. Meera's mother told her to collect the data and complete the information based on it.




FLAVOUR	NUMBER OF TOFFEES/CNADIES
MANGO	15
ORGANGE	35
STRAWBERRY	10
PINEAPPLE	25
GUAVA	15

Complete the information based on above recorded data:

- a) How many orange flavoured toffees she had? \_\_\_\_\_
- b) Which flavoured toffee is minimum with Meera? \_\_\_\_\_
- c) Total number of toffee in a packet = \_\_\_\_\_

SURVEY - Show the number of houses in a colony which have cars, any two- wheeler, refrigerator, sewing machine, washing machine, TV's, Computers (laptop or desktop) and smart phone. The total number of houses included in the survey is 10. Show the detail of your survey in form of pictograph.

UNIT:  represents one house.


ITEMS	NUMBER OF HOUSES
CARS	
TWO WHEELER (bike, scooter, bicycle etc.)	
REFRIGERATOR	
SEWING MACHINE	
WASHING MACHINE	
TV	
SMART PHONES	
COMPUTER (desktop or laptop)	

#### Suggested Topics For Survey

- Preferred food for lunch
- Best TV show
- The most liked subject
- The most liked CCA
- Like to get wet in the rain

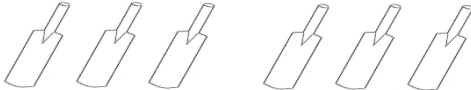





#### Learning Assessment


1. Look at the table, which shows the number of books issued by a school library on a particular day. Draw a bar graph,

If  represents 5 books.

DAY	NUMEBR OF ISSUED BOOKS
MONDAY	20
TUESDAY	15
WEDNESDAY	25
THURSDAY	10
FRIDAY	30

2. Read the pictograph about the sale of cricket bats in 6 days and answer the given question:

DAYS	SALE OF CIRCKET BATS
FIRST DAY	
SECOND DAY	
THIRD DAY	
FOURTH DAY	
FIFTH DAY	
SIXTH DAY	

UNIT -  represents two bats.

- On which day the sale of bats was the maximum?
- Find the difference in sales between the first day and the fourth day.
- On which days the sale of bats was same?

Subject – Mathematics	Level A2	Class III	Lesson – 14 (Rupees And Paise) Worksheet - 12
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Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
<ul style="list-style-type: none"> <li>➤ Knowledge</li> <li>➤ Understanding</li> <li>➤ Ability to compute</li> <li>➤ Application</li> <li>➤ Problem solving ability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understands the need and value of money.</li> <li>➤ Converts rupees to paisa and vice versa</li> <li>➤ Writes money in short and long form.</li> <li>➤ Can prepare bill.</li> <li>➤ Can apply the concept of money in daily life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual Task</li> <li>➤ Group Task</li> <li>➤ Demonstration</li> <li>➤ Role play</li> </ul>

### Sample Activity – 1

The Teacher will interact with the children on the things they can purchase with money or the works they can do with money.



### Sample Activity - 2

GAME – Play a game of “HEADS & TAILS”

How many times do they get heads? How many times do they get tails?

If the tails are more , victory. (Max no of tosses 10)

### Suggested Activity

1. Raising money for charity
2. Role play – Handling money in a shop

Ask students to work in pairs. Together they should decide on a type of shop. One student becomes the *shop keeper* while the other is the customer.

## Learning Assessment

1. Convert Rs. 5.60 in paise.
2. Convert 995 paise into rupees and paise.
3. Ravi has Rs. 125 in his piggy bank. He took out Rs. 65 form it. Find the amount left in his piggy bank.
4. A storybook costs Rs. 24. Find the cost of 5 such story books.
5. There are Raju's grocery bills for two months. Find the total cost of each bill and find in which month did he spend more money and by how much.

SEPTEMBER	
ITEM	COST (in Rs.)
PULSES	60
TEA	40
BUTTER	80
OIL	55
SOAP	35
Total	

OCTOBER	
ITEM	COST (in Rs.)
PULSES	75
TEA	30
BUTTER	60
OIL	45
SOAP	40
Total	

## Test Yourself

1. 1 rupee = ----- Paise [100/ 1000]
2. 1 liter = \_\_\_\_\_ ml [100/1000]
3. Division is the repeated addition of the same number? Is it true?
4. What do we get when we divide a number by itself?
5. A 2 litre bottle is half full. Write the quantity of liquid in the bottle. \_\_\_\_\_
6. Count the following amount.



- 
7. Match the following.

- |                       |                 |
|-----------------------|-----------------|
| • About 12 liters     | to measure milk |
| • About 5 liters      | water tank      |
| • 1000 liters         | water surahi    |
| • $\frac{1}{2}$ liter | bottle          |
| • 1 litre             | bucket          |

8. Hari booked a railway ticket for Rs. 62.50. He gave a 100 rupee note. How much money will he get back with the ticket?

.....  
.....

9. Sudha threw a dice 21 times. Observe the table and answer the questions that follow:-

Number on dice	Number of times its occurs
1	4
2	5
3	6
4	1
5	2
6	3



Which face of the dice was got least number of times? \_\_\_\_\_

How many times the face did with 3 has come up? \_\_\_\_\_

10. Leela and Ganga had visited a shopping mall and bought the following items whose rate per unit is given as under :-

1 Ball = Rs. 8

1 Namkeen = Rs. 12

1 Lays = Rs. 5

1 Frooti (200ml.) = Rs. 20

Prepare a cash memo for the following things bought by them.

<u>Item</u>	<u>Rate per item</u>	<u>Amount</u>	
		<u>Rs.</u>	<u>Paisa</u>
3 Balls			
2 Namkeens			
4 Lays			
1 Frooti			
	Total		