Subject – Mathematics	Level A2	Class -V	Lesson – 1 (The Fish Tale) Worksheet - 1

Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
➢ Knowledge ➢ Understanding ➢ Comparison ➢ Problem Solving Ability	➢ Draws different figures (sea creatures) using different shapes. ➢ Reads and writes large numbers. ➢ Can round off the numbers to nearest ten, hundred and thousand. ➢ Understands the relationship between speed, distance and time. ➢ Understands concept of loan, interest and saving ➢ Solves word problems based on large numbers.	➢ Individual Task ➢ Demonstration Method ➢ Play Way

Sample Activity – 1   TLO: Draws different figures using different shapes.

Class may be divided into groups of three to five students and groups may be given task of picture frame based on theme "SEA". For this students may be advised to use different sea creature.
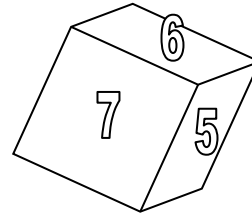
One example is given here for their help.

DICE GAME: Make your own dice having any number from 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 instead of only 0 to 6. Make such six different/similar dices to play the game. Throw six dices at a time and note down the number facing up side. By using these digits, form a greatest or smallest number of 6-digit.

Learning Assessment

1. The smallest 5-digit number is _____.
2. Write the number name of 347856

   _____.

3. Write the place and place value of the underlined digit- 8<u>6</u>32169

   Place = _____   place value = _____

4. Write the number in expanded form:

   532985 = _____ + _____ + _____ + _____ + _____ + _____

5. Arrange the following numbers in ascending order

   a) 943586, 943576, 695350, 843586

6. By using following digits form 5-digit smallest and greatest number:

   2,5,0,9,6

   Smallest 5-digit Number : ....

   Greatest 5-digit Number : ....

7. Rounding the following numbers to the nearest ten and nearest hundred:

   (a) 452:   nearest ten _____   nearest hundred _____

   (b) 1253:   nearest ten _____   nearest hundred _____

8. Find :

   (a) Speed = 15 km/hr, Distance = 75 km , Time = ?   (Time = Distance / Speed)

Subject – Mathematics	Level A2	Class -V	Lesson – 2 (Shapes And Angles) Worksheet - 2
Skill/Competency/Concept	Target Learning Outcomes		Suggestive Strategies
➢ Knowledge ➢ Understanding ➢ Classification ➢ Measurement ➢ Skills of using tools ➢ Problem Solving Ability	➢ Understands the concept of a ray, line, line segment. ➢ Distinguishes between corners, edges, straight and curved edges. ➢ Understands the meaning of an angle. ➢ Knows the different types of angles. ➢ Classification of angles as acute, obtuse and right angle. ➢ Can properly use the protractor to draw an angle. ➢ Solves simple problems related to the measurement of different angles in real life.		➢ Individual Task ➢ Group Task ➢ Demonstration Method ➢ Play Way

Sample Activity – 1 | TLO – Knows the different types of angles.

SURYA NAMASKAR – Show the yoga posters of Surya-Namaskar to the students. Make a group of six students and ask them to take position of first 6-steps of Surya-Namaskar and then the remaining 6- steps. All the remaining students of class will also follow the steps one by one.

1 Round of Surya Namaskar
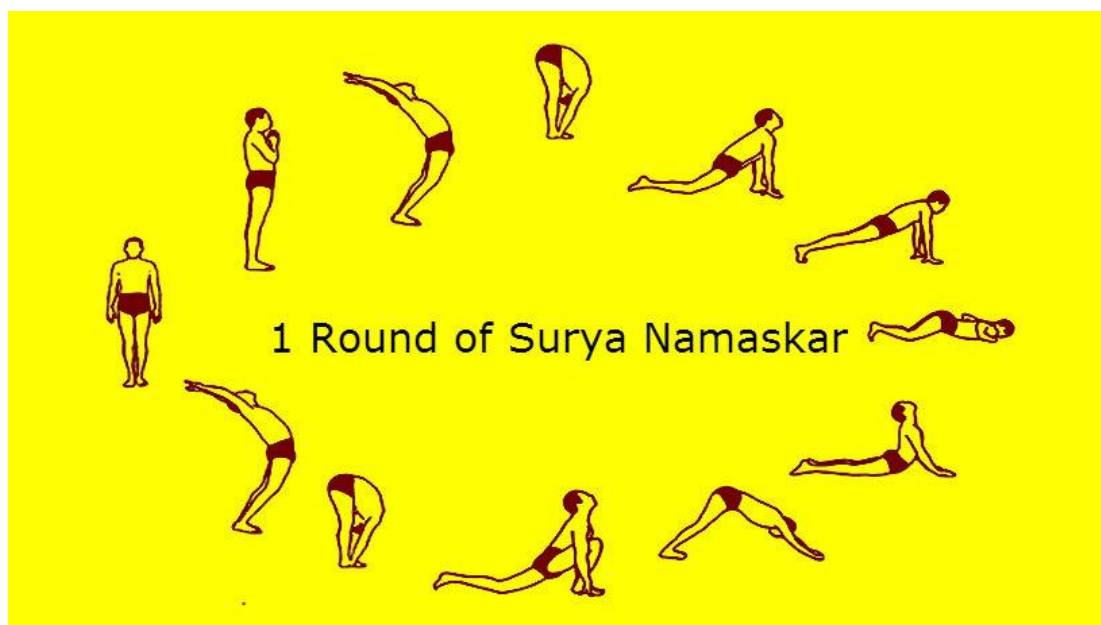
Co-relate the yoga posture with the term angle.

Sample Activity – 2	TLO - Classification of angles as acute, obtuse and right angle.

Engage the students by asking them to quickly look around the classroom and identify five angles. The students can discuss their identified angles with their partners. Students should discuss if the angles are larger or smaller than 90 degree. Call the class together and allow a few students to share their findings.
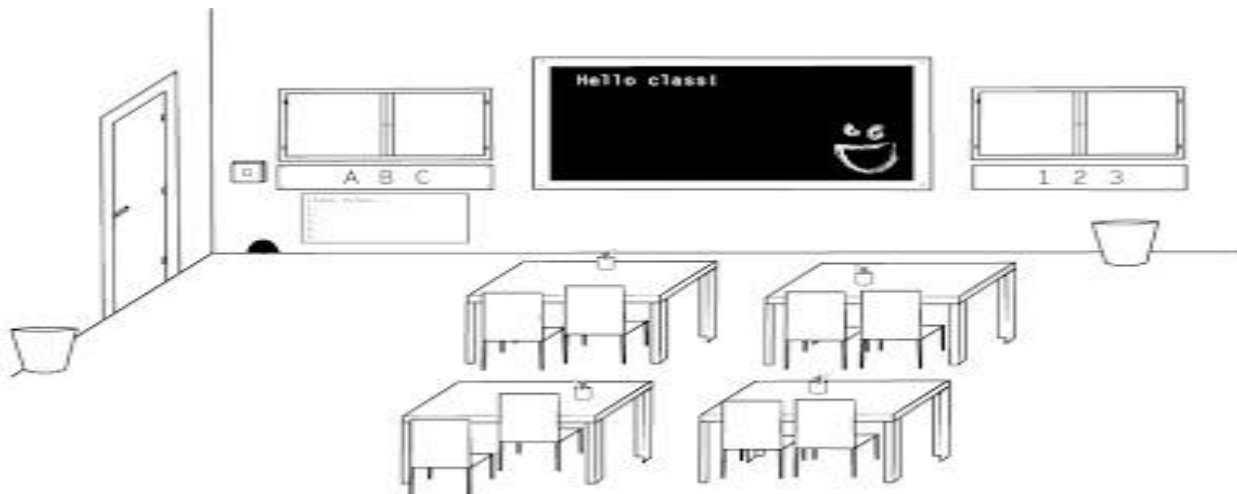

Suggested Activity

1. Ask children to observe the small plants and identify different types of angles formed by branches of plant.
2. Write the name of your favourite cricket player by using straight lines only. Count and tabulate the number of different types of angles (i.e. acute, right and obtuse).

Learning Assessment

1. Angles are measured in _____.
2. An angle whose measure is in between 0° and 90° is called _____ .
3. Two line segments with the common end points form an _____ .
4. Identify the types of angles of given measurement:
   a) 45°   b) 85°   c) 130°   d) 180°   e) 90°
5. Count the number of angles in each of the following figures:
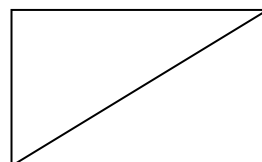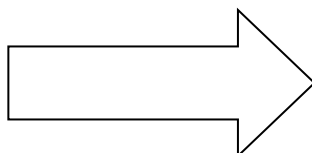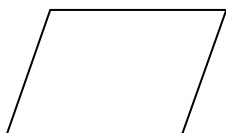
6. Draw angles of given measurement by using protractor:
   a) 65°   b) 150°   (c) 78°

Subject – Mathematics	Level A2	Class -V	Lesson – 3 (How Many Squares?) Worksheet - 3

Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
➢ Knowledge ➢ Understanding ➢ Drawing skill ➢ Skills of using tools ➢ Problem Solving Ability	➢ Understands the concept of area and perimeter. ➢ Measures area of regular and irregular shapes using 1cm square grid (graph paper) or geo board. ➢ Derives formula for finding the perimeter and area of given figure and express its unit. ➢ Solves simple problems related to the measurement of area and perimeter in real life.	➢ Individual Task ➢ Group Task ➢ Demonstration Method ➢ Play Way

Sample Activity – 1 | TLO: Understands the concept of area and perimeter.

Field Activity – Mark the field for Kabaddi game by using measuring tape.
 The ground shall be 11m X 9m.
For women and Juniors the measurement shall be 10m X 8m.
The mid line drawn divides the play ground into two courts.
There shall be strip of one meter wide on each side of the playfield, which is called Lobby.
In each half, at a distance of about 3m from the mid-line and parallel to it, lines of the full width of ground shall be drawn. These are Baulk lines.
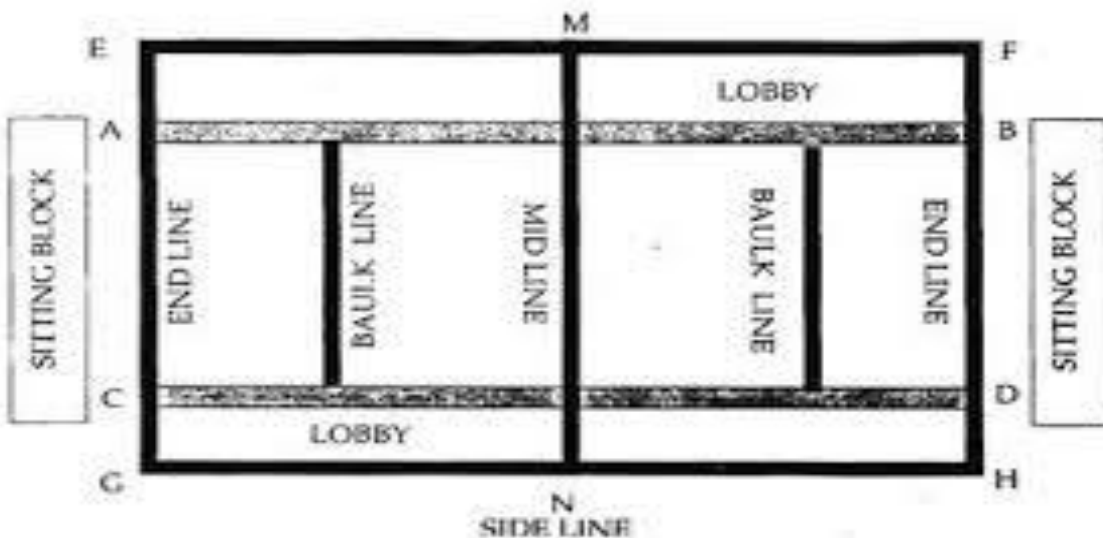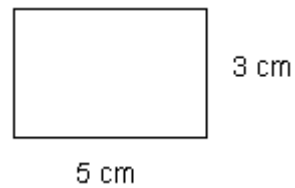

Similarly students can mark the field for KHO-KHO and BADMINTON COURT. It gives the better idea of area and perimeter to the students.
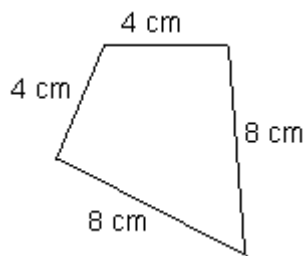
Learning Assessment

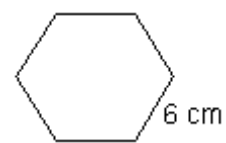1. Calculate and write the perimeter for each of these shapes shown below.

5 cm   3 cm

4 cm

perimeter =   cm

3 cm

5 cm

perimeter =   cm

4 cm

4 cm

8 cm

8 cm
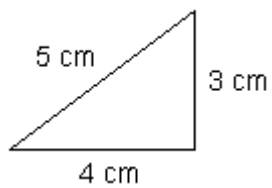
perimeter =   cm

6 cm

perimeter =   cm

2. Find the area of the shaded part. Each box represents 1 square cm.

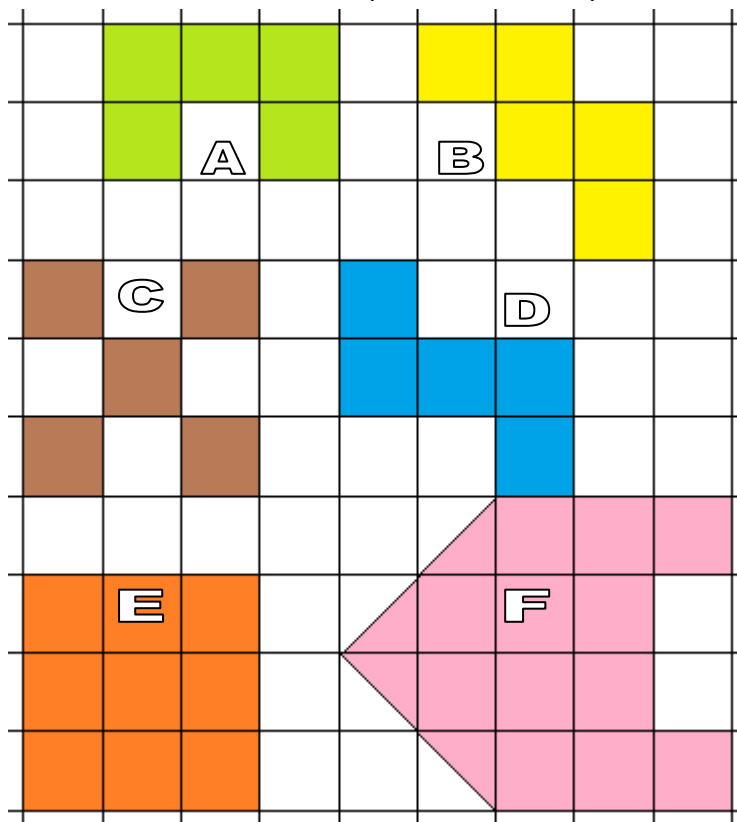| Figure	Area (in sq. cm)
A	
B	
C	
D	
E	
F	

3. The length of the boundary of a closed figure is called its _____ .

4. The unit of perimeter is same as the unit of _____ .

5. Perimeter of Δ PQR = _____ + _____ + _____

6. Perimeter of a square = _____ X _____

7. Perimeter of a rectangle = _____ X (_____ + _____)

8. Area of square = _____ X _____

9. Area of rectangle = _____ X _____

10. Whose area is greater : a rectangle of length 8 m and breadth 5 m or a square of side 7 m?

Test Yourself

1. Write the Number:-

   Twenty three lakhs four thousand three hundred nineteen_____

2. Write the number in words 6,27,539.

   _____

3. Compare the given numbers and put > ,<, or _

   254320 _____ 2550236

4. If 5862304 – 2784955 = 3077349,

   What is 2784955 + 3077349 = _____

5. The measurement of a straight angle is_____

6. When I open my fingers 4_____angles are formed between fingers.

7. Form the smallest and the greatest 5 digits number using the digits

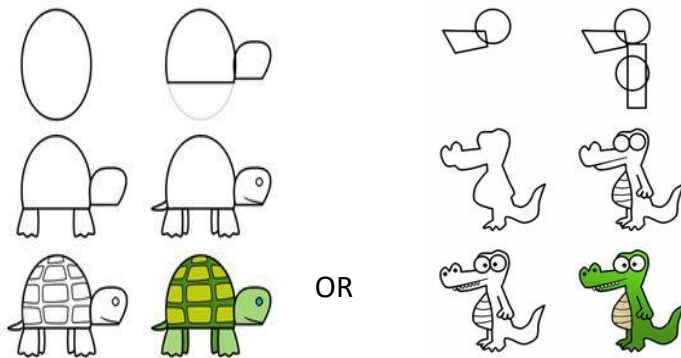   (Without repeating the digit)

   7,3,0,5.4   = Smallest _____ Greatest _____

8. Draw the angles of given measurement by using protractor:

   a) 75°   135°

9. Choose any one picture and draw by using plane figures in given space:

   OR

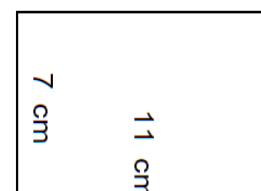10. Write the short form of 800000 + 70000 + 4000 + 20 + 5= _____

11. Write the type of angle

    (a)   40° =_____ angle,

    (b)   90°=_____angle.

12. Calculate

    (a) area of a rectangle whose length = 11 cm and breadth = 7 cm

    7 cm

    11 cm

(A) (a) Ram rides his bike with a constant speed of 8 km/h. How long will he take to travel a distance of 14 kilometers?

(speed = 8 km / hr, distance = 14 km, Time = ?)
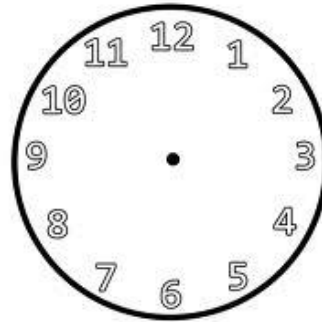
Sol: Time = Distance ÷ speed

(b) A van moves with a speed of 34 km per hour. How far can it travel in 4 hours?

(speed = 34 km/hr, time = 4 hr, distance = ?)

Sol: Distance = speed X time

(B) Draw the hands of clock when they make an angle which is less than a right angle. Also write the time.

Time :

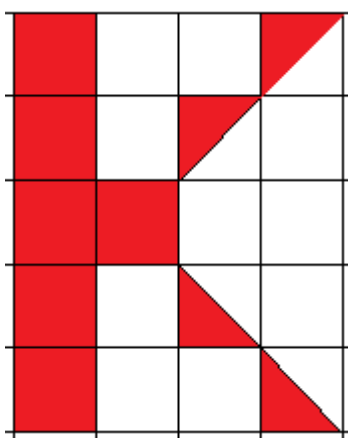(C) The cost of one kg Guava is Rs. 60 and one Kg. Apple is Rs. 120.

Calculate the total cost of half Kg Guava and half Kg Apple
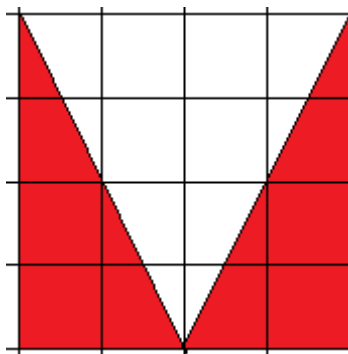
Sol.   Cost of ½ kg of Guava =

Cost of ½ kg of Apple =

Total cost of ½ kg of Guava and ½ kg of Apple =
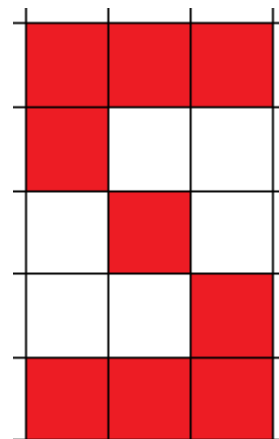
(D) Find the area of each of the shaded portion given below in 1 cm square grid.

(A)   (B)   (C)

Subject – Mathematics	Level A2	Class -V	Lesson – 4 (Parts And Wholes) Worksheet - 4

| Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies

➢ Knowledge
 	
➢ Understanding
 	
➢ Comparison
 	
➢ Conversion
 	
➢ Problem Solving Ability
	➢ Identifies fraction as a part of whole or a part of collection.
	
	➢ Understands fraction as a division.
	
	➢ Understands the different types of fractions –
	
	   • Proper /improper fraction
	   • Like/unlike fraction
	   • Unit fraction
	   • Mixed fraction
	   • Equivalent fraction
	➢ Converts improper fraction to mixed numeral and vice-versa.
	➢ Generates equivalent fraction to a given fraction.
	➢ Comparison of fraction with same denominator or with same numerator.
		➢ Individual Task
		
		➢ Group Task
		
		➢ Demonstration Method
		
		➢ Play Way

Sample Activity – 1 TLO:Identifies fraction as a part of whole or a part of collection

Creating Fractions:

Materials required: Cup with a lid and 15 two-sided counters (a colour on one side and a different color on the other). Kids shake the cup and pour the counters on the table. Then, without flipping any of their counters over, they count how many of each color landed face up.

For example, 6 red and 9 blue landed face up, with a total of 15 counters.

This game helps the student with addition skills and also with fractions.
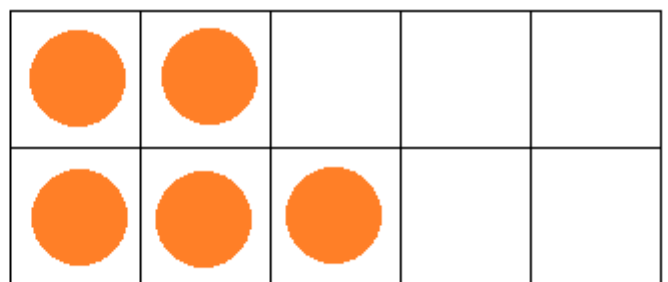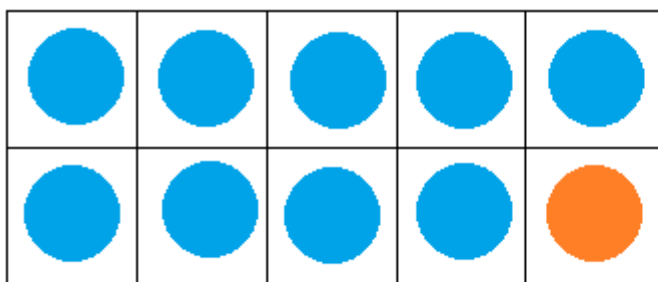
15 = 6 + 9   fractions for red = 6/15 and for blue = 9/15

| Sample Activity – 2	TLO: Comparison of fractions with same denominator.

Word Fraction:

Collect the information from your friend and fill the table. One is done for you.

Favourites	Words	No. Of Vowels	No. Of Consonants	Fraction for vowels	Fraction for consonants
Sports	Cricket	2	5	2/7	5/7
Fruit	Pineapple				
Subject	Environmental Studies				
Cartoon	Mickey Mouse				

Now compare both the fraction of vowels and consonants by using the symbol <, > or =.

Learning Assessment

1. Compare the fraction and fill the correct symbol <, > or equal in circle.

$$\frac{2}{3} \bigcirc \frac{1}{3} \qquad \frac{1}{7} \bigcirc \frac{5}{7}$$
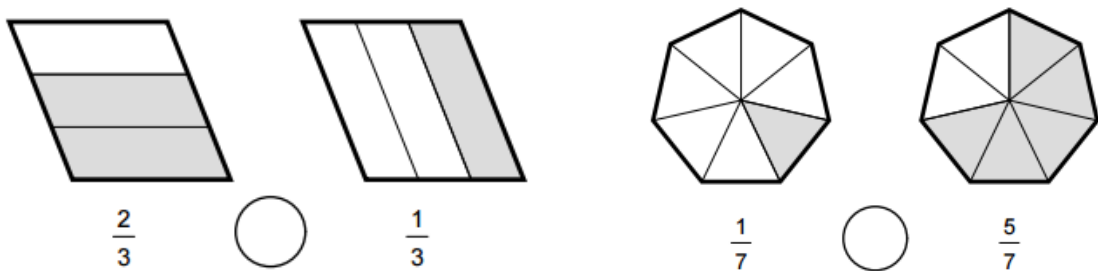
2. Arrange the following fraction in ascending order:

   a) $\frac{11}{16}, \frac{7}{16}, \frac{14}{16}, \frac{4}{16}, \frac{12}{16},$

3. Add / subtract
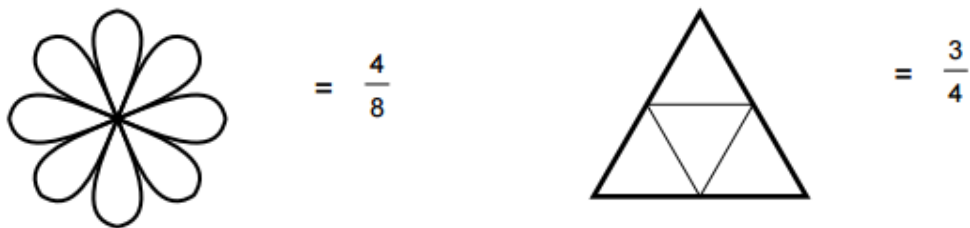
   a) $\frac{1}{7} + \frac{5}{7}$ \qquad b) $\frac{6}{9} - \frac{3}{9}$

4. Convert the mixed numeral 7 ¾ into improper fraction.

5. Write three equivalent fractions of ¾

6. Fill the shapes according to the given fractions.


$$= \frac{4}{8} \qquad = \frac{3}{4}$$

7. There are 24 hours in a day and we should sleep for 3/8 of the day. How much time should we sleep?

Subject – Mathematics	Level A2	Class -V	Lesson – 5 (Does It Look The Same) Worksheet - 5
Skill/Competency/Concept	Target Learning Outcomes		Suggestive Strategies
➢ Knowledge ➢ Understanding ➢ Observation	➢ Observes and describes the simple geometrical patterns. ➢ Identifies symmetrical (mirror halves images) and non symmetrical shapes, alphabets etc. ➢ Understands the clockwise and anticlockwise ½ turn, 1/3 turn and ¼ turn.		➢ Individual Task ➢ Demonstration Method ➢ Play Way

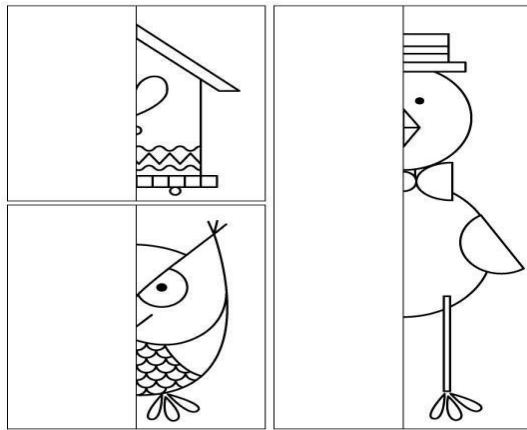Sample Activity – 1   TLO: Identifies mirror halves images.

Use the mirror and put it on each line to check the symmetry or check it by folding the shapes from each line.
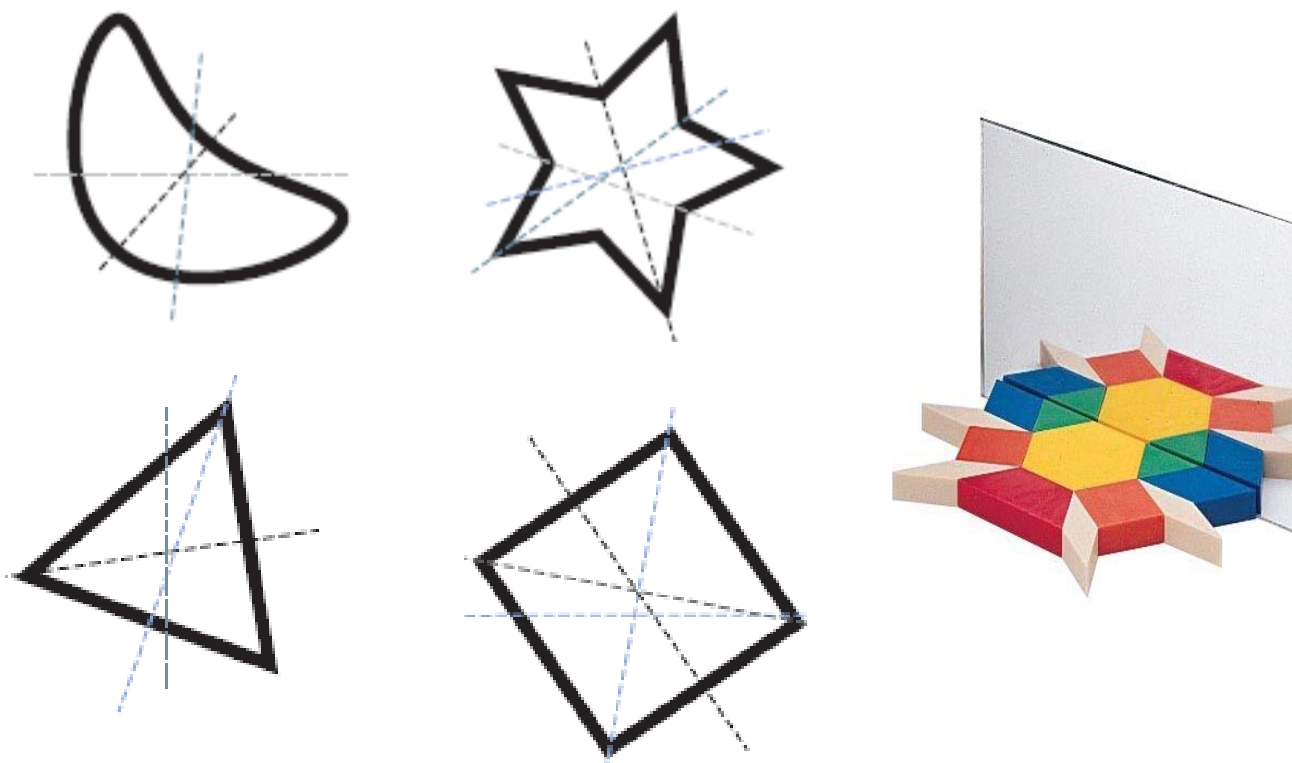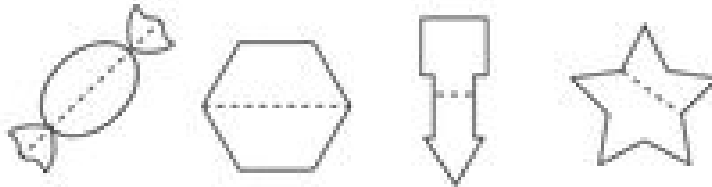
Learning Assessment
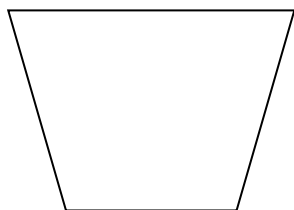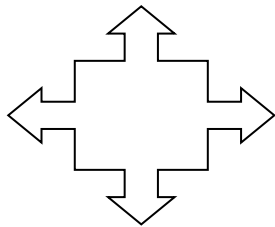
1. Complete the remaining half of the symmetrical images.
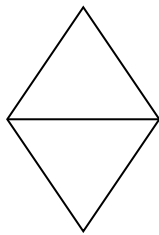

2. Find out which alphabets and mathematical digits look the same after ½ a turn.
3. Write YES or NO whether the dotted line on each shapes represents line of symmetry or not.

4. Draw what the following shape would look like on clockwise ¼ turn and ½ turn

	½ turn	¼ turn

Subject – Mathematics	Level A2	Class -V	Lesson – 6(Be My Multiple And I'll Be Your Factor) Worksheet - 6

Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
➢ Knowledge ➢ Understanding ➢ Ability to compute ➢ Problem Solving Ability	➢ Understands the concept of factors and multiples of a number. ➢ Understands the relationship between multiples and factors. ➢ Sorts out the prime and composite numbers between the given numbers. ➢ Can solve the simple problems based on L.C.M. and H.C.F.	➢ Individual Task ➢ Demonstration Method ➢ Play Way ➢ Pair task

Sample Activity – 1 | TLO: Understand the relationship of factors and multiples.

Using the numbers from the earthen pot, find pairs that multiply together to give the following numbers then find the factors of given number:

(i)   36 (3 x 12, 4 x 9)
         So 3, 4, 9 and 12 are factors of 36.
         36 is the multiple of all these numbers.
(ii)   18
(iii)   24
(iv)   30
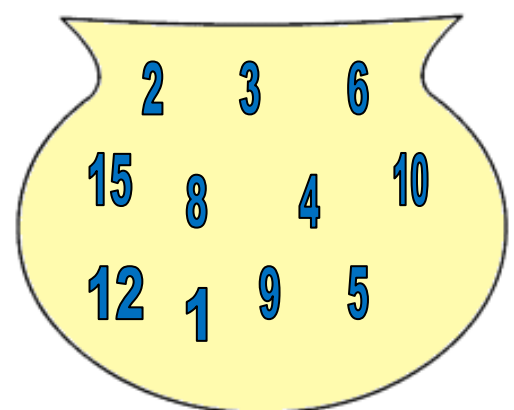
Sample Activity – 2 | TLO: Understands the concept of factors.

GAME: First player chooses a number from the grid and circle it. This number is the score of first player.

Then its partner encircles all the possible factors of that number with different colours. The sum of those factors is the partner's score for first round.

In next round the partner encircles a number and the first player circles the factors. The game ends when there are no more numbers left to circle. The player with the larger sum of factors is the winner.

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

i.e.   First player's score = 15   Partner's score = 1 + 3 + 5 = 9

Learning Assessment

1. One is a factor of _____ numbers.
2. Every number is a _____ of itself.
3. In 5 x 3 = 15, 5 and 3 are _____ of the multiple _____.
4. Numbers having only two factors are called _____ numbers.
5. Write all the factors of 64: _____
6. Find the first two common multiples of 4 and 6.
7. Find the L.C.M. of 8 and 15.
8. Find the smallest number that can be divided by 24, 72 and 96.
9. Complete the factor tree

48
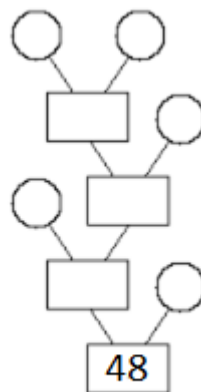
Subject – Mathematics	Level A2	Class -V	Lesson – 7 (Can You See The Pattern) Worksheet - 7

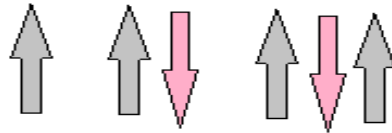| Skill/Competency/Concept	Target Learning Outcomes	Suggestive Strategies
➢ Knowledge ➢ Understanding ➢ Observation ➢ Logical thinking ➢ Art and craft skill ➢ Drawing skill	➢ Observes and understands the patterns. ➢ Recognizes the basic unit which generates the pattern. ➢ Makes patterns with numbers and letters. ➢ Computes the given patterns using four basic operation of mathematics.	➢ Individual Task ➢ Demonstration Method ➢ Play Way

Sample Activity – 1 TLO: Recognizes the basic unit of pattern and make pattern.

Make different blocks for painting by using the potato. Some of the block is given here.
Students can make their own blocks of different design. By using following blocks, students can make different patterns.
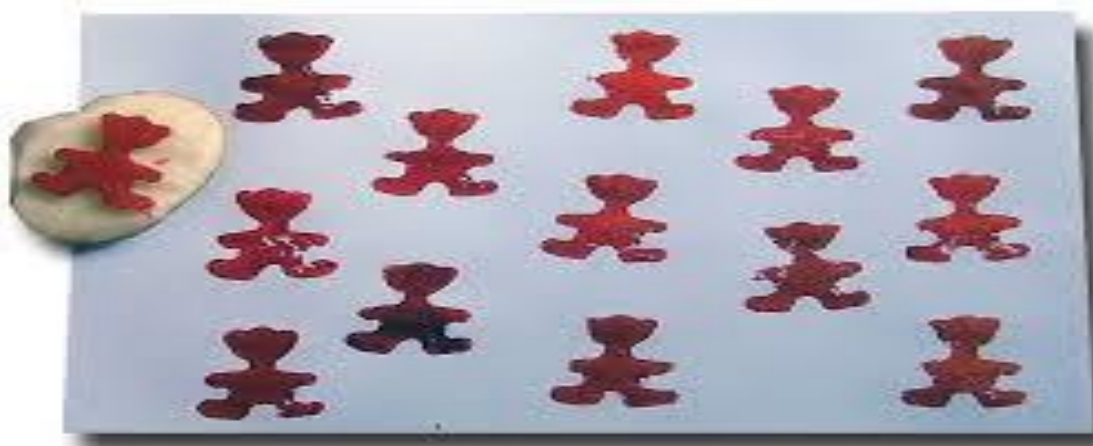
Learning Assessment

1. Complete the patterns for next two steps: ↑ ↑↓ ↑↓↑

2. 16 x 1 + 3 = 19

   16 x 2 + 3 = 35

   16 x 3 + 3 = 51

   16 x 4 + 3 = ___

   ___ + ___ = 83

3. 25 + ___ + ___ = 38 + ___ + 64

4. 5 x 10 x ___ = 10 x 3 x ___

5. Use the calendar magic trick find the sum of 9 dates given in 3 x 3 box.

| September 2016						
MON	TUE	WED	THU	FRI	SAT	SUN
			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		

Test Yourself

1. ………………… is neither prime nor composite.

2. Fill the blank space: 14 + …………. + …………. = 34 + 14 + 20

3. Convert $6\frac{4}{5}$ into improper fraction $6\frac{4}{5}$ = —

4. (a) Smallest prime number is …………………

   (b) Smallest composite number is …………………

5. (a) Write the equivalent fraction to the $\frac{5}{7}$ = —

   (b) In $\frac{12}{17}$, $Numerator = \cdots \dots \dots \dots. and\ Denominator = \cdots \dots \dots \dots \dots$

6. Continue the following pattern
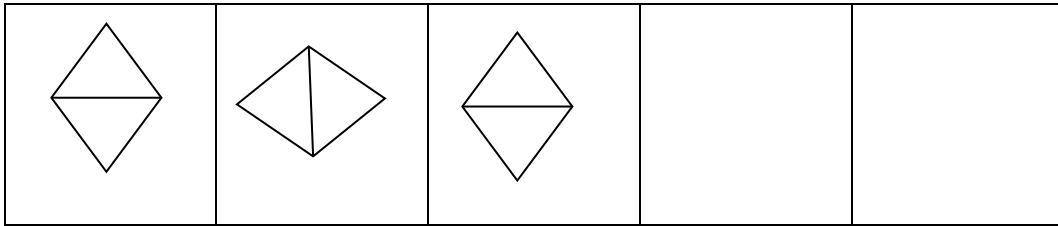
7. Write down the first two common multiple of **4** and **6**.

   Multiple of 4 = ………………………………………………………………………..

   Multiple of 6 = ………………………………………………………………………..

   Common Multiple of 4 and 6 = ………………   ,   ………………

8. Write all the factors of **24**.

   Factors of **24** = …………………………………………………………………

9. Put a (✓) mark on the following pictures which will look same on half a turn?
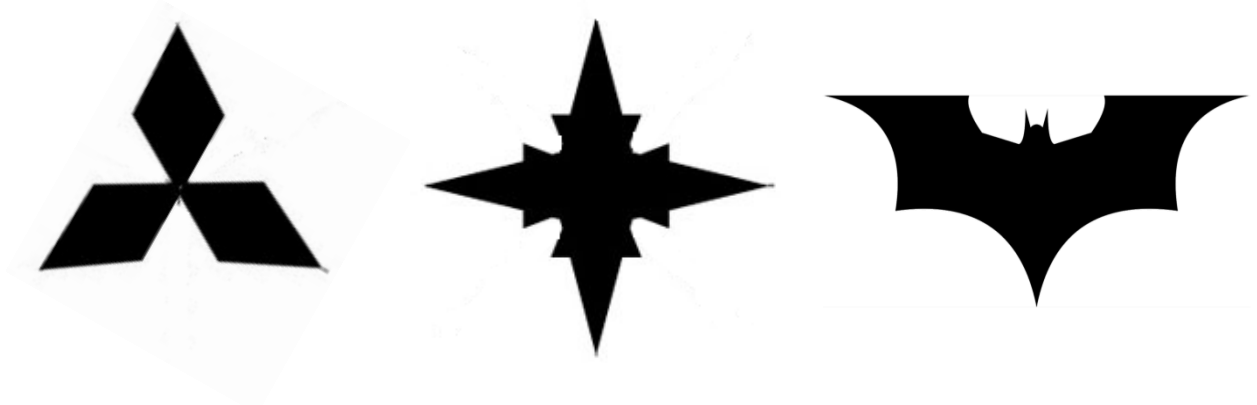
10. Write the fraction for given shape is shaded or not shaded:
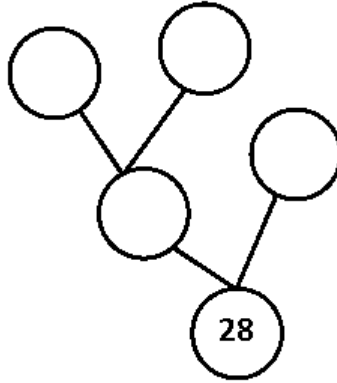

   Shaded = …………   Not shaded = …………

11. Match the following

(a) $\frac{1}{3}, \frac{2}{5}, \frac{11}{13}$:   LIKE FRACTION

(b) $\frac{7}{8}, \frac{4}{8}, \frac{3}{8}$:   PROPER FRACTION

(c) $2\frac{1}{3}, 4\frac{1}{7}, 5\frac{3}{8}$:   UNIT FRACTION

(d) $\frac{1}{3}, \frac{1}{4}, \frac{1}{5}$:   MIXED FRACTION

12. Complete the factor tree

28

13. Look at this pattern of numbers and take it forward.

$$1\ 23\ 45\ 679 \times 9 = 111111111$$
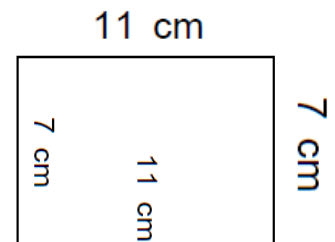
$$1\ 23\ 45\ 679 \times 18 = 222222222$$

$$1\ 23\ 45\ 679 \times 27 = 3333333333$$

$$1\ 23\ 45\ 679 \times 36 = \underline{\hspace{3cm}}$$

$$1\ 23\ 45\ 679 \times \underline{\hspace{1cm}} = \underline{\hspace{3cm}}$$

14. Find the perimeter of the following shape.

Sol : Perimeter =

11 cm

7 cm

11 cm

7 cm

15. Draw what the following shapes would look like on $\frac{1}{4}$ turn.

SHAPES BEFORE $\frac{1}{4}$ TURN	SHPAES AFTER $\frac{1}{4}$ TURN
(a)	
(b)	

16. From a satin ribbon of 21 m length, how many pieces of length 3 ½ metres can be cut?
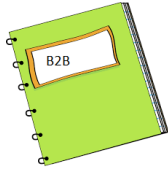
17. Look at the following price list and complete the following bill.

Note book = Rs. 35   colour box = Rs. 60   fevicol = Rs. 15   story book = Rs. 25

BILL		
ITEM	QUANTITY	AMOUNT
Note book	5	
Fevicol	3	
Story book	2	
TOTAL =		

Subject-Mathematics	Level A2		Class V	Lesson-8, Mapping your way Worksheet : 8

Skill/Competency/Concept	Target Learning Outcomes	Suggested Strategies
➢ Knowledge ➢ Understanding ➢ Computation ➢ Problem Solving Activity	➢ Reads a school map, city map and other maps. ➢ Understands the need of a scale in a map ➢ Develops the concept of enlarging /reducing the area in the given map. ➢ Understands the four directions and locates the areas asked	➢ Group activity ➢ Individual ➢ Demonstration ➢ Map Sketching

Sample Activity 1 : | TLO: Understands the four directions and locates the areas asked

1. Look at the floor plan of a house and answer the following questions.

1cm = 5m

❖ How big is the hall _____m ×_____m =_____sq.m

❖ What is the length of the kitchen? _____m

❖ How many squares have been marked as garden?   _____

❖ What is the total areas of the two rooms? _____sq.m

❖ What is to the southeast of the map? _____

2.   This is the road map of an island. Observe the map carefully and answer the following question.

scale 1cm = 100 Km

2.5cm   old town

2cm

new town   4cm   Toyland

just land

laughing land 10cm
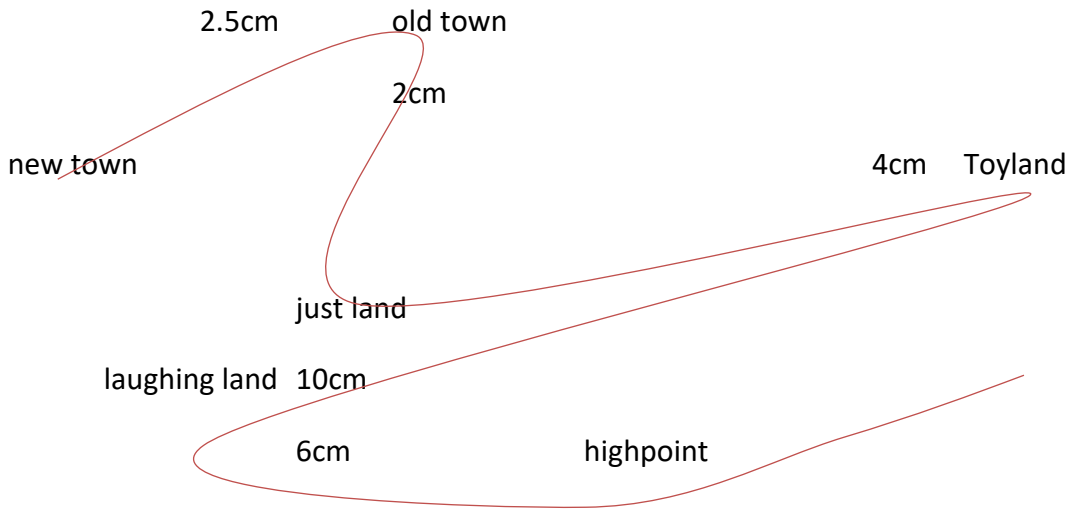
6cm   highpoint

❖ Distance between Laughing land and Toyland on map.   _____

❖ Actual distance between these two points. _____

❖ Deepak travels from just land to high point. What distance does he travel on road?
_____

Learning Assessment

a) Name any one state which is present in the east part of India

b) Name any one state which is present in the south-east part of India.

c) Name the states which touches border of Haryana.

d) Name the states which touches the border of Pakistan.

Subject-Mathematics	Level A2	Class V	Lesson-9(Boxes and sketch) Worksheet-9
Skill/Competency/Concept	Target Learning Outcomes		Suggested Strategies
- Knowledge - Understanding - Identification - Problem Solving	- Understands the concept of 2D and 3D shapes - Differentiates between the 2D and 3D figures. - Draws 2D and 3D shapes - Solves simple problems		- Group activity - Individual - Demonstration

Sample Activity1: | TLO: Understanding the concept of 2D and 3D shapes.

Trace the following figure on the tracing paper;
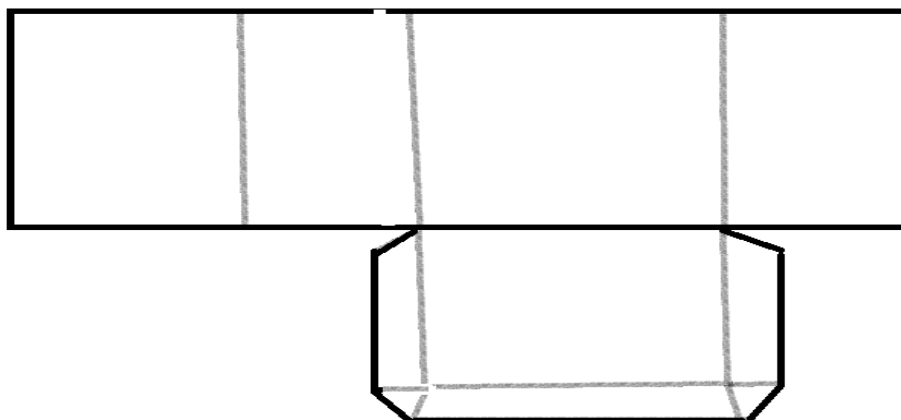
Make same figure on chart paper using the above used tracing paper.

Cut out the shape along dark or bold line and fold along the light lines

Solid figure, thus obtained, is having five faces without cover.
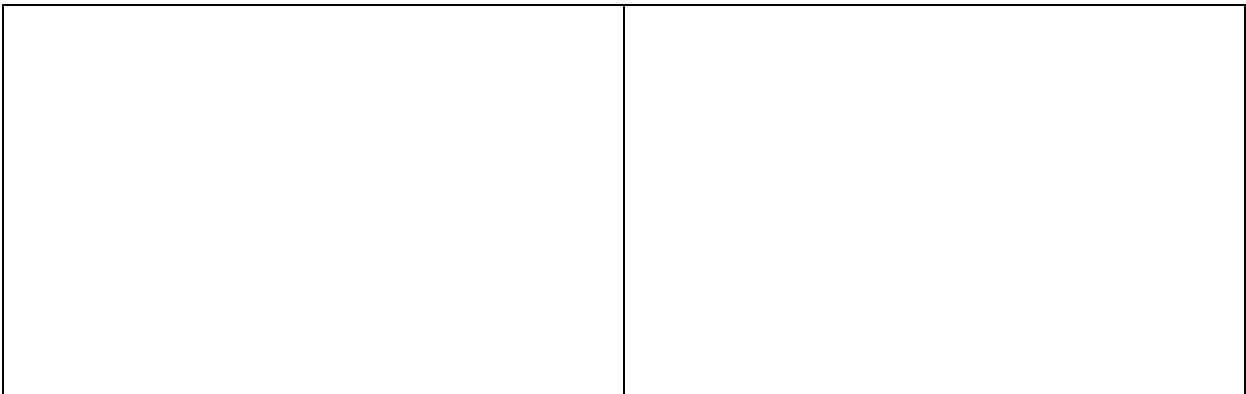
Observe and write

- ❖ Number of faces_____
- ❖ Number of edges_____
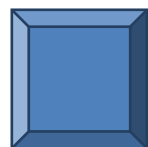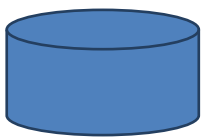- ❖ Number of vertexes _____

Learning Assessment

1. Draw a 2-Dimensional figure by cutting and flattening the edges of a match-box of cuboids shape.

2. Draw any two 3 dimensional shapes.

3. Label 2 D and 3 D shapes for the given figures:

Subject-Mathematics	Level A2	Class V	Lesson-10, Tenths and hundredths Worksheet : 10
Skill/Competency/ Concept	**Target Learning Outcomes**		**Suggested Strategies**
- Knowledge - Understanding - Computation - Conversion - Application	- Develops understanding of decimals through fractions with denominator 10 and 100. - Converts a decimal into fraction and vice versa - Compares the fractions - Computes the decimal figures		- Group activity - Individual Activity - Demonstration - Play way

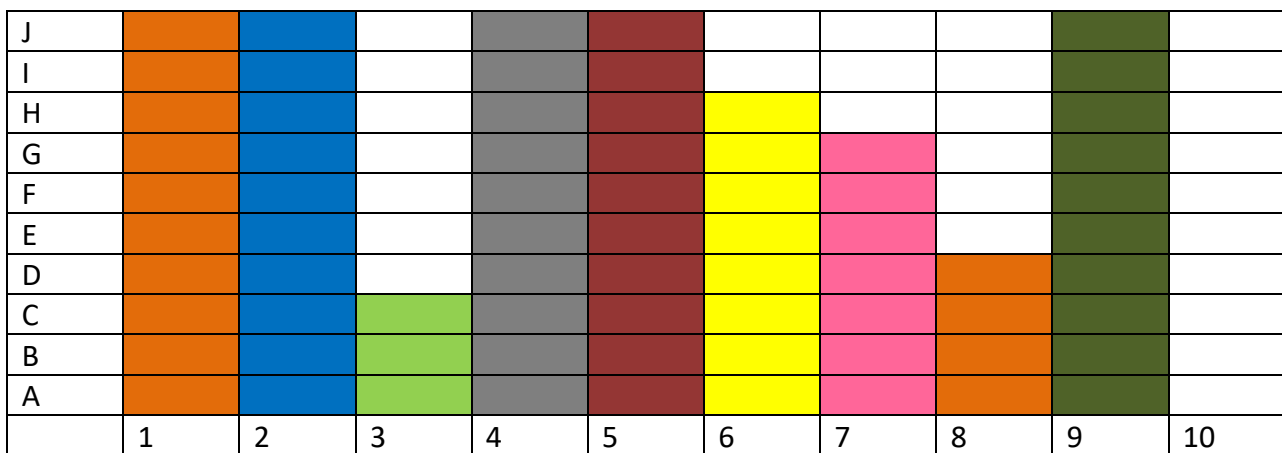Sample Activity1 : | TLO: Develops understanding of decimal |

Here is a grid of 100 squares. It has 10 columns. Colour each column in the table according to instructions.

Read the instructions for each column given below.

1	2	3	4	5	6	7	8	9	10

Column Number	Colour	Parts of whole
1	Green	$\dfrac{1}{10}$
2	Blue	$\dfrac{6}{100}$
3	Red	$\dfrac{4}{100}$
4	Yellow	$\dfrac{1}{10}$
5	Orange	$\dfrac{10}{100}$
6	Brown	$\dfrac{2}{100}$
7	Pink	$\dfrac{8}{100}$

2. **The graph displayed here has 100 small squares and 10 bars of which 9 have been coloured. Observe the coloured bars and answer the following questions.**

	What fraction of the graph is orange?	/10
	What fraction of the graph is blue?	/100
	How much smaller is the pink bar compared to the brown bar?	3/
	What fraction must be added to the light green bar to make it equal to the yellow bar?	5/
	What fraction of the graph is white?	/
	What fraction of the graph is taken up by the blue and green bars?	/100 = /10

Learning Assessment

1. Shift the decimal in each of the following:

(a) 4.655 × 10 = _____   (e) 4.655÷10= _____

(b) 4.655× 100= _____   (f) 4.655÷100 = _____

(c) 4.655× 1000=_____   (g)4.655÷1000= _____

(d) 4.655× 10000=_____   (h)4.655÷ 10000= _____

2. Solve mentally

(a) 0.6-0.25 =_____
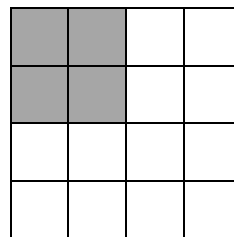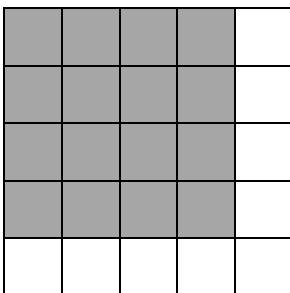(b) 5.8-2.7 =_____
(c) 0.38-0.12 =_____
(d) 18.6+6.4 =_____
(e) 32.8÷4 = _____

3. Write fraction of shaded part of the whole:

Test Yourself

1. Make them equal

   14 + 20 + 10 = 20 + 10 + ☐

2. Fill in the blank

   48 X 13 = 13 X ☐

3. Convert into decimal then write number name

   $\dfrac{1}{5}$

   _____

4. How many faces does a cube have?

Ans. _____

5. How far is Delhi from Jaipur? If distance shown on the map is 2.5 cm.(scale on the map 1 cm = 100 km)

ANS._____

6. Write each of the following using decimals
   (a) 15m 70cm _____
   (b) 75 paise   _____
   (c) 10 kg 200g _____

7. Study the tourist map of Rajasthan and answer the questions that follows;

Name two historical spots that are located in

- South Rajasthan _____
- North Rajasthan _____

In which part of Rajasthan; are following located.

  ❖ Jai Samand Lake _____
  ❖ Van Vihar   _____

Subject- Mathematics	Level A2	Class V	Lesson-11,(Area and its Boundary) Worksheet : 11

Skill/Competency/Concept	Target Learning Outcomes	Suggested Strategies
➢ Knowledge ➢ Understanding ➢ Computation ➢ Problem solving activity	➢ Understands the concept of area and perimeter ➢ Derives the formula for finding perimeter and area of a square and rectangle ➢ Solves simple problems related to area and perimeter	➢ Group activity ➢ Individual Activity ➢ Demonstration Method

Sample Activity-1

➢ <u>TLO:</u> Concept of area and perimeter

The lengths of 5 rectangles have been given in the table .The area of these rectangles are also given in the box. Match the area to its respective rectangle and complete the table.
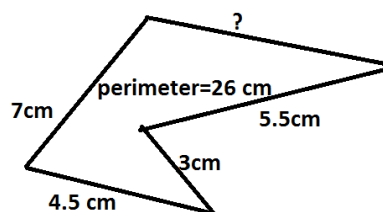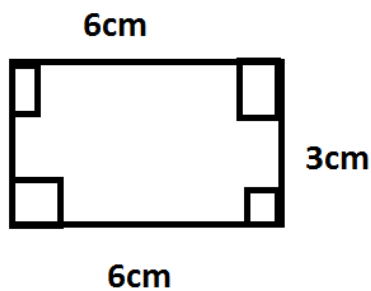
26, 56, 96, 16, 45

SIDE A	SIDE B	AREA	PERIMETER
7m	m	sq.m	
13m	m	sq.m	
12m	m	sq.m	
15m	m	sq.m	
2m	m	sq.m	

Learning Assessment

1. Find the perimeter of the following figure

5cm   5cm

5cm   5cm

5cm   5cm

7cm   8cm

4cm

3cm   5cm
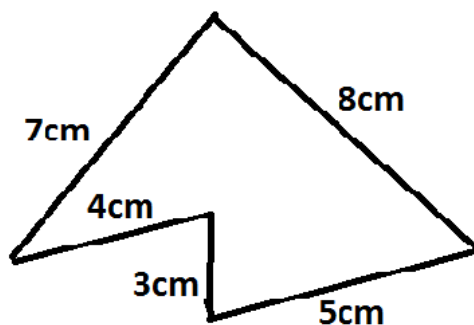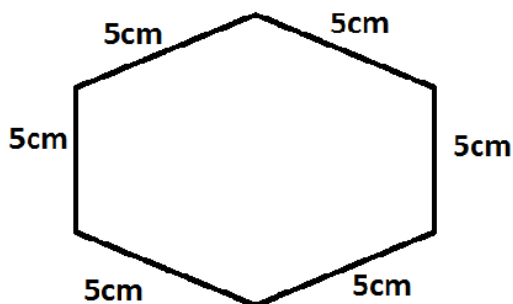
2. Find the missing length

6cm

3cm

6cm

?

perimeter=26 cm

7cm   5.5cm

3cm

4.5 cm

3. A map has been drawn to scale; 1/2cm = 1Km

Complete the following table by filling the appropriate answer.

| Distance on Map	Distance on ground	Area on ground
4cm		____
_____ cm	320Km	____
Length=6cm Breadth = 5cm	Length = Breadth =	
Length = Breadth =	Length=26 Km Breadth =12Km	
	500m	____

Subject- Mathematics	Level A2	Class V	Lesson-12, Smart Chart Worksheet : 12

Skill/Competency/Concept	Target Learning Outcomes	Suggested Strategies
➢ Knowledge ➢ Understanding ➢ Application ➢ Problem solving activity	➢ Collects and records data ➢ Represents the data in tabular form or bar graph. ➢ Draws conclusions and inferences from the data. ➢ Solves simple problems using charts/data.	➢ Group activity ➢ Individual Activity ➢ Demonstration Method ➢ Survey

Sample Activity1:

> ➢ <u>TLO:</u> Draw conclusions from the data.

The following bar graph shows the top speed in Km/hr, different cars can attain. Fill in the blanks with the help of the Bar graph.
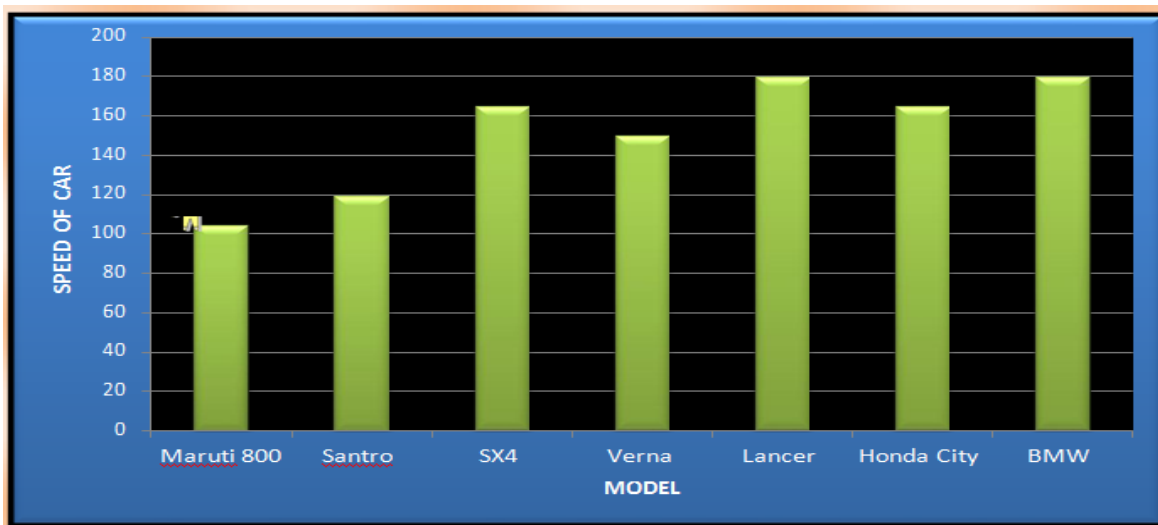
(a) The fastest cars are _____ and _____.They can attain a top speed of _____Km/hr

(b) The slowest car is _____ with a top speed of _____Km/hr

(c) The top speed of _____is 45Km/hr less than that of the SX4.

(d) The _____ has a top speed of 30Km/hr more than that of the Verna.

(e) The Maruti 800 is _____Km/hr. slower than the Lancer and BMW.

1. The number of fruit juice packs sold in a school canteen in a week is
   given below. Complete the table and fill in the blanks that follow:

SR.NO.	JUICE	TALLYMARKS	TOTAL
1.	Apple	卌卌I	
2.	Orange	卌卌卌I	
3.	Pineapple	卌卌IIII	
4.	Guava	卌III	
5.	Litchi	卌卌I	
6.	Mixed Fruit	卌卌卌	

卌 means 5. One for each tally I

a) The most favorite juice pack is .

b) Least favorite juice is .

c) The packs of _____ and _____ fruit
   Juice sold were the same and _____ Packs of each juice
   were sold.

Subject- Mathematics	Level A2	Class V	Lesson-13,(Way to multiply and divide) Worksheet :13

Skill/Competency/Concept	Target Learning Outcomes	Suggested Strategies
➢ Knowledge ➢ Understanding ➢ Computation ➢ Problem Solving Ability	➢ Can multiply 2 or 3 digit numbers ➢ Divides a numeral by one or two digit numeral. ➢ Understands that division is repeated subtraction. ➢ Solves problems related to multiplication and division	➢ Group activity ➢ Individual Activity ➢ Demonstration Method

Sample Activity1:

TLO: Multiplication (mental maths)

Ryan's puppy has escaped. Ryan can only move to a square that is equal to Rs 250(the cost of the puppy).Can you help Ryan find the path to the Puppy? You can move up, downward, or sideways.

Ryan 	Rs 10×5×5	Rs 40×6	Rs 30×7+Rs45
30×7+Rs45	50×5	5×5×10	Rs 5×2×5×5
Rs30×8+Rs5	Rs 30×8+Rs20	Rs 20×25+Rs50	Rs10×5×4+Rs50
Rs30×9-Rs10	Rs100×2+Rs10	Rs 10×2×2×2×5+Rs50	 puppy

Calculate the total cost of the items in each row then work out how much change you would get

Rs 20	Rs 15	Rs 10	Rs8	Rs10	Rs 9	Rs40	total
	2		1		1		
1		2		5			
	1					2	
1		4		4			
	2		3		1		
2		2		1		2	
	1		1		1		
2		1		2		2	
	1	1	1		1	1	

Learning Assessment

1. Complete the bill and write the total money spent

It	Cost per item	Quantity	Total Cost
Water Bottles	RS.50.00	4waterbottles	
Pencil Boxes	Rs.20,00	3pencilboxes	
Socks	Rs.35.00	2pairs of socks	
Shirts	Rs.75.00	3shirts	
Poster colours	Rs.40.00	4postercolours	
Write total money in words		Total	

2. Fill in the blanks

(a) 12 × 7 = _____ × 4

(b) _____ × 7 = 147

(c) 78 ÷ _____ = 13

3. What is the missing operation? × , + , - , ÷

(a) 440 [   ] 10 =44

(b) 315 [   ] 20 = 6300

Subject-Mathematics	Level A2	Class V	Lesson-14, (How Big? How Heavy?) Worksheet : 14

Skill/Competency/Concept	Target Learning Outcomes	Suggested Strategies
➢ Understanding Basic Concepts ➢ Ability In Computation ➢ Problem Solving Ability	➢ Understands the concept of volume ➢ Finds the volume by arranging cube and counting them. ➢ Calculates volume of cube and cuboids of given dimensions	➢ Group activity ➢ Individual Activity ➢ Demonstration Method

Sample Activity-1

TLO: Understands the concept of volume

CALCULATING VOLUME

Volume of a Cube = edge X edge X edge

Volume of Cuboid = length X breadth X height

Calculate the volume of the following solids using the formula given above

(a)
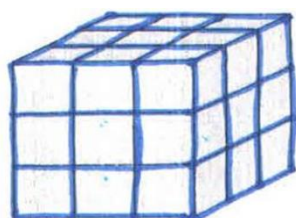
(b)

_____
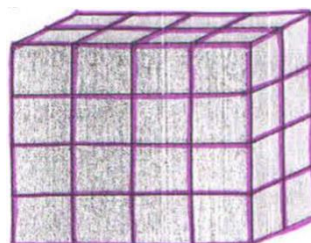
(c)   (d)

_____   _____

Learning Assessment

1. Fill in the blanks
(a) The space occupied by an object is called its _____
(b) The unit of volume is _____

2. A match box measures 8cm × 4cm ×2 cm. Find its volume.

_____
_____

3. A book is 26 cm long 20 cm wide and 1cm high. Find the space occupied by 5 such books.

_____
_____

Test Yourself

1. A container is 4m long, 3m wide and 2m deep. How much water can be stored in it.

   _____

2. Pinku a cook was at work for 30 days and for each day he was paid Rs 250. How much money did he get in all?

   _____

   _____

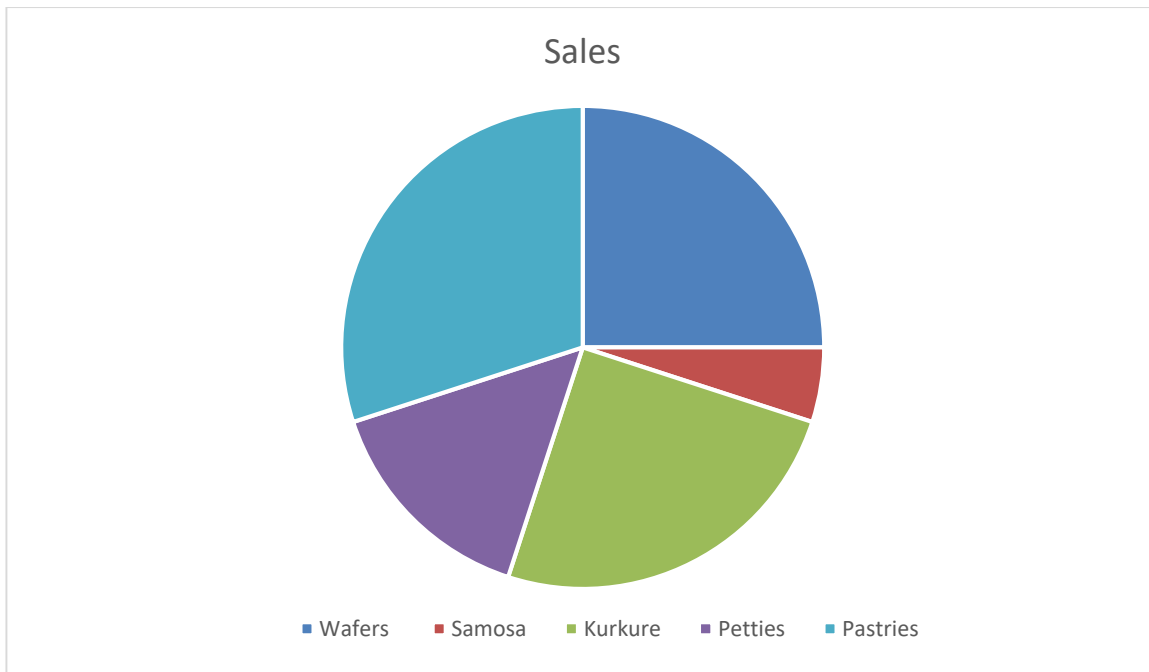3. Frame a word problem, using clue in ( )
   (a)Fact; 973×19 (balls, bags)

   ┌───┐
   │   │
   │   │
   │   │
   │   │
   └───┘

4. Sohan drinks 124 glasses of milk in the month of March. How many glasses of milk does he drink in a day?

   _____

   _____

The pie chart shows the favourite snacks of the students of class V

Sales

■ Wafers ■ Samosa ■ Kurkure ■ Petties ■ Pastries

(a) Which snack is most favorite?

_____

(b) Which snack is least favorite?

_____

(c) Which snack does student like more than samosa but less than Kurkure ?

_____

Compare the money of different countries with Indian rupee and answer the following questions.

Country	Money	Change in to Indian Rupees
British	Pound	0.01
Japanese	Yen	1.5
U.S.A (America)	Dollar	0.15
Nepal	Rupee(Nepal)	1.6

a) The money of which country will cost the most in Indian Rupees?

Ans.

b) Mithun's uncle in America had sent him 15 USA dollars as a gift. Find its value in Indian

rupees.

Ans.