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

MATH - MAGIC
BOOK 5

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.
WORK BOOK IN MATHEMATICS (2011-12)
Class 4

This book belongs to

Name

School

Paste your photo in the box:
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<td>4</td>
<td>52-56</td>
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Competency: Formation of Numbers

1. The numeral form of six lakh five thousand six hundred and fifteen is ________________________________.

2. 1 Kg = ___________________ g.

Competency-UBC
1. A log boat travels 4 kms in 1 hour. How long will it take to travel 20 kms?

Competency-PSA
1. 18 fisherwomen of Jamnagar have started a bank. Each of them deposits Rs.965 every month. What amount is deposited in the bank in a year?

Competency-AC
1. A cement tank costs Rs.3985. Raman wants to buy 3 cement tanks. He has Rs.10000 with him. Will he be able to buy the cement tanks?

Teacher’s Signature

Parent’s Signature
Competency - Formation of Numbers

1. Write the place and place value of the underlined digits:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Number</th>
<th>Place</th>
<th>Place Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>96,52,963</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>63,62,302</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>14,52,639</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competency - Understanding Basic Concepts

1. A boat can carry 19 kgs of fresh fish. How many boats are needed to carry 57000g of fresh fish?

Competency - Problem Solving Ability

Seema took a loan of Rs.8596 from the bank. She pays back Rs.9286 to the bank. What amount did she pay back as interest to the bank? Seema was able to repay the loan in 2 months and she paid equal amounts in 2 months. What amount did she pay in a month?
Competency - Formation of Numbers

1. 63 Kg = ____________________g.
2. 1 km = ____________________m.
3. __________________________lakhs = 1 crore

Competency - Understanding Basic Concepts

<table>
<thead>
<tr>
<th>Price List per Kg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh Fish = Rs.65.00</td>
</tr>
<tr>
<td>Dry Fish = Rs.75.00</td>
</tr>
<tr>
<td>King Fish = Rs.105.00</td>
</tr>
<tr>
<td>Sardine = Rs.98.00</td>
</tr>
</tbody>
</table>

a) How many Kgs of sardine can you buy if you have Rs.588?

b) Gracy buys 2Kg Fresh Fish, 1 Kg Dry Fish, 4 Kg King Fish and pays Rs.1000. What amount will she get back?

c) Shamu buys 500g of Sardine. What amount should he pay?

Teacher’s Signature                     Parent’s Signature
Competency: Ability to Compute

A shark weighs 16000 Kgs.

a) Rita weighs 40 Kg. By how many Kgs is the weight of the shark more than that of Rita?

b) Josy weighs 50 Kg. By how many Kgs is the weight of the shark more than that of Josy?

Competency – Problem Solving Ability

1 Kg Prawns = Rs.150
1 Kg Squid = Rs.50

Kalu has Rs.100. He spends ¼ of the money on squid and ¾ the money on prawns.

a) How many Kgs of squid did he buy?
b) How many Kgs of prawns did he buy?
Topic : Shapes and Angles
Worksheet 1

Date: __________
Month:___________

Competency- Formation of Numbers
1. Right angle = _________________________ degrees
2. An obtuse angle is more than a ______________ angle.
3. 2 x Right angle = ________________ degrees.

Competency: Understanding Basic Concepts

What measure (in degrees) should be added to the following to make them a right angle?
i) 34°
ii) 16°
iii) 19°
iv) 28°
v) 78
vi) 38°
vii) 84
viii) 90

Competency : Ability to Compute
Measure the following angles:-

Teacher’s Signature                                                                        Parent’s Signature
Topic: Shapes and Angles
Worksheet 2

Competency - Understanding Basic Concepts

1. What kind of angle (acute, obtuse, right) is made by the hands of these clocks. Also write the time.

<table>
<thead>
<tr>
<th>Angle</th>
<th>Angle</th>
<th>Angle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Time</td>
<td>Time</td>
</tr>
</tbody>
</table>

2. Draw the hands of the clock when they make an angle greater than a right angle.

Teacher’s Signature  
Parent’s Signature
Topic: Shapes and Angles
Worksheet 3

Date: ___________
Month: ___________

Competency-Problem Solving Ability
1. Raghu draws an angle measuring 140 degrees. He now divides this angle into 2 equal parts. What is the measure of each of the smaller angles?

2. Seema draws a right angle. She divides this into 3 equal parts. What is the measure of each part? What kind of angle is this?

Competency-Ability to Compute
Identify the following angles as acute, obtuse or right angles:

a. 3 degrees - ________________________________
b. 12 degrees - ________________________________
c. 72 degrees - ________________________________
d. 165 degrees - ________________________________
e. 90 degrees - ________________________________
f. 60 degrees - ________________________________
g. 61 degrees - ________________________________
h. 91 degrees - ________________________________
i. 89 degrees - ________________________________
j. 179 degrees - ________________________________

Teacher’s Signature

Parent’s Signature
Topic :- Shapes and Angles
Worksheet  4

Date: __________
Month:___________

Mathematics - Understanding Basic Concepts
Count the number of angles and write them in the space given.

Observe the figure and answer the questions:
1. Name the common vertex.
2. Name the right angle.
3. Name the angle less than right angle.
4. Name the angle more than right angle.
5. Name the arms of angle AOB.

Teacher’s Signature  Parent’s Signature
Topic :- How many Squares?
Worksheet 1

Date: __________
Month:_________

Competency Understanding Basic Concepts
Find the perimeter of the following:

____________________

Find the area of the following figures:

Teacher’s Signature        Parent’s Signature
Topic: How many Squares?
Worksheet 2

Date: ______________
Month:_________

Competency Understanding Basic Concepts

Show the different ways you can express the following areas:-

Ex: 12 sq.cm

1. 18 sq.cm
   
   4 x 3

2. 8 sq.cm
   
   6 x 2

3.15 sq.cm

Teacher’s Signature

Parent’s Signature
Topic :- How many Squares?
Worksheet 3

Date: ______________
Month: __________

Competency-Ability to Compute

1. Is the area of both the figures same? Give reasons for your answer.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. What is the area of the shaded part?

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

1. Here is a rectangle of area 8 sq.cm.
   a) Draw 2 straight lines in this rectangle to divide it into 1 rectangle and 2 equal triangles. Find the area of the new rectangle and the area of 1 of the triangles.

2. Rearrange the squares in the rectangle to form another rectangle whose perimeter is 18 cm.
TOPIC: PARTS AND WHOLES

WORKSHEET NO 1

Date _______________
Month_________________

Write Say Write Say

\[
\begin{align*}
\frac{1}{3} & \quad \text{one-third} \\
\frac{3}{4} & \quad \text{three-fourths} \\
\frac{1}{2} & \quad \text{one-half} \\
\frac{4}{5} & \quad \text{four-fifths} \\
\frac{2}{3} & \quad \text{two-thirds} \\
\frac{2}{4} & \quad \text{two-fourths} \\
\frac{3}{5} & \quad \text{three-fifths} \\
\frac{2}{3} & \quad \text{two-thirds} \\
\frac{1}{5} & \quad \text{one-fifth} \\
\frac{2}{5} & \quad \text{two-fifths}
\end{align*}
\]
TOPIC: PARTS AND WHOLES
WORKSHEET NO 2

Match the following

- 1/3, 2/5, 11/13  
  mixed numeral
- 11/9 ,15/13 , 20/17  
  proper fraction
- 7/8, 1/8 , 2/8  
  unit fractions
- 1/3, 1/4, 1/5  
  improper fractions
- 2 1/3,4 1/7,53/8,  
  like fractions
- 4/6,5/6,3/6,2/6  
  unlike fractions

Write the reciprocal (multiplicative inverse) of the following.

a) 4_______________

b) 1/5_______________

c) 34/45______________

d) 12/35______________

e) 9__________________

f) 2/4_______________

g) 55/76_______________

Teacher’s Sign _______________  Parent’s Sign _______________
TOPIC: PARTS AND WHOLES

WORKSHEET NO 3

Date _______________
Month ___________________

Competency : Understanding Basic Concepts

FILL IN THE MISSING NUMBERS TO MAKE EQUIVALENT FRACTIONS

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>1/4</td>
<td>1/4</td>
</tr>
<tr>
<td>1/4</td>
<td>1/4</td>
<td>1/8</td>
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<tr>
<td>1/5</td>
<td>1/8</td>
<td>1/8</td>
</tr>
<tr>
<td>1/10</td>
<td>1/10</td>
<td>1/8</td>
</tr>
<tr>
<td>1/8</td>
<td>1/8</td>
<td>1/8</td>
</tr>
</tbody>
</table>

Find the equivalent fraction of 7/9 having

a) Numerator 63 ____________________________

b) Denominator 18 ____________________________

Teacher’s Sign ___________ Parent’s Sign ___________
COMPETENCY: UNDERSTANDING BASIC CONCEPTS

Write as fractions:

a) \[ \frac{16}{4} = \]

b) \[ \frac{24}{7} = \]

c) \[ \frac{94}{31} = \]

d) \[ \frac{63}{5} = \]

Write as a division fact:

a) \[ \frac{6}{11} = \]

b) \[ \frac{23}{15} = \]

c) \[ \frac{40}{50} = \]

d) \[ \frac{90}{71} = \]
COMPETENCY: understanding basic concepts

Observe and write whether the dotted line on each shape represents a line of symmetry.
(Write yes or no.)

Teacher’s Sign _____________
Parent’s Sign_________
Draw lines of symmetry on the shapes below. Some shapes may have more than one line of symmetry.

a. 

b. 

c. 

d. 

e. 

f. 

g. 

h. 

i. 

Teacher’s Sign _______________ Parent’s Sign ____________
Topic: Does it look the same
Worksheet 3

Date: ______________
Month:_________

Color the pattern to make a symmetrical design.

Teacher’s Sign _____________

Parent’s Sign__________
### Topic: Does it look the same
#### Worksheet 4

**Date:** ______________  
**Month:** ______

**Competency:** Problem Solving Ability

<table>
<thead>
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<th>Snowman</th>
<th>Alien</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a pencil, draw a picture of a symmetrical snowman. Draw the line of symmetry with a red pen or marker.</td>
<td>With a pencil, draw a picture of a symmetrical space alien. Draw the line of symmetry with a red pen or marker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sailboat</th>
<th>Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>With a pencil, draw a picture of a symmetrical sailboat. Draw the line of symmetry with a red pen or marker</td>
<td>With a pencil, draw a symmetrical picture of a friend. Draw the line of symmetry with a red pen or marker.</td>
</tr>
</tbody>
</table>

*Teacher’s Sign ______________*  
*Parent’s Sign ____________*
1. When two or more numbers are multiplied, then each number is a________________ of the product and the product is the________________ the numbers.

2. In statement 7 X 4 =28 , 7 and 4 are __________________ of the multiple________________

3. __________________ is a factor of every number.

4. Every non zero number is a factor of __________________________

5. Every number is a multiple of __________________________

6. The next four numbers are 3 ,6, 9,_____ ,____ ,_____ ,_____

7. The first common multiple of 4 and 8 is __________________

8. The multiplies of 15 lying between 50 and 100 are __________________

9. __________________ is neither prime nor composite.

10. Are all prime numbers odd? YES /NO___________

11. The factors of 12 are 1 , 2 ,3, 4, 6 and X .What is X?________

12. Numbers which have more than two factors are called________________

13. Numbers which have only two factors are called________________

Teacher’s Sign _______________  Parent’s Sign_________
Topic : Be My Multiple I will be Your Factor
Worksheet 2

Date: ______________
Month: ______________

Competency : Understanding Basic Concepts

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<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

- Shade out 1
- Shade all even numbers higher than two.
- Shade out multiples of 5, except 5 itself
- Shade out multiples of 7, except 7 itself
- The numbers which are left at the end are _______Numbers
  They are.

Teacher’s Sign ______________ Parent’s Sign ______________
Topic: Be My Multiple I will be Your Factor

Worksheet 3

Date: ______________
Month: ______________

Competency: Ability To Compute

Find out the common factors of the following numbers.

a) 16, 48
b) 10, 15, 35

c) 36, 45
d) 12, 120

Write the common multiple of the following numbers.

a) 16, 42, 24
b) 60, 36

Teacher’s Sign ____________
Parent’s Sign ____________
Write the prime factorization for the following numbers

a) 40

b) 78

c) 120

d) 52

b) Using the factor tree write the prime factorization for the following

a) 72

b) 24
Topic - Can You See the Pattern
Worksheet - 1

Month
Date

Competency Understanding Basic Concepts

Complete the following patterns.

1.

```
  😊  😊  😊
```

2.

```
  🔶  🔶  🔶
```

3

```
  ❤️  ❤️  ❤️
```

4

```
  🔆  🔆  🔆
```

5

```
  🔒  🔒  🔒
```

6

```
  🔹  🔹  🔹
```

7

```
  📚  📚  📚
```

8

```
  🔢  🔢  🔢
```

Topic: Can You See The Pattern?

Worksheet - 2

Find the missing number.

1. $6 \times 9 = 6 \times 3 \times \underline{\hspace{2cm}}$

2. $100 \times 5 = 25 \times \underline{\hspace{2cm}}$

3. $72 + 10 + 33 = 72 + \underline{\hspace{2cm}}$

4. $24 + 29 + \underline{\hspace{2cm}} = 10 + 14 + 29$

5. $48 + \underline{\hspace{2cm}} = 21 + 38$

6. $31 \times 0 = \underline{\hspace{2cm}}$

7. $67 + 12 + 43 = 12 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

8. $25 \times 0 + 75 = \underline{\hspace{2cm}}$

9. $180 + 90 - 100 = \underline{\hspace{2cm}}$

10. $264 + 156 \times 1 = \underline{\hspace{2cm}}$

11. $111 + 222 + 333 + 444 = \underline{\hspace{2cm}}$

12. $555 - 500 - 50 - 5 = \underline{\hspace{2cm}}$
Topic: Can You See The Pattern?

Worksheet - 3

Month
Date

Competency Ability Computation

You will get numbers in each [ ] by multiplying the numbers in the [ ] next to it.

7

13

11

5

4

15

6

19

14

4

2

12
Worksheet - 4

Competency Problem Solving Ability

In the magic star write the numbers from 1 to 12 in such that the sum of 4 numbers in a row is 26.

1. Guess and write

   1. What is my secret number?
      * It is larger than half of 100.
      * It is more than 6 tens and less than 7 tens.
      * The tens digit is one more than one’s digit.
      * Together the digits have a sum of 11.
Topic - Mapping your way
Worksheet - 1

Month
Date

Competency Problem Solving Ability

1. Study the tourist map of Delhi and answer the questions that follow.

Tourist Map of Delhi

Haryana

Uttar Pradesh

(a) Name two tourist spots that are located in—
   - Central Delhi
   - South Delhi

(b) Name two states which have boundaries with Delhi.

(c) In which part of Delhi are the following located?
   - Connaught place
   - Red Fort
   - Lotus temple
1. Look at the given map of India and answer the questions that follow:

(a) Name:

(b) Name 4 eastern states of India.

(c) Name 3 states to the north of Delhi.

(d) Paresh is going from Rajasthan to Assam. Name the states which fall in between her route.

(e) Rashmi is going from Himachal Pradesh to Bangalore (Karnataka). Name the states which fall in between her route.
Competency: Problem solving Ability

Prepare a route map from your house to your school and mark the important places which you come across.

Teacher’s Sign____________  Parent’s Sign____________
Worksheet - 4

Month
Date

Competency Problem Solving Ability

Your Grandfather wants to visit your school. Prepare a route map to guide your Grandfather from the school gate to your classroom.

Teacher’s Signature

Parent Signature
Topic: Boxes and Sketches
Worksheet -1

Cometency: Understanding Basic Concepts

Which of these nets will make a cube, tick them

II Match each net provided in column A to its corresponding object in column B

A

1. 

2. 

3. 

B

1. 

2. 

3.

Teacher’s Signature

Parent Signature
Boxes and Sketches

Worksheet – 2

Date _________
Month_______

Competency Understanding Basic Concepts

I. Fill in the blanks

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Shape</th>
<th>No. of faces</th>
<th>No. of edges</th>
<th>No. of corners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cuboid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cylinder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Triangular Based pyramid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Square based pyramid</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Given on the side is a 6 by 6 grid divided into two identical parts. Find two more ways of dividing the grid into two identical parts by drawing along the lines of the grid.

Teacher’s Signature

Parent Signature
Topic: Boxes and Sketches
Worksheet 3

Competency: Formation of Numbers

Puzzle

1. This cut out is folded to make a cube

![Cube Diagram]

Make a deep drawing of this cube

![Cube Drawing]

2. Draw five different designs five squares
   ex.

![Square Designs]

Teacher’s Sign ____________________  Parent’s Sign ____________
Competency: Problem Solving Ability

I. Draw a floor map of your house, Make doors and windows on the deep drawing of this house

II. Join the corners of these figures and write the name of the solid
Competency : Formation of Numbers

Write the number names for the following decimals:

a) 2.34
   _______________________________________________________

b) 50.123
   _______________________________________________________

c) 159.25
   _______________________________________________________

d) 234.10
   _______________________________________________________

e) 690.358
   _______________________________________________________

II  Tick the correct answer

a) Number name of 43.052 is:  
   i) forty three point fifty two  
   ii) forty three point zero five two

b) \(\frac{111}{1000}\) can be written as  
   i) 0.111  
   ii) 1.110

c) 17 \(\frac{2}{100}\) can be written as  
   i) 17.2  
   ii) 17.02

d) 15 \(\frac{5}{10}\) can be written as  
   i) 15.5  
   ii) 15.05

Teacher’s Sign ___________          Parents Sign _______________
I. Write the following as decimals

a) \( \frac{6}{100} \)  

b) \( \frac{3}{1000} \)  

c) \( \frac{14}{100} \)  

d) \( \frac{623}{1000} \)  

e) \( \frac{217}{1000} \)  

II. Write the following decimals as fractions:

a) 0.25  

b) 2.65  

c) 29.30  

d) 210.145  

e) 125.04
Topic: Tenths and Hundredths

Competency: Ability to compute

I Write these as decimals

a) 15m 35cm = ___________  
b) 50m 30cm = ___________

c) 80 paise = ___________  
d) 45 ml = ___________

e) 5l 750ml = ___________  
f) 12kg 500g = __________

II Solve the following

a) 5.245 + 10 + 315  
b) 32.34 + 0.17 + 7.39

c) 348.60 – 78.05  
d) 29.3 x 4.2
I  Shift the decimal appropriately

a) $3.742 \times 10 = \underline{__} 
   \hspace{2cm} b) \quad 3.742 \div 10 = \underline{__} 

c) $3.742 \times 100 = \underline{__} 
   \hspace{2cm} d) \quad 3.742 \div 100 = \underline{__} 

e) $3.742 \times 1000 = \underline{__} 
   \hspace{2cm} f) \quad 3.742 \div 1000 = \underline{__} 

II  Match these

Rupee  \hspace{1cm} 7 paise  \hspace{1cm} Rs.0.98

Rupee  \hspace{1cm} 20 paise  \hspace{1cm} Rs.0.25

Rupees  \hspace{1cm} 98 paise  \hspace{1cm} Rs.0.75

Rupee  \hspace{1cm} 25 paise  \hspace{1cm} Rs.0.10

Rupee  \hspace{1cm} 50 paise  \hspace{1cm} Rs.0.07

Rupee  \hspace{1cm} 10 paise  \hspace{1cm} Rs.0.20

Rupee  \hspace{1cm} 75 paise  \hspace{1cm} Rs.0.50

Teacher’s Sign _______  Parents Sign __________
**Topic:** Area and Its Boundary

**Worksheet No:** 1

**Competency:** Understanding basic concepts

Observe the following, name them and complete the table:

<table>
<thead>
<tr>
<th>Object</th>
<th>Name</th>
<th>No. of faces</th>
<th>No. of edges</th>
<th>No. of corners</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Cube" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Rectangular Prism" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Cone" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Circle" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="Cylinder" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher’s Sign** 

**Parents Sign**
Topic: Area and its Boundary

Competency: Understanding basic concepts

I Fill in the blanks

1. The region enclosed between the boundaries of a figure is called its ………..
2. Area of a rectangle = ……………….. x …………………….
3. Area of a square = …………………..x …………
4. The sum total of the lengths of all the line segments of a simple closed figure is called its ………………….

II Measure the perimeter of these figures by counting the lines along the boundary. (Each square is 1 cm in length)

a) b) c)

Teacher’s Sign ___________ Parents Sign_______________
I. Tick the right cloud

a) The area of a square of side 12 cm will be
   - 32 cm square
   - 144 cm square
   - 350 cm square

b) A rectangular plot is 20 cm by 15 cm, its area will be
   - 300 cm square
   - 300 cm
   - 300 m

c) The perimeter of a square whose sides are 6.4 cm will be
   - 25.6 cm
   - 2.56 cm
   - 12.8 cm

d) The perimeter of a square whose sides are 10.5 cm will be
   - 42 cm square
   - 42 cm
   - 4.2 cm square
Competency: Problem solving Ability

Solve

a) i Find the area of the floor of a room to carpet whose length is 12m and breadth is 9m

ii What will be the cost of the carpet if sq. m costs Rs50?

b) Find the cost of fencing a Rectangular park of 120m length and 80m breadth at the rate of Rs.2 per metre.
Ajay made a record of his favourite animals he saw in the zoo. Make a tally chart and answer the following questions.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Tally marks</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. How many animals did Ajay see altogether? [ ]

b. Which animal is least in number? [ ]

c. Which animal is maximum in number? [ ]

Teacher’s Sign ___________  Parents Sign ________________
Competency: Understanding Basic Concepts:

In a class of 100 students data of fruits liked was collected as follows. Represent this using chapatti chart / pie chart

Pine apple – 20
orange – 15
Banana – 40
Apple - 25

a. Which is the most favourite fruit? _______________________
b. Which is least favourite fruit? _______________________
c. How many students like oranges? _______________________
d. The difference between the number of students that like oranges and bananas is ________________

Look at the pie chart showing different sports liked by people

(a) Which is the most popular sport ________________
(b) Which is the least popular sport ________________
(c) Do more children enjoy Hockey or tennis? ________________
(d) Arrange the sports liked by children in increasing order.

Tennis
Hockey
Squash
cricket
football
Competency: Ability To Compute:

I. Read and write the number for the given tally marks.
   a)  
   b)  
   c)  
   d)  

II. Draw tally marks for the following numbers
   a) 9  
   b) 9  
   c) 23  
   d) 25  

III. Given below is the representation of different vehicles in a town. Study and answer the questions (1 = 10 vehicles)

<table>
<thead>
<tr>
<th>No of vehicles in a town</th>
<th>Motorbike</th>
<th>Scooter</th>
<th>Auto rickshaw</th>
<th>Car</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✫</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Which vehicle is maximum in town?

2. Which vehicle is 50 in number?

3. What is the total number of vehicles in the town?

Teacher’s Sign ___________ Parents Sign ________________
Observe the following bar chart and answer the questions

(a) How many children were absent on Tuesday?
_____________________________________________________

(b) How many more children were absent on Thursday than on Monday?
_____________________________________________________

(c) On which day were the least children absent?
_____________________________________________________

(d) On which day the number of children absent was exactly the half of that on Thursday?
_____________________________________________________

Teacher’s Sign ___________ Parents Sign ________________
Competency: Formation of Numbers

I. Observe the following and write the corresponding multiplication facts

a) $2 + 2 + 2 + 2 + 2 + 2 + 2 =$

b) $10 + 10 + 10 + 10 + 10 + 10 =$

c) $15 + 15 + 15 =$

d) $20 + 20 + 20 + 20 + 20 =$

e) $100 + 100 + 100 + 100 + 100 + 100 =$

f) $500 + 500 + 500 =$

Teacher’s Sign ___________ Parents Sign ______________
Match the columns

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 x 7 x 8</td>
<td>1 x 9 x 5</td>
</tr>
<tr>
<td>2 x 3 x 4</td>
<td>6 x 7 x 4</td>
</tr>
<tr>
<td>1 x 9 x 5</td>
<td>5 x 3 x 2</td>
</tr>
<tr>
<td>6 x 7 x 4</td>
<td>5 x 7 x 8</td>
</tr>
<tr>
<td>5 x 3 x 2</td>
<td>2 x 3 x 4</td>
</tr>
</tbody>
</table>

Solve Mentally

a) \(25 \times \_ \_ \_ = 36 \times 25\)

b) \(676 \times 0 = \_ \_ \_ \times \_ \_ \_\)

c) \(4823 \times 1 = \_ \_ \_ \times \_ \_ \_ \_ \_ \_ \_\)

d) \(14 \times 28 \times 37 = 37 \times \_ \_ \_ \times 14\)

e) \(71 \times 46 \times 19 = 46 \times 71 \times \_ \_ \_\)

f) \(7235 \times \_ \_ \_ \_ \_ = 0 \times \_ \_ \_ \_ \_ \_ \_\)

g) \(450 \times 124 = 124 \times \_ \_ \_ \_ \_\)

h) \(97 \times \_ \_ \_ \_ = 400 \times 97\)

i) \(200 \times 5 \times 25 = 5 \times \_ \_ \_ \times \_ \_ \_\)

Teacher’s Sign ___________  Parents Sign _____________
Competency: Ability to compute

Multiply

a) 39 x 2
   39 x 20
   39 x 200

b) 97 x 7
   97 x 70
   97 x 700

II Divide and find the quotient

(a) 20 ÷ 10 =

(b) 70 ÷ 10 =

(c) 760 ÷ 2 =

(d) 540 ÷ 40 =

(e) 7000 ÷ 7 =

(f) 434 ÷ 2 =

(g) 999 ÷ 9 =

(h) 420 ÷ 4 =

(i) 280 ÷ 7 =

(j) 624 ÷ 4 =

(k) 1000 ÷ 4 =

Teacher’s Sign

Parents Sign
Competency: Problem Solving Ability

Solve

a) The product of two numbers is 459. If one number is 9 find the other.

b) A car runs 4km in a litre of petrol. How much petrol will it require to run 80636 kms?

c) There are 31 days in the month of October. How many minutes are there in the month of October?

d) The price of 12 packets of toffees is Rs.144. Find the cost of 24 such packets of toffees.
The shapes below are made from centimeter cubes. Work out the volume of each one:

- Volume = __________ cm cubes
- Volume = __________ cm cubes
- Volume = __________ cm cubes
- Volume = __________ cm cubes
- Volume = __________ cm cubes

Teacher’s Sign __________
Parents Sign __________
Topic: How Heavy How Light?
Worksheet No: 2
Date: ______
Month: ______

Competency: Understanding Basic Concepts

Work out the volume of each shape below being careful to use the correct units:

1. Volume = __________ cm cubes

2. Volume = __________ cm cubes

3. Volume = __________ cm cubes

4. Volume = __________ cm cubes

Teacher’s Sign __________
Parents Sign ____________
Competency: Ability to Compute

Calculate the volumes for each of the objects below.
(the measurements are all in centimeters (cm))

Volume 1: $V = 2 \times 3 \times 4 = 24 \text{ cm}^3$

Volume 2: $V = 2 \times 3 \times 5 = 30 \text{ cm}^3$

Volume 3: $V = 3 \times 3 \times 5 = 45 \text{ cm}^3$

Volume 4: $V = 1 \times 8 \times 1 = 8 \text{ cm}^3$

Volume 5: $V = 0.5 \times 0.5 \times 4 = 1 \text{ cm}^3$

Volume 6: $V = 20 \times 30 \times 40 = 24000 \text{ cm}^3$

Teacher’s Sign ___________  Parents Sign _________________
Competency : Problem Solving Ability

Solve these

1. A storage container is 60cm long, 25cm wide and 15cm deep. What is its volume in cubic cms?

   Volume = _______cm cubes

2. Bindu is going to order some ready–mix concrete for an area 6m long and 5m wide, which needs be laid to a depth of 10cm. How many cubic metres of concrete will she need?

   Volume = _______cm cubes

3. How many litres of water are needed to fill the paddling pool to a depth of 30cm?

   Volume = _____cm cubes

4. Sonia has a rectangular pool in her garden which is 4m by 2m. She has cleaned it out and wants to refill it with water to a depth of 25cm. How many litres of water does she need?

   Volume = _______cm³ cubes