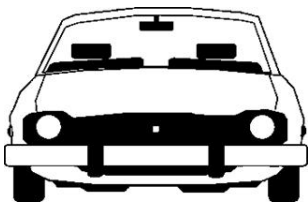


KENDRIYA VIDYALAYA SANGATHAN
QUESTION BANK FOR III STD MATHEMATICS

1.Topic: Where To Look From ?

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



TOP / SIDE / FRONT



TOP / SIDE / FRONT

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

DICE

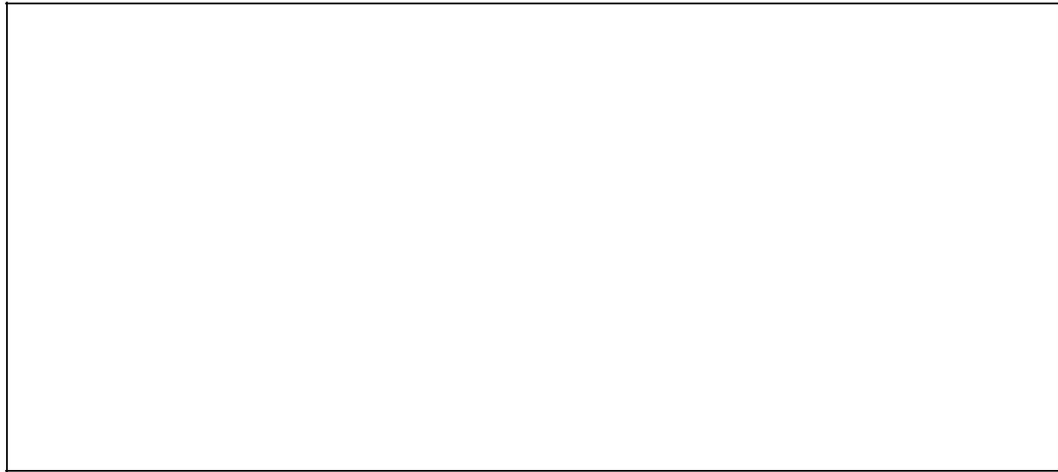
V
H
C

BOOK

V
A
Y

3.

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



1. Draw the Line of Symmetry for the following:

A

M

U

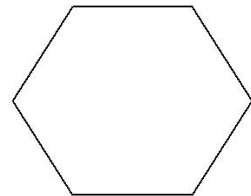
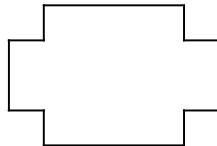
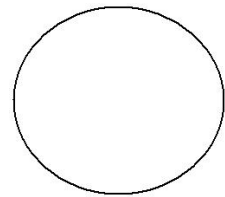
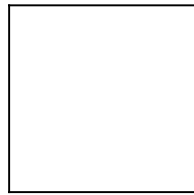
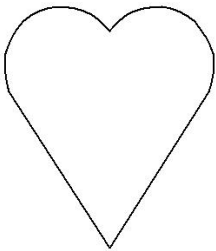
W

E

B

C

D



2.Topic : Fun with Numbers

1. Fill in the missing numerals

200					205
478					483
765					770

2 Write the number names for the following

- a) 199 _____
- b) 213 _____
- c) 341 _____
- d) 605 _____

3. Counting by 2's write the numbers starting from:

322				
414				
120				
550				

4 Counting by 5's write the numbers starting from:

634				
852				
421				
323				

5. Arrange the following numbers in ascending order

412 , 521

356 , 800

742 , 153

145 , 631

6. Arrange the following numbers in descending order

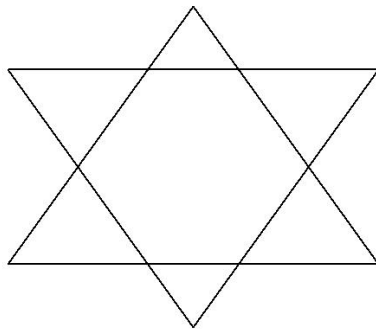
511 , 621

133 , 666

876 , 168

421 , 764

7 How many triangles can you find in this figure?



:

8.. Who am I ?

1) My Ones digit is four.

My Tens digit is 3 more than my Ones digit.

I am the number _____.

2) My Ones digit is five.

My Tens digit is 2 more than my Ones digit. My

Hundreds digit is 1 less than my Ones digit. I am

the number _____.

3) My Ones digit is zero.

My Tens digit is 7 more than my Ones digit.

My Hundreds digit is 6 more than my Ones digit.

I am the number _____.

9. Colour the Numbers as directed.

18	9	132
4	458	45
909	77	5

1 digit numbers GREEN.

2 digit numbers YELLOW.

3 digit numbers RED.

10. Write the Expanded form of the following Numbers.

1. $732 = 700 + 30 + 2.$

2. $123 =$ _____

3. $390 =$ _____

4. $589 =$ _____

5. $666 =$ _____

6. $909 =$ _____

7. $576 =$ _____

8. $345 =$ _____

9. $809 =$ _____

10. $200 =$ _____

11. $851 =$ _____

12. $454 =$ _____

13. $333 =$ _____

14. $666 =$ _____

15. $760 =$ _____

3.Topic : Give and Take

1. Count backwards and fill in the boxes:

a) 19

b) 40

c) 68

d) 54

e) 14

f) 23

g) 65

h) 100

i) 21

j) 33

2) Add the given numbers using the grid

91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

a) $45 + 5 =$ _____

c) $32 + 8 =$ _____

b) $60 + 7 =$ _____

d) $57 + 9 =$ _____

3) Subtract the given numbers using the grid:

	91	92	93	94	95	96	97	98	99	100
c)	81	82	83	84	85	86	87	88	89	90
d)	71	72	73	74	75	76	77	78	79	80
	61	62	63	64	65	66	67	68	69	70
e)	51	52	53	54	55	56	57	58	59	60
f)	41	42	43	44	45	46	47	48	49	50
	31	32	33	34	35	36	37	38	39	40
g)	21	22	23	24	25	26	27	28	29	30
h)	11	12	13	14	15	16	17	18	19	20
i)	1	2	3	4	5	6	7	8	9	10

a) $45 - 5 =$ _____

c) $32 - 8 =$ _____

b) $60 - 7 =$ _____

d) $57 - 9 =$ _____

4. Break the number and find the sum.

1) $72 + 12 =$

70	2	10	2
70	10	2	2
	80	4	
		84	

2) $62 + 38 =$

3) $46 + 21 =$

5 Add mentally and write the number:

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

4.Topic : Long and Short

Competency: Formation of Numbers

1. Fill in the blanks

1) The standard unit for measuring length is _____

2) 1 m = _____ cm

3) 4 m = _____ cm

4) 8 m = _____ cm

5) 2 m 50 cm = _____ cm

6) 7 m 90 cm = _____ cm

7) 9m 10 cm = _____ cm

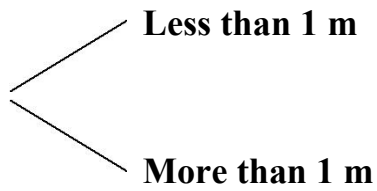
8) 500 cm = _____ m

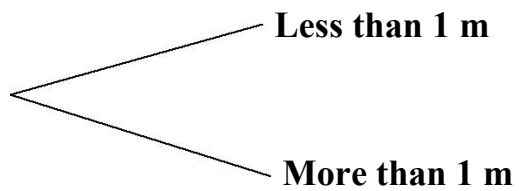
9) 700 cm = _____ m

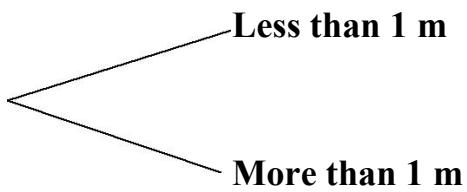
10) 850 cm = _____ m _____ cms

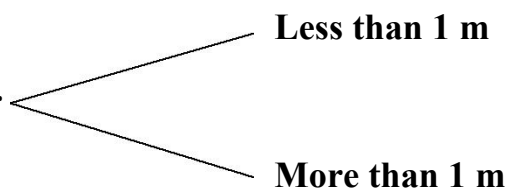
Competency: Understanding Basic Concepts

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

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

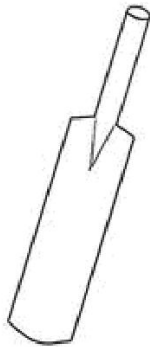
2) Length of a cot 
Less than 1 m
More than 1 m

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

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

Competency : Understanding Basic Concepts

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



_____ cms



_____ cms



_____ cms



_____ cms

Competency: Problem Solving Ability

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

1) $44 + 22 =$

2) $19 + 71 =$

3) $48 + 42 =$

4) $33 + 37 =$

5) $67 + 33 =$

6) $80 + 20 =$

7) $94 - 22 =$

8) $86 - 10 =$

9) $49 - 9 =$

10) $88 - 18 =$

11) $70 - 70 =$

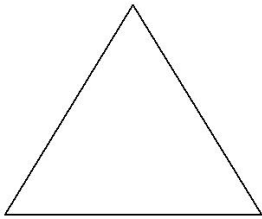
12) $40 - 0 =$

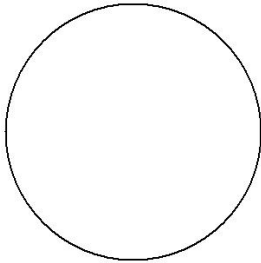
5.Topic : Shapes and Designs

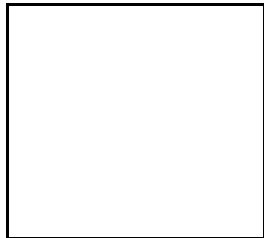
Competency:Formation of Numbers

1. Name these shapes and colour them.





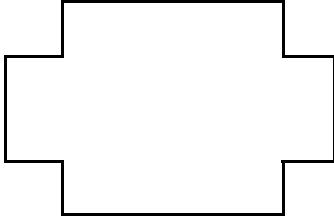




Competency: Understanding Basic Concepts

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

a)



Edges = _____

Corners = _____

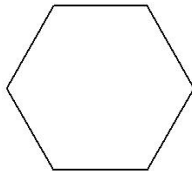
b)



Edges = _____

Corners = _____

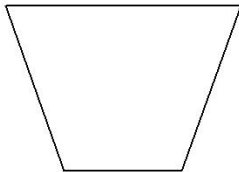
c)



Edges = _____

Corners = _____

d)

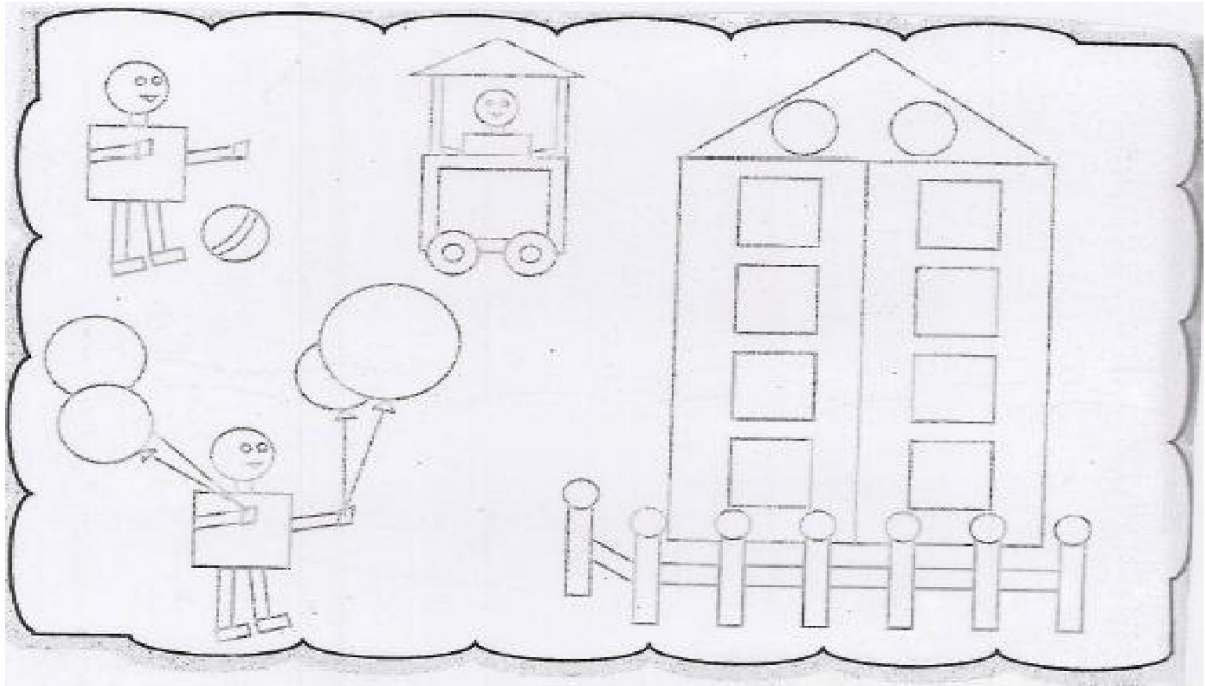


Edges = _____

Corners = _____

Competency: Ability to Compute

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



Number of \square = _____

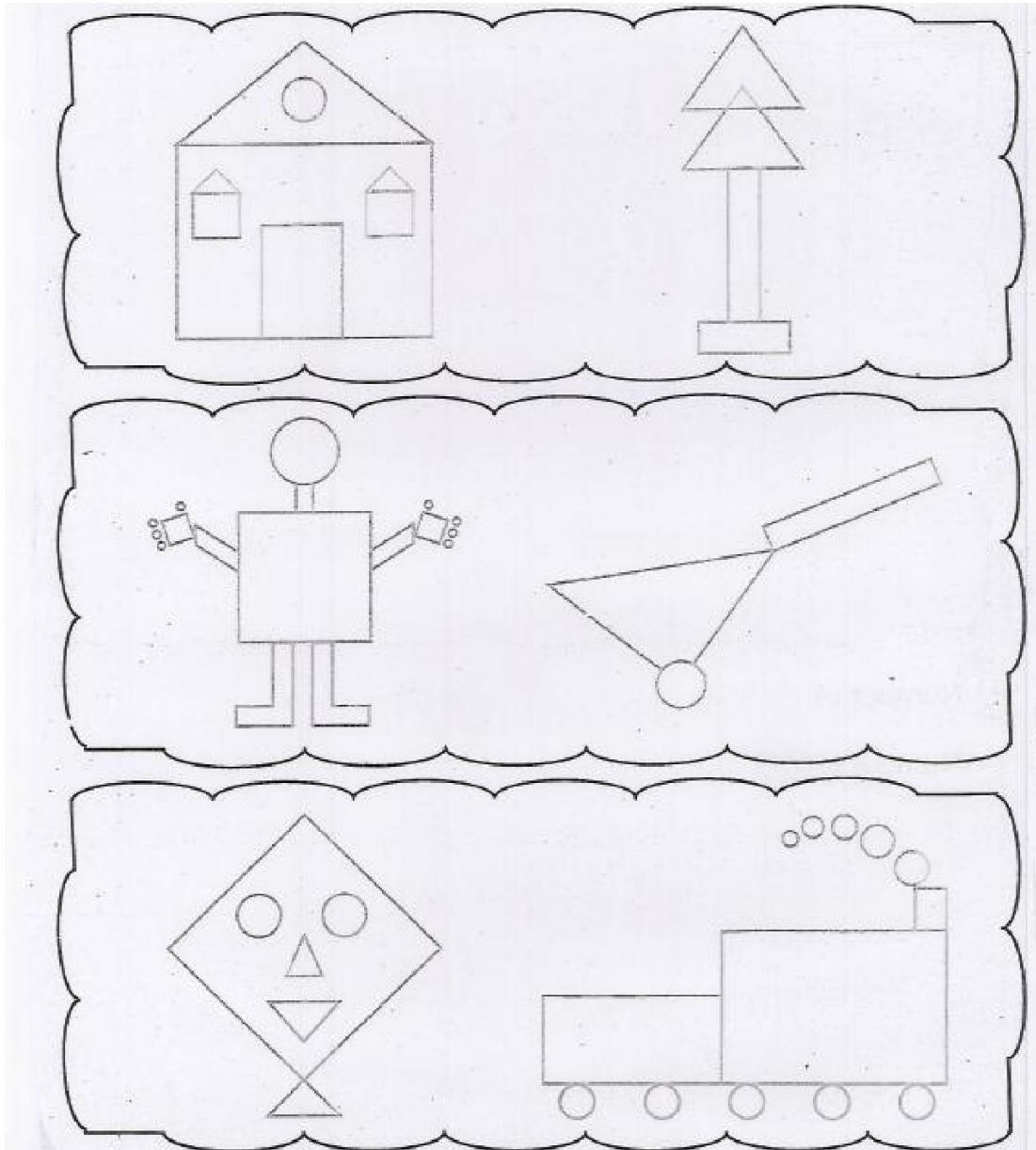
Number of \circ = _____

Number of \triangle = _____

Number of \square = _____

Competency: Problem Solving Ability

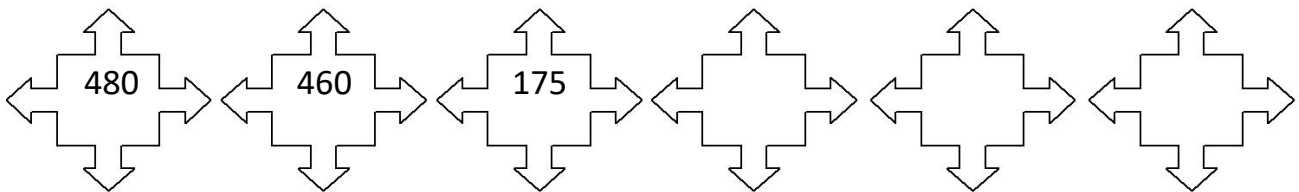
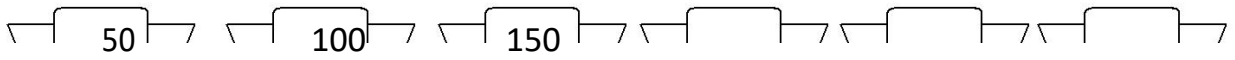
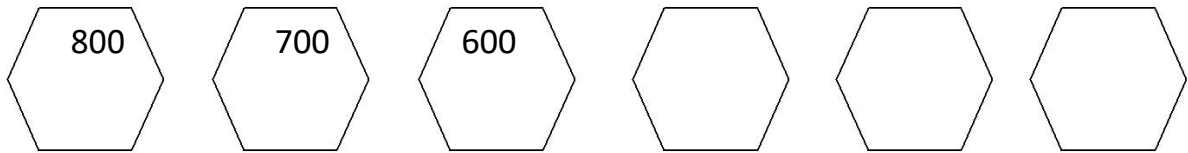
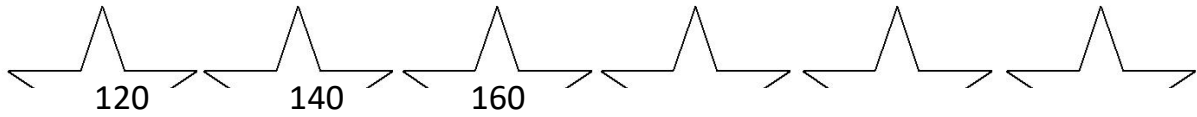
1. Colour the Squares_Red, Circles_Blue, Rectangles_Yellow and Triangles_Green in the pictures below.



6Topic : Fun with Give and Take

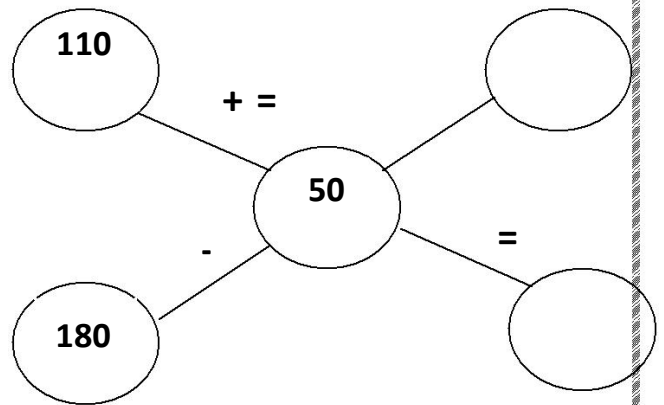
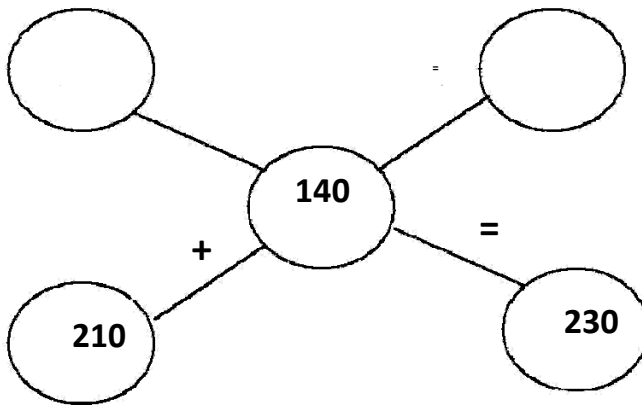
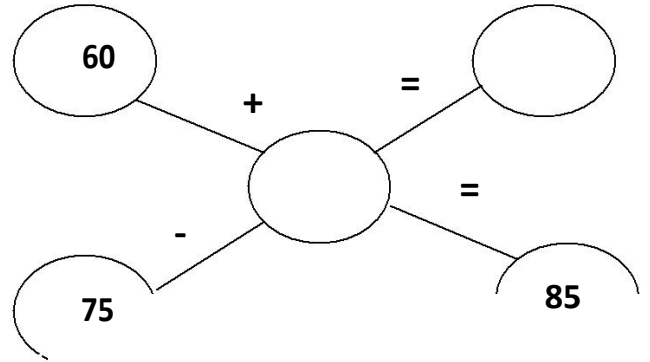
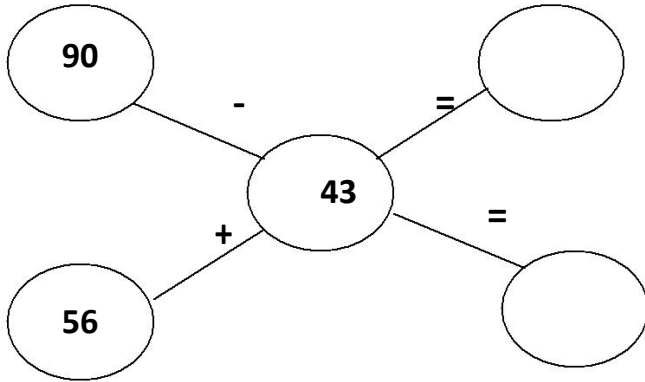
Competency: Understanding Basic Concepts

I. Find the missing numbers:



Competency: Ability to compute

I. Find the answers mentally:



Competency: Problem Solving Ability

I. Solve the following:

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

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

3. Raju bought a shirt for Rs. 135 and a trouser for Rs.189. how much money did he spend in all?

Competency: Ability to Compute

I. Check the subtraction answer using addition:

A)

2	4	5
1	3	2

+

B)

4	6	3
2	5	8

+

C)

8	5	3
2	8	4

+

D)

7	0	0
4	3	8

+

II. Solve the following:

$$\begin{array}{r} 18 \\ - 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ - 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ - 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 235 \\ - 149 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 470 \\ - 368 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 500 \\ - 276 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 604 \\ - 457 \\ \hline \\ \hline \end{array}$$

7.TOPIC: Time Goes On

Competency: Understanding Basic Concepts

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

Seconds	minutes	hours	days	months
---------	---------	-------	------	--------

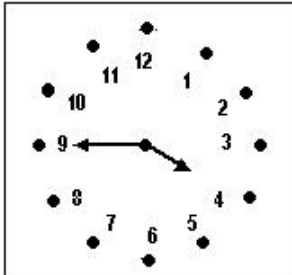
- a. To drink a glass of water _____
- b. To brush your teeth _____
- c. For the sun to rise _____
- d. To blink your eyes _____
- e. To switch on the light _____
- f. For a plant to grow _____
- g. To do your homework _____
- h. To eat your dinner _____
- i. To have a bath _____
- j. To pack your school bag _____

II. What will the time be? a.

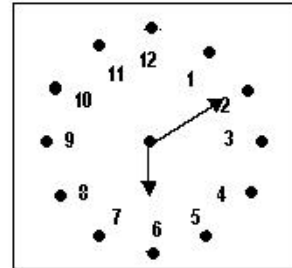
- 1 hour after 10:30
- b. 15 minutes after 3:30 c.
- 10 minutes before 1:20 d.
- 20 minutes before 5:00 e.
- 30 minutes after 4:00

Competency: Understanding Basic Concepts

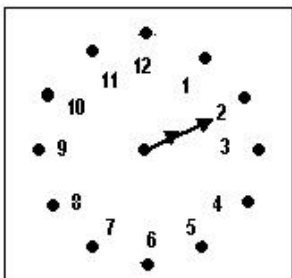
I. Match the watch with the correct time:



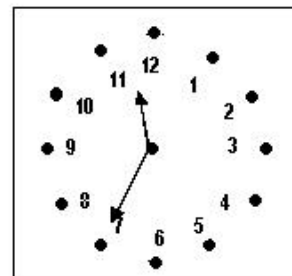
2:10



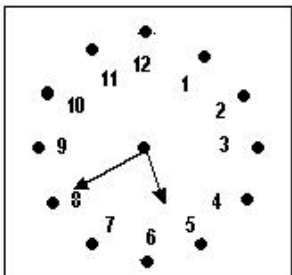
40 minutes past 5



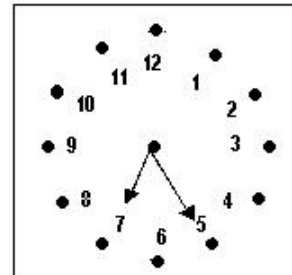
3:45



7:25



10 minutes past 6



11:35

II. Draw the clocks and show the following time:

2:30

4:45

Competency: Understanding Basic Concepts

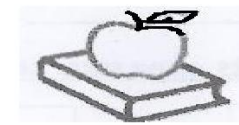
I. Lets Revise time:

- a. 1 hour = minutes.
- b. Minutes pass as the minutes hand passes from one number to another.
- c. Hand is smaller than the hand.
- d. At noon and midnight both hands point to
- e. There are hours in a day.
- f. At quarter past four the minute hand is at
- g. At 8 :30 the minute hand is at
- h. At 10:45 the minute hand points at
- i. At 20 minutes past six the minute hand points at
- j. The time 2 hours after 11:10 will be
- k. The time 15 minutes after 1 will be

8.TOPIC: Who is heavier?

Competency: Understanding Basic Concepts

I. Tick the object that will weigh more:



II. Encircle the heavier weight:

20g

50g

5kg

8kg

250g

175g

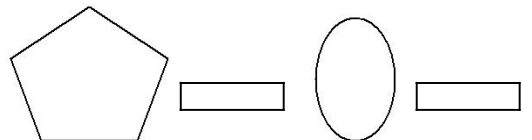
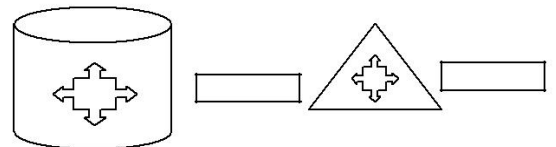
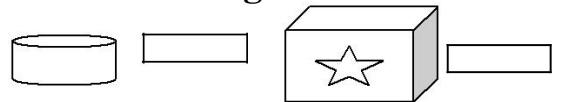
50kg

276kg

100kg

100g

III. Tick the object that will weigh less:



Competency: Understanding Basic Concepts

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

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

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

1 kg of potato

2 kg of beans

2 kg of tomatoes

1000 g of chillies

4 kg of onions

500 g of sugar

$\frac{1}{2}$ kg of rice

2 kg of brinjal + 2 kg of beetroot

Ex: 3kg of carrots = 3000 g of potatoes

1. _____
2. _____
3. _____
4. _____

Competency: Understanding Basic Concepts

I. Guess their weights and match:



2 kg



20 kg



50 g



100 g

10 kg



25 g

More than 100 kg



Competency : Ability to compute

II. Do as directed and complete the table:

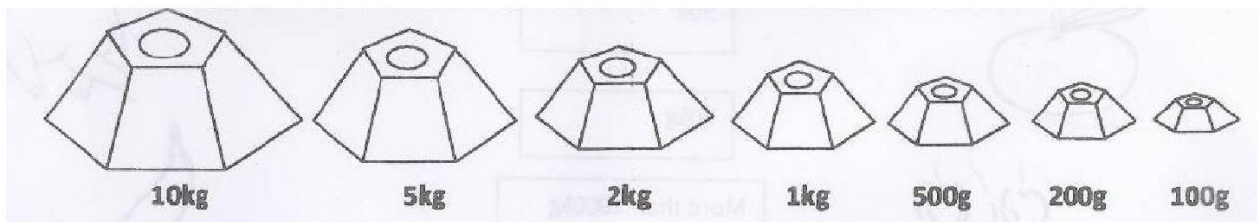
Weights	Double	Half
2000 g		
1 kg		
6 kg		
4000 g		
20 kg		

Competency: Understanding Basic Concepts

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

Less than 1 Kg	More than 1Kg
_____	_____
_____	_____
_____	_____

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



Items	Weights used
50 kg of wheat	
9 kg of beans	
Half a kg of tomatoes	
10 kg and 700 g of rice	
800 g of sugar	

9.TOPIC : How Many Times?

Competency: Understanding Basic Concepts

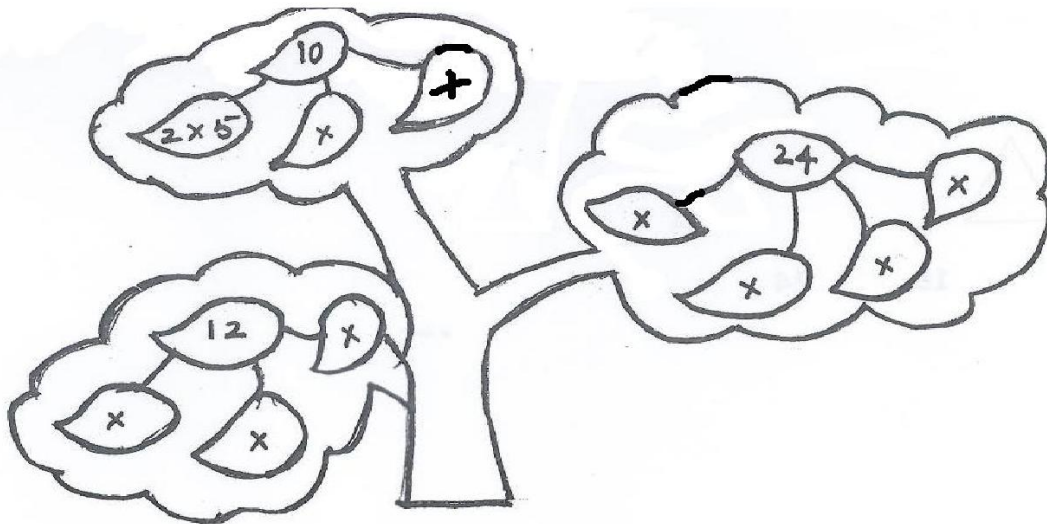
I. Complete the table:

Sl No.	Repeated Addition	In words	Multiplication
1.	$2 + 2 + 2$	3 groups of 2 are 6	$3 \times 2 = 6$
2.	$7 + 7 + 7 + 7$	4 groups of ___ are ___	___ x ___ = ___
3.	$8 + 8 + 8$		
4.	$9 + 9 + 9 + 9 + 9$		
5.	$10 + 10$		

II. Encircle the multiples of 5:

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

III. Complete the multiplication tree:



Competency: Understanding Basic Concepts

I. Look at the pattern and complete:

- a) 2, 4, 6, 8, 10, _____, _____, _____
- b) 5, 10, 15, 20, _____, _____, _____
- c) 6, 12, 18, 24, _____, _____, _____
- d) 20, 40, 60, 80 _____, _____, _____
- e) 40, 80, 120, 160, _____, _____, _____
- f) 15, 30, 45, 60, _____, _____, _____

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

- a) 10 2 = 20
- b) 4 4 = 8
- c) 8 1 = 8
- d) 10 5 = 15
- e) 4 4 = 0
- f) 6 10 = 16
- g) 2 5 = 10
- h) 10 5 = 50

Competency: Understanding Basic Concepts

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

$1 \times 8 = 8 \quad (10 - 2)$

$1 \times 9 = 9$

$2 \times 8 = 16 \quad (20 - 4)$

$2 \times 9 = 18 \quad (1 + 8 = 9)$

$3 \times 8 = 24 \quad (30 - 6)$

$3 \times 9 = 27 \quad (2 + 7 = 9)$

$4 \times 8 = 32 \quad (\underline{\quad} - 8)$

$4 \times 9 = 36 \quad (3 + 6 = 9)$

$5 \times 8 = 40 \quad (\underline{\quad} - \underline{\quad})$

$5 \times 9 = \underline{\quad} \quad (\underline{\quad} + \underline{\quad} = 9)$

$6 \times 8 = \underline{\quad} \quad (\underline{\quad} - \underline{\quad})$

$6 \times 9 = \underline{\quad} \quad (\underline{\quad} + \underline{\quad} = 9)$

$7 \times 8 = \underline{\quad} \quad (\underline{\quad} - \underline{\quad})$

$7 \times 9 = \underline{\quad} \quad (\underline{\quad} + \underline{\quad} = 9)$

$8 \times 8 = \underline{\quad} \quad (\underline{\quad} - \underline{\quad})$

$8 \times 9 = \underline{\quad} \quad (\underline{\quad} + \underline{\quad} = 9)$

$9 \times 8 = \underline{\quad} \quad (\underline{\quad} - \underline{\quad})$

$9 \times 9 = \underline{\quad} \quad (\underline{\quad} + \underline{\quad} = 9)$

$10 \times 8 = \underline{\quad} \quad (\underline{\quad} - \underline{\quad})$

$10 \times 9 = \underline{\quad} \quad (\underline{\quad} + \underline{\quad} = 9)$

II. Write the multiplication facts for the following:

Number	Multiplication Facts	
36	9 x 4	4 x 9
42		
80		
65		
14		

Competency: Ability to Compute

I. Find the product:

$\begin{array}{r} 114 \times 6 \\ \hline \end{array}$	$\begin{array}{r} 432 \times 7 \\ \hline \end{array}$	$\begin{array}{r} 257 \times 4 \\ \hline \end{array}$	$\begin{array}{r} 230 \times 5 \\ \hline \end{array}$	$\begin{array}{r} 603 \times 2 \\ \hline \end{array}$
---	---	---	---	---

II. Find the product by column method:

$\begin{array}{r} 75 \\ \times 15 \\ \hline \end{array}$	$\begin{array}{r} 47 \\ \times 14 \\ \hline \end{array}$	$\begin{array}{r} 91 \\ \times 22 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ \times 30 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ \times 19 \\ \hline \end{array}$
--	--	--	--	--

Competency : Understanding Basic Concepts

III. Fill in the blanks:

1. $21 \times 100 = \underline{\hspace{2cm}}$

7. $\underline{\hspace{2cm}} \times 100 = 1700$

2. $87 \times 200 = \underline{\hspace{2cm}}$

8. $9 \times 300 = \underline{\hspace{2cm}}$

3. $66 \times 10 = \underline{\hspace{2cm}}$

9. $10 \times 900 = \underline{\hspace{2cm}}$

4. $607 \times \underline{\hspace{2cm}} = 6070$

10. $700 \times 10 = \underline{\hspace{2cm}}$

5. $\underline{\hspace{2cm}} \times 100 = 5000$

11. $40 \times 10 = \underline{\hspace{2cm}}$

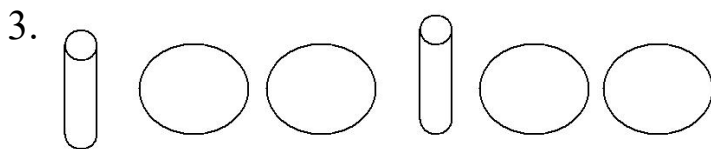
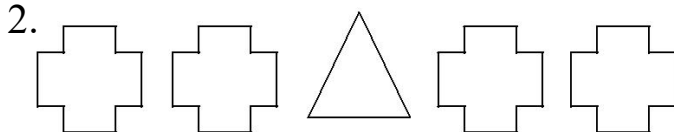
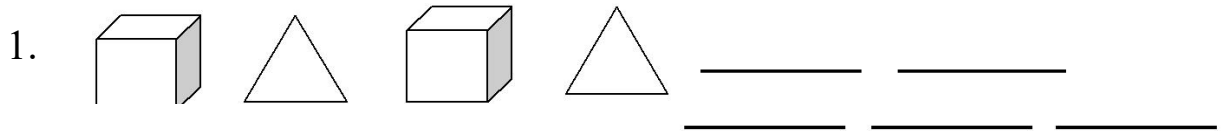
6. $10 \times 85 = \underline{\hspace{2cm}}$

12. $\underline{\hspace{2cm}} \times 10 = 1460$

10.Topic : Play with Patterns

Competency: Understanding Basic Concepts

I. Observe the pattern and continue:



Competency: Ability to compute

II. Complete the following number patterns:

- i. 5, 10, 15, 20, _____, _____, _____, _____
- ii. 8, 18, 28, 38, _____, _____, _____, _____
- iii. 99, 199, 299, 399, _____, _____, _____, _____
- iv. 275, 274, 273, 272, _____, _____, _____, _____

Competency: Formation of Numbers

I. Complete the following statements:

1. All numbers that end with 0, 2, 4, 6 and 8 are called _____ numbers.
2. All numbers that end with 1, 3, 5, 7 and 9 are called _____ numbers.
3. If we add 1 to an even number we get a _____ number.
4. If we add 1 to a odd number we get an _____ number.
5. If we add an odd number to a odd number we get an _____ number.
6. If we add an even number to a odd number we get a _____ number.
7. The greatest 1 digit even number is _____.
8. The smallest 1 digit odd number is _____.
9. The greatest 2 digit odd number is _____.
10. The smallest 2 digit odd number is _____.

Competency: Ability to Compute

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

1.	15	+	10	=	25	Odd
2.	28	+	14	=		
3.	54	-	10	=		
4.	68	-	60	=		
5.	4	x	5	=		
6.	7	x	7	=		

Competency: Understanding Basic Concepts

II. Colour as directed:

12	7	569	124	65
23	476	3	231	49
100	347	541	670	54
84	900	675	1	98
16	477	55	609	8

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

Competency: Understanding Basic Concepts

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

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

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

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

d) XXISSaTTmEEiFFnQQtVVhMMeAApUUICCaHHyZZgAArUUo
MMuLLnRRd

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

Mohan

Shilpa

Lila

Nandu

Chitra

Pawan

Venu

Ahmed

Zeenat

Sameer

11.Topic : Jugs and Mugs


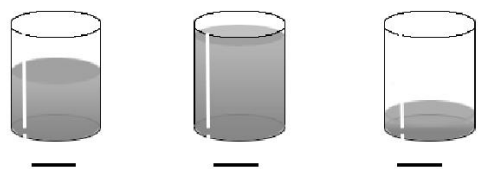


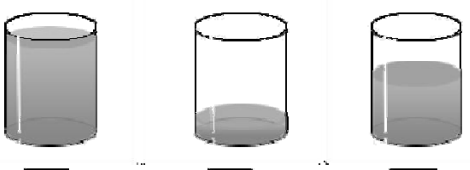

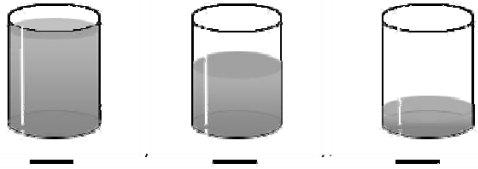

Competency: Formation of Numbers

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

SL.NO	LITRE	MILLILITRE
1.	Half a litre	
2.	Three fourth litre	
3.	One fourth litre	
4.	Two litres	
5.	Two and a half litre	
6.	Three litres	
7.	Five and a quarter litre	
8.	Six litres	
9.	Seven litres	
10.	Eight litres	

Competency: Understanding the Basic Concept

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

<p>A) Which teapot contains the most tea?</p> 	<p>B) Which glass holds the most juice?</p> 
<p>C) Which mug holds the most cocoa?</p> 	<p>D) Which bottle holds the most bubble bath?</p> 
<p>E) Which glass holds the least juice?</p> 	<p>F) Which bottle holds the most bubble bath?</p> 
<p>G) Which glass holds the most juice?</p> 	<p>H) Which bottle holds the least bubble bath?</p> 

Competency: Ability to Compute

1. Solve the Word problems:

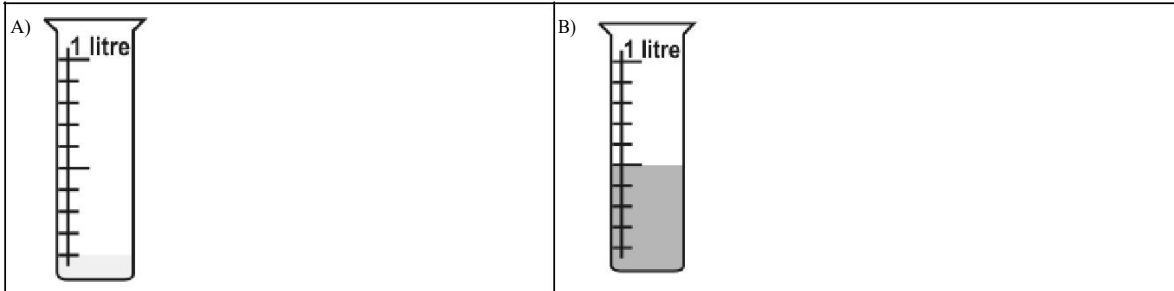
<p>2. Mrs. Honey pot uses 6 glasses of water to make one jug of juice. How much water will she use to make three jugs of juice?</p>	
<p>3. The label on the bottle suggests that I use one part orange squash to five parts water. If I put seven cups of orange squash into a jug, how much water should I add?</p>	
<p>4. A bottle holds 2 liters of water. David opens a new bottle and drinks half. How much water is left in the bottle?</p>	
<p>5. A carton of orange juice holds 2 liters. How many 500ml glasses can I pour from it?</p>	

Competency: Problem Solving Ability

1. Write out the amount of liquid by using the scale:

Note : 1 litre = 1000 millilitres or 1000 ml

one marking on the jar = 100 millilitres or 100ml



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

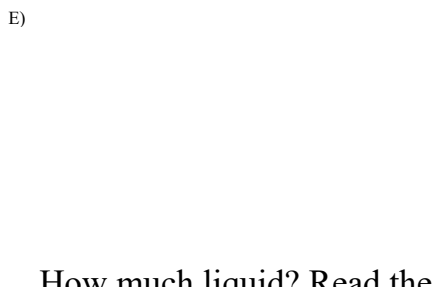
How much liquid? Read the scale.
Write the answer.



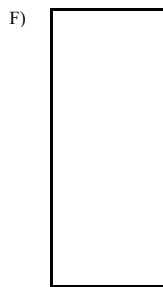
How much liquid? Read the scale.
Write the answer.



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



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

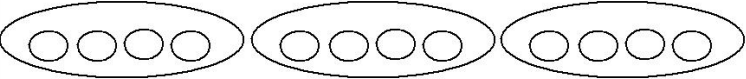
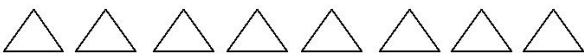
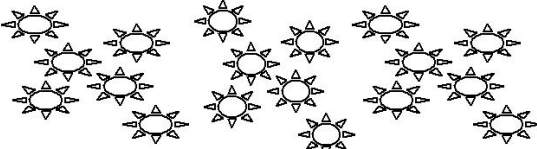
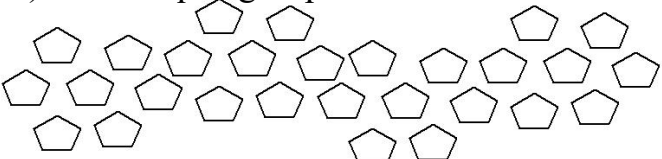
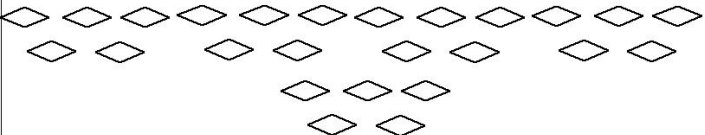


How much liquid? Read the scale. Write the answer.

12.Topic : Can we share?

Competency: Formation of Numbers

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

<p>a) Make equal groups of 4</p> 	$\square \div \square = \square$
<p>a) Make equal groups of 2</p> 	$\square \div \square = \square$
<p>a) Make equal groups of 6</p> 	$\square \div \square = \square$
<p>a) Make equal groups of 7</p> 	$\square \div \square = \square$
<p>a) Make equal groups of 5</p> 	$\square \div \square = \square$

Competency: Understanding the Basic Concept

1. Write 2 division facts for the following multiplication facts

Ex $6 \times 3 = 18$	$18 \div 3 = 6$	$18 \div 6 = 3$
$7 \times 4 = 28$		
$9 \times 5 = 45$		
$6 \times 8 = 48$		
$5 \times 7 = 35$		
$8 \times 9 = 72$		
$3 \times 8 = 24$		
$7 \times 9 = 63$		

Competency: Ability to compute

1. Fill in the boxes (Properties of division)

a) $8 \div 8 =$

b) $9 \div 1 =$

c) $0 \div 5 =$

d) $6 \div$ **= no meaning**

e) $20 \div$ **= 20**

f) $14 \div$ **= 1**

g) $15 \div$ **= 15**

h) **Division is repeated**

i) **Dividend =** **× Quotient +**

Competency: Ability to Compute

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

1.

$57 \div 6$



$$\begin{array}{r} 9 \\ 6 \overline{) 57} \\ \underline{54} \\ 03 \end{array}$$



Dividend = 57
Divisor = 6
Quotient = 9
Remainder = 3

2.

$38 \div 6$



Blank box for vertical division of 38 by 6.



Dividend =
Divisor =
Quotient =
Remainder =

3.

$82 \div 9$



Blank box for vertical division of 82 by 9.



Dividend =
Divisor =
Quotient =
Remainder =

4.

$65 \div 7$



Blank box for vertical division of 65 by 7.

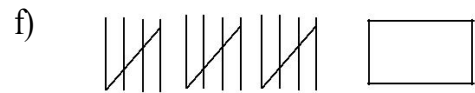
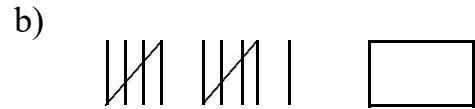


Dividend =
Divisor =
Quotient =
Remainder =

13.Topic : Smart Charts

Competency: Formation of Numbers

Read and write the number for the given tally marks.



2. Draw tally marks for the following numbers

a) 7

b) 9

c) 13

d) 21

e) 19

f) 25

Competency: Understanding the Basic Concept

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

Painting	10
Dancing	8
Music	5
Craft	15
Cycling	13
Gardening	14
Stamp collection	10
Reading	9

- (a) Which is the most popular hobby?

- (b) Which is the least popular hobby?

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

- (d) How many students like gardening?

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

Competency: Ability to compute

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

Days	No of students Absent
Mon	4
Tue	3
Wed	8
Thurs	9
Fri	5
Sat	10

Mon

Tuesday

Wed

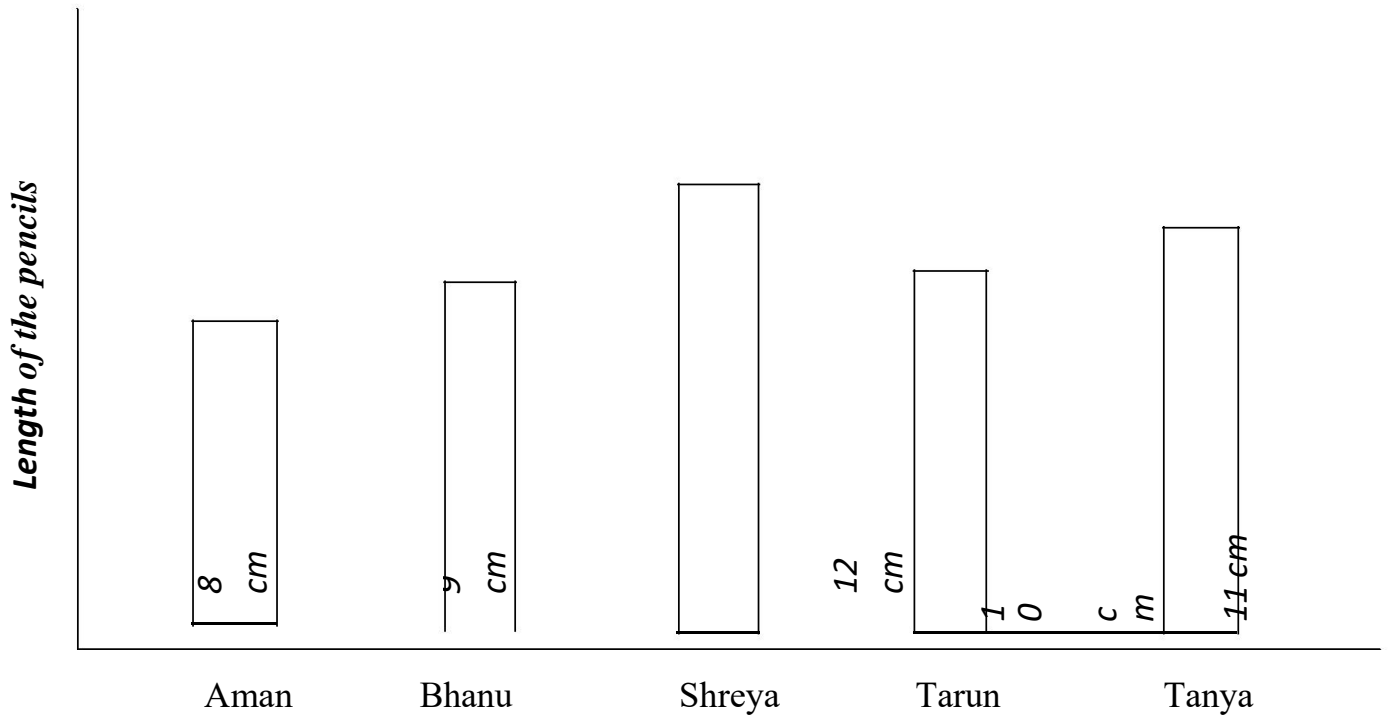
Thursday

Fri

Sat

Competency: Understanding the Basic Concept

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



Study the above chart and answer the following questions

- (a) The length of Aman's pencil is _____ cms.
- (b) The length of Shreya's pencil is _____ cms.
- (c) Length of Bhanu's pencil is _____ than Tanya's pencil (more, less).
- (d) The difference between the length of pencils of Tarun and Aman is _____ cms

14.Topic : Rupees and Paise

Competency: Ability to Compute

I) Convert the following into Paise:-

1. 1 Rupee = Paise

2. 9 Rupees = paise

3. 6 Rupees = paise

4. Rs 7.75 = paise

5. Rs 8.50 = paise

6. Rs 9.25 = paise

II) Convert the following into Rupees:-

1. 375 paise = Rs.

2. 700 paise = Rs.

3. 75 paise = Rs.

4. 810 paise = Rs.

5. 250 paise = Rs.

6. 645 paise = Rs.

Competency: Ability to Compute

I) Simplify:-

a) Subtract the sum of Rs 4.25 and 19.25 from Rs 45.75

b) Find the sum of Rs. 220 and Rs 90 and subtract from 675 .50

c) Find the difference of Rs. 400.00 and Rs.165.50 and add it to Rs.246.50

d) Find the sum of Rs 500.00 and Rs 276.50 and subtract it from Rs.965 .50.

Competency: Problem Solving

1. Complete the bill and write the total money spent

Item	Cost per item	Quantity	Total Cost
Water Bottles	RS. 50.00	4 water bottles	
Pencil Boxes	Rs. 20,00	3 pencil boxes	
Socks	Rs. 35.00	2 pairs of socks	
Shirts	Rs. 75.00	3 shirts	
Poster colours	Rs. 40.00	4 poster colours	
Total			

Competency: Understanding the Basic concept.

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

$$\boxed{\text{Rs. 30/-}} \quad \boxed{\text{Rs. 10/}} \quad \overbrace{50 \text{ ps}} \quad = \quad \text{Rs.40.50}$$

Forty rupees fifty paise

$$\boxed{\text{Rs. 30/-}} \quad \boxed{\text{Rs. 20/}} \quad \overbrace{20 \text{ ps}} \quad =$$

$$\boxed{\text{Rs. 30/-}} \quad \boxed{\text{Rs. 30/}} \quad \boxed{\text{Rs. 10/}} \quad =$$

$$\overbrace{\text{Rs. 50/-}} \quad \overbrace{\text{Rs. 50/-}} \quad \overbrace{5 \text{ Rs}} \quad \overbrace{5 \text{ Rs}} \quad =$$

$$\boxed{\text{Rs.100/-}} \quad \boxed{\text{Rs.100/}} \quad \boxed{\text{Rs. 50/-}} \quad =$$