



G.D Goenka Public School

Saderbal, Lal Bazar Srinagar, J&K - 190023 - Affiliated to CBSE Vide No.730090

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Aspect: Mathematics winter Assignment:2022/2023

Note:

- 1. The given content needs to be printed.**
- 2. All the project work is voluntary/optional.**

Work Time

Instructions:

- 1. Students are recommended to complete the assigned work by printing the given assignment.**
- 2. Use of pencil for writing purpose will be preferred.**
- 3. The attempted work/project should be kept in safe custody as they are to be submitted to the school once the school reopens.**
- 4. Students are also encouraged to keep up their writing of times tables everyday in order to improve their multiplication.**
- 5. Students are also encouraged to practise 3 addition sums and 3 subtraction sums everyday.**

Learning Objective:

- ✓ This assignment will help the students to recapitulate the concepts of numbers, addition, subtraction, multiplication, fractions, division and time.
- ✓ Students will be able to do addition and subtraction using different strategies.
- ✓ Students will be able identify the difference between the hour and minute hands of an analog clock, students will be able to read an analog clock and the digital clock on their own.
- ✓ Students will be able to know how to multiply numbers with more than 2-digits and different number of digits.
- ✓ Students will be able to recognize that division is the opposite of multiplication.

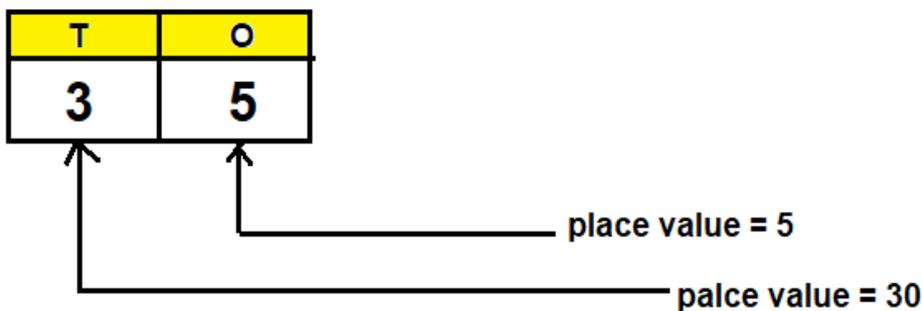
Module 1

❖ Place value and Face Value

The place value and face value of a digit is its position in that number. For example, in the number 15, the place value of 5 is 5 ones and the place value of 1 is 1 ten.

Now, consider the number 35.

The place value of zero is always zero.



The place value of a digit in a number is the value of the digit based on its place in the number.

For example: 263

First write the given number in place value chart.

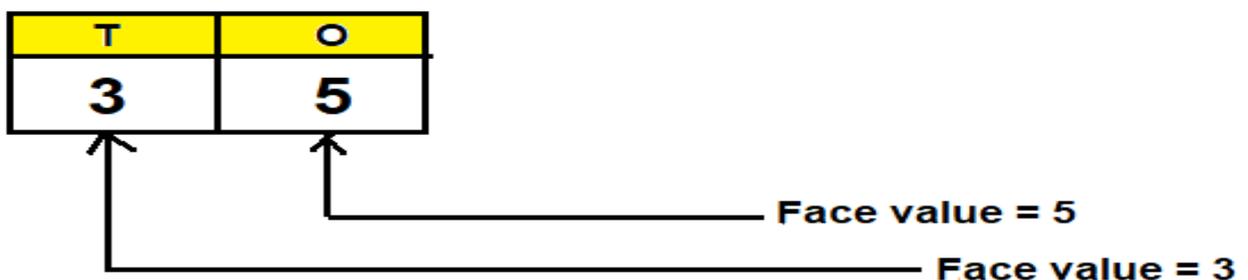
H	T	O
2	6	3

Thus, the place value of 2 = $2 \times 100 = 200$

the place value of 6 = $6 \times 10 = 60$

the place value of 3 = $3 \times 1 = 3$

The face value of a number is the number itself, regardless of its position in that number. Example:



The face value of a digit in a number is the actual value of the digit.

For example: In 432, the face value of

4 is 4

3 is 3

2 is 2

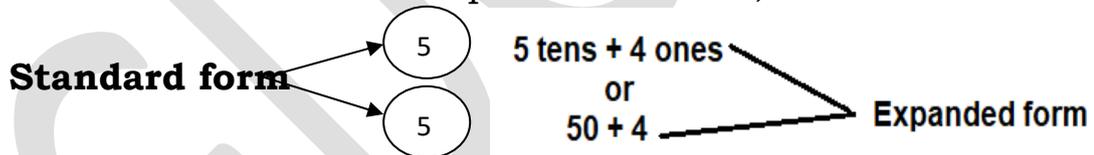
Number	Place value	Face value
3④5	40	4
6 7⑧		
⑨7 9		
4⑥7		
2 3⑥		

❖ Expanded and Standard Form

Expanded form is a way of expressing the number as the sum of the place values of all the digits.

Example 1: write 54 in the expanded form.

Solution: we can write 54 in expanded form as,



The expanded form of a number is a way of expressing it as the sum of the place values of all its digits.

Example: Write the expanded form of 458

$$458 = 4 \text{ hundred} + 5 \text{ tens} + 8 \text{ ones}$$

or

$$400 + 50 + 8$$

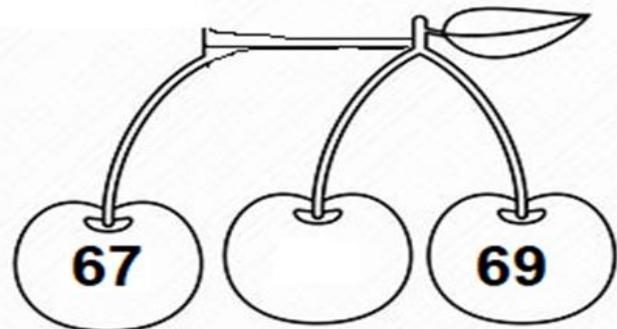
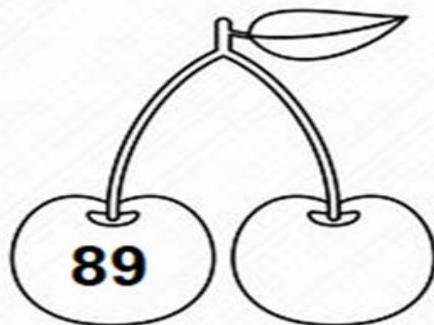
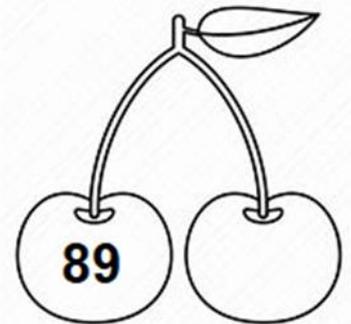
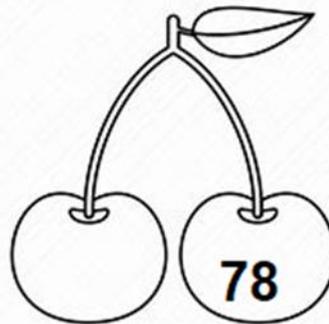
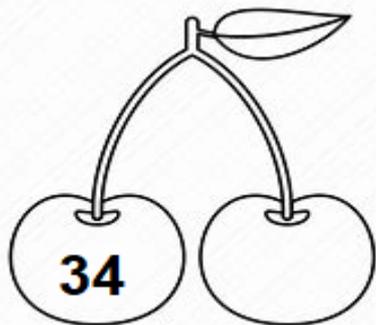
When a number is written in figures, it is known as the standard form.

Example: Write the standard form of $300 + 60 + 8$.

Solution: The standard form of $300 + 60 + 8 = 368$

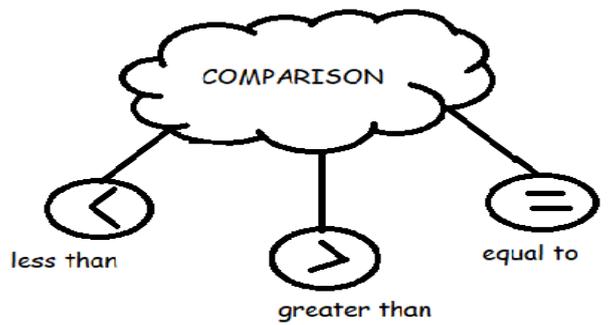
Number	Standard form	Expanded form
345	345	$300 + 40 + 5$
567		
789		
908		
456		

Write Before, After, Between



❖ Comparison of Numbers.

Comparing a number tells us which is greater and which is smaller

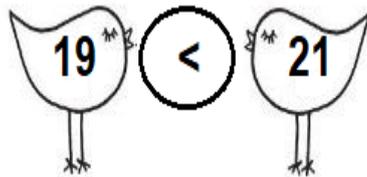


Rules for comparison

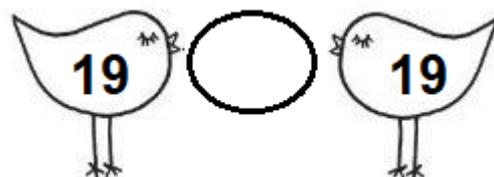
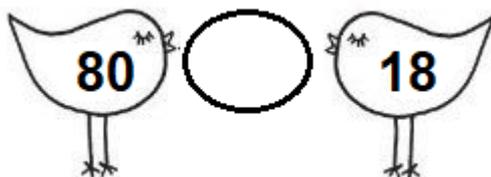
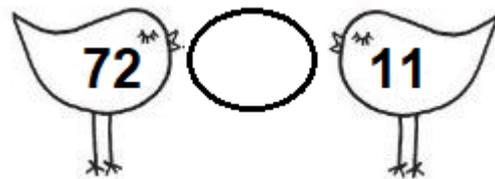
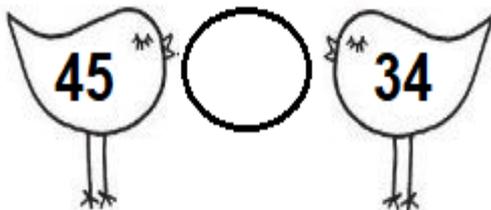
- 1) A number having more digits is greater.
- 2) If number of digits is same then we compare digits left to right.
(I.e. From higher place value)

We know that

- > stands for greater than
- < stands for less than
- = stands for equal to



My Practice Time:



Use symbol >, < or = in the circle.

a) 75 — — 57

b) 90 — — 85

c) 98 — — 89

d) $7 + 5$ — — $6 + 6$

e) $10 - 2$ — — $10 + 2$

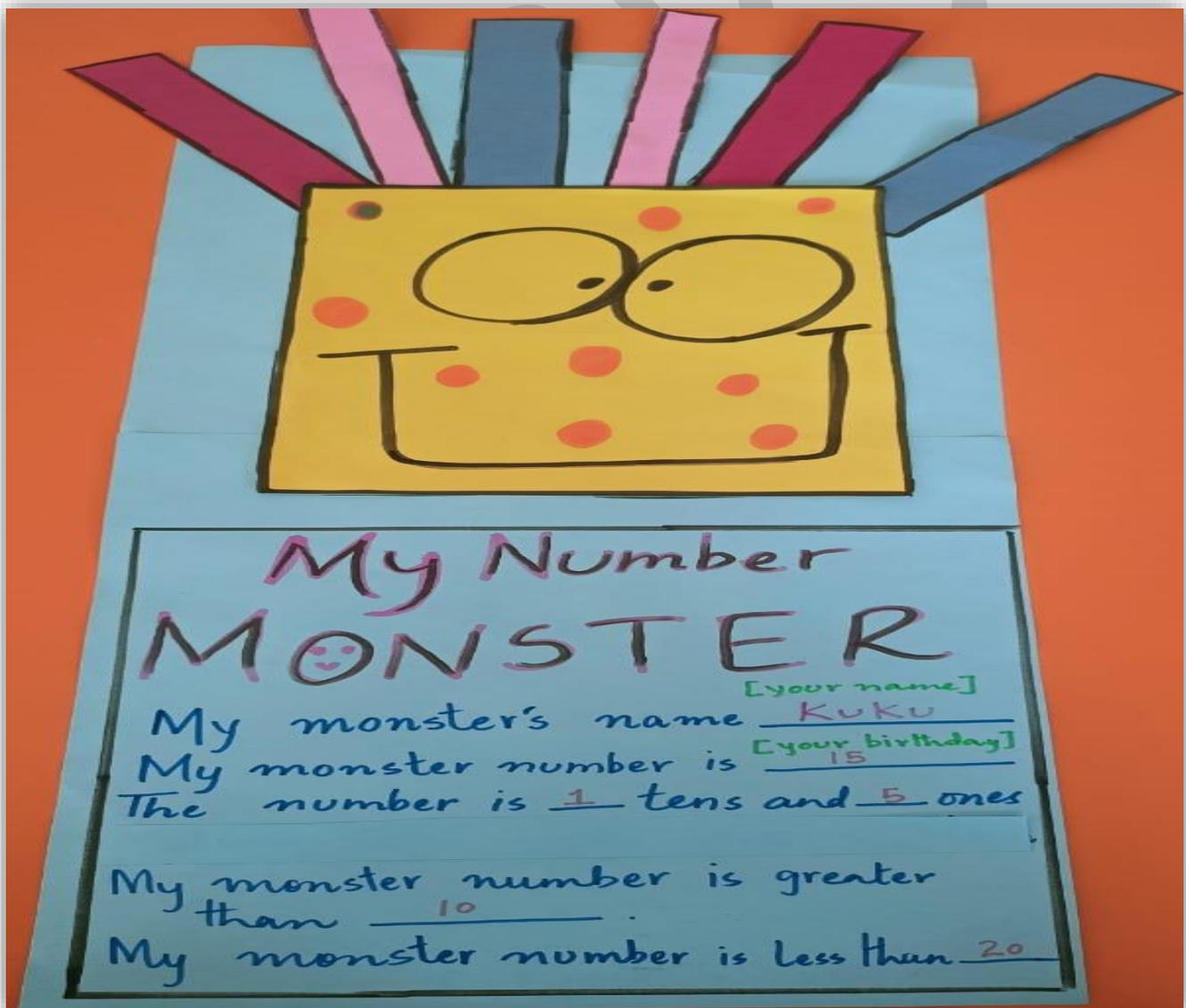
f) $15 - 4$ — — $12 + 2$

Project Time:

Material Required: craft paper, colours, scissors and glue stick.

Aim and objective: by doing this cut and paste activity students will be able to understand the place value of the digits in a number, they will be able to do the comparison of the numbers.

Sample picture for the same has been given below.



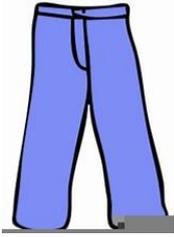
Module 2

Topic: Even and Odd Numbers

- ❖ Even numbers can be put into pairs.

For Example, 2 is a number. Any 2 things together always make a pair.

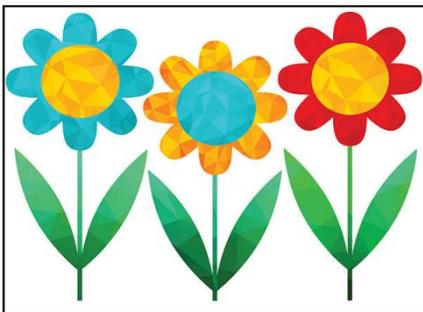
Things in pair



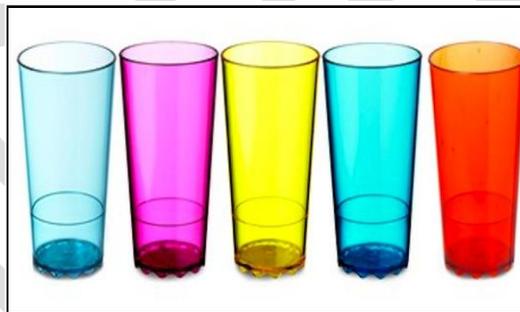
Thus, any number whose ones place has 0, 2, 4, 6, 8 is an even number.

- ❖ Odd numbers cannot be put into pairs. 3 is an odd number as after making a pair, one will be left unpaired.

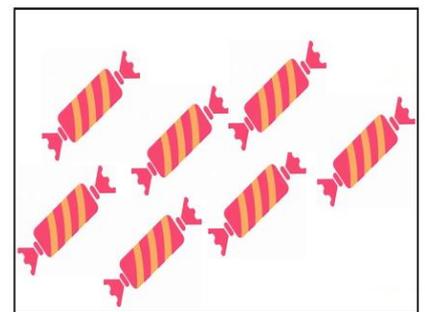
Things not in pair



3 flowers



5 Glasses



7 Toffees

Thus, any number whose ones place has 1, 3, 5, 7 or 9 is an odd number.

Circle odd or even.

63 odd even

71 odd even

53 odd even

19 odd even

27 odd even

69 odd even

82 odd even

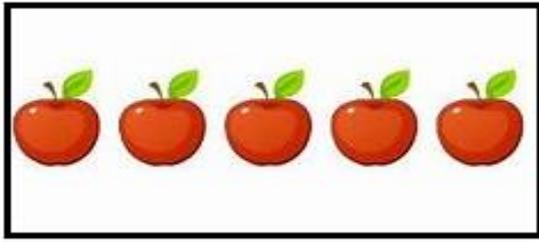
44 odd even





My Practice Time:

1. Circle the objects and form pairs. Also write odd or even.

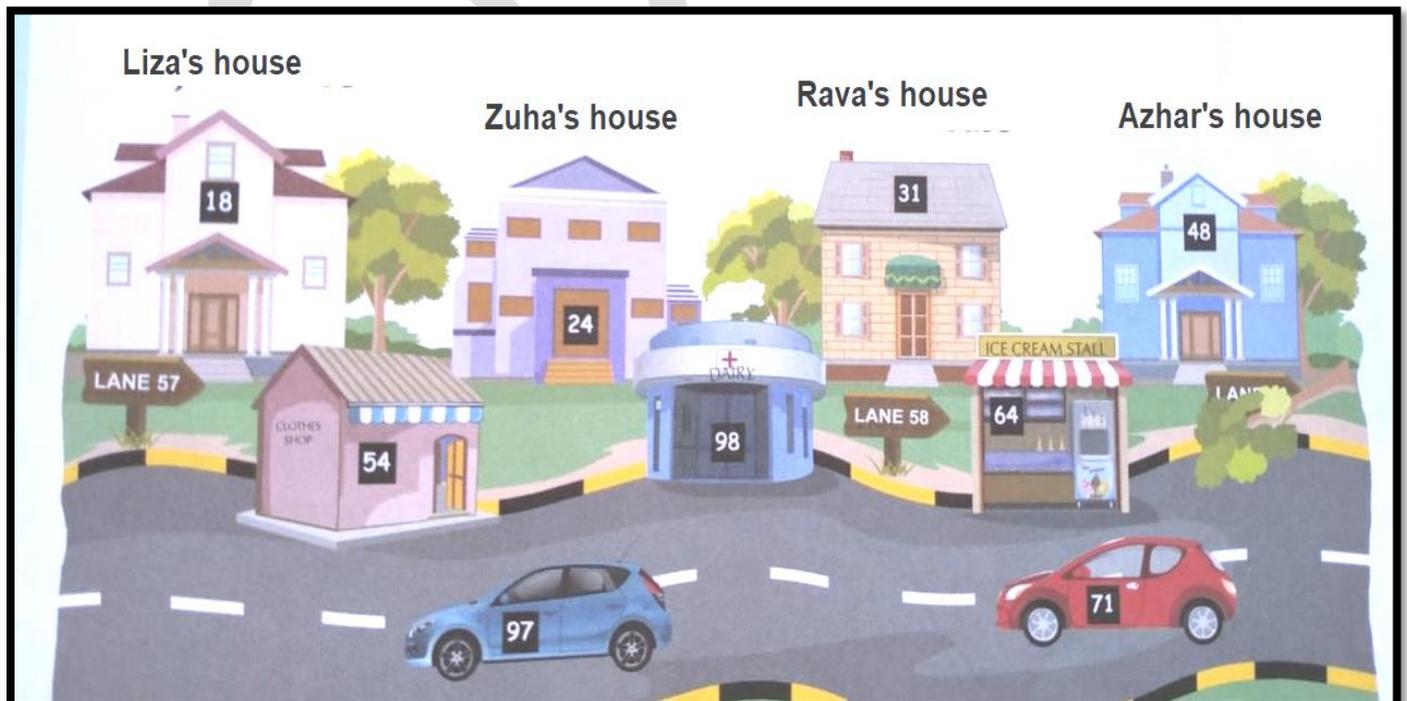


2. Tick (✓) the even numbers and cross out (x) the odd numbers.



My Practice Time:

These are Liza's, Zaha's, Rava's and Azhar's house. Look at all the numbers on and around the house.



Now, answer these questions.

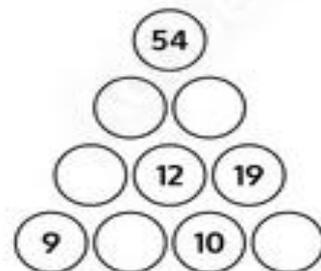
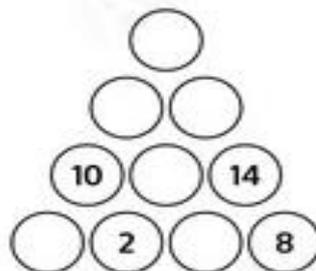
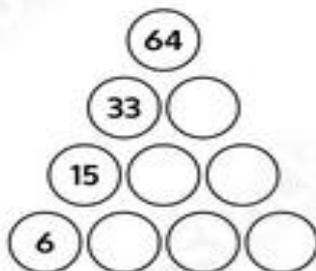
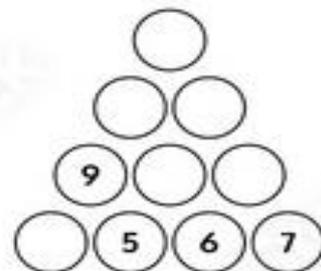
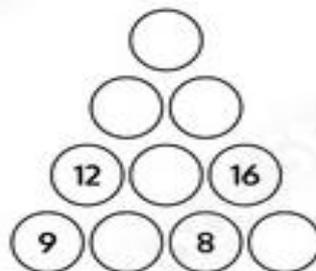
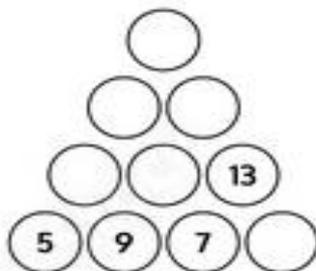
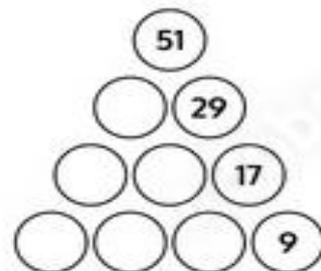
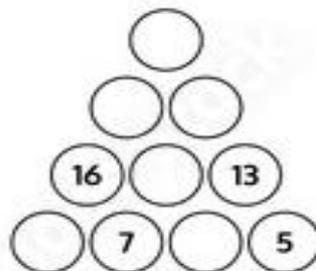
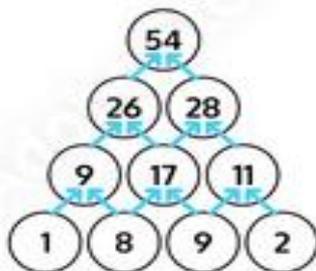
1. Amongst the four house numbers, whose house number is the greatest of all _____.
2. Write the place value of each of the digit of Azhar's house number _____.
3. Look at this expanded number $60 + 4$ _____.
4. Write the number name for both the cars

97 _____

71 _____

FUN TIME

Math Pyramids.



Module 3

Word problems:

Before solving the story sum check the clue words in the story sum



Add
Sum
Total
All together
Plus
In all



Follow the steps:

1. Read the question.
2. Circle the number.
3. Underline the clue word.
4. Mark the places i.e. ones (o) and Tens (T) and solve the mystery.

DEFINITION

Addition means putting together. The numbers to be added are called addends.

SIGN

It is denoted by "+"

METHOD

We "count on (forward)" in addition.

Fun Activity

Make an addition story using the numbers given below.

Then, solve it.



36 cookies



28 cupcakes



29 ice-creams

Mrs. Dutta arranged a kitty party so she baked cookies and cup cakes for her guests meanwhile Mr. Dutta went to the market and got icecream from the market so that all the guests can have some desert. now let us find out the total number of snacks that Mrs. Dutta arranged for her kitty party.



she baked 28 cup cakes



she baked 36 cookies



Mr. Dutta got 25 icecreams from the market for the guests



Now let us frame the statements and solve the story sum.

Number of cookies baked by mrs.dutta = 36

Number of cupcakes baked by mrs.dutta =28

Number of ice-creams bought from market = 29

so, the total number of snacks arranges for the kitty party by mr. and mrs.dutta

$$\begin{array}{r}
 \textcircled{2} \text{ T} \quad 0 \\
 3 \quad 6 \\
 2 \quad 8 \\
 + 2 \quad 9 \\
 \hline
 9 \quad 3 \\
 \hline
 \end{array}$$



Let's Practice

Read the statement sums carefully, write the statements as well and show the calculation for each question in the given space

1. Mona's garden has 12 neem trees, 10 mango trees and 5 orange trees. How many trees are there in all?



Blank space for writing the answer to Question 1.

2. Amir loves reading. He has 36 comic books, 19 story books and 9 puzzle books in his collection. How many books does he have in all?



Blank space for writing the answer to Question 2.

Learn as one:

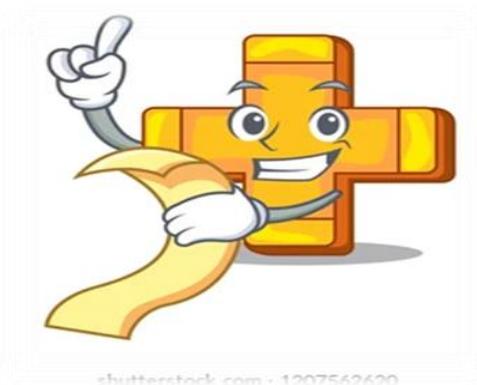
Go with your parents to a park on 2 different days. Note down the animals and birds that you see in the park. Choose about 5 or 6 of them for your project. Put the names in the first column of the table. Count the number of each one on two different days. Paste pictures of each kind. Complete the last column of the table.



	DAY 1	DAY 2	TOTAL
DOG 	24	21	45

Module 4

ADDITION



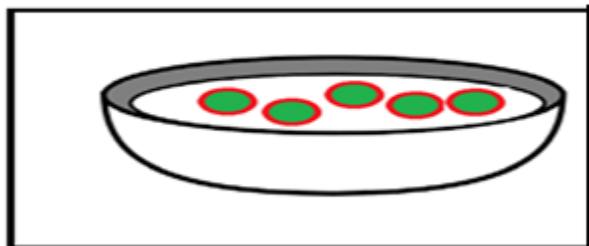
By the end of this assignment, student should be able to:

- Understand meaning of addition
- How to carry out addition on a number line
- How to skip numbers on a number line.

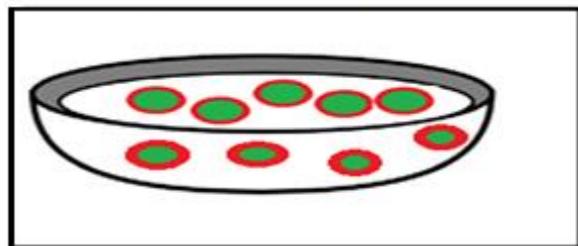
❖ **Warm up**

Draw number of beads equal to the total of the numbers in each case

$$3 + 2 = 5$$



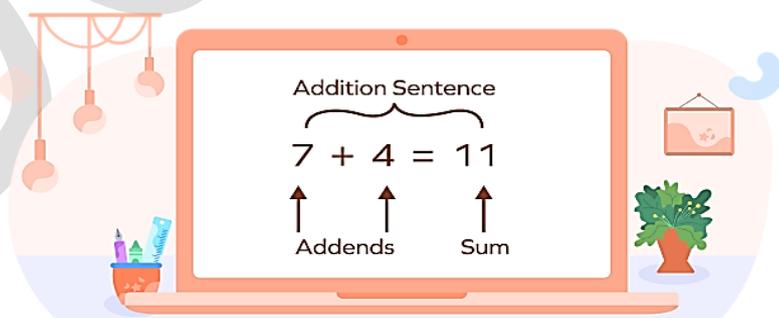
$$5 + 4 = 9$$



Explanation:

Addition is a way of combining things and counting them

together as one large group. Addition in math is a process of combining two or more numbers. Addends are the numbers added, and the result or the final answer we get after the process is called the sum. The addition symbol used to indicate adding numbers is “+” (also called the plus symbol).



Strategies of addition

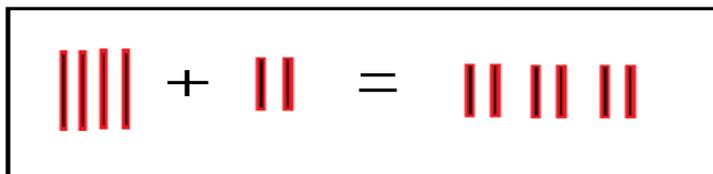
Traditional method: In traditional, children are asked to draw lines equal to first addend, then equal to second addend and finally count them together to get the required answer.

Example $4 + 2$

Step 1: Draw 4  lines

Step 2: Draw 2  lines

Step 3: Count them together which equals to 6


$$\begin{array}{ccccccc} | & | & | & | & + & | & | & = & | & | & | & | & | & | \end{array}$$

❖ Bigger number in the mind and smaller number on hand

We keep the bigger addend in the mind and the smaller one on fingers and since sign is “plus” we will count forward after the number that is in the mind.

Addition Fact

fact 1.

Adding Zero

When you add zero to a number, the sum is the number itself.

$$9 + 0 = 0$$

$$12 + 0 = 0$$

$$100 + 0 = 0$$

fact 2.

Adding 1

When you add 1 to a number, the sum is the next number.

$$6 + 1 = 7$$

$$19 + 1 = 20$$

$$199 + 1 = 200$$

fact 3.

Order of addition

Numbers can be added in any order. Their sum will remain the same.

$$15 + 5 = 20$$

$$5 + 15 = 20$$



Mental Math

1) $14 + 7 = \underline{\quad}$

2) $17 + 7 = \underline{\quad}$

3) $25 + 9 = \underline{\quad}$

4) $50 + \underline{\quad} = 55$

5) $1000 + \underline{\quad} = 1001$

6) $119 + \underline{\quad} = 124$

7) $15 + \underline{\quad} = 14 + \underline{\quad}$

8) $24 + \underline{\quad} = 26 + \underline{\quad}$

9) $18 + \underline{\quad} = 20$

10) $56 + \underline{\quad} = 56$

11) $29 + 0 = \underline{\quad}$

12) $95 + 1 = \underline{\quad}$

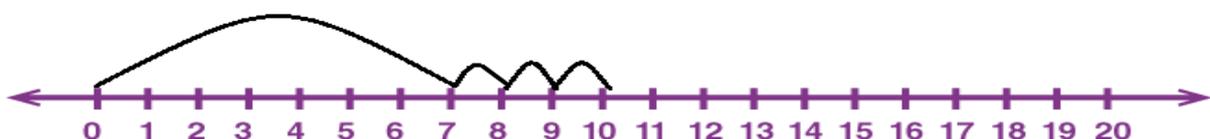
Addition on a number line:



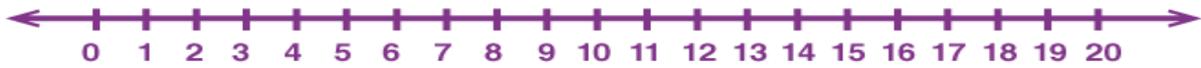
Addition on number line helps us to visually perform the addition operation on small numbers. A number line is a visual representation of numbers on a straight line where the value of the numbers increases as we move from left to right. Addition on number line is as simple as counting positive numbers by moving towards the right-hand side of a number line. It helps us to visually understand the addition operation using small numbers.

Add on the number line

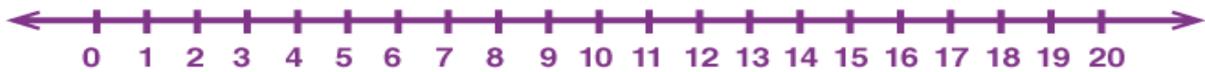
Example: $7 + 3$



a) $12 + 4$



b) $16 + 3$



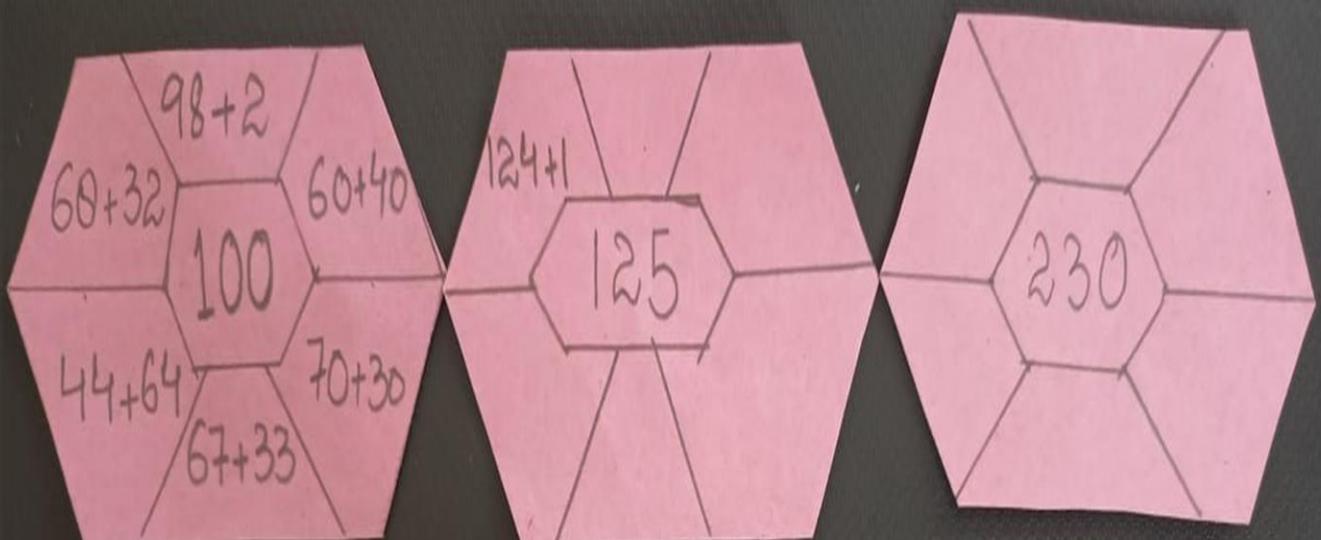
Project:

Material required: craft paper, scissors.

Aim and objective: students will be able to think and solve the addition by writing 6 pairs of numbers that will add up to the number given in the centre.

One question has been done now students are instructed to solve the other two questions using craft paper.

Sample picture:



Module 5

Warm up

Sheena was helping her grandfather in the farm

I have plucked 3 mangoes out of 34 in the tree.
How many mangoes are left in the tree, Grandpa?



It is simple Sheena. Keep 34 in the mind, 3 in the fingers and then, count backwards.

Now let us help Sheena count the mangoes left in the tree.



$$\begin{array}{ccccccc} 34 & - & 3 & = & 31 \\ \downarrow & & \downarrow & & \\ \text{34 in mind} & & \text{3 in the fingers} & & \end{array}$$

Go for it

a) Subtract by counting backwards.

i) $123 - 7 = \underline{\quad}$

ii) $187 - 12 = \underline{\quad}$

iii) $254 - 15 = \underline{\quad}$



Challenge Question.

298 is how much greater than 164? _____



There are some proverbs. Count the vowels and the letters. Find the number of consonants by subtracting the number of vowels from the total number of letters.

Proverbs	Total number of letters	Number of vowels	Number of consonants
Honesty is the best policy			
Healthy makes wealthy			
There's no place like home			
Practice makes perfect			
Two heads are better than one			



74	-		=	
-				-
	-		=	23
=				=
21		51	-	23
			=	

	-	12	=	
-				-
32	-		=	18
=				=

Module 6

Topic: Multiplication on a Number Line

Let us look at an example now.



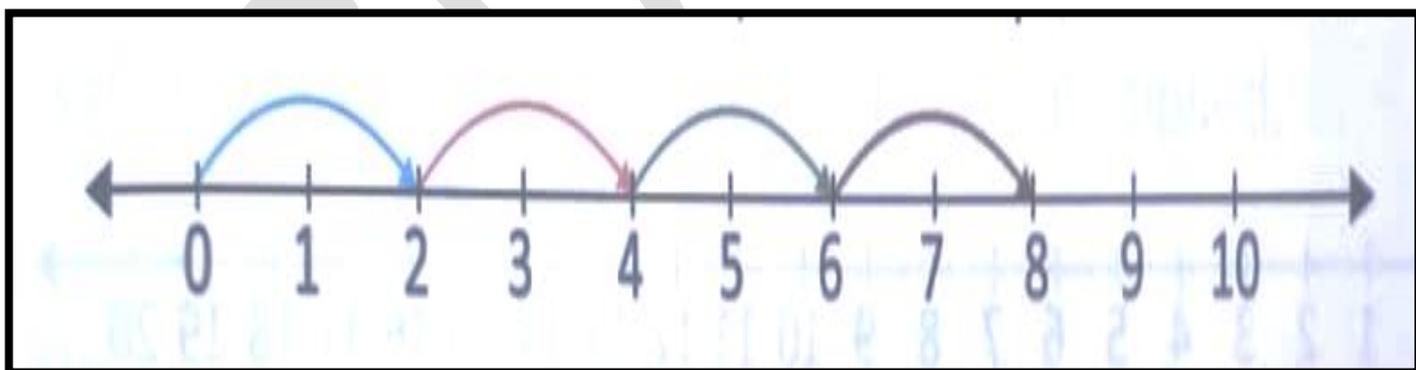
The final round of the annual quiz competition was taking place in the school. There were four teams. Each team had 2 students. How many students were taking part in the finals?

➤ Let us find this out by using the number line.

You have to find 4 groups of 2

It means you have to find 4×2

- Start from 0. Jump 2 steps to land on 2.
- From 2, jump 2 steps to land on 4.
- Similarly, the next 2 steps will take you to 6 and then 8.



Eight students are taking part in the final round of the quiz competition.

$$4 \times 2 = 8$$

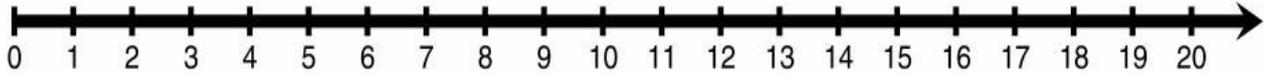
Now let us practise skip counting using a number line.



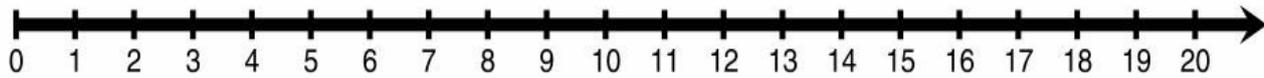
Skill drill

Multiply on the number line.

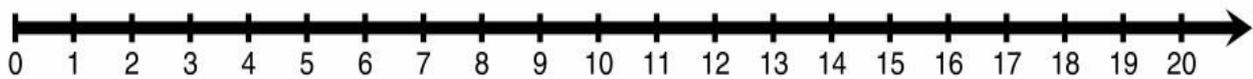
i) $3 \times 4 =$ _____



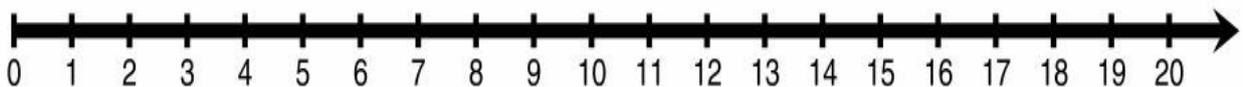
ii) $4 \times 5 =$ _____



iii) $6 \times 3 =$ _____



iv) $8 \times 2 =$ _____



Project work: Skip counting

Material required: chart paper, poster colours, glue stick and sketch colours.

Aim and objective: by the end of this fun activity the students will be able to do the skip counting using number line.

Sample picture



Note: Students are instructed to do the fun activity in the same way as shown in sample picture for times table 10 and 12.

Module 7

Figure Me Out activity

- ❖ What is figure me out activity?
 - ✓ This “figure Me Out” math activity is great for back to school and includes both print and digital versions.
 - ✓ Students answer the questions about themselves with number.
example: How old are you, what year were you born, how many people are in your family, etc.
 - ✓ And then come up with math problems for each answer.

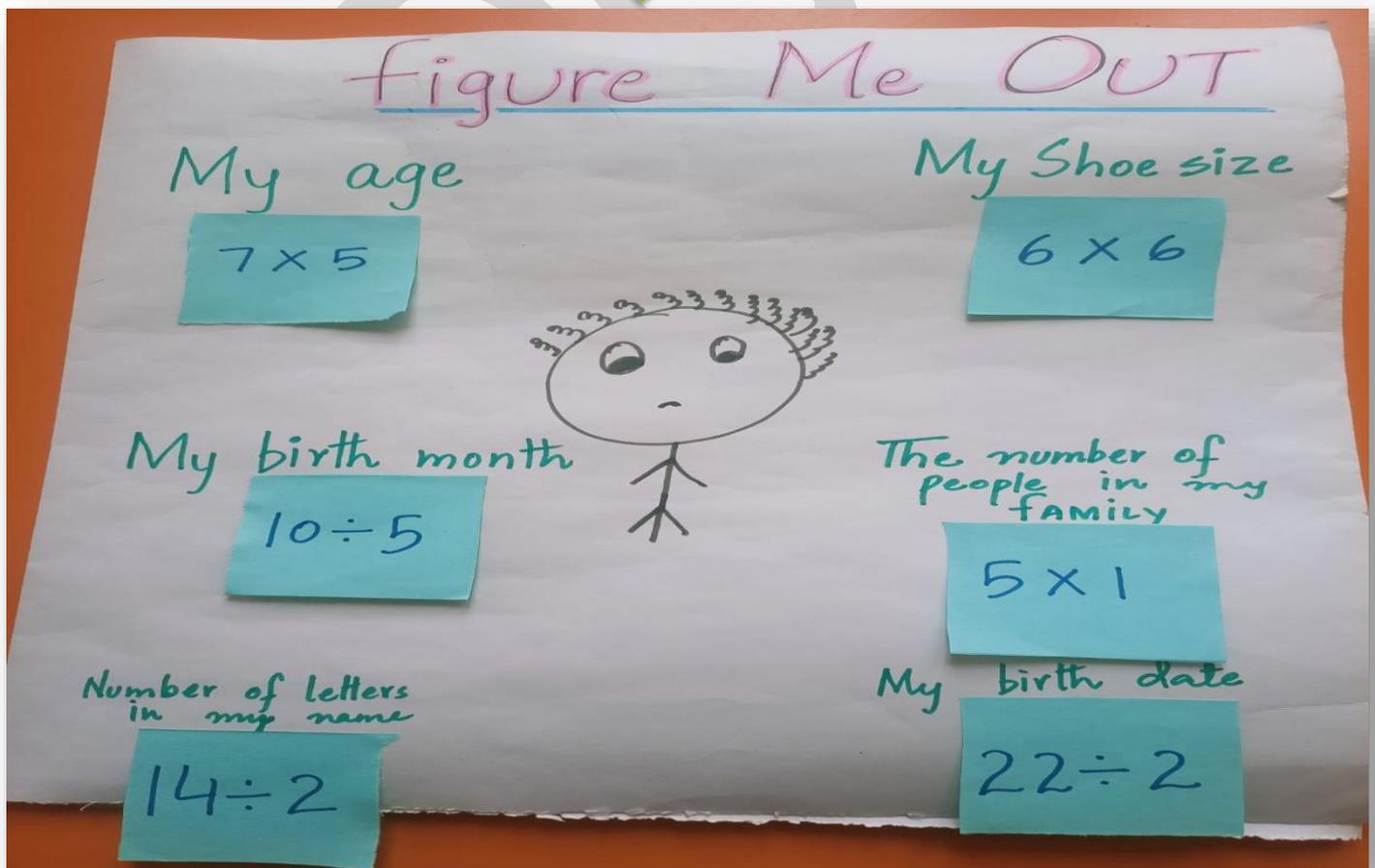
Note: Students are instructed to do the project work as shown in the sample picture by figuring out their self or their mom / dad.

Material required: Chart paper, colours, glue stick.

Aim and objective: students will be able to write the digital version of a particular number by multiplication and division.

The sample picture has been attached students can take the idea and do their project accordingly.

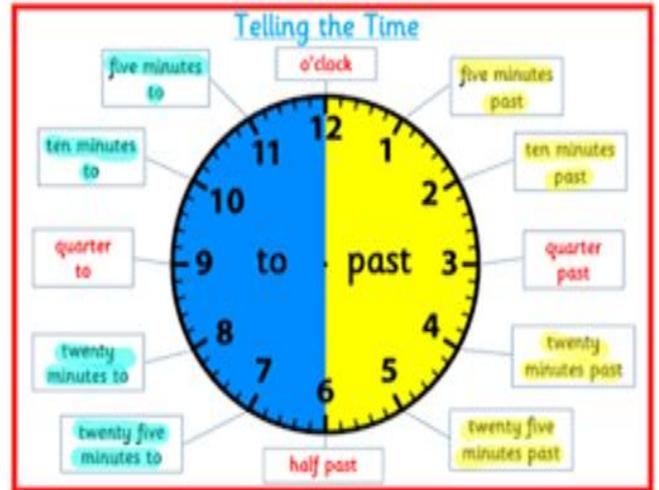
Sample picture



Module 8

Time

Tanya is baking cupcakes. Kavya, her sister, is eagerly waiting to eat it. Just then the plumber waiting to eat it. Just then the plumber comes. Tanya has to



attend to the plumber. She tells kavya, “keep an eye on the clock and let me know when it is 4.30.”

Kavya is confused. It was 4 o'clock now. It was 4 o'clock now. She wondered when it would be 4.30.

Kavya asks her brother Chetan, ‘Dada, when will it 4.30?’

Chetan tells, ‘In half, it will be 4.30.’

@ Reading Time in Half Hours

Chetan continues to explain.

‘you already know that a clock has two hands. It has numbers from 1 to 12 on its face.

- The long hand is the minute hand. It takes 1 hour to go around the clock face once.
- The short hand is the hour hand. In one hour, it moves from one number to the next.

In this clock, the minute hand is at 12. The hour hand is at 4. The time is 4:00 or 4 o'clock.



‘kavya, look at the clock now. The hour hand is between 4 and 5. The minute hand is at 6.

It is half hour after 4 o'clock. The time is **half past 4 or four thirty**. It is written as 4:30.



The cupcakes must be done!

Go for it

1. Fill in the blanks.

- i) It is _____ an hour after 1 o'clock. The hour hand is between 1 and 2. The minute hand is at 6.
- ii) The time is 7:30. The hour hand is between _____ and _____.
- iii) Nine-thirty is also written in numbers as _____.
- iv) Half past three is also written in numbers as _____.



Reading Time in Quarter Hours



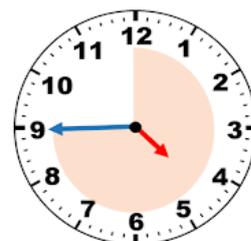
Quarter to

Kavya tastes the cupcakes. They are very tasty. Tanya tells her, "It is **quarter to 5** now you go out and play for some time. After the cupcakes cool down, I will decorate them."

Kavya asks Tanya, 'what time is, **quarter to 5, didi?**'

'Kavya, look at the clock now. The hour hand is just before 5. The minute hand is at 9. **The time is quarter to 5.**

It is the same as four forty-five. It is written as 4:45.'



Quarter past

Kavya returns home after playing. Tanya tells her, 'Go wash your hands and feet. Change your clothes. It is already quarter past 6.'

Kavya asks Tanya, 'What time is quarter past 6?'

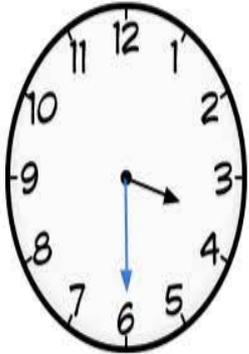
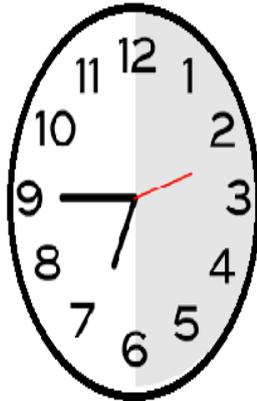
'Kavya, look at the clock now. The hour hand is just after 6. The minute hand is at 3. It is quarter hour after 6 o'clock. The time is quarter past 6 or six fifteen. It is written as 6:15.'

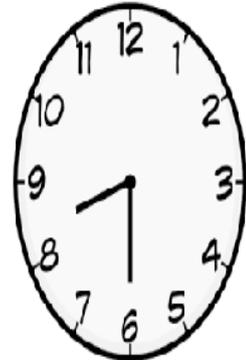




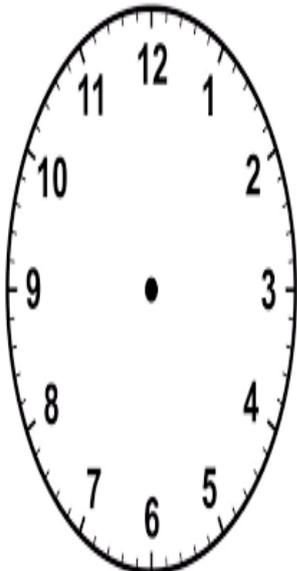
Skill drill

1. Write the time shown in the clock in two ways.

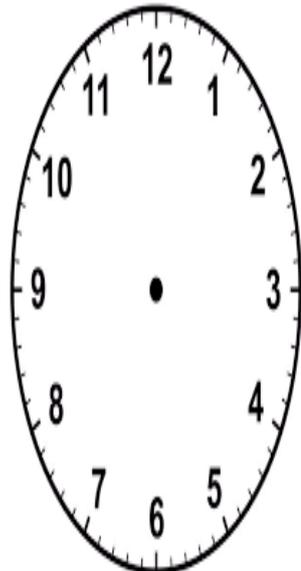





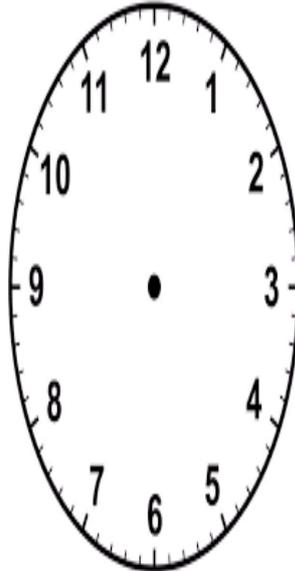
2. Draw the hands of the clock to show the time.



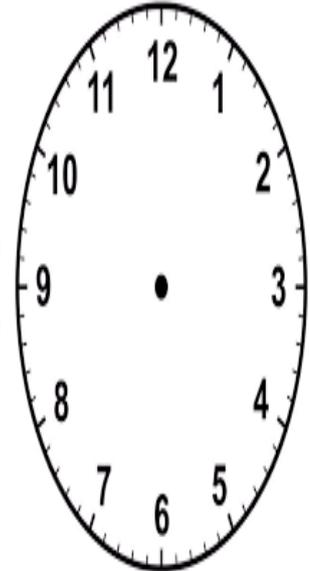
Quarter past 4



Half past 7



Quarter to 9



5 o'clock

Module 9

Objective: by the end of this topic, students will be able to: -

- understand the concept of division by equal sharing.

STORY TIME

There was a big stadium in a beautiful town. Audience from different regions used to visit the theatre to enjoy the play presented by the theatre artists.



One day a huge play based on the lives of “**PIRATES OF CARIBBEAN**” was planned.

The theatre was filled with joyful audience. Just few minutes before the beginning of the play, the main 3 pirate characters faced a problem.

They were not good at tables and they were asked to distribute 9 pirate buttons among themselves. They knew that division means equal sharing. Hence, they decided to initially divide one button to each leaving behind 6 buttons, then in the same manner one more



button was divided among the three leaving behind 3 buttons, again one button was distributed to each with no button left behind. Therefore, each pirate got 3 buttons.

DEFINITION

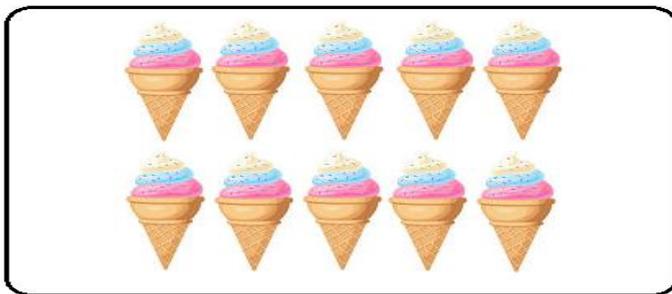
Division means equal distribution

SYMBOL



Equal distribution

1. There are 10 ice-creams with 2 in each group. How many groups are there?



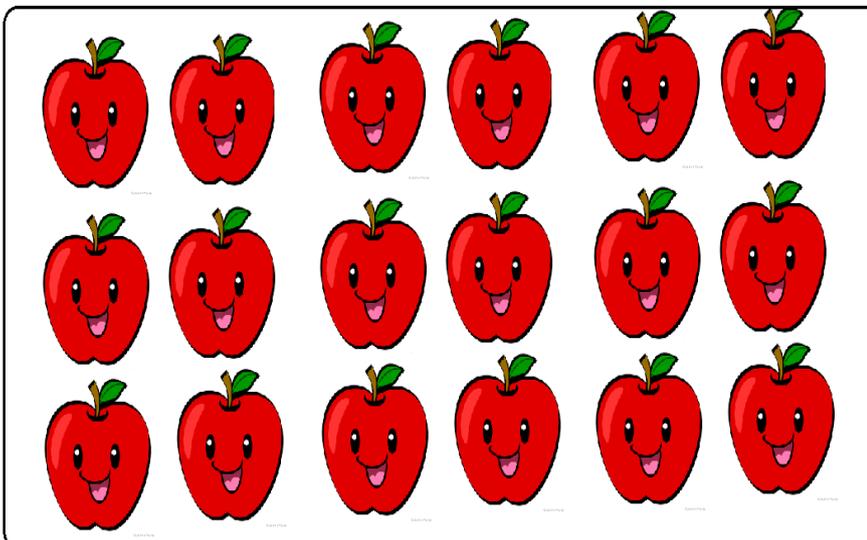
$$10 \div 2 =$$

2. How many groups of 3 flowers are there?



$$12 \div 3 =$$

3. How many groups of 6 apples are there?



$$18 \div 3 =$$

Module 10

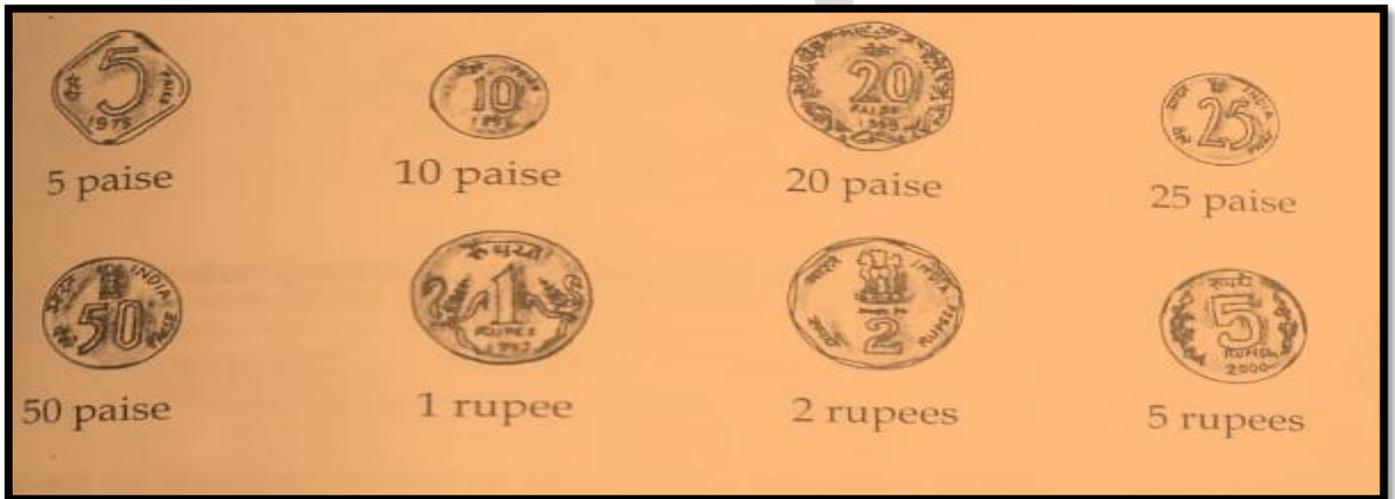
Topic: Money

- ✓ The money we use comes in two forms, coins and notes.
- ✓ Coins are made of metal.
- ✓ Money made of paper is called a currency note.
- ✓ Money is counted in terms of rupees and paise.

We write rupees as rupees as “₹” and paise as “p”.

1 Rupees = 100 paise.

Coins



Currency notes



Project work:

Aim: To create art with coins

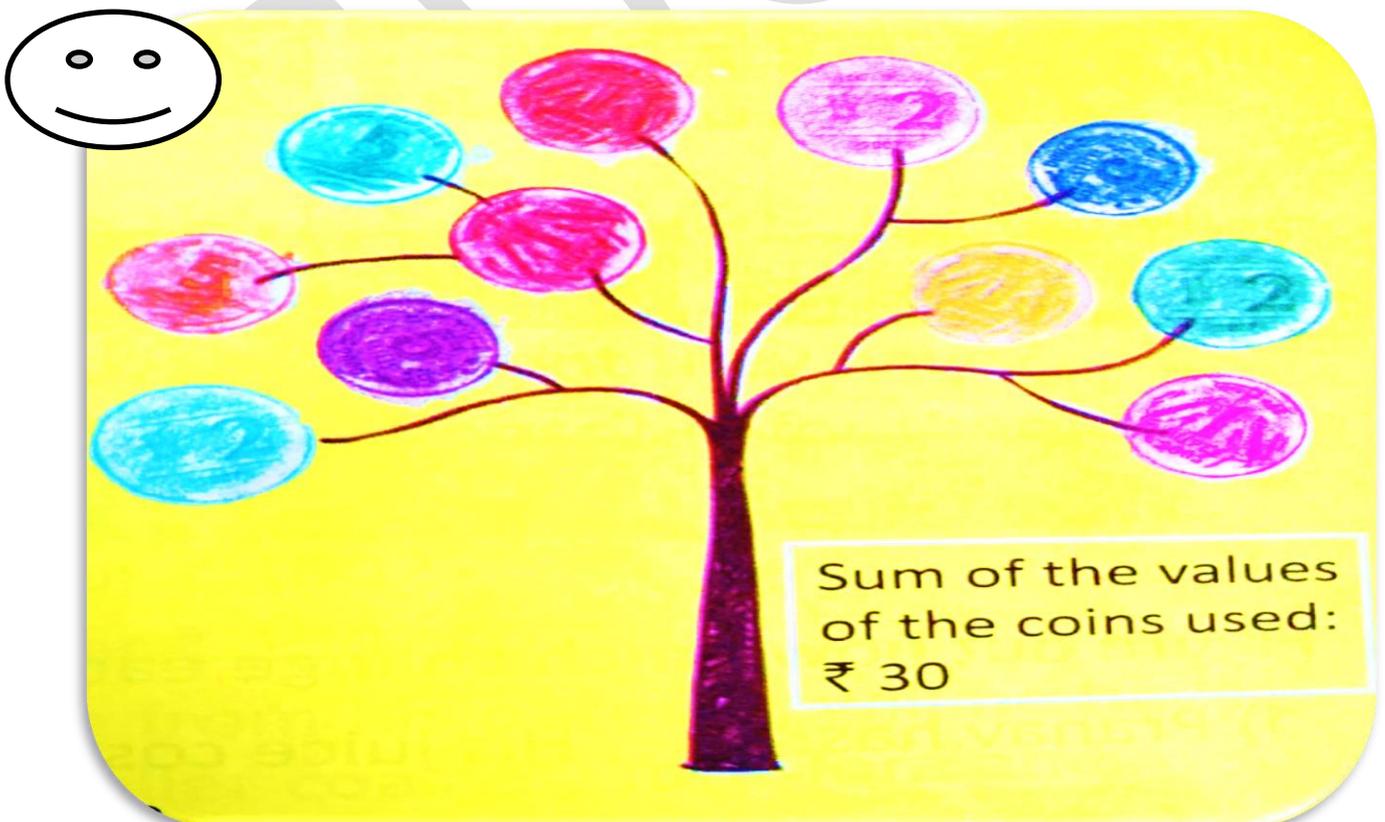
Material required: colours, white paper, a 1-rupee coin, a 2-rupee coin, a 5-rupee coin and a 10-rupee coin.

Objective: to find the sum of the values of the coins used.

Method:

- ✓ Use a 1-rupee coin, a 2-rupee coin, a 5-rupee coin or a 10-rupee coin to make coin rubbings.
- ✓ Take a coin and place it under a piece of thin white paper. Take a sharpened colour pencil and gently rub the coloured tip over the coin until the coin design appears.
- ✓ You can have to use different colours for each coin. Make at least 10 of each coin. Cut out the coin rubbings with a pair of scissors.
- ✓ Arrange the coins on a piece of chart paper to form a unique design. Use glue to paste the coin rubbings on chart paper as laid out. Use colour pencil to give an outline to the picture.
- ✓ Add the value of coins you have used in your design and write the total.

Note: students are instructed to follow the steps and also refer to the sample picture to create their own art with coins.





My Practice Time 1



Q.1. Fill in the blanks.

a) In the numeral 478, the place value of 4 is _____, the place value of 7 is _____, the place value of 8 is _____.

b) What is the face value of 9 in 986? _____

c) Write the number name of:-

908 _____

456 _____

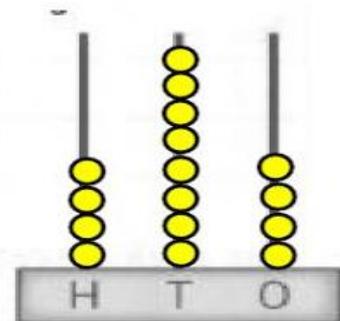
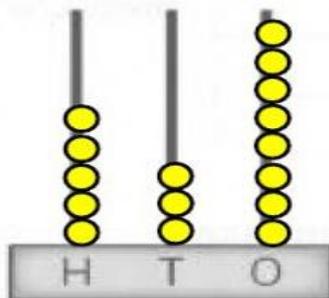
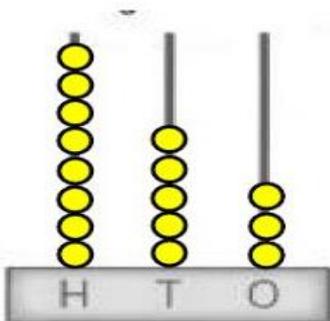
d) Arrange the number in ascending order and descending order.

678, 435, 980, 341, 269

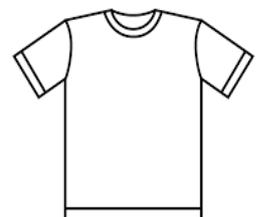
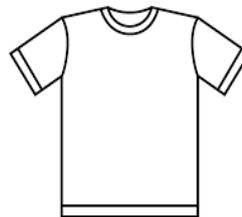
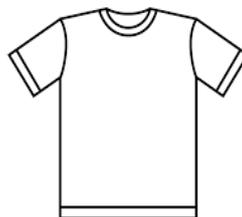
Ascending order: - _____, _____, _____, _____, _____

Descending order: - _____, _____, _____, _____, _____

e) Read the numbers shown on the abacus and write the number.



f) Complete the following pattern





My Practice Time 2



a) Fill in the blanks using properties of addition.

1) $125 + \underline{\hspace{2cm}} = 343 + \underline{\hspace{2cm}}$

2) $\underline{\hspace{2cm}} + 0 = \underline{\hspace{2cm}} + 467$

3) $721 + \underline{\hspace{2cm}} = 722$

4) $843 + \underline{\hspace{2cm}} = 0 + \underline{\hspace{2cm}}$

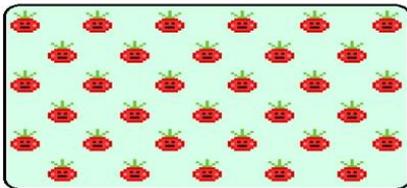
5) $999 + 1 = \underline{\hspace{2cm}}$

b) If you add 54 to 63, you get _____.

c) If you add 9 hundreds, 8 tens and 4 ones then the result is _____.

d) Match the following:

a)



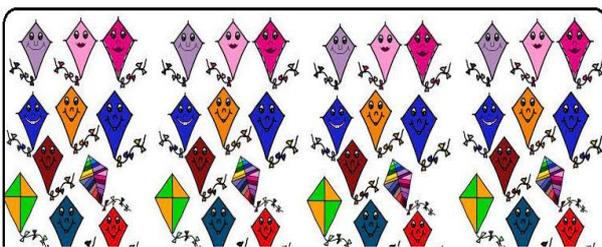
$$18 + 2$$

b)

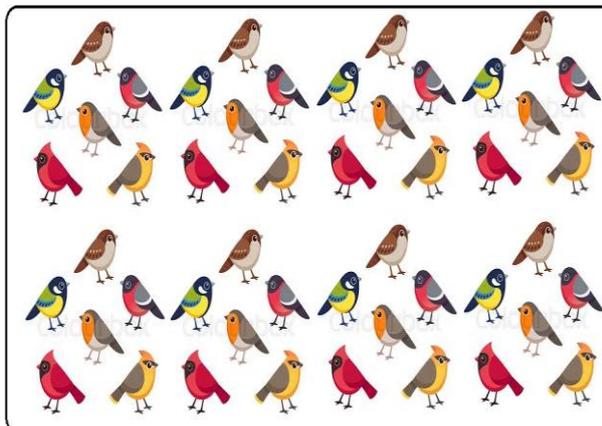


$$20 + 13$$

c)



d)



$$22 + 22$$



My Practice Time 3



a) Fill in the blanks.

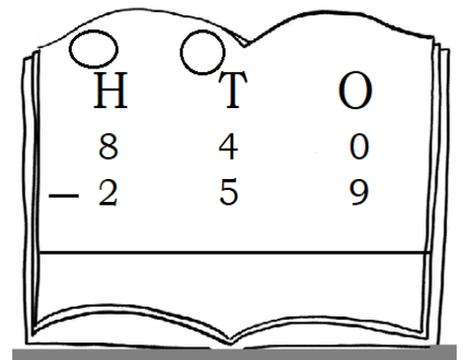
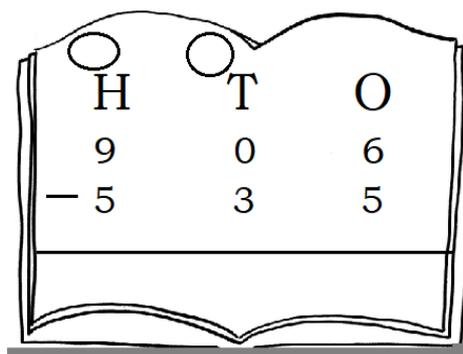
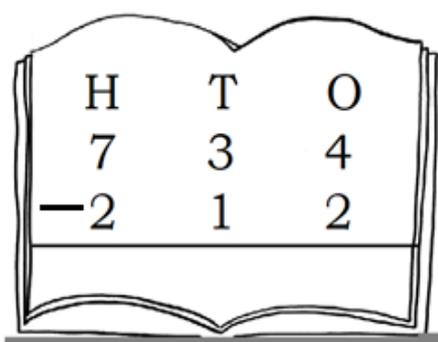
- i) $42 - 2 \text{ tens} = \underline{\hspace{2cm}}$
- ii) 17 is $\underline{\hspace{2cm}}$ less than 71.
- iii) $270 - \underline{\hspace{2cm}} \text{ tens} = 220$
- iv) $410 - 410 = \underline{\hspace{2cm}}$
- v) $165 - \underline{\hspace{2cm}} = 164$
- vi) $389 - \underline{\hspace{2cm}} = 380$
- vii) $254 - \underline{\hspace{2cm}} = 0$
- viii) $\underline{\hspace{2cm}} - 1 = 987$

b) Rajni has 164 stamps while her brother Sohal has 345 stamps. Who has more stamps and by how much?



c) Write true or false.

- i. 156 is 12 less than 167. $\underline{\hspace{2cm}}$
- ii. 141 is 3 less than 138. $\underline{\hspace{2cm}}$
- iii. 424 is 13 less than 11. $\underline{\hspace{2cm}}$
- iv. 55 subtracted from 155 is 100. $\underline{\hspace{2cm}}$





My Practice Time 4



Choose the correct option.

- i. Which of the following is equal to 52×5 ?
a) 260 b) 250 c) 255 d) 265
- ii. The double of the greatest 2-digit number is _____.
a) 99 b) 297 c) 198 d) 9999
- iii. $354 \times 1 =$ _____
a) 305 b) 405 c) 534 d) 354
- iv. The product of 220 and 2 is _____.
a) 200 b) 400 c) 440 d) 4440

State true or false.

- i) In $32 \times 3 = 96$, 96 is the product. _____
- ii) $18 \times 8 = 162$ _____
- iii) 236 is an even number. _____
- iv) The product of any number and 0 is zero. _____

Fill in the blanks.

- a) $45 \times 3 =$ _____ b) $19 \times 9 =$ _____ c) $35 \times 4 =$ _____
- d) $82 \times 4 =$ _____ e) $64 \times 6 =$ _____ f) $23 \times 3 =$ _____

Put $>$, $<$ or $=$ in the boxes.

- a) $14 \times 5 =$ _____ 12×7 b) $8 \times 6 =$ _____ 13×5
- c) $24 \times 2 =$ _____ 18×2 e) $24 \times 4 =$ _____ 16×9

Find the value of the following.

- a) $44 \times 10 =$ _____ b) $78 \times 1 =$ _____
- c) $34 \times 1000 =$ _____ e) $891 \times 10 =$ _____

A camera is able to take photo at 45 frames per second.
How many frames could the camera take in 4 seconds?

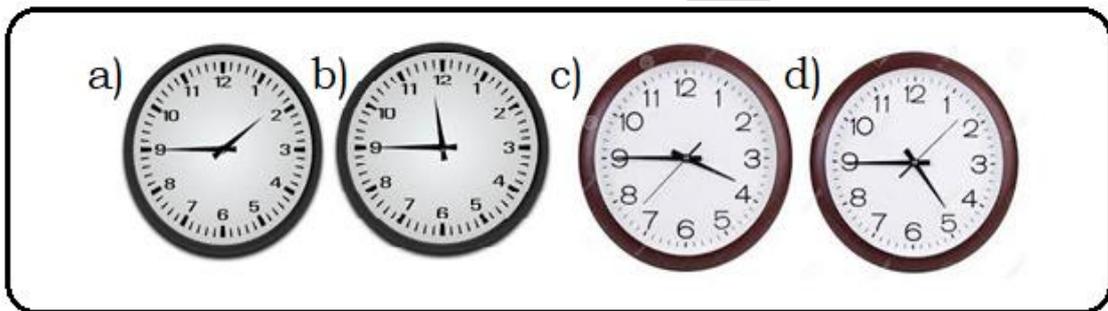


My Practice Time 5



Choose the correct option.

- How many hours does the hour hand complete in one round of the clock?
a) 1 b) 2 c) 12 d) 24
- How many days are there in a week?
a) 4 b) 2 c) 12 d) 24
- Which of these clocks show the time 12:45?

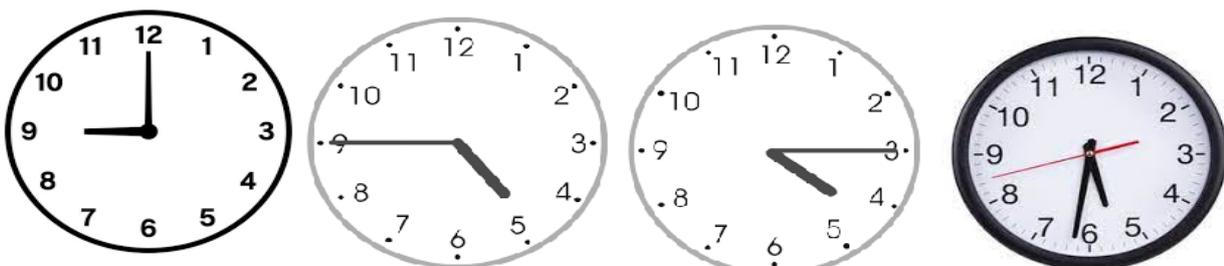


- Leap year comes after every _____ years?
a) 4 b) 12 c) 3 d) 2

Write True or False.

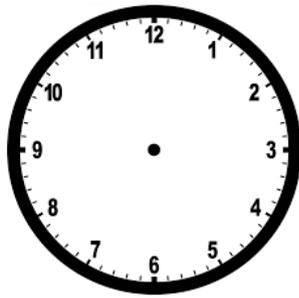
- Doing things on time is not very important. _____
- A calendar is used to know time. _____
- A week has 7 days. _____
- A leap year has 366 days. _____
- 13 months make 1 year. _____

What time is it?

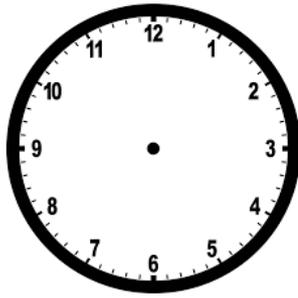


Analog time:	Analog time:	Analog time:	Analog time:
Digital time:	Digital time:	Digital time:	Digital time:

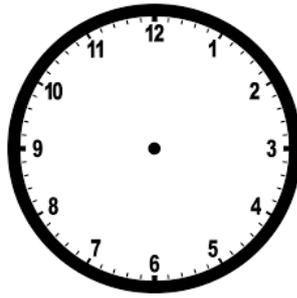
Draw the hour and the minute hands to show the given time.



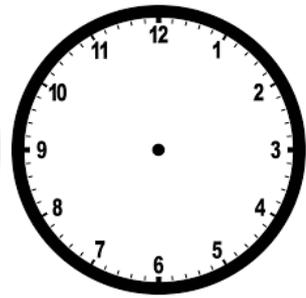
Half past 3



Quarter to 9



Quarter past 3



7 o'clock

You must be disciplined in your daily life. For being disciplined, you must do daily activities on time without delay. Make a time table of your daily activities during the last week.

Days	Wake up	Eat breakfast	Go to school	Study time	Play time	Eating time	Sleeping time
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday s							
Sunday							

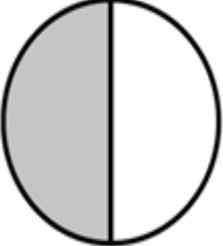
Based on the above filled table, find out where you need to be more disciplined.



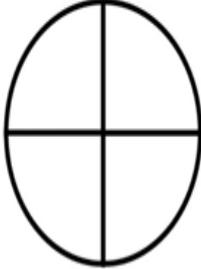
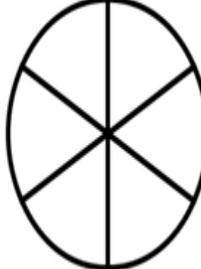
My Practice Time 6



Write fraction for the shaded part

 —	 —
 —	 —

Colour the required fraction

 Color $\frac{1}{4}$	 Color $\frac{2}{5}$
 Color $\frac{3}{6}$	 Color $\frac{2}{3}$



My Practice Time 6



Q.1.Fill in the blanks.

- a)The division is the _____ of multiplication.
- b)The number which is to be divided is known as the _____.
- c) The number which divides is known as the _____.

Q.2.Divide using the repeated subtraction.

$$30 \div 5 = \underline{\quad}$$

$$18 \div 6 = \underline{\quad}$$

$$24 \div 6 = \underline{\quad}$$

Hots:

The product of two numbers is 42. If one of them is 7, Find the other number.

Q.3.Fact Family

House 1: Roof contains 48, 6, 6. Body contains four empty equations: two multiplication and two division.

House 2: Roof contains 35, 7, 5. Body contains four empty equations: two multiplication and two division.

House 3: Roof contains 12, 2, 6. Body contains four empty equations: two multiplication and two division.

Keep on practicing mathematics on daily basis with writing of times table 2 to 9 on a seprate notebook.



Without mathematics,
there's nothing you can do.

Everything around you
is mathematics.

Everything around you
is numbers.

-Shakuntala Devi

