



# Worksheets for Primary Stage

**Level - 1 & 2**

4th Class - Mathematics  
(English Medium)



# MATHEMATICS WORKSHEETS

## CLASS IV

### LEVEL-1

#### 1) Readiness Programme

&

### LEVEL-2

#### 2) Academic Year 2020-21

**CHAPTER – I : MANY OBJECTS- DIFFERENT SHAPES**

**CHAPTER – II : DIFFERENT VIEWS - DIFFERENT SIDES**

**CHAPTER – III : SOME MORE SHAPES**

**CHAPTER – IV : KNOWING NUMBERS**



**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING,  
TELANGANA, HYDERABAD.**



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August, 2020  
Hyderabad.

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# MATHEMATICS (EM) - CLASS IV

(Class III Basics)

## Level 1

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# Mathematics - Class IV

Academic Year 2020-21 (Level 2)

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**LEVEL-1**

# **Readiness Programme**





**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Shapes and Sizes

**Worksheet No. : 1**

**Topic/Concept** : Identifying the different views of the objects and the two-dimensional objects making new shapes

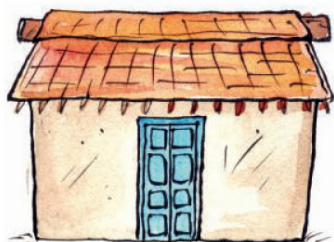
**I] Learning outcomes**

**After the completion of this worksheet child will be able to :**

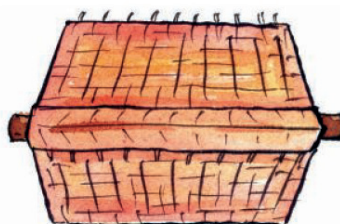
- \* Identify the different views of objects
- \* Observe and Identify different shapes of 2-D objects and frame many other shapes using these two 2-D shapes

**II] Conceptual understanding / model problems / model example / activity**

1) Observe the following pictures. Let us find out the different views of these pictures.



**front view**



**Top view**

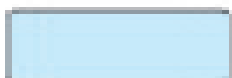
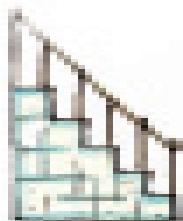


**Side view**

Above pictures are the different views of a house

**Instructions :**

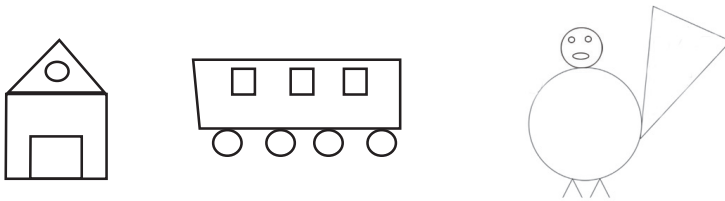
2) Observe the following objects and write their names.



- 3) Look at the different types of shapes given below. Let us learn how we can use these shapes to draw pictures.

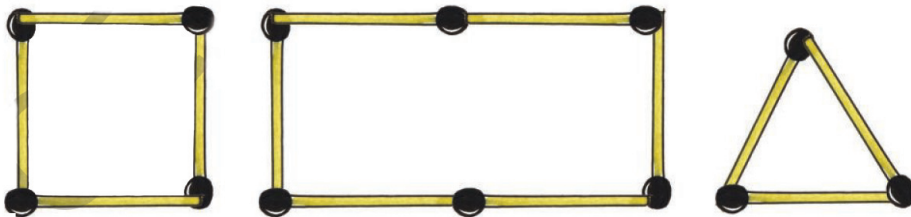


We can draw so many pictures by using these shapes. Some examples.



- 4) We can make many mathematical shapes by using matchsticks.

Draw the following shapes.







### III] WORKSHEET

- 1) Write the different views of the following pictures (Top view, Side view, front view)

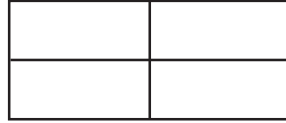


- 2) **Make shapes using sticks**

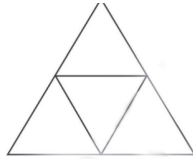
- a) Make a  using 8 sticks
- b) Make a  using 5 sticks
- c) Make a  using 12 sticks
- d) Can you make a  with sticks ?

3) **Observe the following pictures and write the number of mathematical shapes in it.**

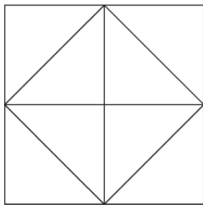
a) How many  are there in the given picture?



b) How many  $\triangle$  are there in the following picture?



c)



no of  =

no of  =

no of  $\triangle$  =

4) **Observe the following mathematical shapes and their colours.**

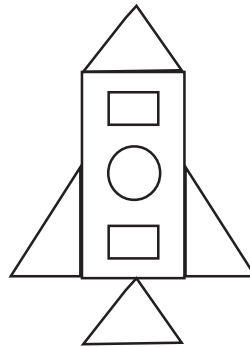
**Colour the different shapes of the picture given bellow. with the corresponding colours.**

Blue -  =

Green -  =

Red -  =

Yellow -  =



**IV] What I have learnt? :-**

\* I can Identify the different views of the objects

I can do  I can't do

\* By observing the 2-D objects, I can identify different shapes and I can frame many other shapes using these two 2-D shapes

I can do  I can't do



## TELANGANA, HYDERABAD

### READINESS PROGRAMME LEVEL-1

Class : IV

Medium : English

Subject : Mathematics

Name of the chapter: Numbers

Worksheet No. : 2

Topic/Concept : Counting and writing 3-digit numbers

#### I] Learning outcomes

After the completion of this worksheet, child will be able to :

- \* Count and write 3-Digit numbers.
- \* Identify places and place values of 3 digit numbers.

#### II] Conceptual understanding / model problems / model example / activity

1) Observe the places of different digits of the following number.

Now, we will know the answers for the following questions based on these places of digits.

H	T	O
4	2	1

How many digits are there in these numbers?

Three digits

What number is this?

It is a 3 digit number.

How many places are there in this number?

There are 3 places.

In which place is 4?

4 is in the hundreds' place

What is the place value of 2?

$2 \times 10 = 20$

How can you write 421 in words?

Four hundred and twenty one

What number can we get when we interchange

the digit in hundreds' place and the digit in ones' place?

124

What is the place value of 4 in the number 124?

$4 \times 1 = 4$

2) Observe the place values

247 = 2 Hundreds + 4 Tens + 7 Ones

=  $2 \times 100 + 4 \times 10 + 7 \times 1$

=  $200 + 40 + 7$  It is called the expanded form of 247.

### III] Worksheet

#### (1) Write numbers for the following number names.

- (1) Eight hundred and forty two : \_\_\_\_\_
- (ii) Nine hundred and six : \_\_\_\_\_
- (iii) Three hundred and eighty four : \_\_\_\_\_
- (iv) Four hundred and forty four : \_\_\_\_\_
- (v) Two hundred and nine : \_\_\_\_\_

#### (2) Write the following numbers in words.

- (1) 684 :
- (ii) 452 :
- (iii) 399 :
- (iv) 548 :
- (v) 219 :

#### (3) Observe the following instructions and write the number

- (i) The digit in ones' place is 6, hundreds' place is 4, tens' place is 2.  
then what is this number?
- (ii) The digit in tens' place is 9, in ones' place is 7, in hundreds' place is 4.  
What is this number?
- (iii) The digit in hundreds' place is 5, Tens' place is 7, Ones' place is 6.  
then what is this number?
- (iv) The digit in tens' place is 2, in ones' place is 2, in hundreds' place is 7.  
Then, what is this number?
- (v) The digit in ones' place is 8, tens' place is 6, hundreds' place is 3.  
then what is this number?



4) Observe the following table and fill the table given below it.

42	315	9	54	165	240
8	26	143	7	15	40
462	3	88	6	289	431
73	5	102	4	16	1

Write the following numbers

One - digit number							
2-digit number							
3-digit number							

(5) Circle the correct numbers :

(1) 6 in the ones' place = 228 621 761 176

(ii) 7 in the hundreds' place = 782 624 27 399

(iii) 8 in the tens' place = 828 882 821 108

(6) Write the expanded forms for the following numbers.

a)  $238 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

b)  $446 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

c)  $609 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

d)  $518 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

e)  $840 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

**Suggestions :**

Create this kind of questions on your own and discuss them with your friends

[IV] What I have learnt :

\* Counting and writing 3-Digit numbers

I can do  I cannot do

\* Identifying places and place values of 3 digit numbers

I can do  I cannot do



## TELANGANA, HYDERABAD

### READINESS PROGRAMME LEVEL-1

Class : IV

Medium : English

Subject : Mathematics

Name of the chapter: Numbers

Worksheet No. : 2

Topic/Concept : Conceptual understanding of 3-digit numbers

#### I Learning outcomes

After the completion of this worksheet child will be able to :

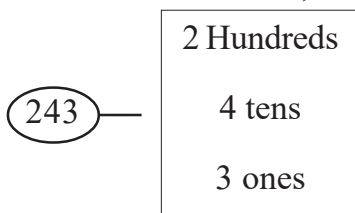
- \* Compare 3 digit numbers in the given numbers
- \* Write the highest and lowest numbers

#### II Conceptual understanding / model problems / examples / activity

1) Observe the following

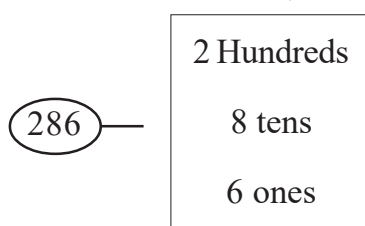
First number

In this number, there are :



Second number

In this number, there are :



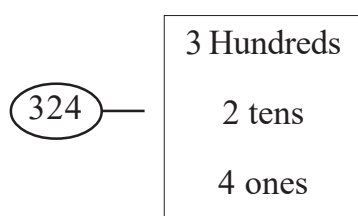
In these two numbers, hundreds' place values are the same. But in the second number, tens' place value is higher than the tens' place value of the first number. So, here, the second number is the bigger number and the first number is the smaller number.

We represent this as :  $243 < 286$ , 243 is less than 286

$286 > 243$ . 286 is greater than 243.

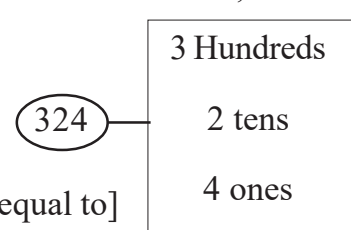
2) How to equal the numbers : First number

In this number, there are :



Second number

In this number, there are :



$324=324$  [is equal to]

\* Let us observe how to write the following numbers in Ascending order and Descending order

148, 157, 195, 134

Descending order of these numbers is : 195, 157, 148, 134

Ascending order : 134, 148, 157, 195

when the numbers  
are arranged from the largest  
to the smallest number  
it is called descending  
order

When numbers are  
arranged from the smallest  
to the largest number, it is  
called ascending order

I] 3-digit numbers that can be formed by using 4, 5 and 3 are :

345, 354, 435, 453, 534, 543

### III] Worksheet

[A] Circle the bigger number from the following pairs.

a) 627, 672

f) 345, 354

b) 267, 576

g) 209, 290

c) 762, 672

h) 453, 534

d) 426, 287

i) 638, 683

e) 642, 326

j) 385, 358

[B] Put the correct sign in the blank boxes ( $>$ ,  $<$ ,  $=$ )

a) 86  68

f) 209  290

b) 275  725

g) 322  233

c) 199  199

h) 148  184

d) 605  506

i) 520  502

e) 700  700

J) 457  475

[ C ] Arrange the following numbers in ascending order and descending order.

( i ) 706, 484, 735, 349

Ascending order : \_\_\_\_\_

Descending order : \_\_\_\_\_

( ii ) 707, 295, 122, 168, 396

Ascending order : \_\_\_\_\_

Descending order : \_\_\_\_\_

[ D ] Do this :

( i ) Write all the possible 3- digit numbers by using 4, 6, 9

( ii ) Write all the possible 3- digit numbers by using 7, 3, 5

[ E ] Write the biggest and smallest numbers by using the following 3-digit numbers.

	Numbers formed	The Biggest number	The Smallest number
( i ) 9, 3, 2 =	_____	_____	_____
( ii ) 1, 4, 2 =	_____	_____	_____
( iii ) 2, 3, 7 =	_____	_____	_____
( iv ) 5, 0, 1 =	_____	_____	_____
( v ) 1, 2, 8 =	_____	_____	_____

**Suggestions :**

Create this kind of questions on your own and discuss then with your friends

[ IV ] **What I have learnt?**

\* I can compare three-digit numbers and I can frame the largest and smallest numbers with the given 3 digits.

I can do  I can't do

\* I can solve the 3 digit problems

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Additions

**Worksheet No. : 3**

**Topic/Concept** : Adding numbers by vertical method and place value method

**I After completing this activity student will be able to :**

- \* Do additions vertically by carrying or without carrying places.
- \* Do additions using place values.
- \* Solve word problems using the concept of addition.

**II conceptual understanding / Activity / Model problems solving.**

1) Observe the following addition

H	T	O
5	3	5
+4	2	3
<hr/>		
9	5	8

\* Add the digits in ones' place. add 3 and 5 and we get 8

\* Add the digits in tens' place. add 2 and 3 and we get 5

\* Add the digits in hundreds' place add 4 and 5 and we get 9

When we add 423 and 535 we get 958

$$423 + 535 = 958$$

\* Add the digits in ones' place (column)

$$2) 8 + 4 = 12, \quad 12 = 1 \text{ ten} + 2 \text{ ones'}$$

Write 2 at the ones' place in the result section

Carry forward 1 ten to the tens' place.

\* Add the digits in tens' place

$$2 + 1 + 1 = 4$$

Write the 4 at the tens' place in the result section

Add the digits in hundreds' place.

$$4 + 3 = 7$$

Write the 7 at the hundreds' place in the result section.

When we add 428 and 314 we get 742.

$$428 + 314 = 742$$

3) Siri read 25 pages of a book on the first day, and read 48 pages on the second day. How many pages did Siri read in two days?

No. of pages Siri read on the first day	=	$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 5 \end{array}$	
No. of pages Siri read on the second day	=	$\begin{array}{r} 4 \quad 8 \\ \hline 7 \quad 3 \end{array}$	
Total no of pages Siri read in two days	=		

$$5 + 8 = 13$$

$$13 = 10 + 3$$

H	T	O
3	1	4
+4	2	8
<hr/>		
7	4	2

### III Worksheet

#### (1) Do the following additions

(a)  $627 + 272 =$

f)  $345 + 354 =$

(b)  $267 + 521 =$

g)  $209 + 290 =$

(c)  $762 + 122 =$

h)  $453 + 534 =$

(d)  $426 + 213 =$

i)  $638 + 121 =$

(e)  $642 + 326 =$

j)  $385 + 314 =$

a) 86	b) 199	c) 225	d) 245
+ 68	+236	+135	+176
_____	_____	_____	_____
_____	_____	_____	_____

e) 286	f) 184	g) 220	h) 196
+ 618	+ 254	+165	+186
_____	_____	_____	_____
_____	_____	_____	_____

i) 472	j) 534	k) 280	l) 179
+318	+286	+465	+386
_____	_____	_____	_____
_____	_____	_____	_____

**Solve the following word problems :**

- a) There were 375 students in Karimabad school. 127 students joined school in the June month. How many students are there in the school now?
- b) A shopkeeper sold 124 cell phones in the first week and 186 in the second week. Then how many cell phones did the shopkeeper sell altogether?
- c) There are 144 mango trees and 139 Lemon trees in a grove. How many trees are there in the grove altogether?
- d) 285 students had mid-day-meals on the first day in Mamnoor school. On the second day 287 students had it. How many students had mid-day-meals in two days?
- e) Ritu travelled 150 Km in buss and 42 km in a car. How much distance did she travel altogether?

\* **Suggetions :**

Collect similar problems and solve them and discuss them with your friends.

**[ IV ] What have I learnt :**

\* Doing additions vertically by making or without making groups

I can do  I can't do

\* Doing additions using place values

I can do  I can't do

\* Solving the word problems using the concept of additions

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Subtraction-I

**Worksheet No. : 4**

**Topic/Concept** : Subtractions those do not require changing the place value.

**I Learning outcomes**

**After completing this worksheet child will be able to :**

- \* Do Subtractions those do not require changing the place values.
- \* Use place values in subtractions.
- \* Solve the word problems on subtractions.

**II) Conceptual understanding/ model problem/ model examples.**

1) Observe the following subtraction.

Step 1 : Place the bigger number on the top row and smaller number on the bottom row.

Tens	Ones
8	6
- 2	4
<hr/>	
6	2

Step 2 : Subtracting the numbers in the ones' column.

When we subtract the bottom number 4 from the top number 6  
We get 2.

Step 3 : Subtracting the numbers in the tens' column.

When we subtract the bottom number 2 from the top number 8, We get 6.

When we subtract 24 from 86, we get 62.

Step 1 : Place the bigger number in the top row and smaller number in the bottom row.

Step 2 : Subtracting the numbers in the ones' column.

When we subtract the bottom number 2 from the top number 6  
we get 4.

Step 3 : Subtracting the numbers in the tens' column.

When we subtract the bottom number 3 from the top number  
5 we get 2.

Step 4 : Subtracting the numbers in the hundreds' column.

When we subtract the bottom number 1 from the top number 4 we get 3.  
Thus we get the number 3 2 4

H	T	O
4	5	6
- 1	3	2
<hr/>		
3	2	4



Step 1 : Place the bigger number in the top row and smaller number in the bottom row.

$$\begin{array}{r} 4 \quad 4 \\ - 2 \quad 7 \\ \hline 1 \quad 7 \end{array}$$

Step 2 : Subtracting the numbers in the ones' place.

We cannot subtract the bottom number 7 from the top number 4. 7 is bigger number than 4, so we borrow a 'ten' from the 4 tens in The tens column. Now 4 becomes 14. Now, subtract 7 from 14 to get 7.

Step 3 : Subtracting the numbers in tens column.

Subtract the bottom number 2 from the top number 3 to get 1.

Thus we get 17 when we subtract 27 from 44



- Mary bought two baskets of mangos. There were
- 46 mangoes in the first basket. In the second basket
- et, there were 15 mangoes fewer than that of the
- mangoes in the first basket. Then, how many
- mangoes were there in the second basket?

	Tens	Ones
Mangoes in the first basket	4	6
No.of fewer mangoes in the second basket	1	5
Mangoes in the second basket	3	1

### III Worksheet

(1) Do the following Subtraction problems

1) $34 - 23 =$ <input type="text"/>	6) $39 - 13 =$ <input type="text"/>
2) $29 - 15 =$ <input type="text"/>	7) $58 - 27 =$ <input type="text"/>
3) $86 - 33 =$ <input type="text"/>	8) $34 - 12 =$ <input type="text"/>
4) $43 - 20 =$ <input type="text"/>	9) $94 - 13 =$ <input type="text"/>
5) $67 - 24 =$ <input type="text"/>	10) $45 - 33 =$ <input type="text"/>

(2) Do the following Subtractions.

1) $\begin{array}{r} 7 \quad 9 \\ - 4 \quad 6 \\ \hline \end{array}$	2) $\begin{array}{r} 6 \quad 7 \\ - 1 \quad 8 \\ \hline \end{array}$	3) $\begin{array}{r} 4 \quad 7 \\ - 2 \quad 6 \\ \hline \end{array}$	4) $\begin{array}{r} 7 \quad 4 \\ - 1 \quad 9 \\ \hline \end{array}$
--	--	--	--

e)

a) $134 - 23 =$ <input style="width: 50px; height: 20px;" type="text"/> b) $47 - 23 =$ <input style="width: 50px; height: 20px;" type="text"/> c) $345 - 223 =$ <input style="width: 50px; height: 20px;" type="text"/> d) $678 - 423 =$ <input style="width: 50px; height: 20px;" type="text"/> e) $624 - 213 =$ <input style="width: 50px; height: 20px;" type="text"/>	f) $398 - 106 =$ <input style="width: 50px; height: 20px;" type="text"/> g) $578 - 67 =$ <input style="width: 50px; height: 20px;" type="text"/> h) $374 - 162 =$ <input style="width: 50px; height: 20px;" type="text"/> i) $494 - 113 =$ <input style="width: 50px; height: 20px;" type="text"/> j) $895 - 673 =$ <input style="width: 50px; height: 20px;" type="text"/>
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f)

$\begin{array}{r} 478 \\ - 46 \\ \hline \end{array}$	$\begin{array}{r} 877 \\ - 64 \\ \hline \end{array}$	$\begin{array}{r} 739 \\ - 126 \\ \hline \end{array}$	$\begin{array}{r} 378 \\ - 346 \\ \hline \end{array}$
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**C Do the following :-**

- 1) Mahesh got 543 marks in the yearly exams, 496 marks in the half-yearly exams. How many more marks did Mahesh get in the half-yearly exams than yearly exams?
- 2) Uma travelled 176 km in a bus. Later, she travelled in a car 45 km fewer than that of bus journey. Then, how long did she travel in the car?
- 3) There were 195 mango trees in a grove. Among them, 43 trees did not bear fruit. Then, how many mango trees bore fruit?

**Suggestions :**

Collect and solve the problems like these. Discuss then with your friends

**IV What I have learnt? :-**

\* Subtractions those donot require changing the place values.

I can do  I can't do

\* Using place values in subtractions.

I can do  I can't do

\* solving the word problems.

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Multiplication

**Worksheet No. : 5**

**Topic/Concept** : Multiplication by repeated addition Multiplying a two-digit number by one-digit number

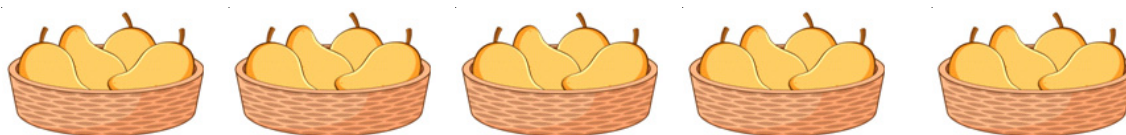
**I Learning outcomes :**

**After completing this work sheet child will be able to :**

- \* Understand multiplication concept by repetitive addition method
- \* Apply multiplication process in different situations.
- \* Multiply two digit numbers by one digit numbers.
- \* Solve the word problems on multiplication

**II) Conceptual understanding/ model problem/ model example.**

Let us count the total number of fruit.



Total no.of baskets = 5

No.of mangoes in each basket = 4

Total no.of mangoes =  $4 + 4 + 4 + 4 + 4 = 20$

5 times 4 = 20 (or)  $5 \times 4 = 20$

Let us observe how many times do the following are

$$1) 7 + 7 = 14 = \boxed{2} \times \boxed{7} = \boxed{14}$$

$$2) 3 + 3 + 3 = \boxed{3} \times \boxed{3} = \boxed{9}$$

$$3) 5 + 5 + 5 + 5 = \boxed{4} \times \boxed{5} = \boxed{20}$$

By observing these example, we can understand the multiplication concept. Multiplication means repetitive addition, that means adding again and again. The symbol for multiplication is 'x'

observe the following multiplication :

\* Multiply the digit in the ones' place i.e 4 by 3

$$\begin{array}{r} \text{T O} \\ 24 \end{array}$$

\*  $3 \times 4 = 12 = 10 + 2$  (one ten and two ones)

\* Write one ten on the tens' place above 2 and write 2 ones in the ones place in the result section.

$$\begin{array}{r} \text{x 3} \\ \hline 72 \\ \hline \end{array}$$

\* Multiply the number in tens' place, i.e.2 by 3 we get 60. (six tens)

\* Add these six(6) tens to one ten written on tens place. We get 7 tens.

\* Write 7 tens in the place of tens in the result section.

\*  $24 \times 3 = 72$

3) There are 36 toys in a box. How many toys are there in 8 such boxes?

No. of toys in the box = 36

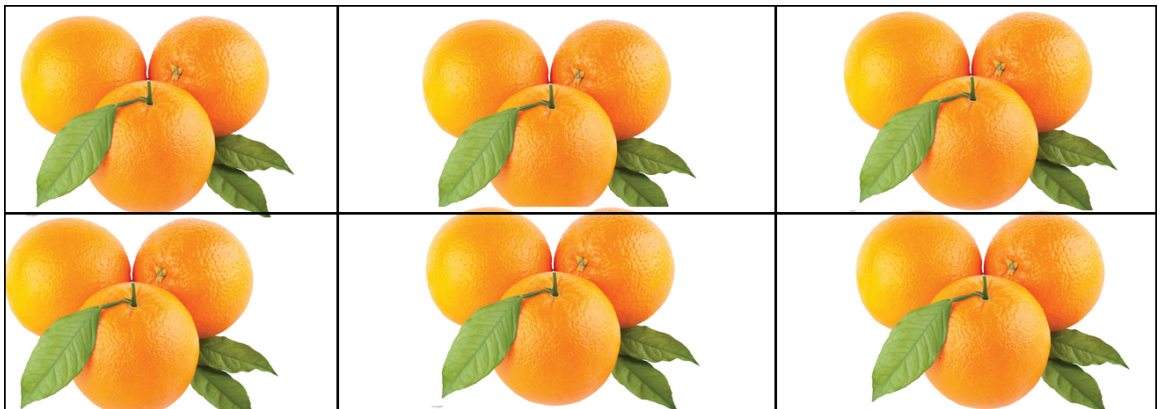
Number of boxes = 8

Total number of toys in 8 boxes =  $36 \times 8 = 288$

$$\begin{array}{r} \text{T O} \\ 36 \\ \text{x 8} \\ \hline 288 \\ \hline \end{array}$$

### III Worksheet

**A Do the following problems.**



1) No.of groups =

2) No.of oranges in each group =

3) Total no.of oranges =  x  =



- 1) No. of balloon groups = \_\_\_\_\_
- 2) No. of balloons in each group = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
- 3) Total no. of balloons = \_\_\_\_\_ times \_\_\_\_\_
- This can be written as : \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

**b) Match the following :**

- |                 |                 |
|-----------------|-----------------|
| 1) $8 \times 6$ | $7+7+7+7$       |
| 2) $5 \times 3$ | $2+2$           |
| 3) $4 \times 7$ | $1+1+1$         |
| 4) $2+2$        | $6+6+6+6+6+6+6$ |
| 5) $3 \times 1$ | $3+3+3+3+3$     |

**c) Saritha is trying to complete this table. Complete it for her.**

- |   |  |
|---|--|
| $1 \times 4 = 4$                        | $6 \times 4 = \underline{\hspace{2cm}}$  |
| $2 \times 4 = 4 + 4 = 8$                | $7 \times 4 = \underline{\hspace{2cm}}$  |
| $3 \times 4 = 4 + 4 + 4 = 12$           | $8 \times 4 = \underline{\hspace{2cm}}$  |
| $4 \times 4 = \underline{\hspace{2cm}}$ | $9 \times 4 = \underline{\hspace{2cm}}$  |
| $5 \times 4 = \underline{\hspace{2cm}}$ | $10 \times 4 = \underline{\hspace{2cm}}$ |

T	O	T	O	T	O	T	O	T	O
2	8	3	8	6	2	7	1	3	2
x	2	x	6	x	3	x	5	x	4
<hr/>									

- |   |   |
|---|---|
| a) $20 \times 4 = \underline{\hspace{2cm}}$ | d) $86 \times 4 = \underline{\hspace{2cm}}$ |
| b) $63 \times 3 = \underline{\hspace{2cm}}$ | e) $45 \times 5 = \underline{\hspace{2cm}}$ |
| c) $56 \times 6 = \underline{\hspace{2cm}}$ | f) $72 \times 9 = \underline{\hspace{2cm}}$ |

Do the following problems as shown.

a)  $24 \times 5$   
 $20 + 4$   

100	20
-----	----

 $\times 5$

$100 + 20 = 120$

b)  $56 \times 4$   
 $50 + 6$   

--	--

 $\times 4$

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

a)  $32 \times 6$   
 $30 + 2$   

--

 $\times 6$

----- + ----- = -----

$48 \times 3$   
 $40 + 8$   

--

 $\times 3$

c) Solve the following words problems on multiplication.

- 1) The bus fare from Warangal to Palakurthy is Rs. 42 per a person. Then, what is the bus fare for six persons?
- 2) Ramu spends Rs.25 on milk each day. How much does it cost for a week?
- 3) There are 30 eggs in a tray. How many eggs are there in 5 trays?

**Suggestions :**

Collect and solve the problems like these. Discuss then with your friends

**IV What have I learnt?**

\* Solving the multiplication problems by repetitive addition method

I can do  I can't do

\* Applying multiplication process in different situations

I can do  I can't do

\* Multiplying two digit numbers with single digit numbers

I can do  I can't do

\* Word problems on Multiplication concepts

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :** IV

**Medium :** English

**Subject :** Mathematics

**Name of the chapter:** Division

**Worksheet No. :** 6

**Topic/Concept :** Understanding the concept of division by equal grouping and sharing

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**I Learning outcomes :**

**After completing this work sheet child will be able to :**

- \* Explain the meaning of division from context of equal grouping and sharing
- \* Divide 2 digit numbers by single digit number
- \* Solve word problems using the concept of division

**II) Conceptual understanding/ model problem/ model example.**

1) How many 2s can be subtracted from 8? Let us see how you can show it?

When we subtract 2 from 8, we get 6.

$$8 - 2 = 6$$

When we subtract 2 from 6, we get 4

$$6 - 2 = 4$$

When we subtract 2 from 4, we get 2

$$4 - 2 = 2$$

When we subtract 2 from 2, we get 0

$$2 - 2 = 0$$

It means we can subtract 2 four times from 8

It can be represented as :  $8 \div 2 = 4$

Here, we have done repetitive subtraction. This is called division.

2) Rajini on her birthday, distributes 20 chocolates among her 5 friends. How many chocolates will each friend get?

Rajini have chocolates that = 20



### 3) $36 \div 3$

We can divide this in the following way

$$\begin{array}{r} 3) \ 36 \ (12 \\ - \ 3 \downarrow \\ \hline 0 \ 6 \\ \quad \underline{6} \\ \quad \quad 0 \end{array}$$

12 is called quotient and  
0 is called remainder

4) 4 books cost Rs. 72. Then how much does one book cost?

The cost of 4 books = Rs. 72

The cost of each book =  $72 \div 4$   
= Rs. 18

4)  $72 \div 4 = 18$

$$\begin{array}{r} - \ 4 \\ \hline 32 \\ -32 \\ \hline 0 \end{array}$$

### III) Worksheet

1) Solve the following problems

a)  $7) 28 ($                       b)  $6) 54 ($

c)  $3) 48 ($                       d)  $5) 75 ($

e)  $4) 93 ($                       f)  $48 \div 8$

g)  $36 \div 2$                       h)  $49 \div 4$

i)  $63 \div 5$                       j)  $85 \div 4$

2) Identify and write the quotient and remainder for the following divisions

1)  $24 \div 3 = 8$

3)  $16 \div 3 = 5$

2)  $42 \div 6 = 7$

4)  $45 \div 9 = 5$



**3) Combine the following problem with its result**

- a)  $18 \div 2$                       2
- b)  $15 \div 3$                       9
- c)  $10 \div 5$                       5
- d)  $12 \div 12$                       4
- e)  $24 \div 6$                       1

**4) Solve the following word problems**

- a) The cost of 5 mangoes is Rs. 45. Then, what is the cost of each mango?
- b) The cost of 6 balls is Rs. 82. Then, What is cost of each ball?
- c) The cost of 3 pouches is Rs. 66. Then, What is cost of each pouch?

**Suggestions :**

Collect some more problems like this, solve them and discuss them with your friends.

**IV. What I have learnt?**

- \* Understanding the concept of division by sharing equally among the groups and solving the division problems.

I can do        I can't do   

- \* Dividing 2 digit numbers by single digit number.

I can do        I can't do   

- \* Solving word problems with division method.

I can do        I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Subtraction -II

**Worksheet No. : 7**

**Topic/Concept** : Solving subtractions those require changing the place value

**I Learning outcomes :**

**After completing this work sheet child will be able to :**

- \* do subtractions by using place values.
- \* Solve the word problems.

**II) Conceptual understanding/ model problem/ model example.**

**How much did Pinki spend ?**

Pinki wanted to buy fruits. One day she went to Rangamma and bought some fruits for ₹ 245. The next day she bought fruits for ₹ 28 less than the previous day. How much money did Pinki spend on the second day?



	100	10	1
Money spent on Frist day ₹	2	4	5
Money spent less on second day ₹		2	8
Money spent on second day ₹			

Pinki spent  
₹ 28 less than the  
₹ 245  
It means she  
spent ₹ 245- ₹ 28



	100	10	1
Money spent on Frist day ₹	2	4	5
Money spent less on second day ₹		2	8
Money spent on second day ₹			

We can not take 8  
ones from 5 ones,  
so we borrow 1 ten.  
1 ten = 10 ones.



	100	10	1
Money spent on Frist day ₹	2	3	15
Money spent less on second day ₹		2	8
Money spent on second day ₹			

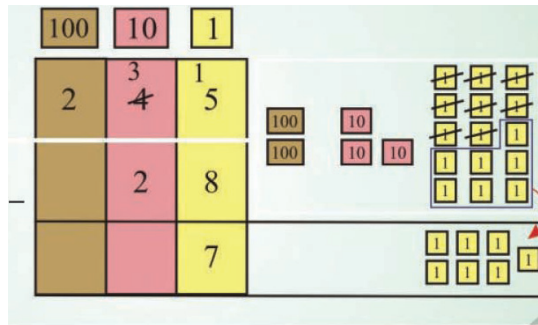
Now we have 10  
ones and 5 ones,  
a total of 15 ones.



Money spent on first day

Less money spent on second day

Money spent on second day

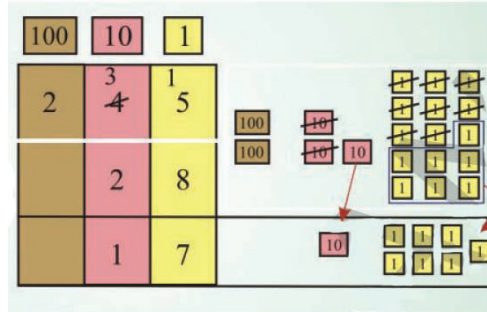


By subtracting 8 ones from 15 ones, we get 7 ones.

Money spent on first day

Less money spent on second day

Money spent on second day

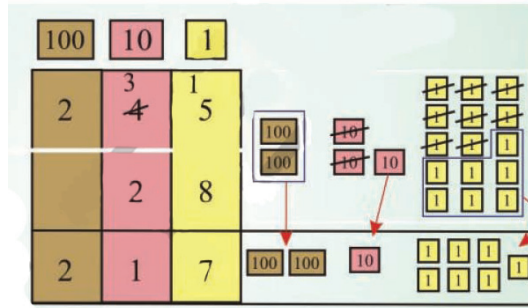


Now subtract tens  
3 tens - 2 tens  
= 1 ten

Money spent on first day

Less money spent on second day

Money spent on second day



Now 2 hundreds remain in the hundreds place

Pinky spent Rs 217 to buy fruits on the second day.

2) In a school, there were 586 students. 168 students left school. How many students are there now in that school?

**Solution :**

No of students in the school	=	5	8	6					HTO 586
No of students left	=	1	6	8					- 168
remaing students at present	=	586	-	168	=	418			<u>418</u>

3) Karuna had Rs.125. Her mother gave some more money to her. Now Karuna had Rs. 275. How much money did karuna's mother give her?

The money Karuna had intially	=	Rs	125						HTO 275
The money Karuna had now	=	Rs	275						125
The money given by her mother	=	Rs.	275 - 125 =	150					<u>150</u>

### III Worksheet

#### A Do the following subtractions

- |                  |                      |                   |                      |
|------------------|----------------------|-------------------|----------------------|
| 1) $594 - 423 =$ | <input type="text"/> | 6) $338 - 123 =$  | <input type="text"/> |
| 2) $654 - 353 =$ | <input type="text"/> | 7) $823 - 656 =$  | <input type="text"/> |
| 3) $376 - 233 =$ | <input type="text"/> | 8) $451 - 232 =$  | <input type="text"/> |
| 4) $672 - 453 =$ | <input type="text"/> | 9) $924 - 116 =$  | <input type="text"/> |
| 5) $624 - 262 =$ | <input type="text"/> | 10) $434 - 434 =$ | <input type="text"/> |

#### B Do the following subtractions :

- |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|
| 1) $964$             | 2) $657$             | 3) $368$             | 4) $684$             |
| $- 357$              | $- 554$              | $- 176$              | $- 47$               |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

#### C Word problems :

1. Rajani went to the market with Rs. 579. There, she spent Rs. 345.  
How much money left with her?
2. Ramu has Rs. 485. Ravi has 238 less than Ramu. How much money does Ravi have?
3. Meena read 125 pages in a book on the first day. On the second day, she read 18 pages less than she read on the first day. How many pages did Meena read on the second day?
4. Ragava is 42 years old. What is the age of John when he is 8 years older than Raghava?

#### IV What I have learnt? :

\* I understand clearly how to do subtractions

I can do  I can't do

\* I can solve simple, real-life subtractions

I can do  I can't do

\* I can estimate and tell orally the difference between any 3 d - numbers

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class : IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Application of Additions and Subtractions

**Worksheet No. : 8**

**Topic/Concept** : Understanding the relationship between Additions and Subtractions

**I Learning outcomes :**

**After completing this work sheet child will be able to :**

- \* Identify the difference between additions & subtractions

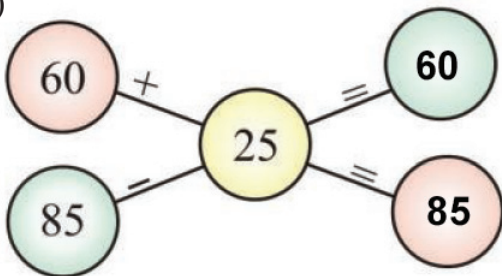
**II) Conceptual understanding/ model problem/ model example.**

1) Let us observe the relation between the addition and subtraction.

'+' →  $\begin{matrix} \text{☺} & \text{☺} & \text{☺} & + & \text{☺} & \text{☺} & = & \text{☺} & \text{☺} & \text{☺} & \text{☺} & \text{☺} \\ 3 & & & + & 2 & & = & 5 & & & & \end{matrix}$  (form of addition)

'-' →  $\begin{matrix} \text{☺} & \text{☺} & \text{☺} & \cancel{\text{☺}} & \cancel{\text{☺}} & = & \text{☺} & \text{☺} & \text{☺} \\ 5 & & & - & 2 & & = & 3 & & & & \end{matrix}$  (form of subtraction)

2)



We check the answer for the above example ourselves

$$\begin{array}{r} 85 \\ - 25 \\ \hline 60 \end{array} \quad \begin{array}{l} \leftarrow \\ \rightarrow \end{array} \begin{array}{r} 60 \\ + 25 \\ \hline 85 \end{array}$$

3) Let us frame some problems on addition and subtractions.

Vani and Veena went to grocery shop to buy some groceries. The price list for some items is as follows.



₹ 25



₹ 17



₹ 22



₹ 12

Veena bought a brush and a toothpaste. She made a question on this.

**A brush costs Rs. 17 and a toothpaste costs Rs. 25. Then, What is the cost of these to items?**






### III) Worksheet

1) Observe the following pictures and write the answers.

[A]  $\bigcirc \bigcirc \bigcirc \bigcirc + \bigcirc \bigcirc \bigcirc \longrightarrow \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$   
 +  =


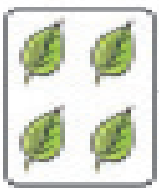

$\bigcirc \bigcirc \bigcirc \bigcirc \cancel{\bigcirc} \cancel{\bigcirc} \longrightarrow \bigcirc \bigcirc \bigcirc$   
 -  =

[B]

 +  =   
 +  =   
 +  =   
 +  =

  $\longrightarrow$    
  $\longrightarrow$  

[C]

 +   $\longrightarrow$    
 +  =

  $\longrightarrow$    
  $\longrightarrow$  

2) Draw the pictures for the following problems

(A)  $6 + 4 = \underline{\hspace{2cm}}$

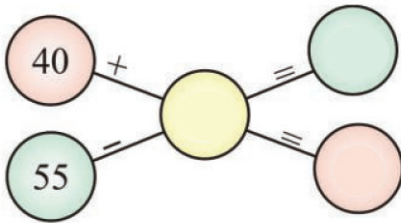
+  =

(B)  $5 + 5 = \underline{\hspace{2cm}}$

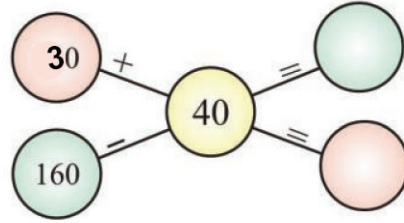
+  =

3) Solve the following problems.

(A)



(B)



4) Check the following answer yourself.

(A) Sunday	Comes before Saturday and after Thursday
(B) Monday	Comes after Wednesday and before Friday
(C) Tuesday	Comes between Friday and Sunday
(D) Wednesday	Comes between Monday and Wednesday
(E) Thursday	Very next day of Sunday
(F) Friday	Is generally a holiday
(G) Saturday	Comes before Thursday and after Tuesday

5) Frame a question on Addition.



I read  
15 books

I read  
29 books



**Suggestions :**

Collect some more problems like this, solve them and discuss them with your friends.

**IV What I have learnt? :-**

\* Identify the difference between Additions & Subtractions

Can do

Can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Application of Multiplications and Divisions

**Worksheet No. : 9**

**Topic/Concept** : Applying Multiplications and Divisions in daily life

**I Learning outcomes :**

**After completing this work sheet child will be able to :**

- \* Solve real-life problems involving multiplication and divisions

**II) Conceptual understanding/ model problem/ model example.**

1) In a guava grove 5 plants are planted in each row. There are 6 such rows in the grove. How many guava trees are there in the grove altogether?

Plants in each row = 5

No.of rows = 6

Total no.of guava trees =  $6 \times 5 = 30$

30 guava trees are planted in the grove.

2) Surya's age is twice that of Anitha. Anitha's age is 7 years. Then what is Surya's age?

Anitha's age = 7 years

Surya's age = Twice of Anitha's age

=  $2 \times$  Anitha's age

=  $2 \times 7 = 14$

Surya's age = 14 years.

3) Keerthan has 39 chocolates with her. She distributed them equally among her 3 friends. How many chocolates does each friend get?

Total no.of chocolates Keerthana has = 39

No.of friends she distributed to : = 3

No. of chocolates =  $39 \div 3$

does each friend get =  $39 \div 3$

$$\begin{array}{r} \text{T O} \\ 3) 39 \quad ( 13 \\ - 3 \downarrow \\ \hline 09 \\ - 9 \\ \hline 0 \end{array}$$



### III Worksheet

#### 1) Do the following problems

- A) Kalpana has Rs.40, Madhavi has four times more than that of kalpana's money. How much money does Madhavi have?
- B) A frog covers 6 feet in each hop. It hopped 9 times. How much distance did the frog cover?
- C) In a cycle stand there are 8 bicycles in each row. There are sixteen such rows. How many bicycles are there altogether?
- D) If we divide 15 things into 5 groups, how many things does each group get?
- E) There are 45 children in 5th class. These students were divided into 5 groups. How many groups were formed?
- F) Kavya has 27 bananas with her. She distributed them among her friends. Each friend got 3 bananas. How many friends did kavya have?
- G) Teacher has brought the 3 colour pencil boxes. Each box has 12 colour pencils. She distributed these pencils equally among 6 children. How many colour pencils did each child get?
- H) Srija is making rangoli pattern on the floor with 24 dots. She put 4 dots in a row. How many rows can be formed?
- I) Rama age is 5 years. Her mother's age is 5 times more than that of Rama's age. What is the age of her mother?
- J) There are 72 chocolates in a box. If we share these among 6 children equally, how many chocolates does each child get?

#### Suggestions :

Collect and solve the problems like these. Discuss them with your friends

#### IV What I have learnt? :-

- \* Solving real-life problems involving multiplication and divisions

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Measurements

**Worksheet No. : 10**

**Topic/Concept** : Measuring length in centimeters by using a scale

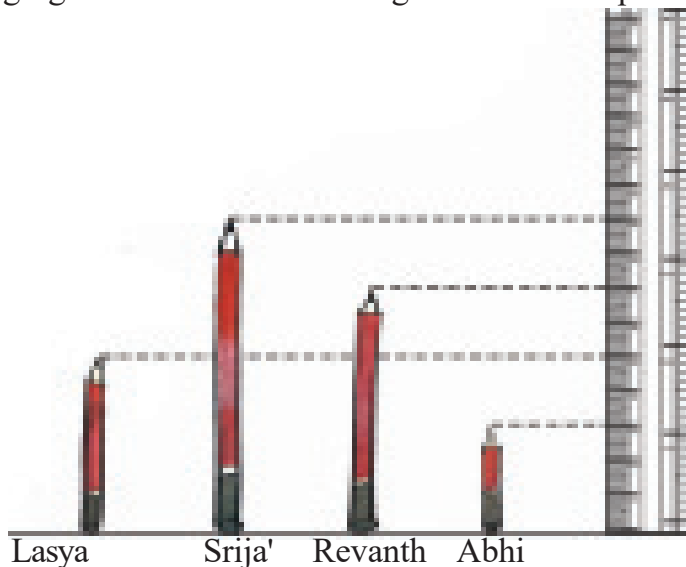
**I Learning outcomes :**

**After completing this work sheet child will be able to :**

- \* Measuring length in centimeters by using a scale
- \* Solving the word problems on length

**II) Conceptual understanding/ model problem/ model example.**

A) See the following figure. Let us know the lengths of different pencils.



Length of Lasya's pencils = 5 cm

Length of Srija's pencils = 9 cm

Length of Revanth's pencils = \_\_\_  cm

Length of Abhi's pencils = \_\_\_  cm

Is Srija's pencil longer than Lasya's ?

If yes, How much is this?

### III Worksheet

1) Measure the length of the following things with a scale in centimeters.

S.No	Name of the thing	Length (cm)
a	Pencil	
b	Sharpner	
c	Maths book	
d	Pencil box	
e	Pen	

#### 2) Do the following problems

- A) The length of the pencil with Neelima is 3 cm. Indira's pencil is 3 times longer than Neelima's pencil. Then, what is the length of the pencil with Indira?
- B) Latha needs 50 cm ribbon for her single plait. She needs two different coloured ribbons for her two plaits. How many cms of ribbon is needed for her?
- C) Pincky's exam pad length is 35 cm. She measured the length of the pad with her pencil. The Pad is 5 times longer than the pencil. Then, what is the length of the pencil?
- D) Reethu has cut the 20 cm paper into 5 equal parts. What is the length of each part in cms?

#### Suggestions :

Collect and solve the problems like these. Discuss then with your friends

#### IV What I have learnt? :-

- \* Measuring length in centimeters by using a scale

I can do  I can't do

- \* Solving the word problems on length

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :** IV

**Medium :** English

**Subject :** Mathematics

**Name of the chapter:** Measurements

**Worksheet No. :** 11

**Topic/Concept :** Measuring Weights in kilograms by using the weights

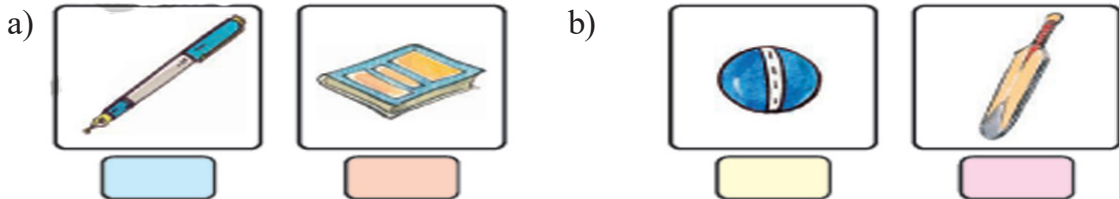
**I Learning outcomes :**

**After completing this work sheet child will be able to :**

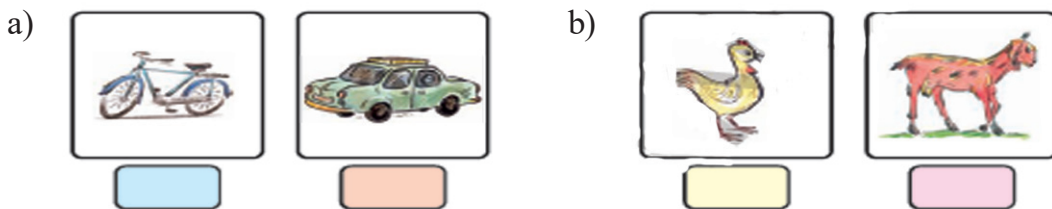
- \* Weigh Weights in kilograms by using the weights.
- \* Solve the word problems of weights

**II) Conceptual understanding/ model problem/ model example.**

1) Which of the following is heavier? Tick (✓) it.



2) Which of the following is lighter? Tick (✓) it.



3) You might have observed the following weights. When You visited a grocery shop or vegetables market



These weights are used to weigh the things.

Ex. 3 kilograms of sugar

To weigh this you need 2 kg and 1 kg weights.

### III Worksheet

1) A shopkeeper has 1 kg, 2 kg, 5kg and 10 kg weights only. He has to use these weights only to weigh things. Here is a grocery list, Write the weights to be used to weigh the given quantities of groceries.

Grocery List	Weights
2 kg Tamrind	
1 kg Groundnut	
3 kg Sugar	
6 kg Onions	
7 kg Wheat flour	
13 kg Rice	

#### 2) Do the following problems.

- a) There are 5 kg red gram, 2 kg bengal gram and 3 kg sugar in a bag. How many kgs of weight is there in the bag?
- b) Ravi went to market and brought 2 kg tomatoes, 3 kg onions and 2 kg potatoes. What is the total weight of groceries that Ravi brought?
- c) Ramu has 15 kgs of weight and Somu has 22 kgs of weight. How much more weight is Somu than Ramu

#### Suggestions :

Collect and solve the problems like these. Discuss then with your friends

#### IV What I have learnt? :-

- \* Weigh Weights in kilograms by using the Weights

I can do  I can't do

- \* Solve the word problems of Weights

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Measurements

**Worksheet No. : 12**

**Topic/Concept** : Comparing the capacity of measuring jars

**I Learning outcomes :**

**After completing this worksheet child will be able to :**

- \* Compare the capacity of measuring jars
- \* Measure liquids in litres
- \* Solve the word problems on measuring liquids

**II) Conceptual understanding/ model problem/ model example.**

a) Liquids, like water, milk, oil etc are measured with measuring jars. The unit for measuring liquids is litre.



1 Litre jar



2 Litre jar

b) Given bellow are the pairs of vessels. Which vessel holds more water?  
Put a ✓ mark for the right choice.

a)



b)



c)









d)



### III Worksheet

1) Look at the following table.

	No. of 	No. of 	No. of 
	5	20	100
	10	40	200

By reading the table above, write answers for the following questions

- How many jugs of water can fill a pot.?
- How many jugs of water can fill a bucket.?
- How many glasses of water can fill a bucket.?
- How many glasses of water can fill a pot.?

Which one holds more water? bucket or pot.?

#### 2) Do the following problems.

- A vessel can hold 28 cups of tea when it is completely filled. Saraswathi has taken out 16 cups of tea from the vessel. How many cups of tea is remaining in the vessel?
- A tank can be filled with either 9 pots of water or 54 jugs of water. How many jugs of water are needed to fill a pot?
- Kailash poured 14 pots of water in a tank. Rishi then poured 16 pots of water to fill the tank. What is the capacity of the tank?

#### Suggestions :

Collect and solve the problems like these. Discuss then with your friends

#### IV What I have learnt? :-

- \* Compare the capacity of measuring jars

I can do  I can't do

- \* Solves the word problems on measuring liquids

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter: Time**

**Worksheet No. : 13**

**Topic/Concept** : Identifying & telling the exact time on the clock in hours

**I Learning outcomes :**

**After completing this work sheet child will be able to :**

- \* Identify & tell the exact time on the clock in hours.

**II) Conceptual understanding/ model problem/ model example.**

1) What is the time?

Clock tell us what time it is. The numbers 1 to 12 are written on the clock. It has two hands. The short hand is called the "hours hand" and the long hand is called the "minutes hand"

Look at the clock and observe the time.

The minutes hand is at 12 and The hours hand is at 9. So, it is 9<sup>o</sup> clock now.



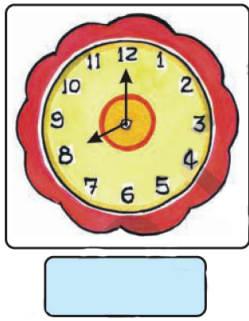
**III Worksheet**

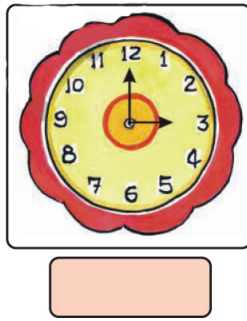
1) In the following activities which activity takes more time and which takes less time.

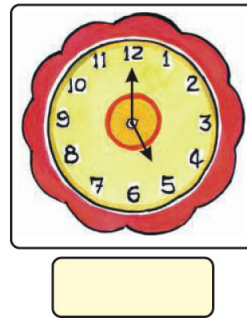




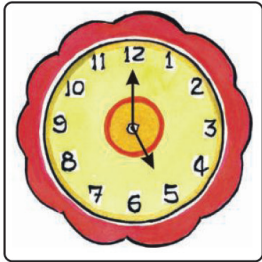
2) Observe the following clocks and mention the time



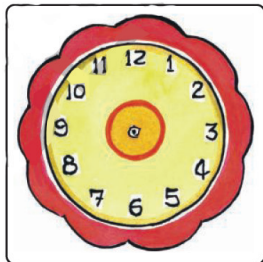




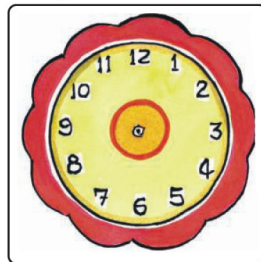

3) Show the time by drawing hour hand and minute hand in the following clocks.



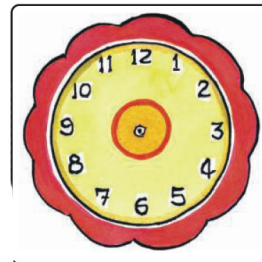
5 o'clock



11 o'clock



2 o'clock

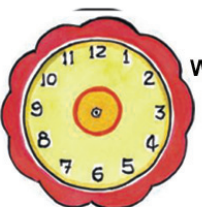


12 o'clock

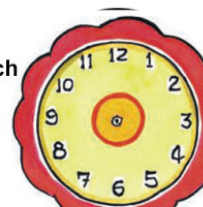
4) Draw the time for the following activities in the clocks.



When do you get up in the morning



When do you reach school daily



When do you return home from school

5) Do the following problems.

a) Vinoda started playing at 4<sup>o</sup> clock in the evening. She played 2 hours. At which time did she stop playing?

b) A tank can be filled in 3 hours. If it starts filling the tank at 7<sup>o</sup> clock then at what time the tank will be filled?

**Suggestions :**

Collect and solve the problems like these. Discuss then with your friends

**IV What I have learnt? :-**

\* Child can identify & tell the exact time on the clock in hours.

I can do

I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter: Calendar**

**Worksheet No. : 14**

**Topic/Concept : Marking the dates and days on the calendar**

**I Learning outcomes :**

**After completing this work sheet child will be able to :**

- \* Mark the dates and days on the callender
- \* Make a Calendar according to the given instructions

**II) Conceptual understanding/ model problem/ model example.**

1) The following data is based on the June 2020 Calender. Let us observe.

The first day of this month is **Monday**

There are **4** Sundays in this month.

June 2<sup>nd</sup> is the Tuesday and next Tuesday falls on 9<sup>th</sup> date.

There are **4** Fridays in this month.

June 20<sup>th</sup> is **Saturday**

After June, The first day of the next month is **Wednesday**.

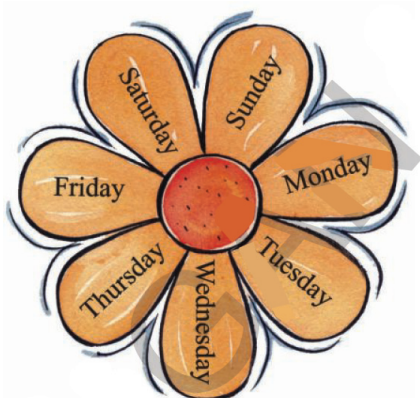
June 2020						
సో	మంగళ	బుధవారం	గువ	వినోద	శుక్ర	ఆది
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**III Worksheet**

1) There are 7 days in a week.

Write the days of the week in an order.

**1 ]**



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2) Observe the Calendar carefully and answer the following questions

# 2020

## JANUARY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## FEBRUARY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

## MARCH

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## APRIL

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## MAY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## JUNE

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## JULY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## AUGUST

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## SEPTEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## OCTOBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## NOVEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## DECEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- How many days are there in the month of January?
- How many days are there in the month of April?
- How many days are there in the month of February?
- How many Fridays are there in March?
- 23rd is a Wednesday, The next Wednesday falls on?
- Which months start with Sunday?
- Identify your date of birth on the calendar.
- Name the months which have 31 days?
- Name the months which have 30 days?

3) Match the following

(A) Sunday	Comes before Saturday and after Thursday
(B) Monday	Comes after Wednesday and before Friday
(C) Tuesday	Comes between Friday and Sunday
(D) Wednesday	Comes between Monday and Wednesday
(E) Thursday	Very next day of Sunday
(F) Friday	Is generally a holiday
(G) Saturday	Comes before Thursday and after Tuesday

4) Complete the October 2020 calendar and write the answers for the following questions.

## OCTOBER 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
	5		7		9	10
11	12	13		15	16	17
		20	21		23	
26	27				29	31

a) Encircle the dates of Fridays with a pen.

b) What day is the first of this month?

c) How do you write the 15<sup>th</sup> date of this month

\_\_\_/\_\_\_/\_\_\_

d) How many Mondays are there in this month?

e) What day is the first date of next month?

### Suggestions :

Collect and solve the problems like these. Discuss then with your friends

### IV What I have learnt? :-

\* Child can mark the dates and days on the calendar.

I can do  I can't do

\* Child can make a calendar according to the given instructions.

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter: Day-To-Day Maths**

**Worksheet No. : 15**

**Topic/Concept : Preparing bills according to the price list**

**I Learning outcomes :**

**After completing this worksheet child will be able to :**

- \* Prepare bills according to the price list.
- \* Solve the day-to-day problems in measurements.

**II) Conceptual understanding/ model problem/ model example.**



Price List	
1kg Tomato	Rs 20
1Kg Onion	Rs 25
1 Kg Potato	Rs 30
1 Spinach bundle	Rs 8

- 1) Naveen went to the vegetable market and brought some groceries. He prepared a bill based on the price list.

Sl.No	Item	Quantity	Total Cost
1	Onions	4 Kg	Rs. 100
2	Potatos	3 kg	Rs. 90
3	Spinch	5 Bundles	Rs. 40
Total Cost			Rs. 230

2) Ramesh sold Idlies since morning. He had 240 idlies in the morning. There were 16 idlies with him by evening. Each plate consists 4 idlies and costs Rs.20. How much did he earn?

No.of idlies Ramesh had in the morning = 240  
 No.of idlies with him by evening = 16  
 Idlies sold = 224  
 Ramesh earned \_\_\_\_\_

### III Worksheet

1) Riya went to market to buy ribbons of 3 colours. She bought 2 blue ribbons, 4 red ribbons and 6 green ribbons. You prepare a bill based on the price list.

#### Ribbons



#### Cost of each ribbon



Sl.No	Item	Quantity	Total Cost
1	Blue Ribbon	2	Rs. 4
2			
3			
Total Cost			

#### Suggestions :

Collect and solve similar problems. Discuss then with your friends

#### IV What I have learnt? :-

\* Prepare bills according to the price list

I can do  I can't do

\* Solve the day-to-day problems in measurements.

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Data Handling

**Worksheet No. : 16**

**Topic/Concept** : Preparing a data table with the collected information. Making a table with the collected information by using tally marks

**I Learning outcomes :**

**After completing this worksheet child will be able to :**

- \* Prepare data table on the collected information
- \* Analyze the information on the data table
- \* Make table with the collected information by using tally marks

**II) Conceptual understanding/ model problem/ model example.**

Using tally marks.



Score in kabbadi can be recorded by using tally marks (111111). The table below gives the score between two teams. Let us observe the table

Name of the team	Tally marks	Total points
Chandu	11111111	9
Raj	1111111111111111	16

- a) Which team got more points = Raj  
b) Which team got less points = Chandu  
c) What is the difference between the scores of the two teams? =  $16 - 9 = 7$

### III Worksheet

1) Kiran has put pictures of many animals in his room




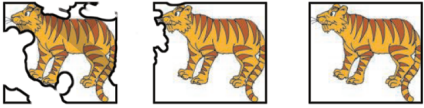

The table given below tells you the number of pictures of each animal.

a) Pictures of which animal are more in the table?

b) How many pictures are there in the table?

c) The pictures of which animal are more in number lion or deer?

d) The pictures of which animal are equal in number?

Animal	Picture of animals
Lion	
Monkey	
Deer	
Tiger	
Dog	

2) The following table shows The number of different types of fruit baskets.

Mangoes							
Apples							
Banans							
Grapes							
Sweet lemon							
Jack fruits							



Observe the table. Write the following answers.





- a) How many mango baskets are there? \_\_\_\_\_
- b) How many types of fruit baskets are there? \_\_\_\_\_
- c) Which fruit baskets are less in number? \_\_\_\_\_
- d) How many more banana baskets are there than mango baskets? \_\_\_\_\_

**3) What breakfast do you like?**

Make a list of the favourite food item for the breakfast of all your classmates.

Fill the following table using the information.




Complete the table with tally marks for each friends breakfast.

Name of the Breakfast	Tally marks	Total
 <p style="text-align: center;"><b>IDLY</b></p>		
 <p style="text-align: center;"><b>VADA</b></p>		
 <p style="text-align: center;"><b>DOSA</b></p>		
 <p style="text-align: center;"><b>CHAPATI</b></p>		

- a) Which breakfast do most of the students like in your class?
- b) Which breakfast is least preferred by the students of your class?
- c) How many students like dosa?

#### 4) Details of vehicles

Ganesh collected the following information from his friends. Let us observe the table. Write the answers for the questions that follow.

The names of the vehicles	Tally marks	Number of Vehicles
 BYCYCLE	111111111	9
 MOTERCYCLE	1111	4
 AUTO	111	3

- Which vehicle do most of the freinds have?
- How many more times are bicycle than autos?
- How many total vehicles?

#### **Suggestions :**

Collect and solve the problems like these. Disscuss then with your friends

#### **IV What I have learnt? :-**

- \* Prepare data table on the collected information

I can do  I can't do

- \* Analyzes the information on the data table

I can do  I can't do

- \* Makes table with the collected information by using tally marks

I can do  I can't do



**TELANGANA, HYDERABAD**  
**READINESS PROGRAMME LEVEL-1**

**Class :IV**

**Medium : English**

**Subject : Mathematics**

**Name of the chapter:** Patterns

**Worksheet No. : 17**

**Topic/Concept** : Understanding how to divide things equally mathematical shapes.  
Understanding the symmetrical shapes.

**I Learning outcomes :**

**After completing this worksheet child will be able to :**

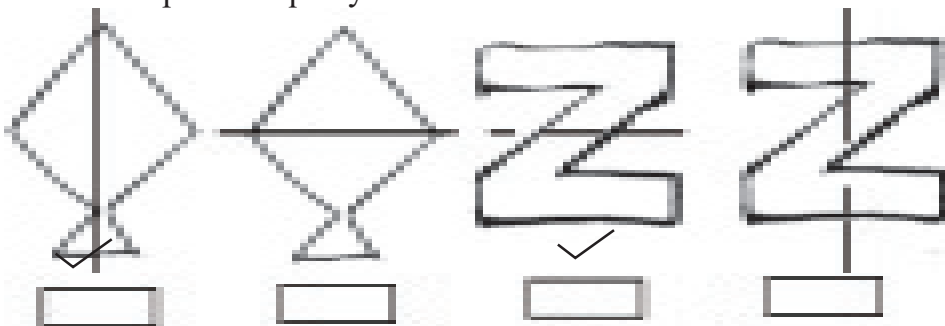
- \* Understand how to divide mathematical shape, pictures and things equally
- \* Clearly understand the symmetrical shapes
- \* Prepare new patterns by logical thinking

**II) Conceptual understanding/ model problem/ model example.**

- 1) Observing the following pictures. Put a mirror on the line and see the complete picture.



- 2) Observe the following the pictures. Each picture is divided by a line. Observe which line divides the picture equally.



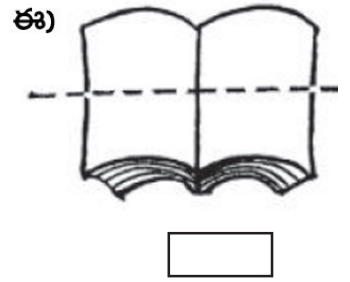
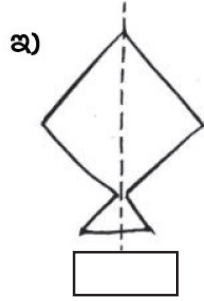
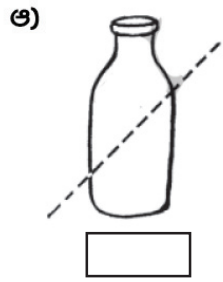
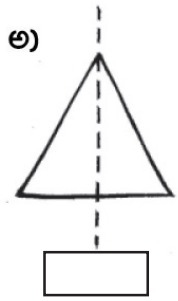
- 3) Let us observe the following string of beads.

On this string there are 3 small beads and a big bead repeted many times.

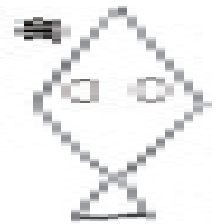
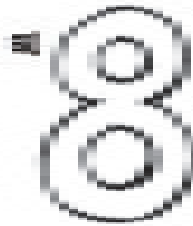
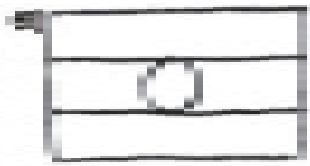


### III Worksheet

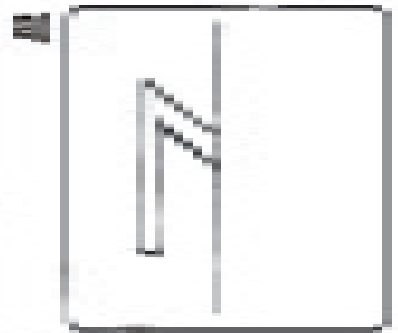
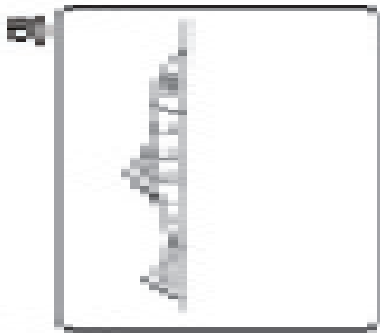
1) Look at the pictures given below and observe the lines on them, Tick ( ✓ ) the picture which can be divided equally by the line.



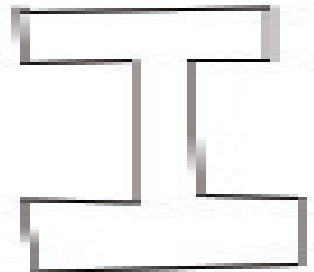
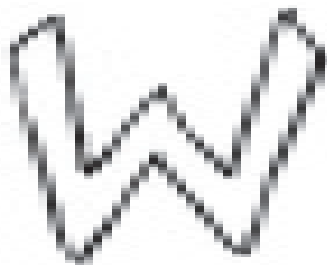
2) Draw a symmetrical line for the below pictures.



3) Complete the pictures symmetrically.



4) Draw a symmetrical line for the following alphabet.



5) Encircle the letters which are not symmetrical

అ) A

ఊ) M

ఆ) E

బి) O

ఇ) F

ఎ) G

ఈ) P

ఐ) L

ఉ) K

ఊ) V

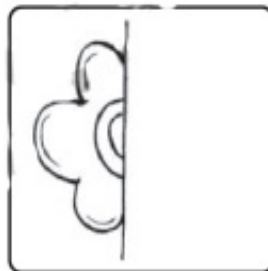
Write some alphabet which have no line of symmetry.

G \_\_\_\_\_

Write some alphabet which have line of symmetry.

M \_\_\_\_\_

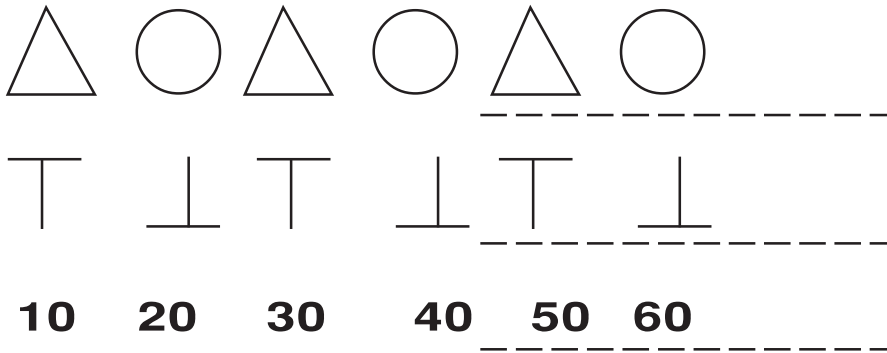
6) Draw the complete picture and colour it.



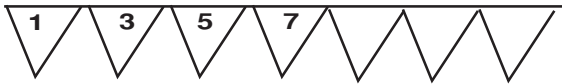
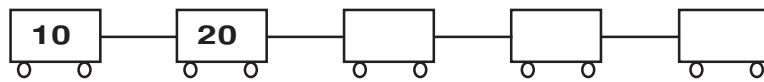
7) Observe the pattern given below. Draw the shapes that come in the sequential order.



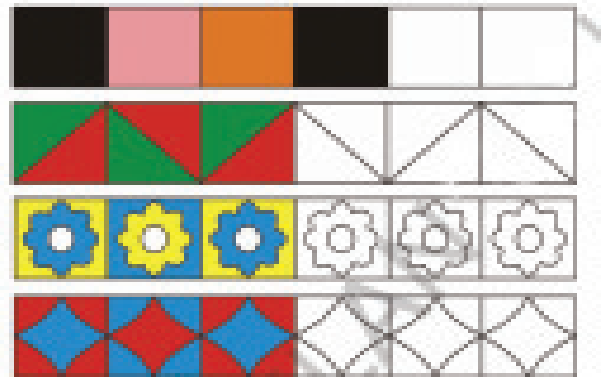
8) By observing the following, write the pattern that comes in the sequential order.



9) Complete the pattern and color it.



10) Complete the pattern and color it.



**Suggestions :**

Collect and solve the problems like these. Discuss them with your friends.

**IV What I have learnt? :-**

\* I can divide mathematical shapes, pictures and things equally.

I can do  I can't do

\* I can understand the symmetrical shapes.

I can do  I can't do

\* I can Prepare new patterns by logical thinking.

I can do  I can't do



**LEVEL-2**

## **Academic Year 2020-21**

**CHAPTER – I : MANY OBJECTS- DIFFERENT SHAPES**

**CHAPTER – II : DIFFERENT VIEWS - DIFFERENT SIDES**

**CHAPTER – III : SOME MORE SHAPES**

**CHAPTER – IV : KNOWING NUMBERS**







# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **1** ..... Worksheet No. : ..... **1** .....

Name of the Chapter : Many Objects - Different Shapes

Topic / Concept : Identifying 3-dimensional objects in our daily life. Categorising them according to their properties

## I. Learning Outcomes.

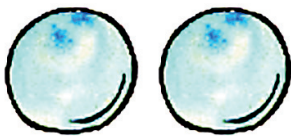
1. Understand the 3D shapes of the objects around him.
2. Categorize the 3D objects based on their shapes and characteristics.

## II. Conceptual Understanding / Activity / Model Problem

- Name some ball-shaped objects.
- Name some brick - like objects.
- Which shape can roll? Which shape can slide? Why? explain.

To understand the above topics, we will learn the 3-dimensional objects those we see in our daily life.

**Let us observe the following objects. We will learn their properties.**



Marbles



Watermelon



Mosambi  
(Sweet lime)

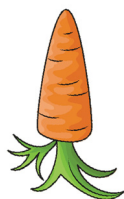


Laddus

2. See the following pictures. Let us find out the shapes of these.



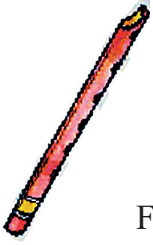
Ice-cream



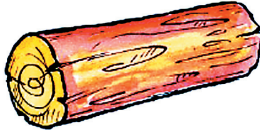
Carrot

These objects look like the shape of  
a joker's cap

3. Look at the following 3-d objects. Which among the following are drum-shaped, brick-shaped and dice-shaped?



Flute



Log



Cellphone



Book



Biscuit Box



Ice Cube

**Instruction :**

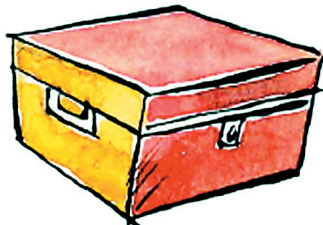
Refer to page No. 1 and 2 of your textbook to get an understanding about different 3D objects and their shapes.

4. Which among the following 3-dimensional objects roll and which slide?  
Let us know this!

Rolling objects



Sliding objects



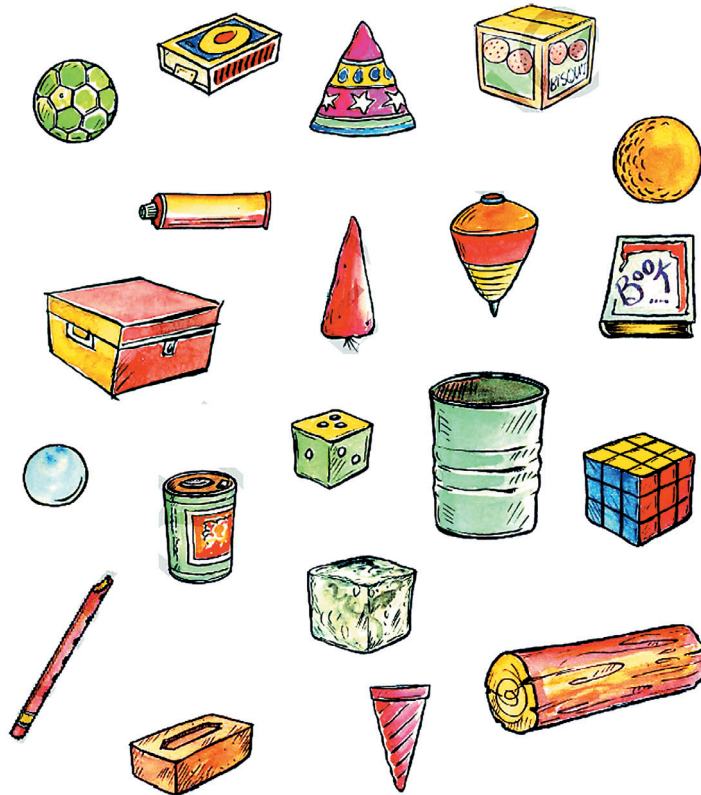
Similarly, identify some more sliding and rolling objects.

Objects those do not have sides and corners roll.

Objects those with corners and sides slide.

### III. Worksheet

Look at the following pictures. Identify the properties of shapes.



Separate the objects shown above according to the properties of shapes and write them in the table under the different categories.

Similarly, write some more objects that you see in your daily life under the shape they belong to.

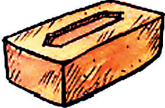










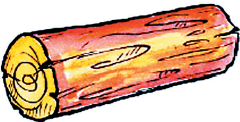


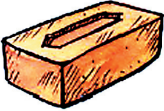

a)

Ball-like	Brick-like	Dice-like	Joker hat-like	Drum-like

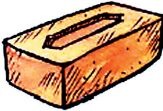










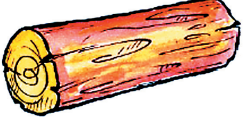
b) Categorise the objects according to their rolling and sliding character.

Rolling objects	Sliding objects	Rolling & Sliding objects

2. Put a “✓” mark in the blank box for the odd three dimensional list of objects given below

a)				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Put a “✓” mark in the blank box for the odd object given in the list

a)				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Instruction :**

Practice the problems in your textbook. Collect and practice some more similar problems and show them to your friends.

**IV. What I have learnt.**

1. I have understood the 3d shapes of the objects around us.

a) Yes, I can

b) No, I can't

2. I can Categorise the 3d objects based on their shapes and characteristics.

a) Yes, I can

b) No, I can't



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **1** ..... Worksheet No. : ..... **2** .....

Name of the Chapter : Many Objects - Different Shapes

Topic / Concept : Identifying corners and edges of 3- dimensional objects

## I. Learning Outcomes.

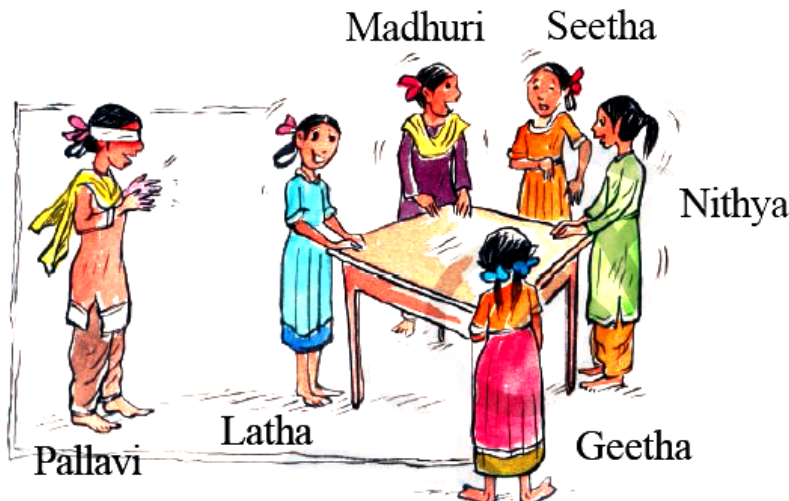
1. Identify the corners and edges of three-dimensional objects.

## II. Conceptual Understanding / Activity / Model Problem

- What 3-d objects have corners?
- Do all the objects with corners have edges?
- Does a water bottle roll or slide? Why?

What 3-d objects have corners and edges and what don't have? Let us observe these.

1. See the following picture. Who stood at the corners of the table? Identify.

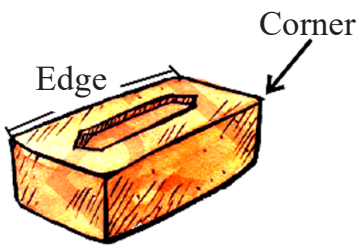


### Instructions :

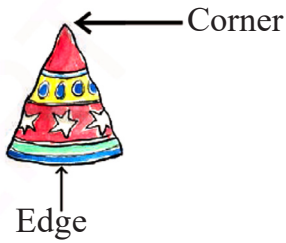
Refer to page No. 3 and read the activity and get better understanding.

What game did Nitya play with her friends? Who was out of the game? Why did she out?

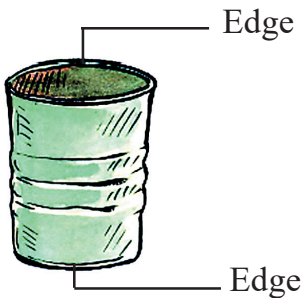
2. Let us learn the corners and edges of 3-dimensional objects.



How many edges?  
edges on the top 4, edges on the bottom 4  
edges on one side-2, edges on the other side - 2  
Total edges = 12  
How many corners?  
On the top-4, On the bottom-4,  
Total corners = 8



How many edges?  
edges on the bottom-1,  
How many corners?  
Corners on the top = 1



How many edges?  
edges on the top=1  
edges on the bottom=1  
total edges = 2  
How many corners?  
No corners.

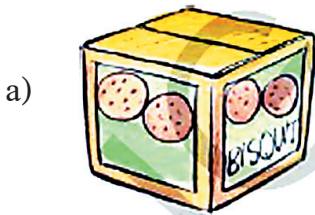


How many corners and edges for a ball?

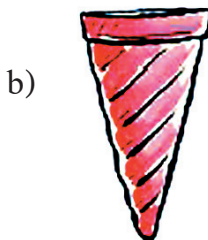
**Instruction :** Refer to page no. 3 to 5 and do the activities. Get better understanding on corners and edges of 3-d objects.

**III. Worksheet**

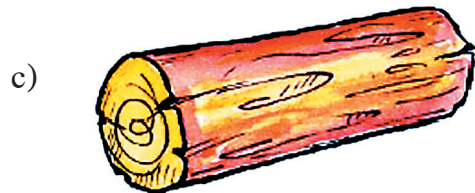
1. Find out the number of edges and corners for the objects given below.



Edges =  
Corners =



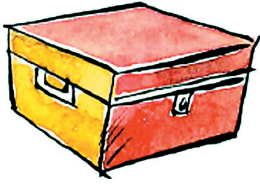
Edges =  
Corners =



Edges =  
Corners =



d)



Edges =

Corners =

e)



Edges =

Corners =

f)



Edges =

Corners =

**2. Find the correct answer for the following and write it in the bracket.**

a) Which object among the following has more corners? ( )

1)



2)



3)



4)



b) Find the one-edged object from the following. ( )

1)



2)



3)



4)



c) Find the object that has no corners. ( )

1)



2)



3)



4)



d) Find the object that has two edges only. ( )

1)



2)



3)



4)



e) Find the object that has one edge only. ( )

1)



2)



3)



4)



**3. Give answers for the following.**

a) Name two 3D objects that can roll.

1. .... 2. ....

b) Name two 3D objects that can slide?

1. .... 2. ....

c) Name two 3D objects that can roll and slides.

1. .... 2. ....

**4. Circle the correct answer**

a) How many edges does a brick have?

10	12	6	8
----	----	---	---

b) How many corners does a ball have?

2	4	0	6
---	---	---	---

c) How many edges does a drum have?

4	2	1	0
---	---	---	---

d) How many corners does a matchbox have?

8	4	6	2
---	---	---	---

**Instruction :**

Do the exercises in your textbook. Collect and solve some more problems like this and show them to your friends.

**IV. What I have learn**

1. I can identify the corners and edges of three-dimensional objects.

a) No, I don't know

b) I Can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **1** ..... Worksheet No. : ..... **3** .....

Name of the Chapter : Many Objects - Different Shapes

Topic / Concept : Drawing the faces and nets of 3-dimensional objects.

## I. Learning Outcomes.

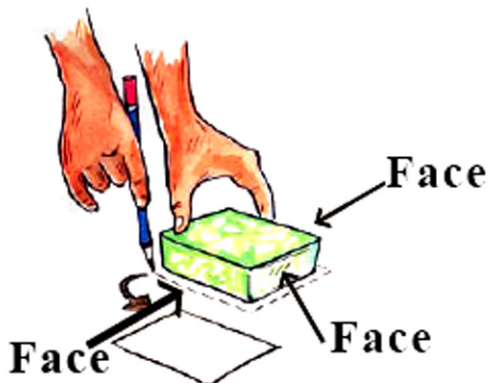
1. Identify and show the faces of 3D objects.
2. Identify the nets of 3D objects and show all the faces of a net.

## II. Conceptual Understanding / Activity / Model Problem

- How many corners does a soapbox have?
- How many edges does a soapbox have?
- How many faces do objects like a soapbox have?

Let us know about these.

1. Take a soapbox and put it on a paper. Trace along the edges of all its faces with a pencil. Observe the shapes formed.



Drawn from one side



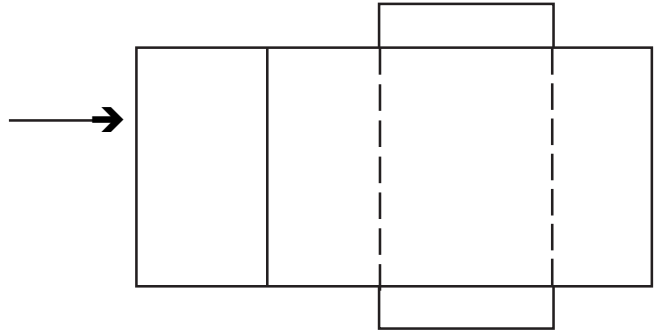
Drawn from another side

Try to draw from all other sides as shown above.

If we trace all the sides along their edges, we get 6 faces.

Are these shapes similar?

2. When we open a soapbox along its edges carefully, it has the following shape.



This is called the 'net' of the soapbox

How many faces are there in the above net. Are all the faces similar?

**Instruction :** By observing the activities on page No. 5 and 6 of your textbook, get an understanding of the nets of 3D objects.

### III. Worksheet

1.



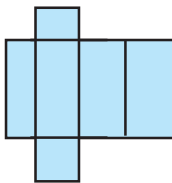
How many faces does this box have? Draw the shapes of these faces.

2.



Which among the following is the net of this box when it is opened along its edges?

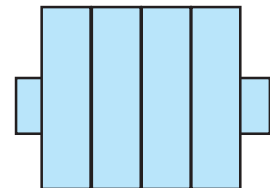
a)



b)



c)

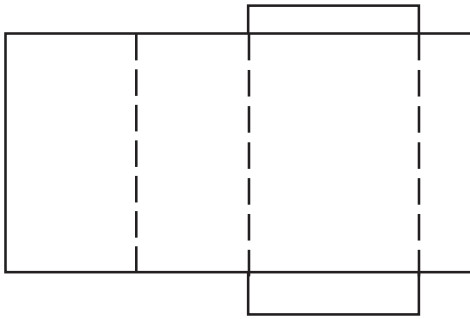


3.



Put an eraser on a sheet of paper and trace all the faces. How many faces have formed? show them.


4. Observe the following net. Draw all the faces of this net.



1)                      2)                      3)

4)                      5)                      6)

5. Collect some small boxes. Draw their nets on paper.

6. Place a  on a sheet of paper and trace it along its edges with a pencil. Trace all its faces.

#### IV. What I have learnt?

1. I can identify and show the faces of 3D objects.

a) I Can do                       b) I can't do

2. I can identify the nets of 3D objects and show all the faces of a net.

a) I Can do                       b) I can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **1** ..... Worksheet No. : ..... **4** .....

Name of the Chapter : Many Objects - Different Shapes

Topic / Concept : Drawing the faces and nets of 3-dimensional objects drawing the faces and net of a dice

## I. Learning Outcomes.

1. Identify the faces of 3D Objects.
2. Identify the nets and their faces of different objects.

## II. Conceptual Understanding / Activity / Model Problem

- How many corners are there for a dice?
  - How many edges does a dice have?
  - How many faces do dice-like objects have?
1. Take a dice, put it on a paper and trace along the edges of its faces. Observe the shapes formed.



When drawn along the edges of one side.

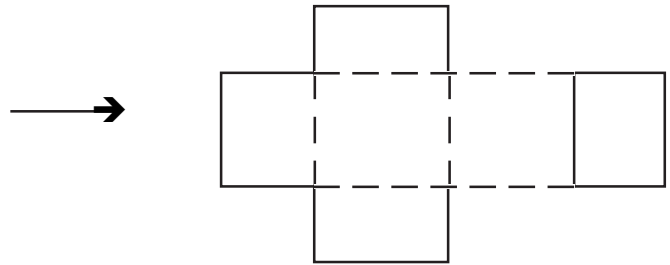


When drawn along the edges of another side.

Draw along the edges of all the sides. When we trace all the sides with a pencil, we can see 6 faces.

Do all the faces look alike?

2. If we open the dice-like objects along their edges we can see the following shape.




This is the net of the dice-like object.

How many faces are there in the above net? Do all the faces look alike?

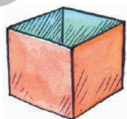
**Instruction :**

Read the activities on page 7 of your textbook. You can understand the shapes formed when they are traced along the edges of all the sides. And you can also understand the ‘nets’ of these 3-D objects.

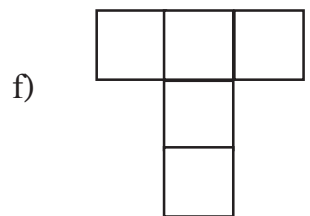
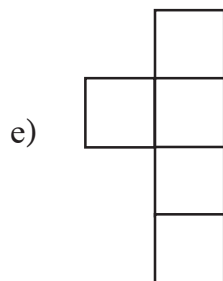
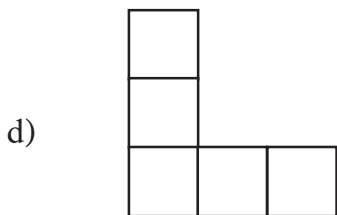
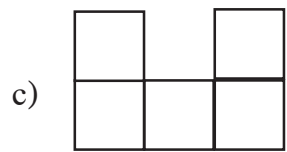
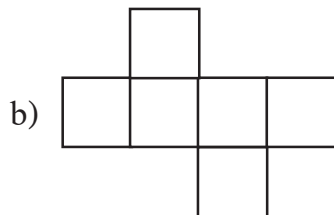
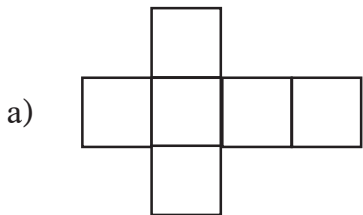
**III. Worksheet**

1.  See the following 3D object. I identify all its corners, edges and faces.

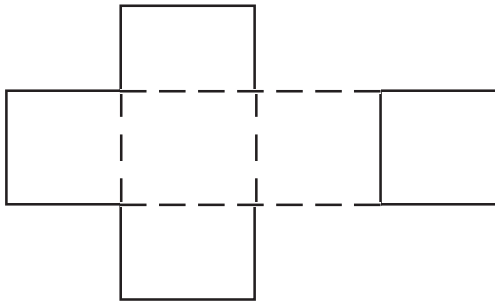
Edges ..... faces ..... Corners .....


2.  See the opened box given below.

Which of the following is the net of this opened box?

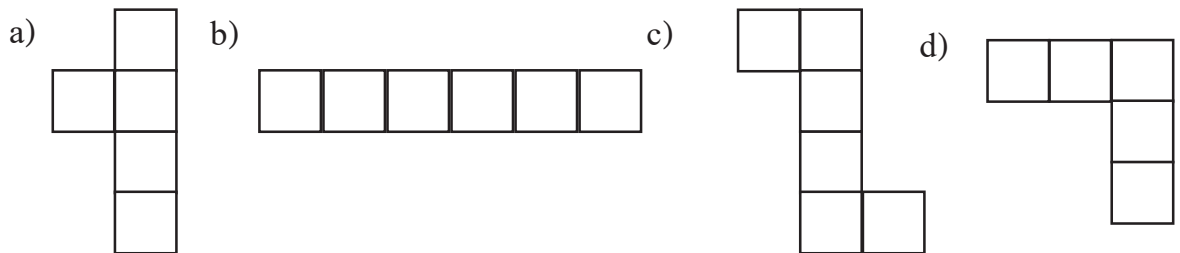


3. Observe the following net. Draw the faces of this net.



4.  Open the inner tray of a matchbox. Draw the net of the tray when opened along its edges.

5.  Choose the right 'net' for this from the following choices.



Instructions :

Collect some more problems like this. Solve them and show them to your friends.

#### IV. What I have learnt?

1. I can identify the faces of 3D objects.

a) I can do  I can't do

2. I can identify the nets and their faces of different objects.

a) I can do  I can't do





# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....

Unit : ..... **2** ..... Worksheet No. : ..... **5** .....

Name of the Chapter : Different Views - Different Sides

Topic / Concept : Observing the objects around us from different viewpoints and identifying the different views of objects.

## I. Learning Outcomes.

1. Know the views of the objects that they see around them in daily situations.

## II. Conceptual Understanding / Activity / Model Problem

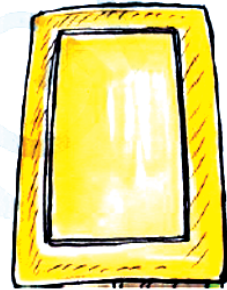
Nitya, Meghana and Madhu have drawn the pictures of the same bus. But, each picture looks different. Think why do they look different?



Nitya



Madhu



Meghana

The bus picture drawn by Nithya seems to be drawn by looking at it from the front.

Whose picture seems to be drawn by looking at it from the top?

Whose picture seems to be drawn by looking at it from a side?

The objects around us look different when they are viewed from different view points / perspectives.

Like this, observe different objects around you from different viewpoints / perspectives.

## What are the viewpoints of these pictures?

There are three pictures of different views are given for the following picture. Find out the picture with front view, back view and side view. Fill the blank boxes with the exact viewpoints.



Front view



Like this, we can observe so many things around us from different viewpoints. Read the activity “from which side the photograph has been taken?” on page number 10 of your textbook and get better understanding on this topic.

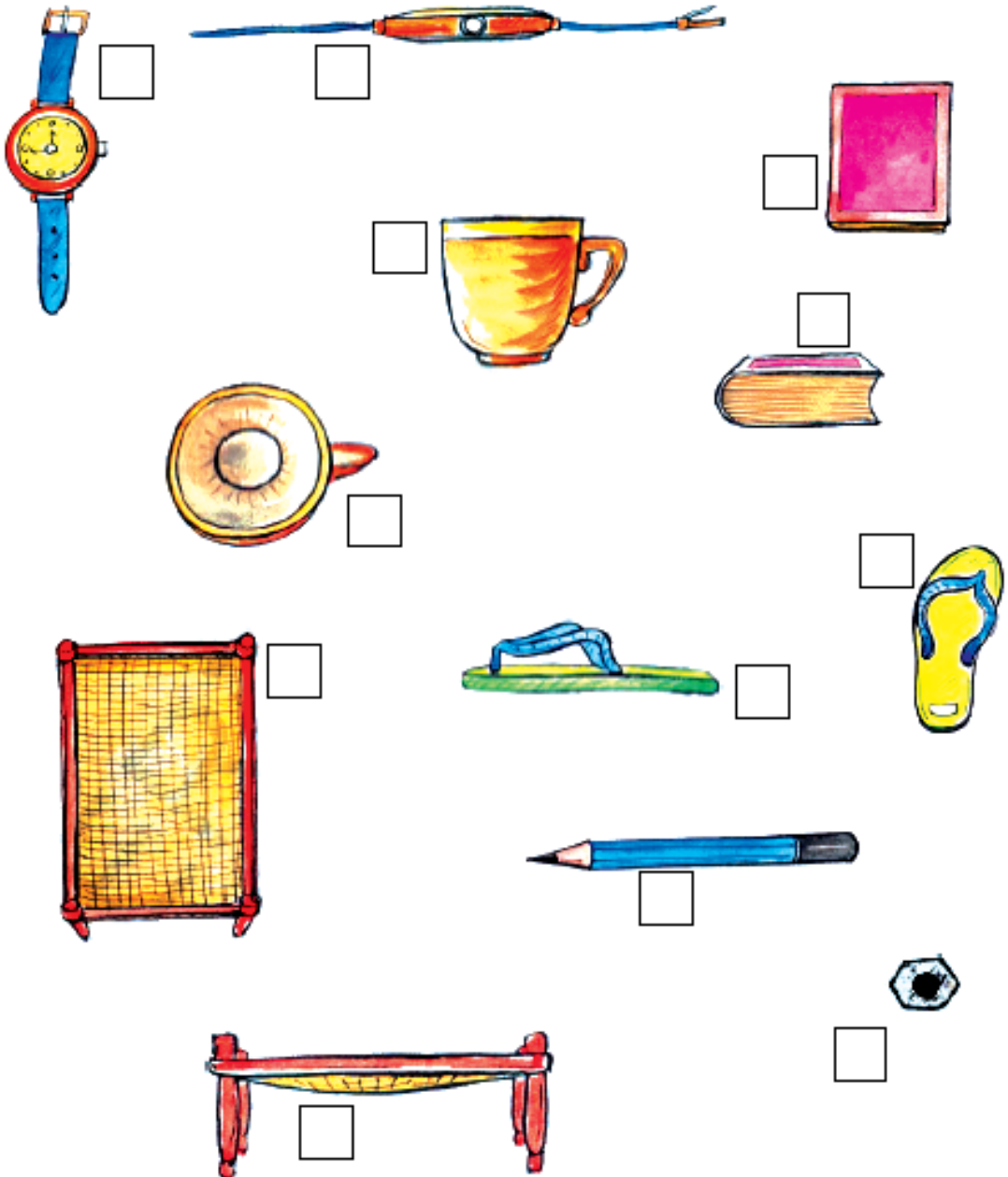
### III. Worksheet

1. Look at these pictures. These are the pictures of a cycle. Find out the view of these pictures.



2. There are some more pictures of some objects. Write 'T' mark in the box for the objects with their top view and write 'S' for the objects with their side view.

Instructions ; T means Top; S means side



3. Given below are the list of objects with different views. Choose the correct viewpoint / perspective for each picture from the options given.

a)



From the top / form the front / from the side

b)



From the top / form the front / from the side

c)



From the top / form the front / from the side

d)



From the top / form the front / from the side

4. Draw pictures according to the instructions given.

a) Draw the picture of a table from the side point of view.

b) Draw the picture of a table from the top viewpoint / point of view / perspective.

c) Draw the picture of a T.V. from the front viewpoint / point of view / perspective.

**Instructions :**

Practice the problems in your textbook and collect some more problems like this, solve them and discuss them with your friends.

**IV. What I have learnt**

1. Know the views of the objects that they see around them in daily situations.

a) I can do

b) I can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL-2**

Class : ..... **4<sup>th</sup>** ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **2** ..... Worksheet No. : ..... **6** .....

Name of the Chapter : Different Views - Different Sides

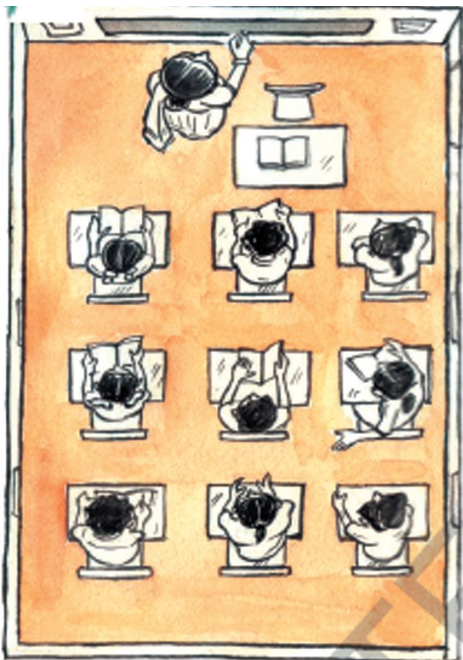
Topic / Concept : Viewing objects around us from different viewpoints identifying objects from the top view.

## I. Learning Outcomes.

1. Know how the things around us look like when viewed from different viewpoints / perspectives
2. Identify the different objects in our daily life when they are viewed from different viewpoints.

## II. Conceptual Understanding / Activity / Model Problem

This is the top view of a classroom. Let us identify the objects in this picture.



1. What is the teacher doing in this picture?

**ans:** The teacher is writing on the blackboard.

2. How many children are there in the classroom?

**ans :** There are 9 children in the classroom

3. What is there on teacher's table?

**Ans:**

4. How many children have kept their books open on the table?

**Ans:**

5. Is there any duster on teacher's table?

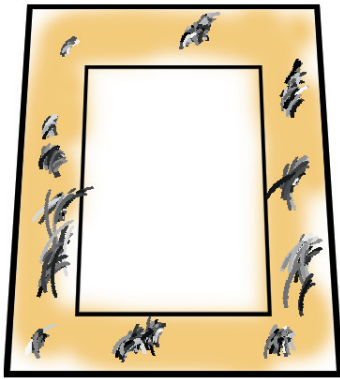
**Ans :**

Prepare some more questions on the above picture. Discuss them with your friends.

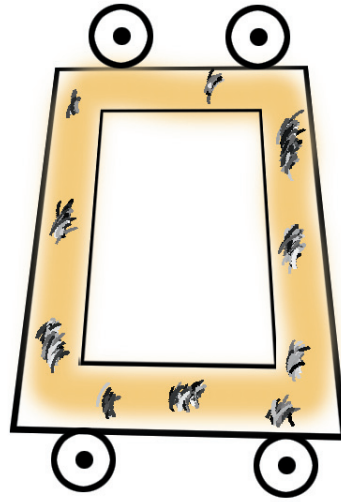
Read the activity 'Mittu and Meena's journey' on page No. 11, 12 and 13 of your textbook and get clear understanding.

### III. Worksheet

1. The following are the pictures drawn by two friends from the top viewpoint. Which one between the two is drawn correctly?



Ravi



Ramesh

Who drew correctly? Why?

2. Observe the following picture and answer the questions that follow.



a) How many water sources are there in the picture?

.....  
.....

b) How many trees are there inside the compound wall?

.....  
.....

c) How many children are playing in the picture?

.....  
.....

d) Is there any water facility in the school?

.....  
.....

e) How many bullock cart-shaped objects can be seen in the picture?

.....  
.....

**Observe the picture of a stadium and answer the following questions.**





a) Write the names of any two games that are played in the stadium.

.....  
.....

b) How many flood lights can be seen in the stadium?

.....  
.....

c) Have you ever been to a stadium like this?

.....  
.....

d) Identify the resting place for the players in the stadium.

.....  
.....

e) Find the boundary line.

.....  
.....

**Instruction:**

Complete the exercises on page 11, 12 and 13 of your textbook and get clear understanding on this topic.

**IV. What I have learnt**

1. I know how the things around us look like when viewed from different viewpoints / perspectives

a) Yes, I know

b) No, I don't know

2. I can identify the different objects in our daily life when they are viewed from different viewpoints.

a) I can do

b) I can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **2** ..... Worksheet No. : ..... **7** .....

Name of the Chapter : Different Views - Different Sides

Topic / Concept : Understanding how similar objects look like when arranged side by side or one over the other and counting the number of items in the arrangement.

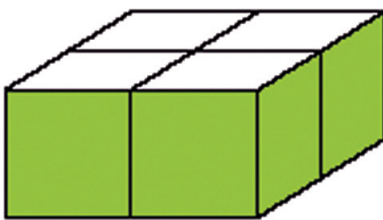
## **I. Learning Outcomes.**

1. Tell how similar objects look like when they are arranged side by side or one over the other and count the number of such items altogether.

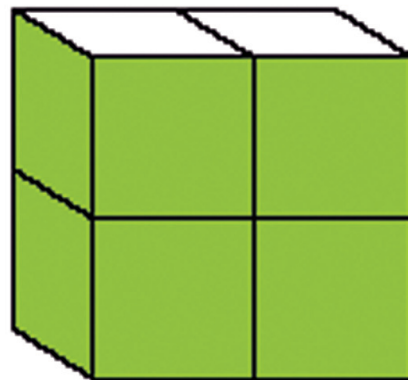
## **II. Conceptual Understanding / Activity / Model Problem**

Let us observe how the similar things appear when they are placed side by side or one over the other.

See the following boxes. Let us count the total number of boxes.



This first picture shows the boxes when arranged side by side.



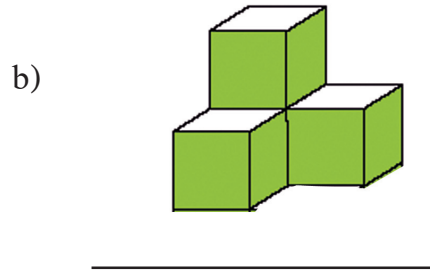
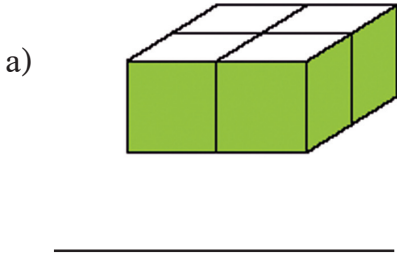
The second picture shows the boxes arranged one over the other box.

Observe the above pictures carefully. The above two pictures have the same number of boxes i.e. 4 each.

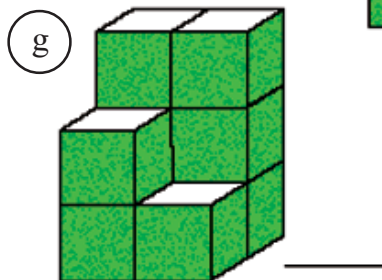
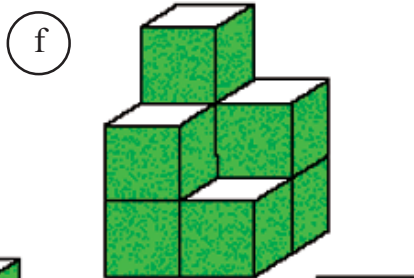
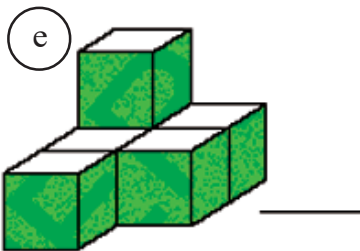
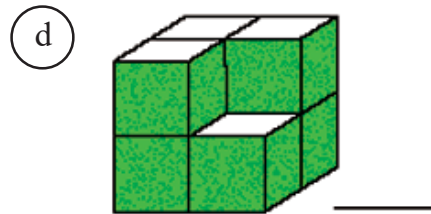
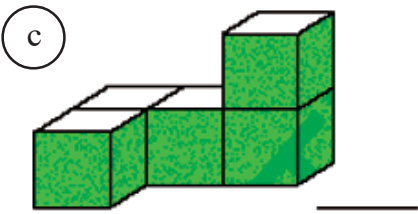
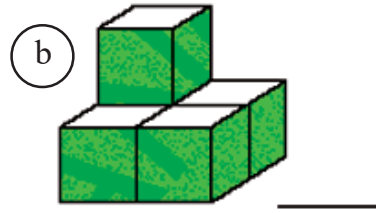
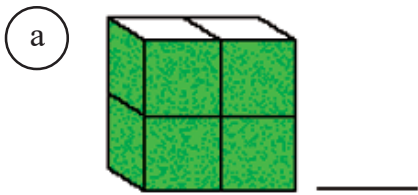
**Instruction :** Complete the activities on the page number 14 of your textbook and get better understanding.

### III. Wroksheet

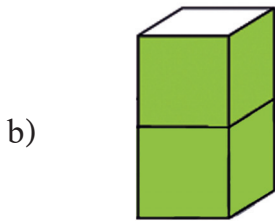
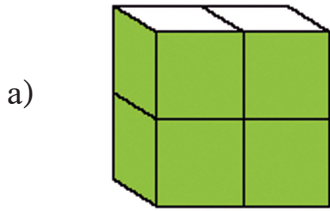
1. Find and tell the number of boxes in the following picture.



2. Find the number of boxes with which each shape is formed.



3. Draw the picture shown under and write the number of boxes.



4.  Draw the possible ways of arrangement of four similar boxes.

Instruction :

Practice the problems on page No. 14 of your textbook.

#### IV. What I have learnt.

1. I can understand how similar objects are arranged side by side and one over the other and count the number of such items altogether.

a) I can do

b) I can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... English ..... Subject : ..... Mathematics .....  
Unit : ..... 3 ..... Worksheet No. : ..... 8 .....

Name of the Chapter : Some More Shapes

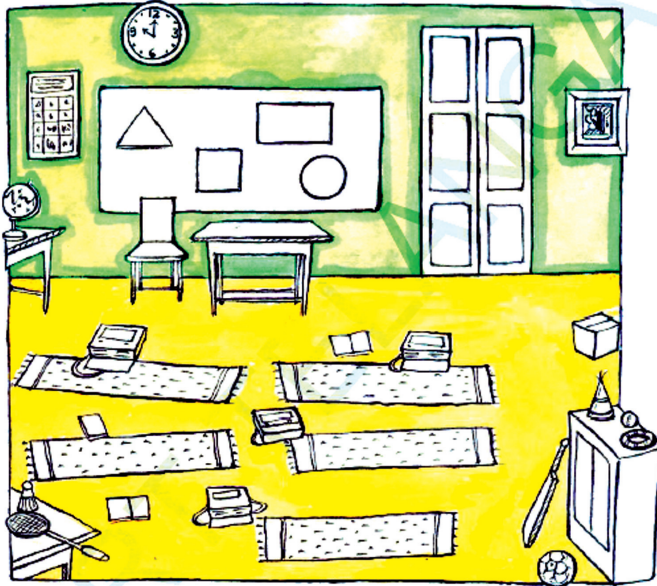
Topic / Concept : Identifying two - dimensional shapes in the objects around us.

## I. Learning Outcomes.

1. Identify the 2D objects like rectangle, square, triangle and circle.
2. Identify the 2D shapes that are present in different objects.

## II. Conceptual Understanding / Activity / Model Problem

- You have understood the three-dimensional objects, their shapes and geometrical shapes that we see in our daily situations. Based on this understanding, we will learn some more topics now.



1. ○ Shaped objects in the picture are : Clock, globe, ball, cricket ball and ring ball.

□ Shaped objects :

□ Shaped objects :

2. △ Shaped objects : \_\_\_\_\_, \_\_\_\_\_

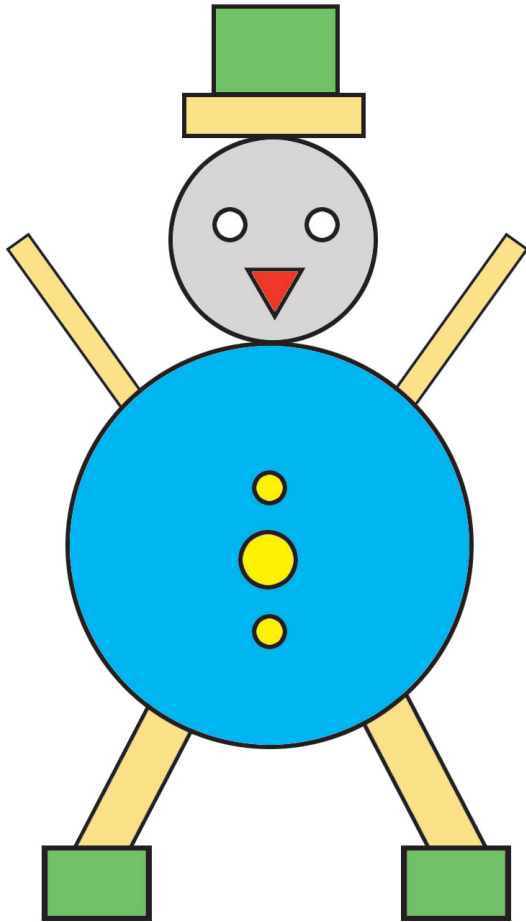
3. Shaped objects : \_\_\_\_\_, \_\_\_\_\_

4. In what shape is the chart?

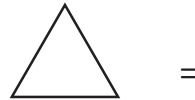
**Instructions :** Complete the activity on page number 15 of your textbook for your better understanding.

### III. Worksheet

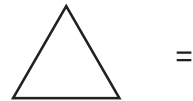
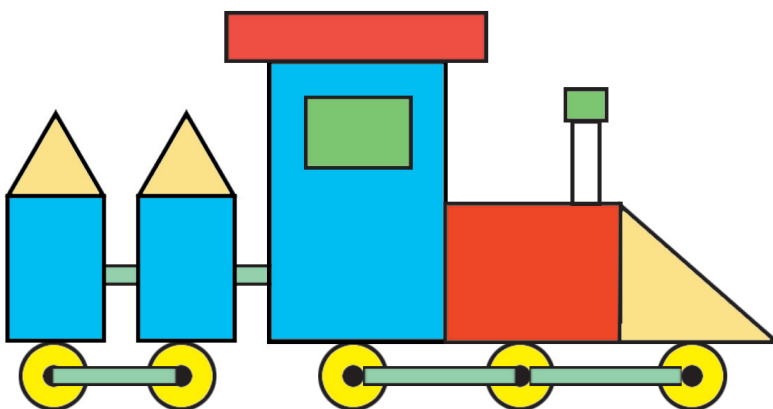
1. Find out the different types of shapes present in the following pictures.

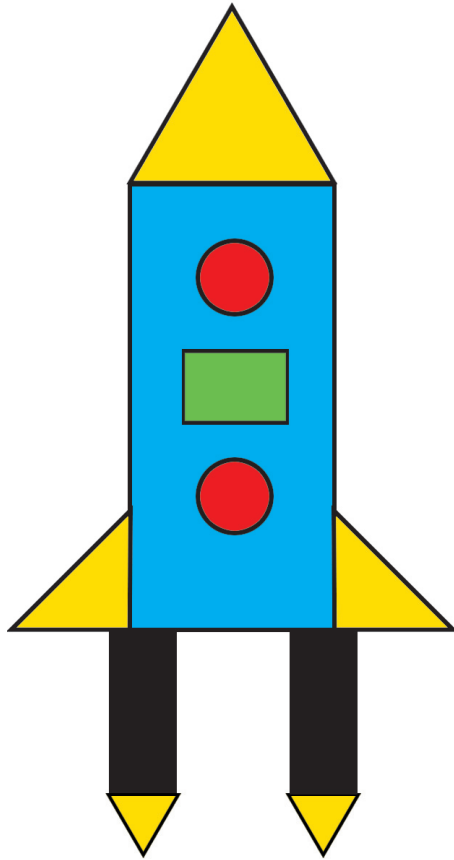


a) Find out the number of following shapes in this picture

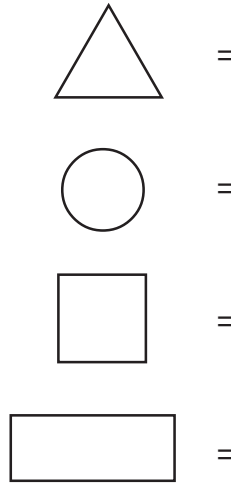


b) Find out the number of following shapes in this train picture.

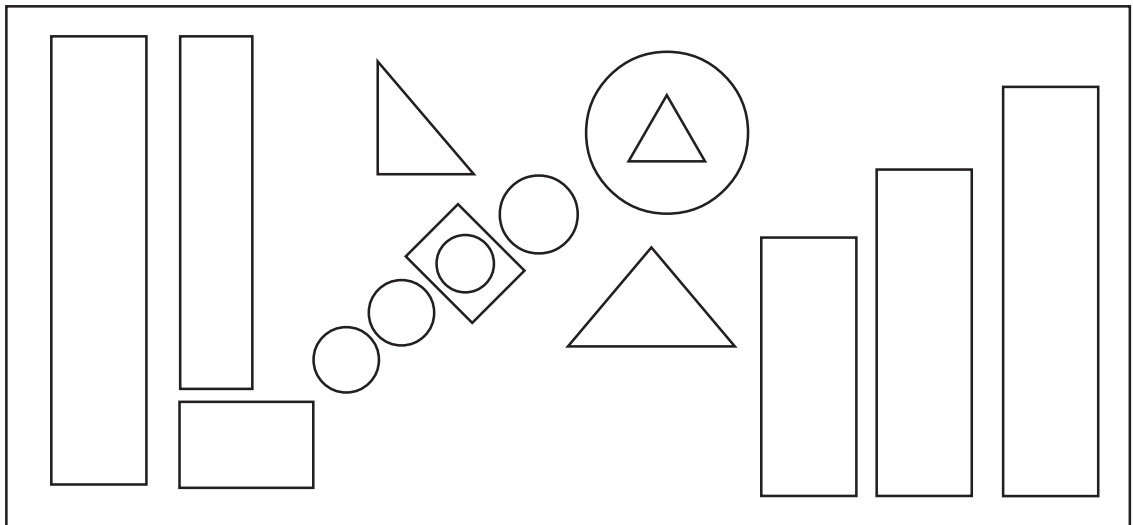




c) Find out the number of following shapes in this rocket picture.

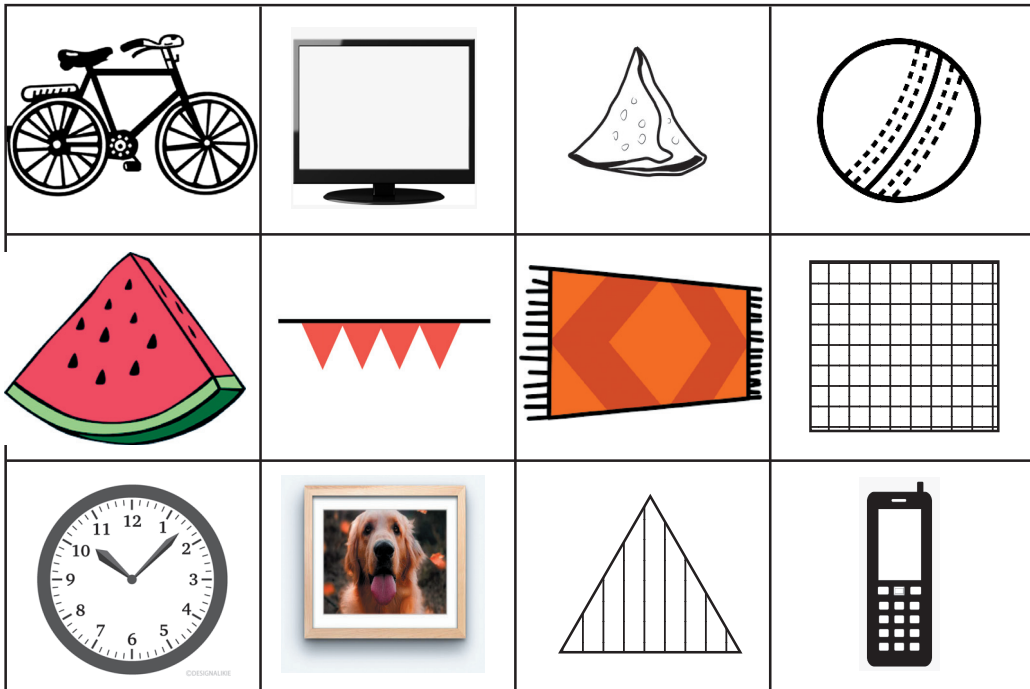


2. Observe the following shapes and their colours. Fill the colours as shown for the shapes in the following picture.



3. See the following pictures, observe the following shapes in them.

○, △, □, ▭ Now, fill the blanks that follow.



□ Shaped objects : ..... ..

▭ Shaped objects : ..... ..

○ Shaped objects : ..... ..

△ Shaped objects : ..... ..

**Instruction :**

Do the exercises in the textbook. Collect some more problems like this and discuss them with your friends.

**IV. What I have learnt.**

1. Identify the 2D objects like rectangle, square, triangle and circle.

a) I can do  b) I can't do

2. Identify the 2D shapes that are present in different objects.

a) I can do  b) I can't do





# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....

Unit : ..... **3** ..... Worksheet No. : ..... **9** .....

Name of the Chapter : Some More Shapes

Topic / Concept : Drawing two-dimensional shapes- rectangle and square.

## I. Learning Outcomes.

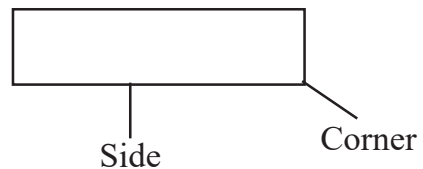
1. Know how to draw 2-dimensional shapes. Understand the concept of rectangle and square.
2. Make new shapes by using the known 2-dimensional shapes.

## II. Conceptual Understanding / Activity / Model Problem

1. Put a notebook on a paper and trace it along its edges with a pencil. Trace all its faces. You can see corners and edges in the shape formed.

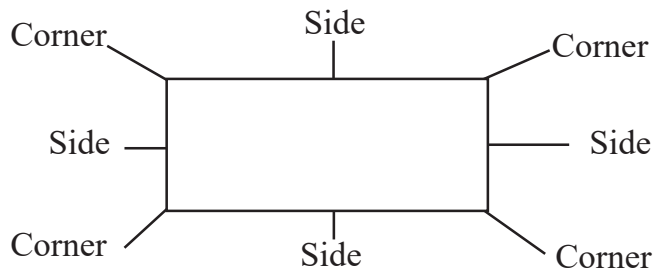
Put a dice on a paper and trace all its faces along its edges with a pencil. Do you know the names of the two shapes formed in the two cases?

Let us learn these shapes and their characteristics.



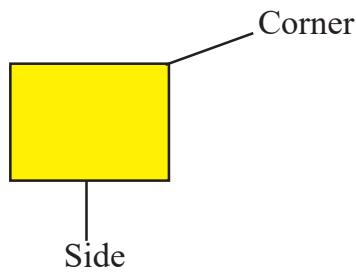
Above shapes are called rectangles.

Let us count the number of corners and sides that a rectangle has.



There are 4 corners and 4 sides for a rectangle. Observe the length of the sides. Do all the sides have the same length?

2. **Square :** Place a dice on a paper and draw along the edges of its face. The following diagram is formed.



The above shape is called a square.

How many corners does it have?

Are all the sides equal in length?

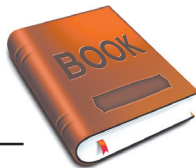
**Instruction :** See the activities on page No. 16 of your textbook. Understand more on rectangle and square.

### III. Worksheet

1. Look at the following pictures 'Observe their' similar faces. Write the shapes of these pictures.



\_\_\_\_\_



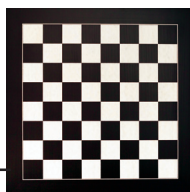
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





\_\_\_\_\_



\_\_\_\_\_

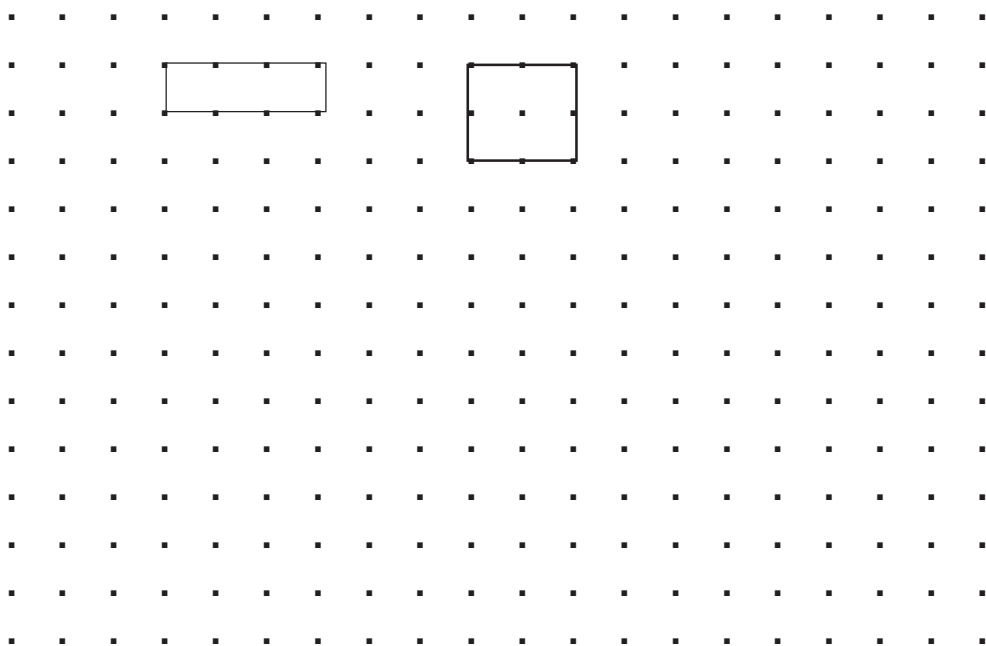
2. Count the number of sides and corners of the shapes in the table. Fill the blank boxes.

Shape	Name of the shape	Corners	Sides
			
			

3. Find out the rectangle/square shaped objects in the room of your house. Write them in the table.

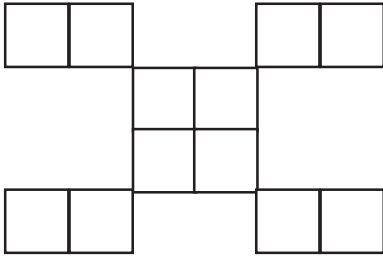
Rectangle	Square

4. Draw different sizes of rectangle and square shapes by adding the dots on a paper.



**5. How many squares and rectangles are there among the following shapes?**

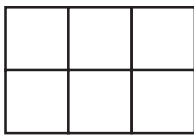
a)



No. of Squares =

No. of rectangles =

b)



No. of Squares =

No. of rectangles =

**Instructions :**

Do the exercises in your textbook.

Collect some more problems like this and practice them and discuss with your friends.

**IV. WHAT HAVE I LEARNT**

1. Know how to draw 2-dimensional shapes. Understand the concept of rectangle and square.

a) I can do

b) I can't do

2. Make new shapes by using the known 2-dimensional shapes.

a) I can do

b) I can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **3** ..... Worksheet No. : ..... **10** .....

Name of the Chapter : Some More Shapes

Topic / Concept : Drawing two-dimensional shapes- triangle and circle.

## I. Learning Outcomes.

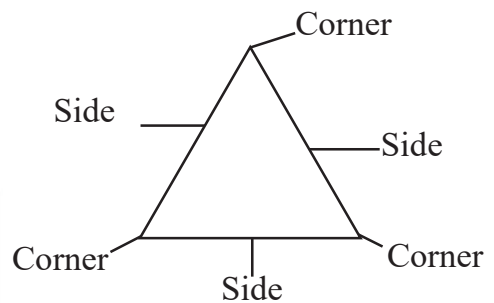
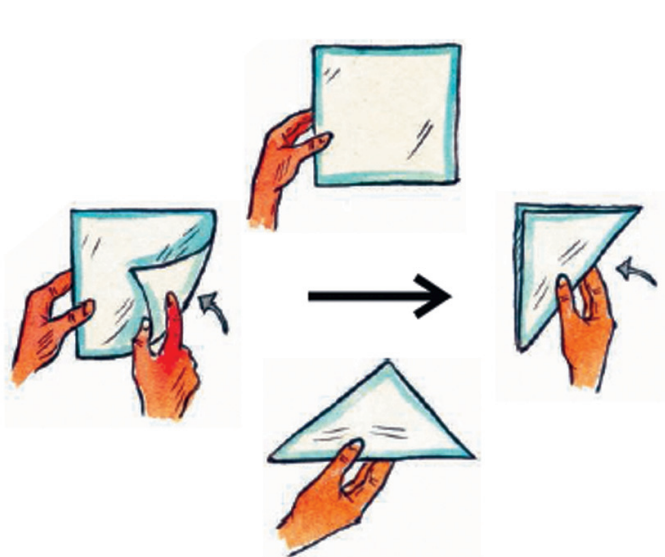
1. Draw the two-dimensional shapes. Understand the concept of triangle and circle.
2. Create new shapes using the known 2-dimensional shapes.

## II. Conceptual Understanding / Activity / Model Problem

You have learnt the concepts of a rectangle and a square. Now, you will learn the concept of a triangle and a circle.

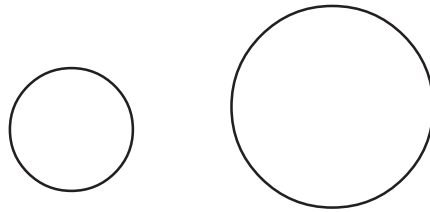
### 1. Triangle :

Take a sheet of square paper and fold it as shown in the figure. Find out the formed shape.



The above shape is called a triangle. A triangle has 3 sides and 3 corners.

2. **Circle :** Srilatha has made the following shape by placing her elder sister's bangle on the paper and tracing it along its edges.



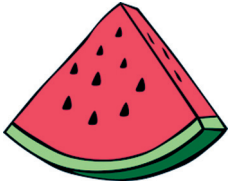
These shapes are called circles.

Do the circles have any sides and corners?

**Instruction :** Refer to page No. 17 and 18 of your text book. Get good understanding on circles and triangles.

### III. Worksheet

1. See the following pictures. What shapes do these faces look like? Write the name of the shape.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





\_\_\_\_\_



\_\_\_\_\_


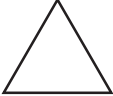


2. **Count and write the number of sides and corners for the shapes in the table given below.**

Shape	Name of the shape	Corner	Side
			
			

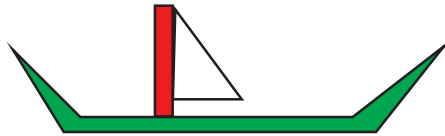
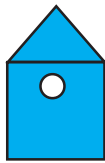
3. Identify the objects in your house that are in the shape of a triangle and circle and write them in the table given.





Triangle	Circle

4. Let us draw pictures using different shapes.

Draw pictures using     You can use a shape as many times as you wish for each picture.

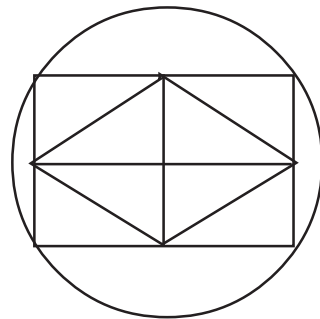
Exp.



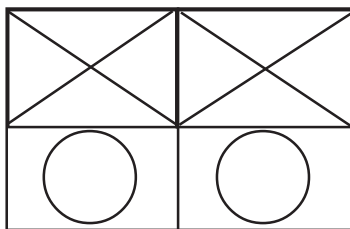
5. Make a picture using     Colour each shape with a specific colour.

6. Count the number of each shape in the picture and write them against each shape.

- a) Numbe of Squares .....  
 Number of Triangles .....  
 Number of Rectangles .....  
 Number of Circles .....



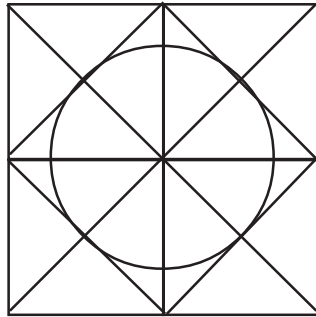
b)



- Numbe of Squares .....  
 Number of Triangles .....  
 Number of Rectangles .....  
 Number of Circles .....



c)



Number of Squares .....

Number of Triangles .....

Number of Rectangles .....

Number of Circles .....

7. Place a coin, match box and dice on a sheet of paper and trace them along their edges. Identify the shapes and colour them.

8. Make square - shaped, rectangle - shaped, triangle-shaped and circle - shaped objects with all the sides visible.

**Instruction :**

Do the activities and exercises on the page No. 17 to 22 of your textbook.

Collect some more problems like this and discuss them with your friends.

**IV. What I have Learnt.**

1. Draw the two-dimensional shapes. Understand the concept of triangle and circle.

a) I Can do

b) I can't do

2. Create new shapes using the known 2-dimensional shapes.

a) I Can do

b) I can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **4** ..... Worksheet No. : ..... **11** .....

Name of the Chapter : Knowing Numbers

Topic / Concept : Counting numbers using string of beads and number line.

## **I. Learning Outcomes.**

1. Count the two digit numbers by using string of beads.
2. Identify the place of the number on the string of beads.
3. Identify the two digit number on the number line.

## **II. Conceptual Understanding / Activity / Model Problem**

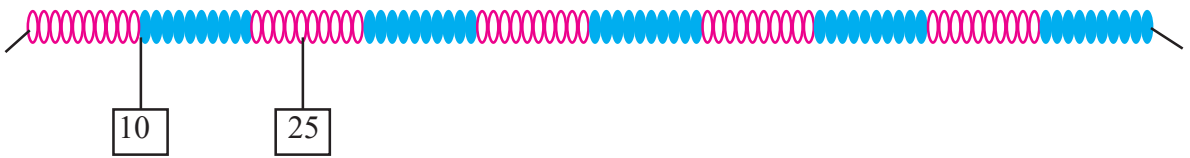
- Have you ever counted the numbers using the string of beads.
- Have you observed the colour change on the string of beads?
- Have you counted the number of beads having the same colour?
- Is it easy to count the beads when they are all in same colour?

Look at the following string of beads. Let us learn how to count numbers using this string.

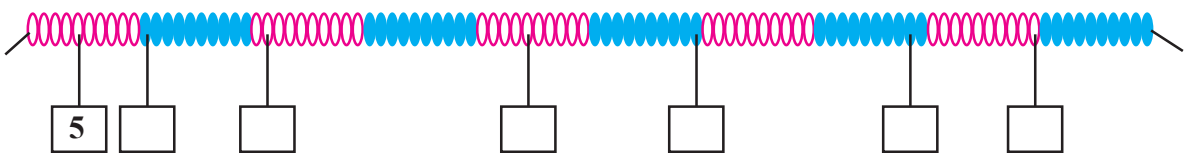


- There are hundred beads on the string of beads.
- After every ten beads the colour of the beads changes.
- For counting the beads easily, a set of 10 same coloured beads are strung. After every ten beads the colour is changed?

1. We have just learnt about the string of beads. Now let us learn how to mark numbers on this string.



- Number tags those are hung after the 10th bead and 25th bead show the place of those numbers on the string of beads.
  - When we count up to the 10 number tag, there are ten beads only. Like this, there are 25 beads ( $10 + 10 + 5$ ) up to the 25 number tag.
2. Count and write the numbers on the tags shown on the following string of beads.

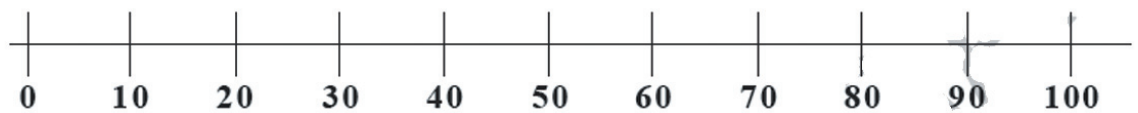
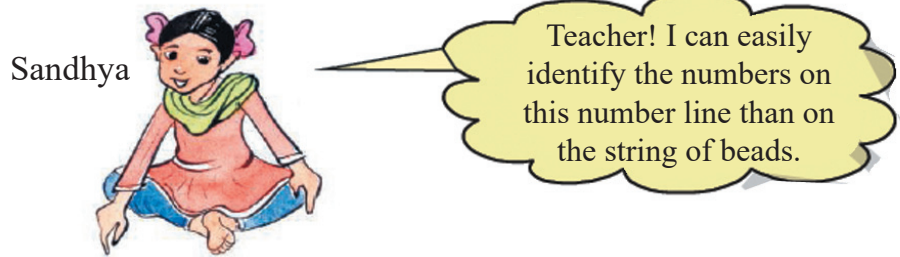


**Instructions:**

For your better understanding on how to count and indentify a number on the string of beads, refer to page number 23 of your texbook.

We have just learnt how to count and identify numbers on the string of beads. Now, let us learn how to count and identify numbers on the number line.

3. Look at the following number line. Observe how to identify numbers on it.



Let us learn how to show the numbers 35 and 38 on the number line.

- 35 lies in the very middle of 30 and 40.
- 38 lies between 30 and 40. And it is nearer to 40 compared to 30.



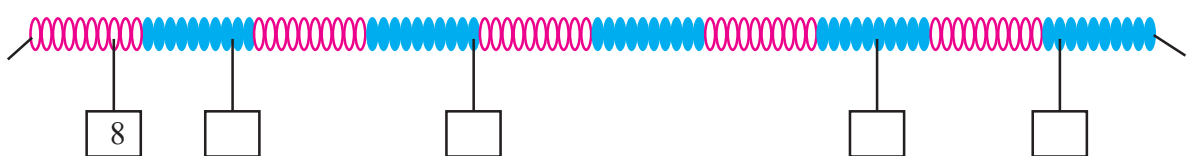
**Instruction :**

For your better understanding on how to show numbers on the number line, refer to page 24 of your textbook.

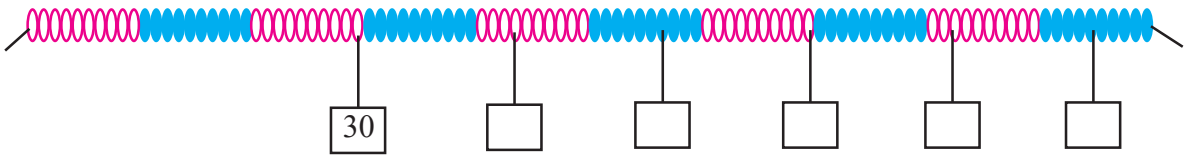
**III. Worksheet**

1. Observe the following string of beads. Write the numbers on the number tags

a)



b)



Write the numbers on the number tags hanging on the string of beads.

2. Hang the number tags for the numbers 65, 73, 90, 47 and 58 on the following string of beads.

a)



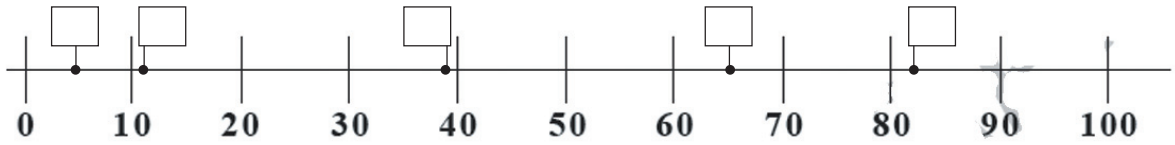
- b) Hang the number tags 39, 46, 51, 60 and 75 on the following string of beads at appropriate places.



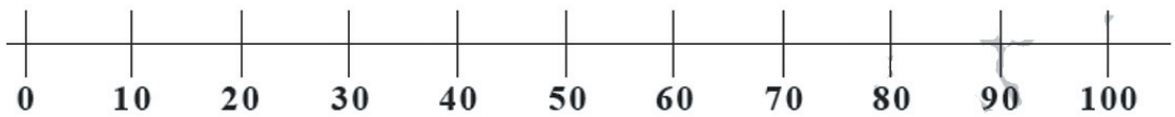
- e) Hang the number tags of 52, 63, 70, 85 and 98 on the following string of beads.



3. Look at the following number line. Write the suitable number in the boxes shown on the number line.



Show 37, 50, 63, 95 and 81 numbers on the following number line.



**Instruction :**

- Practice the problems on pages 23 and 24 of your textbook.
- Collect some more similar problems. Solve them and show them to your friends.

**IV. WHAT I HAVE LEARNT**

1. I can count the two-digit numbers using the string of beads.

a) Can do                       b) I can't do

2. I can identify the place of a number on the string of beads.

a) I Can do                       b) I can't do

3. I can identify two-digit number on the number line.

a) I Can do                       b) I can't do



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**  
**TELANGANA, HYDERABAD**

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... **4<sup>th</sup>** ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **4** ..... Worksheet No. : ..... **12** .....

Name of the Chapter : Knowing Numbers

Topic / Concept : Identifying bigger numbers on the number line and solving problems on the concept of numbers.

---

**I. Learning Outcomes.**

1. Identify bigger numbers on the number line.
2. Use numbers in daily life situation.
3. Solve the problems involving number concept.

**II. Conceptual Understanding / Activity / Model Problem**

- Tell me the daily life situations where we use the numbers and the concept of numbers.
- Can we identify / show the bigger numbers on the number line like the two digits numbers?
- Let us observe the following activities to understand the above topics.

**Instructions :**

Refer to pages 25 and 26 of your textbook.

Read the activity “How much money is there in the kiddy Bank?” in your textbook and understand it. Give answers for the questions that follow.

By answering these questions, you can understand how to utilize the numbers.

1. Let us understand how to make use of numbers by understanding the following situation.



Ibrahim (65)

Waheeda's Family



Razia (62)



Rafiq (42)



Nasim (36)



Hameed (38)



Shahida (33)



Waheeda (15)



Sunir (20)



Fathima (8)



Fahim (12)

1. We can understand the following details based on Waheeda's family.
- In Waheeda's family there are 3 members whose age is between 30 and 40. They are : Nasim (36), Hameed (38), and Shaheda (33)
  - There are two family members whose age is above 60. They are : Ibrahim (65) and Razia (62)
  - There are three family members whose age is below 20 years. They are : Waheeda (15), Fathima (8) and Fahim (12).

2. How much money did the children save?

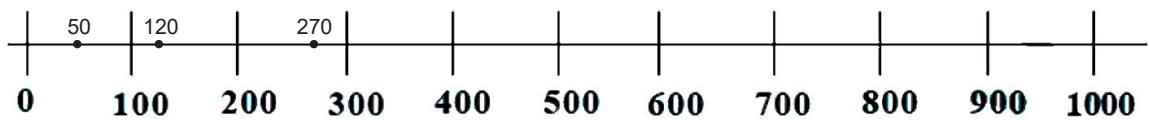




2. We can notice the following from the activity “How much money did the Children Save?”

- a) Sindhu saved the least amount of money among all the children.
- b) The money saved by Rahim (₹99) is nearer to ₹ 100.
- c) The money saved by Ramu is ₹80. There are 8 tens in it.

3. Look at the following number line. Let us observe the position of the numbers 50, 120 and 270 on the number line.



Let us know how the number 50, 120 and 270 are shown on this number line.

- 50 is exactly in the middle of 0 and 100 on the number line.
- 120 is in the middle of 100 and 200 and it is much closer to 100 than 200.
- 270 lies between 200 and 300, and it is much closer to 300 than 200.

**Instructions:**

We have learnt how to show bigger numbers on the number line. For the better understanding refer to page number 27 and see the topic. Can we represent numbers more than 100 on a number line?

**III. Worksheet**

1. There are 5 friends in a school’s Kabaddi team. Their ages are as follows.

<b>Raju</b> <b>15</b>	<b>Madhav</b> <b>16</b>	<b>Ameer</b> <b>14</b>	<b>David</b> <b>14</b>	<b>Kamal</b> <b>13</b>
--------------------------	----------------------------	---------------------------	---------------------------	---------------------------

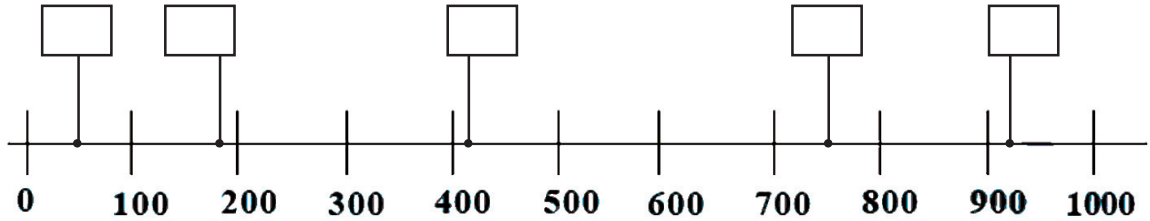
- a) Name of the boy whose age is the highest among all .....
- Age : .....

b) Name of the boy whose age is the least of all : .....

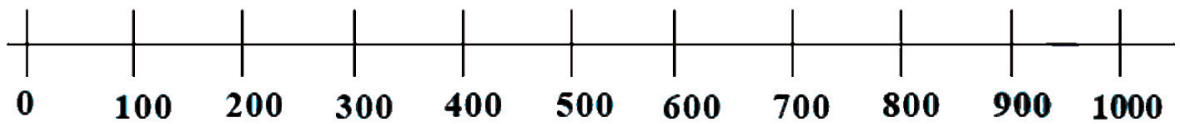
Age : .....

2. Look at the following number line. Guess and write the numbers in the blank boxes on the number line.

a)



b) Show 90, 250, 480, 720 and 810 on the following number line.



3. Do the following

a) Write the following numbers in ascending order.

66, 25, 81, 40, 18 and 57

Ascending order : .....

b) Write the following numbers in the descending order.

14, 30, 63, 25, 77 and 96

Descending order : .....

c) Write the following numbers in the Ascending and Descending orders.

54, 126, 818, 95, 460 and 81

Ascending order : .....

Descending order : .....

**5. Find and write the number to be added to the following numbers to get 100**

a)  $30 + \dots\dots\dots = 100$

b)  $50 + \dots\dots\dots = 100$

c)  $82 + \dots\dots\dots = 100$

d)  $94 + \dots\dots\dots = 100$

**Instruction :**

- Practice the problems on page 25, 26 and 27 of your textbook.
- Collect and solve the problems like these and show them to your friends.

**IV. What I have learnt**

1. I can identify bigger numbers on the number line.

a) I Can do                       a) I Can't do

2. I can use numbers in daily life situation.

a) I Can do                       a) I Can't do

3. I can solve the problems involving number concept.

a) I Can do                       a) I Can't do



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
TELANGANA, HYDERABAD**

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... **4<sup>th</sup>** ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....

Unit : ..... **4** ..... Worksheet No. : ..... **13** .....

Name of the Chapter : Knowing Numbers

Topic / Concept : Reading and writing big numbers. Writing number names. Filling the gaps of number sequences.

**I. Learning Outcomes.**

1. Read and write big numbers.
2. Write the number names of the large (big) numbers.
3. Fill the gaps in the sequence of large numbers.

**II. Conceptual Understanding / Activity / Model Problem**

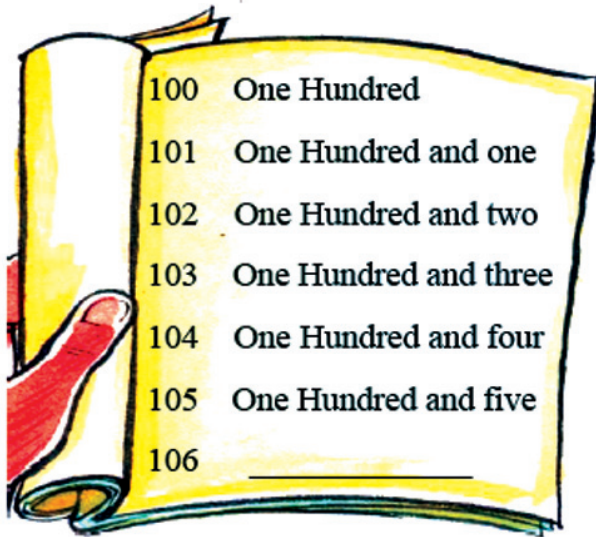
- You know how to show big numbers on the number line. You have also learnt how to count them and how they are formed.

Think about the following.

- What is the number 1 more than 99? How many digit number is this?
- What is the biggest number formed by 3 hundreds, 4 tens and 5 ones?
- The digit in hundred's place, tens' place and ones place is the same. What number is formed if that number is 9

The numbers formed above are three digit numbers. You have same knowledge about these. Now, we will learn how to write number names for these three digit numbers. And we also learn the sequences formed by them.

1. By the following activity, let us learn how to write the number names for the given numbers.



- 101 is one more than 100 and is read as one hundred.
- 127 is twenty seven more than 100 and is read as one hundred and twenty seven.
- 267 is sixty seven more than 200 and is read as two hundred and sixty seven.

Like this, we can write up to 999 numbers.

2. Let us learn how to fill the following number sequence.

200, 210, 220, ....., ....., .....

In the above number sequence, after 200, 210 is there. That means 210 is 10 more than 200. Next number is 220. It is 10 more than 210. Next number is 230. It is 10 more than 220.

like this we can write that next numbers.

10 more than 220 is 230

10 more than 230 is 240

10 more than 240 is 250

Number sequence is = 200, 210, 220, 230, 240, 250

....., ....., ....., .....

**3. Observe the following currency. Count it.**



$$= 400 + 60 + 2 = 462$$

**Instructions :** Refer to page 28, 29 and 30 and observe the activities.

Get clear understanding on the concepts discussed above.

**III. Worksheet**

**1. Write the number names for the following numerals.**

- a) 1 2 5 : .....
- b) 1 6 0 : .....
- c) 3 0 8 : .....
- e) 7 4 9 : .....
- d) 5 5 0 : .....
- e) 2 8 1 : .....
- f) 9 3 3 : .....
- g) 8 0 0 : .....
- h) 4 0 2 : .....
- i) 6 1 4 : .....

**2. Write numerals for the following number names.**

- a) One hundred and forty six = .....
- b) Four hundred and sixty one = .....
- c) Seven hundred and twenty = .....
- d) Three hundred and five = .....
- e) Eight hundred and sixteen = .....
- f) Two hundred and ninety three = .....
- g) Five hundred and seventy seven = .....
- h) One hundred and nineteen = .....
- i) Seven hundred and one = .....
- j) Nine hundred and eighty nine = .....

**3. Write the missing numbers in the blank boxes.**

అ) 

100	105	110		120			135		
-----	-----	-----	--	-----	--	--	-----	--	--

ఆ) 

200	210		230			260			
-----	-----	--	-----	--	--	-----	--	--	--

ఇ) 

300	350	400		500	550				
-----	-----	-----	--	-----	-----	--	--	--	--

ఈ) 

500	525	550		600			675		
-----	-----	-----	--	-----	--	--	-----	--	--

ఉ) 

600	620	640			700	720			
-----	-----	-----	--	--	-----	-----	--	--	--

4. Look at the following pictures. Write the suitable number in the box.

a)

=

b)

e)

	= <input style="width: 50px; height: 20px;" type="text"/>

**Instructions :**

Practice the problems on pages 28, 29 and 30 of your textbook.

Collect and solve some more similar problems and show them to your friends.



#### IV. What I have learnt.

1. Reading and writing big numbers.

a) I Can do       b) I Can't do

2. Writing the number names of the large (big) numbers.

a) I Can do       b) I Can't do

3. Filling the gaps in the sequence of large numbers.

a) I Can do       b) I Can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **4** ..... Worksheet No. : ..... **14** .....

Name of the Chapter : Knowing Numbers

Topic / Concept : Writing short and expanded forms. Finding the place values for the digits of big numbers.

## I. Learning Outcomes.

1. Write short and expanded forms for the big numbers.
2. Identify the place values of digits in big numbers.

## II. Conceptual Understanding / Activity / Model Problem

Children, you have learnt how to write the short and expanded forms for two-digit numbers and also learnt how to tell the place values. Now, you will learn how to write the short and expanded forms for three - digit numbers.

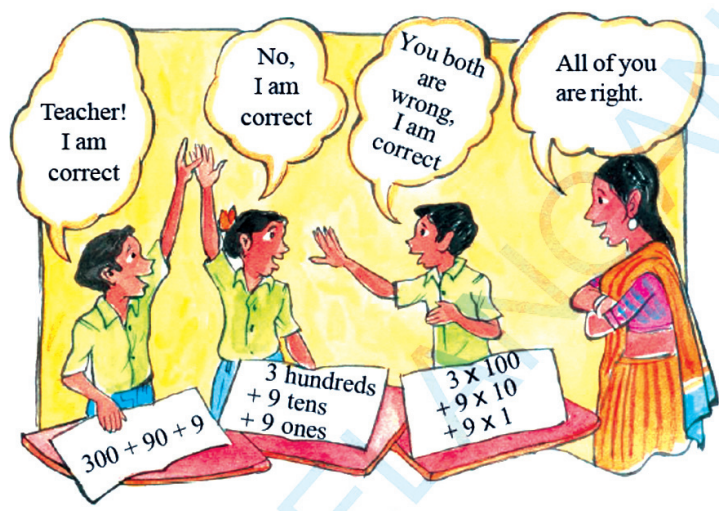
1. Observe the following activity and understand the expanded form of a number.

There are 3 hundreds, 9 tens and 9 ones in 399.

So,  $399 = 3 \text{ hundred} + 9 \text{ tens} + 9 \text{ ones}$ .

$$= 3 \times 100 + 9 \times 10 + 9 \times 1$$

$$= 300 + 90 + 9$$



**Instructions :** To understand above concept well, refer to page 31 of your maths textbook.

**2. Let us write the expanded form for 607 as explained above!**

$$\begin{aligned} 607 &= 6 \text{ hundreds} + 0 \text{ tens} + 7 \text{ ones} \\ &= 600 \times 100 + 0 \times 10 + 1 \times 7 \\ &= 600 + 7 \end{aligned}$$

**3. Let us write the short form for  $400 + 70 + 3$**

$$\begin{aligned} 400 + 70 + 3 & \\ &= 4 \times 100 + 7 \times 10 + 3 \times 1 \\ &= 4 \text{ hundreds} + 7 \text{ tens} + 3 \text{ ones} \\ &= 473 \end{aligned}$$

**4. Let us find out the place values of 7, 3, 6 in 736**

7 is in hundreds place in 736

So, Place value of 7 =  $7 \times 100 = 700$

3 is in tens place

So, Place value of 3 =  $3 \times 10 = 30$

6 is in ones place.

So, the place value of 6 is =  $6 \times 1 = 6$

### III. Worksheet

**1. Write the expanded form for the following numbers.**

- a) 163 : .....
- b) 307 : .....
- c) 450 : .....
- d) 736 : .....
- e) 209 : .....

**2. Write the short forms for the following numbers in expanded form.**

a)  $400 + 20 + 9 =$

b)  $500 + 60 =$

c)  $800 + 10 + 5 =$

d)  $200 + 4 =$

e)  $600 + 30 + 3 =$

**3. Write the place values for the following digits.**

a) Place value of 7 in 735 .....

b) Place value of 1 in 617 .....

c) Place value of 9 in 249 .....

d) Place value of 6 in 561 .....

e) Place value of 4 in 492 .....

**Instructions:**

1. Do the exercises on pages 31 and 32 of your textbook.
2. Collect and solve some more similar problems and discuss them with your friends.

**IV. What I have learnt.**

1. I can write short and expanded forms for the big numbers.

a) I Can do  v) I Can't do

2. I can identify the place values of digits in big numbers.

a) I Can do  v) I Can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... **English** ..... Subject : ..... **Mathematics** .....  
Unit : ..... **4** ..... Worksheet No. : ..... **15** .....

Name of the Chapter : Knowing Numbers

Topic / Concept : Comparing bigger numbers and writing ascending and descending orders.

## I. Learning Outcomes.

1. Compare bigger / larger numbers.
2. Write the ascending and descending order for the bigger numbers.

## II. Conceptual Understanding / Activity / Model Problem

You could write the short and expanded forms for 3 - digit numbers. and you could write the place values for the digits of 3- digit numbers. Now , we will learn how to compare these three - digit numbers.

### 1. Let us learn how to frame a three-digit number using the given 3 digits.

Can you tell three - digit numbers formed by 7, 2 and 3.

723, 732, 372, 327, 273, 237

Above numbers are formed by the digits 7, 2 and 3

The biggest / greatest number among these numbers is : 732

The smallest number among these numbers is : 237

### 2. a) How can we find the bigger number between 375 and 483?

There are 300 hundreds in 375

There are 4 hundreds in 483

4 hundreds is bigger than 3 hundreds. So, 483 is bigger number than 375

Like this, 375 is smaller number than 483



b) Which number is bigger between 467 and 485?

Hundreds are the same in 467 and 485. Both have 4 hundreds.

There are 6 tens in 467

There are 8 tens in 485

8 tens are bigger than 6 tens

So 485 is bigger than 467

c) How can we find the bigger / greater number between 539 and 536?

Hundreds (5) are the same in 539 and 536

Tens (3) are also same in 539 and 536

539 has '9' ones. 536 has 6 ones. 9 ones is bigger than 6 ones.

Therefore, 539 is the bigger / greater number than 536. Similarly 536 is smaller than 539

### Instruction :

Refer to page 32 of your textbook and see the activities on it. Get better understanding on forming and comparing the numbers.

### III. Worksheet

#### 1. Encircle the biggest number among the given numbers.

a) 135, 385, 270, 609

b) 762, 402, 180, 637

c) 849, 872, 610, 205

d) 296, 256, 501, 440

e) 468, 665, 907, 580

#### 2. Write the possible 3-digit numbers using the given 3 digits.

a) 5, 3, 2 : ....., ....., ....., ....., ....., .....

b) 7, 1, 6 : ....., ....., ....., ....., ....., .....

c) 4, 0, 9 : ....., ....., ....., ....., ....., .....

d) 8, 2, 5 : ....., ....., ....., ....., ....., .....

e) 3, 2, 0 : ....., ....., ....., ....., ....., .....

**3. Write the following numbers in Ascending and Descending order.**

a) 347, 526, 310, 770, 606, 158

Ascending order : .....

Descending order : .....

b) 480, 543, 222, 501, 194, 707

Ascending order : .....

Descending order : .....

c) 539, 720, 403, 585, 190, 333

Ascending order : .....

Descending order : .....

d) 918, 260, 502, 647, 880, 438

Ascending order : .....

Descending order : .....

e) 704, 213, 588, 950, 876, 135

Ascending order : .....

Descending order : .....

**Instructions :**

- Do the exercise on page 31 and 32 of your textbook.
- Collect some more problems like these. Solve them and show them to your friends.

**IV. What I have learnt**

1. I can compare bigger / larger numbers.

a) I Can do

b) I Can't do

2. I can write the ascending and descending order for the bigger numbers.

a) I Can do

b) I Can't do



# STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING TELANGANA, HYDERABAD

**ACADEMIC YEAR 2020-21**

**LEVEL -2**

Class : ..... 4<sup>th</sup> ..... Medium : ..... English ..... Subject : ..... Mathematics .....

Unit : ..... 4 .....

Worksheet No. : ..... 16 .....

Name of the Chapter : Knowing Numbers

Topic / Concept : Solving real-life problems involving the concept of numbers

## I. Learning Outcomes.

1. Solve the problems involving the concept of numbers.
2. Use the numbers in their real life situations.

## II. Conceptual Understanding / Activity / Model Problem

You have got better understanding on the concept of numbers up to 999. Now, you will learn how to use these numbers in your daily life. And, you will also learn how to solve problems on the concept of numbers.

### 1. Let us form bigger / larger numbers



Let us count the number of different types of notes,  
2 thousands + 5 hundreds + 2 tens + 3 units (ones)  
 $2000 + 500 + 20 + 3$   
 $= 2523$

The number formed above has four digits in it. Form some more four - digit numbers as shown above.

**Instructions :** Refer to pages 34 and 35 of your textbook. Try to understand how to form big numbers.



2. I am between 330 and 340. The digit in my ones place and tens place is the same. Then, who am I?

The numbers between 330 and 340 are : 331, 332, 333, 334, 335, 336, 337, 338, 339.

The number that has the same number in its ones (units) place and tens place is : 333

3. See the following table. Let us know how much is added to make the following numbers 1000.

Name of Bowler	Wickets	Country
Anil Kumble	619	India
Kapil Dev	434	India
Muralidharan	800	Sri Lanka
Shane Warne	708	Australia
Richard Hadlee	431	New Zealand



From the above table, we can observe the following.

Highest number of wicket taker : Muralidhan - 800

Lowest number of wicket taker : Richard Hadlee - 431

How many wicket are needed for Muralidharan to become

$$1000 \text{ wickets taker? : } 800 + 200 = 1000$$

How many wickets are needed for Richard Hadlee to become

$$\text{the } 1000 \text{ wicket taker? : } 1000 - 431 = 569$$

Complete the remaining in this way.

**Instructions :**

Refer to page 33 of your textbook to solve the problems on number concept.








### III. Worksheet

4. Fill the blank boxes with the appropriate number that comes in the series.

a)

1000	1100	1200				1600			1900
2000	2200			2800		3200			
4000	4500				6500			8000	
1000	2000				6000				10000

3. Given below are some toys and their price.

Toys	Price
	216
	430
	75
	90
	140
	60
	25

- a) Which one among the toys in the above table is the costliest?  
What is the cost of it?  
.....
- b) Write the names and prices of the toys whose price is above Rs. 100  
.....  
.....
- c) How many aeroplane toys cost the price of a train toys?  
.....
- d) Which toy's cost equals the cost of a doctor set and car toy put together?  
.....
- e) Arrange the toys in the table in the ascending order of their prices.  
.....  
.....

**5. I am a two-digit number. 4 is in my units place, 2 is in my tens place. Then, who am I?**

- .....
- .....
- a) Write all the two-digit numbers which have the same number in their units (ones) and tens place.  
.....  
.....
- b) Find and write all the two-digit numbers whose digit in ones (units) place is twice the digit in tens place.  
.....  
.....
- c) I am a three-digit number. 8 is in my hundreds place, '0' is in my tens place 8 and 5 is in my ones (units) place. Who am I ?  
.....  
.....

d) Write all the numbers between 600 and 700 whose digit in the ones place is the same in the tens place.

.....  
.....

e) Anjali has 1 two thousand rupee note, 5 ten rupee notes and 8 one rupee coins. How many rupees does she have altogether?

.....  
.....

**2. How much is added to the following numbers to make them 1000?**

a)  $600 + \boxed{\phantom{000}} = 1000$

b)  $750 + \boxed{\phantom{000}} = 1000$

c)  $300 + \boxed{\phantom{000}} = 1000$

d)  $200 + 300 + \boxed{\phantom{000}} = 1000$

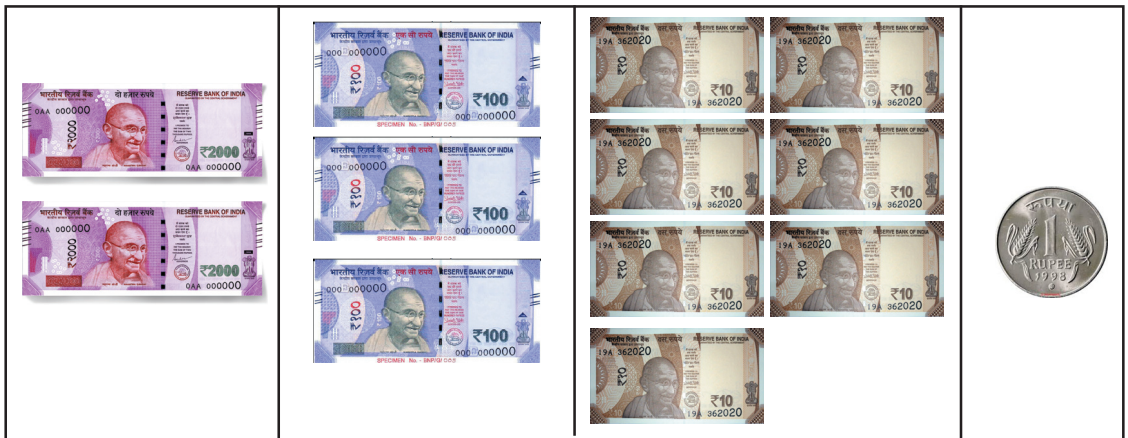
e)  $\boxed{\phantom{000}} + 200 = 1000$

**6. Write the biggest and the smallest four-digit numbers using the following numbers.**

Digits	the biggest number	the smallest number
5, 3, 9		
4, 0, 7		
6, 1, 8, 2		
3, 0, 5, 9		

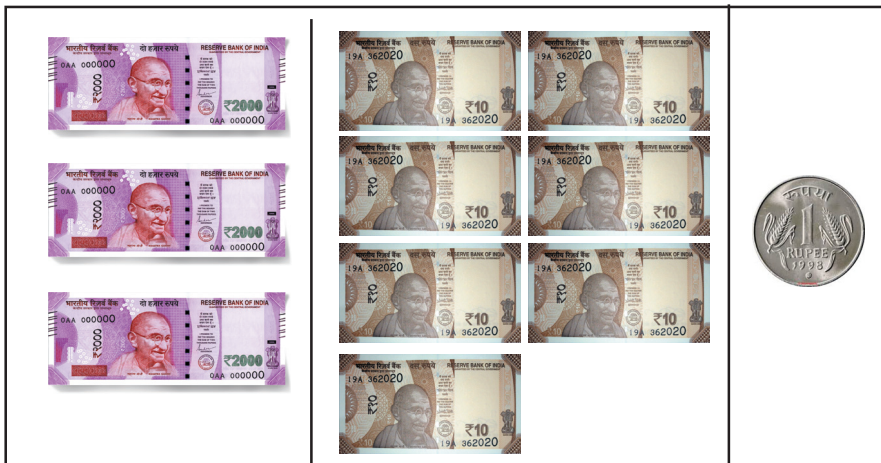
1. Write the appropriate number for the following.

a)



..... + ..... + ..... + ..... =

b)



..... + ..... + ..... + ..... =

**Instructions :**

Do the exercises on the pages 34 to 37 of your textbook.

**IV. What have I learnt.**

1. I can solve the problems involving the concept of numbers.

a) I Can do       b) I Can't do

2. I can use the numbers in the real life situations.

a) I Can do       b) I Can't do



**State Council of Educational Research & Training  
Telangana, Hyderabad**