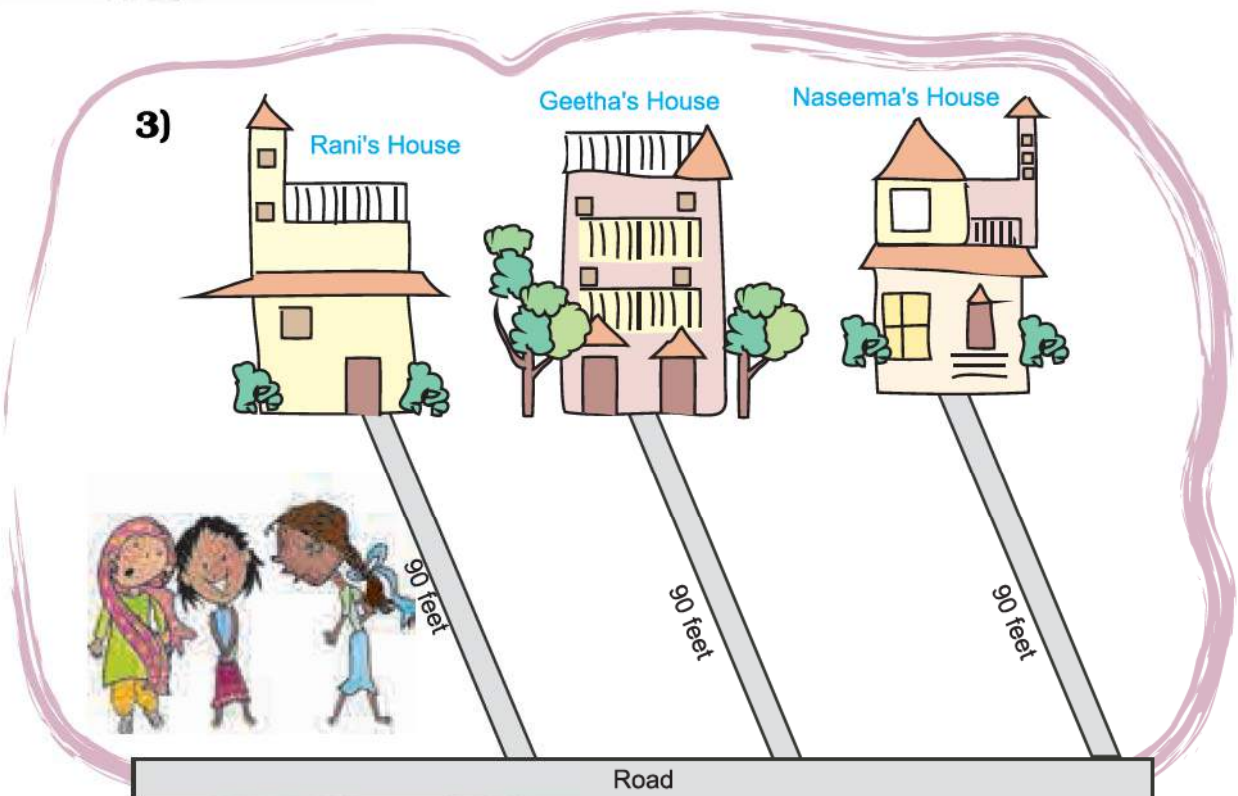




**2)** Manoj has made a new house. He wants to lay tiles on the floor. The size of the room is 9 feet  $\times$  12 feet. In the market, there are three kinds of square tiles: 1 foot  $\times$  1 foot, 2 feet  $\times$  2 feet and 3 feet  $\times$  3 feet. Which size of tile should he buy for his room, so that he can lay it without cutting?



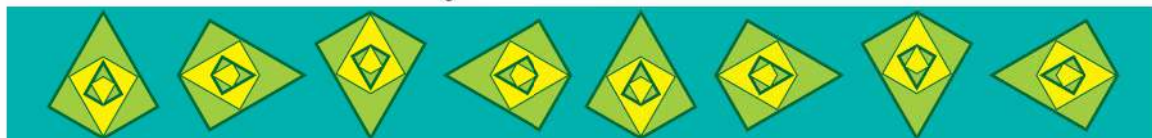
**3)** Rani, Geetha and Naseema live near each other. The distance from their houses to the road is 90 feet. They decided to tile the path to the road. They all bought tiles of different designs and length. Rani bought the shortest tile, Geetha bought the middle sized one and Naseema bought the longest one. If they could tile the path without cutting any of the tiles, what is the size of the tiles each has bought? Suggest 3 different solutions. Explain how you get this answer.

It will be useful to have a discussion about a 'foot' and how we use it often to talk about our own heights. Children can use their cm scale to get idea about how long a foot is.



7

## Can You See the Pattern?




Now you use these two rules to make patterns with this  block.

Also make your own rule.

In Math-Magic Class IV (page 107- 108) , children have seen how one motif is used in 3 different ways and in Class III (page 145), the same sequence of motifs is repeated. Discuss how the motif here turns clockwise.



## Turns and Patterns

Look at this block . We make three different rules to turn it clockwise and see the patterns.

Rule 1: Repeat it with a one-fourth turn.



Rule 2: Repeat it with a half turn.

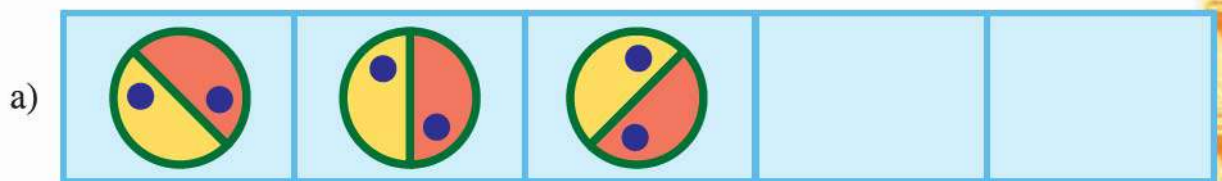


Rule 3: Repeat it with a three-fourth turn.



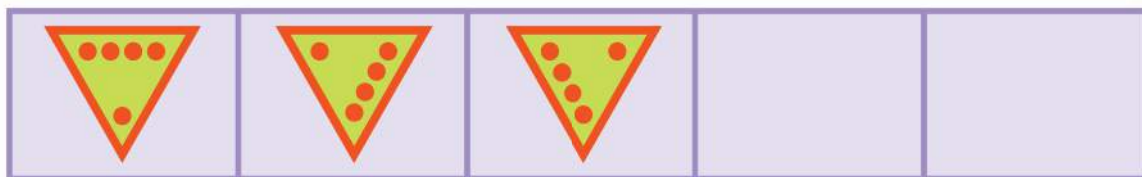
### Practice time

1) What should come next?



Encourage children to think of other alternatives. Answers obtained by anticlockwise turns should also be accepted and discussed.

c)

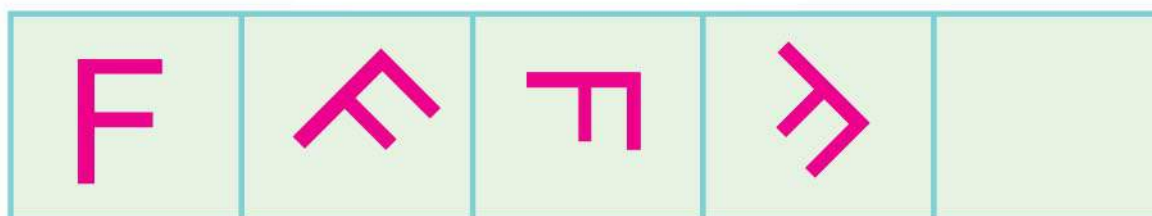


d)



2) See this pattern

a)



The **rule** of the pattern is — turning by  $45^\circ$  each time. Which will be the next?  
Tick (✓) the right one.



( )



( )



( )

Using the same rule take it forward till you get back to what you started with.

3) Some patterns are given below on the left side of the red line. For each

b)



c)



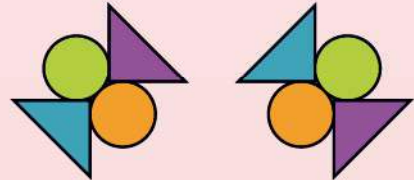


pattern, write the rule. Then choose what comes next from the right side of the line and tick (✓) it.

a)



Rule: \_\_\_\_\_  
 \_\_\_\_\_

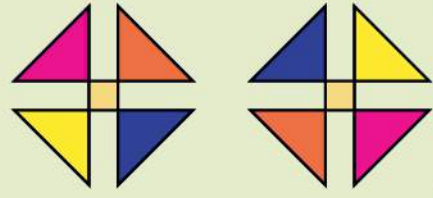


( ) ( )

b)

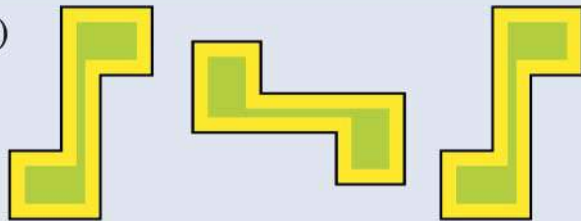


Rule: \_\_\_\_\_  
 \_\_\_\_\_

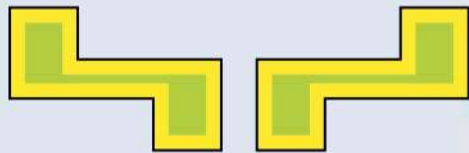


( ) ( )

c)



Rule: \_\_\_\_\_  
 \_\_\_\_\_

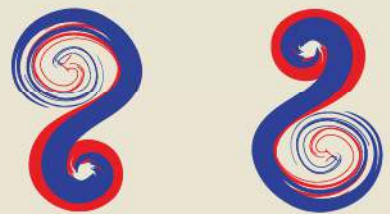


( ) ( )

d)



Rule: \_\_\_\_\_  
 \_\_\_\_\_

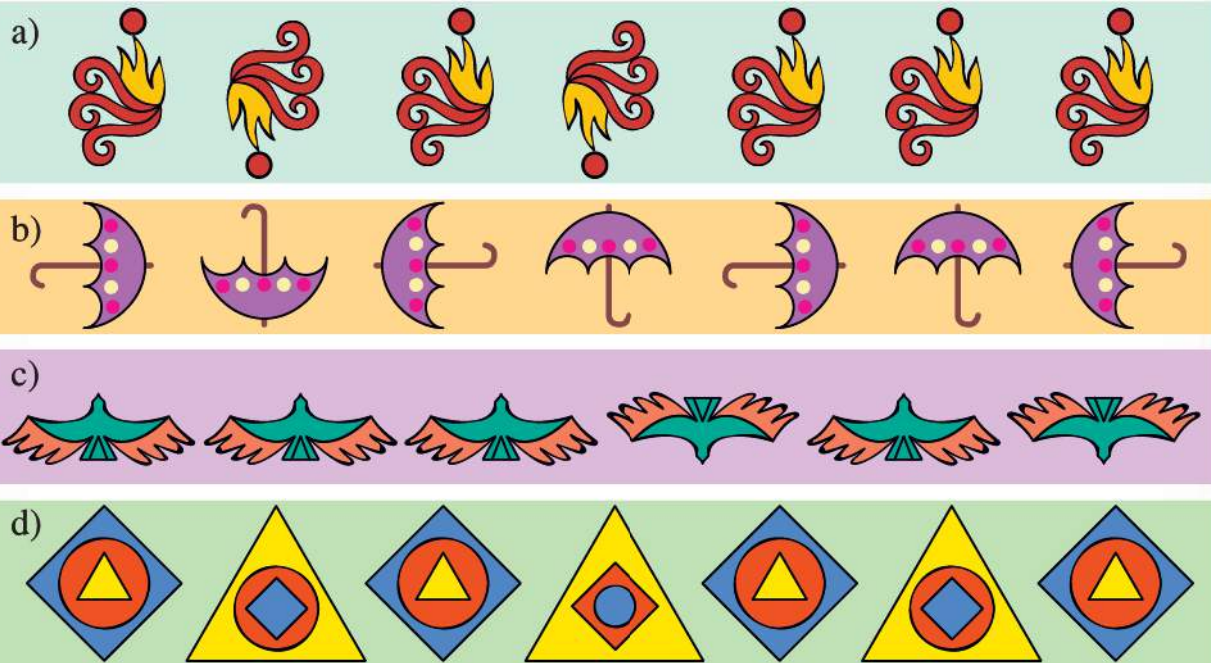


( ) ( )



## Look for a Pattern

Mark that picture which is breaking the rule. Also correct it.



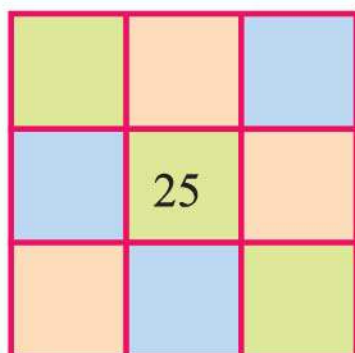
## Magic Squares

Do you remember magic triangles? Come now, let's make some magic squares.

- ✱ Fill this square using all the numbers from 46 to 54.

Rule: The total of each line is 150.

- ✱ Fill this square using all the numbers from 21 to



29.

Rule: The total of each side is 75.

## Magic Hexagons

		49
46		
	52	47

You can see Math-Magic Class IV (page 11) for similar magic patterns.

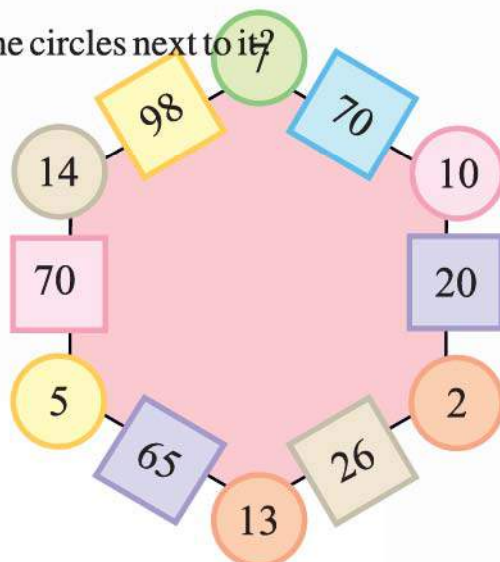


Look at the patterns of numbers in hexagons.

Each side has 2 circles and 1 box.

Look at the number 65 in the box. Which are the circles next to it?

You get the number in each box by multiplying the numbers in the circles next to it.



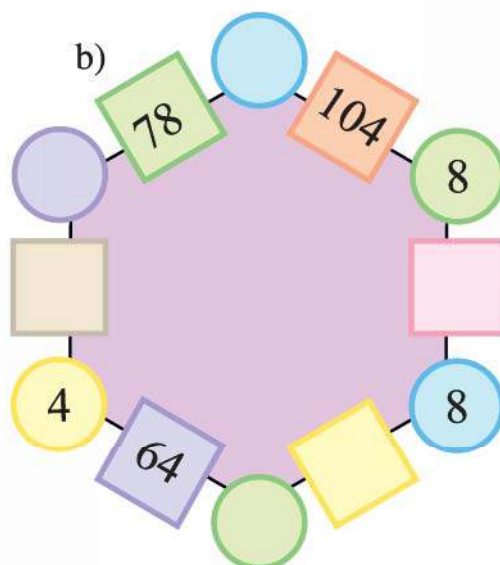
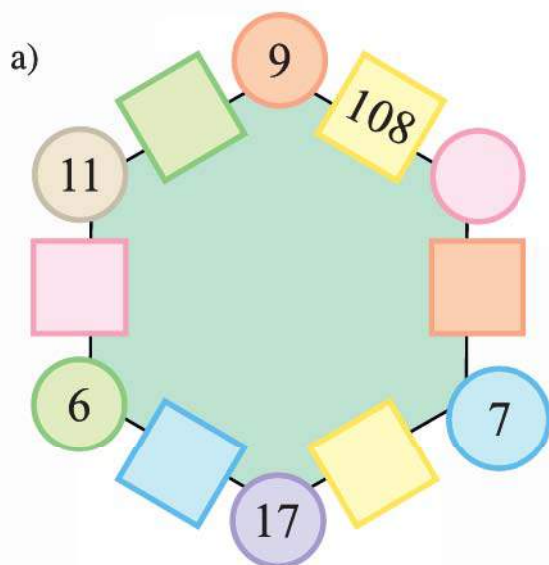
$$5 \times 13 = 65$$

Can you see how the rule works?

$$7 \times 10 = 70$$

✱ Use the same rule to fill the hexagons below.

Now you also make your own magic hexagons.



## Numbers and Numbers

You can discuss that a hexagon is a six-sided closed figure, but this is not to be evaluated.



✱ Are they equal?

$$\begin{array}{c} \text{24} \\ \text{19} \\ \text{37} \end{array} + = \begin{array}{c} \text{37} \\ \text{24} \\ \text{19} \end{array}$$

$$\begin{array}{c} \text{215} \\ \text{120} \\ \text{600} \end{array} + = \begin{array}{c} \text{600} \\ \text{215} \\ \text{120} \end{array}$$

✱ Fill in the blank spaces in the same way.

✱ Now, look at this —

a)  $\begin{array}{c} \text{14} \end{array} + \quad + = \begin{array}{c} \text{34} \end{array} + \begin{array}{c} \text{14} \end{array} + \begin{array}{c} \text{20} \end{array}$

b)  $\quad + \begin{array}{c} \text{42} \end{array} + = \begin{array}{c} \text{65} \end{array} + \quad + \begin{array}{c} \text{80} \end{array}$

c)  $\begin{array}{c} \text{200} \end{array} + \begin{array}{c} \text{300} \end{array} + = \quad + \begin{array}{c} \text{400} \end{array} +$

d)  $\quad + \quad + = \quad + \quad +$

Check if it is true or not.  $\begin{array}{c} \text{48} \end{array} \times \begin{array}{c} \text{13} \end{array} = \begin{array}{c} \text{13} \end{array} \times \begin{array}{c} \text{48} \end{array}$

### Left Right — Same to Same

So we see that to get special numbers we sometimes need more steps.



Discuss with students that changing the order of numbers does not make any difference to the sum.



Come, let's see how to get such numbers.



Take a number, say	43
Now turn it back to front	34
Then add them together	77

77 is one such special number. There are many such numbers.



You have reversed the number by writing it back to front.



Take another number	48
Now turn it back to front	84
Then add them together	132
Is this a special number? No!	Why not?
OK, carry on with the number	132
Again turn it back to front	231
Then add the two together	363
Ah! 363 is a special number.	

✳ Now you try and change these numbers into special numbers —

Now let's use words in a special way.

a) 28

b) 132

c) 273

Did you notice that it reads the same from both sides — right to left and left to

N O L E M O N S N O M E L O N  
S T E P N O T O N P E T S

right?

Now try and use words in a special way.

Special words/numbers which read the same both ways are called palindromes. Help children to read them from both the ends.

## Calendar Magic

Look at the calendar below.

Let us mark a  $3 \times 3$  box (9 dates) on the calendar and see some magic.

s	m	t	w	th	f	s
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				

I can quickly find the total of these numbers in the box.



Won't that take some time?

The total is 99.



Hey! Just take the middle number and multiply it by 9. See you can get the answer even faster.

Take the smallest number

3

Add 8 to it

+8

=

11

Multiply it by 9

$\times 9$

Total

99

Now you choose any  $3 \times 3$  box from a calendar and find the total in the same way. Play this game with your family.

You can see Math-Magic Class III (page 105 -106 ) for other calendar tricks.



## Some more Number Patterns

- \* Take any number. Now multiply it by 2, 3, 4 ..... at every step. Also add 3 to it at each step. Look at the difference in the answer. Is it the same at every step?

12	×	2	+	3	=	27
12	×	3	+	3	=	39
12	×	4	+	3	=	51
12	×	5	+	3	=	63
12	×		+	3	=	
	×	7	+	3	=	
	×		+	3	=	
	×		+		=	

Now try doing it with some other number and also take a different number to add at each step.

- \* Look at the numbers below. Look for the pattern. Can you take it forward?

$(9 - 1) \div 8 = 1$
$(98 - 2) \div 8 = 12$
$(987 - 3) \div 8 = 123$
$(9876 - 4) \div 8 = \underline{\hspace{2cm}}$
$(98765 - 5) \div 8 = \underline{\hspace{2cm}}$
$(\underline{\hspace{2cm}} - \underline{\hspace{2cm}}) \div 8 = \underline{\hspace{2cm}}$
$(\underline{\hspace{2cm}} - \underline{\hspace{2cm}}) \div 8 = \underline{\hspace{2cm}}$

Encourage children to read aloud the numbers on the left hand side, even if they can not read them correctly. Some of the numbers are large. To help children read them, recall the concept of 1 lakh or 100 thousand.



## Smart Adding

Oh! I can find it quickly.

Smart! How can you do that?

What if someone gives you to add ten numbers together?

I can get the sum without adding.

$$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 = 55$$

$$11 + 12 + \quad + \quad + \quad + \quad + \quad + \quad + \quad + 20 = 155$$

$$21 + \quad + \quad + \quad + \quad + \quad + \quad + \quad + \quad + 30 = \quad$$

$$31 + \quad + \quad + \quad + \quad + \quad + \quad + \quad + \quad + 40 = \quad$$

$$41 + \quad + \quad + \quad + \quad + \quad + \quad + \quad + \quad + 50 = \quad$$

$$51 + \quad + \quad + \quad + \quad + \quad + \quad + \quad + \quad + 60 = 555$$

$$61 + \quad + \quad + \quad + \quad + \quad + \quad + \quad + \quad + 70 = \quad$$

\* Did you notice some pattern in the answers?

## Fun with Odd Numbers

Take the first two odd numbers. Now add them, see what you get.

Now, at every step, add the next odd number.

$$1 + 3 = 4 = 2 \times 2$$

$$1 + 3 + 5 = 9 = 3 \times 3$$

$$1 + 3 + 5 + 7 = 16 = 4 \times 4$$

$$1 + 3 + 5 + 7 + 9 = \quad = \quad \times \quad$$

$$1 + 3 + 5 + 7 + 9 + 11 = \quad = \quad \times \quad$$

$$1 + 3 + 5 + 7 + 9 + 11 + 13 = \quad = \quad \times \quad$$

How far can you go on?

When we add the first  $n$  odd numbers, we will get the sum as  $n \times n$ . Children should be left free to add the numbers.



## Secret Numbers

Banno and Binod were playing a guessing game by writing clues about a secret number. Each tried to guess the other's secret number from the clues.

Can you guess their secret numbers?

- ✿ It is larger than half of 100
- ✿ It is more than 6 tens and less than 7 tens
- ✿ The tens digit is one more than the ones digit
- ✿ Together the digits have a sum of 11



- ✿ It is smaller than half of 100
- ✿ It is more than 4 tens and less than 5 tens
- ✿ The tens digit is two more than the ones digit
- ✿ Together the digits have a sum of 6

- ✱ Write a set of clues for a secret number of your own. Then give it to a friend to guess your secret number.

## Number Surprises

- a) Ask your friend — Write down your age. Add 5 to it. Multiply the sum by 2. Subtract 10 from it. Next divide it by 2. What do you get?

Is your friend surprised?

b)



Take a number



Double it



×

2

=



Multiply by 5



×

5

=



Divide your answer by 10



÷

10

=



c)



Take a number



Double it



×

2

=



Again double it



×

2

=



Add the number you took first to the answer



+



=



Now again double it



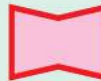
×

2

=



Divide by 10



÷

10

=



d) Look at this pattern of numbers and take it forward.

$$1 = 1 \times 1$$

$$121 = 11 \times 11$$

$$12321 = 111 \times 111$$

$$1234321 = ?$$

✱ Now make your own number surprises.



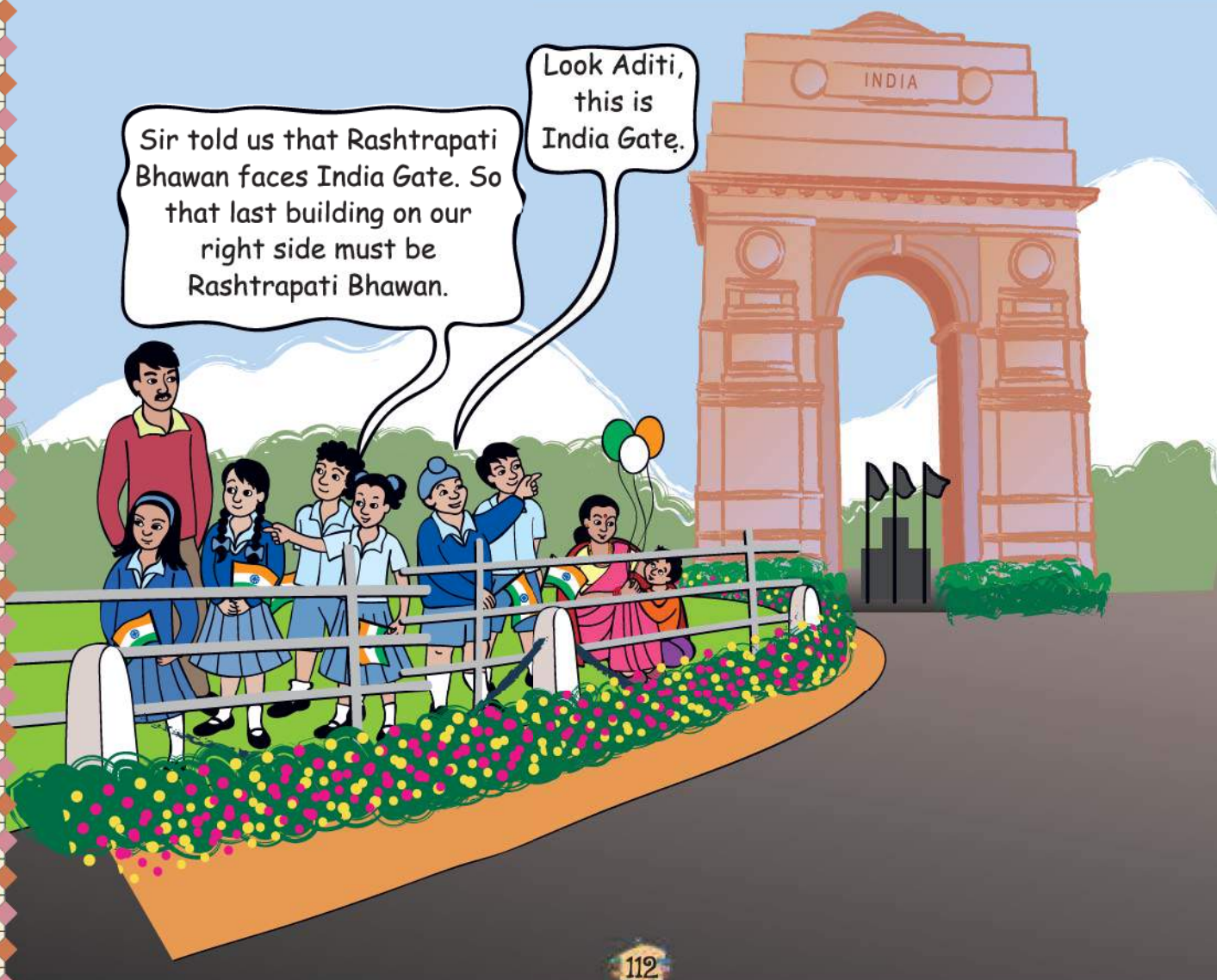
# 8

## Mapping Your Way



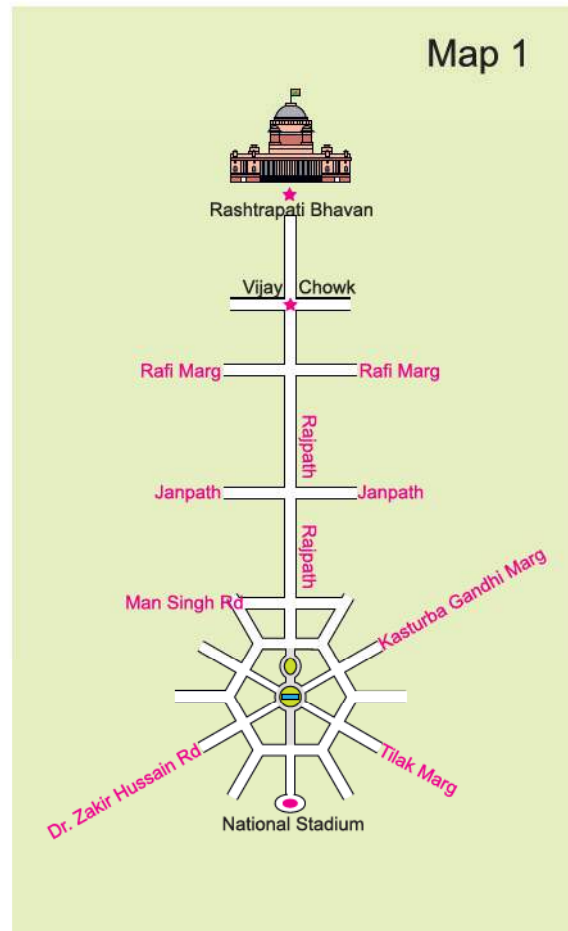
Ashi is going to India Gate to see the Republic Day Parade with the other children of her school. As the children settle down, they hear something about India Gate on the loudspeaker. "To the right of the President is the India Gate. This was built in memory of the Indian soldiers who died in the First World War."

There are lots of people sitting on both sides of Rajpath, the main road along which the parade passes. Children are talking about the buildings they can see around them.





Here is a photograph taken from a helicopter. You can see Rajpath — the road which joins India Gate to Rashtrapati Bhawan. Mark where on Rajpath will Aditi be.



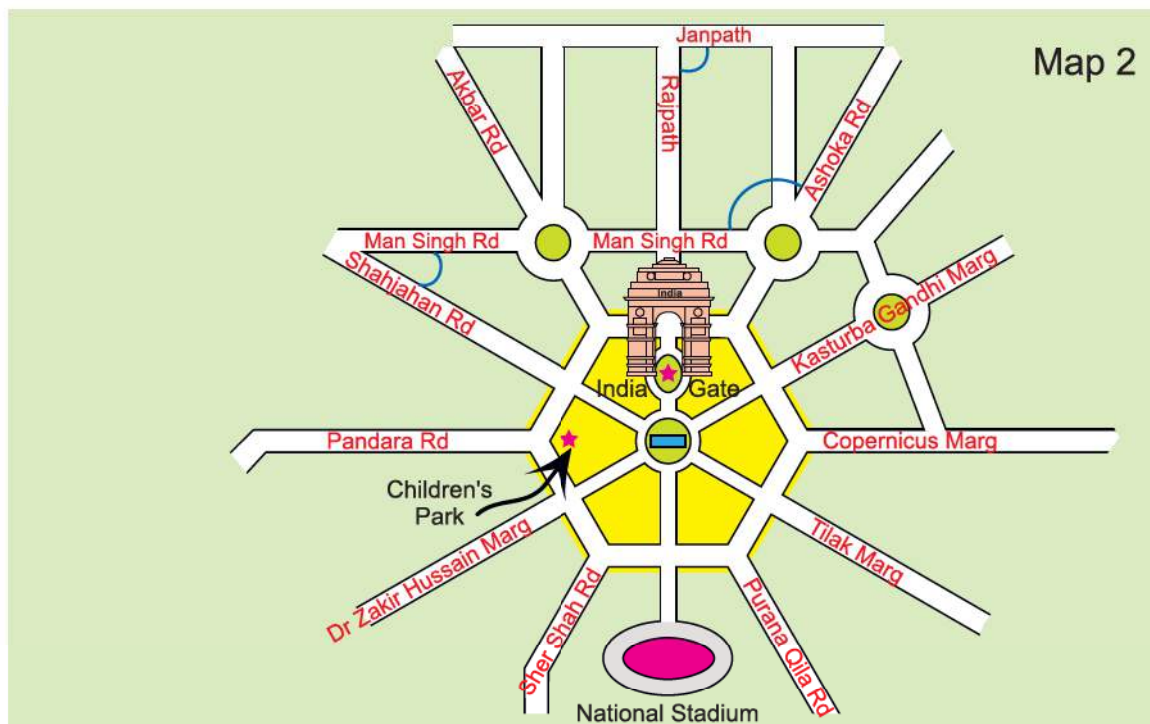
**Match the map and the photo**

- 1) Have you seen a map of a city? Look at Map 1. Match it with the photo and find out where India Gate is. Draw it on the map.
- 2) Some roads are shown in this part of the map. Look for them in the photo.
- 3) Name roads that you will cross on your way from Rashtrapati Bhawan to India Gate.
- 4) Look for the National Stadium in Map 1. Can you see it in the photo?



## The Central Hexagon

If we 'zoom in' to look more closely at one part of the map, it looks like this.



Look at the shape of the yellow area. Have you seen this shape before? How many sides does it have?

This place is called the Central Hexagon.

### ***Find out from the map***

- 1) If you are walking on Rajpath then after India Gate on which side would Children's Park be?
- 2) Which of these roads make the biggest angle between them?
  - a) Man Singh Road and Shahjahan Road
  - b) Ashoka Road and Man Singh Road (the angle away from India Gate)
  - c) Janpath and Rajpath
- 3) Which of the above pairs of roads cut at right angles?



## Waiting for the Parade

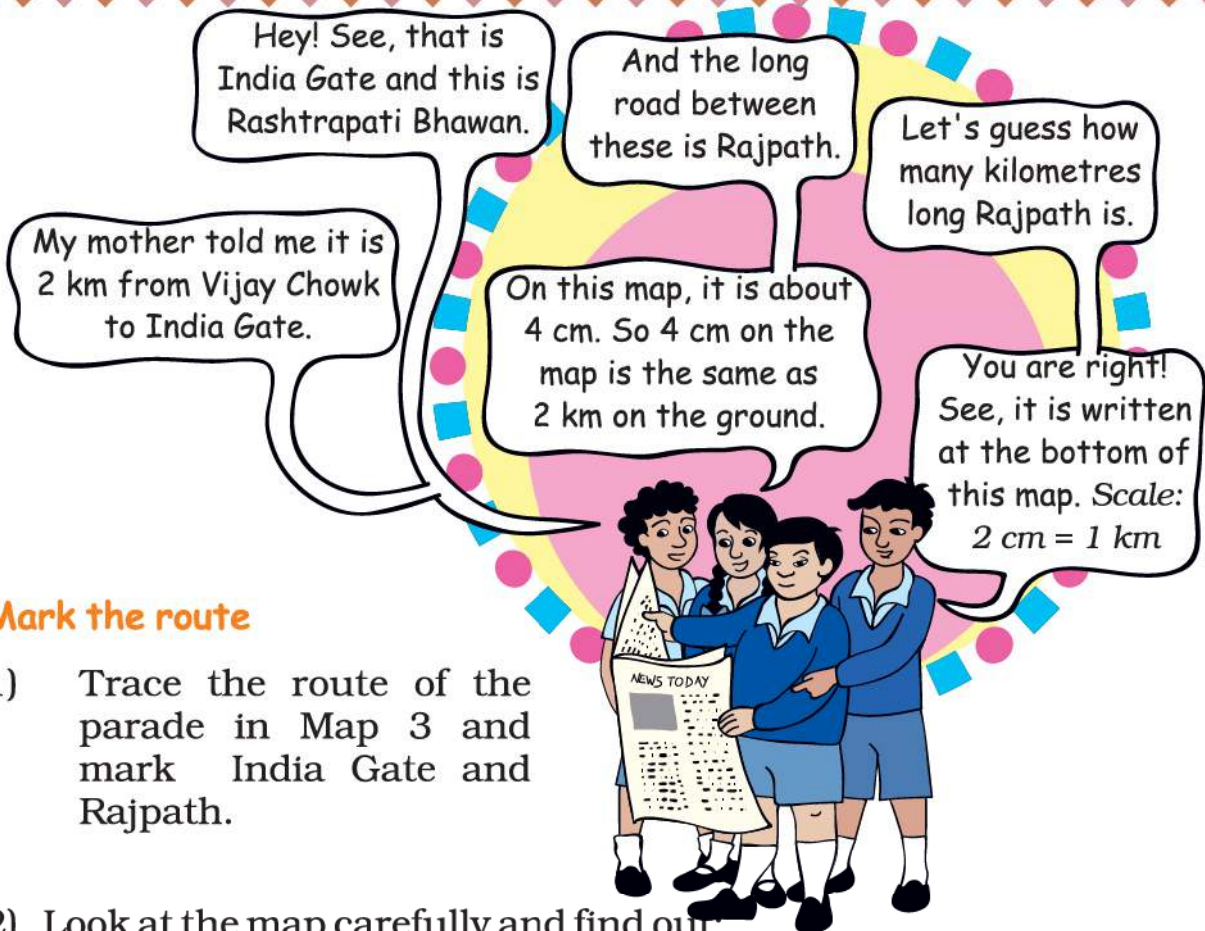
While waiting for the parade, Kancha and some of his friends wonder where this parade ends. Kancha is carrying a newspaper in which the route of the parade is written —

Vijay Chowk — Rajpath — India Gate — Tilak Marg — B.S. Zafar Marg — Subhash Marg — Red Fort.

The children look at this map to see the parade route.







### Mark the route

- 1) Trace the route of the parade in Map 3 and mark India Gate and Rajpath.
- 2) Look at the map carefully and find out.
  - a) Which of these is the longest road?
    - B.S. Zafar Marg    ● Subhash Marg    ● Tilak Marg
  - b) If Rubia is coming from Jama Masjid to join the parade, guess about how far she will have to walk.
  - c) The total route of the parade is about how long?
    - 3 km    ● 16 km    ● 25 km    ● 8 km

As the parade passes by, they see some children coming on an elephant. These children have got bravery awards. They also enjoy the colourful dances and aerobics by school children.

They want to follow the parade to Red Fort. Gappu has seen Red Fort before and tells them about his trip.

Children should understand the need for a scale. We need to discuss that when we show a big area on paper, we have to reduce it by a fixed ratio everywhere, so that the relative distances and positions remain the same.

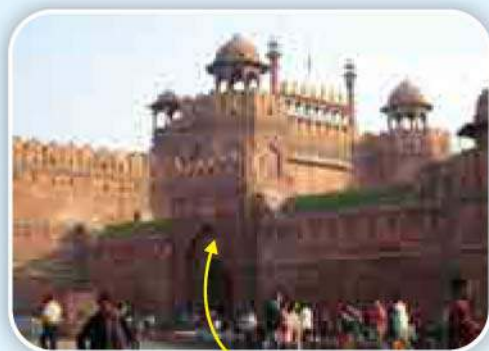


## Trip to Red Fort

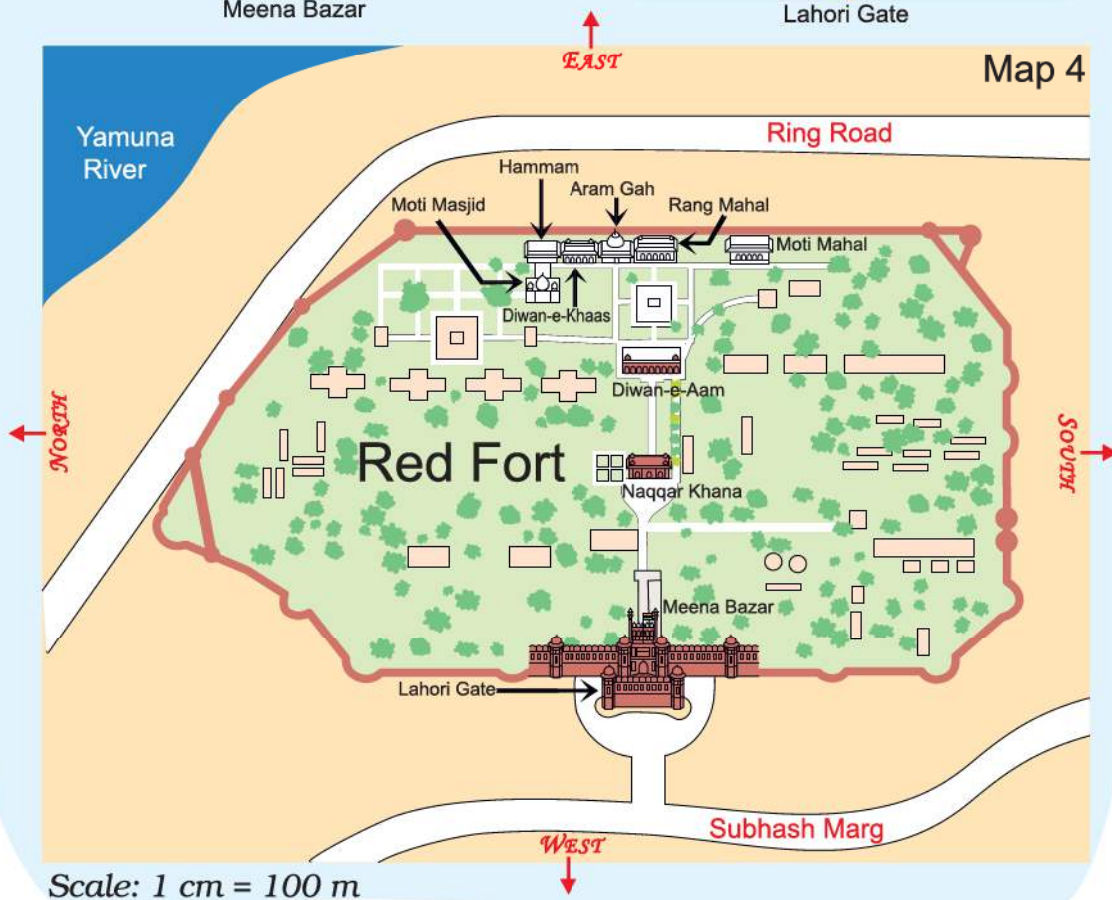
"When we reached Red Fort, there was a long queue for tickets. The main entrance is called **Lahori Gate**. After entering it, we turned left into a long corridor with little shops on both sides. This is called **Meena Bazar**. I bought some lovely bangles from there for my sister".



Meena Bazar

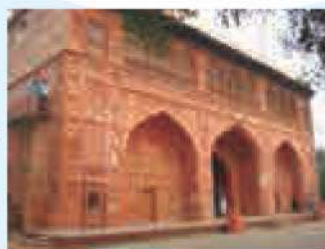


Lahori Gate





Naqqar Khana —  
where drums were  
beaten to shout out the  
king's messages



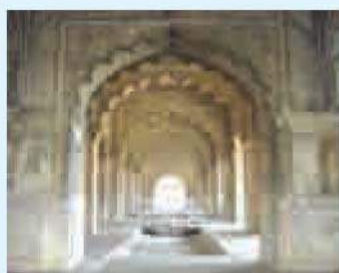
"You can go straight through **Naqqar Khana** and reach **Diwan-e-Aam**. This is where the king used to meet the common people.

Walking straight from **Diwan-e-Aam**, we saw **Rang Mahal**. It is a beautiful building! There were three more buildings on our left side. Look for these on the map.



From the right – Rang Mahal,  
Aaram Gah and Diwan-e-Khas

We walked left from Rang Mahal. **Diwan-e-Khaas** was where the king used to meet his ministers and other important (khaas) people."



Inside Rang Mahal



Inside Diwan-e-Khaas

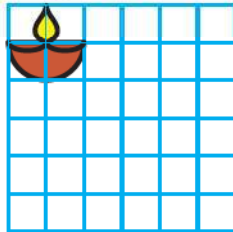
### ***Find out from Map 4***

- Which of these is nearer to river Yamuna? — the Diwan-e-Aam or the Diwan-e-Khaas?
- Between which two buildings is Aaram Gah?
- Which buildings do you pass while going from Rang Mahal to the Hammam?
- Which building on this map is farthest from Meena Bazar?
- About how far is Lahori Gate from Diwan-e-Khaas?

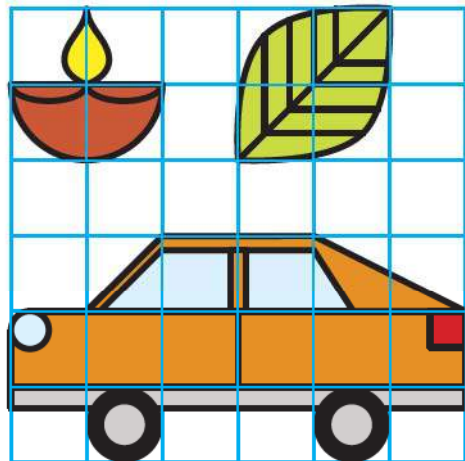
### Make It Bigger, Make It Smaller.

Here are some pictures drawn on a 1 cm square grid. Try making the same pictures on a 2 cm grid and also on a  $\frac{1}{2}$  cm grid. One picture is already done.

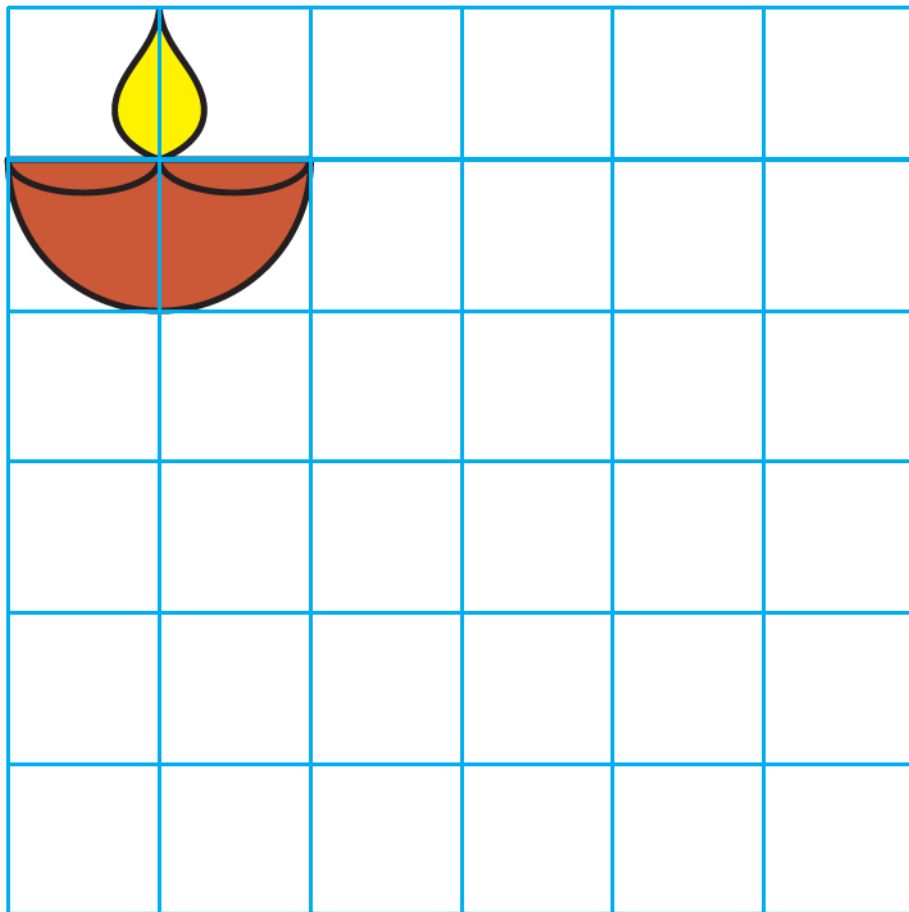
$\frac{1}{2}$  cm grid



1 cm grid



2 cm grid



The side of the square was made two times bigger. Does its area also become two times bigger?

Enlarging or reducing of pictures and maps can be done on the classroom floor, the mud ground etc. This should be related to the use of scale in maps, which keeps the shape the same.

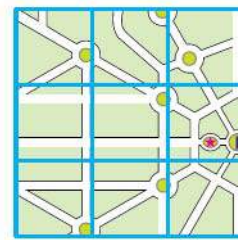


Now try this —

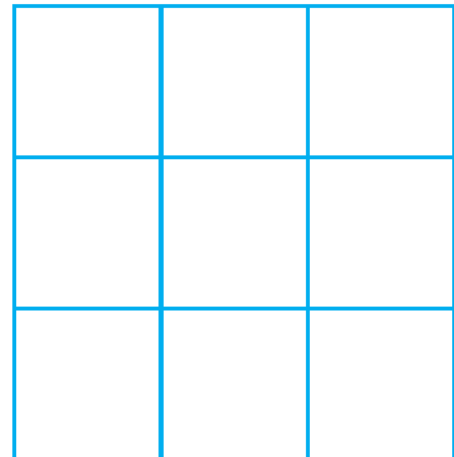
This is a part of the parade-route Map 3.

- 1) Can you see which part of the route-map it is?
- 2) Now try to make it bigger in this 2 cm grid. Remember that the 'shape' of the map should not change.
- 3) If the parade route map is smaller, and the distance between India Gate and Vijay Chowk becomes 2 cm, what would be its scale?

- 1 cm on map = 1 km on ground
- $\frac{1}{2}$  cm on map = 1 km on ground
- 2 cm on map = 1 km on ground



1 cm grid



2 cm grid

### Dancers from Different States

The children saw many floats (*jhankis*) and dancers in the parade.



Dancers from Karnataka were the best.

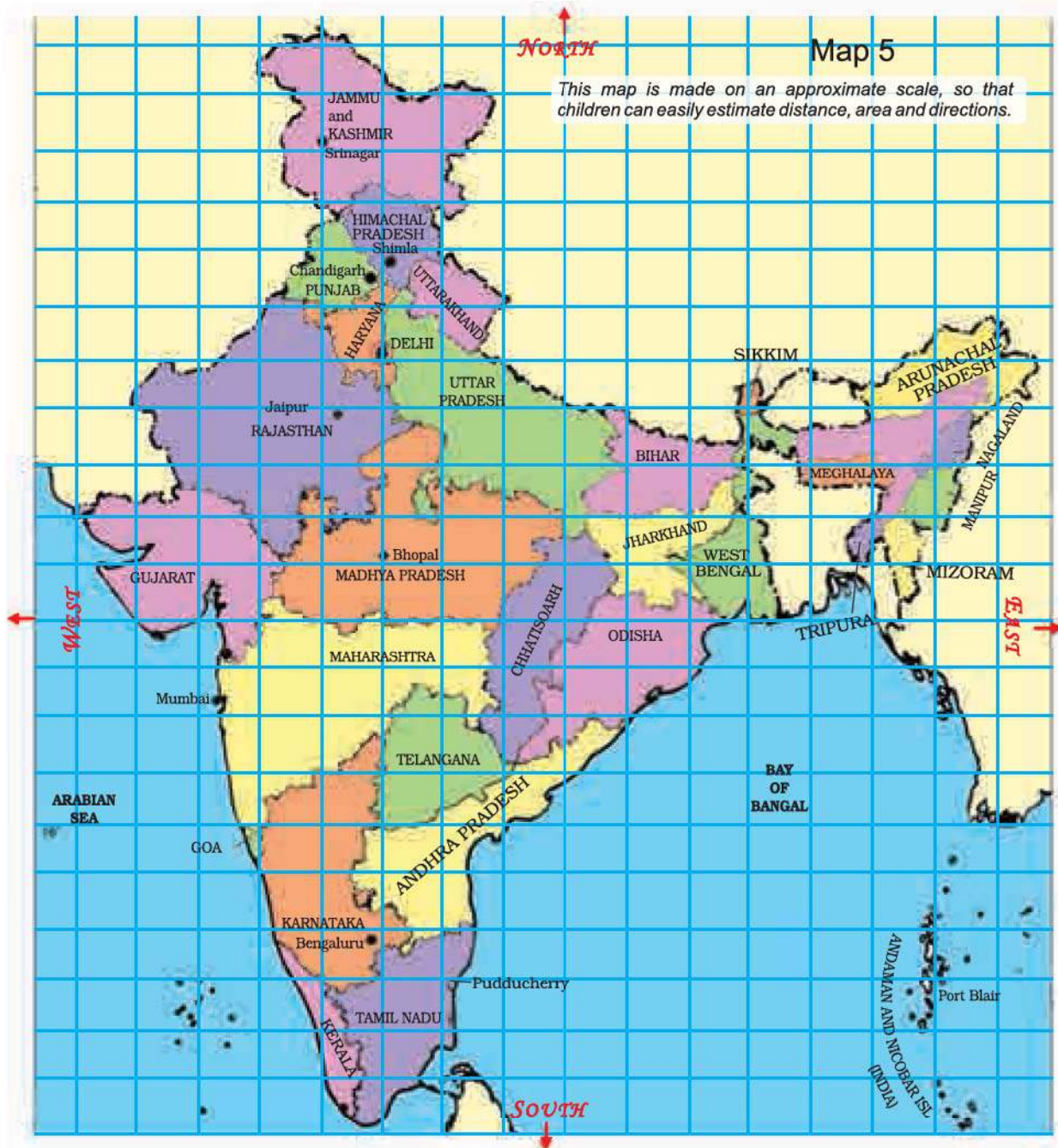


I liked the Tripura dance. From Tripura and Sikkim they have to travel far, but Haryana and Uttarakhand are closer to Delhi.

All these people have to travel so much to come to Delhi!



Look at the map of India below and find the states these children are talking about. Answer the questions:



- 1) The Karnataka team starts from Bangalore and moves in the **north** direction. Which states does it cross to reach Delhi?

As the children are being introduced to directions for the first time, many activities need to be done to use terms like 'towards north', 'southwards', 'in the east direction', 'to the west of Madhya Pradesh' etc. One can draw maps on the floor and get children themselves to stand on the map and say things like Venkat is to the south of Shanti', 'Maharashtra is to the east of Gujarat' etc.



2) Jammu and Kashmir is to the **north** of Delhi so the team from there travels towards **south** to reach Delhi. Which states does it cross?

3) Nonu lives in Gujarat. Nonu's friend Javed lives in West Bengal. Nonu wants to visit his friend. In which direction will he travel?

- a) Towards west
- b) Towards east
- c) Towards south
- d) Towards north



4) Is there any state which is to the north of Jammu and Kashmir?

5) Is there any state which is to the west of Gujarat?

6) If **1 cm on the map shows 200 km on the ground**, use this scale to find out:

A) About how far is Delhi from Jaipur?

- a) 50 km                      b) 500 km                      c) 250 km

B) Estimate, how far is Jaipur from Bhopal?

On the map = \_\_\_\_\_ cm.

On the ground = \_\_\_\_\_ km.

7) Look at the map and tell:

- a) Which state is surrounded by four other states?
- b) Which state has the largest area? If its name is not in the map, find it from your teacher or parents.

Explain how you got your answer.

c) Which state is about 8 times bigger in area than Sikkim?

- Uttar Pradesh
- Tripura
- Maharashtra
- Himachal Pradesh



d) About how many times of Punjab is the area of Rajasthan?



## The Sea

Bala is standing on the sea-coast and looking at the vast sea. The sea looks endless .



Have you seen the sea? In the picture where is the sea? Now look for the sea in the map of India. What colour is used to show the sea?

- \* Mark those states which have the sea on one side.
- \* Name one state which does not have the sea on any side.

## Find out

Look for different maps. Compare the different scales used in a local area map, a map of India and a world map etc.

## Lines between the States

Sabu is confused about the lines shown between the states.

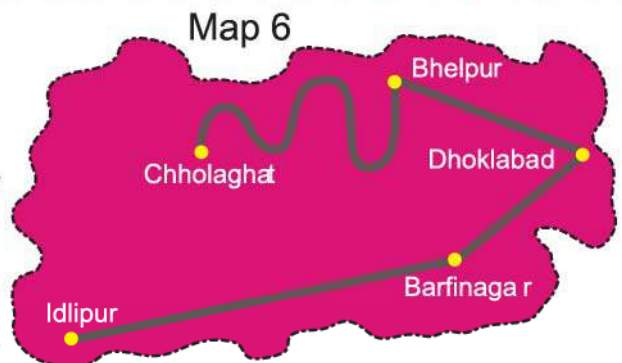




## Distances between Towns

These are five towns. Find out:

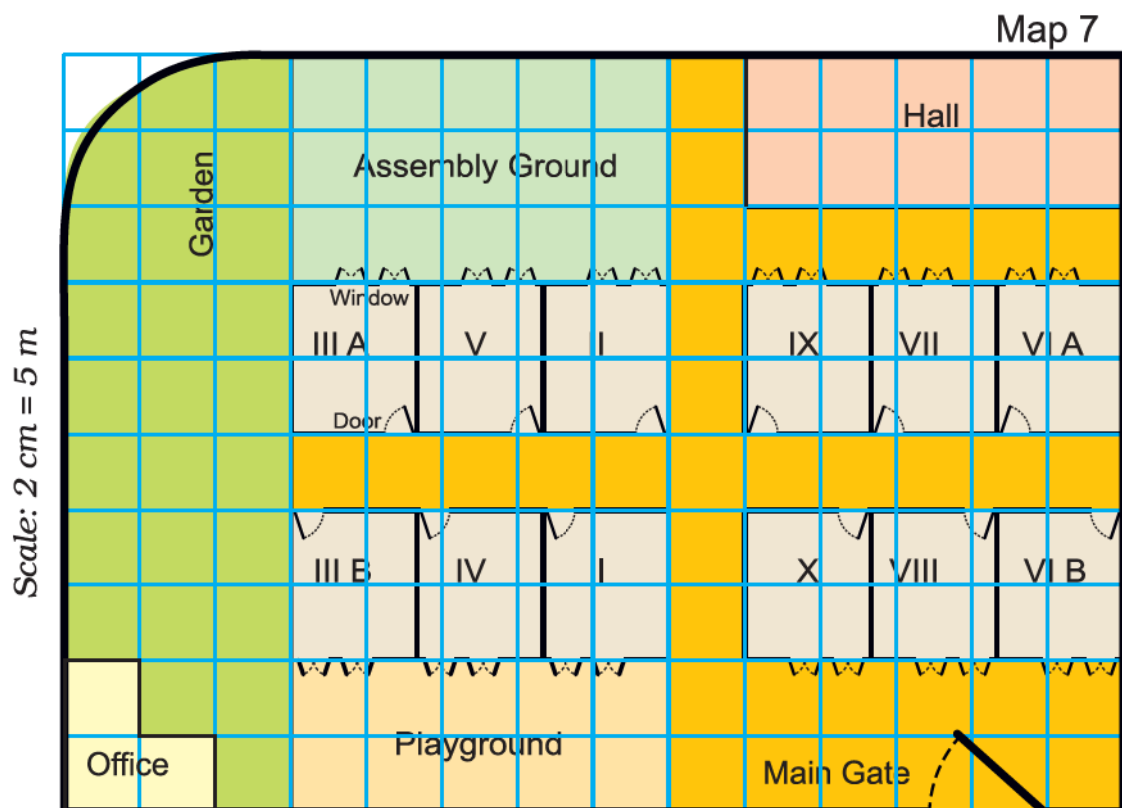
- 1) How many cm away is Idlipur from Barfinagar on the map?
- 2) How many kilometres will you have to travel if you go from Idlipur to Barfinagar?
- 3) There is a place called Khamanpur midway between Idlipur and Barfinagar. Mark it with a 'K'.
- 4) A town called Jalebipur is 35 kms away from both Chholaghat and Dhoklabad. Where do you think it can be? Mark 'J' for it.
- 5) Measure the length of the route between Bhelpur and Chholaghat. (You can use a thread)



Scale: 1 cm on the paper = 10 km

## Ashi's School

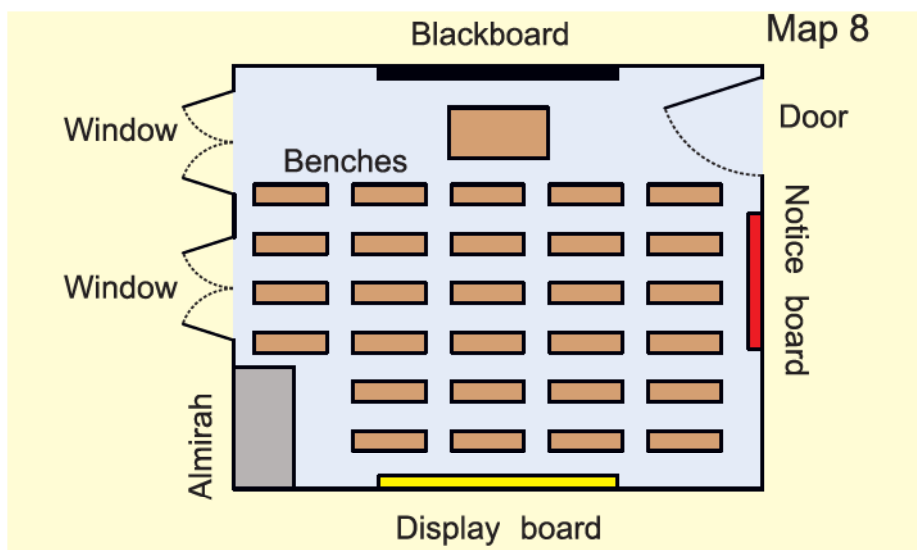
Ashi's school looks like this from the top.





Use the squares to find out:

- 1) How many times bigger is the area of the Assembly ground than that of the office?
- 2) How much is the length and width of each classroom?
  - a) length 5 m, width 4 m
  - b) length 2 m, width 1 m
  - c) length 12 m, width 10 m
  - d) length 5 m, width 5 m



3) All the classrooms in Ashi's school look like this.

Look carefully and answer.

- a) Which of these is exactly opposite to the blackboard?
  - ✳ Almirah, windows, notice board, display board
- b) Now look at the school-map again. Guess and mark where would these be:
  - ✳ Blackboard in III A and VII
  - ✳ Almirah in IV and X
  - ✳ Notice board in V and VI B
  - ✳ Last seat of middle-row in II
  - ✳ Display board in I.





## Boxes and Sketches



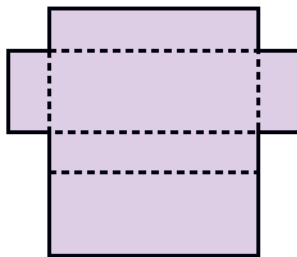
### Sweet Box

Ramya went to buy sweets. The shopkeeper took a paper cut-out and quickly made a lovely pink box for the sweets!

- \* Look at the photo and make your own box. Use the cut-out on page 201. How fast can you fold it?

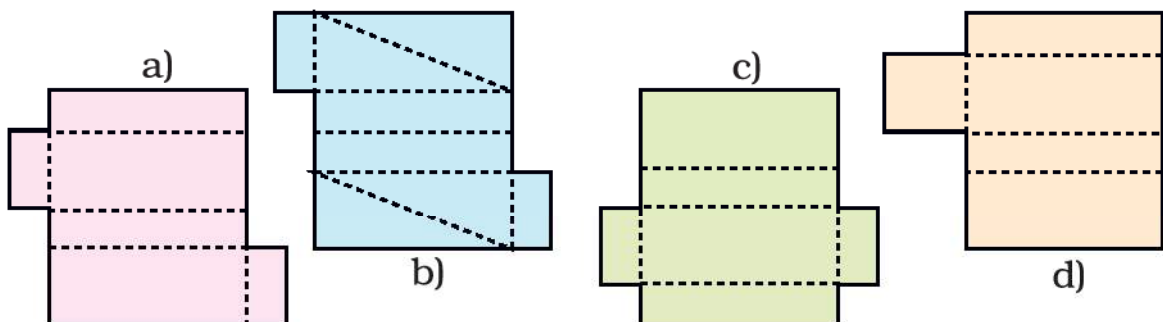


After coming home Ramya unfolded the box. She removed the extra flaps so the cut-out looked like this.



This shape makes a box. Let me see what other shapes will make a box.

- \* She made four more shapes. Each is to be folded along the dotted lines. You have to find out which of these can be made into a box.



This chapter focuses on visualisation of 3-dimensional shapes and how they can be represented on paper (in 2 dimensions). The representation used here are nets (like the ones above), layout plans for a house, and perspective drawings.



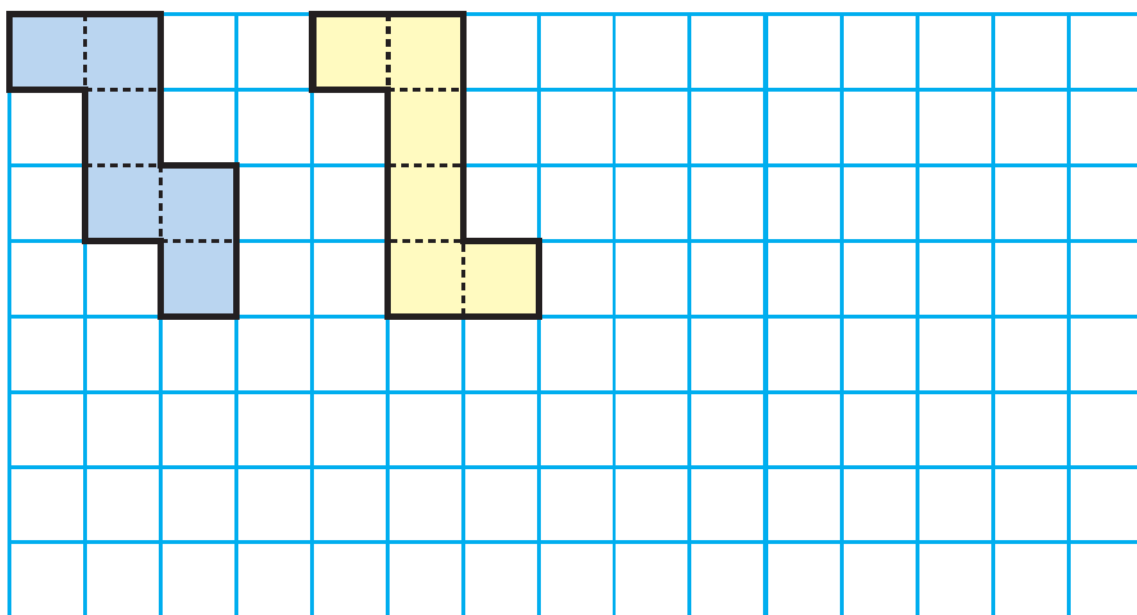
## Shapes that Fold into a Cube

A. Buddha wants to make a paper cube using a squared sheet. He knows that all the faces of a cube are squares.

He draws two different shapes.



How many faces does the cube have? \_\_\_\_\_

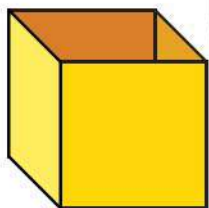


- \* Will both these shapes fold into a cube?
- \* Draw at least one more shape which can fold into a cube.
- \* What will be the area of each face of the cube?
- \* Draw one shape which will not fold into a cube.
- \* Look around and discuss which things around you look like a cube. List a few.

## Shapes for an Open Box

Remember the puzzles with five squares in chapter 3? You saw 12 different shapes made with five squares (page 46).

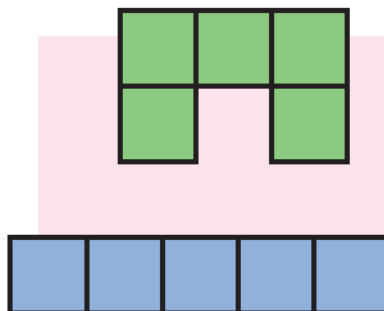
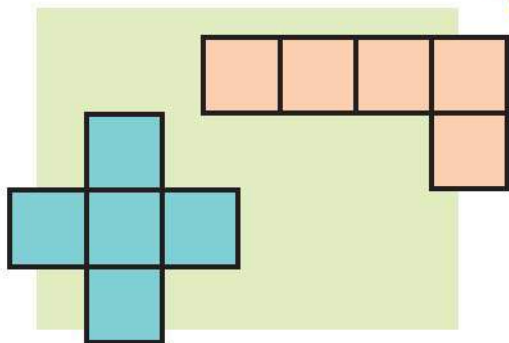
If you cut those shapes and fold them, some of those will fold into an open box (box without a top).



I can make open boxes with both these.



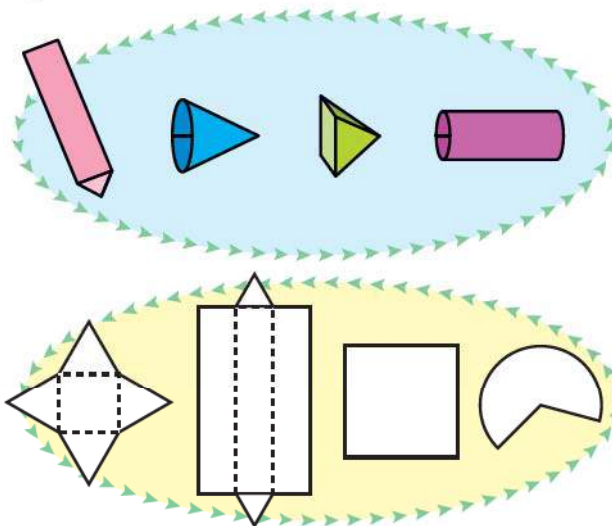
But with these I cannot make open boxes.



- \* Find out which of the other 8 shapes (on page 46) can be folded to make an open box.
- \* Draw more shapes which will not fold to make an open box.

### Boxes and Boxes

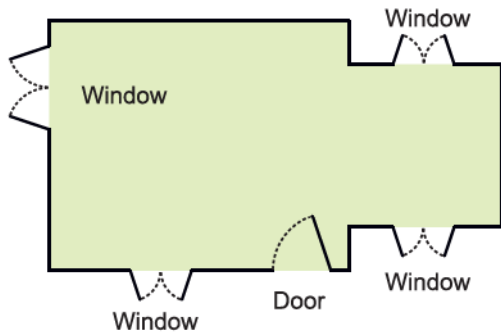
All boxes are not cubes. Here are some different kinds of boxes. Match the shape on the left with a box into which it will fold.



Making mental images of shapes is an important mathematical ability. Children will need many exercises to visualise the net of a box, to think of how it looks when flattened, and also to check which nets (like those on page 126) do not make a box.



## Floor Maps



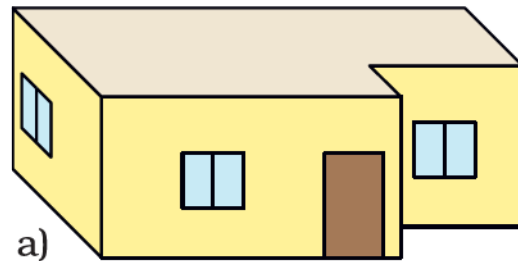
For making a house a floor map is first made. Have you ever seen a floor map? Here is a floor map of Vibha's house. It shows where the windows and the doors are in the house.

- \* Which is the front side of her house? How many windows are there on the front side?

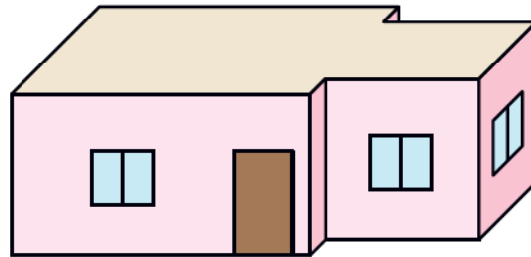
From the floor map we cannot make out what her house really looks like or how high the windows are. So we look for a special way of drawing the house which is deep — to show the length, width and height.

Here are four **deep drawings** of houses.

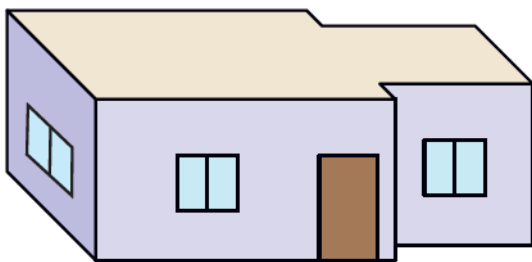
- \* Which one is Vibha's house?



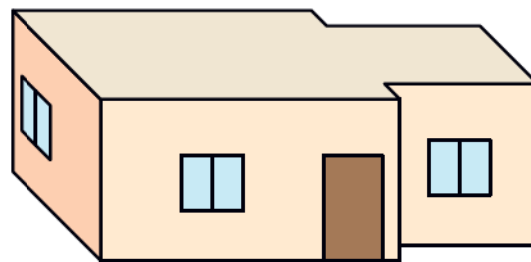
a)



b)



d)



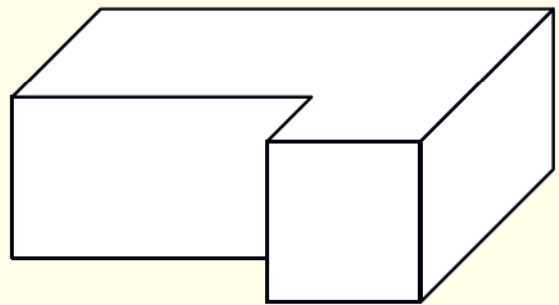
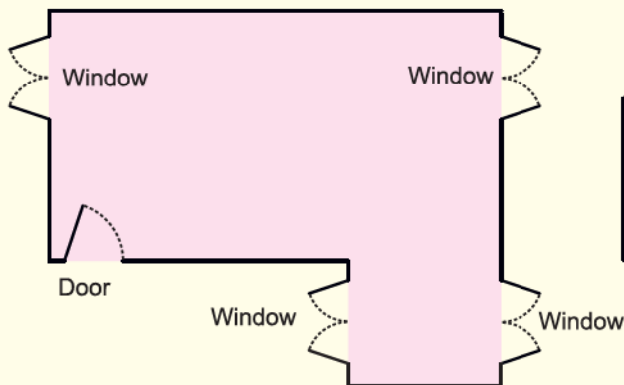
c)

- \* Why do the other three deep drawings not match the floor map? Discuss.

A 3-dimensional perspective drawing has been called a 'deep drawing' so that children get a sense of the need to represent depth. They should be able to see the difference between deep drawings and layout plans.

### Practice time

1. Look at this floor map of a house. Make doors and windows on the deep drawing of this house.

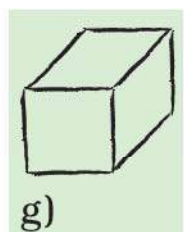
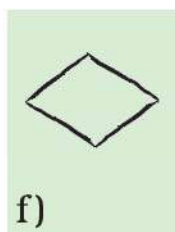
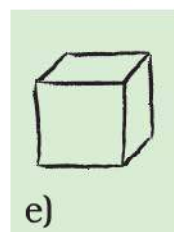
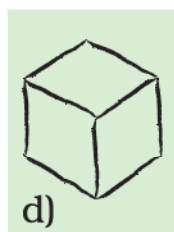
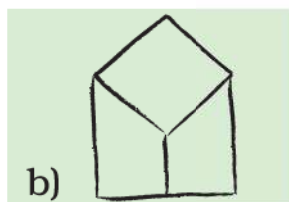
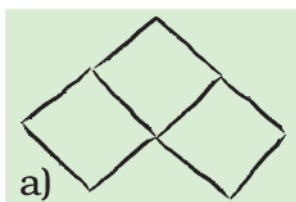


- \* Are there any windows you couldn't show on the deep drawing? Circle them on the floor map.
2. Try to make a floor map of your own house.

### A Deep Drawing of a Cube

Soumitro and his friends made deep drawings of a cube.

These are their drawings.

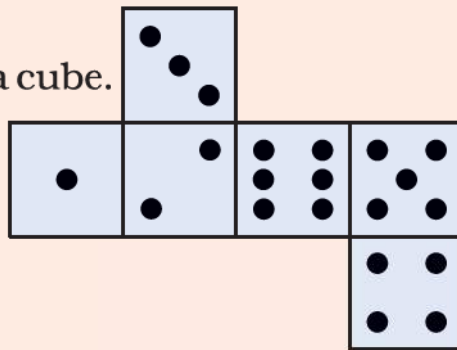


- \* Which of the drawings look correct to you? Discuss.
- \* Can you add some lines to make drawing f) into a deep drawing of the cube?



### Puzzle

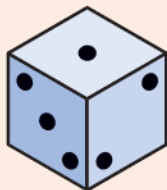
This cut-out is folded to make a cube.



Which of these are the correct deep drawings of that cube?



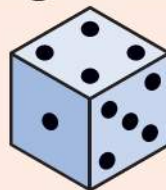
a)



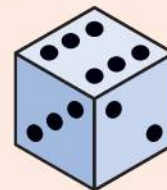
b)



c)



d)



e)

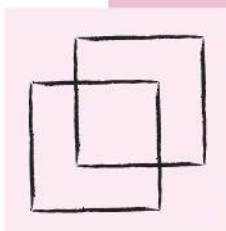
### A Simple Way to Draw a Cube

Chanda wants to make a deep drawing of this cube.

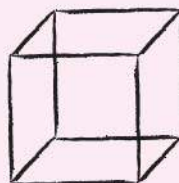
She draws the cube like this.



I drew two squares like this to show the front face and the back face.



I joined the corners of the squares like this to make the deep drawing of the box.



✱ In the same way make a deep drawing of a box which looks like this.



The 2D representation of 3D objects is a matter of convention and is learnt by children through experience. Here the conventional way of drawing the cube is given.

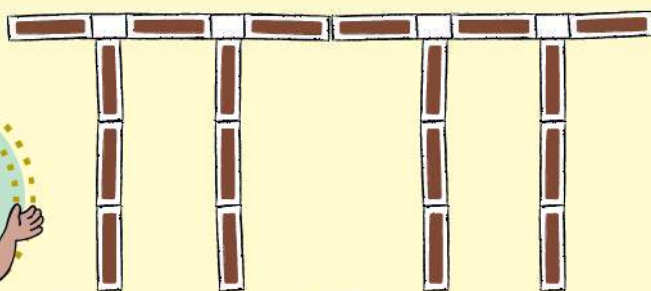
## Matchbox Play

Navin, Bhaskar and Pratigya made this bridge using matchboxes.



Navin and Pratigya made drawings of the bridge.

The bridge looks like this to me from where I am standing.



The bridge looks like this to me. My drawing shows how high our bridge is and how wide it is.



From your drawing I can make out how long and how high the bridge is. But I cannot make out how wide it is.





\* If you look at the bridge from the top, how will it look? Choose the right drawing below:

- a) 
- b) 

\* Look at the photo and try to make a deep drawing of this bridge.

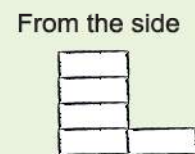
### Practice time

1) Make drawings to show how this bridge will look

- \* From the top
- \* From the front
- \* From the side



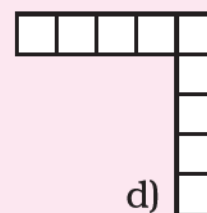
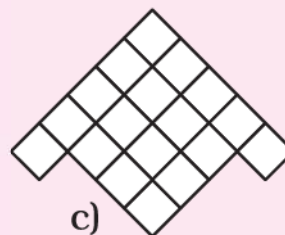
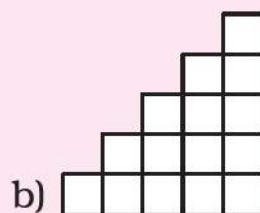
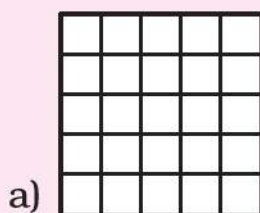
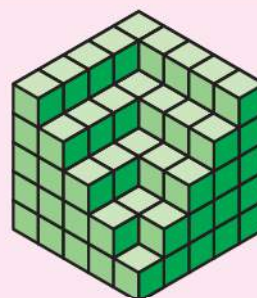
2) Make a matchbox model which looks like this.



\* Also make a deep drawing of the model in your notebook.

3) How many cubes are needed to make this interesting model?

\* Here are some drawings of the model. Mark the correct top view drawing with 'T' and the correct side view drawing with 'S'.





## Tenths and Hundredths

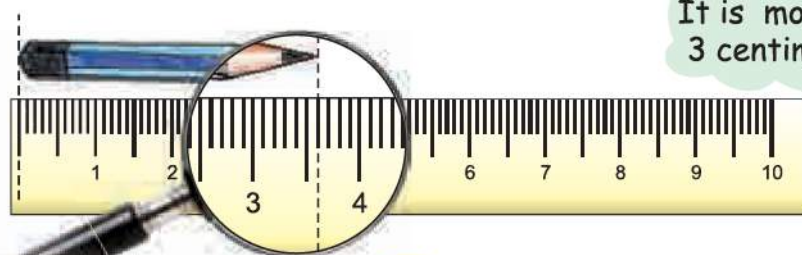


What was the length of the smallest pencil you have used?

How long is this pencil? Guess \_\_\_\_\_ cm 

Measure it using a scale. How good is your guess?

We can see that Anju used a lens to make it look bigger.



It is more than 3 centimetres.



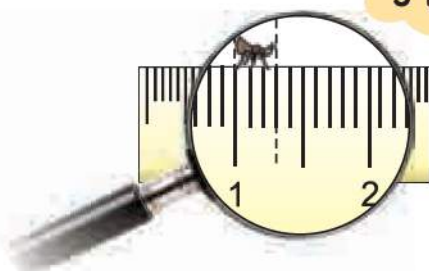
Here one centimetre has 10 equal parts. So each part is one-tenth of a centimetre. One-tenth of a centimetre is called one **millimetre (mm)**.



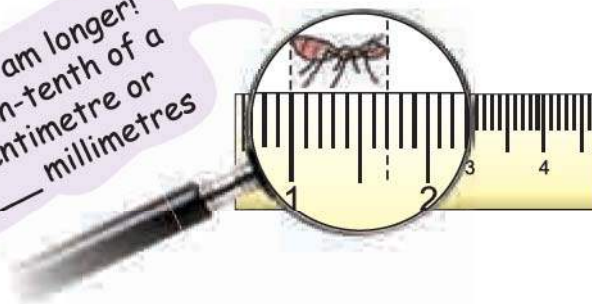
Oh, so this pencil is 3 centimetres and 6 millimetres long.



See I am 3 mm long!



But I am longer! Seven-tenth of a centimetre or \_\_\_\_\_ millimetres

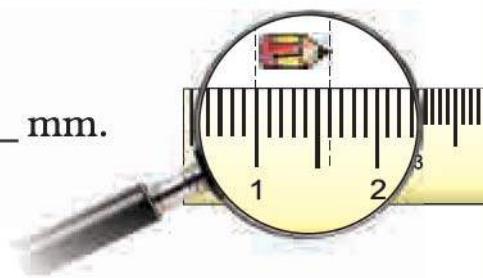


We also call one-tenth of a centimetre as 0.1 centimetre. We read it as 'zero point one centimetre'.

So one **millimetre** is the same as 0.1 cm.



- \* What is the length of this pencil? \_\_\_\_\_ mm.  
What is its length in centimetres?



## Frogs

Have you seen frogs? Where? How many different types of frogs have you seen? Are all the frogs of the same length? Here are two interesting examples.

### Gold Frogs

This kind of frog is among the smallest in the world. Its length is only 0.9 cm !

Guess how many such frogs can sit on your little finger!



### Bull Frog

But this is among the biggest frogs. It is as long as 30.5 cm!



What does 0.9 cm mean? It is the same as \_\_\_\_\_ millimetres. We can also say this is nine-tenths of a cm. Right?

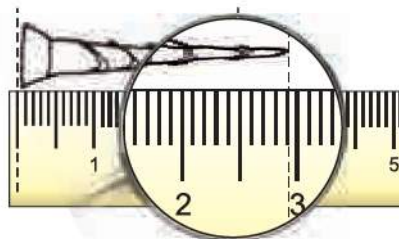
So 30.5 cm is the same as \_\_\_\_\_ cm and \_\_\_\_\_ millimetre.

About how many of the big frogs will fit on the 1m scale? \_\_\_\_\_

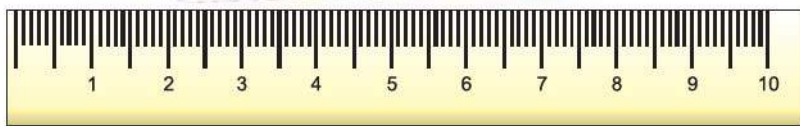
If they sit in a straight line about how many of the small frogs will cover 1m? \_\_\_\_\_

### Practice time

- Length of the nail — 2 cm and \_\_\_\_\_ mm or 2. \_\_\_\_\_ cm.

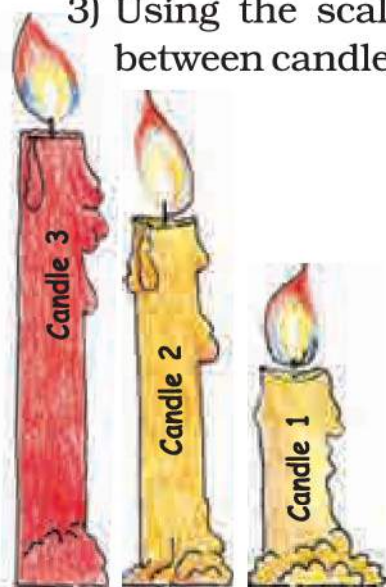


2)



The length of this lady's finger (*bhindi*) is \_\_\_\_ cm and \_\_\_\_ mm.  
We can also write it as \_\_\_\_ cm.

3) Using the scale on this page find the difference in length between candle 1 and candle 3.



Length of	Length in cm and mm	Length in cm
Candle 1		
Flame 1		
Candle 2		
Flame 2		
Candle 3		
Flame 3		

### Guess and Colour

First colour the rods as shown, without measuring! Then check.

Rods of length less than 1 cm

**Red**

Rods of length between 1 cm and 2 cm

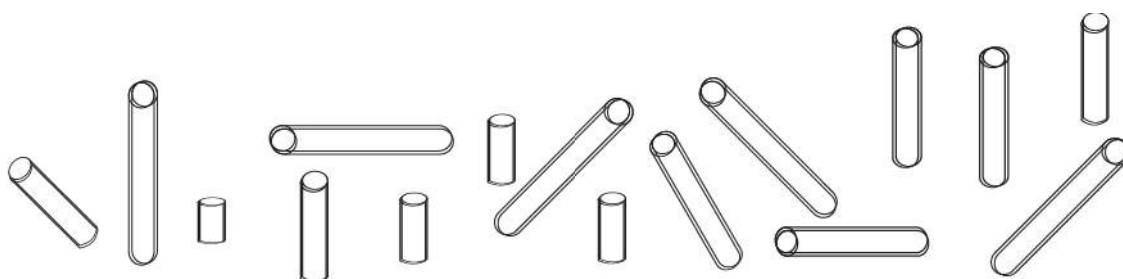
**Blue**

Rods of length between 2 cm and 3 cm

**Green**

Rods of length between 3 cm and 4 cm

**Orange**





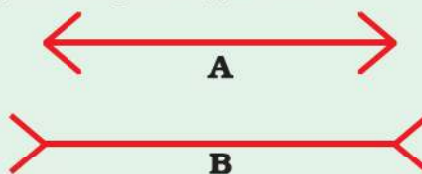
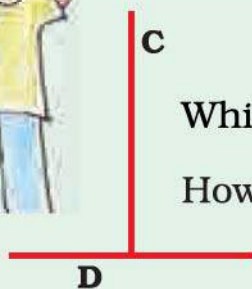
## Guess, Draw and Measure

Guess the lengths to draw these things. Ask your friend to draw the same. After you make the drawing use a scale to measure the length. Whose drawing showed a better guess?

<i>Guess its length and draw</i>	<i>Measure of your drawing</i>	<i>Measure of your friend's drawing</i>
An ant of length less than 1 cm		
Pencil of length about 7 cm		
A glass 11 cm high with water up to 5 cm		
A bangle of perimeter 20 cm		
A curly hair of length 16 cm		

## Our Eyes Get Confused?

Which line is longer? A or B ? Measure each line and write how long it is in centimetres. How good is your guess?

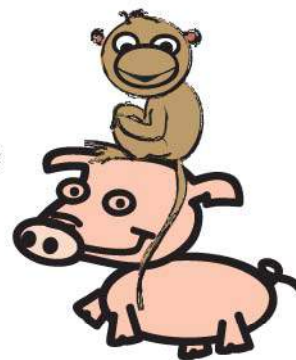


Which line is longer? C or D ? Measure each line.  
How good is your guess?

## Whose Tail is the Longest?



Guess whose tail is the longest. Now measure the tails. How good is your guess?



## The Longest Rupee Notes?

What is the length of a 100 rupee note? Guess. Now measure it using a scale.



Now guess the length and width of many other things. Measure and find the difference between your measure and your guess.

Size of	Your guess in cm		Your measure in cm	
	length	width	length	width
100 Rupee note				
10 Rupee note				
20 Rupee note				
5 Rupee note				
Post card				
Math-Magic book				

## At the market



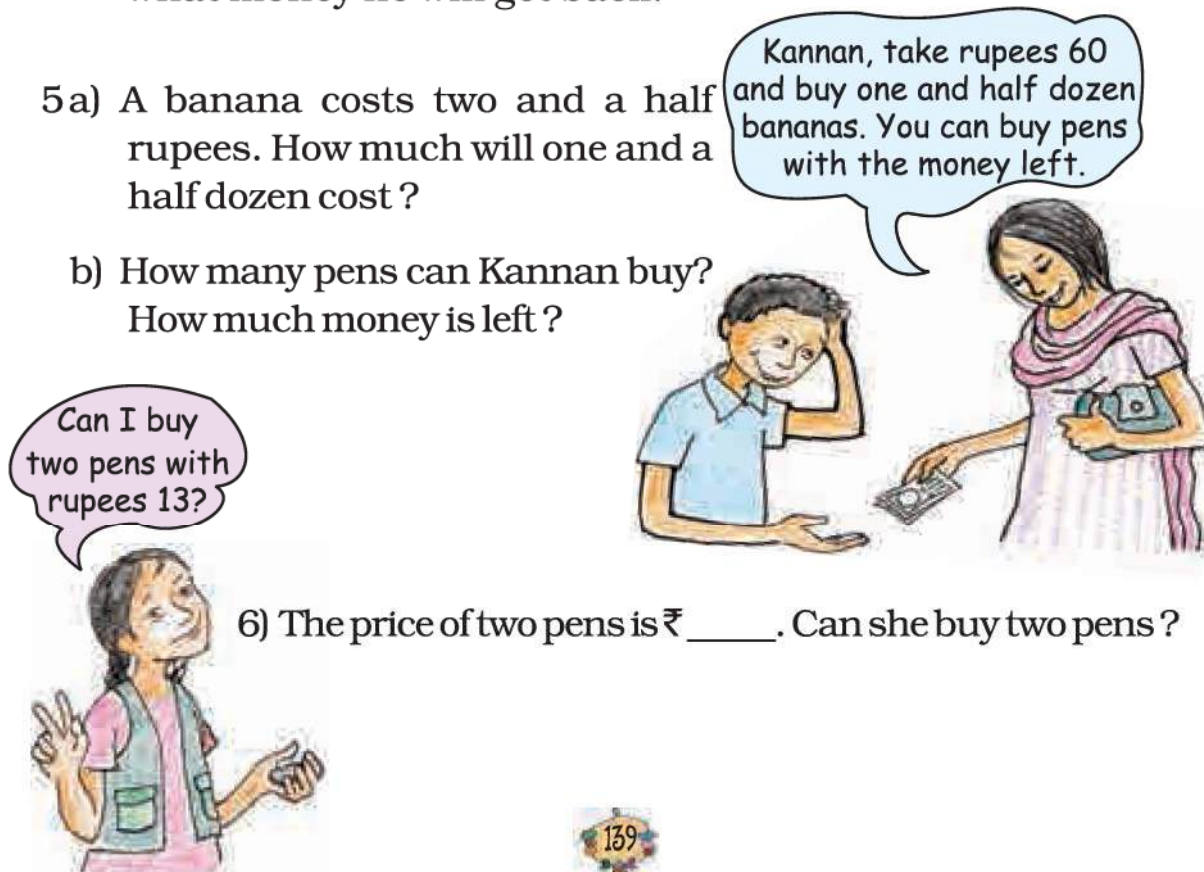




- 1) How many paise does a matchbox cost? \_\_\_\_\_
- 2) How many matchboxes can be got for ₹ 2.50? \_\_\_\_\_
- 3) How many rupees does the soap cost? \_\_\_\_\_
- 4) Arun wanted to buy a soap. He has a five-rupee coin, 2 one-rupee coins and 4 half-rupee coins. Write in rupees what money he will get back.

- 5a) A banana costs two and a half rupees. How much will one and a half dozen cost?

- b) How many pens can Kannan buy?  
How much money is left?



## Practice time — Match these

Match each yellow box with one green and one pink box.

Rupee $\frac{1}{2}$	5 paise	Rupee 0.75
Rupee $\frac{1}{10}$	25 paise	Rupee 0.50
Rupee $\frac{5}{100}$	99 paise	Rupee 0.05
Rupee $\frac{3}{4}$	50 paise	Rupee 0.10
Rupee $\frac{99}{100}$	75 paise	Rupee 0.25
Rupee $\frac{1}{4}$	10 paise	Rupee 0.99

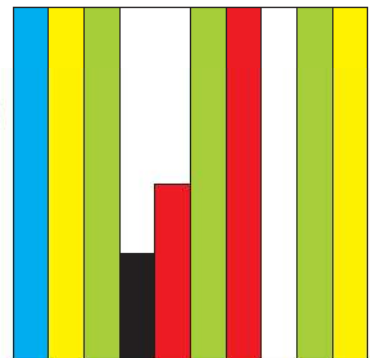
Arrows indicate matches: Rupee  $\frac{1}{2}$  to 50 paise to Rupee 0.50; Rupee  $\frac{1}{10}$  to 10 paise to Rupee 0.10.

## Colourful Design

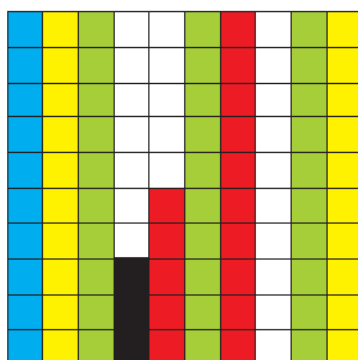
What part of this sheet is coloured blue? \_\_\_\_/10

What part of the sheet is green? \_\_\_\_

Which colour covers 0.2 of the sheet?



Now look at the second sheet. Each strip is divided into 10 equal boxes. How many boxes are there in all?



Is each box  $\frac{1}{100}$  part of the sheet?

How many blue boxes are there? \_\_\_\_

Is blue equal to  $\frac{10}{100}$  of the sheet? We saw that blue is also equal to  $\frac{1}{10}$  of the sheet. We wrote it as 0.1 of the sheet.



Can we say  $10/100 = 1/10 = 0.10 = 0.1$ ?

*Think:* Can we write ten paise as 0.1 of a rupee?

How many boxes are red? What part of the sheet is this? 15/\_\_\_\_


Can we also write it as 0.15 of the sheet?

*(Hint: remember we wrote 99 paise as 0.99 rupee!)*

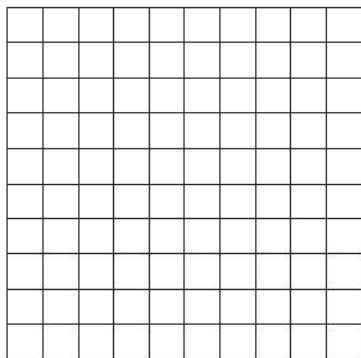
Now 3/100 of the sheet is black. We can say 0.\_\_\_\_ sheet is black.

How many white boxes are there in the sheet?

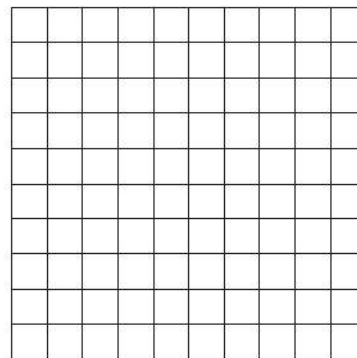
What part of the second sheet is white? \_\_\_\_

Don't get confused!  
0.10 is the same as 0.1  
Remember, this  is  
Rupee 0.50 and also  
Rupee 0.5

✱ Make your designs.



Make a nice design by colouring  
0.45 part of this square red.



Use four colours. Each colour  
should cover 0.05 of this square.

### Sports Day

The school at Malappuram has its sports day.

The first five children in the Long Jump are:



Teena	3.50 m
Meena	4.05 m
Rehana	4.50 m
Anu	3.05 m
Amina	3.35 m

Teena jumped 3.50m  
which is 3 m and 50 cm.

But how far did Anu  
jump? \_\_\_\_ m and \_\_\_\_ cm

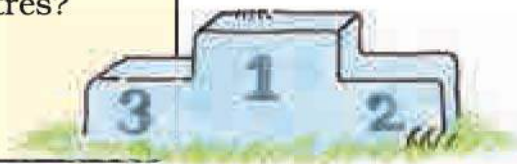
Who is the winner in the long jump? \_\_\_\_

Write the names of the I, II and III winners on this stand.

Do you remember that 1 metre = 100 centimetres?

So one centimetre is  $\frac{1}{100}$  of a metre.

We also write 1 cm as \_\_\_\_\_ m



### Write in Metres

3 metre 45 centimetre



metres

99 centimetre



metres

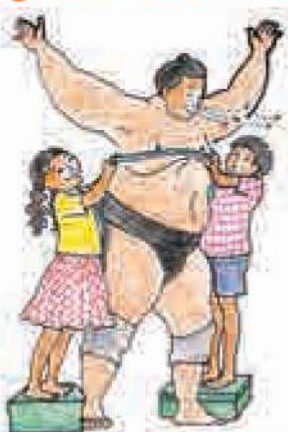
1 metre and 5 centimetre



metres

### How Big Can You Get

A)



After breathing out 1.52 m



On taking a deep breath 1.82 m

Difference in size



Do this for yourself and find the difference.

B)

You have to grow 45 cm more to reach 2 m height

What is Dinesh's height in metres?

\_\_\_\_\_ m \_\_\_\_\_ cm.





## Practice time

### 1) Money from different countries

Have you seen any notes or coins used in any other country?

Shivam Bank has a chart to show us how many Indian rupees we can get when we change the money of different countries.

Country	Money	Changed into Indian Rupees
Korea	Won	0.06
Sri Lanka	Rupee (SL)	0.43
Nepal	Rupee	0.62
Hong Kong	Dollar (HK)	8.40
South Africa	Rand	4.80
China	Yuan	9.83
U.A.E.	Dirham	17.79
U.S.A.	Dollar	65.29
Germany	Euro	76.83
England	Pound	86.63

(This is the rate on 04-10-2017)

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

B) Mithun's uncle in America had sent him 10 USA dollars as a gift. Mithun used 350 rupees for a school trip. How much money was left with him?



Children are not expected to carry out long multiplication involving decimals. Instead, encourage them to think in terms of currency. For example, 1 rupee  $\times$  2 rupees can be thought of as four coins of 50 paise.

C) Majeed's father is working in U.A.E. He gets 1000 Dirham as salary. Arun's father who is working in Sri Lanka gets 2000 Sri Lankan Rupees. Who gets more Indian rupees as salary?

D) Leena's aunty brought a present for her from China. It cost 30 Yuan. Find what it costs in Indian rupees.



E) Astha wants some Hong Kong Dollars and Won.

1) How many Won can she change for ₹ 4? For ₹ 400?

2) How many Hong Kong Dollars can she change for ₹ 508?

2) Kiran went shopping with ₹ 200. Look at the bill. The shopkeeper forgot to put the point correctly in the prices. Put the point in the correct place and find out the total amount of the bill.

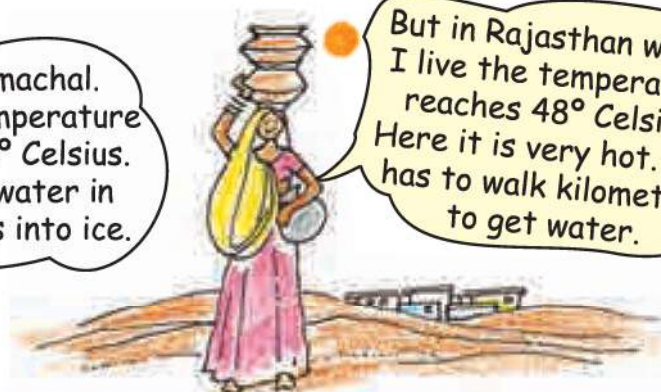


Item	Quantity	Price (Rupees)
Soap	1	1250
Green gram	1 kg	5025
Tea	250 gm	2725
Coconut Oil	1 Litre	6000
Total		_____

### 3) Which city is cool?



I live in Himachal. There the temperature in winter is 2° Celsius. Sometimes water in pipes freezes into ice.



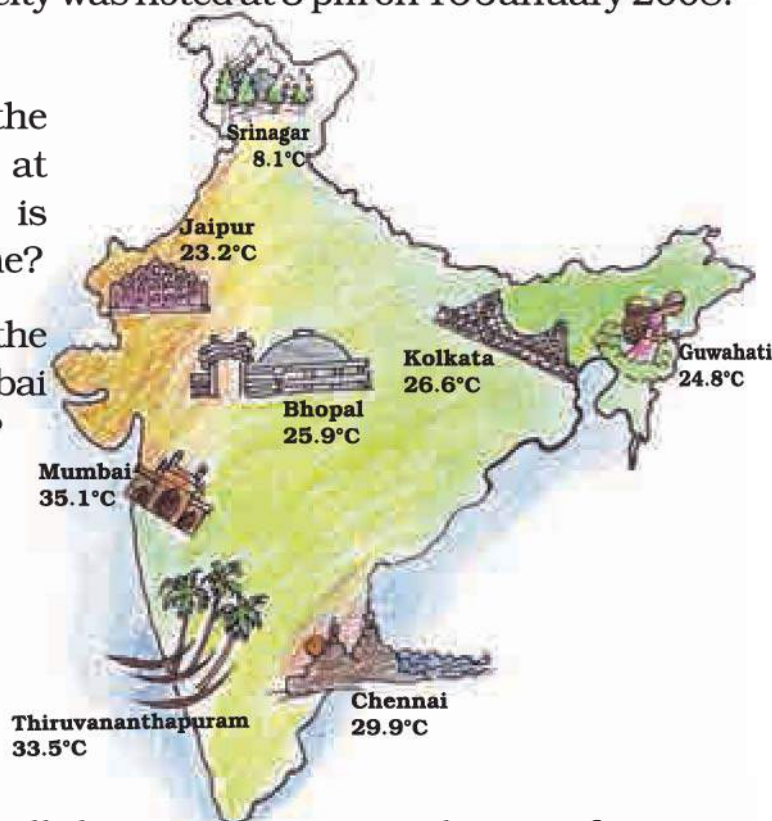
But in Rajasthan where I live the temperature reaches 48° Celsius. Here it is very hot. One has to walk kilometres to get water.

Children can be encouraged to look at temperatures (in degree Celsius or °C) of different cities in the newspaper and on TV. Without using the terms 'maximum' and 'minimum' this exercise will give them an idea that temperatures can be measured at two different times of the day. Only simple subtractions using decimals have been used here. They will also get familiar with the names of different capital cities and can do similar exercises for the capital cities of other countries.



The temperature in each city was noted at 3 pm on 16 January 2008.

- 1) Which place had the highest temperature at 3 pm? Which place is the coolest at that time?
- 2) How much higher is the temperature in Mumbai from that in Srinagar?



- 3) How many degrees will the temperature need to rise for it to reach 40° C in Thiruvananthapuram?
- 4) How much lower is the temperature of Kolkata from that in Chennai?
- 5) The temperature in these cities was also noted at 3 am on the same day. Look at the table and answer the questions.

City	Temperature at 3 am
Chennai	21.1
Mumbai	19.0
Th'puram	21.6
Kolkata	13.1
Bhopal	9.8
Srinagar	1.3
Guwahati	12.8
Jaipur	10.2

- a) Which place had the lowest temperature at 3 am? Imagine yourself to be there and describe how it would feel.
- b) What is the difference between the temperatures at 3 pm and 3 am in Chennai? In Bhopal?

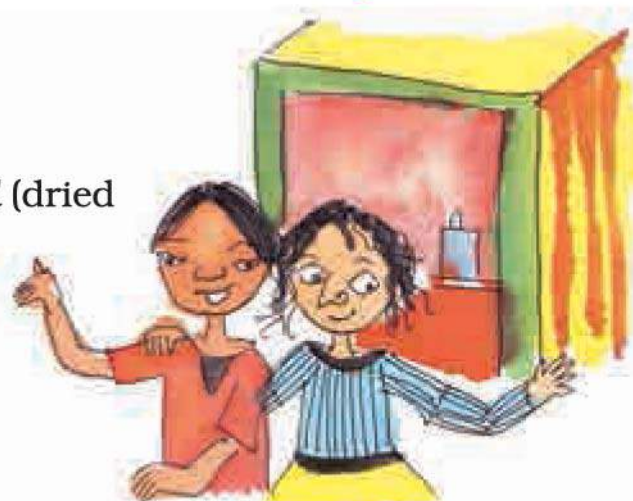
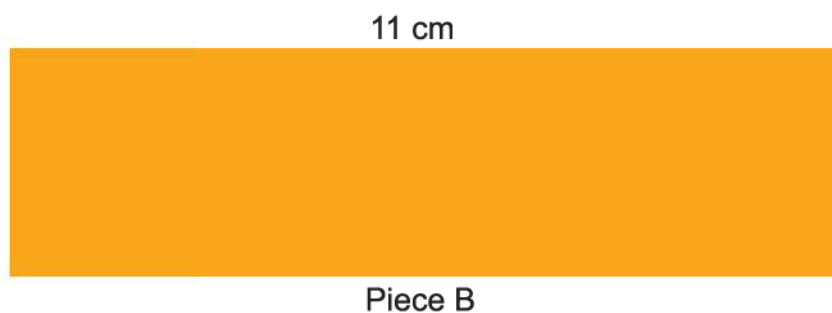
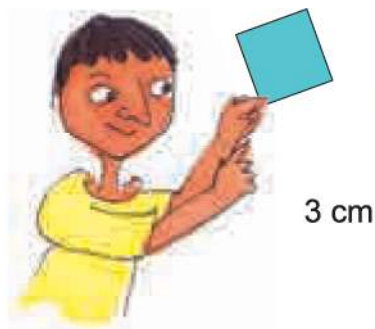
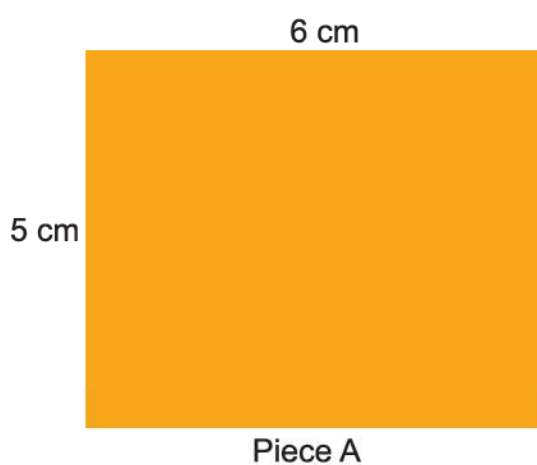


## Area and its Boundary

### Whose Slice is Bigger?

Parth and Gini bought *aam paapad* (dried mango slice) from a shop.

Their pieces looked like these.



Both could not make out whose piece was bigger.

\* Suggest some ways to find out whose piece is bigger. Discuss.

A friend of Parth and Gini showed one way, using small squares.

The length of piece A is 6 cm.

So 6 squares of side 1 cm can be arranged along its length.

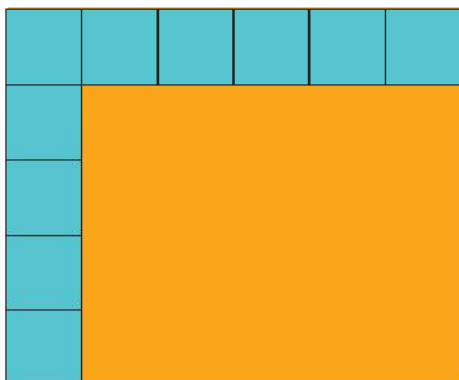
The width of piece A is 5 cm.

So 5 squares can be arranged along its width.



\* Altogether how many squares can be arranged on it? \_\_\_\_\_

\* So the area of piece A = \_\_\_\_\_ square cm



Piece A



It's silly to count them all! Just multiply!

\* In the same way find the area of piece B.

\* Who had the bigger piece? How much bigger?

### Cover with Stamps

This stamp has an area of 4 square cm. Guess how many such stamps will cover this big rectangle.



25 भारत India



Encourage children to first discuss different strategies for comparing the area of things by using different tokens, stamps, etc. In Class IV they have compared irregular shapes by counting squares. In the case of rectangles they can measure the sides to see how many squares of 1 cm side will fit in the whole shape.

### Check your guess

- Measure the yellow rectangle. It is \_\_\_\_\_ cm long.
- How many stamps can be placed along its length? \_\_\_\_\_
- How wide is the rectangle? \_\_\_\_\_ cm
- How many stamps can be placed along its width? \_\_\_\_\_
- How many stamps are needed to cover the rectangle? \_\_\_\_\_
- How close was your earlier guess? Discuss.
- What is the area of the rectangle? \_\_\_\_\_ square cm
- What is the perimeter of the rectangle? \_\_\_\_\_ cm

### Practice time

- Arbaz plans to tile his kitchen floor with green square tiles. Each side of the tile is 10 cm. His kitchen is 220 cm in length and 180 cm wide. How many tiles will he need?



- The fencing of a square garden is 20 m in length. How long is one side of the garden?



- A thin wire 20 centimetres long is formed into a rectangle. If the width of this rectangle is 4 centimetres, what is its length?

This 'Guess and check' activity can be done in the class by making use of other things present. For example: how many postcards can be placed on the top of the mathematics book, how many charts will cover the classroom walls, etc? Children can be asked to check their guesses by tiling things wherever possible. Once they are able to make close guesses, this work can be further extended by asking them to guess the area in terms of square cm.



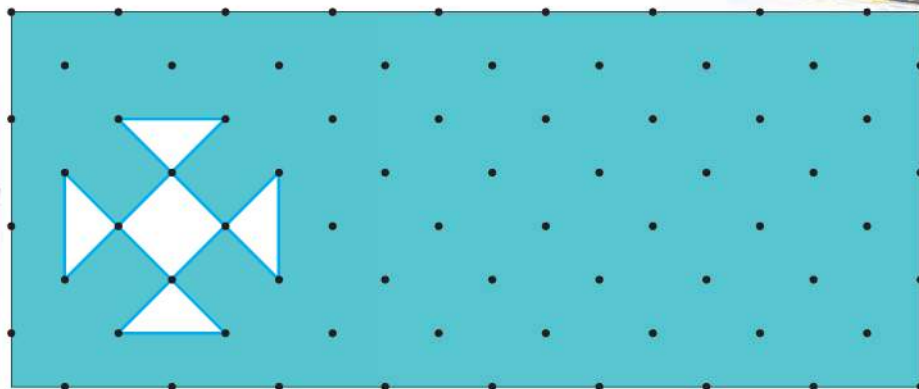
d) A square carrom board has a perimeter of 320 cm.  
How much is its area?

e) How many tiles like the triangle given here will fit  
in the white design?

This triangle  
is half of the  
cm square



Area of design = \_\_\_\_\_ square cm



\* Make your own designs of area 4 and 6 square cm.

f) Sanya, Aarushi, Manav and Kabir made greeting  
cards. Complete the table for their cards:

Whose card	Length	Width	Perimeter	Area
Sanya	10 cm	8 cm		
Manav	11 cm		44 cm	
Aarushi		8cm		80 square cm
Kabir			40 cm	100 square cm



### My Belt is Longest!

Take a thick paper sheet of length 14 cm and width 9 cm. You  
can also use an old postcard.

\* What is its area? What is its perimeter?

\* Now cut strips of equal sizes out of it.

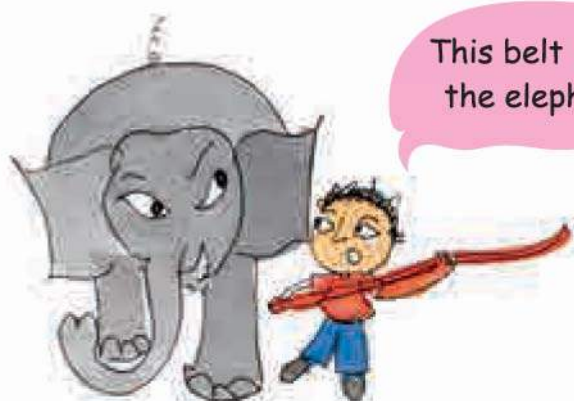
Using tape join the strips, end to end, to make a belt.

- \* How long is your belt? \_\_\_\_\_
- \* What is its perimeter \_\_\_\_\_
- \* Whose belt is the longest in the class? \_\_\_\_\_



### Discuss

- \* Why did some of your friends get longer belts than others?
- \* Is the area of your belt the same as the area of the postcard? Why or why not?
- \* What will you do to get a longer belt next time?



Look! I can pass through a postcard. I made a loop without cutting the strips.

### Puzzle: Pass through a Postcard

Can you think of how to cut a postcard so that you can pass through it? (See photo.) If you have tried hard enough and still not got it... look for the answer somewhere ahead.



The aim of the belt activity is to understand that things with the same area can take different forms and also have very different perimeters. While measuring sides, lengths in mm can be rounded off for this activity.



## People People Everywhere

A) You can play this game in a ground.

Make two squares of one square metre each.

Divide your class in two teams. Ready to play!

With four Math-Magic books in a line you can get the length of around one metre 9 cm.



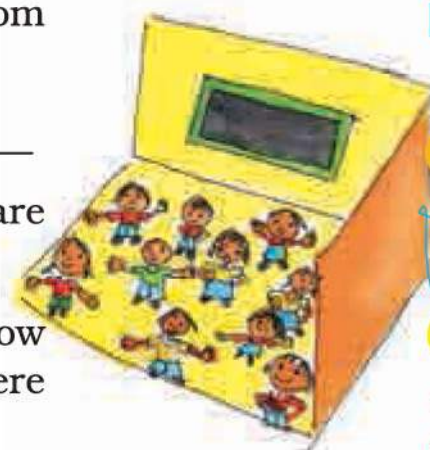
Try these in your teams —

- \* How many of you can sit in one square metre? \_\_\_\_\_
- \* How many of you can stand in it? \_\_\_\_\_
- \* Which team could make more children stand in their square? How many? \_\_\_\_\_
- \* Which team could make more children sit in their square? How many? \_\_\_\_\_



B) Measure the length of the floor of your classroom in metres. Also measure the width.

- \* What is the area of the floor of your classroom in square metres? \_\_\_\_\_
- \* How many children are there in your class? \_\_\_\_\_
- \* So how many children can sit in one square metre? \_\_\_\_\_
- \* If you want to move around easily then how many children do you think should be there in one square metre? \_\_\_\_\_



Can you imagine how big a square of side 1 km is! It has an area of \_\_\_\_\_ square km. Guess how many people can live on that.

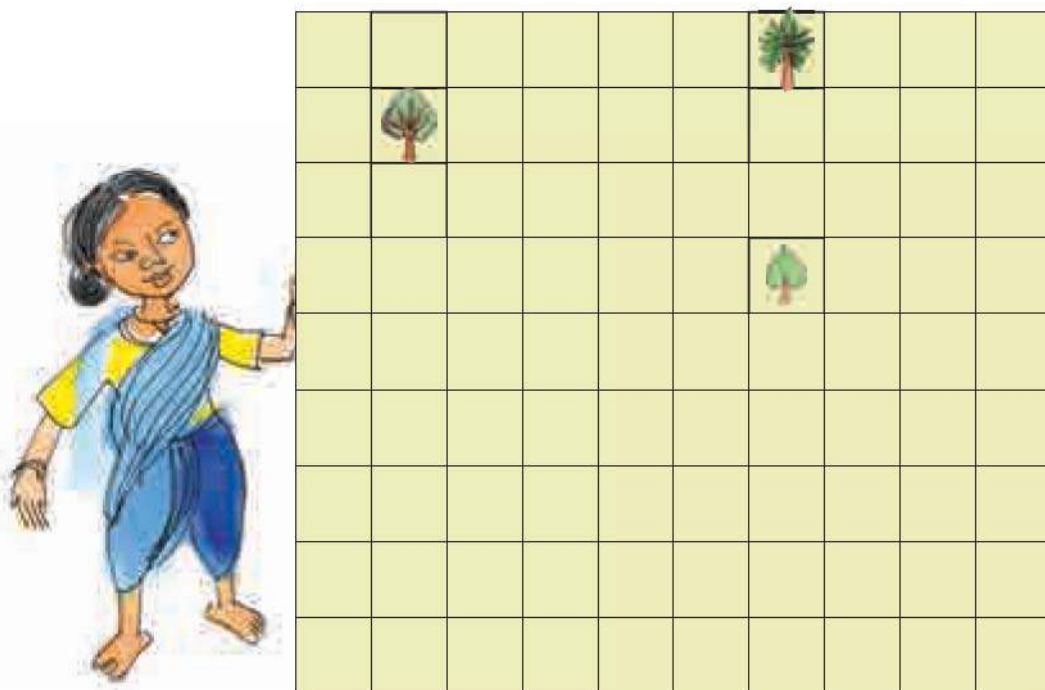
In West Bengal there are about 900 people living in a square km.

But in Arunachal Pradesh it feels very lonely! There are less than 15 people living in a square km!



### Share the Land

Nasreena is a farmer who wants to divide her land equally among her three children — Chumki, Jhumri and Imran. She wants to divide the land so that each piece of land has one tree. Her land looks like this.



\* Can you divide the land equally? Show how you will divide it. Remember each person has to get a tree. Colour each person's piece of land differently.

Children are not expected to do conversion of sq m into sq km or vice-versa. The aim of exercise B is to develop a sense of how big or small the units of sq m and sq km are.



- \* If each square on this page is equal to 1 square metre of land, how much land will each of her children get? \_\_\_\_\_ square m

Chumki, Jhumri and Imran need wire to make a fence.











- \* Who will need the longest wire for fencing? \_\_\_\_\_

- \* How much wire in all will the three need? \_\_\_\_\_



### Practice time

A. Look at the table. If you were to write the area of each of these which column would you choose? Make a (✓).

	Square cm	Square metre	Square km
 Handkerchief	✓		
 Sari			
 Page of your book			
 School land			
 Total land of a city			
 Door of your classroom			
 Chair seat			
 Blackboard			
 Indian flag			
 Land over which a river flows			

B. Draw a square of 9 square cm. Write A on it.

Draw another square with double the side.  
Write B on it.

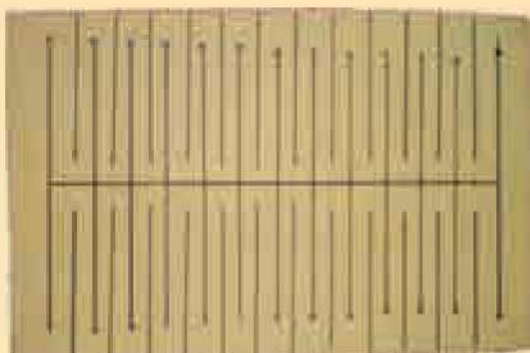
Answer these —

1. The perimeter of square A is \_\_\_\_\_ cm.
2. The side of square B is \_\_\_\_\_ cm.
3. The area of square B is \_\_\_\_\_ square cm.
4. The area of square B is \_\_\_\_\_ times the area of square A.
5. The perimeter of square B is \_\_\_\_\_ cm.
6. The perimeter of square B is \_\_\_\_\_ times the perimeter of square A.



### Answer — Pass Through a Postcard (page 150)

1.



Make lines on a postcard like this.

2.



Cut the postcard only on the lines.

3.



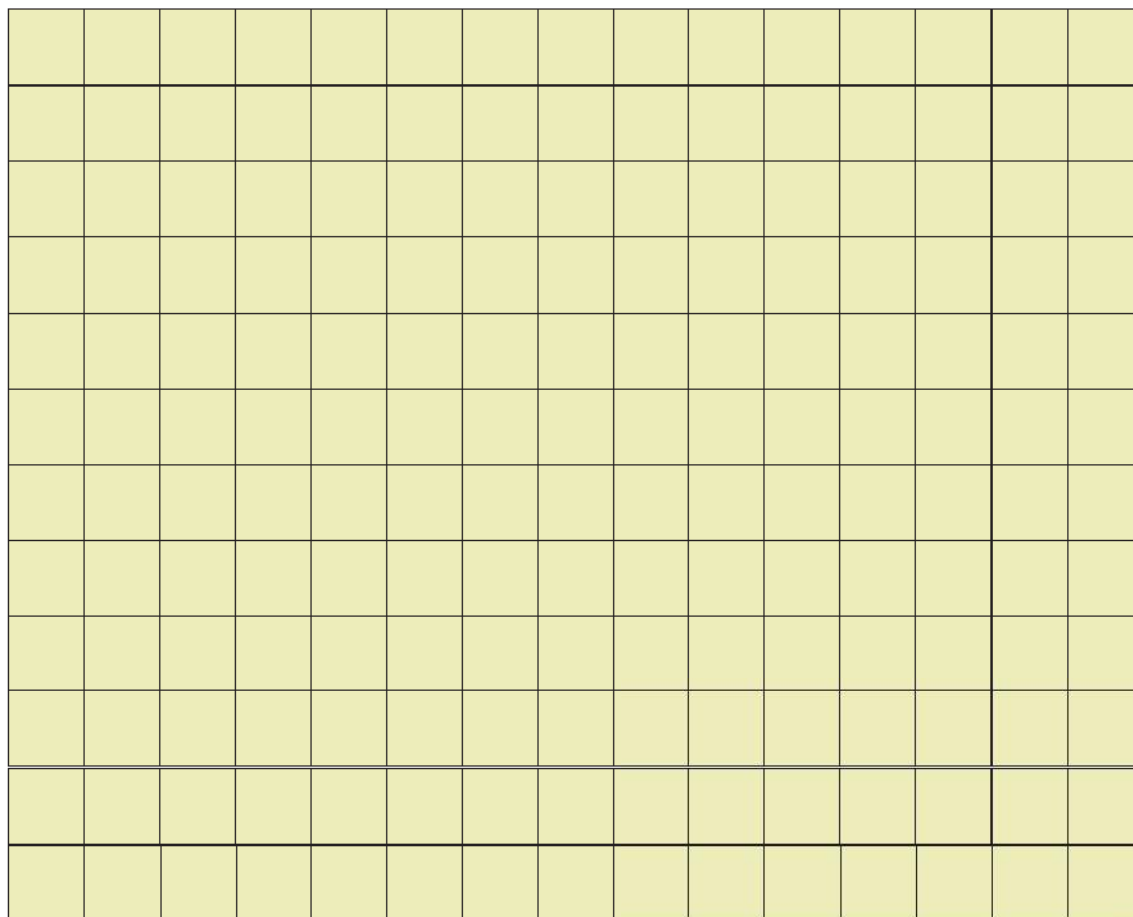
So, can you pass through it!

\* You know the area of the loop, don't you? It is \_\_\_\_\_.



## Thread Play

Take a 15 cm long thread. Make different shapes by joining its ends on this sheet.



A) Which shape has the biggest area? How much? \_\_\_\_\_

What is the perimeter of this shape? \_\_\_\_\_

B) Which shape has the smallest area? How much? \_\_\_\_\_

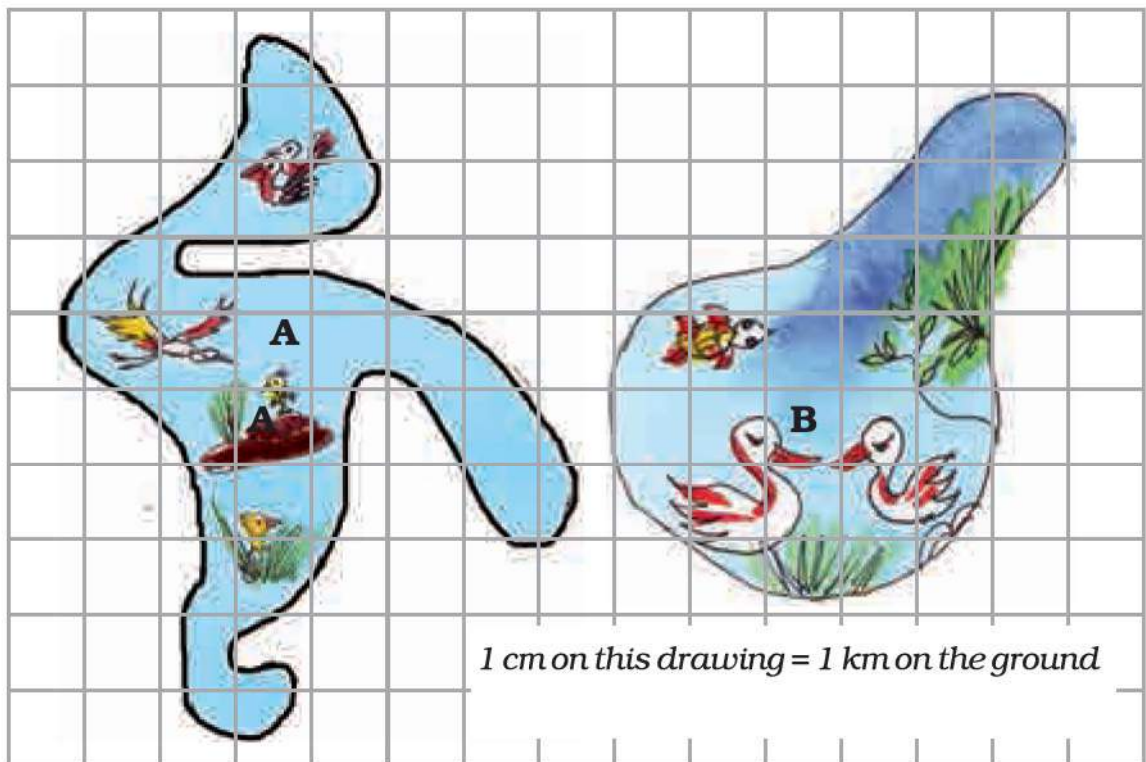
What is the perimeter of this shape? \_\_\_\_\_

Also make a triangle, a square, a rectangle and a circle. Find which shape has biggest area and which has the smallest.



## Save the Birds

There are two beautiful lakes near a village. People come for boating and picnics in both the lakes. The village Panchayat is worried that with the noise of the boats the birds will stop coming. The Panchayat wants motor boats in only one lake. The other lake will be saved for the birds to make their nests.



- How many cm is the length of the boundary of lake A in the drawing? \_\_\_\_\_ (use thread to find out)
- What is the length of the boundary of lake B in the drawing?
- How many kilometres long is the actual boundary of lake A?
- How many kilometres long is the actual boundary of lake B?
- A longer boundary around the lake will help more birds to lay their eggs. So which lake should be kept for birds? Which lake should be used for boats?



- f) Find the area of lake B on the drawing in square cm. What is its actual area in square km?

### King's Story

The King was very happy with carpenters Cheggu and Anar. They had made a very big and beautiful bed for him. So as gifts the king wanted to give some land to Cheggu, and some gold to Anar.

Cheggu, take as much land as what comes within 100 meters of wire.



Cheggu was happy. He took 100 metres of wire and tried to make different rectangles.

He made a 10 m  $\times$  40 m rectangle. Its area was 400 square metres.

So he next made a 30 m  $\times$  20 m rectangle.

\* What is its area? Is it more than the first rectangle?

- \* What other rectangles can he make with 100 metres of wire? Discuss which of these rectangles will have the biggest area.

Cheggu's wife asked him to make a circle with the wire. She knew it had an area of 800 square metres.

- \* Why did Cheggu not choose a rectangle? Explain.

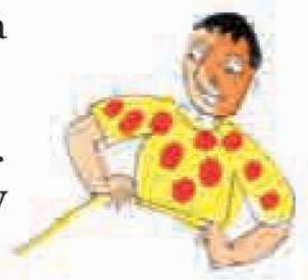
Ok. Cheggu has taken 800 square metres of land. Anar! Now I will give you as much gold wire which can make a boundary for land with area 800 square metres.

Ah! I want this piece of land. It covers an area of 800 square metres.

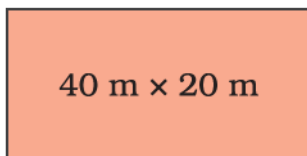


So Anar also tried many different ways to make a boundary for 800 square metres of land.

\* He made rectangles A, B and C of different sizes. Find out the length of the boundary of each. How much gold wire will he get for these rectangles?

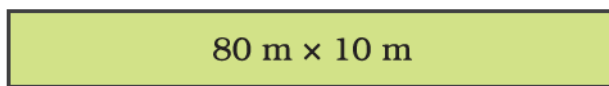


A



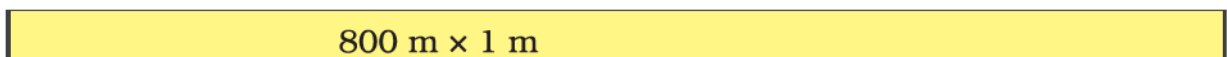
Gold wire for A = \_\_\_\_\_ metres

B



Gold wire for B = \_\_\_\_\_ metres

C



Gold wire for C = \_\_\_\_\_ metres

But then Anar made an even longer rectangle.... See how long!

D



So he will get \_\_\_\_\_ metres of gold wire!!

Gosh! How can I give so much gold?



Now do you understand why the king fainted!!!

Can you make a rectangle with a still longer boundary? I made a rectangle 1 cm wide and 80000 m long. Imagine how long that boundary will be!!! With that much gold wire I can become the king!














## Smart Charts










### Chi-Chi, Meow-Meow

Yamini did a project 'Animals and Birds'. She asked each child of her class about one favourite pet animal.

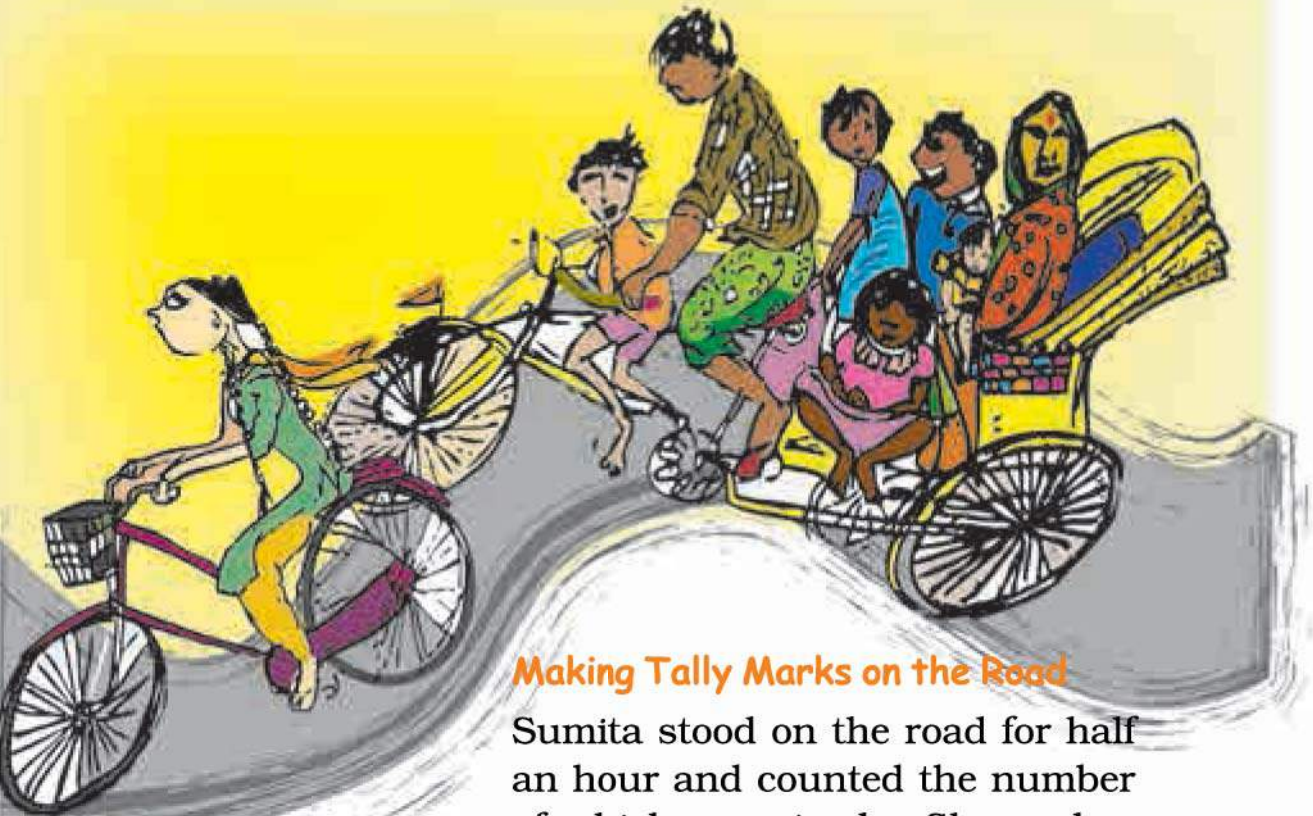
She used **tally marks** to record each answer. For example if someone said 'cat' she put one line in front of 'cats'. When someone said 'cat' again, she added a line. So  means two cats and  means 5 cats. In all 24 children said 'cat' was their favourite animal. Help Yamini complete the table.



Animal	Tally Marks	Number
Cats		24
Dogs		
Rabbits		
Cows		
Parrots		
Goats		
Squirrel		

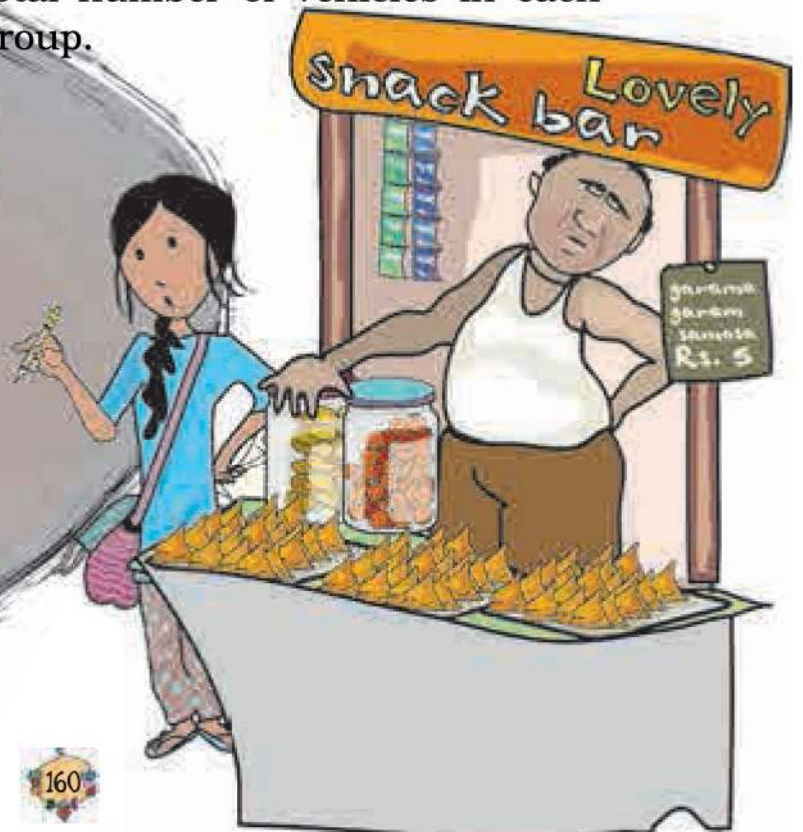
- ❖ Look at the tally marks and write the number for each animal in the table. How many children in all did Yamini talk to?
- ❖ Which is the most favourite pet animal in this table?
- ❖ Which pet will you like to have? What will you name it? Which other animals can be kept at home? Discuss.



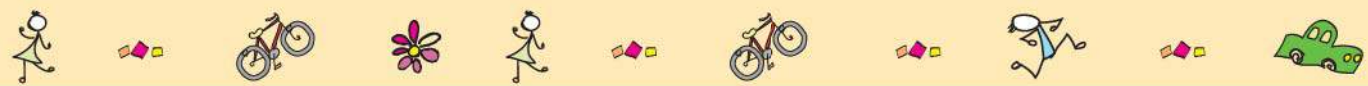


### Making Tally Marks on the Road


Sumita stood on the road for half an hour and counted the number of vehicles passing by. She made a tally mark for each vehicle. This helped her in counting quickly the total number of vehicles in each group.







	Tally Marks	Number
Cycle	<div> <div>▣</div> <div>▣</div> <div>▣</div> <div>▣</div> <div>▣</div> <div>▣</div> </div>	
Car	<div> <div>▣</div> <div>▣</div> <div>▣</div> </div>	
Auto rickshaw	<div> <div>▣</div> <div>▣</div> <div>▣</div> <div>▣</div> </div>	
Bus	<div> <div>▣</div> <div>▣</div> <div>▣</div> </div>	
Cycle rickshaw	<div> <div>▣</div> <div>▣</div> <div>▣</div> <div>▣</div> <div>▣</div> </div>	
Truck	<div> <div>▣</div> <div>▣</div> </div>	



- ❖ Write the number of each vehicle in the table.
- ❖ How many vehicles in all did Sumita see on the road in half an hour?
- ❖ Auto rickshaws are thrice the number of trucks — true/false?
- ❖ Make tally marks for 7 more buses, and 2 more trucks.

### Try yourself

- ❖ Take a round in your colony. Find out how many types of trees you can see there. Do you know their names? You can make drawings. Use tally marks to note the number of different trees.

Children should be encouraged to use tally marks to simultaneously record data of a variety of things with larger numbers.

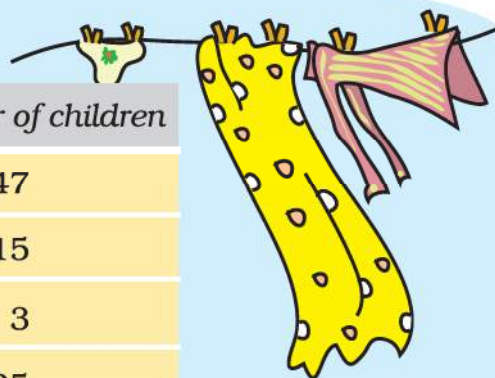


## Helping Hands

In the EVS period, the teacher asked children whether they help their parents at home. There were different answers. Children named the work in which they help their parents the most. The teacher collected their answers and made a table.



Help most in house work	Number of children
Going to the market	47
Washing utensils	15
Washing clothes	3
Making, serving food	25
Cleaning the house	10
Total children who said they help their parents	



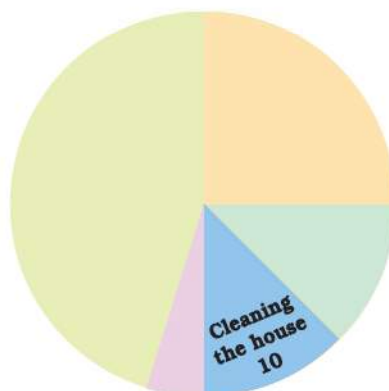


Now you can fill the chapati chart to show the numbers given in the table.

### 1) Look and find out

Children who help in making or serving food are

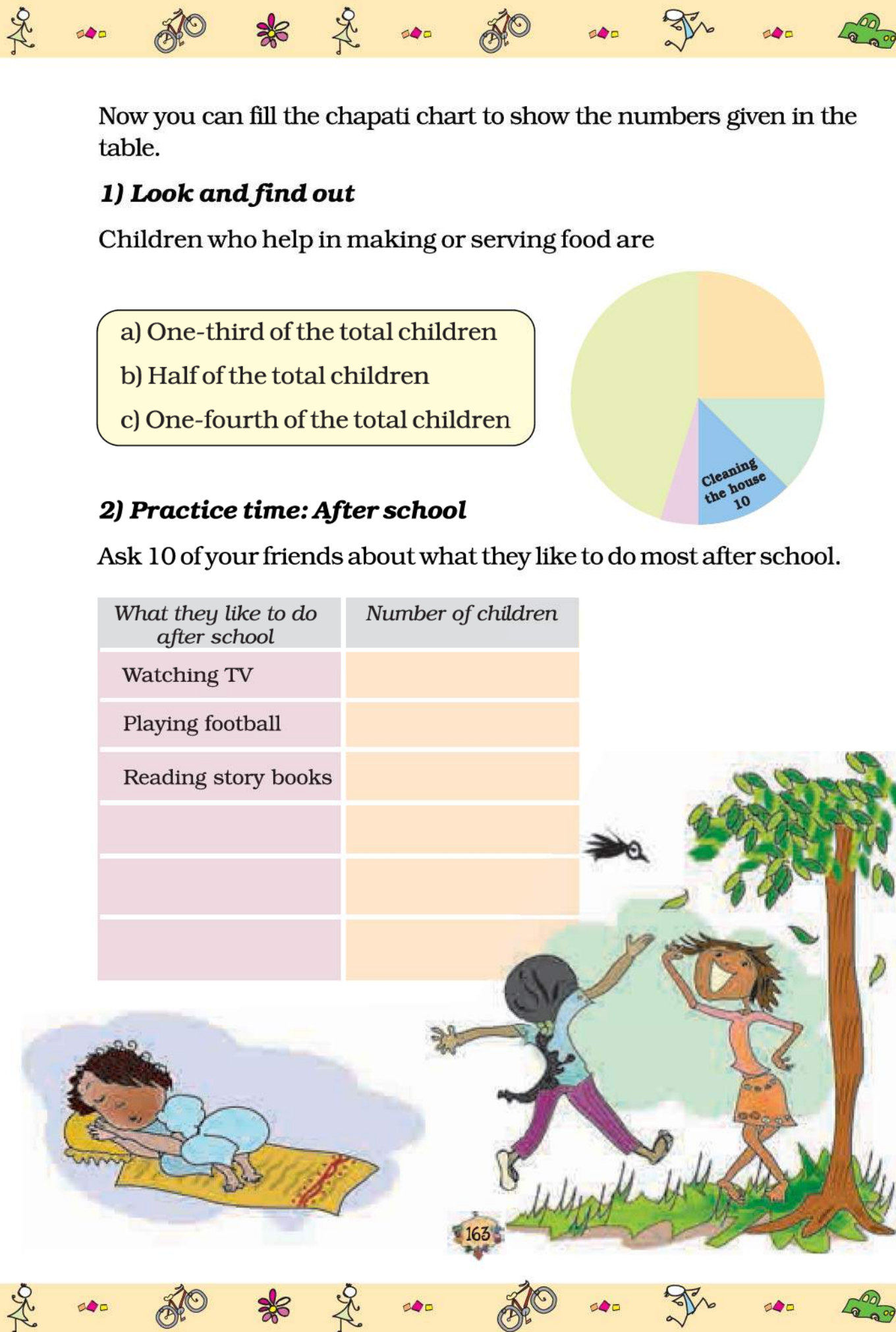
- a) One-third of the total children
- b) Half of the total children
- c) One-fourth of the total children



### 2) Practice time: After school

Ask 10 of your friends about what they like to do most after school.

What they like to do after school	Number of children
Watching TV	
Playing football	
Reading story books	



## Ad Mad!!

Ragini loves to watch cartoons on television. One day she thought of counting the number of ads during the breaks. She found that in each break there were 14 advertisements. In 10 of those ads there were children as actors.

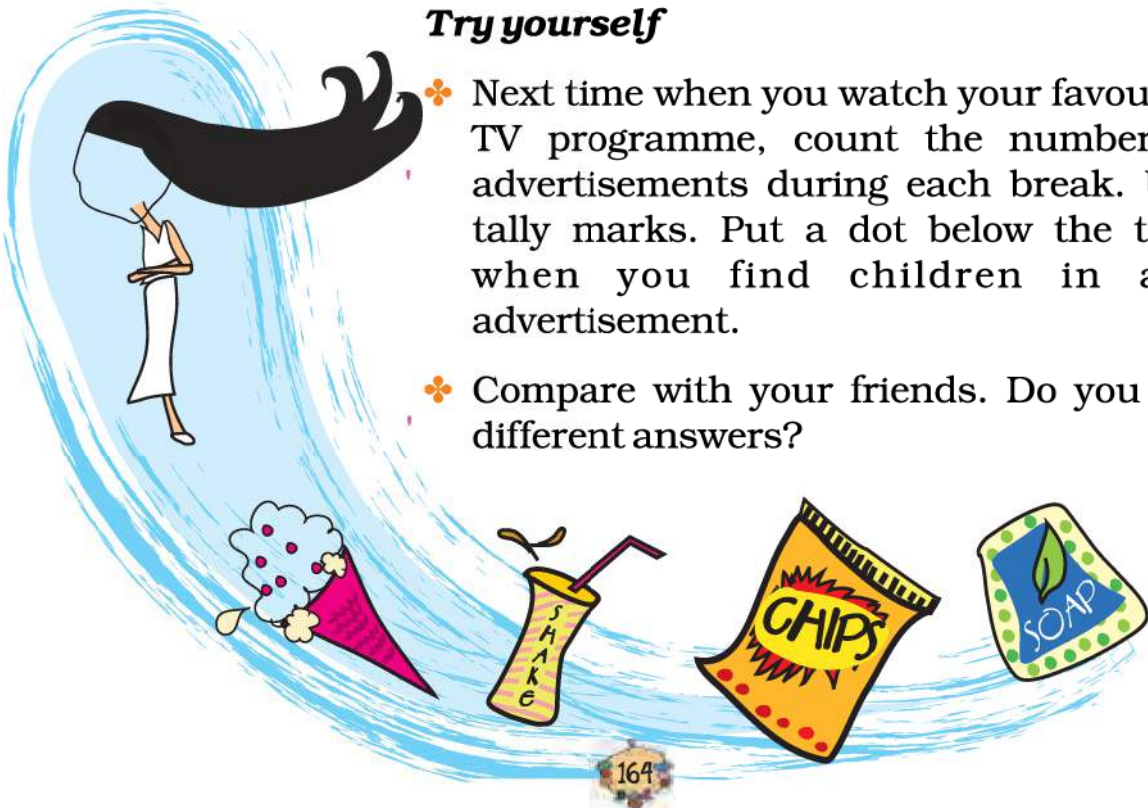


- ❖ Why do you think that children are used in so many ads?
- ❖ Use tally marks to count the number of ads during a short break in a programme.

Were there ads during the news programme?

### Try yourself

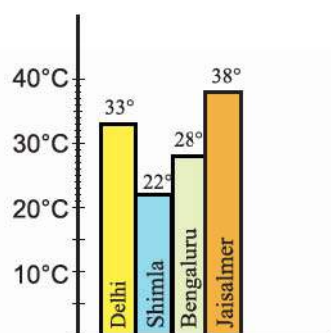
- ❖ Next time when you watch your favourite TV programme, count the number of advertisements during each break. Use tally marks. Put a dot below the tally when you find children in any advertisement.
- ❖ Compare with your friends. Do you get different answers?



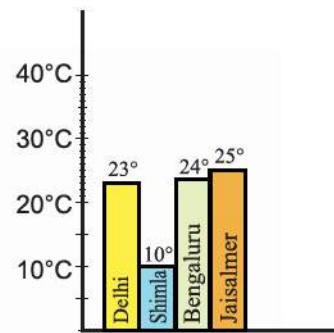


## Hot and Cold

Have you seen the weather report on TV or in a newspaper? These are two bar charts. These show the highest temperature (in degrees Celsius) in four cities, on two different days. The cities are Delhi, Shimla, Bengaluru and Jaisalmer.



1 June



1 December

Find out from the bar chart —

- ❖ Which city is the hottest on 1 June?
- ❖ Which city is the coldest on 1 December?
- ❖ Which city shows little change in temperature on the two days — 1 June and 1 December.



### Try yourself

On any one day, choose any three cities and record their temperature from the TV or newspaper.

- ❖ Make a bar chart in your notebook and ask your friends a few questions about it. See if they understand your chart!

Encourage children to look at the map of India to locate different cities. They can try to relate the temperature variations in a city to get an idea of the climate there.

## Rabbits in Australia

Earlier there were no rabbits in Australia. Rabbits were brought to Australia around the year 1780. At that time there were no animals in Australia which ate rabbits. So the rabbits began to multiply at a very fast rate. Imagine what they did to the crops!

The table shows how rabbits grew every year.

A large white rabbit is on the left, looking towards the table. To its right is a small brown rabbit. On the right side of the table, there are two more rabbits, one white and one brown, facing each other. The background is a green field with a blue sky.

Time	Number of rabbits
Start	10
1 year	18
2 year	32
3 year	58
4 year	108
5 year	
6 year	

- After each year the number of rabbits was —
  - a little less than double the number of rabbits in the last year.
  - double the number in the last year.
  - 8 more than the number in the last year.
  - more than double the number of rabbits in the last year.
- At the end of year 6, the number of rabbits was close to  
 400       600       800
- After which year did the number of rabbits cross 1000?

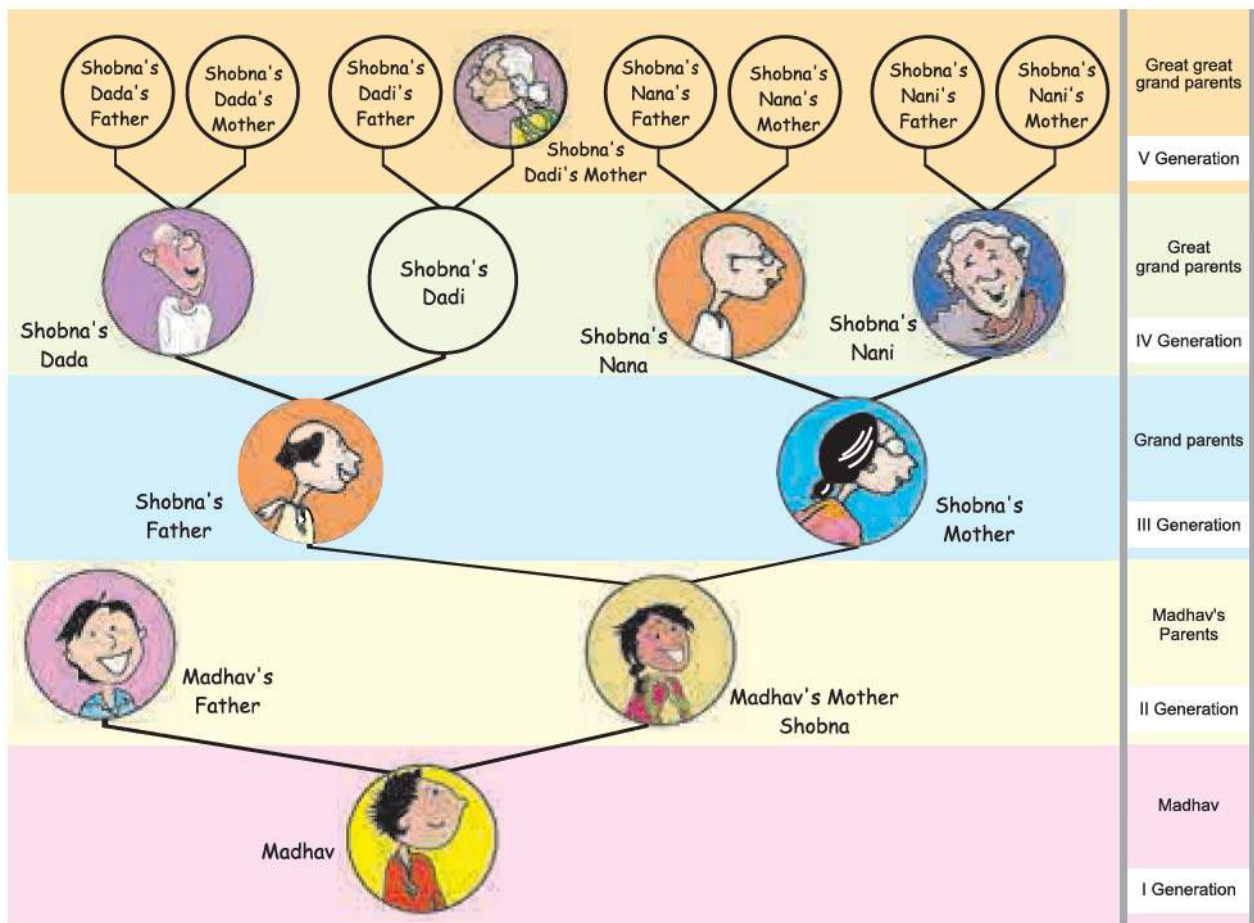
More such examples should be done in class. It is important for children to get a sense of approximation.



## Family Tree

Madhav went to a wedding along with his parents. He met many relatives there. But he didn't know everyone. He met his mother's grandfather, but found that her grandmother is not alive. He also found that her *Dadi's* mother (grandmother's mother) is still alive, and is more than a hundred years old.

Madhav got confused. He couldn't imagine his mother's grandmother's mother! So, Madhav's mother made a family





tree for him —

Madhav's mother helped him understand her family with the help of this drawing. You can also find out about your older generations using such a family tree.

Answer these questions:

- 1) How many grand parents in all does Shobna have?
- 2) How many great, great grand parents in all does Madhav have?
- 3) How many elders will be in the VII generation of his family?
- 4) If he takes his family tree forward in which generation will he

find 128 elders?

### Growth Chart of a Plant

Amit sowed a few seeds of *moong dal* in the ground. The height of the plant grew to 1.4 cm in the first four days. After that it started growing faster.

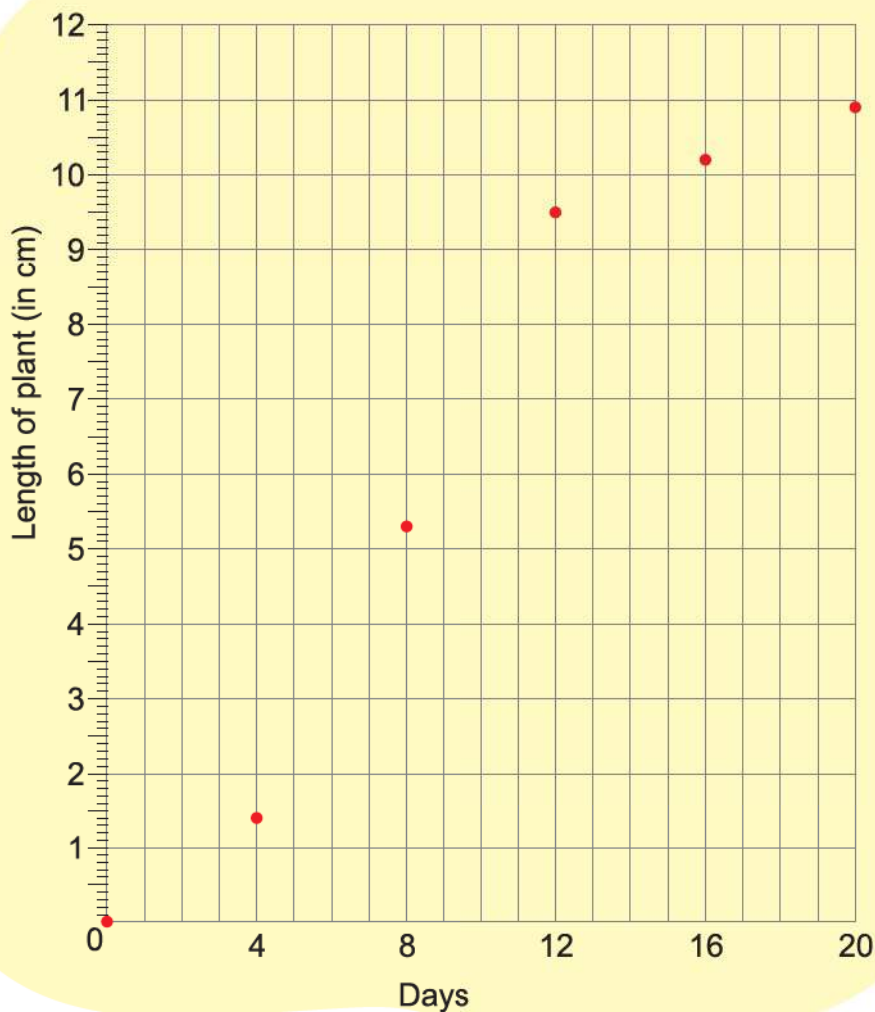
Amit measured the height of the plant after every four days and put a dot on the chart. For example if you look at the dot marked on the fourth day, you can see on the left side scale that it is 1.4 cm high.

Now look at the height of each dot in cm and check from the table if he has

Day	Length of the plant (in cm)
0	0
4	1.4
8	5.3
12	9.5
16	10.2
20	10.9







**Find out from the growth chart**

a) Between which days did the length of the plant change the most?

- i) 0-4    ii) 4-8    iii) 8-12    iv) 12-16    v) 16-20

b) What could be the length of this plant on the 14th day? Guess.

- i) 8.7 cm    ii) 9.9 cm    iii) 10.2 cm    iv) 10.5 cm

c) Will the plant keep growing all the time? What will be its length on the 100th day? Make a guess!

There should be some discussion on the last question. Children should be encouraged to observe growth patterns of many other plants and animals.

13

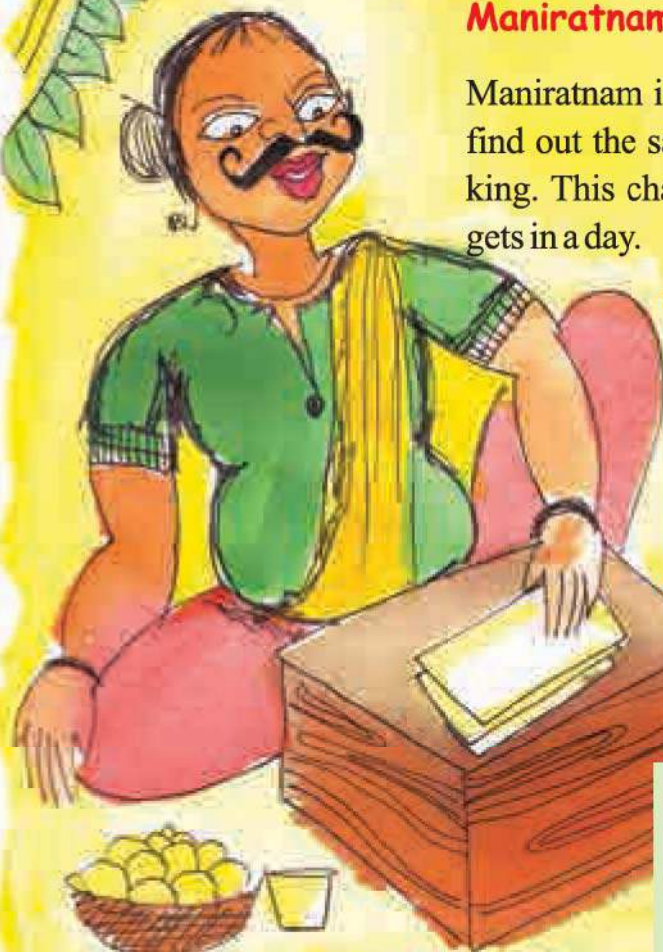
# Ways to Multiply and Divide



05270H13

## Maniratnam - The Cashier

Maniratnam is the cashier of king Jayan. His job is to find out the salary of all the people who work for the king. This chart shows how much salary each person gets in a day.



Person	Salary in a day
Minister	₹ 195
Horse rider	₹ 76
Cook	₹ 65

Maniratnam wanted to calculate the salary of the cook for the month of January. He wrote —

	60	5
30	$60 \times 30$ <b>1800</b>	$5 \times 30$ <b>150</b>
1	$60 \times 1$ <b>60</b>	$5 \times 1$ <b>5</b>

Rupees  $1800 + 150 + 60 + 5 = ₹$  \_\_\_\_\_

Maniratnam's daughter Bela has learnt another method to multiply. She wrote like this and showed it to Bhanu, her brother.

Akka, how did you do this?

$$\begin{array}{r}
 65 \\
 \times 31 \\
 \hline
 65 \quad (65 \times 1) \\
 + 1950 \quad (65 \times 30) \\
 \hline
 \hline
 \end{array}$$

We can multiply 65 with 31 in two steps. We know 31 is  $30 + 1$ . So, first multiply 65 with 1 and then with 30.



Now Bhanu tried to find the salary of a minister for the month of January. He wanted to multiply  $195 \times 31$ .

$$\begin{array}{r} 195 \\ \times 31 \\ \hline 195 \quad (195 \times 1) \\ + \quad \_ \_ \_ 0 \quad (195 \times 30) \\ \hline \end{array}$$

To multiply by 30  
I first write a zero  
here. Then I only have  
to multiply by 3.

Practice time

1) Use Bela's method to multiply these numbers.

a)  $32 \times 46$

b)  $67 \times 18$

$$\begin{array}{r} 32 \\ \times 46 \\ \hline 192 \quad (32 \times 6) \\ + \quad \_ \_ \_ \_ \quad (32 \times 40) \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ \times 18 \\ \hline \_ \_ \_ \quad (67 \times 8) \\ + \quad 670 \quad (67 \times \_ \_) \\ \hline \end{array}$$

2) Do these in your notebook using Bela's method.

a)  $47 \times 19$

b)  $188 \times 91$

c)  $63 \times 57$

d)  $225 \times 22$

e)  $360 \times 12$

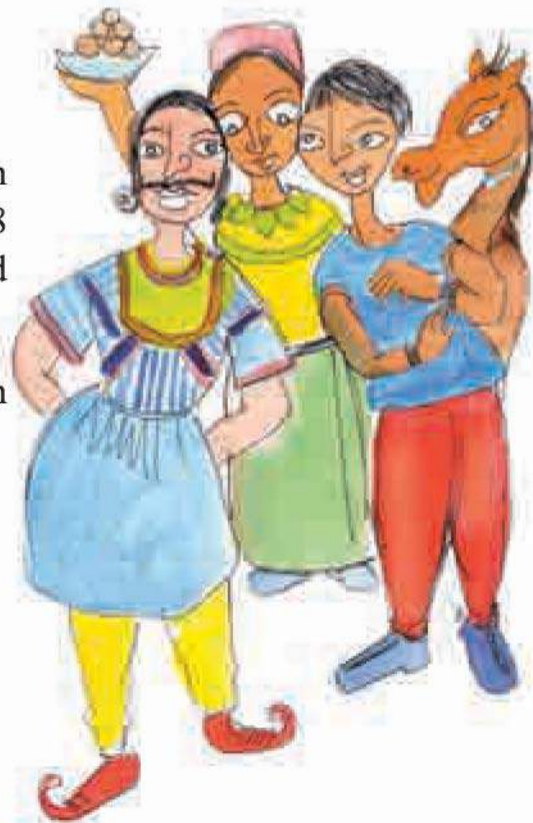
f)  $163 \times 42$



## Shantaram a Special Cook

- \* Shantaram is a special cook who comes only on party days. Last year he was called for only 28 days. For each day he has to be paid ₹ 165. Find out how much money he will get in all.
- \* If he is called for all days of the year, how much salary will he get?

$$\begin{array}{r}
 165 \\
 \times 365 \\
 \hline
 \text{-----} \quad (165 \times 5) \\
 \text{-----} \quad (165 \times 60) \\
 + 49500 \quad (165 \times 300) \\
 \hline
 \hline
 \end{array}$$

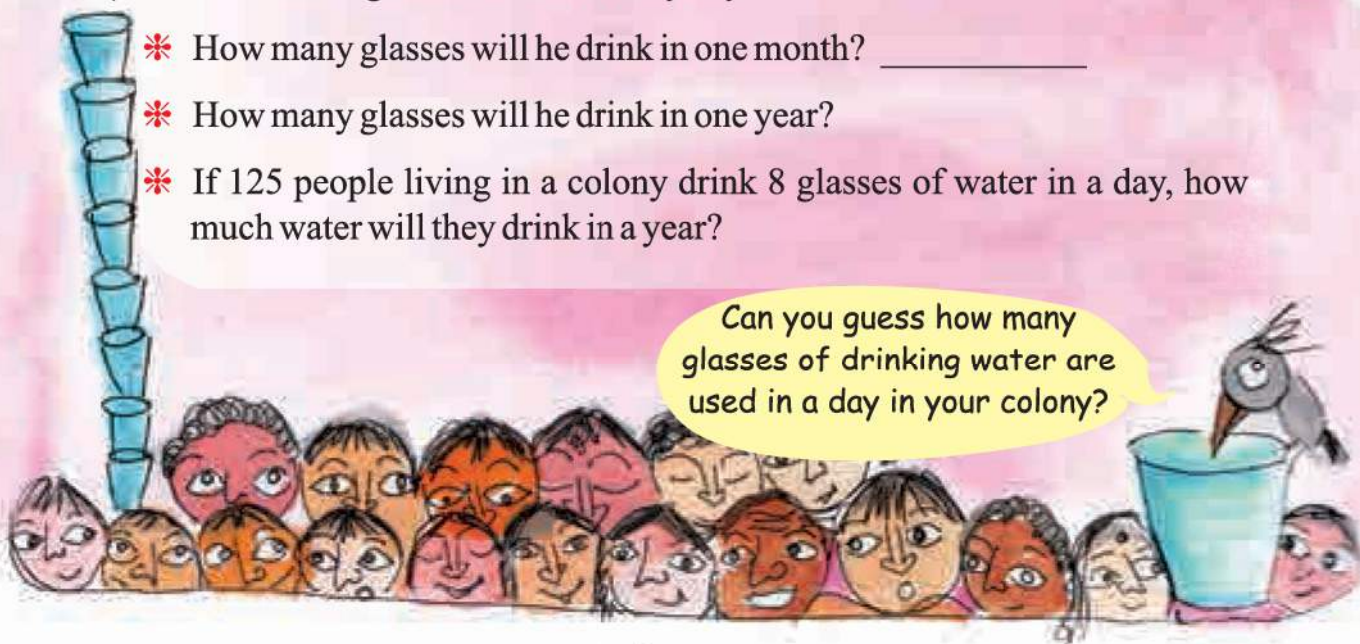


- \* Now find the salaries of the minister and horse rider for 1 year.

## Years and Years

a) Sohan drinks 8 glasses of water every day.

- \* How many glasses will he drink in one month? \_\_\_\_\_
- \* How many glasses will he drink in one year?
- \* If 125 people living in a colony drink 8 glasses of water in a day, how much water will they drink in a year?





b) If Soha's heart beats 72 times in one minute, how many times does it beat in one hour?

\* Now find out how many times it beats in one day.

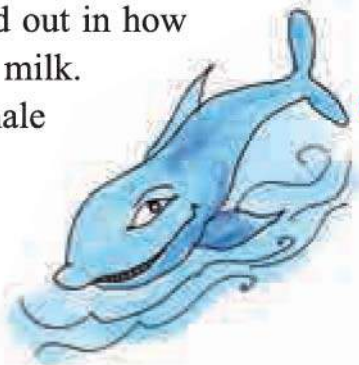
\* Count your own heart beats to find out how many times your heart beats in one week.

Guess how many times it beats in one year.



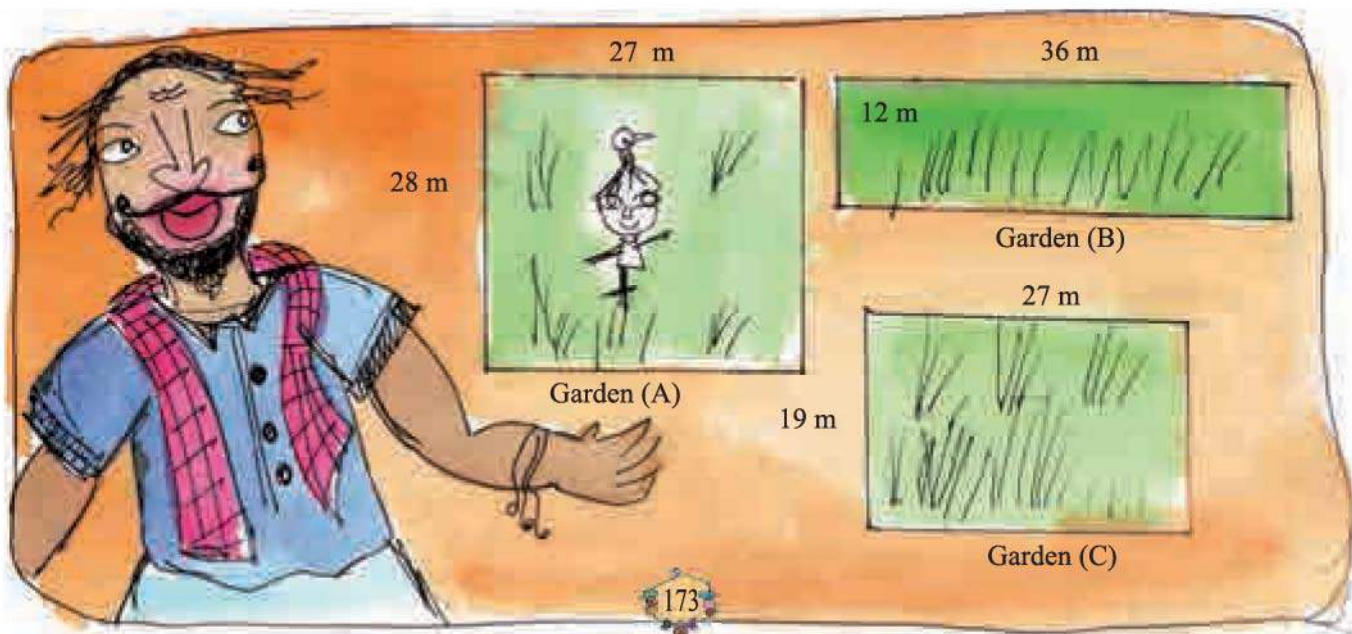
c) A baby elephant drinks around 12 L of milk every day. How much milk will it drink in two years?

d) A baby blue whale drinks around 200 L of milk in one day. Just imagine how much milk that is! Find out in how many days your family would use 200 L milk. How much milk would the baby blue whale drink in eight months?



### Karunya — The Contractor

Karunya had kept the work to prepare three gardens.



\* Find the area of all the three gardens.

Garden (A) \_\_\_\_\_ square metre.

Garden (B) \_\_\_\_\_ square metre.

Garden (C) \_\_\_\_\_ square metre.

He kept the work of garden (A) at the rate of ₹ 95 for a square metre, garden (B) at ₹ 110 for a square metre and garden (C) at ₹ 120 for a square metre.

\* How much amount will he get for this whole work ?

Hum, did he get more than a lakh of rupees!



Thulasi and her husband work on Karunya's garden. Karunya pays ₹ 225 to Thulasi and ₹ 258 to her husband per day.

If Thulasi works for 49 days, how much money does she get? \_\_\_\_\_

If her husband works for 42 days, how much money does he get? \_\_\_\_\_

Find the money they earn together \_\_\_\_\_

Who will earn more from Thulasi and her husband?



If Thulasi works for more 5 days and her husband work for less 4 days then how many rupees will they earn ?





I saw this in the newspaper.  
Different contractors have declared  
different rates for a day's work.

Name of Contractor	Wage for one day
Contractor-A	₹ 285
Contractor-B	₹ 267
Contractor-C	₹ 237
Contractor-D	₹ 279

The table shows the amounts fixed by four contractors.

- Which contractor has paid the highest daily wage? Which contractor has paid the lowest?
- Thulsi works for 8 weeks at the contractor B how much will she earn?
- Thulsi's husband works for  $2\frac{1}{2}$  months at the contractor A, how much will he earn?
- How much more will a worker at contractor D get than a worker at contractor C after working for 9 weeks ?

### Farmers in Vidarbha (Maharashtra)

Vidarbha is facing a very serious problem. There was no rain and crops failed. At this time, villagers and co-operative organisations have helped the farmers. A newspaper reporter went around the area and spoke to the people. He wrote these two reports.



### Satish's story

Satish is a 13 year old boy. His father had taken a loan for farming. But the crops failed. Now Satish's mother has to pay Rs 5000 every month for the loan.

Satish started working — he looked after 17 goats of the village.

He earns ₹ 10 everyday for one goat.



- \* How much will he earn in one month?
- \* Does he earn enough to help pay the loan every month?
- \* How much will he earn in one year?

### Kamla Bai's story

To help farmers the co-operative organisations gave cows. Kamla Bai Gudhe also got a cow. The cost of the cow was ₹ 17,500. She had to pay ₹ 5,500 and the co-operative organisations spent the rest of the money.

- \* How much did the co-operative organisations spend on the cow?
- \* If 9 people from her village got cows, how much did the Co-operative organisations spend in all?
- \* Kamla Bai had to spend ₹ 185 everyday on the cow. She made some money by selling the milk.
- \* If Kamla Bai spends ₹ 185 a day, find out how much she will spend in one month.
- \* The cow gives 8 litre of milk everyday. How much will it give in one month?





\* If the milk is sold at ₹ 39 per litre, how much money will Kamla Bai make in one month? \_\_\_\_\_

So the money spent on keeping the cow was ₹ \_\_\_\_\_

Money earned by selling the milk ₹ \_\_\_\_\_

Which is more — money spent on the cow or money earned from it? How much?

Find out — how much do you pay for 1 litre of milk?



### Practice time

a) Sukhi works on a farm. He is paid ₹ 198 for one day. If he works for 52 days, how much will he earn?



b) Hariya took a loan to build his house. He has to pay back ₹ 2,750 every month for two years. How much will he pay back in 2 years?



c) Ratiram is a milk seller in the city. He sells 13 litres of milk everyday at ₹ 43 per litre. How much does he earn?



d) A farmer sells 1 litre of milk for ₹ 41. In one month he sells 210 litres of milk. How much does he earn in a month?



e) A company sells 1 litre of packed water for ₹ 18. A shopkeeper buys 240 litres of packed water. How much does he pay?



Oh God! In the city people buy water by money !





## Fun with multiplication

A) Look for the pattern and take this forward.

$$\begin{aligned}(0 \times 9) + 1 &= 1 \\ (1 \times 9) + 2 &= 11 \\ (12 \times 9) + 3 &= 111 \\ (123 \times 9) + 4 &= \underline{\hspace{2cm}} \\ (1234 \times 9) + 5 &= \underline{\hspace{2cm}} \\ (12345 \times 9) + 6 &= \underline{\hspace{2cm}}\end{aligned}$$

B) Each letter **a**, **b**, **c** here stands for a number.

$$\begin{array}{r} \text{a a a} \\ \times \text{a a a} \\ \hline \text{a a a} \\ \text{a a a 0} \\ \text{a a a 0 0} \\ \hline \text{a b c b a} \end{array}$$

Take  $a = 1$ , then find what the numbers  $b$  and  $c$  will be.



C) Tricks with your age.

Write your age \_\_\_\_\_

Multiply it by 7 \_\_\_\_\_

Again multiply the answer by 13 \_\_\_\_\_

Multiply again that answer by 11 \_\_\_\_\_

Now look at your last answer. Can you find your age in that answer? How many times does your age show in the answer?

Now try this trick with other people.





D) Going round and round!



$\begin{array}{r} 142857 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 142857 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 142857 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 142857 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 142857 \\ \times 5 \\ \hline \end{array}$
---	---	---	---	---

Do you find a pattern in all these answers? Discuss this with your friends.

### Division

Dolma took a loan from a friend to buy a moped for ₹ 9,588. She has to pay it back in equal amounts every month for six months.

\* How much will she have to pay every month? She asked her children to calculate.



Her daughter did it this way.

$$500 + 500 + 500 + 90 + 8$$

$$\begin{array}{r} 6 \overline{) 9588} \\ \underline{-3000} \\ 6588 \\ \underline{-3000} \\ 3588 \\ \underline{-3000} \\ 588 \\ \underline{-540} \\ 48 \\ \underline{-48} \\ \times \end{array}$$

Her son started this way. Now you complete it.

$$\begin{array}{r} 1000 + \\ 6 \overline{) 9588} \\ \underline{-6000} \\ \hline \\ \hline \\ \hline \\ \hline \end{array}$$

Will both of them get the same answer? Discuss.

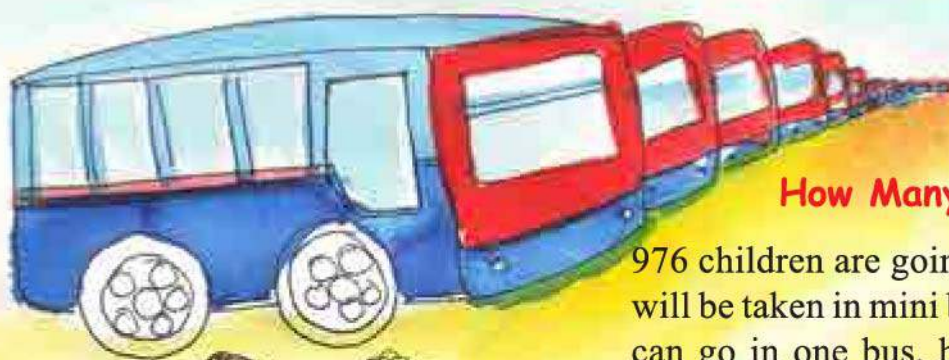


## Practice time

Try to solve these using as few steps as you can.

a)  $4228 \div 4$    b)  $770 \div 22$    c)  $9872 \div 8$

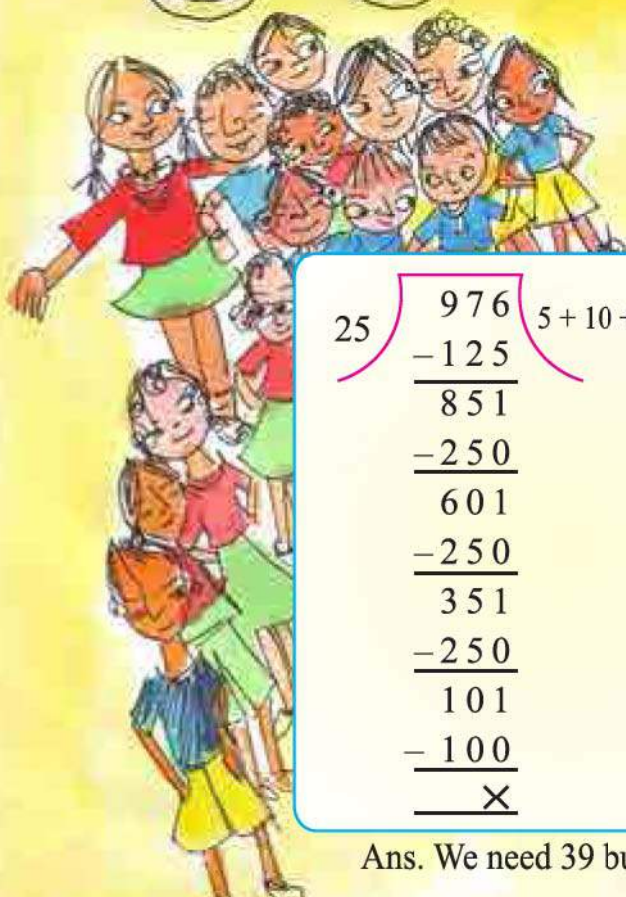
d)  $672 \div 21$    e)  $772 \div 7$    f)  $639 \div 13$



## How Many Times?

976 children are going on a picnic. They will be taken in mini buses. If 25 children can go in one bus, how many buses do they need?

\* Two children have solved it. Check if they have made a mistake — correct it. Discuss.



$$\begin{array}{r}
 25 \overline{) 976} \quad 5 + 10 + 10 + 10 + 4 \\
 \underline{-125} \\
 851 \\
 \underline{-250} \\
 601 \\
 \underline{-250} \\
 351 \\
 \underline{-250} \\
 101 \\
 \underline{-100} \\
 \underline{\quad \times}
 \end{array}$$

Ans. We need 39 buses.

$$\begin{array}{r}
 25 \overline{) 976} \quad 20 + 10 + 4 + 1 \\
 \underline{-500} \\
 4767 \\
 \underline{-250} \\
 226 \\
 \underline{-125} \\
 101 \\
 \underline{-100} \\
 \underline{\quad 1}
 \end{array}$$

Ans. We need 40 buses.

Giving children the opportunity to find and discuss the errors in these examples will help their own understanding about the different steps for division. In A) a very common error has been given in which children either forget or do not understand the remainder. In B) there is a simple error of multiplication but there is also a more interesting question of whether the child has shown one extra bus for one remaining child.





### How Much Petrol?

Isha has ₹ 1000 with her. She wants to buy petrol. One litre of petrol costs ₹ 67. How many litres can she buy?

Money with Isha = ₹ 1000

Cost of 1 litre = ₹ 67

Litres of petrol she can buy =  $1000 \div 67 = ?$

Isha can buy \_\_\_\_\_ litres of petrol.

### Find out

If Isha comes to your city, how much petrol can she buy with the same money?

### Children's Day

Children are happy today. They are celebrating Children's Day. Each child will be given 4 coloured pencils from school. The school has got 969 pencils. To find out how many children can get pencils the teacher asks them to divide.



Iru's Way

$$\begin{array}{r} 4 \overline{) 969} \quad 100 + \\ - 400 \\ \hline \end{array}$$

Sreeni's Way

$$\begin{array}{r} 4 \overline{) 969} \quad 200 + \\ - \quad \quad \quad \end{array}$$

Complete Iru's and Sreeni's way of division. What is the answer you get?

Shivangi did it by a shortcut way.

I learnt it after a lot of practice. In this you have to remember many things.



Shivangi's Way

$$\begin{array}{r} 4 \overline{) 969} \quad 242 \\ \underline{-8} \phantom{0} \phantom{0} \phantom{0} \\ 16 \phantom{0} \phantom{0} \phantom{0} \\ \underline{-16} \phantom{0} \phantom{0} \phantom{0} \\ 09 \phantom{0} \phantom{0} \phantom{0} \\ \underline{-08} \phantom{0} \phantom{0} \phantom{0} \\ 1 \phantom{0} \phantom{0} \phantom{0} \end{array}$$

I know that I have to divide 969 with 4. But I first only look at 9. I put an arrow to remember to bring down 6.



How did you start with 9?

Iru



So now you only look at  $16 \div 4$ ? What after that?



I remember to bring down 9 and divide by 4.



But then you are left with 1.



Yes! This is the remainder. 1 pencil is left.



Oh! I can't remember so many things. I will do it my way.





### Practice Time



- \* 576 books are to be packed in boxes. If one box has 24 books, how many boxes are needed?



- \* 836 people are watching a movie in a hall. If the hall has 44 rows, how many people can sit in 1 row?

- \* A gardener bought 458 apple trees. He wants to plant 15 trees in each row. How many rows can he plant?

How many trees would be left over?



### Brain Teaser



- \* Shyamli bought a battery. She read on it 'Life: 2000 hours'. She uses it throughout the day and the night. How many days will the battery run?

### More with Multiplication and Division

- \* A tank is full of 300 L of water. How much water will be filled in 25 tanks? If 15 buckets can be filled with one tank of water, how many buckets in all can be filled with the water in 25 tanks?



- \* There are 28 *laddoos* in 1 kg. How many *laddoos* will be there in 12 kg? If 16 *laddoos* can be packed in 1 box, how many boxes are needed to pack all these *laddoos*?

- \* There are 26 rooms in a school. Each room has 4 plants. If each plant needs 2 cups of water, how much water do we need for all the plants?



### Make the Best Story Problem

Each line gives a story. You have to choose the question which makes the best story problem. The first one is already marked.

- 1) A shopkeeper has 50 boxes. There are 48 fruits in one box.

Tick the one question which matches with the given problem.

a) How much will the shopkeeper pay in all? ☐

b) How many fruits are there in all? ☒

c) How many more boxes will he need? ☐

Explain why (a) and (c) are not good choices.



- 2) 352 children from a school went on a camping trip. Each tent had a group of 4 children.

a) How many children did each tent have? ☐

b) How many tents do they need? ☐

c) How many children in all are in the school? ☐

- 3) A shopkeeper has 204 mangoes. He puts them in boxes. Each box has 12 mangoes.

a) How many more mangoes will he need? ☐

b) How many dozen mangoes does he sell? ☐

c) How many boxes does he need? ☐



Such exercises will help children understand the strategies to make questions related to the concepts of division and multiplication.



4) The cost of one book is ₹ 47. Sonu buys 23 books.

- a) How much money does she have?
- b) How much money does she pay for the books?
- c) What is the cost of 47 books?



### Cross Check for Harisharan

Harisharan wanted to divide ₹ 2,456 amongst his 4 sons. He asked his eldest son to tell him how much money each one will get.



Papa, each of us will get  $2456 \div 4 = ₹ 624$ .



When Harisharan started giving ₹ 624 to each son, he was left with less money for the youngest one.



It seems you have made some mistake in the calculations. Let me check.

Harisharan multiplied 624 with 4. He got = ₹ 2,496.

Hum! This shows you have done the division wrong.



The son did the division again  $2456 \div 4 = 614$ .

Before telling his father he checked on his own.

$614 \times 4 = 2456$ . Now, it is correct. Each one will get ₹ 614.





## Practice Time

1) Do these divisions. Check your results by multiplication.

a)  $438 \div 9$

d)  $900 \div 10$

b)  $3480 \div 12$

e)  $678 \div 6$

c)  $450 \div 7$

f)  $2475 \div 11$



2) Solve the given sums and colour the answers in the grid given below. See what you find.

$21 \times 16$

$15 \times 7$

$93 \times 2$

$17 \times 5$

$10 \times 10$

$26 \times 26$

$77 \times 10$

$50 \times 10$

$11 \times 11$

$59 \times 7$

$31 \times 19$

$85 \times 30$

$64 \times 42$

$3200 \div 40$

$19 \times 3$

$248 \div 8$

$432 \div 18$

$729 \div 9$

$825 \div 5$

$221 \div 13$

$576 \div 12$

$288 \div 4$

$869 \div 11$

$847 \div 7$

$981 \div 3$

$475 \div 19$



545	110	434	642	709	623	919	341	12	168
984	16	561	608	236	413	529	62	259	905
709	907	367	632	336	121	492	178	431	25
166	806	584	186	100	589	72	717	248	676
624	82	105	24	165	17	85	770	327	500
247	997	485	2688	81	80	48	901	126	121
742	427	756	531	79	2550	347	1001	314	57
945	1000	687	854	1200	31	124	3126	918	53
109	799	845	1999	864	955	123	1234	678	56
549	459	614	1864	834	559	900	1111	268	171



# 14

## How Big? How Heavy?



Sarika collects things like marbles, coins, erasers etc. She takes some water in a glass and marks the level of water as '0'.



If I drop 5 marbles in this glass, can you guess what will be the level of water?



I think this much.

She drops 5 marbles in the glass. She marks the new level of water as 5 marbles.

Oh, how did you guess! Do you know the **volume** of a marble?



I just made a guess about how much water will be pushed up by the marbles. How do you find the volume?



See, each marble pushes up some water. Right? That is because it takes up some space which is its volume.

Children will need more exercises to compare the volume of solid bodies by guessing and by informal measurement (using marbles, coins, matchboxes, etc.) before they begin to use formal measures such as litres and cubic centimetres.

## Your Measuring Glass

Now make a guess. Do you think the volume of 10 five-rupee coins will be more than that of 10 marbles?

Guess the volume of each of these:

- ❖ A ball is nearly \_\_\_\_\_ marbles.
- ❖ An eraser is nearly \_\_\_\_\_ marbles.
- ❖ A lemon is nearly \_\_\_\_\_ marbles.
- ❖ A pencil is nearly \_\_\_\_\_ marbles.
- ❖ A potato is nearly \_\_\_\_\_ marbles.



Now make your own measuring glass using 35 marbles.

Take a glass of water and mark the level of water as '0'. Then put in 5 marbles and mark the level of water as 5 M.

Again drop 5 marbles and mark the level of water as 10 M. Likewise make the markings for 15 M, 20 M, 25 M, 30 M and 35 M.

Now put each thing in the measuring glass and check your guess.

Try with different things like a matchbox, a stone, etc. and fill the table.

The matchbox floats. How do I find its volume?

Let's fill it with sand or nails.



Name of the thing	Its volume (nearly how many marbles?)

Children can paste a paper strip on the glass and mark the level of water using a pen or a pencil. The aim is to develop a sense of the concept of volume through examples and hands on activities without giving a definition of volume. Comparing things on the basis of volume is more abstract than comparison in terms of length or area.



## Which has More Volume?

Can you tell me the volume of 6 marbles in mL?



Yes, if we make a measuring bottle.

In Class IV you made a measuring bottle for 250 mL.

Can you think of ways for making a measuring bottle which can measure 10 mL, 20 mL, 30 mL, ....., 60 mL? Discuss with your friend.

Tariq and Mollie made their measuring bottles.

Tariq had an injection. He used it to make his measuring bottle. Mollie used an empty medicine bottle.



I took 5 mL once in my injection. I filled it twice to mark 10 mL on my bottle.



I used this bottle which measures 10 mL to make my measuring bottle.

Mollie used her measuring bottle to find the volume of five-rupee coins. She found that **9 five-rupee coins push up 10 mL of water**. So you can also use 9 five-rupee coins to make your measuring bottle! Go ahead!

**Use your measuring bottle to find out:**

a) What is the volume of 6 marbles? \_\_\_\_\_ mL.

b) What is the volume of 16 one-rupee coins? \_\_\_\_\_ mL.

Now solve these in your mind.

c) The volume of 24 marbles is \_\_\_\_\_ mL.

d) The volume of 32 one-rupee coins? \_\_\_\_\_ mL.

e) Mollie puts some five-rupee coins in the measuring bottle.  
How many coins has she put in it:

\* if 30 mL water is pushed up? \_\_\_\_\_

\* if 60 mL water is pushed up? \_\_\_\_\_

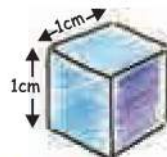
First guess and then use your measuring bottle to find out the volume in mL of some other things.

Thing	Its volume (in mL)

Guess how many litres of water your body will push up?!



### How Many Can Fit In?



This is a cube whose sides are of 1 cm each. See, your Math-Magic book is 1 cm high. So guess how many such centimetre cubes will take the same space as your Math-Magic book?

To make a measuring bottle, make children use a wide-mouthed and transparent bottle so that markings can be made easily. The activity aims to develop measurement skills in children and involves both making and handling apparatus (such as measuring bottle) in the mathematics classroom.



Hey, my Math-Magic book is about \_\_\_\_ cm long. So \_\_\_\_ cm cubes will fit along its length.



And it is about \_\_\_\_ cm wide. So \_\_\_\_ cubes will fit along the width.



So total \_\_\_\_ cm cubes will fit on the Math-Magic book.



✱ Now if all these cubes are arranged in one line then how long will that line be? \_\_\_\_ cm



### Practice time

1. A stage (platform) is made with 5 Math-Magic books. The volume of this stage is the same as \_\_\_\_\_ cm cubes.

2. Guess the volume of these things in cm cubes.

✱ A matchbox is about \_\_\_\_\_ cm cubes.

✱ A geometry box is about \_\_\_\_\_ cm cubes.

✱ An eraser is about \_\_\_\_\_ cm cubes.



How will you check your guess? Discuss.

### Matchbox Play

Tanu is making a stage with matchboxes.

She first puts 14 matchboxes like this in the first layer.



The activity 'How many can fit in' requires a sense of the size of a cm cube. For finding the volume of different shapes, the teacher can make cm cubes and use matchboxes to make different models. Tanu's stage or Mohan's model are examples where children calculate volume in terms of matchboxes, which may later be converted into cm cubes.



She makes 4 such layers and her stage looks like this.

\* She used \_\_\_\_\_ matchboxes to make this stage.



- \* The volume of one matchbox is the same as 10 cm cubes. Then the volume of this stage is same as \_\_\_\_\_ cm cubes.
- \* If all these cubes are arranged in a line, how long will that line be? \_\_\_\_\_ cm.
- \* Which has more volume — your Math-Magic book or Tanu's platform?

With your friends, collect many empty matchboxes of the same size. Measure the sides and write here.



- \* Use 56 matchboxes to make platforms of different heights. Fill this table.

	How high is it?	How long is it?	How wide is it?
Platform 1			
Platform 2			
Platform 3			

The volume of each platform is equal to \_\_\_\_\_ matchboxes.

- \* Make deep drawings of the platforms you have made.



## Practice time

Mohan arranged his matchboxes like this.

- \* How many matchboxes did he use to make it? What is its volume in matchboxes? \_\_\_\_\_ matchboxes.
- \* Collect empty matchboxes. Arrange them in an interesting way. Make a deep drawing of it.



## Making a Paper Cube

Aanan and his friends are making a cube with paper. They cut a sheet of paper into a square of **19.5 cm** side. They cut 6 such squares. Follow these photos to make your paper cube.

1. Fold the paper into four equal parts to make lines like this.



2. Fold the top **left** corner and the corner opposite to it like this.



3. Fold the top and the bottom edges to meet the centre line. Now fold corner P...



4. So that the paper looks like this.



5. Fold corner Q in the same way. The paper will look like this now.



6. Lift corner P and slip it under the folded paper like this.



Encourage children to make different shapes of the same volume using identical units, for example, bricks or matchboxes. To calculate the sides of the platform, lengths can be rounded off to the nearest centimetre.

7. Do the same for corner Q. The paper will look like this.



8. Turn the paper and fold it to make lines like these.



9. Each child should make one such piece. Six children will take their pieces and put one inside another to make this paper cube.



**Note:** Remember to begin with a square paper of side 19.5 cm. Also, in step 2 you must all start by folding the **left** corner.

### How Big is Your Cube?



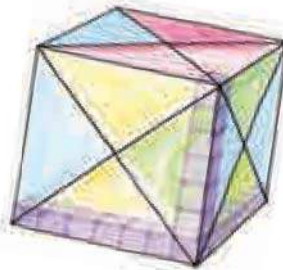
1. a) How long is the side of your cube? \_\_\_\_\_

b) How many centimetre cubes can be arranged along its:

\* Length? \_\_\_\_\_

\* Width? \_\_\_\_\_

\* Height? \_\_\_\_\_



How many cm cubes in all do I need to make a platform as big as the paper cube?



Thimpu

c) Answer Thimpu's questions:

To make the first layer on the table how many cm cubes will I use? \_\_\_\_\_



How many such layers will I need to make a paper cube? \_\_\_\_\_

d) So the total cm cubes = \_\_\_\_\_

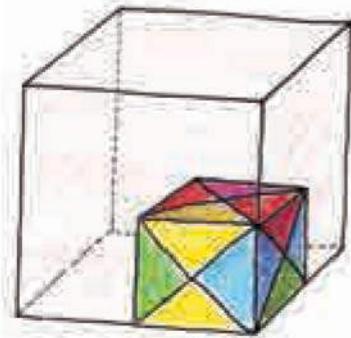
e) The volume of the paper cube is same as \_\_\_\_\_ cm cubes.

If we begin with square paper of side 19.5 cm, then we get a cube of side 7 cm.



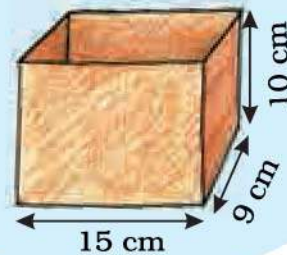
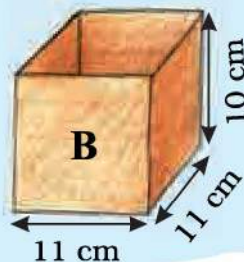
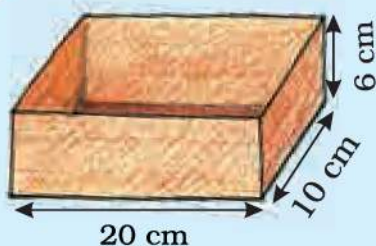
2. Anan made a big cube having double the side of your paper cube.

How many of the your paper cubes will fit in it? Try doing it by collecting all the cubes made in your class.



### Packing Cubes

Ganesh and Dinga want to pack 4000 centimetre cubes in boxes. These are to be sent to a school. There are three different boxes available for packing.



Will we be able to fit all 4000 cubes in these three boxes? I think we need one more box for it.

Dinga



Ganesh

I think there is enough space in these boxes to pack all 4000 cubes.

\* What is your guess? Who is right?

\* How can Ganesh and Dinga test their guesses before packing the cubes in the boxes? Discuss with your friend.



Ganesh

Look at Box A. In the first layer we can arrange  $20 \times 10 = 200$  cubes. And 6 such layers can be packed. So in box A we can arrange  $200 \times 6 = 1200$  cubes.

Use Ganesh's method and write:

- \* \_\_\_\_ centimetre cubes can be arranged in box B.
- \* \_\_\_\_ centimetre cubes can be arranged in box C.
- \* So \_\_\_\_ centimetre cubes in all can be packed in the three boxes.

### Which Pipe Fills More?

Collect some old postcards. You can also use thick paper of size 14 cm × 9 cm.

Fold the postcard along the **width** to make pipe-1. Join the ends with cello tape.

Take another postcard and fold it along the **length** to make pipe-2. Join the ends with tape.

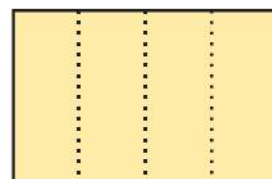
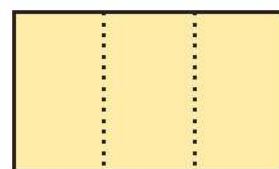
- \* Guess which pipe can take more sand inside it. Hold it on a plate and pour sand to check your guess. Was your guess correct? Discuss.

Now do the same with other pipes shown here.

To make the triangle-shaped pipe-3, draw two lines on the postcard. Fold the postcard along the lines. Join the ends with tape.

Now make the square-shaped pipe-4.

Find out which pipe can take the most sand inside it. So which pipe has the most volume?



Remind children of the thread activity on page 155 where they may have seen that out of the shapes they made with a fixed perimeter, the circle had the biggest area. Here they will be looking for the shape with the biggest volume while they keep the area of the paper fixed.





### Trek to Gangotri

The students of Class XII are going on a trek to Gangotri. They have to pack their bags for six days and keep them light. They also have to take things that do not take too much space. So they will look for things that have both less volume and less weight. After all, they will carry their own bags while climbing the mountains!

They even dry the onions and tomatoes to make them light. One kg of onions or tomatoes becomes 100 g when the water inside dries up.

The list of food each person will need for

- **Rice:** 100 g
- **Flour (Atta):** 100 g
- **Pulses (Dal):**  $\frac{1}{3}$  the weight of rice and flour
- **Oil:** 50g
- **Sugar:** 50g
- **Milk powder:** 40g (for tea, porridge, and hot drink)
- **Tea:** Around 10g
- **Dalia:** 40g for breakfast.
- **Salt:** 5 g
- **Dried onions:** 10 g
- **Dried tomatoes:** 10 g



**one day:**

a) For 6 days, each person will need

Rice and flour – \_\_\_\_\_ g ?      Pulses – \_\_\_\_\_ g

Dried onions – \_\_\_\_\_ g

b) How much of fresh tomatoes should be dried for 6 days for 10 people?



Even one gram extra can make the trek tough!



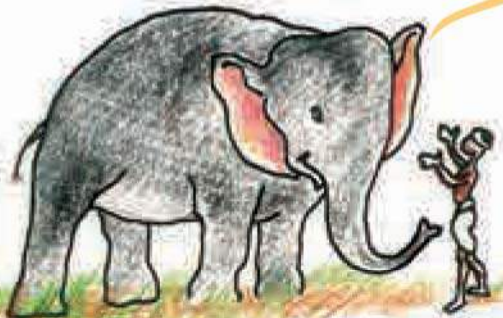
Guess how many of us together weigh one gram! About 100?



c) What is the total weight of food (for 6 days) in each person's bag?

**How Heavy am I?**

Can you guess the weight of the heaviest animal on this earth? No, it's not me. I weigh only 5000 kg!



It is the Blue Whale. Its weight is around 35 times more than me. So how many thousand kg does it weigh?



Do you remember the story of how Vaidika's daughter found the weight of an elephant? (Math-Magic Class IV Page 143)

- \* Guess how many children of your weight will be equal to the weight of an elephant of 5000 kg.
- \* At birth, a baby elephant weighs around 90 kg. How much did you weigh when you were born? Find out. How many times is a baby elephant heavier than you were at birth?
- \* If a grown up elephant eats 136 kg of food in a day then it will eat around \_\_\_\_\_ kg in a month.

Guess about how much it will eat in a year.

### Shahid Saves the Bank!

Shahid works in a bank. He sits at the



Weighing is so much easier! The weight of a 5-rupee coin is 9 g. Tell me the weight of the sack and I will tell you the number of coins in it.



cash counter. Whenever there are too many coins he does not

My bag of 5 rupee coins weighs 9 kg. So how many coins does it have?



One kg is equal to 1000g so 9 kg is equal to 9000 g. If one coin weighs 9 g, then the bag weighing 9000 g has  $9000 \div 9 = \underline{\hspace{2cm}}$  coins in it. Easy!

count them. He just weighs them.

Can you hold these coins and say which is the heavier? 2250 g can also be written as 2 kg and 250 g. Can you explain why?

\* How many coins are there in a sack of 5 rupee coins

- a) 18 kg? \_\_\_\_\_ b) 54 kg? \_\_\_\_\_  
c) 4500 g? \_\_\_\_\_ d) 2 kg and 250 g? \_\_\_\_\_  
e) 1 kg and 125 g? \_\_\_\_\_

\* A 2 rupee coin weighs 6 g. What is the weight of a sack with:

- a) 2200 coins? \_\_\_\_\_ kg \_\_\_\_\_ g    b) 3000 coins? \_\_\_\_\_ kg

\* If 100 one rupee coins weigh 485 g then how much will 10000 coins weigh? \_\_\_\_\_ kg \_\_\_\_\_ g

With your eyes closed, can you tell which is heavier — a 100-rupee note or a 50-rupee note? This may be difficult to say, but Shahid, who cannot see, has a better sense of touch than most people.

Once Shahid noticed that a bundle of notes which came to the bank felt different and heavier. He asked the manager to check. Others looked at it but found no problem. He insisted and so a machine was brought to weigh it. It showed that the notes were fake, not real ones. "Oh Shahid! You really saved the bank!" said everyone.

### Find out and discuss



\* How do people who cannot see make out different notes and coins? (Hint: Look for a shape , , , etc. on notes of Rs 20, 50, 100, 500 etc. and feel

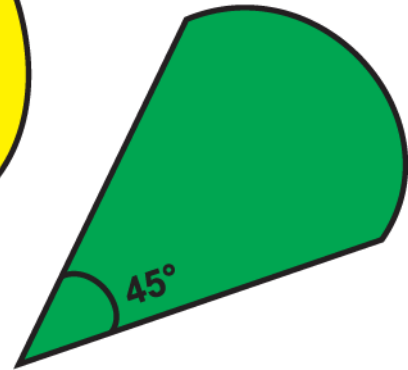
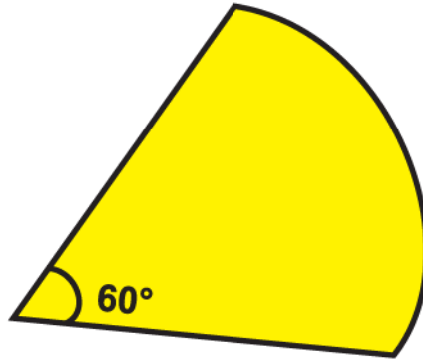
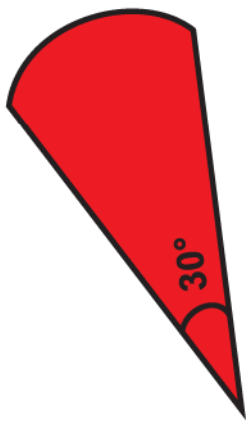


During the discussion on checking a note as fake or real, different things can be observed. A fake note may differ in size, quality of paper and printing or the style in which numbers are written. The watermark (the white area with Gandhi's image) and the words 'भारत' and 'RBI' written on the shiny security thread are meant to prevent people from printing fake notes.



## A Page to Cut Out

### Angles



### Sweet Box

Cut along the dark lines. Paste the shape on a thick paper. Fold along the dotted lines to get a sweet box as shown on page 126.

