

# Mathematics

WS No. 1

Equivalent Fractions;

Comparing and Ordering Fractions



Name: \_\_\_\_\_ Grade: III Sec: \_\_ Week: 1 Day: 1 Date: \_\_\_\_\_

**Note:** This work can be done on notebooks or loose sheets.

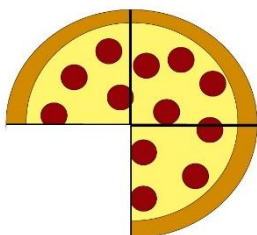
**Fractions** are equal parts of the whole.

**Bottom number** of the fraction shows how many parts the whole is divided into. The top number shows parts of the whole you are talking about.

Click on the following link and watch this video first. D1-V1

[https://drive.google.com/open?id=1NNDqtf\\_lj35HkbiLOX85DvGp-wuiATH0](https://drive.google.com/open?id=1NNDqtf_lj35HkbiLOX85DvGp-wuiATH0)

1. What fraction of pizza has been eaten? What fraction is left?



Eaten= \_\_\_\_\_

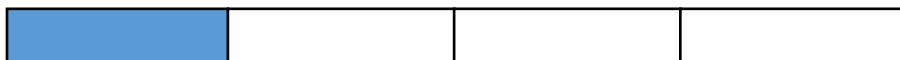
Left= \_\_\_\_\_

Click on the following link and watch this video first. D1-V2

<https://drive.google.com/open?id=1I-7KGsNhUFPNLZEKDFZBB0gdZwcJfP4Q>

2. Identify the fraction of the unshaded parts from the following diagrams.

a)



You can see  $\frac{1}{4}$  of the whole is shaded.

What fraction is unshaded=\_\_\_\_\_

b)



You can see  $\frac{6}{10}$  of the whole is shaded.

What fraction is unshaded=\_\_\_\_\_

**Draw the diagram and find the fraction of unshaded parts.**

c) You can see  $\frac{5}{8}$  of a whole shaded.

What fraction is unshaded? \_\_\_\_\_

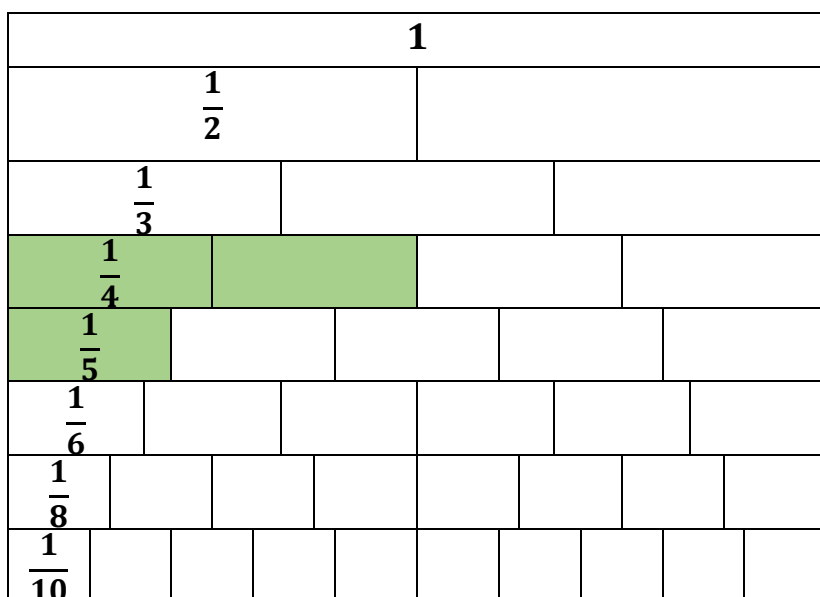
**Hint:**

I have five eighths shaded. I know eight eighths will make 1 whole so I have unshaded three eighths to make one whole.

Click on the following link and watch this video first. D1-V3

<https://drive.google.com/open?id=1FC9kLfAOJfkILouuDYSUvEReqNxfMLbk>

3. Here is the fraction wall.



**Hint:**

> implies greater than  
< implies less than

Example:

$\frac{1}{5} < \frac{2}{4}$   
Since  $\frac{1}{5}$  has smaller area  
than  $\frac{2}{4}$  on the fraction  
wall.

Use the Fraction wall to compare fractions using < or >:

a)  $\frac{2}{3}$     $\frac{3}{6}$

b)  $\frac{2}{10}$     $\frac{4}{8}$

c)  $\frac{3}{4}$     $\frac{2}{6}$

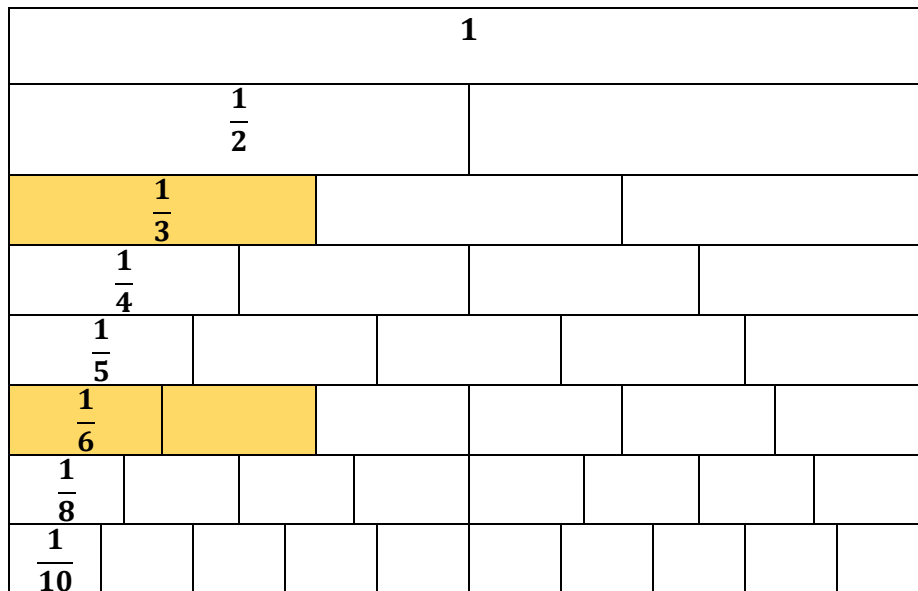
d)  $\frac{5}{10}$     $\frac{3}{8}$

Click on the following link and watch this video first. D1-V4

[https://drive.google.com/open?id=1S8\\_qc7dwwg93AVYwuCuLB2WbHfhEC9Av](https://drive.google.com/open?id=1S8_qc7dwwg93AVYwuCuLB2WbHfhEC9Av)

4. Fractions that are exactly the same size (*have same area on the fraction wall*) are called **equivalent fractions**.

Example:  $\frac{2}{6} = \frac{1}{3}$  (they both have exactly the same area on fraction wall)



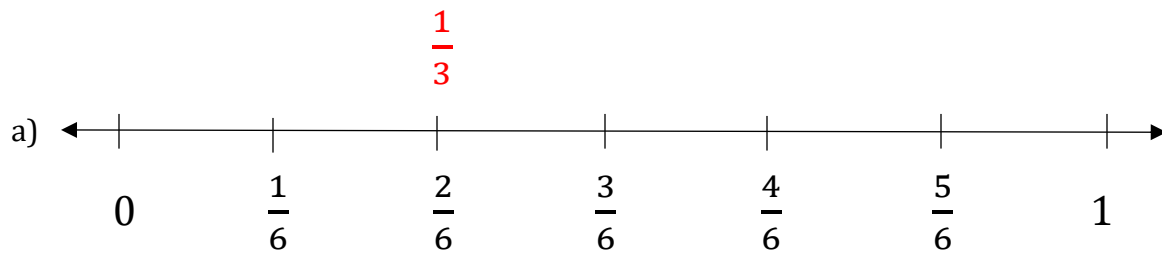
Recognize and write a fraction equivalent to the given fractions.

a)  $\frac{1}{2} =$

b)  $\frac{6}{10} =$

c)  $\frac{2}{4} =$

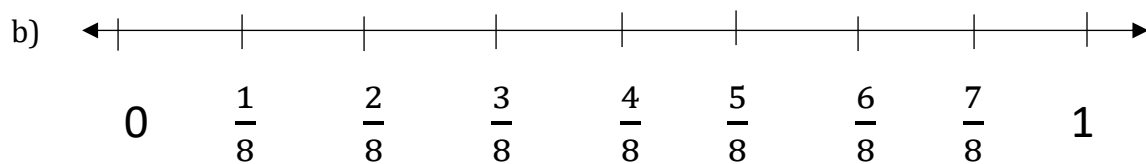
5. Write the given fractions in the correct place on the number line.



$$\frac{1}{2}, \frac{2}{3}, \frac{5}{6}, \frac{1}{3}$$

Hint: You need to find the equivalent fraction of the fraction that has different bottom number. e.g.

$$\frac{1}{3} = \frac{2}{6} \text{ so it will be placed with } \frac{2}{6}$$

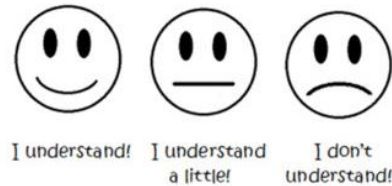


$$\frac{3}{4}, \frac{1}{2}, \frac{7}{8}, \frac{1}{4}$$

# Mathematics

## Self-Assessment-Day 1

### Grade III



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** After attempting this assessment colour on the level of your understanding above.

1. Identify the fraction of the unshaded parts from the following diagram. [ /10]  
( /1)



You can see  $\frac{2}{3}$  of a whole is shaded.

What fraction is unshaded?

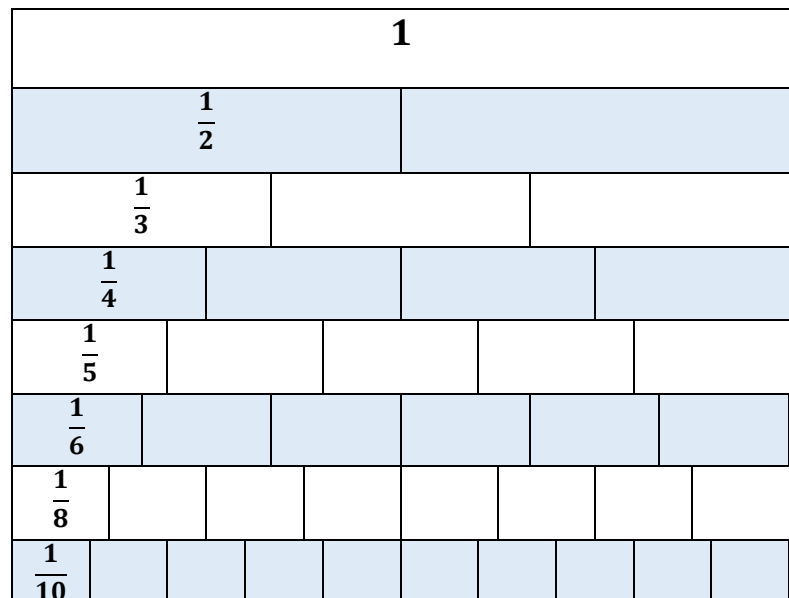
\_\_\_\_\_ is unshaded.

2. Here is the fraction wall. Use it to write equivalent fraction for each of these: ( /3)

a)  $\frac{2}{3} =$

b)  $\frac{4}{10} =$

c)  $\frac{2}{8} =$



3. Use the fraction wall to compare these fractions using < or >.

( /4)

a)  $\frac{2}{5}$    $\frac{4}{6}$

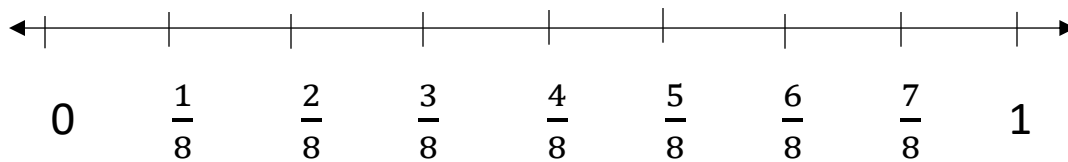
b)  $\frac{7}{8}$    $\frac{1}{2}$

c)  $\frac{6}{10}$    $\frac{2}{4}$

d)  $\frac{1}{3}$   1

4. Write the equivalent fractions in the correct place on the number line.

( /2)

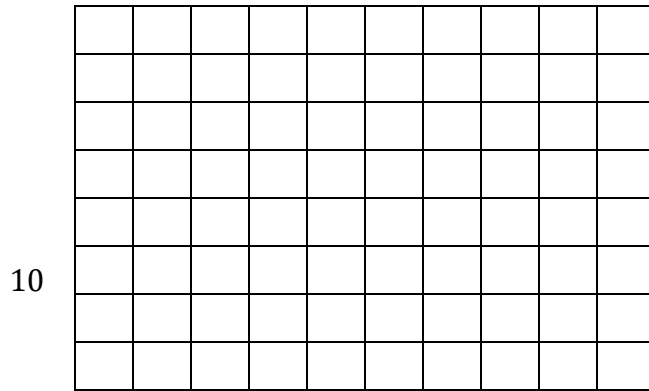


$\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{5}{8}$ ,  $\frac{3}{4}$

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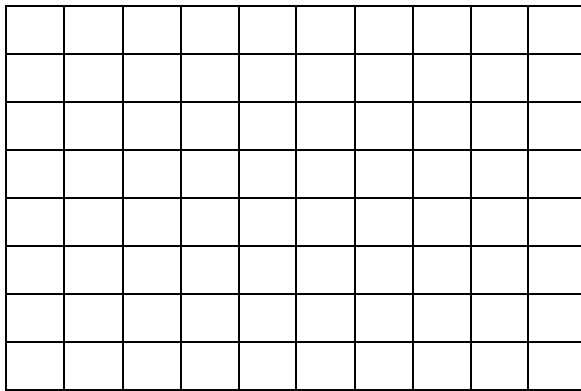
## Mixed Numbers

a) 3 bricks make 1 tower. How many towers do 10 bricks make?



bricks make \_\_\_\_\_ towers.

b) 6 bricks make 1 tower. How many towers do 15 bricks make?



15 bricks make \_\_\_\_\_ towers.

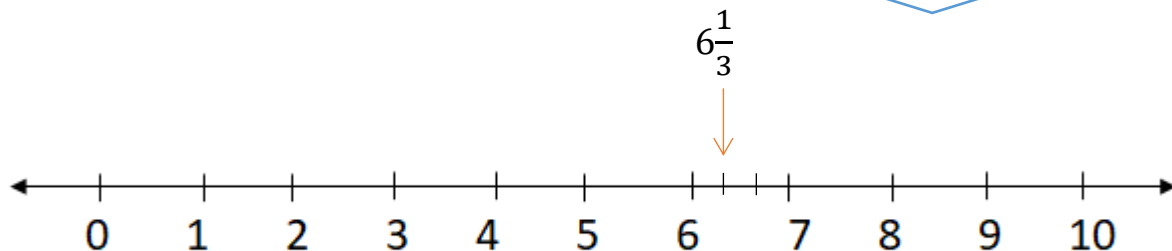
Click on the following link and watch this video first. D2-V1

[https://drive.google.com/open?id=1qRIAL4F6CAnEcDrctub35\\_UUP-ZZM037](https://drive.google.com/open?id=1qRIAL4F6CAnEcDrctub35_UUP-ZZM037)

2. Place the given mixed numbers on the number line.

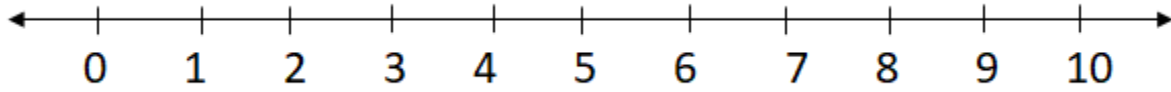
**Example:**

Since the number has 6 wholes. It will be placed after 6, but the space between 6 and 7 will be divided into 3 equal parts to place  $\frac{1}{3}$

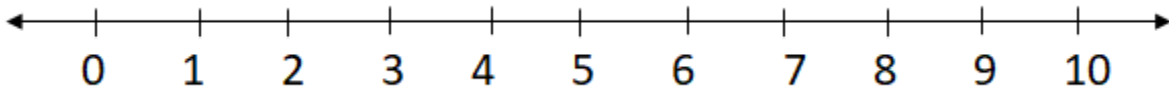




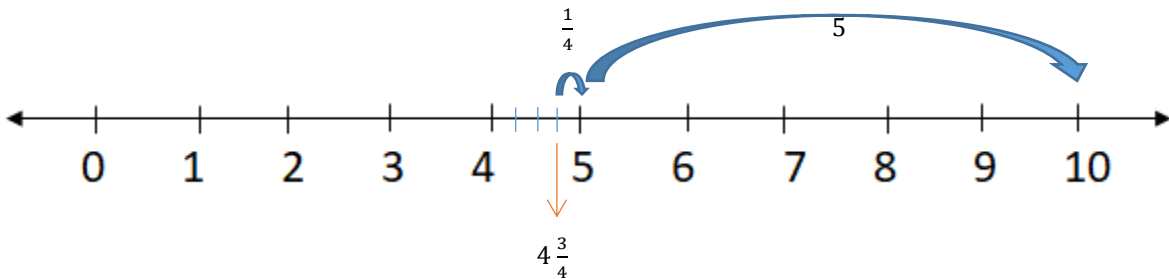
a) Place  $7\frac{3}{4}$  on the number line.



b) Place  $2\frac{3}{5}$  on the number line.



3. At the beginning of the day the bakery has 10 pizzas.  
At the end of the day the baker finds that  $4\frac{3}{4}$  of the pizzas are left.  
Work out how much of the pizzas have been sold.



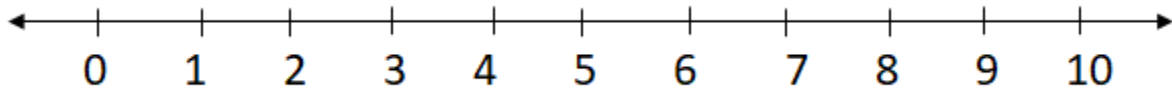
$5\frac{1}{4}$  of the pizzas have been sold.

**Hint:** Place  $5\frac{1}{4}$  on the number line. Find the fraction to reach next whole number and then find the whole numbers to reach 10.

a) There were 10 cakes.

The baker finds that  $4\frac{2}{5}$  are left.

How much of the cakes have been sold?

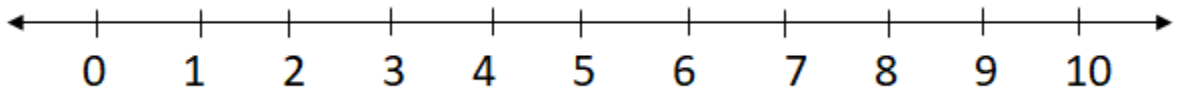


\_\_\_\_\_ of the cakes have been sold.

b) There were 10 doughnuts in the bakery.

The baker finds that  $6\frac{2}{3}$  are left.

How much of the doughnuts have been sold?



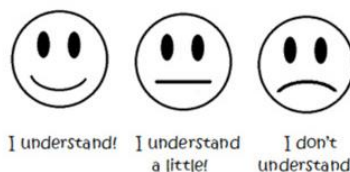
\_\_\_\_\_ of the doughnuts have been sold.

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# Mathematics

## Self-Assessment-Day 2

### Grade III



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** After attempting this assessment colour on the level of your understanding above.

[ /5]

1. Draw and write the **mixed number**.

( /2)

2 bricks make 1 tower.

How many towers do 5 bricks make?

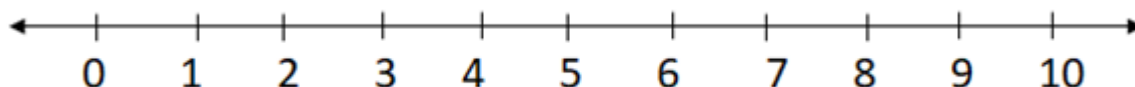

5 bricks make \_\_\_\_\_ towers.

2. At the beginning of the day the bakery has 10 cakes.

( /3)

At the end of the day the baker finds that  $6\frac{3}{4}$  of the cakes are left.

How much of the cakes have been sold?



\_\_\_\_\_ of the cakes have been sold.

# Mathematics

WS No. 3

Decimal Notation

Number Sequences



Name: \_\_\_\_\_ Grade: III Sec: \_\_ Week: 1 Day: 3 Date: \_\_\_\_\_

**Note:** This work can be done on notebooks or loose sheets.

**Decimal Fraction** is a fraction with a bottom number that is 10, 100 or 1000 such as  $\frac{3}{10}$  (say three-tenths), it could also be written as 0.3.

**Decimal point** separates the whole number from the fraction and the first place after the decimal point is for **tenths**.

Click on the following link and watch this video first. D3-V1

[https://drive.google.com/open?id=1a80F\\_y\\_jY-8J7RXft9eOnU3NQg\\_XOBnH](https://drive.google.com/open?id=1a80F_y_jY-8J7RXft9eOnU3NQg_XOBnH)

Three tenths =  $\frac{3}{10} = 0.3$

ones		tenths
0	•	3

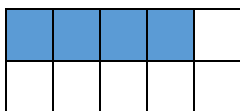
**Examples:**

1 whole and five tenths =  $1\frac{5}{10} = 1.5$

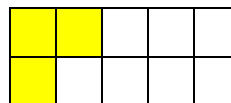
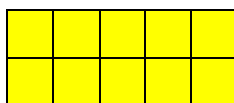
ones		tenths
1	•	5

1. Write down the decimal fractions of the shaded parts in the give diagrams.

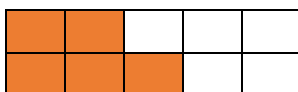
**Examples:**



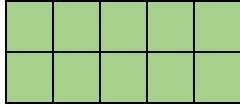
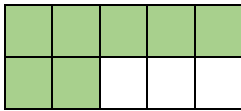
Four tenths (  $\frac{4}{10}$  ) = 0.4



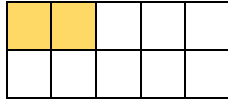
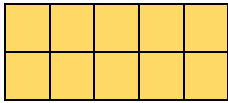
1 whole and three tenths (  $1\frac{3}{10}$  ) = 1.3



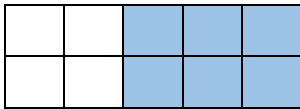
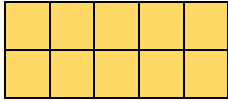
\_\_\_\_\_




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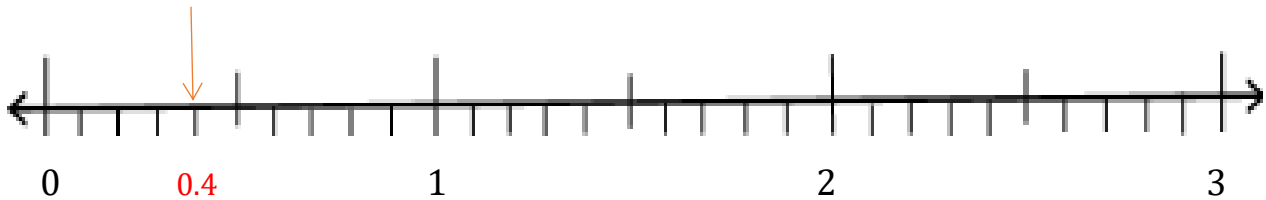

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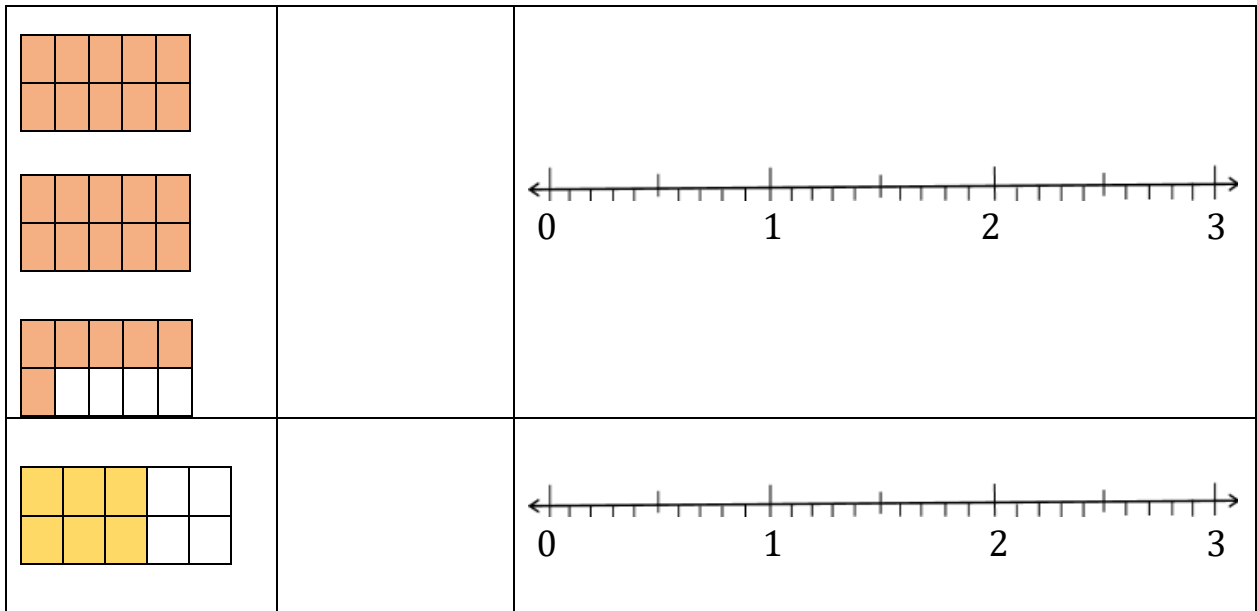
2. Place the given numbers on the number line.

1.6, 2.3, 0.8, 1.9, 2.1, 2.8



3. Write the mixed numbers for the following diagrams and place them on the number line.  
An example has been given.

Diagram	Mixed number	Number line
	$1\frac{8}{10}$	



**Number sequence** follows a specific pattern of numbers.

**Rule** for a number sequence is defined by its pattern for example: add 4 or subtract 5

4. Identify the pattern in the number sequences given in the table below and explain the rule in each case.

Sequence	Rule
a. 6313, 6413, 6513, 6613, 6713, 6813, 6913	The rule is: add 100
b. 6.0, 5.7, 5.4, 5.1, 4.8, 4.5, 4.2	The rule is: _____
c. 430, 435, 440, 445, 450, 455, 460	The rule is: _____
d. 806, 804, 802, 800, 798, 796	The rule is: _____

5. Here are the rules for some sequences.

The first term in each sequence is given. Write the next four terms.

a) The rule is '**add 10**'.

Starting number is 326, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b) The rule is '**subtract 3**'

Starting number is 7349, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c) The rule is '**add 0.5**'

Starting number is 3.3, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

d) The rule is '**add 0.2**'

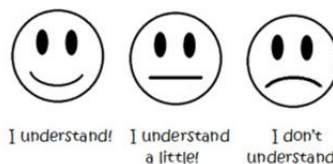
Starting number is 5.1, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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# Mathematics

## Self-Assessment-Day 3

### Grade III



Name: \_\_\_\_\_

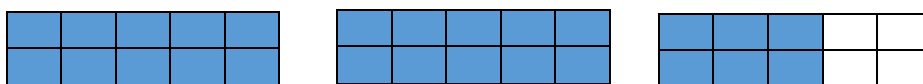
Date: \_\_\_\_\_

**Instructions:** After attempting this assessment colour on the level of your understanding above.

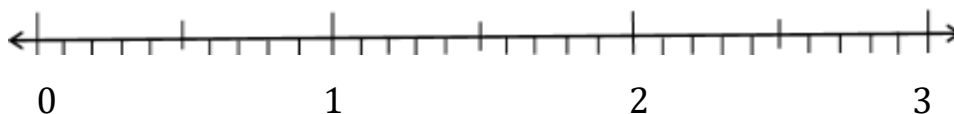
[ /8]

- Write the mixed number for the following diagrams and draw arrows to place them on the number line given below:

( /2)



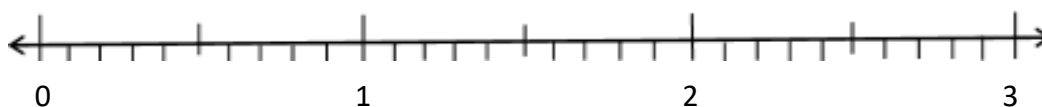
\_\_\_\_\_ = \_\_\_\_\_



- Use arrow heads to place these numbers on the number line and arrange them from the smallest to the largest.

( /2)

0.5, three-tenths, 1.7, two and four tenths



\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_  
smallest largest



3. Here is a rule for a sequence.

The first term is given.

Write the **next four** terms in the sequence.

( /2)

The rule is **subtract 0.5**

6.5, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. Write the next three terms and explain the rule.

( /2)

4536, 4436, 4336, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

The rule is \_\_\_\_\_

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# Mathematics

WS No. 4

2D & 3D Shapes;

Line of Symmetry



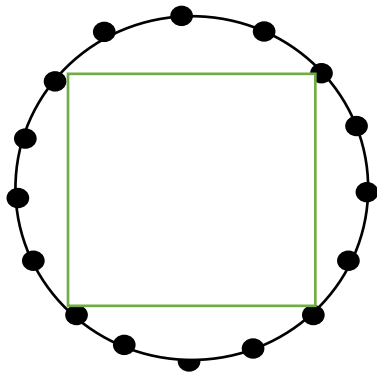
Name: \_\_\_\_\_ Grade: III Sec: \_\_ Week: 2 Day: 4 Date: \_\_\_\_\_

**Note:** This work can be done on notebooks or loose sheets.

Click on the following link and watch this video first. D4-V1

[https://drive.google.com/open?id=1w3Fy9qOfWt6dyXq4r8kqAXe\\_ydtae2TF](https://drive.google.com/open?id=1w3Fy9qOfWt6dyXq4r8kqAXe_ydtae2TF)

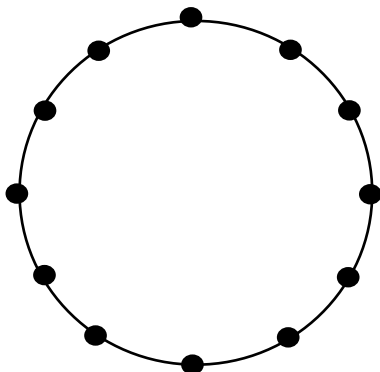
1. On this circle I have drawn a quadrilateral.



**Quad**-refers to four so a quadrilateral has four sides and vertices.

**Hexa**-refers to 6 and **octa**-refers to 8 so a hexagon has six and an octagon has eight sides and vertices.

- a) On this circle draw a hexagon

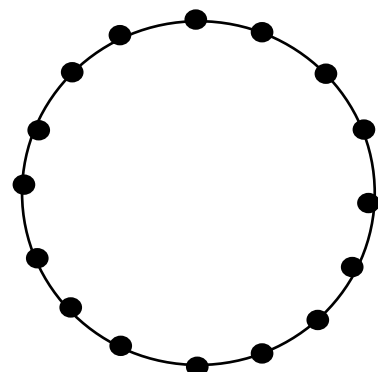


Did you draw a regular hexagon or an irregular hexagon?

How do you know?

1 \_\_\_\_\_

- b) On this circle draw an octagon



Did you draw a regular octagon or an irregular octagon?

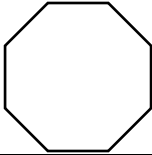
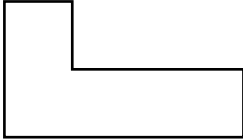
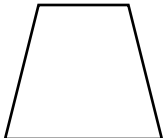
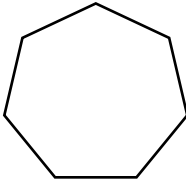
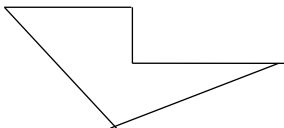
How do you know?

\_\_\_\_\_

Click on the following link and watch this video first. D4-V2

<https://drive.google.com/open?id=1A-A5O4bsWH4W-y0g3g3wUMAogs0Qzf96>

2. Match the shapes with their names.

Shapes	Names
	an irregular pentagon
	a regular octagon
	a regular heptagon
	an irregular quadrilateral
	an irregular hexagon

Complete the following sentences:

A shape is a **polygon** if

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A polygon is **regular** if

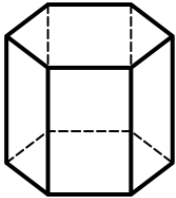
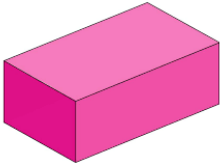
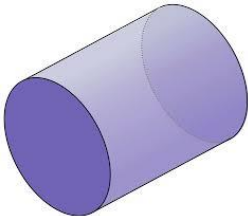
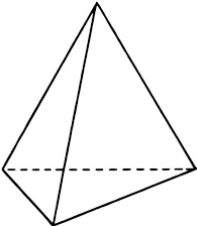
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Click on the following link and watch this video first. D4-V2

<https://drive.google.com/open?id=14YITdo81tqtnaGulPkMKeRz6aFnqc5HW>

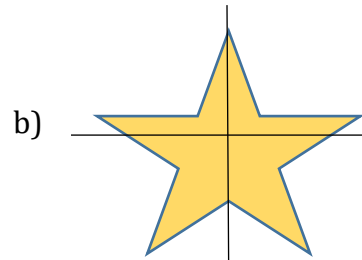
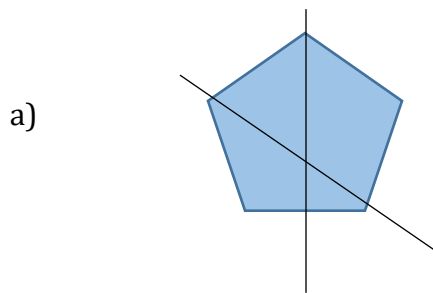
3. Observe the given 3D shapes and complete the table given below:

	<b>Name of shape</b>	<b>Number of faces</b>	<b>Number of vertices</b>	<b>Number of edges</b>
				
				
				
				

Click on the following link and watch this video first. D4-V4

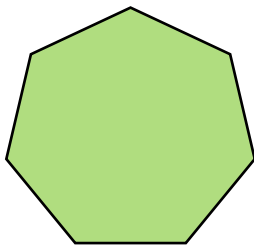
<https://drive.google.com/open?id=1pFBkNAfr5txBIndZBFOV9aV3OCfNPS1G>

4. Look at the two lines on each shape. One is the line of symmetry. The other is not. Put a tick beside the line that you think is a line of symmetry.

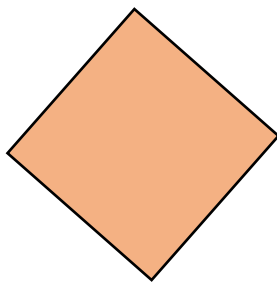


5. Draw all lines of symmetry on these polygons.

a)



b)

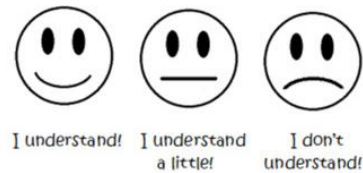


A 2D shape when folded along a line in such a way that one part exactly fits over the other. That line is called the line of symmetry. It could be vertical, horizontal or diagonal.

# Mathematics

## Self-Assessment-Day 4

### Grade III



Name: \_\_\_\_\_

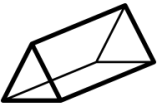
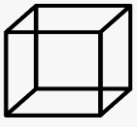
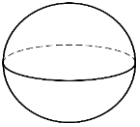
Date: \_\_\_\_\_

**Instructions:** After attempting this assessment colour on the level of your understanding above.

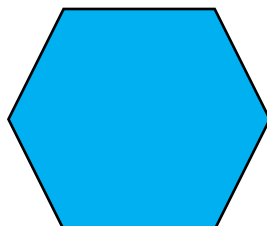
[ /8]

1. Carefully observe the 3D shapes and **complete** the table.

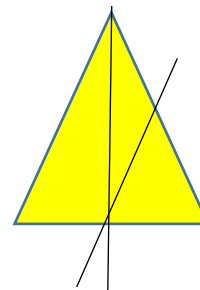
( /6)

	Name of the shape	Number of faces	Number of vertices	Number of edges
				
				
				

2. **Draw** all lines of symmetry on the given hexagon. ( /1)



3. Look at the two lines on each shape. One is the line of symmetry the other is not. **Put a circle** around the line that you think is a line of symmetry. ( /1)



## Mathematics

WS No. 5

Time (12-hour clock);

Sequencing Time

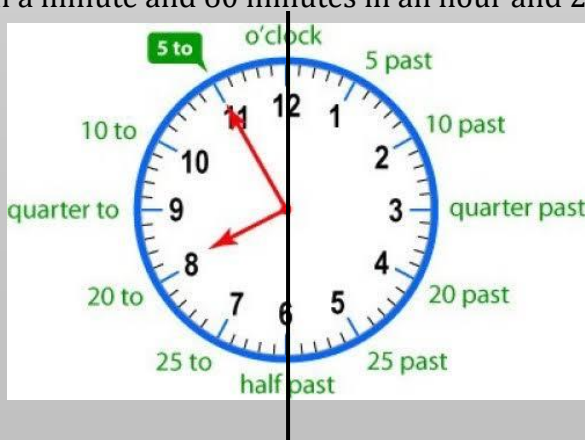


Name: \_\_\_\_\_ Grade: III Sec: \_\_ Week: 2 Day: 5 Date: \_\_\_\_\_

**Note:** This work can be done on notebooks or loose sheets.

The shorter hand in an **analogue clock** represents the hour hand and the longer one is the minute hand.

There are 60 seconds in a minute and 60 minutes in an hour and 24 hours make a day.



Click on the following link and watch this video first. D5-V1, D5-V2 and D5-V3:





<https://drive.google.com/open?id=1bu4D7OpLx2jF8Gn194G6ahArgjLlbcJr>

<https://drive.google.com/open?id=1TVXSeAYs6IVYVITqIUhNHGhLNQ4QMK7K>

[https://drive.google.com/open?id=1j7VAr3-N9y7DUQ\\_JlrzQLNrJExkxSnxl](https://drive.google.com/open?id=1j7VAr3-N9y7DUQ_JlrzQLNrJExkxSnxl)

1. Write down the time shown in the clocks in digital and in words.

Analogue clock	Digital	Time in words
	2: 23	23 minutes past 2

Analogue clock	Digital	Time in words
		
		
		
		18 minutes to 1

An analogue clock shows the same time twice during 24 hours.  
 From midnight to 12:00 noon we write **a.m.**  
 (a.m. is the abbreviation for ante-meridiem  
 ante-means before in Latin; meridian means  
 midday)  
 From noon to midnight we write **p.m.**  
 (abbreviation for post meridian; after  
 midday)

#### Remember:

After mid-day that is 12:00 noon a.m. is changed to p.m.

Therefore, we write for instance 1:25 p.m.

#### Likewise

After mid-night that is 12:00 at night  
 p.m. is changed to a.m.

Therefore, we write for instance 2:25 a.m.

Click on the following link and watch this video first. D5-V4:

<https://drive.google.com/open?id=1yx4cHl2c3LwCjivTbw0lIH4BRjwrQSt>



2. Continue these time sequences.  
An example has been given to you.

**Example:**

11:40am, 12:40pm, 1:40pm, 2:40pm, 3:40pm

- a) 6:25 am, 6:35am, 6:45am, \_\_\_\_\_, \_\_\_\_\_
- b) 9: 55pm, 10:55pm, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- c) 8:32am, 8:37am, \_\_\_\_\_, 8:47am, \_\_\_\_\_, \_\_\_\_\_
- d) 11:30am, 11:45am, \_\_\_\_\_, \_\_\_\_\_, 12:30pm, \_\_\_\_\_

3. Write the given events in order of their occurrence.  
Start with the letter of event that happened first.

**A**  
Lunch at half past 2 in  
the afternoon

**B**  
Play time at 6:15 p.m.

**C**  
Wakeup at quarter to 8 in  
the morning

**D**  
Watch TV at half past 5 in  
the evening.

**E**  
Breakfast at 9:30 a.m.

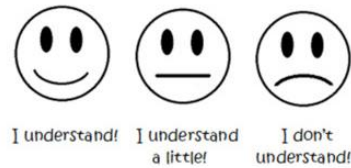
**F**  
Meet my friend at 8:00  
p.m.

Order of events: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

# Mathematics

## Self-Assessment-Day 5

### Grade III



Name: \_\_\_\_\_

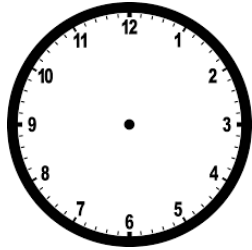
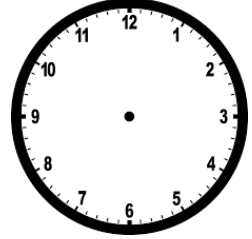
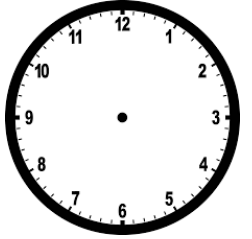
Date: \_\_\_\_\_

**Instructions:** After attempting this assessment colour on the level of your understanding above.

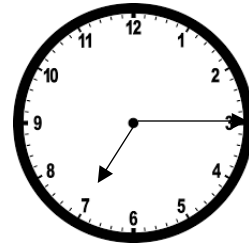
[ /10]

1. Complete the table given below:

( /4)

	Time in words	Digital	Analogue
I get up at:		6:00 a.m.	
I arrive school at:	quarter to 8 in the morning		
Playtime is at:		5:30 p.m.	

I have my  
dinner at:



2. Put these events in the correct order.

( /3)



a) Playtime at 5:30p.m.



b) Study time at 9:10a.m.



c) Watch T.V at 7:25p.m.



d) go to school at 7:30a.m.



e) Lunch time at 11:15a.m



f) Sleep at 10:00 p.m.

Start from the event happened first:


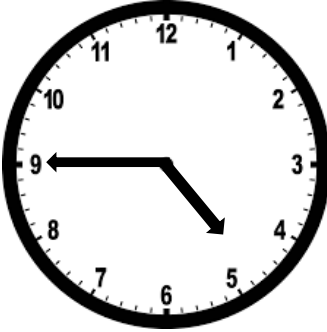
\_\_\_\_\_

3. Here are some clocks showing times between 4 o' clock and 5 o' clock.

Complete this table.

*Write number of **minutes past 4 o' clock** and  
the number of **minutes to 5 o'clock**.*

(     /3)

	Number of minutes past 4 o'clock	Number of minutes to 5 o' clock	How do you say this time in words?
			
			

# Mathematics

WS No. 6

Position and Movement



Name: \_\_\_\_\_ Grade: III Sec: \_\_ Week: 2 Day: 6 Date: \_\_\_\_\_

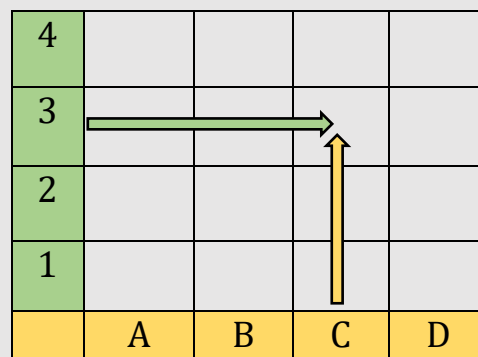
**Note:** This work can be done on notebooks or loose sheets.

Horizontal axis on a grid is labelled with alphabets

Vertical axis is labelled with numbers

To read the coordinates of a square, we read the letter first then the number e.g. **C3**.

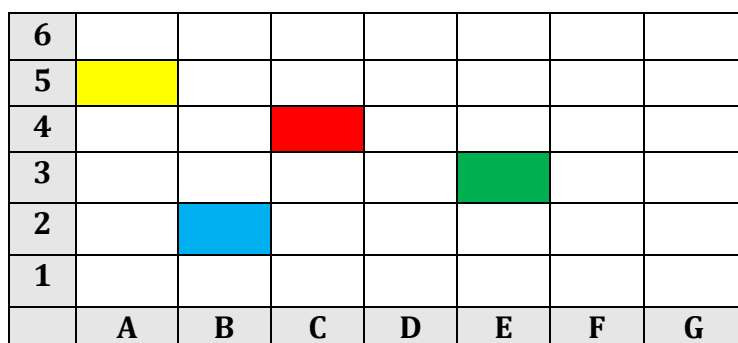
Run before you fly



Click on the following link and watch this video first. D6-V1:

[https://drive.google.com/open?id=1zPycqHJVfF8rW\\_gxgYFfsKGnB0K9WS7L](https://drive.google.com/open?id=1zPycqHJVfF8rW_gxgYFfsKGnB0K9WS7L)

1. Look at the grid and answer the following questions.



Write the coordinates of the following colours.

a) Red \_\_\_\_\_

b) Yellow \_\_\_\_\_

c) Green \_\_\_\_\_

d) Blue \_\_\_\_\_

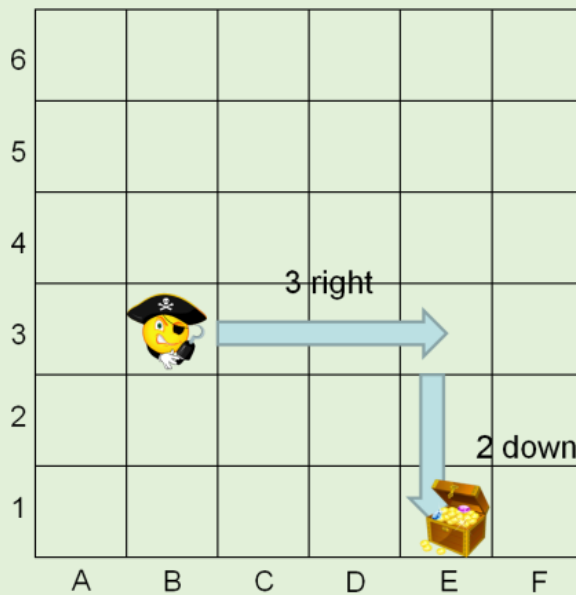
e) Colour **G1** in orange and **F5** in purple.

- ✓ To move on a grid, follow the mnemonic







**“Walk before you fly”**

Move across i.e. left or right  
and then move up or down.

- ✓ The square you are stepping out is not counted, however the square you are stepping in is counted.



2. Help John to collect all these 5 fruits. One example has been given to you.

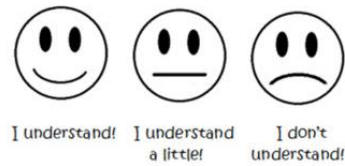
6						
5						
4						
3						
2						
1						
	A	B	C	D	E	F

- a) To get to the banana, John will move across (~~right/left~~) 2 squares and (~~up/down~~) 1 square.
- b) To get from banana to orange, he will move across (right/left) \_\_\_\_\_ squares and up/down \_\_\_\_\_ squares
- c) To get from orange to water melon, he will move across (right/left) \_\_\_\_\_ squares and up/down \_\_\_\_\_ squares
- d) To get from water melon to apple, he will move across (right/left) \_\_\_\_\_ squares and up/down \_\_\_\_\_ squares
- e) To get from apple to strawberry, he will move across (right/left) \_\_\_\_\_ squares and up /down \_\_\_\_\_ squares

# Mathematics

## Self-Assessment-Day 6

### Grade III










Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** After attempting this assessment colour on the level of your understanding above.

1. Look at this grid. And answer the questions given below: [ /10]

7							
6							
5							
4							
3							
2							
1							
	A	B	C	D	E	F	G



a) Write down the coordinates of the:

- i. school bag \_\_\_\_\_
- ii. toy car \_\_\_\_\_
- iii. lunch box \_\_\_\_\_
- iv. teddy bear \_\_\_\_\_
- v. chocolate \_\_\_\_\_

b) There is \_\_\_\_\_ in **D, 6** and \_\_\_\_\_ in **F, 7**.

c) Add an apple in **G, 5**.

d) Complete the following sentences:

- i. To get from **school bag** to **books** you need to move across (right/left) \_\_\_\_\_ squares and up/down \_\_\_\_\_ squares.
  - ii. To get from **football** to **toy car** you need to move across (right/left) \_\_\_\_\_ squares and up/down \_\_\_\_\_ squares.
-