

Items for Assessment of Learning Outcomes

Mathematics Class 3



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SECTOR-32 UT CHANDIGARH



CHAPTER I

Where to Look From

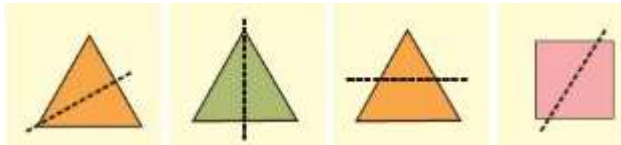
LEARNING OBJECTIVE

- Builds on a symmetrical geometric pattern using a dot grid.

LEARNING OUTCOMES

- Acquires understanding about 2D shapes
- Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.
- Describes 2D shapes by the number of sides, corners and diagonals.

Q 1. Look at the given Picture and answer the following questions

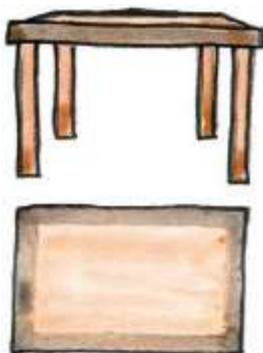


(i) (ii) (iii) (iv)

Find the picture in which the dotted line divide each into two similar mirror halves?

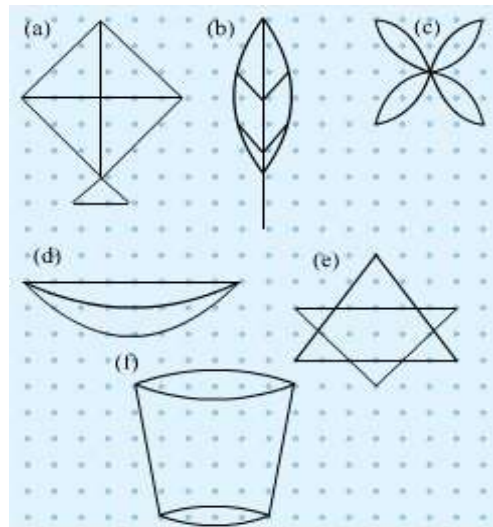
- (a) (i) & (iv)
- (b) (ii) & (iii)
- (c) (i) & (ii)
- (d) (iii) & (iv)

Q 2. Look at the pictures drawn here. Which shape is seen when looking from the top.



- (a) Square
- (b) Triangle
- (c) Rectangle
- (d) Circle

Q 3. Look at the given picture and answer the following questions



(a) Which Pictures are made from straight lines?

(i) (f) & (c)

(ii) (b) & (d)

(iii) (d) & (a)

(iv) (a) & (e)

(b) Which Pictures are made from curved lines?

(i) (f), (c), (b) & (d)

(ii) (a), (c), (b) & (d)

(iii) (f), (c), (b) & (e)

(iv) (f), (a), (b) & (d)

Q 4. Which letter can be divided in to two similar halves ?

(a) J (b) X (c) G (d) P

Answers:

1- (c) 2- (c) 3(a)- (iv) 3(b)- (i) 4- (b)

CHAPTER II

Fun with Numbers

LEARNING OBJECTIVE

- Numerals 100-500: Counts (concretely, pictorially and symbolically) and recites number names
- Numerals 100-500: Identifies and write numerals/number names
- Numerals 501-999: Counts (pictorially and symbolically) and recites number names
- Numerals 501-999: Identifies and write numerals/number names
- Numerals 100-500: Completes number sequences by counting forward and backwards without skips
- Numerals 501-999: Completes number sequences by counting forward and backwards without skips
- Numbers 100-500: Completes number sequences with skips counts forward and backward in 2s, 4s, 5s, 10s, and 50s
- Numbers 501-999: Completes number sequences with skips counts forward and backward in 2s, 4s, 5s, 10s, and 50s
- Composes and decomposes numbers into hundreds, tens and ones (concrete, pictorial, numerical)
- Numerals 100-900: Compares groups and numbers using $<$ and $>$ symbols
- Numerals 100-900: Sequences numbers in increasing or decreasing order

LEARNING OUTCOMES

- Works with three-digit numbers
- Reads and writes numbers up to 999 using place value
- Compares numbers up to 999 for their value based on their place value
- Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999
- Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situation
- Analyses and applies an appropriate number operation in the situation/context
- Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.

Q 1. Indicate the place value of 4 in the given number 342 ____

- (a) 0 (b) 4 (c) 40 (d) 400

Q 2. Next number in the sequence

107, 109, 111, _____

- (a) 115 (b) 113 (c) 110 (d) 108

Q 3. Make a number:-4 Hundred + 6 Tens + 4 Ones

- (a) 464 (b) 4064 (c) 4604 (d) 4640

Q 4. Find the Greatest number

425, 342, 405, 475, 125

- (a) 125 (b) 425 (c) 475 (d) 342

Q 5. Find the Smallest number

799, 100, 201, 299, 370

- (a) 370 (b) 201 (c) 799 (d) 100

Q 6. Choose the correct option

62 62

- (a) < (b) > (c) = (d) NONE

Q 7. Kohli scored 96 runs. How many runs needed to complete a century ?

- (a) 3 (b) 4 (c) 6 (d) 2

Q 8. I come between 30 and 40 and there is a 5 in my name. who am I ?

- (a) 32 (b) 34 (c) 37 (d) 35

Q 9. 10 More than 45 is = _____

- (a) 55 (b) 40 (c) 35 (d) 65

Q 10. Next number in the sequence 200,190,180. _____

- (a) 170 (b) 181 (c) 179 (d) 160

Answers:

- 1- (c) 2- (b) 3- (a) 4- (c) 5- (d)**
6- (c) 7- (b) 8- (d) 9- (a) 10- (a)

CHAPTER III

Give and Take (sum up to 999)

Learning objective

- Adds 3-digit numbers in vertical algorithm with regrouping (sum not exceeding 999) (pictorially and numerically)
- Solves one step real life problems involving addition of 3-digit numbers with and without regrouping (sum not exceeding 999)

Learning outcome

- Adds 3-digit numbers in vertical algorithm with regrouping (sum not exceeding 999) (numerically)

Q 1. Dhruv has ₹196 and Arun has ₹430. How much money do they have in all?

- (a) 646 (b) 626 (c) 636 (d) 65

Q2. ₹8 and paise 25 + ₹4 and paise 40 =

- (a) ₹12 and paise 35 (b) ₹13 and paise 35
(c) ₹12 and paise 75 (d) ₹12 and paise 65

Q 3. 13 more than 25 is _____

- (a) 35 (b) 25 (c) 38 (d) 13

Q 4. 11 less than 66 is _____

- (a) 55 (b) 77 (c) 66 (d) 44

Q 5. A train compartment is carrying 250 people. Another compartment is carrying 139 people. In all how many people are there in both the compartments?

- (a) less than 350 (b) 350 (c) more than 350 (d) 300

Q 6. Solve

$$\begin{array}{r} \text{H T O} \\ 3 \ 7 \ 5 \\ - 2 \ 7 \ 4 \\ \hline \\ \hline \end{array}$$

- (a) 100 (b) 001 (c) 201 (d) 101

Answers:

- 1- (b) 2- (d) 3- (c) 4- (b) 5- (c) 6- (d)**

CHAPTER IV

Long and Short

Learning objective

- With the understanding of standard measure of 'centimeter', uses a ruler to measure length of familiar objects in cm
- With the understanding of the standard measure of 'meter' , uses a measuring tape to measure length of familiar objects in meters
- Estimates, and compares lengths of objects in centimeter and meters (Concrete and pictorial)
- Chooses and uses appropriate standard unit (between centimeter and meter) to measure different lengths/heights
- Estimates and compares linear and non-linear paths in standard units and understands the concept of shortest distance between two points
- Appreciates that the length of objects remains the same when moved (Length Conservation) using standard units.

Learning outcome

- Estimates and measures length and distance using standard units like centimetres or meters and identifies relationships

Look at the Picture and answers the following questions.



Q 1. What is height of 1st boy in centimetres?

(a) 90 cm (b) 100 cm (c) 80 cm (d) 110 cm

Q 2. What is height of 2nd boy in centimetres?

(a) 90 cm (b) 100 cm (c) 80 cm (d) 120cm

Q 3. What is height of 3rd boy in centimetres?

(a) 140 cm (b) 100 cm (c) 80cm (d) 110cm

Q 4. Length of the mathematics book can be measured in

(a) metres (b) centimetres (c) kilometres (d) millimetres

Answers:

1- (b) 2- (d) 3- (a) 4- (b)

CHAPTER V Shapes and Designs

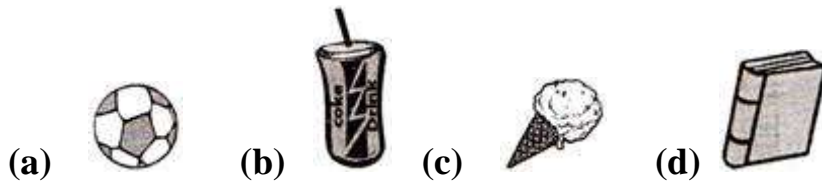
Learning objective

- Identifies repeated units in a geometric pattern and explain features of the unit (i.e. curved, straight line etc.)
- Identifies the base tile making patterns and completes the pattern leaving no gaps

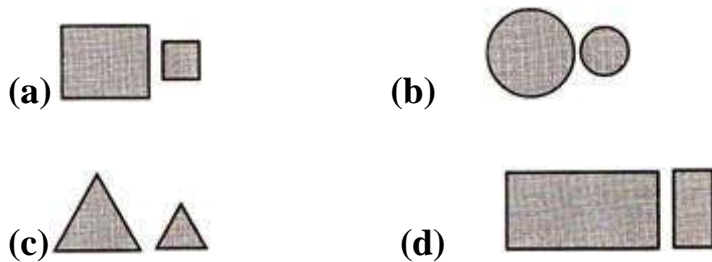
Learning outcome

- Acquires understanding about 2D shapes
- Identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.
- Describes 2D shapes by the number of sides, corners and diagonals.

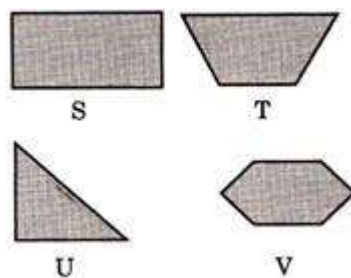
Q 1. Which of the following is the BEST example of a sphere?



Q 2. Look at the pairs of shapes. Which shows a pair of rectangle?



Q 3. Which shape has fewer than four sides?



- (a) S (b) V (c) U (d) T

Q 4 . Sheet of paper has _____ number of edges.

- (a) 3 (b) 2 (c) 1 (d) 4

Q 5.Blackboard has _____ number of corners.

- (a) 2 (b) 0 (c) 4 (d) 2

Q 6 . Circle has _____ number of corners.

- (a) 0 (b) 3 (c) 2 (d) 1

Answers:

- 1- (a) 2- (d) 3- (c) 4- (d) 5- (c) 6- (a)**

CHAPTER VI

Fun with Give and Take

Learning Objectives

- Completes number sequences with skip counts forward and backward in 2s, 4s, 5s, 10s and 50s (3-digit numbers)
- Subtracts 3-digit numbers in vertical algorithm with regrouping (pictorially and numerically)
- Solves the problems in the real-life context involving subtraction of 3-digit numbers with and without regrouping (where difference is unknown)
- Recognizes and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems.

Learning outcome

- Works with three-digit numbers
- Reads and writes numbers up to 999 using place value
- Compares numbers upto 999 for their value based on their place value
- Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999
- Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situation
- Analyses and applies an appropriate number operation in the situation /context
- Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.

Q 1. Indicate the place value and Face value of 7 in the given number

578 _____

- (a) 70, 7 (b) 7,70 (c) 7,7 (d) 70,70

Q 2. Add

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{O} \\ \\ \\ + \\ \hline \\ \hline \end{array}$$

- (a) 101 (b) 149 (c) 649 (d) 459

Q 3. Subtraction

$$\begin{array}{r} \text{H T O} \\ 874 \\ - 224 \\ \hline \\ \hline \end{array}$$

- (a) 250 (b) 349 (c) 649 (d) 650

Q 4. Reena bought a shirt for Rs. 150 and trousers for Rs. 185. How much money did she spend altogether ?

- (a) 350 (b) 335 (c) 340 (d) 325

Q5. Look at the number pattern and write the missing numbers.

100, 200, 300, _____, 500, 600, _____

- (a) 400,700 (b) 500,700 (c) 600, 700 (d) 300,400

Q 6. Look at the number pattern and write the missing number.

280, 260 , 240 , _____

- (a) 270 (b) 220 (c) 250 (d) 200

Answers:

- 1- (a) 2- (c) 3- (d) 4- (b) 5-(a) 6-(b)**

CHAPTER VII

Time Goes On...

Learning objective

- Answers questions and infers information from a calendar on months, their duration, days of the week
- Read the time on a clock to the hour and half-hour through understanding the role of the hour hand and minute hand.
- Draw minute and hour hand in a clock to represent a given time (in hours and half-hour units only)

Learning outcome

- Identifies a particular day and date on a calendar
- Reads the time correctly to the hour using a clock /watch

Q 1. Children's Day fall on

- (a) 25 December
- (b) 14 November
- (c) 2 October
- (d) 26 January

Q 2. Christmas Day fall on

- (a) 25 December
- (b) 14 November
- (c) 2 October
- (d) 26 January

Q 3. Shortest Month of the Year

- (a) February
- (b) November
- (c) October
- (d) January

Q 4. How many Days are in a weak

- (a) 28
- (b) 30
- (c) 7
- (d) 31

Q 5. How many Days are in a leap year

- (a) 365
- (b) 366
- (c) 364
- (d) 288

Q 6. Which month has thirty days?

- (a) February
- (b) April
- (c) March
- (d) January

Q 7. Number of months having thirty days?

- (a) 4
- (b) 5
- (c) 6
- (d) 7

Q 8. Number of months having thirty-one days?

- (a) 5
- (b) 6
- (c) 7
- (d) 8

Q 9. Write the time shown by the following clock faces:



- (a) 10: 10 (b) 10:05 (c) 10:20 (d) 10:00

Answers:

- 1- (b) 2- (a) 3- (a) 4- (c) 5- (b) 6- (b) 7- (a) 8- (c) 9- (a)

CHAPTER VIII

Who is Heavier?

Learning objective

- With the understanding of standard measure of 'kilogram', uses a weighing scale to measure weight of familiar objects to nearest kilogram
- Estimates and verifies weights of everyday objects (less than, equal to, or greater than 1kg)
- Compares weights of different objects in standard units (nearest kilogram)
- Solves simple addition and subtraction problems on weight involving standard units (kilograms and grams)

Learning outcome

- Weighs objects using standard units– grams and kilograms using simple balance
- Adds and subtracts measures involving grams & kilograms in life situations

Q 1. Sonu bought 5 kg of apples and 9 kg of oranges. What is the total weight of the fruits that Sonu bought?

- (a) 15 kg (b) 13 kg (c) 17 kg (d) 14 kg

Q 2. Compare the following by using symbols (<, =, >)

300g + 200g ----- 1 kg

- (a) > (b) < (c) =

Q 3. Compare the following by using symbols (<, =, >)

9kg -----9000g

- (a) > (b) < (c) =

Q 4. Compare the following by using symbols (<, =, >)

170g ----- 2kg

- (a) > (b) < (c) =

Q 5. For which of these you need a bigger bag ?

- (a) 1 Kg popcorn (b) 1 Kg sugar
(c) 1 kg potato (d) 1 Kg rice

Q 6. Which tool do you use to measure the weight.

- (a) Balance (b) scale (c) thermometer

Q 7. Which is lightest ?

- (a) A leaf (b) a pencil (c) a chair

Q 8. 1 Kg. salt is heavier than 1 Kg. cotton .

- (a) true (b) false (c) none of these

Q9. A big pumpkin can be measured in

- (a) gram (b) kilogram (c) milligram

Answers:

- 1- (d) 2- (b) 3- (c) 4- (b) 5- (a)**
6- (a) 7-(a) 8-(c) 9(b)

CHAPTER IX

How Many Times? (with 1- and 2-digit numbers)

Learning objective

- Demonstrate multiplication as repeated addition
- Represents multiplication in number statement
- Applies multiplication of one-digit number in day to day life
- Constructs tables of 5 to 9
- Constructs tables of 2 to 3
- Constructs tables of 4 to 7
- Constructs tables of 9
- Recalls and uses multiplication tables to solve simple problems
- Completes a sequence by application of multiplication tables
- Determines multiplication number families (up to 4 instances)
- Multiply 2-digit numbers with 1-digit numbers
- Multiply 2-digit numbers with 2-digit numbers

Learning outcome

- Works with three-digit numbers
- Reads and writes numbers up to 999 using place value
- Compares numbers up to 999 for their value based on their place value
- Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999
- Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situation
- Analyses and applies an appropriate number operation in the situation / context
- Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.



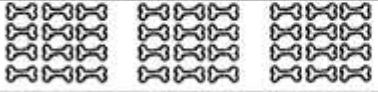

Q 1. The product of 0 and any other number is _____

- (a) 1 (b) 0 (c) both of them (d) none

Q 2. One rail coach has 8 wheels. How many wheels are in 7 coaches.

- (a) 50 (b) 56 (c) 64 (d) 49

Q 3. Dolly is celebrating her puppy's birthday whose name is Milo. Match the objects in List I with List II to help Dolly arrange material for Milo's birthday party.

	List I	List II
A.		1. 9 times 4
B.		2. 18 X 2
C.		3. 6+6+6+6+6+6
D.		4. 3 time 12

- (a) A-1 B-2 C-3 D-4
 (b) A-3 B-1 C-4 D-2
 (c) A-2 B-3 C-1 D-4
 (d) A-3 B-4 C-1 D-2

Q 4. Multiplication is a repeated _____

- (a) Addition (b) division (c) subtraction (d) none

Q 5. $12+ 12+12+12 = 12x$ _____

- (a) 3 (b) 12 (c) 10 (d) 4

Q 6. A book has 64 pages. What will be the total number of pages in 8 such books?

- (a) 512 (b) 500 (c) 400 (d) 552

Q 7. $5x$ ____ = 40

- (a) 7 (b) 8 (c) 9 (d) 0

Answers:

- 1- (b) 2- (b) 3- (d) 4- (a) 5-(d) 6-(a) 7-(b)**

CHAPTER X

Play with Patterns

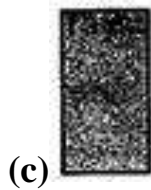
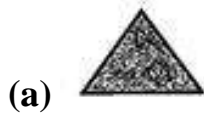
Learning objective

- Identifies the rule in a growing number sequence and extends them
- Identifies repeating unit in a geometric patterns and complete the same
- Decodes verbal messages involving patterns of alphabets and numerals
- Identifies rules in growing patterns and complete the same

Learning outcome

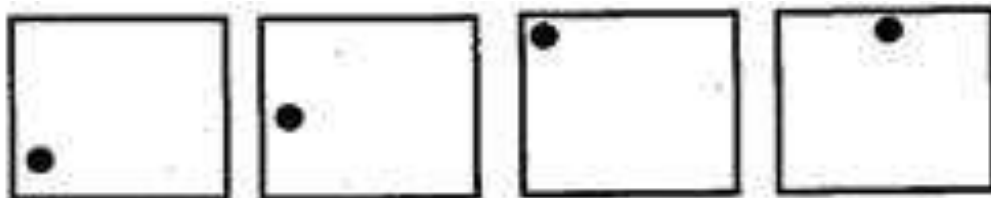
- Extends patterns in simple shapes

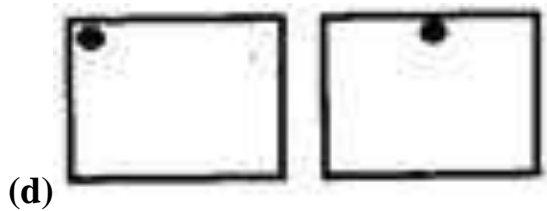
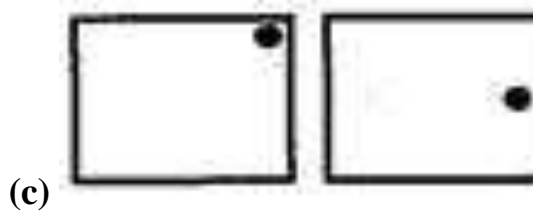
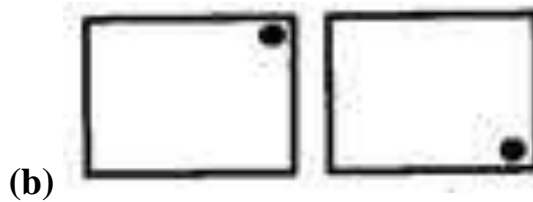
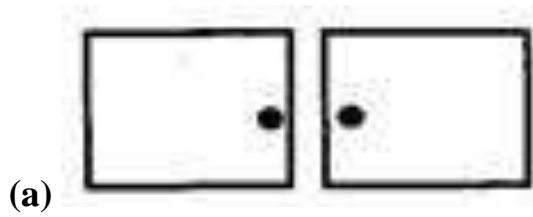
Q 1. What comes next in picture?



(d) None of these

Q 2. What are the next two terms in the pattern?





Q 3. 5H5O5W5 5A5R5E5 5Y5O5U5 is a secret message. The hidden sentence is

- (a) Where are you
- (b) How are you
- (c) You are boy

Q4 . All numbers that end with 0,2,4,6,8 are called _____ numbers.

- (a) Odd
- (b) even
- (c) natural
- (d) none

Q5 . Observe the pattern and tell what will come next.

AC , DF , GI , JL, ____

- (a) LM
- (b) LN
- (c) MO
- (d) MN

Q6. What will come next 2,4,8,16,_____

(a) 20 (b) 32 (c) 30 (d) 24

Q7. Which of the following is an odd number.

(a) 866 (b) 725 (c) 432 (d) 748

Answers:

1- (b) 2- (c) 3- (b) 4- (b) 5-(c) 6-(b) 7-(b)

CHAPTER XI

Jugs and Mugs

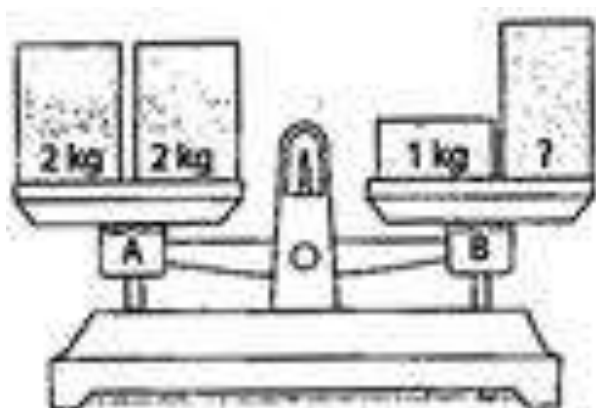
Learning objective

- With the understanding of the standard measure of 'liter', and uses a 1-litre unit to measure the capacity of familiar objects to nearest litre
- Estimates, verifies and compares capacities of everyday objects by using 1 liter as standard (concrete)
- Appreciates the principle of volume conservation (liquids)
- Solves simple addition and subtraction based real life problems on capacity involving standard units (liter)

Learning outcome

- Works with three-digit numbers
- Reads and writes numbers up to 999 using place value
- Compares numbers upto 999 for their value based on their place value
- Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999
- Constructs and uses the multiplication facts (tables) of 2, 3, 4 and 10 in daily life situation
- Analyses and applies an appropriate number operation in the situation /context
- Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction

Q 1. What weight should be added to Pan A so that both sides remain balanced?



- (a) 1KG (b) 2KG (c) 3KG (d) 4KG

Q 2. Arrange the following in ascending order/ increasing order.

- (i) Oil in a spoon, (iii) a mug full of water,
(ii) a tank full of water, (iv) a bucket full of water

- (a) (i), (ii), (iv), (iii)
(b) (iv), (iii), (i), (ii)
(c) (i), (iv), (iii), (ii)
(d) (i), (iii), (iv), (ii)

Q 3. A bucket has a capacity of 20 L. It is half filled with water. Find the quantity of water in the bucket?

- (a) 10L
(b) 11L
(c) 9L
(d) 8L

Q4. Pot B holds 12 glasses of water. Pot A holds twice as much water as Pot B. How many glasses of water are needed to fill Pot A?

- (a) 20 (b) 22 (c) 24 (d) 25

Q 5. Which of the following you will measure in litres.

- (a) Water in a cup (b) milk in a spoon (c) water in a bucket

Q6. Which one of the following you will measure in milliliters.

- (a) Water in a bucket (b) water in a tank (c) eye drops in a eye drop bottle.

Q7. Rani uses 4 glasses of water to make one jug of juice. How much water will she use to make 3 jugs of juice ?

- (a) 15 glasses (b) 12 glasses (c) 20 glasses

Answers:

- 1- (c) 2- (d) 3- (a) 4- (c) 5-(c) 6-(c) 7-(b)**

CHAPTER XII

Can We Share? (with 1- and 2-digit number)

Learning objective

- Explains division as "sharing equally"
- Expresses division as a statement.
- Solves simple real-life problems involving division (without remainder) (2-digit number)
- Recognizes and uses the relationship between multiplication and division to check calculations
- Identify missing number in a division statement

Learning outcome

- Works with three-digit numbers
- Reads and writes numbers up to 999 using place value
- Compares numbers up to 999 for their value based on their place value
- Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping, sums not exceeding 999
- Constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situation
- Analyses and applies an appropriate number operation in the situation /context
- Explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction.

Q 1. On multiplying 12 and 5, we get the same number which is obtained on multiplying _____

- (a) 4 and 15 (b) 3 and 20 (c) 2 and 30 (d) All the above

Q 2. 19 is multiplied with a number, which gives 19 as the product. The number is _____

- (a) 0 (b) 1 (c) 2 (d) 3

Q 3. Division is a repeated _____

- (a) Addition (b) subtraction (c) multiplication

Q4. Mummy bird brings 12 grains. She has 4 babies. How many grains each baby bird received.

- (a) 3 (b) 5 (c) 4 (d) 6

Q5. Five friends found Rs. 100 .If they share it equally. How much money will each get.

- (a) Rs.20 (b) Rs.50 (c) Rs.5 (d) Rs. 100

Q 6. Share 30 chocolates in to 5 friends. Each friend get ____ chocolates.

- (a) 5 (b) 35 (c) 10 (d) 6

Answers:

- 1- (d) 2- (b) 3- (b) 4- (a) 5-(a) 6- (d)

CHAPTER XIII

Smart Charts

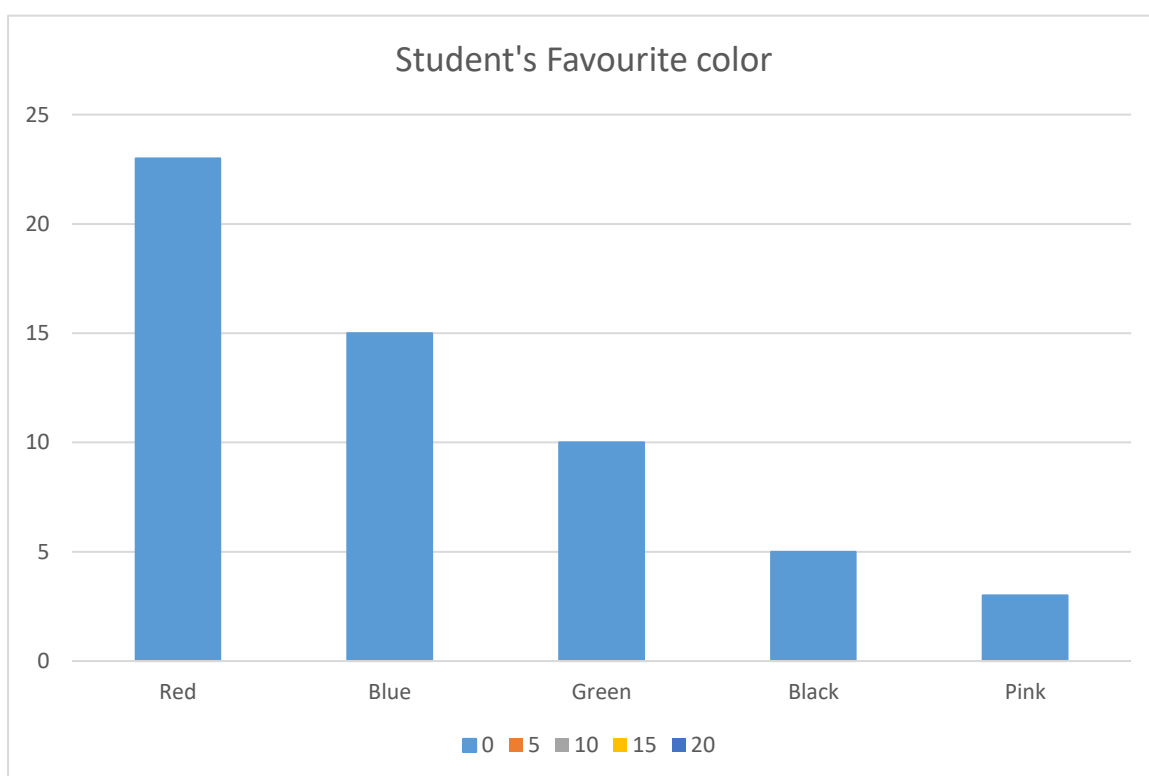
Learning objective

- Records data using tally charts and numerals in tables and answer simple questions based on the information
- Recognize patterns in recorded data, draws inferences and classifies data based on their frequency
- Represents data visually (pictographs and bar charts) and draws inferences

Learning outcome

- Records data using tally marks, represents pictorially and draws conclusions.

Q 1. Read the given Bar Graph and answer the Given Questions



With the help of the Graph, Choose the correct option

(i) Which is the most Favorite color among students?

- (a) Green (b) Blue (c) Red (d) Black

(ii) Which is the least Favorite color among students?

- (a) Green (b) Blue (c) Red (d) Pink

(iii) Number of students who liked green color?

- (a) 5 (b) 10 (c) 15 (d) 20

Q 2. Consider a garden with lots of flowers. Mary has different types of flower pots which are given in the table below:

Names of flower	Number of pots
Rose	
Lily	
Jasmine	
Tulip	
Daisy	
Violet	

Using this table, answer the below questions:

(i) How many Daisy flower pots are there?

- (a) 5 (b) 3 (c) 2 (d) 6

(ii) Which two flowers have the same number of pots

- (a) Lily, Jasmine (b) Lily, Violet (c) Tulip, Rose (d) Tulip, Lily

(iii) Which flower has the maximum number of pots?

- (a) Rose (b) Lily (c) Tulip, (d) Jasmine

Answers:

1(i)- (c) 1(ii)- (d) 1(iii)- (b) 2(i)- (c) 2(ii)- (a) 2(iii)- (c)

CHAPTER XIV
Rupees and Paisa






Learning objective

- Solves simple 2-digit addition and subtraction real life problems involving money
- Solves 2-step addition and subtraction problems involving money in a practical context, including giving change

Learning outcome

- Makes rate charts and simple bills
- Adds and subtracts measures involving grams & kilograms in life situations

Q 1. Read the table and answer the questions.

Car Color	Number of cars
Red Car 	16
Green Car 	12
Blue Car 	5
Black Car 	4
Orange Car 	13

(i) Find the total number of cars .

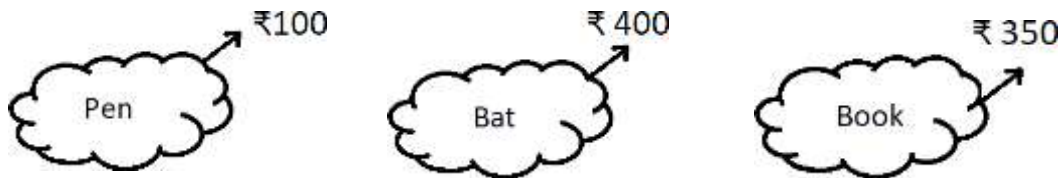
- (a) 60 (b) 40 (c) 50 (d) 49

(i) Which coloured car is highest in number.

- (a) Red (b) Orange (c) Green (d) Blue

(ii) Which coloured car is lowest in number.

- (a) Red (b) Orange (c) Green (d) Black



Q 2. Rajan has bought 1 pen, 2 bats & 3 books of the following costs. Complete the following bill.

a. Cost of 1 pen	=	1X100	=	₹
b. Cost of 2 bats	=	2X400	=	₹
c. Cost of 3 books	=	3X350	=	₹
Total Amount	=		=	₹

Answer these from above observation.

(i) Which item costs the most?

- (a) Pen (b) Book (c) Bat (d) None

(ii) Which item costs the least?

- (a) Pen (b) Book (c) Bat (d) None

(iii) What is the total amount of Bill?

- (a) 100 (b) 800 (c) 1950 (d) 1050

Q 3. Which is the smallest?

- (a) 200m (b) 300m (c) 200 cm (d) 300cm

Q 4. Harry booked a railway ticket for Rs. 185.50. He gave a 200 rupee note. How much money will he get back with the ticket.

- (a) Rs. 15 (b) Rs.14.50 (c) Rs. 15.50 (d) Rs. 85.50

Answers:

1(i)- (c) 1(ii)- (a) 1(iii)- (d) 2(i)- (b) 2(ii)- (a) 2(iii)- (c)

3- (c) 4-(b)

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*“Live as if you were to die
tomorrow. Learn as if you were
to live forever”*

- Mahatma Gandhi

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