

Items for Assessment of Learning Outcomes

Mathematics

Class 4



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SECTOR-32 UT CHANDIGARH



CHAPTER I

Building with bricks

LEARNING OBJECTIVES

- Observes and identifies various brick patterns in walls, floors and name them.
- Examines properties of a brick for a cuboid (edges, faces etc.).
- Observes specific types of brick patterns in the surroundings and names them.
- Solves problems based on daily life instances.

LEARNING OUTCOMES

- Observes, identifies and extends geometrical patterns based on symmetry
- Acquires understanding about shapes around her /him
 - a) Identifies the center, radius and diameter of the circle
 - b) Finds out shapes that can be used for Tiling
 - c) Makes cube / cuboids using the given nets
 - d) Shows through paper folding / paper cutting, ink blots, etc.
- The concept of symmetry by reflection
- Draws top view, front view and side view of simple objects
- Observes, identifies and extends geometrical patterns based on symmetry
- Applies operations of numbers in daily life
 - a) Multiplies 2- and 3-digit numbers
 - b) Divides a number by another number using different methods like –
pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication
- Creates and solves simple real-life situations / problems including money, length, mass and capacity by using the four operations

Q 1. Determine the faces and edges of the following shape.



- | | |
|--------------------------|--------------------------|
| (a) 6 faces and 12 edges | (b) 6 faces and 14 edges |
| (c) 8 faces and 12 edges | (d) 6 faces and 10 edges |

Q 2. Identify the shape of the picture?



- (a) rectangle (b) cube
(c) cuboid (d) none of the above

Q 3. Which pattern is made in a circle?



- (a) (b) (c) (d) (e)

Q 4. Muniya wants to make a wall 1m long. Length of each brick is 10cm. How many bricks will she need to put in a line?

- (a) 10 bricks (b) 15 bricks
(c) 20 bricks (d) 12 bricks

Answers

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

CHAPTER II

Long and short





LEARNING OBJECTIVES

- Estimates and measures the distance (in cm) between the given objects
- Measures the heights of different objects using a scale
- Measures distance between objects (in meters and kilometers)
- Converts units of length (cm, m, and km).
- Measures the distance and determines the nearest and farthest points
- Solves simple real-life problems related to length and height of objects (including conversion)
- Solves simple real-life problems related to distance between objects/places (including conversion)

LEARNING OUTCOMES

- Estimates the length of an object /distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement.
- Converts meter into centimetres and vice versa.
- Solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations.

Q 1. Tania wants to choose the metric unit for the items given in list I. Match the objects in List I with units in List II to help find the metric units for the objects given below:

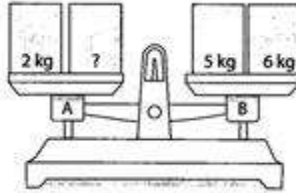
List I		List II	
A.		1.	Milimetre
B.		2.	Metre
C.		3.	Centimetre
D.		4.	Kilometre

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

Q 2. Distance from Delhi to Mumbai is measured in

- (a) Foot
- (b) Metre
- (c) Kilometre
- (d) None of the above

Q 3. Look at the pictures given below and find the weight of the objects using numbers (0 - 9) only.



- (a) 6 Kg
- (b) 8 Kg
- (c) 7 Kg
- (d) 9 Kg

Q 4. If 1 metre: 100 centimetre then 1 kilometre: ?

- (a) 100 metre
- (b) 1000 metre
- (c) 100 centimetre
- (d) 1000 centimetre

Q 5. Peenu has written following statements about the metric unit she would use to measure some objects. Find the incorrect sentence among the following sentences:

- (A) Centimetre is used to measure the length of a pencil.
- (B) Kilometre is used to measure distance from one city to another.
- (C) Metre is used to measure depth of a bucket.
- (D) Metre is used to measure height of a tree.

- (a) A
- (b) B
- (c) C
- (d) D

Q 6. Distance between your house and your school is measured in kilometre, Then Distance between your house and your neighbour's house is measured in

- (a) kilometre
- (b) millimetre
- (c) centimetre
- (d) metre

Answers

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

CHAPTER III
A TRIP TO BHOPAL

LEARNING OBJECTIVES

- Solves small number mathematical problems by estimation and verification
- Solves real life problems based on time and distance.
- Solves time and measurement related real life problems (including conversion)
- Solves contextual problems involving money
- Performs division by equal distribution method and alternative methods.

LEARNING OUTCOMES

- Applies operations of numbers in daily life
 - a) Multiplies 2- and 3-digit numbers
 - b) Divides a number by another number using different methods like – pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication
- Creates and solves simple real-life situations / problems including money, length, mass and capacity by using the four operations
- Solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations

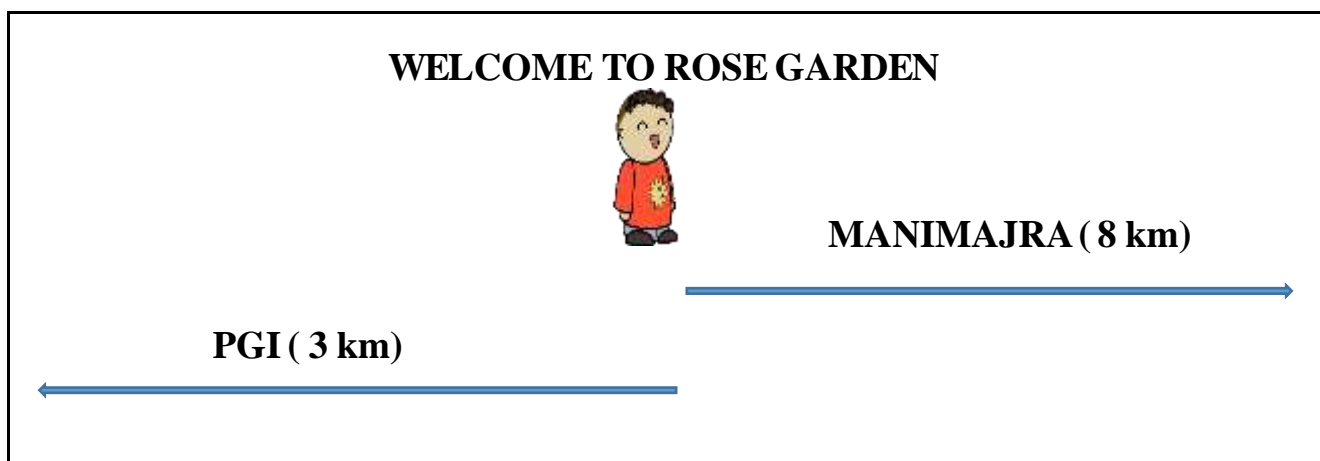
Q 1. A group of 1500 students wants to ride a roller coaster. If the cars on the roller coaster can each hold 5 people, how many cars will the students need?

- (a) 200 (c) 300
(b) 300 (d) 400

Q 2. Kiran bought 5 cookies all of which were having equal price. If the total amount paid by her was ₹33, what was the price of 1 cookie?

- (a) ₹5 (c) ₹5.50
(b) ₹6 (d) ₹6.60

Q 3. Look at the board and tell how far PGI from Manimajra is.



- (a) 9 Km (c) 12 Km
(b) 11 Km (d) 5 Km

Q 4. Janaki went to attend her mathematics class at 9:45 a.m. and came out at 11:40 a.m. What was the duration of her mathematics class?

- (a) 1 hour 55 minutes (c) 1 hour 45 minutes
(b) 1 hour 30 minutes (d) 1 hour 50 minutes

Q 5. Distance from Delhi to Agra is measured in:

- (a) Foot (c) Kilometre
(b) centimetre (d) Millimetre

Answers:

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

CHAPTER IV

Tick Tick Tick

LEARNING OBJECTIVES

- Reads time from a 12-hour clock.
- Tells the duration (in minutes/hours/seconds) between the given time stamps and vice versa
- Writes time in am-pm format and relate it with daily life activities
- Writes time in 12-hour format and 24-hour format

LEARNING OUTCOMES

- Reads clock time in hour and minutes and expresses the time in a.m. And p.m.
- Calculate time intervals / duration of familiar daily life events by using forward or backward counting / addition and subtraction.
- Relates to 24-hour clock with respect to 12-hour clock.

Q 1. The figure shows a time line.



Find the duration between the two given times.

- | | |
|--------------|-------------|
| (a) 16 hours | (c) 7 hours |
| (b) 10 hours | (d) 5 hours |

Q 2. How is half past 9 in the morning written?

- | | |
|---------------|---------------|
| (a) 9:15 a.m. | (c) 9:30 a.m. |
| (b) 9:30 p.m. | (d) 9:45 a.m. |

Q 3. What time is it?



- | | |
|------------------|------------------|
| (a) 8:05 o'clock | (c) 9:00 o'clock |
| (b) 8:00 o'clock | (d) 8:10 o'clock |

Q 4. How many minutes make a hour?

- (a) 30 minutes (c) 60 minutes
(d) 50 minutes (d) 45 minutes

Q 5. The cricket match started at 8:00pm. Each half was 45 minutes. What time did the first half end?

- (a) 8:45pm (c) 8:35 pm
(b) 9:30pm (d) 9:05 pm

Q 6. Tina and Carl are traveling to New York City. Tina's plane arrives at 8:00 a.m. Carl's plane arrives 2 hours and 30 minutes later. What time does Carl's plane arrive?

- (a) 8:30 a.m. (c) 10:30 a.m.
(b) 9:30 a.m. (d) 11:30 a.m.

Answers

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

CHAPTER V

The way the world looks

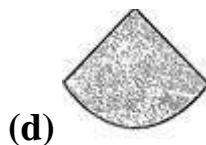
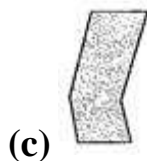
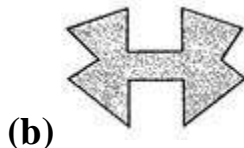
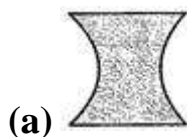
LEARNING OBJECTIVES

- Observes and draws objects from different heights.
- Observes and draws objects from different sides.
- Draws objects from different angles

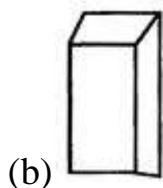
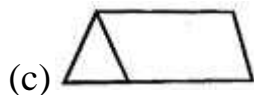
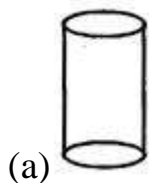
LEARNING OUTCOMES

- Acquires understanding about shapes around her /him
 - a) Identifies the center, radius and diameter of the circle
 - b) Finds out shapes that can be used for Tiling
 - c) Makes cube / cuboids using the given nets
 - d) Shows through paper folding / paper cutting, ink blots, etc.
- The concept of symmetry by reflection.
- Draws top view, front view and side view of simple objects

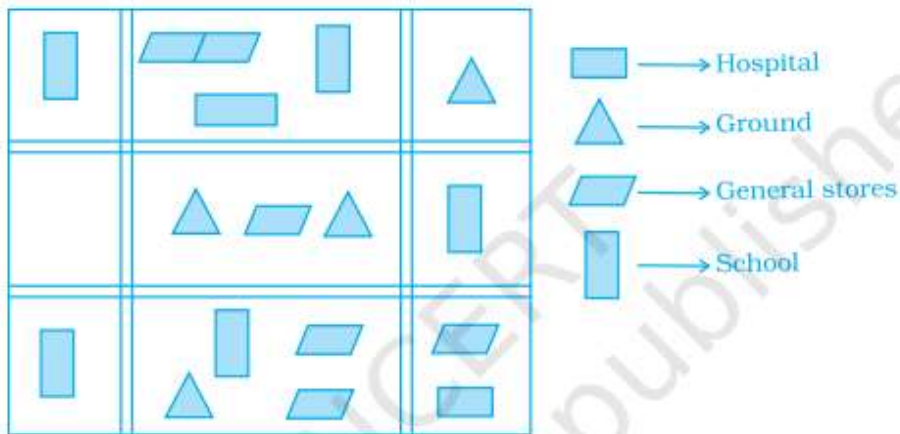
Q 1. Tessellation are tiling pattern with no gaps in between the tiles. Which of the following can tessellate?



Q 2. Which of the following is a drawing of the cylinder?



The following is the map of a town. Observe the map and answer the ques (3-4)



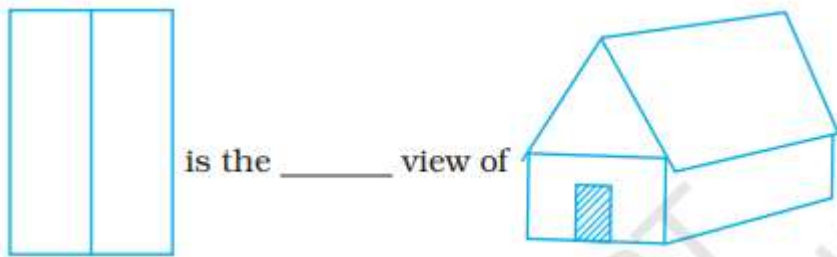
Q3. The number of hospitals in the town is

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

Q4. What is the difference between number of general stores and schools

- (a) 5
- (b) 6
- (c) 1
- (d) 2

Q5.



- (a) Top
- (b) side
- (c) Front
- (d) back

Answers

1 (c) 2 (a) 3 (b) 4 (c) 5 (a)

CHAPTER VI

The junk seller

LEARNING OBJECTIVES

- Compares the cost and calculates the total amount paid in real life situations
- Solves arithmetic sums mentally.
- Devises alternative methods to do multiplication
- Estimate and verifies the answer for various sums involving arithmetic operations.
- Solves real life problems related to currency (coins and notes).

LEARNING OUTCOMES

- Applies operations of numbers in daily life.
 - a) Multiplies 2- and 3-digit numbers
 - b) Divides a number by another number using different methods like- pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication.
- Creates and solve simple real-life situations / problems including money, length, mass and capacity by using the four operations.

Q 1. A school club has 525 members. If each member pays ₹11 as the membership fee, how much money is collected?

- (a) ₹5725 (c) ₹52511
(b) ₹5775 (d) ₹6775

Q 2. Which digit should be placed in [], so that the following multiplication is correct?

$$\begin{array}{r} 52 \square \\ \times 7 \\ \hline 3661 \\ \hline \end{array}$$

- (a) 1 (c) 4
(b) 3 (d) 7

Q 3. Identify the product $15 \times 31 \times 78$ estimated by rounding each number to the nearest ten.

- (a) 24000 (c) 42000
(b) 48000 (d) 21000

Q 4. (726–242) estimated to the nearest hundred is

- (a) 480 (c) 484
(b) 490 (d) 500

Q 5. Hari bought 3 kg Orange for ₹ 150, but he sold 1 kg Orange for ₹ 60. How much money does he earn on selling 1 kg Orange?

- (a) 10 rupees (c) 30 rupees
(b) 20 rupees (d) none of the above

Q 6. If $23 \times 3 = 69$, then 23×30 is _____

- (a) 69 (c) 6900
(b) 690 (d) none of the above

Q 7. Arun has three 10 rupee coins, five 5 rupee coins and six 2 rupee coins. Find the total amount?

- (a) 63 (c) 67
(b) 65 (d) none of the above

Q 8. For 6 pens Raju paid 54 rupees. Find the cost of one pen?

- (a) 7 rupees (c) 9 rupees
(b) 8 rupees (d) none of the above

Answers

1 (b) 2 (b) 3 (c) 4 (d) 5 (c) 6 (b) 7 (c) 8 (c)

CHAPTER VII

Jugs and mugs

LEARNING OBJECTIVES

- Estimates and measures the volume of liquids in liters and milliliters
- Estimates, measures and compares volume of different liquids.
- Solves real life problems based on volume of liquids

LEARNING OUTCOMES

- Estimates the length of an object /distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement
- Solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations

Q 1. Which of the following is equal to 1 kilolitre?

- (a) 1000 dm^3
- (b) 100 dm^3
- (c) 1 dm^3
- (d) 10 dm^3

Q 2. Small amounts of liquid are measured in:

- (a) Kilolitre
- (b) Millilitre
- (c) Kilogram
- (d) Gram

Q 3. How many millilitres are in a litre?

- (a) 1
- (b) 10
- (c) 100
- (d) 1000

Q 4. A jar can hold 4 l 250 ml honey. How much honey will be needed to fill 4 jars?

- (a) 16 litres
- (b) 15 litres
- (c) 17 litres
- (d) 17 l 250 ml

Q 5. Which vessel holds the least water and how much?



150ml



750ml



300ml



1000ml

(a) cup, 300ml

(b) cup, 150ml

(c) thermos, 750ml

(d) thermos, 1000ml

Answers

1 (a) 2 (b) 3 (d) 4 (c) 5 (b)

CHAPTER VIII

Carts and wheels

LEARNING OBJECTIVES

- Constructs circles of varied sizes with different radii.
- Measures radii of circles with the help of a ruler/measuring tape/thread.
- Identifies the centre of the circle.

LEARNING OUTCOMES

- Acquires understanding about shapes around her /him
 - a) Identifies the center, radius and diameter of the circle
 - b) Finds out shapes that can be used for Tiling
 - c) Makes cube / cuboids using the given nets
 - d) Shows through paper folding / paper cutting, ink blots, etc.
- The concept of symmetry by reflection
- Draws top view, front view and side view of simple objects

Q 1. Find the radius and diameter of the following circle.



- (a) Radius 72 in, Diameter 36 in
- (b) Radius 36 in, Diameter 18 in
- (c) Radius 36 in, Diameter 75 in
- (d) Radius 36 in, Diameter 72 in

Q 2. How many lines of symmetry does the shape shown have?



- (a) 0
- (b) 1
- (c) 2
- (d) 4

Q 3. Which figure has more radius?



Bangle



Tyre



Plate



Clock

(a) Bangle

(b) Tyre

(b) Plate

(d) Clock

Q 4. Half a circle is called a

(c) radius

(b) diameter

(c) semicircle

(d) triangle

Q 5. When the diameter is 10.8 cm, the radius is

(a) 4.8 cm

(b) 5.6cm

(c) 5.2cm

(d) 5.4cm

Q 6. If the radius is 4.5 cm, the diameter is

(a) 7cm

(b) 8cm

(c) 9cm

(d) 6cm

Q 7. The distance between the centre and a point on the circle is called.....

(a) radius

(b) diameter

(c) semicircle

(d) triangle

Q 8. The distance around the circle is known as.....

(a) radius

(b) diameter

(c) semicircle

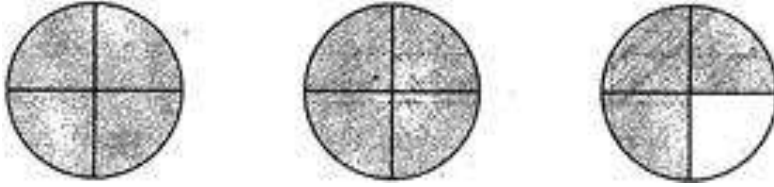
(d) circumference

Answers

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

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

Q 3. What fraction is the shaded part?



(a) 1

(b) $\frac{23}{14}$

(c) $\frac{11}{12}$

(d) $\frac{13}{14}$

Q 4. Pick the odd one out.

(a) $\frac{2}{5}$

(b) $\frac{8}{20}$

(c) $\frac{3}{5}$

(d) $\frac{6}{15}$

Q 5. There are 60 students in a class. $\frac{1}{6}$ of them are absent. How many students are absent?

(a) 11

(b) 10

(c) 9

(d) 12

Answers

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

CHAPTER X

Play with patterns

LEARNING OBJECTIVES

- Identifies and extends the patterns using blocks and geometrical shapes.
- Identifies and extends the patterns using numbers and letters.
- Solves magic squares and magic triangles.
- Identifies and extends various number patterns
- Completes the given tiling patterns observes

LEARNING OUTCOMES

- Observes, identifies and extends geometrical patterns based on symmetry
- Identifies the pattern in multiplication and division (up to multiple of 9)

Q 1. Find the missing numbers

8	1	6
3	?	7
4	9	2

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

Q 2. Find the missing number in the given pattern? $\textcircled{4}, \textcircled{8}, \textcircled{12}, \textcircled{16}, \underline{\quad}, \textcircled{24}, \underline{\quad}, \textcircled{32}$

- (a) 20, 28 (c) 28, 30
(b) 26, 30 (d) 25, 30

Q 3. Find the missing letter in the given series. $\boxed{B} \quad \boxed{E} \quad \boxed{H} \quad \boxed{K} \quad \boxed{N} \quad \boxed{?}$

- (a) O (c) Q
(b) P (d) R

Q 4. If 😊😊 Stands for 30, for which number will 😊😊😊😊😊😊 stand?

- (c) 60 (c) 70
(d) 80 (d) 75

Q 5. What is the number in [] if $8 \times 6 = 2 \times [] \times 8$?

- (a) 32 (c) 4
(b) 3 (d) 2

Q 6. What is the value of $13+6-2+5\times 4$?

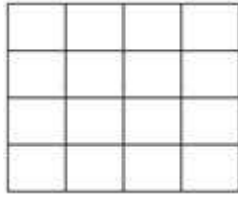
(a) 37

(c) 45

(b) 28

(d) 25

Q 7. How many squares are there in the following picture?



(a) 13

(c) 14

(b) 15

(d) 16

Answers

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

CHAPTER XI

Tables and shares

LEARNING OBJECTIVES

- Relates the concept of multiplication to the arrangement of things in an array.
- Solves a variety of daily life problems using multiplication.
- Solves problems based on division with large numbers using repeated subtraction.
- Devises alternative method of division apart from standard algorithm.
- Solves daily life problems based on division.
- Multiplies or divide the given numbers.
- Extends the number pattern for a given situation to find the unknown value.
- Identifies the pattern in multiplication and division (up to multiple of 9).

LEARNING OUTCOMES

- Applies operations of numbers in daily life
 - a) Multiplies 2- and 3-digit numbers
 - b) Divides a number by another number using different methods like – pictorially (by drawing dots), equal grouping or repeated subtraction and by using inter-relationship between division and multiplication
- Creates and solves simple real-life situations / problems including money, length, mass and capacity by using the four operations
- Identifies the pattern in multiplication and division (up to multiple of 9)

Q 1. If the cost of 1 litre of a cough syrup is ₹480.40, find the cost of 500 ml.

- | | |
|-------------|-------------|
| (a) ₹200.40 | (c) ₹220.40 |
| (b) ₹260.40 | (d) ₹240.20 |

Q 2. Find the missing value: 120, 60, __, 15, __.

- | | |
|-------------|-------------|
| (a) 25, 8 | (c) 30, 7.5 |
| (b) 30, 8.5 | (d) 25, 10 |

Q 3. Johnny used the rule "double the number". Which pair of numbers will be the next two numbers using the rule?

3, 6, 12, 24, ..., ...

- | | |
|------------|-----------------------|
| (a) 36, 72 | (c) 96, 144 |
| (b) 48, 72 | (d) None of the above |

Q 4. There are 61 boxes of pencils in a store. There are 14 pencils in each box. How many pencils are in the store?

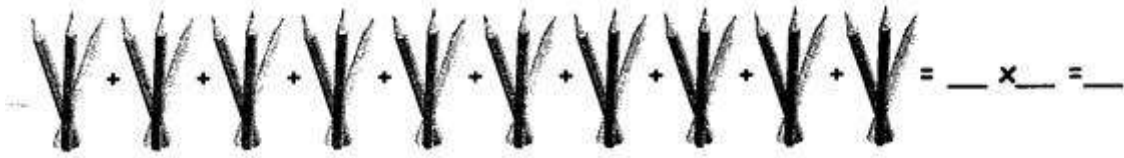
(a) 854

(c) 754

(b) 975

(d) 847

Q 5. Solve the problem.



(a) $3 \times 10 = 30$

(c) $3 \times 9 = 27$

(b) $3 \times 8 = 24$

(d) $3 \times 10 = 10$

Q 6. If 2 glasses of water is required to cook 1 glass of rice. Then how many glasses of water are required to cook 15 glasses of rice.

(a) 15

(c) 2

(b) 30

(d) 17

Answers

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

CHAPTER XII
How heavy? How light?

LEARNING OBJECTIVES

- Adds smaller values to get a sum of 1kg
- Estimates, measures and compares the weight of objects in grams and kilograms.
- Devises alternative methods to measure heavy objects.
- Uses a variety of weights to weigh using a weighing balance.
- Solves real life problems involving weights
- Draws comparison of different objects basis on their weights

LEARNING OUTCOMES

- Estimates the length of an object /distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement
- Solve problems involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations

Q 1. Which one is heavier? One-kilogram cotton or one kg iron?

- | | |
|--------------------|-----------------------|
| (a) cotton | (c) iron |
| (b) both are equal | (d) none of the above |

Q 2. 125g is equal to _____ kg.

- | | |
|------------|-----------|
| (c) 125000 | (c) 0.125 |
| (d) 12.50 | (d) 1250 |

Q 3. Which of the following statements is not correct?

- (a) Weight of vegetables is 5 kg.
- (b) Time duration for the exam is 40 cm.
- (c) Height of a student is 153 cm.
- (d) Capacity of the drum is 100L.

Q 4. The process of finding out the size or quantity of something is:

- | | |
|-----------------|------------|
| (a) Measurement | (c) Unit |
| (b) Mass | (d) Length |

Q 5. Hariya Wants to weigh some fruits in his weighing balance. He has put a 1kg weight on left side of the balance. What weight of fruits should be added to balance the scale?



- (a) 400g
- (b) 500g

- (c) 600g
- (d) 300g





Q 6. Look at the pictures given below and find the weight to balance it. A



- (a) 1 kg
- (b) 3kg

- (c) 2kg
- (d) 4kg

Q 7. Chedilal is weighing some bricks. Match the following lists to help Chedilal in weighing bricks.

List I		List II	
A.		1.	10 kg
B.		2.	1 kg
C.		3.	100g
D.		4.	10 g

(a) A-2, B-4, C-1, D-3

(c) A-2, B-4, C-3, D-1

(b) A-4, B-2, C-3, D-1

(d) A-4, B-2, C-1, D-3

Q 8. A pineapple weighs 1 kg 200g. How many pineapples would weigh 3 kg 600lg?

(a) 1

(c) 2

(b) 3

(d) 4

Answers

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

CHAPTER XIII

Fields and fences

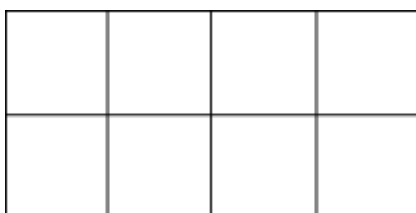
LEARNING OBJECTIVES

- Recognizes the total length of boundary as the perimeter of a plane figure and calculates perimeter of simple shapes.
- Estimates and compares the perimeter of various figures
- Solves real life problems involving perimeter of simple shapes
- Determines the size of a shape by using a smaller shape as a unit
- Determines the size (or area) of simple geometrical shapes and irregular figures given on a square grid.
- Solves real life problems based on the area of plane figures

LEARNING OUTCOMES

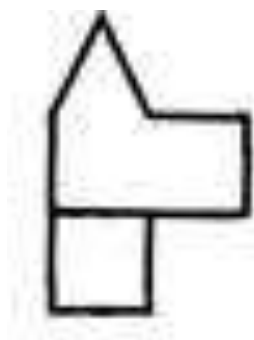
- Explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit.

Q 1. If perimeter of 1 small square is 4m then what is the area of the whole figure?



- (a) 4 square metre (b) 8 square metre
(c) 16 square meter (d) 6 square metre

Q 2. Find the perimeter in units of the figure given whose each edge of length 1 unit.

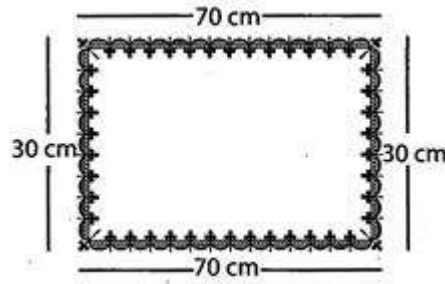


- (a) 7 (b) 8
(c) 9 (d) 10

Q 3. What is the perimeter of square of side 9 cm?

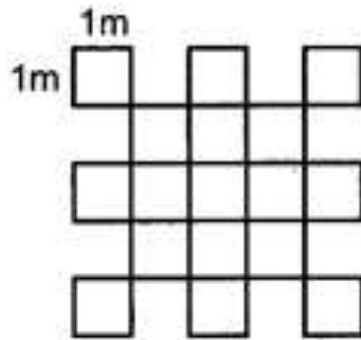
- (a) 35 cm (b) 36 cm
(c) 37 cm (d) 38 cm

Q 4. If Jhilmil aunty gave her left over 2.5m lace to Milly aunty who wants to stitch it to the border of a pillow as given below. Then how much lace would be left after completing her pillow?



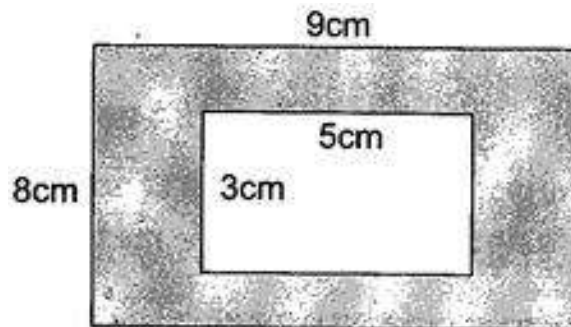
- (a) 20cm (b) 30cm
(c) 40cm (d) 50cm

Q 5. Find the area of the figure given below:



- (a) 16 square meter (b) 17 square meter
(c) 18 square meter (d) 19 square meter

Q 6. Look at the picture given below. What is the area of shaded portion?



- (a) 15 cm^2 (b) 57 cm^2
(c) 87 cm^2 (d) 72 cm^2

Answers

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

CHAPTER XIV

Smart charts

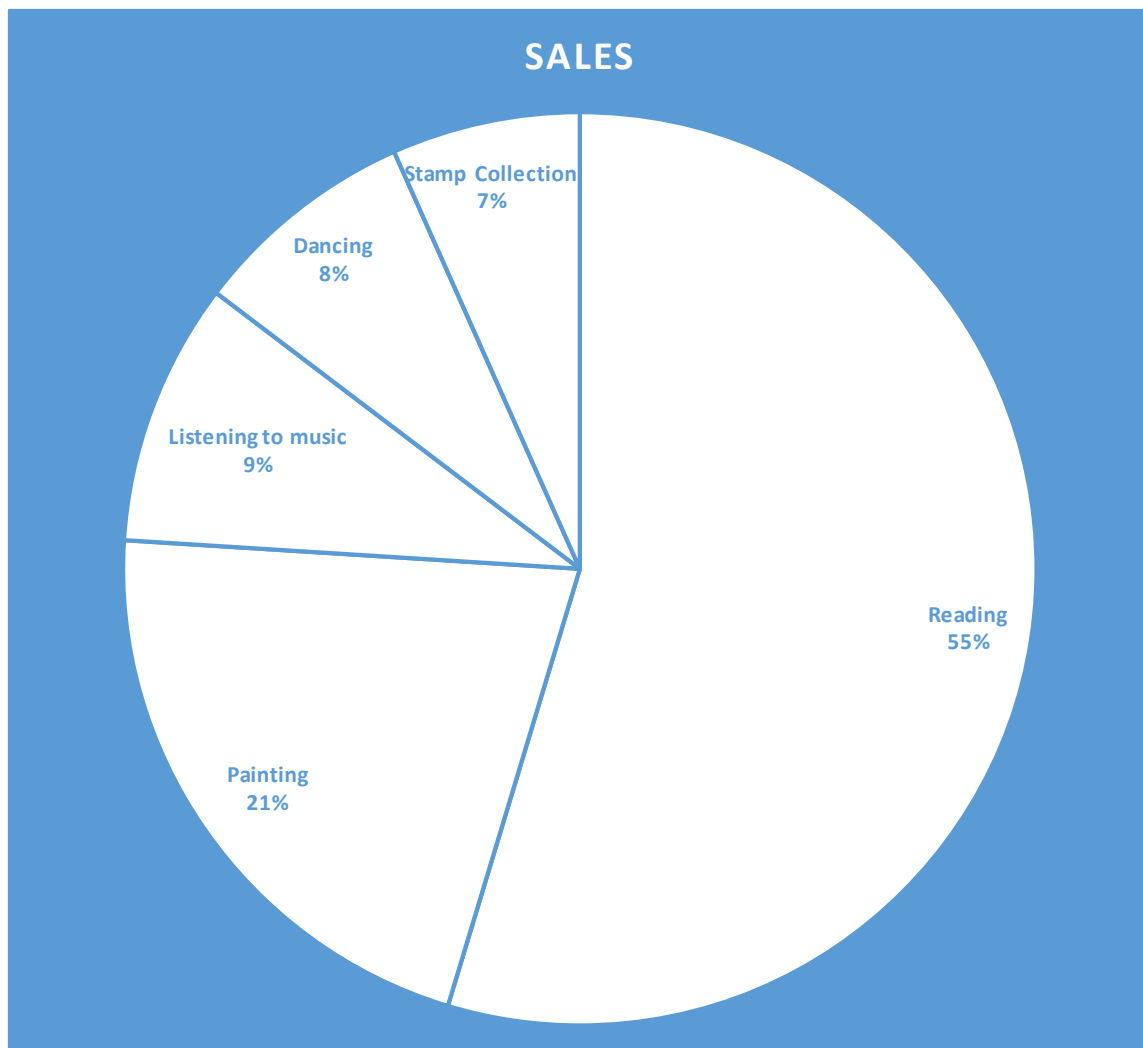
LEARNING OBJECTIVES

- Collects and records data in a tabular form.
- Reads and interprets the data recorded in a tabular form
- Draws a strip chart to represent a given information
- Reads and interprets a strip chart.
- Draws a chapatti chart to represent the information given in a tabular form

LEARNING OUTCOMES

- Represents the collected information in tables and bar graphs and draws inferences from these.

Q 1. Read the circle graph on class 4 students hobbies given below and answer the questions that follow



(i) Which was the most preferred hobby among students?

- (a) Painting
- (b) Reading
- (c) Dancing
- (d) Stamps collection

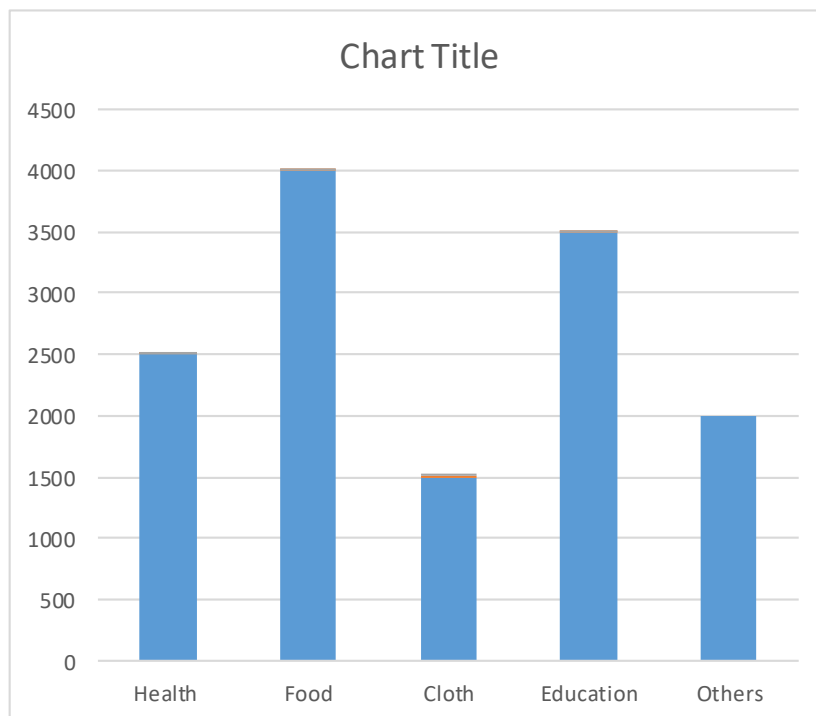
(ii) Which was the least preferred hobby among students?

- (a) Painting
- (b) Listening to music
- (c) Dancing
- (d) Stamps collection

(iii) Which was the next preferred hobby after reading among students?

- (a) Painting
- (b) Listening to music
- (c) Dancing
- (d) Stamps collection

Q 2. Read the bar graph given below which shows a family's monthly expenditure on various items.



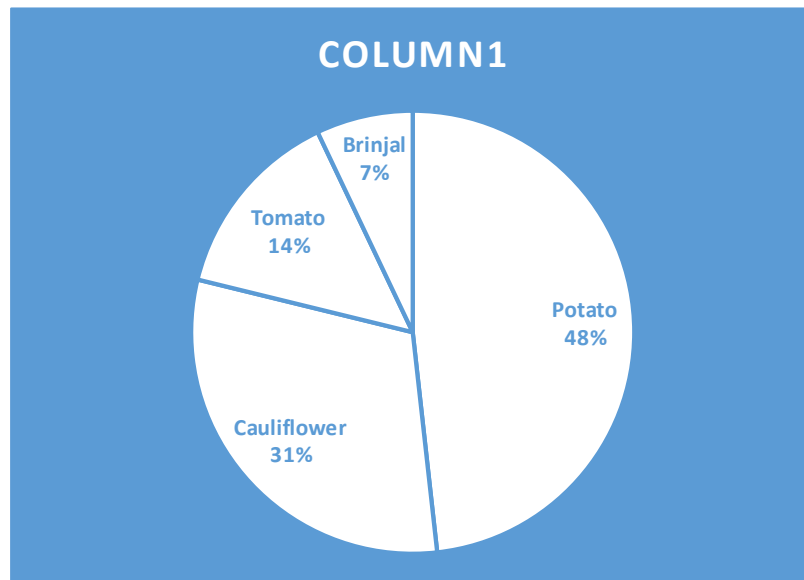
(i) On which item did the family's expenses was the highest?

- (a) Cloth
- (b) Education
- (c) Food
- (d) Health

(ii) On which item did the family's expenses was the minimum?

- (a) Cloth
- (b) Education
- (c) Food
- (d) Health

Q 3. Circle graph drawn below shows the area used to grow different vegetables in a kitchen garden.



(i) Which vegetable has been growing in the the maximum area?

- (a) Potato (b) Brinjal
(c) Tomato (d) Cauliflower

(ii) Which vegetable has been growing the least area?

- (a) Potato (b) Brinjal
(c) Tomato (d) Cauliflower

Answers

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

2(i)- (c) 2(ii)- (a)

3(i)- (a) 3(ii)- (b)

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

- Mahatma Gandhi

2021



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