



GOVERNMENT OF MAHARASHTRA

Bridge Course

(REVISED)

Std – Three

SUB : Mathematics

Academic Year 2022-2023



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
MAHARASHTRA, PUNE.



Bridge Course For Std – 3rd Maths

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Instructions for Students

Dear students, In the last academic year you have continued your education online, offline and in various other ways. This Revised Bridge Course has been prepared for you with the objective of reviewing the previous year's syllabus at the beginning of the present academic year and helping you to prepare for this year's syllabus.

1. The Revised bridge course lasts for a total of 30 days and consists of two tests after a certain period of time.
2. The Revised bridge course will help you to understand exactly what you have learned in the previous academic year and to understand the curriculum for the next class.
3. This Revised bridge course should be studied on a day-to-day basis.
4. It consists of day-to-day worksheets. You are expected to solve the worksheet on your own as per the given plan.
5. Seek the help of a teacher, parent or siblings if you have difficulty solving the worksheet.
6. The video links are provided to better understand the text and activities given in each worksheet for reference, try to understand the concept using them.
7. Solve the tests provided along with as planned.
8. Solve pre-test and post-test as planned. Check with the teacher after completing the test. Confirm your answers with the help of given answer list.

Best wishes to you all for the successful completion of this Revised Bridge Course!

Instructions for Teachers, Parents and Facilitators

As we all are very well aware about Due to the situation of Covid-19, class teaching could not be done in the last academic year when some actual students were in front. On this background various efforts have been made by the government in the last academic year to impart education to the students through online offline mode. Accordingly, the Revised Bridge has been prepared with the dual objective of reviewing the studies done by the students in the previous academic year and helping them to learn the curriculum of the present class in this academic year.

The Revised Bridge course is for a total of 30 days (excluding holidays). It consists of two tests. The pre-test will be given separately along with the course. The post- test will be uploaded on the website before the scheduled time.

1. Revised Bridge course is based on the syllabus of previous class and is a link between the syllabi of previous and the current class.
2. This Revised Bridge course has been prepared class wise and subject wise. It is related to the learning outcomes and basic competencies of the previous class' textbook and is based on its components.
3. The Revised Bridge course includes component and sub-component wise worksheets. These worksheets are generally based on learning outcomes and basic competencies.
4. The structure of the worksheet is generally as follows.

Part One - Learning Outcomes/Competency Statements.

Part Two - Solved Activity/ Demo

Part Three - Practice

Part Four - Extension Activity/Parallel Activity/Reinforcement

Part Five - DIKSHA Video Link/E-Content/QR Code

Part Six - My Take Away/ Today I Learnt

5. This Revised Bridge Course will be very important from the point of view to revise and reinforce the learning of the students from the previous class and pave the way to make their learning happen in the next class.
6. Teachers/parents and facilitators should help their children to complete this bridge course as per day wise plan.
7. Teachers/parents and facilitators should pay attention to the fact that the student will solve each worksheet on his/her own, help them where necessary.
8. The teacher should conduct the tests from the students after the stipulated time period, assess the test papers and keep a record of the same.
9. Having checked the test papers, teachers should provide additional supplementary help to the students who are lagged behind.

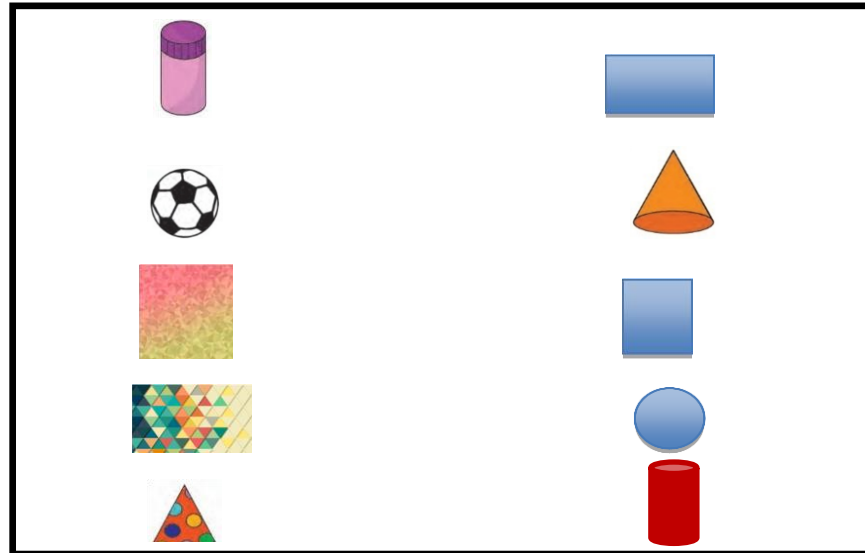
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Sr. No.	Day	Unit
1	1	Geometrical shape
2	2	Geometrical shape
3	3	Fun with line
4	4	Geometric shape
5	5	In the world of numbers
6	6	Read and Write the Number
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8	8	Add
9	9	Addition
10	10	Sum
11	11	Addition and subtraction
12	12	Addition
13	13	Let's subtract
14	14	Subtraction of things
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17	17	Ascending and descending order of numbers
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19	19	Addition
20	20	Addition – word problems
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24	24	Measuring Length
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28	28	Handling Data
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30	30	Multiplication



Let's remember a little:

Match the given object to the correct shape.



I understand

I can identify three-dimensional shapes and two-dimensional shapes.



A little revision:-

1. Collect various items in the house. E.g. Can, glass, pan, ice cream cone, bottle, ball, garlic, Books, Pens, Pencils, Empty Cadets, Toothpaste Boxes, Sweet Boxes, Brick, Compass Boxes Rolling, toy car tires, coins, etc.
2. Group these objects to the same shape.
3. Write down the name of shape.
4. Get it checked from your parents.



Let's solve:-

Try to learn and solve exercise with the help of the elders.

- Challenge yourself to learn from what is available at home.
Sample example: - Asking kids to find shapes with the help of vegetables available at home. Make a slope and ask them to release the objects and observe.

1. Name / write the vegetables available in your house.

.....

2. Identify and observe the vegetables given in the picture.



.....

3. Make group of vegetables with similar shape.

.....



A little Help: -

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Look I could solve all



I need to work on





Let's remember a little:-

1. **Tell the name of the objects which are on the table.**

.....
.....



I understand:-

I can described the visual characteristics of three dimensional objects. e.g.
ball rolls, box slides.



A little revision:-

Make a list of objects in your home and surroundings that slide or roll.

.....
.....



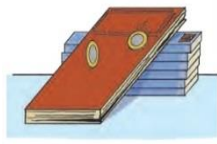
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Let's solve:-

■ Now make a slide using a card board or wooden plank. Try to slide the object you collected one by one. And observe which object rolls and which object slides. Note your observation in your notebook.



Look I could solve all



I need to work on





Let's remember a little:-

1. Do as shown in the figure. When a string is stretched and held using both hands, a straight line is formed. If you loosen it, a curved line is formed.



2. Tie a stone to one end of the string and drop it down, tell which line you get.
3. Draw a pattern or rangoli using straight lines and curves.
4. Draw straight lines with the help of string and rangoli.
5. Draw curved lines on the notebook.



I understand:-

- ✓ I can recognize straight lines and curved lines.
- ✓ I can draw nice rangoli with straight lines and curved lines.



A little revision



Does the given picture show vertical lines, horizontal lines, inclined lines and curved lines.

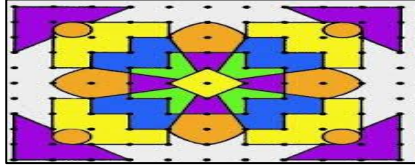
- 2) Practice drawing vertical lines, horizontal lines, inclined lines and curved lines by hand.

.....



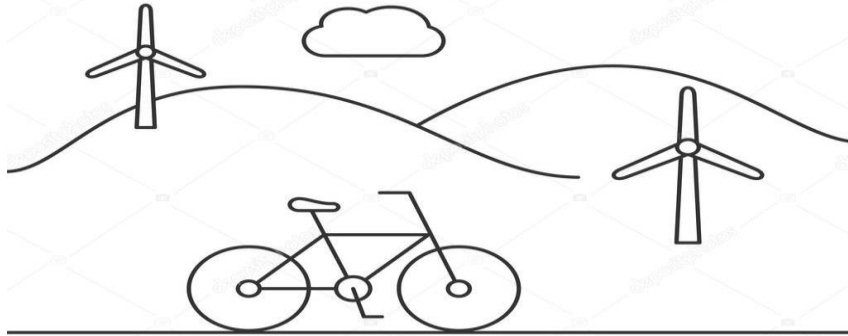
Let's solve

- Observe how many lines are curved and how many lines are straight.



- Observe the following diagram and write the number of curved and straight lines in it.

Curved line Straight line



A little Help: -

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Look I could solve all



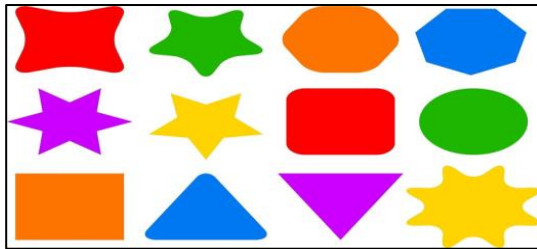
I need to work on





Let's remember a little:-

1. Take various items like compass, eraser, notebook, book, bowl.
2. Draw lines with chalk / pencil around the object.
3. Identify the shape drawn.
4. Ring the triangles, circles, rectangles in the following figures



I understand:-

I can understand and recognize two-dimensional shapes.

I can draw rectangles, squares, triangles, circles



A little revision: -

1. Identity and write the name of the shape of streamer.



Shape :

2. Observe the shape in the picture below and write the number of edges and corners.



Edge

Corner

3. Look at the object and draw its shape. Eg. box, bottle, water tank, window, door and clown hat etc.



4. Draw rectangles, squares, triangles and circles on the paper.
Colour them.
5. Draw a shape on the floor of the house and place small stones/
seeds/ nuts or beads on that shape.



A little Help: -

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Let's solve:-

- ❖ Arrange the shape square, triangle, circle, rectangles. And make different patterns.



Look I could solve all



I need to work on



**Let's remember a little: -**

Find out the number of different utensils in your house. Fill in the table given alongside with the number of each them. If you do not have the utensils given in the table, leave that box empty. If you have any other utensils write the name and number in the table.

Things	How much
big dish	
bowl	
glass	
small plate	
box	
spoons	

**I understand: -**

I learned how to read numbers, how to count objects.

**A little revision: -**

- 1) Let's play a game now.
- 2) It requires two or three players
- 3) Take a dice .
- 4) Each player will roll the dice twice
- 5) If number formed by rolling dice twice, is in the chart then find that number from the chart and mark **×** on that numbers.
- 6) It means, you have won that place. This game can be Played between two players. One will read the number and the other can identify it. Player who identifies the maximum numbers is the winner.

15	44	24	16
56	32	12	56
62	42	14	51
43	13	52	64



Let's solve :-

1. Identify and read the numbers on the wings of these butterfly.



2. Write any two digit numbers you like on the
Like on the wings of the butterfly.



3. Write down the numbers on the number plates of the vehicles in your house, find out what numbers appear in the electric meter of the house with the help of Baba or Dada, make numbers from the digits on the TV remote of the house.

.....

.....

.....

.....



A little Help: -

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Look I could solve all



I need to work on

Area : - Number knowledge

Unit: - Read and Write the Number

Sub Unit: – Being able to recognize numbers and write letters in numbers. **Day –** Sixth



Let's remember a little: -

Fill in the details of your family members.

Information	Number	Write in words
The total number of members in your family		
The total number of hands in your family		
The number of fingers on the hands of all family members.		
The number of toes of the total members of your family.		

I understand: -



✓ I figured out how to spell numbers.



A little revision: -

1) Which number will come in the blank shapes? Write that numbers in words.



.....



.....

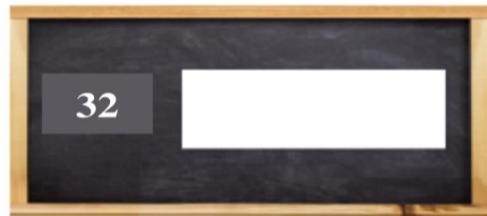


.....

2) Read the number given in words and write the number in circle.



3) Write the given number in words.



A little Help: -

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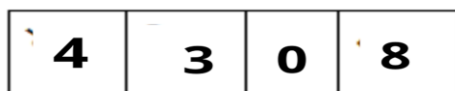


Let's solve

- 1) With the numbers given on the wings of the butterfly. How many more two digit numbers can be formed? A digit can be used only one.



- 2) Make a two digit number from the given number. The only condition is to use one number only once



.....



Look I could solve all



I need to work on



Area : - The Numeracy **Unit - Count by group, number shown in the picture.**

Sub-Unit: - Grouping 10, building a bundle of 10 means building a decade, ten and a decade home identity

Day: – Seventh



Let's remember a little:-

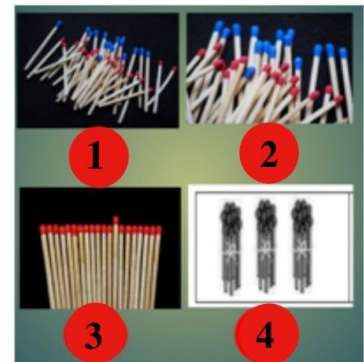
1) Coins & Notes, Ice Cream Sticks, Square note Book, Seed, Beads, Peanut.
(1 rupee coins original or fake)

- Out of this whatever is available at home take it and count. Then divide them in group on ten each.
- Count the number of groups of ten and the loose ones. And write it in the notebook.

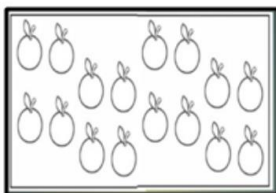
2) In which number picture it is easy to count the number of sticks? why?

.....

.....

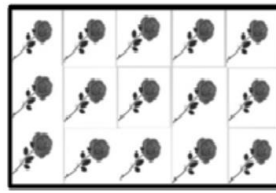


3) Count the number of objects. Make a group of ten. Write the number of groups and the number of left



Group =
of 10

How much =
will remain



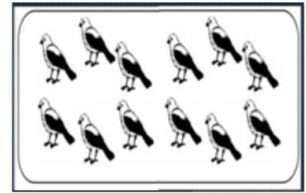
Group =
of 10

How much =
will remain



Group =
of 10

How much =
will remain



Group =
of 10

How much =
will remain



I understand this: -

- ✓ I can recognize two digit number.
- ✓ I can make bundle of 10.



Let's solve: -

1) See picture, the picture shows ten fingers.

10 fingers together form a fist.

Also 10 units together makes one tens.

2) Let's play a game,

This game is to be played just like ludo.

You only have to play again when you

get 6 on upper face. At that time if you

get 4 on upper case then both will be

10 together. Then you get the badge of the tens.

The one who gets the most badges of the tens

will be the winner.

3) Identify and write the following numbers



Tens	Ones
.....	

Tens	Ones
.....	



A little Help:-

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Look I could solve all



I need to work on



Let's remember a little:-

Take 9 ones. You can use beads, buttons or stones of the same size.

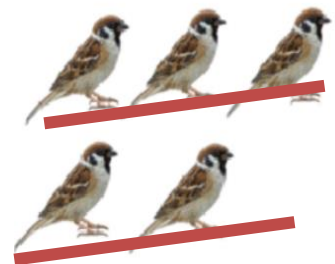
Three Sparrows were sitting on a tree. After a while two more sparrows came and sat on the tree. How many sparrows are there on the tree now?

Let's solve this example with beads.

3 beads means 3 sparrow. 2 beads means 2 sparrow, together they are 5 beads. It means 3 sparrows and 2 sparrows together are 5 sparrows.

Look at the picture,

3 sparrows and 2 sparrows are 5 sparrows.



Now look at the following example.

Take 4 coins. take 3 coins in hands. Now start counting forward from 4 one by one.

E.g., 5,6,7

Thus, by counting 3 ahead of 4 we get 7.

Arrange $4 + 3 = 7$ on the board.

Take a string and few clips.

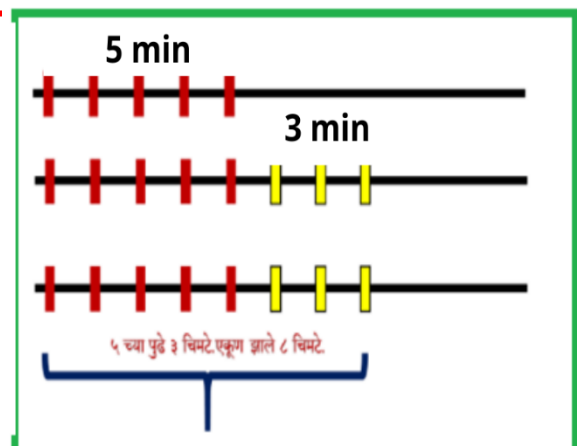
Now put 5 clips on the string and tell

How many clips are there on the string?

Count and tell – there are 5 clips on the string.

Counting after 5, one by one add 3 more clips to the string – 6,7,8

$$5 + 3 = 8$$



I understand this:-

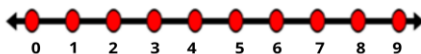
I can make simple additions.

I can add up by counting next to the given number.

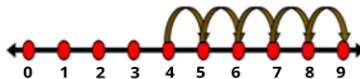
A little revision: -



Let us calculate the sum of $4 + 5 = 9$ on the number line



Let's count 5 steps on this number line from 4 onwards.



If we count the next five houses from 4, then $9 + 4 = 5 = 9$



A little Help:-

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Let's solve: -

- Take the calendar. Select any month of your choice.
- As per the instructions given below find the answer and write in the blank.

1) Count 6 days ahead of date 5th. Date be reach is

2) Count 4 days ahead of date 12th. Date be reach is -

❖ Count and add.

(1) $12 + 6 =$

(2) $14 + 8 =$

(3) $6 + 13 =$

(4) $17 + 3 =$

(5) $8 + 3 =$

(6) $11 + 9 =$



Look I could solve all



I need to work on



Let's remember a little:

Sameer planted 22 trees and Rohan planted 12 trees.

Now many trees did the two plant together?

Now take two boards/tiles. Make tens and ones place on it. On the first tile show 22 Plants Of

Sameer using bundle of tens and loose ones.

Similarly on the second tile show Rohan's 12 plants .

Now add together 2 ones of first tile and 2 ones on second tile. This will give 4 ones. Now add 2 tens of first tile and 1 ten on second tile. This will gives us 3 tens

Try to solve the same example using beads or coins .



I understand this:

I can do addition.



let's solve: - Try the following examples using beads.

- How much will we get by adding 0 to 8?
- There were 3 sparrows on one tree. Now 0 sparrows came on that tree. So how many sparrows are there on the tree now?
- A man had 85 rupees. He got 0 rupees. So how much money does he have now?



A little Help:-

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Look I could solve all



I need to work on

Area : - Action on the numbers

Unit: - Sum

SubUnit: - Adding step

Day - Tenth



Let's remember a little:-

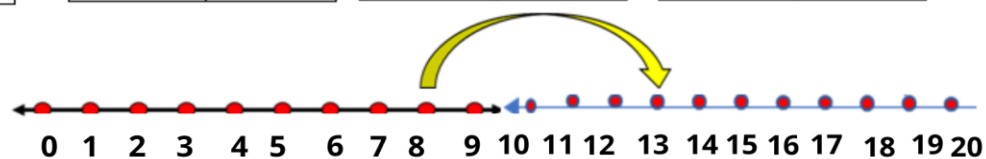
1	0
+	4

2	0
+	7

3	0
+	5

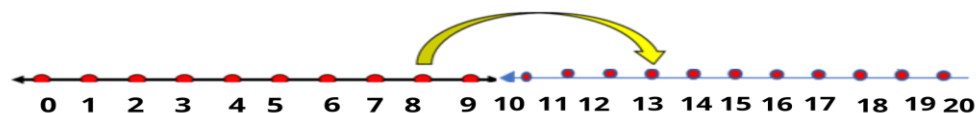
1	0
+	6

	8
+	5
1	3

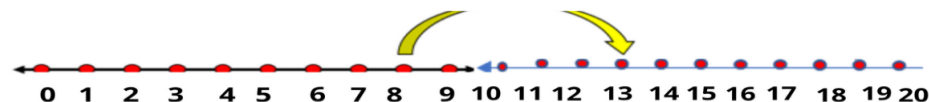


Let's solve: -

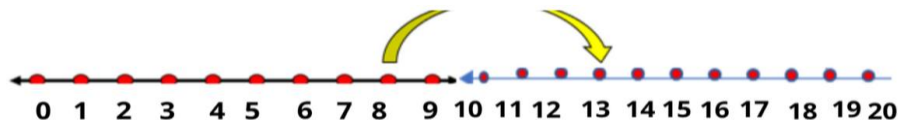
	7
+	8



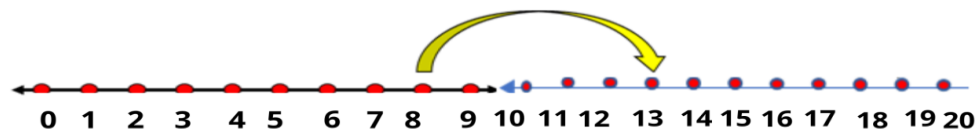
	6
+	7



	9
+	4



	7
+	5





Let's solve: -

1. $5 + 6 =$

2. $4 + 8 =$

3. $6 + 4 =$

4. $6 + 7 =$



A little Help:-

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Look I could solve all



I need to work on



Let's remember a little: -

- $12 + 0 =$
- In this example, make the number 12 on the board as using tens and ones place .We have 1 ten and 2 ones. Now write 0 in ones place on the second board.
- What is 0? (Nothing)
- Exactly then 0 on the board means what items to put? (None)
- Well then tell. If you get nothing in 12, what number will you get?
- (12 is the same number.) It means if you add 0 to a number the number does not change



I understand this: -

- ✓ I understand what it means to add / subtract 0 to / from a number .
- ✓ I can add and subtract zero with the help of things, objects and pictures.



A little revision: -

1) $15 + 0 = \dots\dots$

4) $17 - 0 = \dots\dots\dots$

2) $27 + 0 = \dots\dots$

5) $35 - 0 = \dots\dots\dots$

3) $59 + 0 = \dots\dots$

6) $72 - 0 = \dots\dots\dots$



Let's solve: -

- Try the following examples using beads.
- How many will you when you add 0 to 28 ?
- There were **13** sweets in one jar. If mother takes out **0** sweets out of it, how many sweets are there in the jar now?



A little Help: -

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Look I could solve all



I need to work on





Let's remember a little: -

3 children were playing on the playground. If 2 more children came, how many children are there on the playground ?



I understand this: -

- ✓ I can add without taking carry over.
- ✓ I can add using the available items and pictures.



A little revision: -

- Mother gave 26 laddu to Kavita to keep in the box. Tai gave 12 laddu again, how many laddu did Kavita put in the box?

- Gautam read 30 pages of the story book yesterday. If he reads the remaining 49 pages today, how many pages would that book be?



Let's solve: -

- 1) Mai had 18 bindis. Seema has 21 bindis. How many bindis do they both have all together ?

- 2) There were 33 plums in the basket. Shahid added 54 Jamuns to it, How many fruits are there in the basket?

- 3) From a toy shop Geeta purchased 42 dolls. Another 37 dolls were left in the shop. How many dolls were there in the shop?



A Little Help: -

- https://diksha.gov.in/play/collection/do_3128169531932999681645?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3128679268777984001573



Look I could solve all



I need to work on



Let's remember a little: -

Sonu has 5 rupees, He spent 2 rupees from that. How much money is left with him?

Remove 2 ones from 5 ones. How many ones are left?

Use a slate and show this example. Find the number that are left

*Remove 2 coins from that and write 2 below 5.

*Write the symbol of subtraction as we are removing the coins.

*After removing 2 from 5 the amount left is 3. Write 3 below it

*(-) is the symbol of subtraction.



I understand:

- ✓ I can do subtraction by removing the objects from the given number of objects .
- ✓ I can do subtractions using objects or pictures .

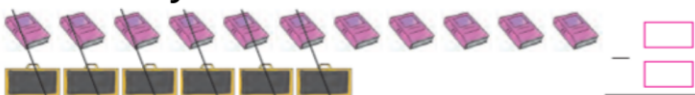


A little revision:-

There are sky lanterns and pantas How many more sky lanterns are there than pantas?



There are six boards and eleven books. How many boards are less than books?



Determine how many strawberries there are by subtracting the numbers.

So two pomegranates are more than pomegranates or two pomegranates are less than strawberries

$$\begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array}$$

Fill in the boxes.

99	12	$87 + 12 = 99$	99	12	$99 - 87 = 12$
	87	$99 - 12 = 87$			
84	50	$34 + \square = \square$	□	-	□ = □
	34	$\square - \square = \square$			
75	□	$\square + \square = \square$	□	-	□ = □
	□	$\square - \square = \square$			

Make one example of your own, like the above, and solve it.

□	□	$\square + \square = \square$	□	-	□ = □
	□	$\square - \square = \square$			



A Little Help: -

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Look I could solve all

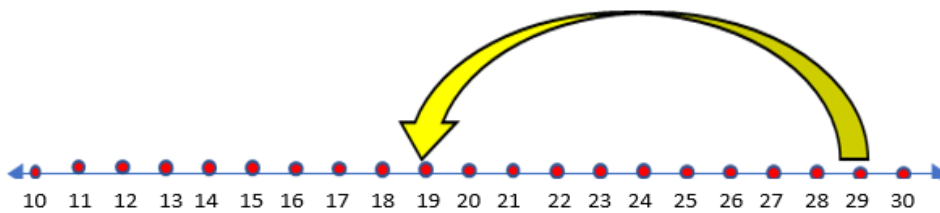


I need to work on



Let's remember a little:-

The frog is on number 29. If it takes a long jump of 10 backwards. It will reach which number?



The frog is on number 25. If it takes a long jump of 10 backwards. It will reach which number?



I understand: -

- ✓ After listening to the story, the subtraction can be presented in pictorial form. Subtraction can be done by considering the subtraction of things.



A little revision: -

- Ram gave **32** of his **56** toffees to Sham, how many toffees did Ram have?
- If Manu brought **43** rose flowers and **66** jasmine flowers, how many more jasmine flowers than rose flowers?



Let's solve: -

- 1) Rohan read 12 books and Sagar read 22 books. So how many more books did Sagar read than Rohan?
- 2) Seema has 17 flowers, Shamal has 11 flowers. Then how many more flowers did Seema has than Shamal?
- 3) Prakash got 32 marks in one exam and Jaideep got the same number, but who got more marks?



A Little Help: -

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Look I could solve all



I need to work on



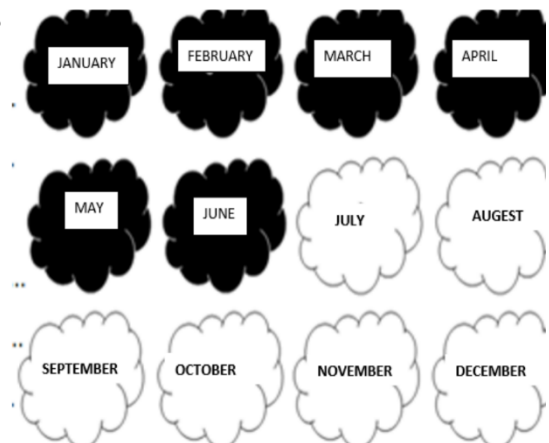
Remember a little: –

Look at the picture below and do the action accordingly

- ❖ Write the names of the months in red stars.
- ❖ Which month's name is there in green stars?
- ❖ Which month is next to the month of march?
- ❖ Which month is written in the first blue star?
- ❖ November month comes after which month?
- ❖ Which month is there in the last star?



- 1) How many cloud cards are there in total?
- 2) How many cards are there with black clouds?
- 3) What is the first month in a black cloud?
- 4) What is the last month in the black cloud?
- 5) What is the first month in white clouds?
- 6) What is the last month in white clouds?
- 7) How many white cards are there?
- 8) Which month comes after January?





I understand: -

- ✓ I can name the months of the Indian solar year.
- ✓ I can name the months of the English year.



A little revision: -

Look at the calendar and write the name of months and the number of days in each month.



Let's solve:-

JANUARY 31 DAYS	FEBRUARY 28/29 DAYS	MARCH 31 DAYS	APRIL 30 DAYS	MAY 31 DAYS	JUNE 30 DAYS
JULY 31 DAYS	AUGUST 31 DAYS	SEPTEMBER 30 DAYS	OCTOBER 31 DAYS	NOVEMBER 30 DAYS	DECEMBER 31 DAYS

- Stand on the floor in January. Go ahead two tiles. What month are you on the floor? How many days is that month?
- How many tiles away is June from January ?.....
- How many days are there in June?



A Little Help: -

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Look I could solve all



I need to work on

**Remember a little: -**

Fill in the blanks below.

2	3	4		6			9				13	
---	---	---	--	---	--	--	---	--	--	--	----	--

7	8	9					14			
---	---	---	--	--	--	--	----	--	--	--

								९	१०	११
--	--	--	--	--	--	--	--	---	----	----

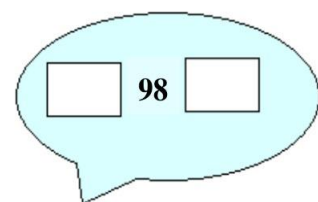
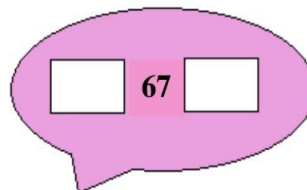
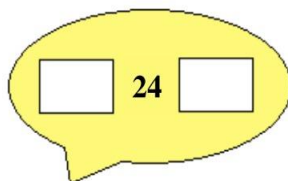
**Understand this: -**

I realized that the left-hand side of any number is less than 1.

I realized that the next number to the right of any number is greater than 1.

**A little revision: -**

- If you jump behind the given number, you get the before number and if you jump forward, you get the after number.
- Identification of adjacent back and adjacent front numbers.



34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

A) If you jump one after 35, you will reach and if you jump one behind 35, you will reach

B) If you jump one ahead of 52, you will go to and if you jump one behind 52, you will go will go up.

C) If you jump one in front of 44 you will go to and if you jump one behind 44 you will go will go up.



Let's solve: -

1. Savi is number 32 in the queue. Ovi is standing next to her. What is the number of Ovi in the queue?
2. What is the number of the tree behind the 48th tree planted on the side of the road?



A Little Help: -

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Look I could solve all

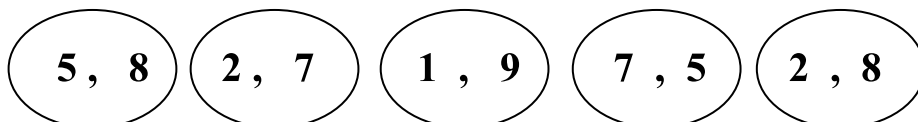


I need to work on

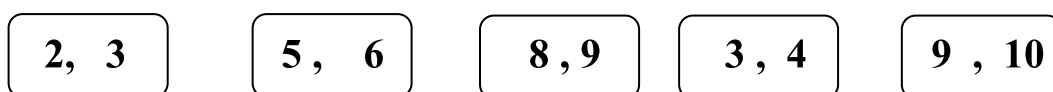


Remember a little

Circle the small number.



Make a box around larger number.



Let's arrange the numbers 18, 43, 26 with the help of notes.



One note of Rs. 10 in 18,

4 notes of Rs. 10 in 43,

two notes of Rs. 10 in 26

- So what will be the smallest number?
- Amongst 18, 43 and 26 there is only one ten in 18. So it is the smallest number .
- Out of 43 and 26, there is a smaller number in tens place in 26 so 26 is smaller than 43 the largest number is 43.

Humor:- When we find the ascending order, when we write the descending order, we get the descending order if the last number is that order goes in reverse order. Now which number is the largest? A number which has more 10 rupee notes means the number in tens place is more is the largest. In the number 43 the number in tens place is largest. Out of 18 and 26, 26 has bigger number in tens place. So, 26 is larger than 18.

Means $43 > 26 > 18$

Ascending order = 18, 26, 43

Descending order = 43, 26, 18

Write it in reverse order and get the descending order.

Descending order = 31, 24, 9



A little revision: -

❖ Write the next number in ascending and descending order.

S.R.	Number	Ascending order	Descending order
1	24,10,31		
2	45,19,26		
3	24,8,16		
4	23,49,39		
5	29,49,39		
6	35,45,25		
7	19,21,20		
8	9,18,5		
9	10,40,29		
10	27,68,52		

- ✓ I understand that when writing the ascending order of numbers, the smallest number is written first, followed by the larger and the largest number at the end.
- ✓ I understand that when writing a descending order of numbers, the largest number is written first, followed by the smaller and the smallest number.



A Little Help: -

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Look I could solve all



I need to work on



Area– Learning more about Numbers

Unit: – Cardinal numbers and Ordinal numbers

Sub Unit: – Reading of Ordinal numbers

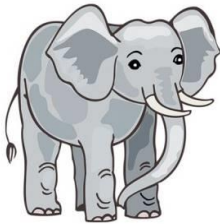
Day: – Eighteenth



Let's Warm up

❖ Look at the pictures shown below and answer the given questions.

Some animals in the picture below are lined up for bathing at the river.



1. Which animal is standing at the first position ?
2. Which animal is waiting at 5th position ?
3. Write down the ordinal name of position of cat ?
4. Which animal is lined up before 4th place ?
5. Which animal is at second place ?



Hurray! Look what I have understood

- ✓ Counting numbers are the numbers used for counting things, objects, etc., e.g., “1,2,3,...”and so on. They are also called as Cardinal numbers.
- ✓ Ordinal numbers or ordinal number words are words representing position or rank in a sequential order; the order may be of size, importance, chronology, and so on
e.g., "third" - "3rd ",
“ 9th ”- “ninth”.



Let's revise

❖ Look at the pictures given below and answer the given questions.



1. Write down the position of the girl dressed up in green colour ?
2. What is the total number of boys and girls ?
3. Write down the position of the boys who are standing in a queue ? ,
4. Write down the position of the girl with golden coloured hair ?
5. Write down the position of the girl dressed up in yellow colour ?



Let's solve

- ❖ List down the observations or readings of “1, 2, 3, 4,, these counting numbers” and “1st, 2nd, 3rd, 4th,, these ordinals where we make use of it in our daily life.

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Reference Link

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Look I could solve all



I need to work on

Area : - Operation of numbers

Unit: - Addition

Sub Unit: – Addition - Carryover


Day: – Nineteenth







Let's Warm up

	TENS	UNITS		TENS	UNITS		TENS	UNITS		TENS	UNITS
		9			6			5			8
+		6	+		8	+		7	+		5



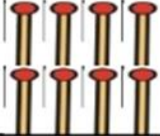


Point to remember : We all know that ten units make a ten. A group of ten sticks from units place is tied with a string and moved in tens place. This is Addition with carryover.

	TENS	UNITS		TENS	UNITS
+			+		
				1	4

	T	U
		
+		
	2	6

14 + 12

- * 1 note of Rs.10 and 4 coins of Re.1 (Rs.14)
- + 1 note of Rs.10 and 2 coins of Re.1 (Rs.12), after adding up we get...
- * 2 notes of Rs.10 and 6 coins of Re.1 will give Rs.26,
- * 2 notes of Rs.10 that is Rs.20, so in Tens place we write 2.

	TENS	UNITS
		
		
+		
	3	2

$$18 + 14$$

* 18 means 10 units and 8 units, 10 units make 1 ten so
18 means 1 ten and 8 units.

* 14 means 10 units and 4 units, 10 units make 1 ten so
14 means 1 ten and 4 units.

** When we add digits in units place, we get $8 + 4 = 12$,
that means 12 units is 10 units and 2 units, then we
move 10 units which is 1 ten in TENS place and 2
remains in ONES place.

12 units is 1 ten and 2 units.

** Now in tens place we will have 2 bundles of ten and 1
bundle of ten which is carried over from ones place to
tens place. So finally 3 bundles of ten in TENS place.

* $18 + 14 = 32$



Hurray! Look what I have understood

- ✓ The sum of two-digit numbers with a one-digit number or two-digit numbers, after adding in units place if we get a number more than 10, then we make a bundle of ten sticks that is 1 ten and move it in next place that is in Tens place. This is nothing but Addition with carryover.



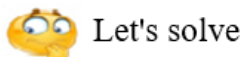
Let's revise

	TENS	UNITS
	1	4
+	2	0

	TENS	UNITS
	1	5
+	1	7

	TENS	UNITS
	2	4
+	1	9

	TENS	UNITS
	1	7
+		8



❖ **Add the following:**

	TENS	UNITS
	2	6
+	2	8

+

TENS	UNITS
1	9
1	3

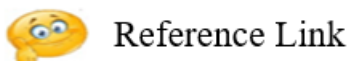
+

TENS	UNITS
1	8
1	4

+

TENS	UNITS
1	7 8

❖ Frame your own 10 examples of addition and solve it.



Reference Link

- https://diksha.gov.in/play/collection/do_31281332515785932812884?contentId=do_3129004158842388481484



Look I could solve all

11



I need to work on

Area : – Operation of numbers

Unit – Addition – word problems

Sub Unit: – Word problems of addition of two-digit numbers. (Day to day examples)

Day: – Twentieth



Let's Warm up

You purchased sugar for ₹ 28 and groundnuts for ₹ 24. How much money will you pay to the shopkeeper?

	TENS	UNITS	
	1		
	2	8	← Price of sugar
+	2	4	← Price of groundnut
	5	2	← Total amount



Hurray! Look what I have understood

✓ Putting things together, getting the total of something is nothing but addition.



Let's revise

- 1) If you have 18 pens and you got 15 more pens at your birthday. What will be the total number of pens with you now ?
- 2) In the courtyard there were 26 sparrows and 20 crows. How many birds are there in all?
- 3) In your class there are 19 boys and 22 girls. What is the total count of the class?
- 4) If you have 16 pencils and your sister has 18 pencils, then how many pencils are there altogether?
- 5) 26 boys and 36 girls had been for the picnic. What is the total number of children who had been to the picnic?



Let's solve

- 1) In the cowshed there were 6 cows and 7 calves. What is the total number of legs of animals present in the cowshed?
- 2) In the parking area there were 9 motorcycles, 5 rickshaws and 8 bicycles parked. What is the total number of tyres of all these parked vehicles ?
- 3) There were 18 parrots and 24 sparrows perching on the branches of the tree. How many birds are there in all?
- 4) Make your own addition word problems using these numbers.(orally)
 - i) $14 + 16$,
 - ii) $17 + 25$,
 - iii) $15 + 26$,
 - iv) $8 + 16$,
 - v) $59 + 25$



Reference Link

- https://diksha.gov.in/play/collection/do_31281332515785932812884?contentId=do_3129004158842388481484



Look I could solve all



I need to work on





Let's Warm up

❖ Subtract the following with the help of beads, sticks or coins.

TENS	UNITS	TENS	UNITS	TENS	UNITS	TENS	UNITS
	8		9		6		7
-	6	-	4	-	2	-	6

$$34 - 18 = ?$$

TENS	UNITS	
2	14	
3 1	4 8	
1	6	

* To subtract first compare the numbers, greater number at the top and smaller number at the bottom.

* In units place, from 4 sticks is it possible to take away 8 sticks ?
Answer is NO.

* So as bottom digit (8) is greater than top digit (4), then we will borrow one bundle of a ten from tens place and move in units place.
(i.e) 3 tens and 4 units = 2 tens and 14 units (1 ten = 10 units)

* So now we can take away 8 sticks from 14 sticks.
In units place we will have 6 sticks left.

* In tens place we can take away 1 ten from 2 tens so 1ten is left.

* $34 - 18 = \underline{16}$



Hurray! Look what I have understood

✓ In subtraction, we compare the numbers, greater number is at the top and smaller number at the bottom. When we subtract two numbers, if bottom digit in the units place is greater than the top digit, then we borrow one ten from tens place to units place. Untie the bundle of one ten and then subtract.



Let's revise

❖ Subtract the following:

	TENS	UNITS		TENS	UNITS		TENS	UNITS		TENS	UNITS
	6	5		8	3		5	5		7	0
-	2	9	-	4	6	-	2	9	-	5	2



Let's solve

❖ Solve the following:

	TENS	UNITS		TENS	UNITS		TENS	UNITS		TENS	UNITS
	8	1		4	0		7	5		6	8
-	3	7	-	2	6	-	2	9	-	5	9



Reference Link

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Look I could solve all



I need to work on

Area : – Operation of numbers

Unit: – Subtraction

Sub Unit: – Step- by Step subtraction

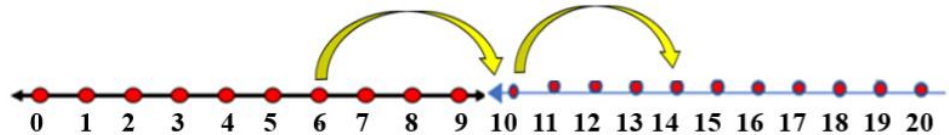
Day: – Twenty-Second



Let's Warm up

$$14 - 6 = \square$$

1	4
-	6



- We have to do forward counting from 6 to reach 14.
- First move from 6 till you reach 10 on a number line. Take a big jump of 4 places from 6 to 10.
- Then from 10 you need to jump one place at a time till you reach 14.
- First direct fourth jump till 10 and from there 4 jumps means total of 8 jumps, which gives us 4 left in the ones place



Hurray! Look what I have understood

- ✓ When subtracting on the number line, we jump backwards.



Let's revise

- ❖ Arrange them vertically and solve.

1) $25 - 8$

2) $38 - 9$

3) $72 - 6$

4) $91 - 7$

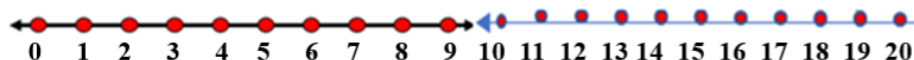


Let's solve

❖ First jump till 10 on the number line and then from 10 take one jump at a time.

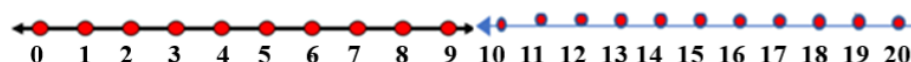
$$15 - 6 = \square$$

1	5
	6



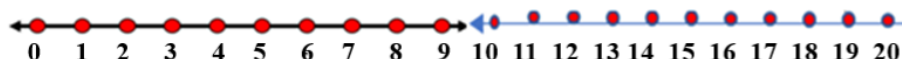
$$14 - 5 = \square$$

1	4
	5



$$13 - 9 = \square$$

1	3
	9



$$11 - 5 = \square$$

Take a big jump from 5 till 10

From 10 jump one place at a time till you reach 11 +

Total jumps =



Look I could solve all



I need to work on

Area : – Measurement

Unit – To identify coins and notes

SubUnit – Different coins of the same as well as different denominations.

Making up to ₹ 100 using notes.

Day:-Twenty – Third



Let's Warm up

❖ Identify the denomination of Rupee notes and coins.



Hurray! Look what I have understood

✓ I can use different denominations of notes and coins to show a given price .



Let's revise

Match the following



A	₹ 20	₹ 10	₹ 20	
B	₹ 50	₹ 20	₹ 10	₹ 20
C	₹ 50	₹ 50	₹ 50	₹ 50
D	₹ 200	₹ 100	₹ 200	

Look at the pictures shown below and answer the questions .



₹ 5



₹ 10



₹ 2



₹ 2



₹ 1



₹ 50

1) You purchased 4 pens for

₹

2) You bought 1 book and 1 pen for

₹

3) The total price of a compass box and a book is

₹

4) What is the maximum number of items that you can buy from ₹ 10?



Let's solve

1) Write down the different denominations of coins which would us give ₹ 20 ?

2) Show different combinations of notes to get ₹ 50.



Reference Link

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Look I could solve all



I need to work on



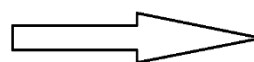
Area : – Measurement
Sub Unit: – Estimating the length

Unit: - Measuring Length
Day: – Twenty-Forth



Let's Warm up

❖ Put a tick ✓ in the boxes which are long in length .

☐☐☐☐☐☐☐☐

Hurray! Look what I have understood

- ✓ We can measure objects or things by our handspan, footspan, hand and get a rough measurement of length.



Let's revise

- ❖ Measure the table and cupboard at your home and write down below.

Students name	Approximate measurement	Measurement by counting
Table's measurement		
Suresh		
Sudha		
Cupboard's measurement		
Suresh		
Sudha		



Let's solve

- ❖ Guess how many thread will it take to make a pylon for the door of the house.
- ❖ With your parents visit a nearby place of a building under construction and observe how and which instruments are used for measurement.



Reference Link

- https://diksha.gov.in/play/collection/do_31281332515785932812884?contentId=do_31290042794442752011177



Look I could solve all



I need to work on



Area : – Measurement

Unit: – Measuring weight

Sub Unit: – Weighing things by holding in hand and by a weighing balance

Day: – Twenty-Fifth



Let's Warm up

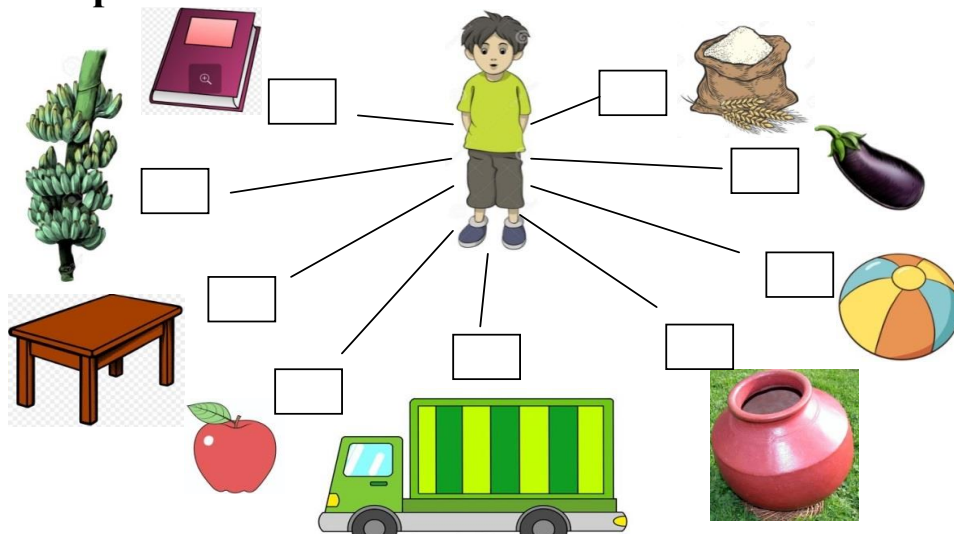
Put a tick ✓ in the box which shows the heavier thing.

☐☐

Put a tick ✓ in the box which shows the lighter thing.

☐☐

Colour the boxes which are in front of the things that you will be able to pick up.

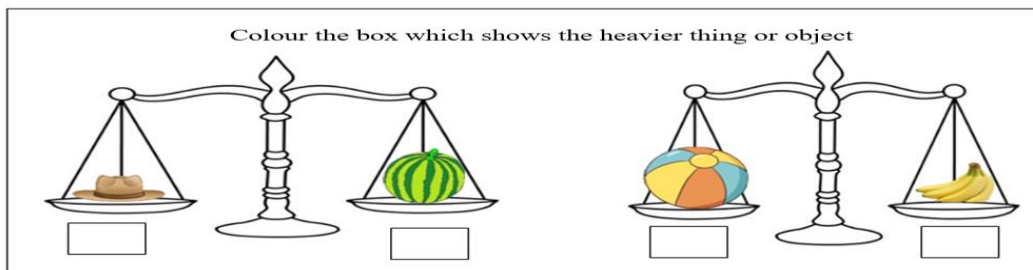


Hurray! Look what I have understood

- ✓ I can weigh things and understand which is lighter and heavier by holding things in hand.
- ✓ I can weigh things on a weighing balance.



Let's revise



Let's solve

❖ Colour the appropriate box which tells us that they are light in weight.

1	Elephant <input type="checkbox"/>	Duck <input type="checkbox"/>	5	Guava <input type="checkbox"/>	Jujube <input type="checkbox"/>
2	Dry Handkerchief <input type="checkbox"/>	Wet Handkerchief <input type="checkbox"/>	6	Calf <input type="checkbox"/>	Cow <input type="checkbox"/>
3	Bullock cart <input type="checkbox"/>	Tractor <input type="checkbox"/>	7	Crow <input type="checkbox"/>	Sparrow <input type="checkbox"/>
4	Groundnut <input type="checkbox"/>	Watermelon <input type="checkbox"/>	8	Filled pot <input type="checkbox"/>	Empty pot <input type="checkbox"/>



Reference Link

- https://www.diksha.gov.in/play/collection/do_31281332515785932812884?contentId=do_31290041754929561611097
- https://www.diksha.gov.in/play/collection/do_31281332515785932812884?contentId=do_3130139921134387201155



Look I could solve all



I need to work on



Area : - Measurement

Unit: - Let's measure Capacity

Sub Unit: - Verification of guess and actual

Day: - Twenty-Sixth



Let's Remember

Colour the box under the bucket which will hold more water.



- Mark \checkmark in the box in front bottle which contains less medicine.



Hurray! Look what I have understood

Estimation skills can be enhanced through prediction and actual.



Let's revise










Colour the box in front of the pots that hold the more water in each group

	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>







Let's solve

❖ Identify the ascending order and mark (✓) in the box below it.

   <input data-bbox="351 459 406 515" type="checkbox"/>	   <input data-bbox="742 459 798 515" type="checkbox"/>	   <input data-bbox="1157 459 1212 515" type="checkbox"/>
---	---	---

❖ Match the pairs.

For bathing	
To drink water	
For cooking	
To store water	



Reference Link

- https://diksha.gov.in/play/collection/do_3128169535724584961565?contentId=do_31307884670194483217725
- https://diksha.gov.in/play/collection/do_3128169535724584961565?contentId=do_3129046145567129601971



Look I could solve all

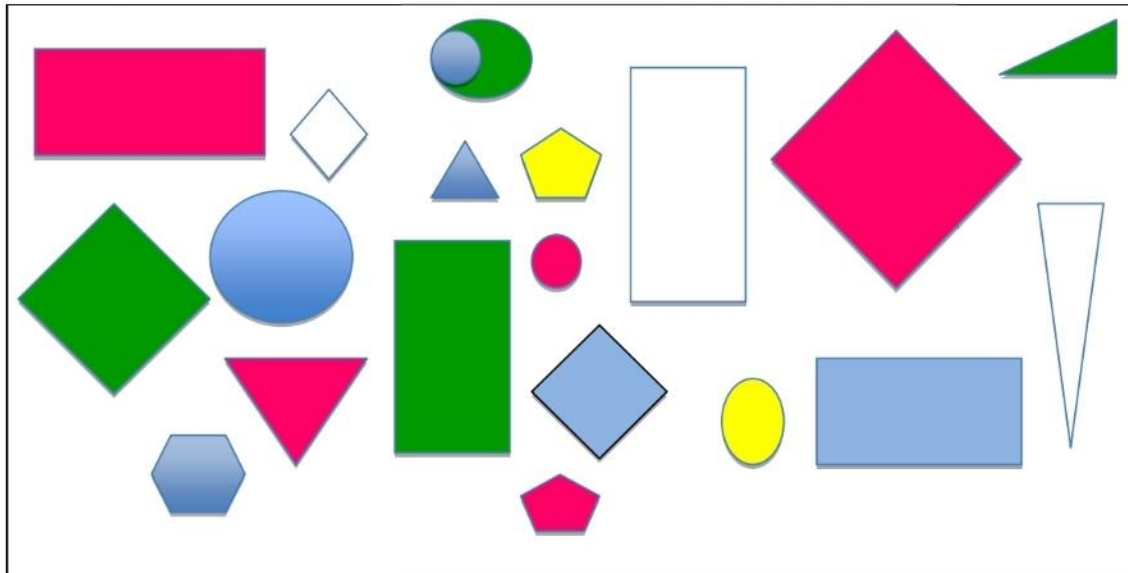


I need to work on





Let's Remember: -



❖ Count and Write .

1) Write the number of shapes.

a) With three sides

b) With four sides

c) With more than four sides

d) With a single circular side

2) Write the shape number with given color.

a) Blue shape

b) Yellow shapes

c) Green Shape

d) Pink shapes



Hurray! Look what I have understood

✓ The information I get can be analyzed.



Let's revise

- ❖ Teacher collect information about what games the children in the class like to play. Teacher wrote this information on the board as follows.



Lagori

Sana, Deep, Rajvir, Sara, Viru, Ahmad, Jeet, Gopi, Mala, Sanju



Cricket

Jay, Ved, Deepa, Isha, John, Ravi, Kiran, Sahil, Meera



Kabbadi

Rama, Ram, Vedant, Ovi, Ikara, Kaweri, Rani, Pari



Kho - Kho





Chintu, Shailesh, Manish, Pradnya, Rashid, Geeta

- 1) Information about how many games is given here ?.....
- 2) How many children like kho-kho ?.....
- 3) Which game do children love the most??.....
- 4) Which game do children like the least? ?.....
- 5) How many players does a kabaddi team have ?.....



Let's solve

- ❖ Find out what colors your family members (Brother, Sister, Father, Mother, Grandparents, Aunts, Uncles etc) like. Present the information in the table below.

Colour	Member
	
	
	
	



Reference Link

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Look I could solve all



I need to work on



**Let's Remember: –**

- Make a table of items in the schoolbag as follows.

- 1) Number of which item is most in the school bag?
- 2) What is the total number of pens and pencils?
- 3) Number of which item is least in the school bag?
- 4) What is the number of books in the schoolbag?






Names of item	In Numbers
Book	
Notebook	
Pen	
Pencil	
Eraser	
Sharpener	

**Hurray! Look what I have understood**

- ✓ Information can be presented by using pictures to make it more attractive and easier to read.
- ✓ Find answer by analyzing the information collected.

**Let's revise****Lets look at example.**

- The children in the class decided to gather information about their favorite vegetables and the children presented the information as follows.

Vegetable Name	Number of Children
Methi	
Potato	
Brinjal	
Bitter Gourd	
Dill leaves (Shepu)	

Look at the table and answer the following questions.

- 1) Which vegetable is most loved by children?
- 2) Which vegetable is the least popular among children?
- 3) How many children like Brinjal and Bitter Gourd vegetables?
- 4) How many vegetables are given in total?



Let's solve

* Collect the following information and arrange it in a table and picture form.

- 1) Your household items
- 2) Flowers in your area
- 3) Houses in your area



Reference Link

https://diksha.gov.in/play/content/do_3129046151810826241357



Look I could solve all

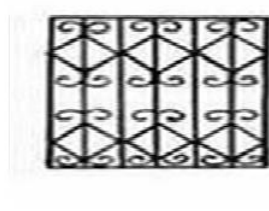
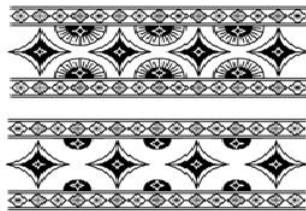


I need to work on



Let's Remember: –

Sonu and Monu were playing on the floor and they saw the design on the tiles as shown below. Then they looked at the window and saw a design in the window grill. Outside the window they saw a dupatta drying in sun. That dupatta showed design arrangement using different colours and shapes. They saw a design in the border of mother's saree. Such arrangement is called Pattern.



❖ Observe the patterns shown below.



Hurray! Look what I have understood

I can understand and expand the pattern created by using different shapes, colours, letters and numbers.



Let's revise

- Find out pattern is in the following letters.

B	C	B	C	B	C	B	C	B	C
A	B	B	A	B	B	A	B	B	A
A	A	A	A	B	A	A	A	A	B

- Complete the following patterns.

3	4	5				9			12	
4	6		10		14			20		



Let's solve

- Create more and more patterns using the following shapes and draw them in the space provided. Paint if color is available.



- We see different patterns in our surroundings and at home. Observe those patterns and draw any one pattern in the box given below. and draw the patterns you see in the next box..



Reference Link

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Look I could solve all



I need to work on

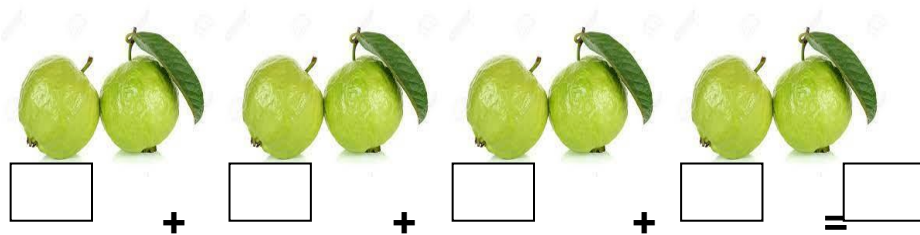




Let's Remember: –

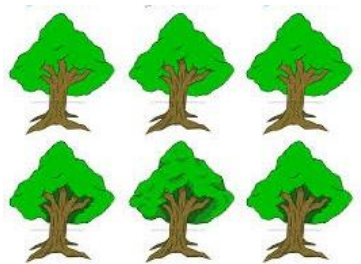
- **Count quickly !**

Rahi called her 4 friends at home. Her mother gave 2 guavas to each.

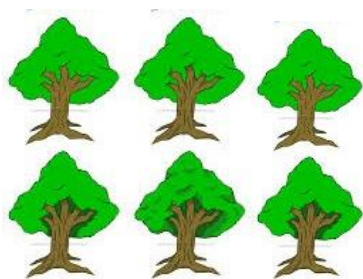


Mother had total 8 guavas.

The trees in the garden are planted in row.



How many rows are there in all ?



How many trees are there in each row?

Total number of Trees

Thus $3+3+3+3 =$

This is 4 times 3, added together. Let's write this as $3 \times 4 = 12$. Read this as '3 multiplied by 4 is equal to 12'. The symbol ' \times ' is used for multiplication.



Hurray! Look what I have understood

✓ I understood that repeated addition of same number is multiplication.



Let's revise



+

=



+

+

=



Let's solve



Reference Link

- https://diksha.gov.in/play/content/do_31290600070029312011081



Look I could solve all



I need to work on