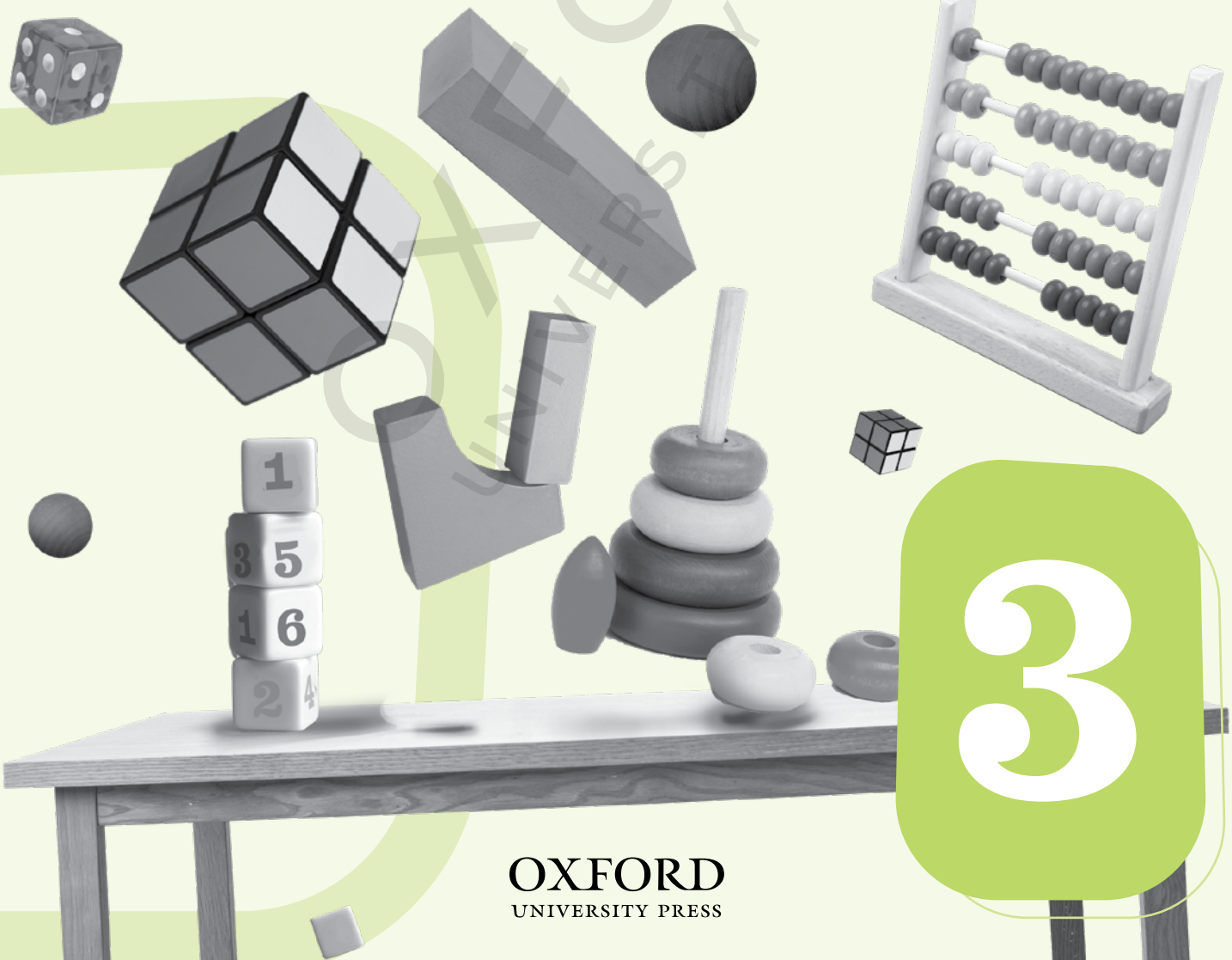
ASSESSMENT PRACTICE BOOK



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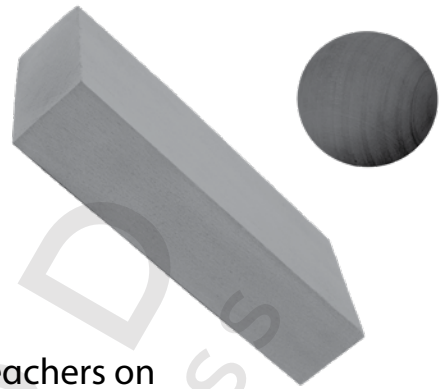
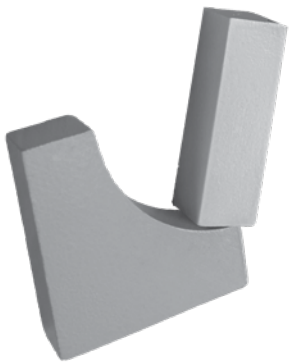
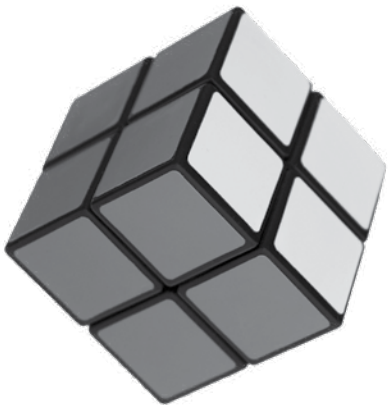


Introduction

The **Assessment Practice Book** directs the teachers on how to effectively make use of assessments in their classrooms. The Assessment Practice Book covers components of formative assessments, such as class tests, worksheets, homework, and quizzes. The teachers and students focus on common learning goals and work towards achieving them together.



The worksheets enhance an understanding of students' learning in many ways, and challenges them to approach and decipher the same concepts from different angles. The students also benefit from different types of assessments, as each type offers the student comprehensive feedback that will eventually guide them towards successfully arriving at their learning objectives.



Contents

1.1 Roman Numbers

i. Read Roman numbers up to 20

ii. Write Roman numbers up to 20

1.2 Even and odd numbers

i. Recognise even and odd numbers up to 99 within a given sequence

ii. Differentiate between even and odd numbers within a given sequence

1.

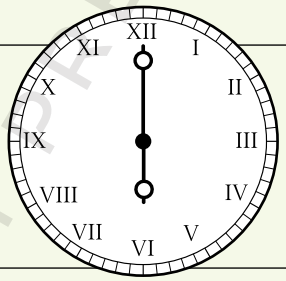
a) Roman numeral XIX stands for _____.

b) 11 in Roman numeral is _____.

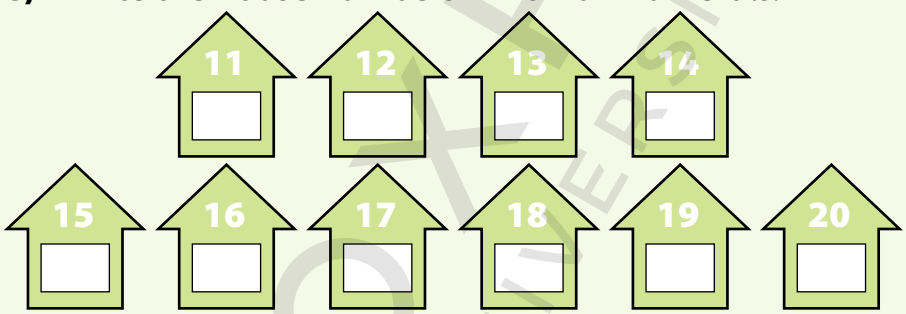
c) Ahmed has 16 marbles. Express his number of marbles in Roman numerals. _____

d) Look at the clock and write the time in numerals.

_____



e) Write the house numbers in Roman numerals.



2. Make a list of Roman numerals more than 3 but less than 12.

3. Write **true** or **false**.

a) 24 is an even number. _____

b) 53 is not an odd number. _____

c) All numbers ending in 0, 2, 4, 6, or 8 are even numbers. _____

d) All numbers ending in 1, 3, 5, 7, or 9 are odd numbers. _____

4. Circle all the even numbers in the box.

2	5	6	13	18	21	29	32	38	43
46	50	55	57	64	71	77	78	92	

5. Shade all odd numbers **red** in the given grid.

236	237	238	239	240	241	242	243	244
245	246	247	248	249	250	251	252	253
254	255	256	257	258	259	260	261	262
263	264	265	266	267	268	269	270	271

6. Write all even numbers between 100 and 122.

7. Write all odd numbers greater than 60 but less than 80.

8. I am greater than 10 but less than 13.
I am an even number.
Who am I?

1.3 Place Value

i. Identify the place values of numbers up to 5 digits

1.4 Numbers up to 10,000

i. Read and write given numbers up to 10,000 (ten thousand) in numerals and words

1. Write the value and draw beads on the abacus to show the value of the bold digit in each number.

a) 5**7**03	Th H T O	**b)** **8**421	Th H T O
c) 4**1**802	TTh Th H T O	**d)** 1603**4**	TTh Th H T O
e) **9**4316	TTh Th H T O	**f)** 855**7**7	TTh Th H T O

2. Use the words given in the box below, to state the place value of the bold digit in each number.

ones	tens	hundreds	thousands	ten thousands

a) **6**513		**b)** 5**4**92	
c) 9708**2**		**d)** 5324**4**	
e) 2**5**349		**f)** **7**7190	

3. How many tens are there in 500?

4. How many tens are there in 9000?

5. How many tens are there in 40 000?

6. Read the number and write it on the price tag.

a) Price of a motorbike: Fifty-six thousand two hundred and twenty-three	
b) Price of a mobile phone: Sixty-four thousand five hundred and fifty	
c) Price of a jewellery set: Ninety-five thousand eight hundred and seventy-five	

7. Which digit on the price tag represents

a) ones?	
b) tens?	
c) hundreds?	
d) thousand?	
e) ten thousands?	

1. Write these numbers in ten thousands, thousands, hundreds, tens, and ones. One has been done for you.

a) 1234	1000 + 200 + 30 + 4
b) 5078	
c) 9470	
d) 58 023	
e) 40 000	
f) 65 104	
g) 30 030	
h) 98 765	
i) 12 600	
j) 85 058	

2. Write the names of these numbers.

a) 1300	
b) 4795	
c) 8006	
d) 15 235	
e) 89 001	
f) 73 450	
g) 99 999	
h) 20 002	
i) 77 606	
j) 81 654	

3. Write the number that matches the name.

	TTh Th H T O
a) Forty-two thousand five hundred and thirty-six	
b) Sixty-three thousand one hundred and fifty-nine	
c) Thirty-three thousand	
d) Ninety-eight thousand four hundred and seven	
e) Seventy-four thousand and eighty-eight	
f) Fifty thousand five hundred	
g) Twenty-two thousand two hundred and twenty-two	

1.5 Number Line

i. Represent a given number on number line up to 2-digit numbers

ii. Identify the value of a number from number line up to 2-digit numbers

1.6 Comparing and Ordering Numbers

i. Compare two numbers up to 3 digits using symbols "<", ">", or "="

ii. Write the given set of numbers in ascending and descending order (numbers up to 3 digits)

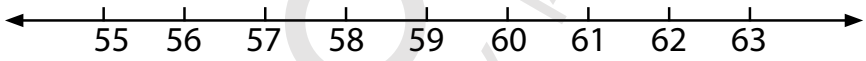
1.7 Estimation

i. Round off a whole number to the nearest 10 and 100

1. Represent the following numbers on a number line.

a) 35	**b)** 38	**c)** 39	**d)** 42	**e)** 44

f) 56	**g)** 58	**h)** 59	**i)** 60	**j)** 62



2. Write the missing numbers.

a)

12	15			24		30	33			42	

b)

10		20		30				50		60

c)

	64	68		76	80		88	92		100

3. Fill in the correct symbol <, > or = in each box.

a) 32 ☐ 23	**b)** 64 ☐ 64	**c)** 98 ☐ 100	**d)** 567 ☐ 565
e) 641 ☐ 641	**f)** 892 ☐ 879	**g)** 777 ☐ 887	**h)** 201 ☐ 300

4. Write the given numbers in ascending order.

	Numbers	Ascending Order				
a)	67, 34, 56, 45, 78					
b)	21, 35, 25, 32, 29					
c)	112, 212, 413, 100, 304					
d)	508, 500, 535, 520, 499					
e)	829, 929, 799, 698, 689					

5. Write the given numbers in descending order.

	Numbers	Descending Order				
a)	33, 53, 23, 63, 43					
b)	92, 62, 72, 82, 52					
c)	809, 810, 814, 849, 894					
d)	537, 646, 603, 573, 703					
e)	416, 306, 406, 515, 316					

6. Round off the following numbers to the nearest 10.

	Numbers	Rounded off to the nearest 10
a)	63	
b)	79	
c)	25	
d)	367	
e)	809	

7. Round off the following numbers to the nearest 100.

	Numbers	Rounded off to the nearest 100
a)	320	
b)	949	
c)	876	
d)	555	
e)	719	

2.1 Addition

i. Add numbers up to four digits (with and without carrying) vertically and horizontally

iii. Solve real-life number stories up to 4-digits with and without carrying involving addition

1. Add the following.

a)
$$\begin{array}{r} 1234 \\ +\ 4321 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 7702 \\ +\ 1239 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 6592 \\ +\ 6715 \\ \hline \end{array}$$

d)
$$\begin{array}{r} 9800 \\ +\ 2146 \\ \hline \end{array}$$

e)
$$\begin{array}{r} 7604 \\ +\ 1839 \\ \hline \end{array}$$

f)
$$\begin{array}{r} 3305 \\ +\ 9988 \\ \hline \end{array}$$

2. Add the following.

a) 5678 + 2300	**b)** 9000 + 5604	**c)** 3059 + 1536
d) 2764 + 1064	**e)** 8905 + 2689	**f)** 8765 + 5678

3. Mariam had 1365 buttons in one jar and 4522 in another. How many buttons did she have altogether?

4. Aslam has Rs 5425 and his sister has Rs 3579. How much money do they have in total?

5. A train covered the distance of 7052 km in the first half of the journey and 1968 km more to reach the destination. What was the total distance covered?

6. There are 2367 fish in a large tank and 245 less in a small tank. How many fish are there altogether?

2.2 Subtraction

i. Subtract numbers up to four digits with and without borrowing

iii. Solve real-life problems involving subtraction

1. Subtract the following.

a)
$$\begin{array}{r} 8765 \\ -\ 1234 \\ \hline \end{array}$$

b)
$$\begin{array}{r} 6072 \\ -\ 1030 \\ \hline \end{array}$$

c)
$$\begin{array}{r} 9123 \\ -\ 8714 \\ \hline \end{array}$$

d)
$$\begin{array}{r} 9927 \\ -\ 1942 \\ \hline \end{array}$$

e)
$$\begin{array}{r} 8023 \\ -\ 2879 \\ \hline \end{array}$$

f)
$$\begin{array}{r} 7960 \\ -\ 1934 \\ \hline \end{array}$$

2. Subtract the following.

a) 6677 – 2345	**b)** 3688 – 2710	**c)** 4599 – 2678
d) 8502 – 8165	**e)** 9876 – 5678	**f)** 9008 – 8989

3.

5430 people visited the zoo in first week, and 4210 in the second week. How many less people came to zoo in the second week?	

4.

In a school of 1520 students, only 680 take part in sports. How many students do not play any game?	

5.

In a factory there are 9875 workers. If there are 7840 men, then how many workers are women?	

6.

In a market there are 6745 shops. On a Sunday 4998 were closed. How many shops remained open?	

2.3 Multiplication

ii. Multiply 2-digit numbers by 1-digit numbers

iii. Multiply a number by zero and 1

v. Solve real-life situations involving multiplication of 2-digit numbers by 1-digit numbers

1. Fill in the blanks.

a) $5 \times 5 \times 5 \times 5 \times 5 \times 5 = \square \times \square = \square$	
b) $10 \times 6 = \square$	**c)** $7 \times \square = 7$
d) $9 \times \square = 0$	**e)** $8 \times 6 \times 0 = \square$
f) $90 \times 8 = \square$	**g)** $40 \times \square = 120$

2. Write the missing numbers.

a) $6 \times 8 = 8 \times \square = \square$	**b)** $7 \times 5 = \square \times 7 = \square$
c) $73 \times \square = 730$	**d)** $\square \times 9 = 45$
e) $\square \times \square = 64$	**f)** $\square \times 33 = 330$

3. Multiply the following.

a)

H	T	O
	5	5
×		5

b)

H	T	O
	7	2
×		6

c)

H	T	O
	3	9
×		7

d)

H	T	O
	9	5
×		8

e)

H	T	O
	4	7
×		7

f)

H	T	O
	9	9
×		9

4. A farmer planted 85 trees in each row in his farm. If he planted six rows, how many trees did he plant altogether?

5. In a school there are 30 students in each class. If there are nine classes, how many students are there in the school?

6. A teacher gave 8 counters to each student for an activity. If there are 35 students in the class, how many counters did the teacher distribute?

7. Akram saved Rs 50 per month for seven months. How much more money does he need to save to buy a book for Rs 450?

2.4 Division

i. Divide 2-digit numbers by 1-digit number (with zero remainder)

iii. Solve real-life situations involving division of 2-digit numbers by 1-digit numbers

1. Fill in the blanks.

a) 24 ÷ 8 = ☐	**b)** 90 ÷ 9 = ☐
c) 72 ÷ ☐ = 9	**d)** 49 ÷ ☐ = 7
e) 48 ÷ 6 = ☐	**f)** 40 ÷ 8 = ☐

2. **a)** Draw stars to divide them equally into six boxes.

b) How many groups of 7 are there in 56? ☐	**c)** ☐ ÷ 8 = 10	**d)** ☐ ÷ ☐ = 1

3. Write the following in vertical form and then divide.

a) 450 ÷ 9	**b)** 400 ÷ 8	**c)** 567 ÷ 7	**d)** 246 ÷ 6

e) 578 ÷ 6	**f)** 846 ÷ 9	**g)** 504 ÷ 8	**h)** 728 ÷ 7

4. Sara bought 96 balloons to distribute equally among her six friends. How many balloons did she give to each friend?

5. A milkman bought 40 litres of milk to sell in 8 litre bottles. How many bottles of milk was he able to make?

6. Mrs Ahmed requires 60 eggs to make cupcakes for her class party. If eggs come in a pack of six, how many packets should she buy?

7. A factory wants to pack 672 packets of toys in a pack of seven each. How many packets will be made?

3.1 Common fractions

i. Express the fractions in figures and vice versa

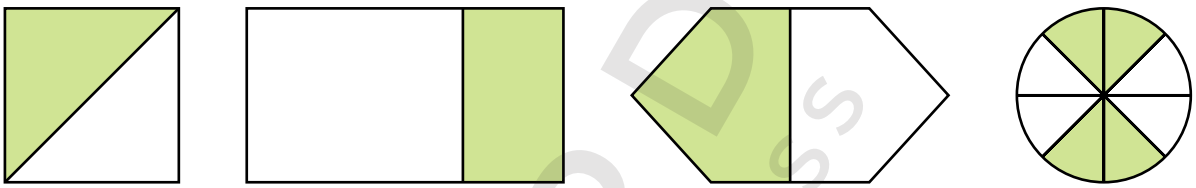
ii. Match the fractions with related figures

3.2 Proper and improper fractions

i. Recognize proper and improper fractions

ii. Differentiate between proper and improper fractions

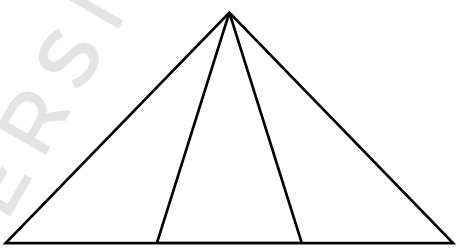
1. Tick (✔) the shapes that are divided in half.



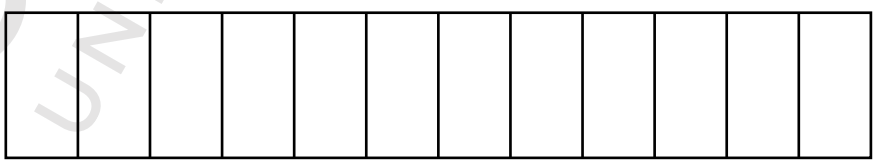
2.

a) Colour $\frac{1}{2}$ of the shapes.

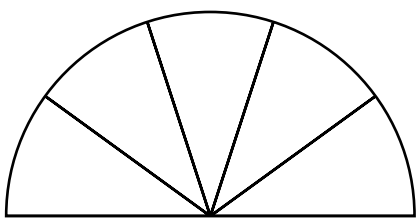
b) Colour $\frac{1}{3}$ of the shape.



c) Colour $\frac{1}{4}$ of the shape.

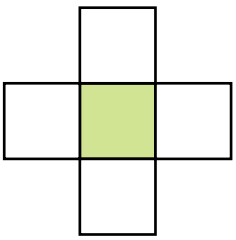


d) Colour $\frac{3}{5}$ of the shape.



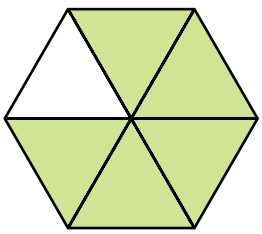
3. Draw lines to match the fractions with related figures.

a)



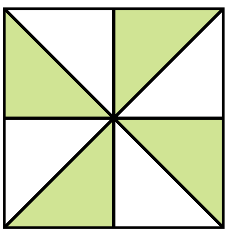
$\frac{1}{2}$

b)



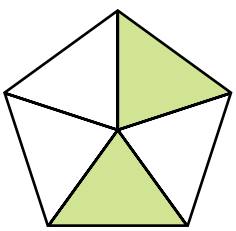
$\frac{2}{5}$

c)



$\frac{5}{6}$

d)



$\frac{1}{5}$

4. Identify proper and improper fractions from the given set of fractions. Write them in the correct column.

$\frac{3}{5}$	$\frac{7}{6}$	$\frac{9}{8}$	$\frac{1}{3}$	$\frac{2}{7}$	$\frac{5}{3}$
$\frac{4}{9}$	$\frac{2}{3}$	$\frac{8}{7}$	$\frac{3}{4}$	$\frac{7}{5}$	$\frac{11}{9}$

Proper fractions	Improper fractions

3.3 Equivalent fractions

i. Identify equivalent fractions from the given figures

ii. Write three equivalent fractions for a given fraction

3.4 Comparing fractions

i. Compare fractions with same denominators using symbols "<", ">", or "=".

1. Match the equivalent fractions from the given figures.

2. Find equivalent fractions of $\frac{3}{4}$.

$\frac{3}{4} = \frac{\times}{\times} = \frac{\square}{\square}$

$\frac{3}{4} = \frac{\times}{\times} = \frac{\square}{\square}$

$\frac{3}{4} = \frac{\times}{\times} = \frac{\square}{\square}$

$\frac{3}{4} = \frac{\times}{\times} = \frac{\square}{\square}$

3. Write true or false.

a) $\frac{1}{2}$ is same as $\frac{3}{5}$. ☐	**b)** $\frac{3}{4}$ is same as $\frac{6}{8}$. ☐
c) $\frac{1}{9}$ is same as $\frac{2}{18}$. ☐	**d)** $\frac{4}{5}$ is same as $\frac{4}{10}$. ☐

4. Fill in the boxes with <, >, or =.

a) $\frac{3}{4}$ ☐ $\frac{4}{5}$	**b)** $\frac{2}{3}$ ☐ $\frac{3}{5}$	**c)** $\frac{7}{10}$ ☐ $\frac{6}{10}$
d) $\frac{2}{9}$ ☐ $\frac{8}{36}$	**e)** $\frac{5}{6}$ ☐ $\frac{6}{7}$	**f)** $\frac{3}{8}$ ☐ $\frac{6}{16}$

5. Colour the boxes which are correct.

a) $\frac{3}{4} < \frac{1}{2}$	**b)** $\frac{4}{7} > \frac{2}{9}$	**c)** $\frac{5}{6} = \frac{10}{14}$
d) $\frac{1}{3} = \frac{8}{24}$	**e)** $\frac{3}{8} > \frac{6}{7}$	**f)** $\frac{3}{5} < \frac{9}{10}$

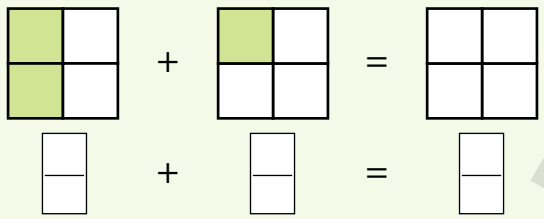
3.5 Addition of fractions

i. Add two fractions with same denominators

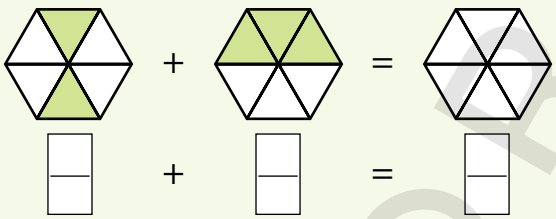
ii. Represent addition of fractions through figures

1. Write the fraction for each shape and add by colouring the shape to give the correct answer.

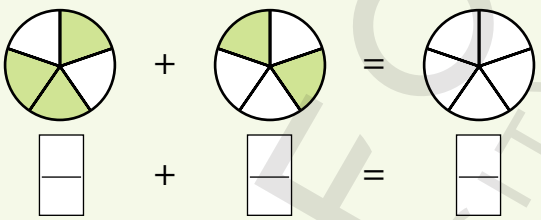
a)



b)

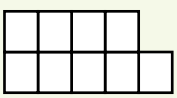


c)



d) $\frac{2}{7} + \frac{4}{7} =$

e) $\frac{7}{9} + \frac{1}{9} =$



2. Add the following.

a) $\frac{2}{9} + \frac{5}{9}$	**b)** $\frac{4}{6} + \frac{1}{6}$	**c)** $\frac{1}{5} + \frac{2}{5}$
d) $\frac{3}{8} + \frac{1}{8}$	**e)** $\frac{4}{7} + \frac{2}{7}$	**f)** $\frac{1}{4} + \frac{3}{4}$

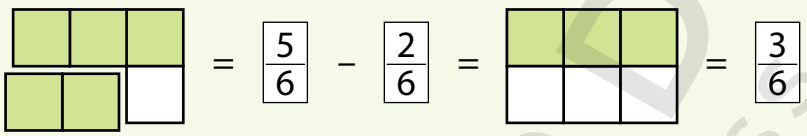
3.6 Subtraction of fractions

i. Subtract fractions with same denominators

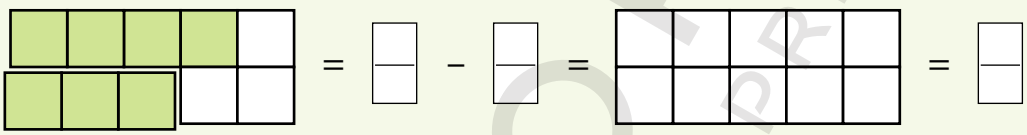
ii. Represent subtraction of fractions through figures

1. Write the fraction for each shape and subtract by colouring the shape to give the correct answer. One has been done for you.

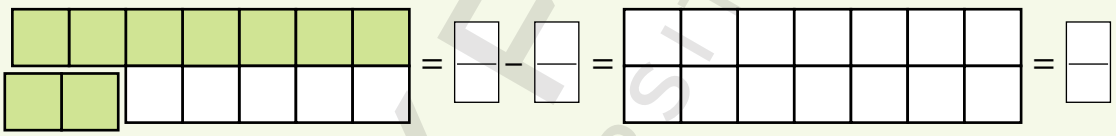
a)



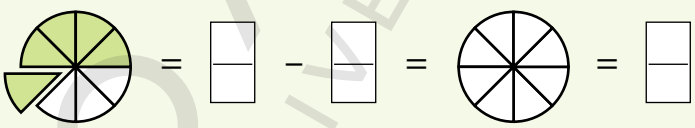
b)



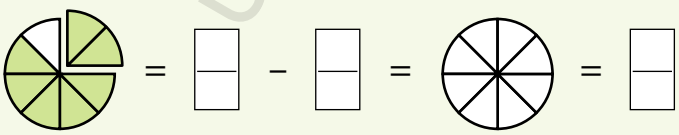
c)



d)



e)



2. Subtract the following.

a) $\frac{7}{10} - \frac{3}{10}$	**b)** $\frac{5}{8} - \frac{3}{8}$	**c)** $\frac{4}{6} - \frac{2}{6}$
d) $\frac{8}{9} - \frac{1}{9}$	**e)** $\frac{6}{7} - \frac{5}{7}$	**f)** $\frac{8}{10} - \frac{2}{10}$

4.1 Length

ii. Add measures of length in same units without carrying
iii. Solve real-life situations involving same units of length for addition without carrying
iv. Subtract measures of length in same units without borrowing
v. Solve real-life situations involving same units of length for subtraction without borrowing

1. Write the correct unit to measure. [Centimetre, Metre, Kilometre]

a) The length of a pencil.	
b) The length of a dining table.	
c) The length of a classroom.	
d) The distance between two cities.	
e) The length of a note pad.	
f) The length of a river.	

2. Add the following.

a)
45 cm
+ 32 cm
[ ]

b)
765 m
+ 211 m
[ ]

c)
3098 km
+ 6901 km
[ ]

d)
27 m 58 cm
+ 32 m 41 cm
[ ]

e)
760 km 604 m
+ 222 km 294 m
[ ]

3. Write these measurements vertically, then add.

a) 69 cm + 20 cm	**b)** 345 m + 504 m	**c)** 4444 km + 5555 km

d) 87 m 65 cm + 12 m 34 cm	**e)** 821 km 633 m + 78 km 106 m

4. Subtract the following.

a)
9 9 cm
– 7 8 cm
[ ]

b)
7 0 6 m
– 1 8 4 m
[ ]

c)
3 0 0 9 km
– 2 5 7 8 km
[ ]

d)
6 0 m 4 2 cm
– 5 9 m 1 0 cm
[ ]

e)
8 3 5 km 4 5 6 m
– 3 3 3 km 2 9 4 m
[ ]

5. Write these measurements vertically, then subtract.

a) 56 cm – 30 cm	**b)** 604 m – 98 m	**c)** 6871 km – 3005 km

d) 354 m 77 cm – 99 m 14 cm	**e)** 2638 km 212 m – 198 km 111 m

1.	Ayesha's mother bought two pieces of lace for Ayesha's shirt. One piece is 75 cm long and the other is 20 cm long. What is the total length of both the pieces of lace?	
2.	On Monday a painter drew a picture on a wall 34 m 50 cm long. Next day he drew an other picture on the wall 26 m 37 cm long. What length of the wall did he paint altogether?	
3.	A plumber had a pipe 87 m long. He used 35 m of the pipe. What length of the pipe is left?	
4.	An electric pole is 18 m 75 cm long. 3 m 25 cm of the pole is below the ground. What length of the pole is above the ground?	
5.	A train travelled 7805 km to reach its destination. On its return journey due to technical fault it had to stop after it had covered the distance of 2954 km. How much distance is left to reach the city it started from?	

6. Saima is 76 cm taller than her brother. If her brother is 1 m 20 cm tall, how tall is Saima?

7. Hassan, Faheem, and Faisal take different routes to reach their destinations. How far does each child travel? Look at the map and find the answers.

a) Hassan goes home from the zoo via National Park.

b) Faheem goes to the zoo from home via cricket stadium.

c) Faisal went to the National Museum via cricket stadium from home. How much distance did he cover?

d) Who travels the most?

e) From home, how much further is it to the National Park than to cricket stadium?

f) What is the total distance from the National Park to the National Museum via zoo?

4.2 Mass

ii. Add measures of mass in same units without carrying.
iii. Solve real-life situations involving same units of mass for addition without carrying.
iv. Subtract measures of mass in same units without borrowing.
v. Solve real-life situations involving same units of mass for subtraction without borrowing

1. Write the correct unit to measure. [kilogram or gram]

a) The mass of a water bottle.	
b) The mass of a book.	
c) The mass of one dozen oranges.	
d) The mass of a tin of beans.	
e) The mass of a cupboard.	
f) The mass of a Geometry box.	

2. How many grams of each item are needed to make 1 kg mass?

a) Coffee bottle 250 g	**b)** Packet of rice 725 g	**c)** Can of Mushrooms 100 g	**d)** Packet of sweets 500 g

3. Add the following.

a)
5 4 g
+ 2 3 g
[ ]

b)
5 6 7 g
+ 1 1 2 g
[ ]

c)
2 9 0 0 kg
+ 6 0 8 1 kg
[ ]

d)
7 2 kg 8 5 g
+ 3 4 kg 4 4 g
[ ]

e)
2 3 4 9 kg 4 0 6 g
+ 3 6 3 3 kg 4 9 4 g
[ ]

4. Write these measurements vertically, then add.

a) 78 g + 30 g	**b)** 504 g + 167 g	**c)** 3333 kg + 5215 kg

d) 74 kg 62 g + 43 kg 28 g	**e)** 609 kg 722 g + 99 kg 101 g

5. Subtract the following.

a)
$$\begin{array}{r} 84\text{ g} \\ -\ 37\text{ g} \end{array}$$

b)
$$\begin{array}{r} 560\text{ g} \\ -\ 257\text{ g} \end{array}$$

c)
$$\begin{array}{r} 9527\text{ kg} \\ -\ 6564\text{ kg} \end{array}$$

d)
$$\begin{array}{r} 14\text{ kg }35\text{ g} \\ -\ 10\text{ kg }35\text{ g} \end{array}$$

e)
$$\begin{array}{r} 980\text{ kg }250\text{ g} \\ -\ 976\text{ kg }156\text{ g} \end{array}$$

6. Write these measurements vertically, then subtract.

a) 83 g – 50 g	**b)** 782 g – 38 g	**c)** 7234 kg – 5902 kg

d) 354 kg 66 g – 71 kg 43 g	**e)** 9512 kg 305 g – 782 kg 300 g

1.	A shopkeeper had 20 kg 250 g potatoes. He sold 12 kg 125 g of potatoes in a day. What is the mass of potatoes left?	
2.	Mr Saleem bought two sacks of rice with a total mass of 180 kg 500 g. If the mass of one of the sacks of rice is 95 kg 450 g, what is the mass of the other sack of rice?	
3.	Asad weighs 10 kg 120 g and his brother weighs 4 kg 100 g. What is the difference of their masses?	
4.	Mrs Shah bought 25 kg 540 g sugar. If 23 kg 130 g of sugar was used to make a sweet-dish for a party, how much sugar is left?	
5.	An airline allows only 2 suitcases of 20 kg each on a flight. Nadeem's suitcases weigh 45 kg. Is his luggage over the limit? If yes, then find by how much is the luggage over weight.	
6.	The mass of a cow is 40 kg 175 g, while a goat weighs 18 kg 100 g. What is the difference in their masses?	
7.	Mother bought 13 kg 50 g of strawberries. She used 9 kg 30 g to make strawberry shake. What is the mass of the remaining strawberries.	

4.3 Capacity

ii. Add measures of capacity in same units without carrying.
iii. Solve real-life situations involving same units of capacity for addition without carrying.
iv. Subtract measures of capacity in same units without borrowing.
v. Solve real-life situations involving same units of capacity for subtraction without borrowing.

1. Write the correct unit to measure. [Millilitre or Litre]

a) Juice in a glass.	
b) Capacity of a water tank.	
c) A small bottle of sanitizer.	
d) Water in an aquarium.	
e) A cup of tea.	
f) A tablespoon of salt.	

2. Add the following.

a)
68 ml
+ 49 ml
=

b)
702 ml
+ 284 ml
=

c)
1357 l
+ 2468 l
=

d)
34 l 47 ml
+ 62 l 38 ml
=

e)
543 l 426 ml
+ 105 l 194 ml
=

3. Write these measurements vertically, then add.

a) 88 ml + 90 ml	**b)** 602 ml + 571 ml	**c)** 8334 l + 1207 l

d) 45 l 14 ml + 29 l 25 ml	**e)** 672 l 244 ml + 98 l 136 ml

4. Subtract the following.

a) 6 5 ml
– 3 4 ml

b) 8 2 1 ml
– 1 5 6 ml

c) 8 6 4 2 l
– 2 5 7 8 l

d) 7 5 l 3 4 ml
– 5 9 l 2 0 ml

e) 7 6 2 l 3 7 8 ml
– 2 5 7 l 2 9 4 ml

5. Write these measurements vertically, then Subtract.

a) 87 ml – 10 ml	**b)** 852 ml – 67 ml	**c)** 5412 l – 259 l

d) 986 l 66 ml – 65 l 22 ml	**e)** 3785 l 544 ml – 276 l 303 ml

1.	A chef wants to cook a special dessert for a party. He needs 20 litre 500 ml of milk for this dish. He has 15 litre 125 ml only. How much more milk is required?	
2.	Aslam works in a hospital. He bought 55 litre 275 ml of Dettol in the first week and 60 litre 125 ml in the next week. How much Dettol did he buy altogether?	
3.	A water tank has a capacity of 100 litres. If it already has 54 litres of water in it, how much more water should be poured into it to fill it completely?	
4.	A family uses 12 litres of oil in a month and 10 litre 650 ml in the second month. How much oil has been used in two months?	
5.	A bottle of perfume holds 375 ml of liquid. Another bottle of perfume holds 625 ml of liquid. What is the total amount of liquid that comes in both the bottles?	
6.	Ali bought 35 litre 225 ml of petrol. He used 10 litre 125 ml of petrol on a trip. How much petrol remains in the car tank?	
7.	A juice container has 25 litre 500 ml of juice. Shaheen drank 5 litre and her sister drank 4 litre 250 ml. How much juice is left in the container?	

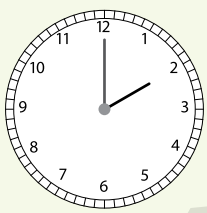
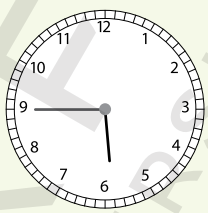
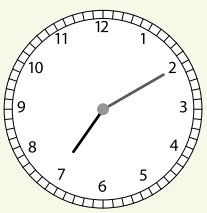
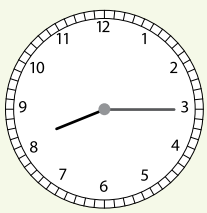
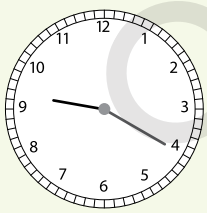
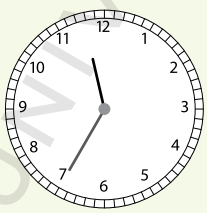
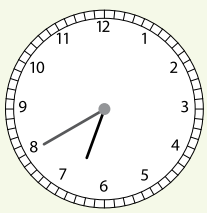
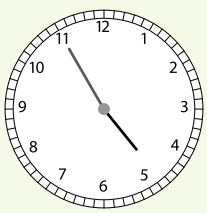
5.1 Time

- **i.** Use a.m. and p.m. to record the time from 12-hour clock
- **ii.** Read and write time from analogue and digital clocks
- **iii.** Read and write days and dates from the calendar

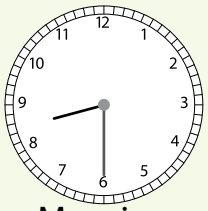
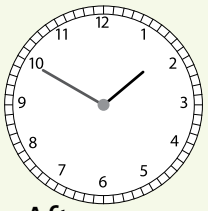
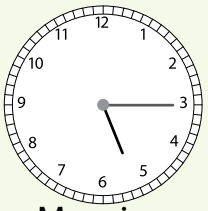
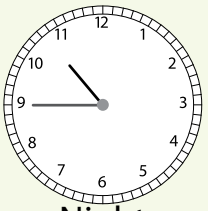
1. Think carefully and decide whether the activities mentioned, represent the a.m. or p.m. time. Write a.m. or p.m. in the boxes.

a) Sana gets up at 6:15 to get ready for school.	
b) The school assembly starts at 8:00.	
c) The school gets over at 1:30.	
d) My friends go to the park at 5:30.	
e) We have dinner at 9:00.	
f) Sameer sleeps at 10:00.	

2. What time do the following analogue and digital clocks show?

a) 	**b)** 	**c)** 	**d)** 
e) 	**f)** 	**g)** 	**h)** 
i) 10:00	**j)** 3:30	**k)** 1:50	**l)** 9:00
m) 7:35	**n)** 2:20	**o)** 4:45	**p)** 12:25

3. Match the time in the following analogue and digital clocks by joining them with a line.

a)  Morning	**b)**  Afternoon	**c)**  Morning	**d)**  Night

5:15 a.m.	8:30 a.m.	1:50 p.m.	10:45 p.m.

4. Answer the following.

a) How many months in a year?	
b) How many weeks in a year?	
c) How many days in a year?	
d) How many days in the month of February?	
e) Which months have 30 days?	
f) Which months have 31 days?	

5. Look at the given page of a calendar and answer the following questions.

December						
M	**T**	**W**	**T**	**F**	**S**	**S**
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

a) What is the last day of December?	
b) What is the date on first Saturday of the month?	
c) Which day of the week is December 14th?	
d) How many Wednesdays are in the month?	
e) What is the day on Quaid-e-Azam's birthday?	
f) How many weeks does this month have?	

5.1 Time

iv. Add measures of time in hours
v. Solve real-life situations involving measures of time for addition of hours
vi. Subtract measures of time in hours
vii. Solve real-life situations involving subtraction of measures of time in hours

1. Write the time vertically and add.

a) 5 hr + 3 hr	**b)** 8 hr + 2 hr	**c)** 7 hr + 4 hr	**d)** 9 hr + 6 hr
e) 10 hr + 7 hr	**f)** 11 hr + 8 hr	**g)** 1 hr + 12 hr	**h)** 5 hr + 5 hr

2. Write the time vertically and subtract.

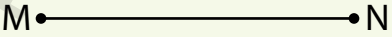
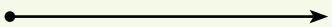
a) 9 hr – 3 hr	**b)** 7 hr – 4 hr	**c)** 6 hr – 5 hr	**d)** 10 hr – 1 hr
e) 12 hr – 9 hr	**f)** 11 hr – 5 hr	**g)** 8 hr – 4 hr	**h)** 15 hr – 7 hr

1.	Salma read a story book for 1 hour on a Saturday and for 2 hours on a Sunday. How many hours did she spend reading her story book?	
2.	A train took 10 hours to reach a city. Then another 8 hours to reach the second city. How much time did the whole journey take?	
3.	Mansoor studied mathematics for 16 hours and English for 8 hours in a week. How many more hours did he study Mathematics than English?	
4.	Rehana's Science paper began at 9:00 and ended at 12:00. What was the duration of the Science paper?	
5.	Fauzia spent 2 hours playing with her friends and her brother played cricket for 3 hours. How much time did both spend playing altogether?	
6.	A bus and a car started their journey at the same time. The bus took 16 hours and the car took 11 hours to reach the same city. What is the difference in their journey time?	

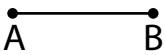
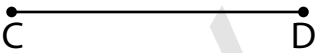
6.1 Geometrical Shapes

- **i.** Draw and measure line segments to the nearest centimetre and millimetre
- **ii.** Recognise point, line, ray and line segment
- **iii.** Classify figures according to number of sides as quadrilaterals (rectangles, squares and triangles)
- **iv.** Calculate perimeter of square, rectangle, and triangle
- **v.** Identify centre, radius and diameter of a circle

1. Fill in the blanks.

a)	A ☐ is a line which extends in one direction only.
b)	A line segment has ☐ end points.
c)	A point is shown as a ☐.
d)	A line is made up of ☐ points.
e)	The given figure is a ☐. 
f)	The given figure is a ☐. 

2. Measure and write the length of each line segment.

a)		$m\overline{AB}$ = ☐ cm
b)		$m\overline{CD}$ = ☐ cm
c)		$m\overline{XY}$ = ☐ cm
d)		$m\overline{PQ}$ = ☐ cm

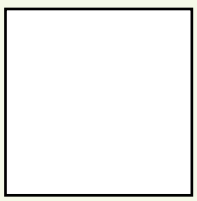
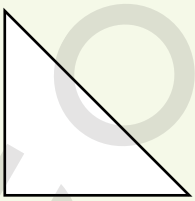
3. Draw line segments of the given lengths.

a)	$m\overline{AB}$ = 8 cm
b)	$m\overline{ST}$ = 10 cm
c)	$m\overline{FG}$ = 40 mm
d)	$m\overline{PQ}$ = 120 mm

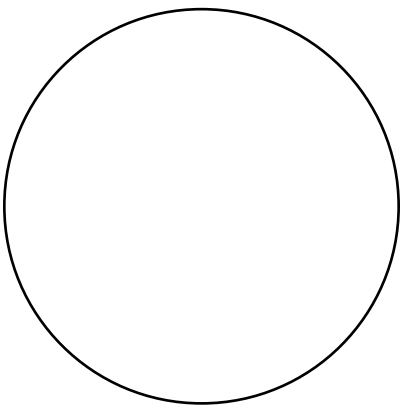
1. Who am I?

a) I have four equal sides.	
b) I have three sides.	
c) I have two opposite sides equal.	
d) I have four sides and four corners, but my width is different from my length.	
e) I have three corners.	

2. Measure and write the length of each side of the given figure. Write the name of each figure.

		
m $\overline{AB}$ =	m $\overline{XY}$ =	m $\overline{PQ}$ =
m $\overline{BC}$ =	m $\overline{YZ}$ =	m $\overline{QR}$ =
m $\overline{CD}$ =	m $\overline{ZX}$ =	m $\overline{RS}$ =
m $\overline{DA}$ =		m $\overline{SP}$ =
This is a	This is a	This is a

3. Mark and name the centre, radius, and diameter in the given circle.



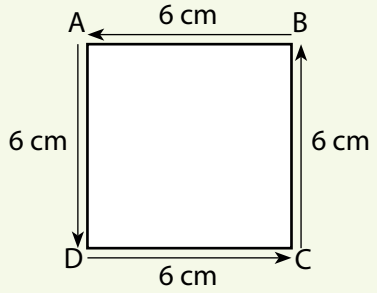
Centre:

Radius:

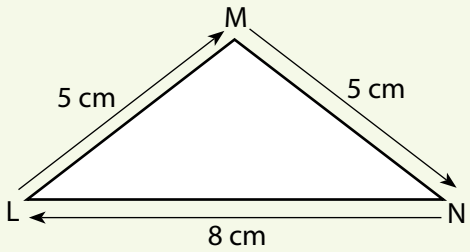
Diameter:

4. Find the perimeter of the given shapes.

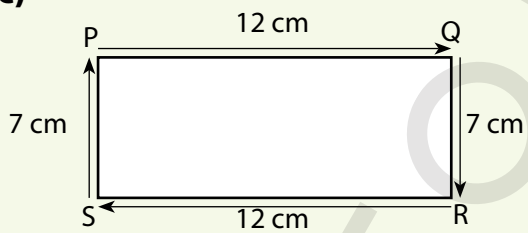
a)



b)



c)



5. Fahim is jogging on a rectangular track 300 m long and 150 m wide. How much distance does he cover in one round?

6. Anjum wants to make a triangular birthday card for her friend with each side of 25 cm. Find the perimeter of the card.

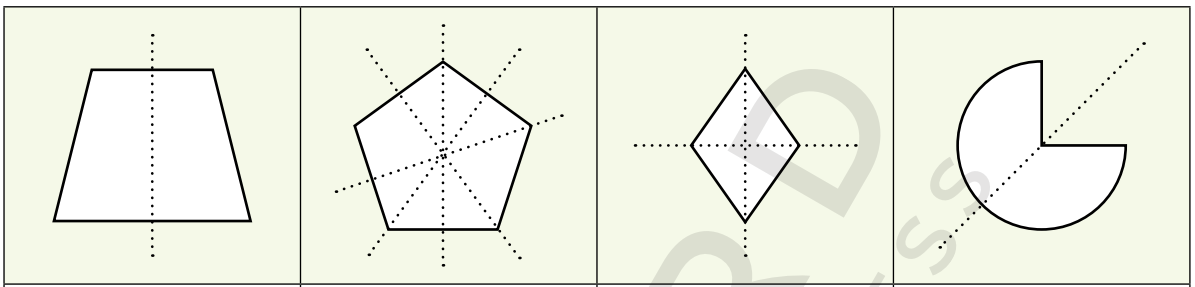
7. A farmer has a rectangular field of length 850 m and a width of 600 m. If he wants to put a fence around the field, what will be the total length of the fence?

6.2 Symmetry

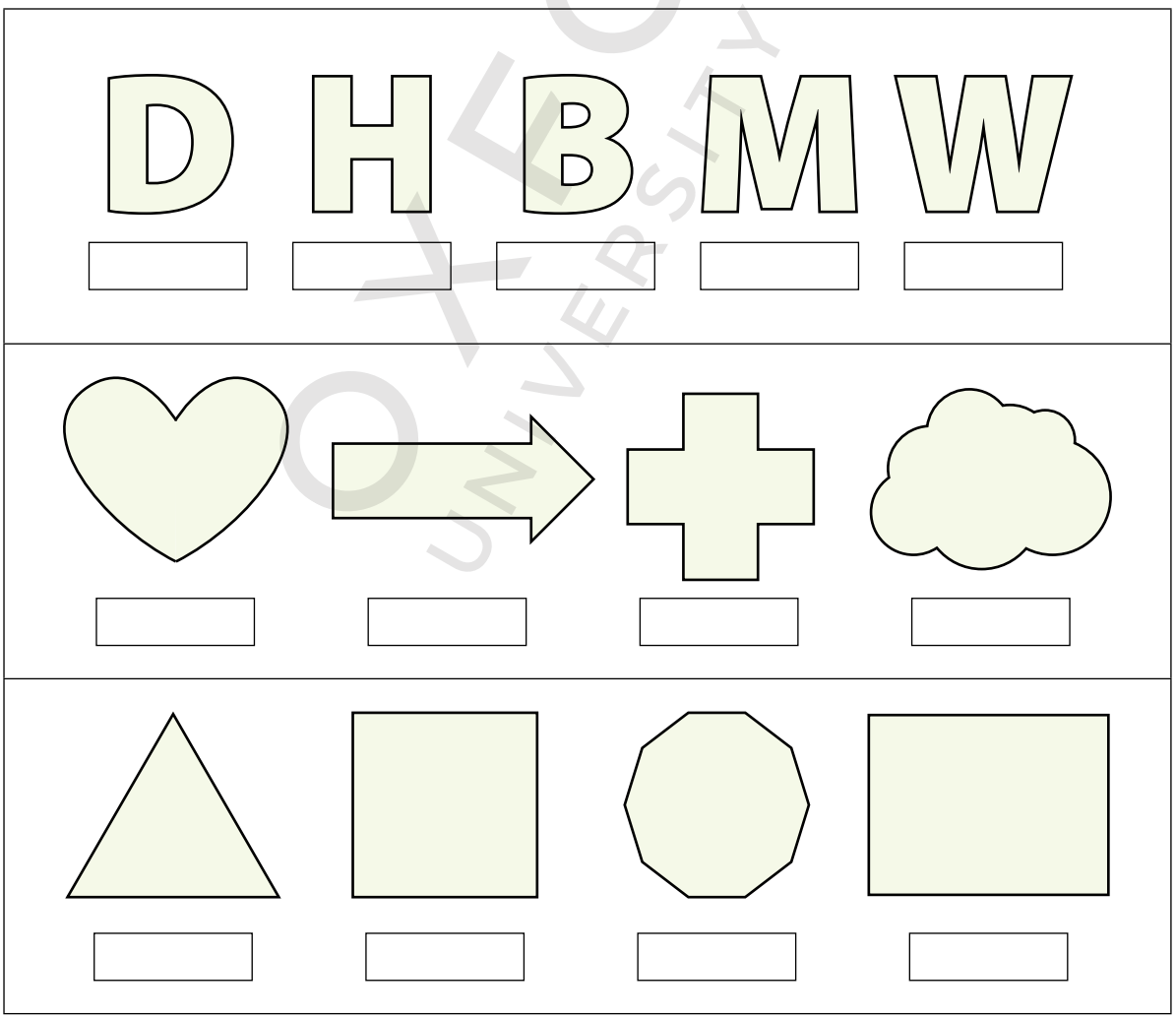
i. Identify reflective symmetry in two- dimensional (2-D) shapes

ii. Identify and draw lines of symmetry

1. Count the number of line/s of symmetry in each shape.



2. Identify and draw the lines of symmetry in the given shapes. Write the number of line/s of symmetry each shape has.

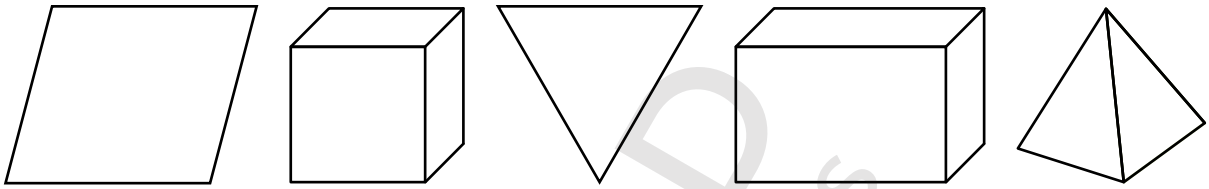


6.3 Three-dimensional Objects

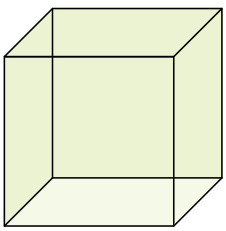
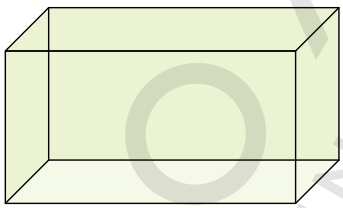
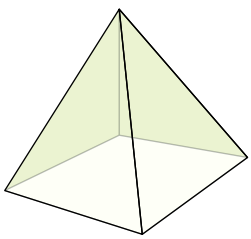
i. Describe 3-D objects (cubes, cuboids, and pyramids) with respect to the number of edges and faces

ii. Differentiate 3-D objects (cubes, cuboids, and pyramids) with respect to the number of edges and faces

1. Identify and colour the 3D shapes.



2. Complete the table given below.

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

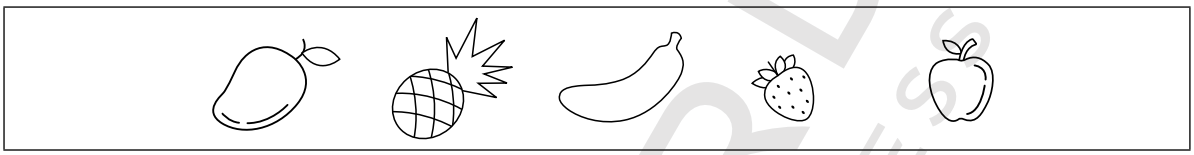
7.1 Data Representation

i. Representation of data by
- Carroll diagram
- Tally chart

ii. Read and interpret a Carroll diagram and Tally chart

iii. Read and interpret Picture Graph

1. Students of Class 3 were asked about their favourite fruit. Sort out the fruits, colour red or yellow, and complete the Carroll diagram.



	Juicy	**Non-juicy**
Yellow Colour		
Red Colour		

2. Sort out the given numbers by a Carroll diagram.

9	12	15	18	25	30	36
35	39	42	45	50	54	60

	Even Numbers	**Odd Numbers**
Numbers divisible by 3		
Numbers divisible by 5		

3. In a Science test marks obtained by 24 students are given below: Complete the table.

5	8	9	7	7	3	10	9	8	6	5	9
7	8	4	10	4	5	8	10	10	6	6	8

Marks Obtained	Tally Marks	Number of Students
3		
4		
5		
6		
7		
8		
9		
10		

4. Students of Class 3 celebrate their birthdays in the following months.

Month	Tally Marks
January	𝍸
February	𝍸 |
April	𝍸
May	|
July	𝍸
September	𝍸 ||
November	||
December	𝍸 |

Answer the following questions.

a) In which month most of the students have their birthday?	
b) In which month least number of students have their birthday?	
c) Which are the months when no birthday is celebrated?	
d) How many children celebrate their birthdays in the months of September and December?	
e) How many more children celebrate their birthday in February than May?	
f) How many students are in Class 3?	

5. The pictograph shows production of bicycles in different years. Look at the pictograph carefully and answer the questions given below.

Year	Number of vehicles
2008	
2013	
2018	

Key:
Each  represents 1000 units

a)	How many bicycles were produced in 2008?	
b)	How many bicycles were produced in 2013?	
c)	How many bicycles were produced in 2018?	
d)	How many lesser numbers of bicycles were produced in 2018 as compared to 2008?	
e)	How many bicycles were produced altogether?	

6. Children of two sections of Class 3 were asked what their favourite drink was. The result is shown on the pictograph.

Drink	Number of children
Milk	
Juice	
Tea	
Milkshake	

Key:
Each drink represents 3 children

Answer the following questions.

a)	What is the favourite drink?	
b)	Which drink is least popular?	
c)	Which two drinks are equally liked?	
d)	How many more children like milk as compared to tea?	
e)	How many children were asked about their favourite drink?	

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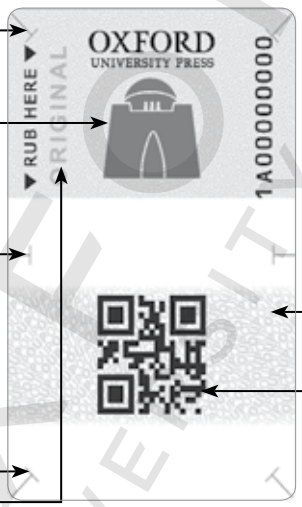

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