

J.T.Golden Jubilee School

2020-21

Class-3

Assignment-4

Book-Hello Earth

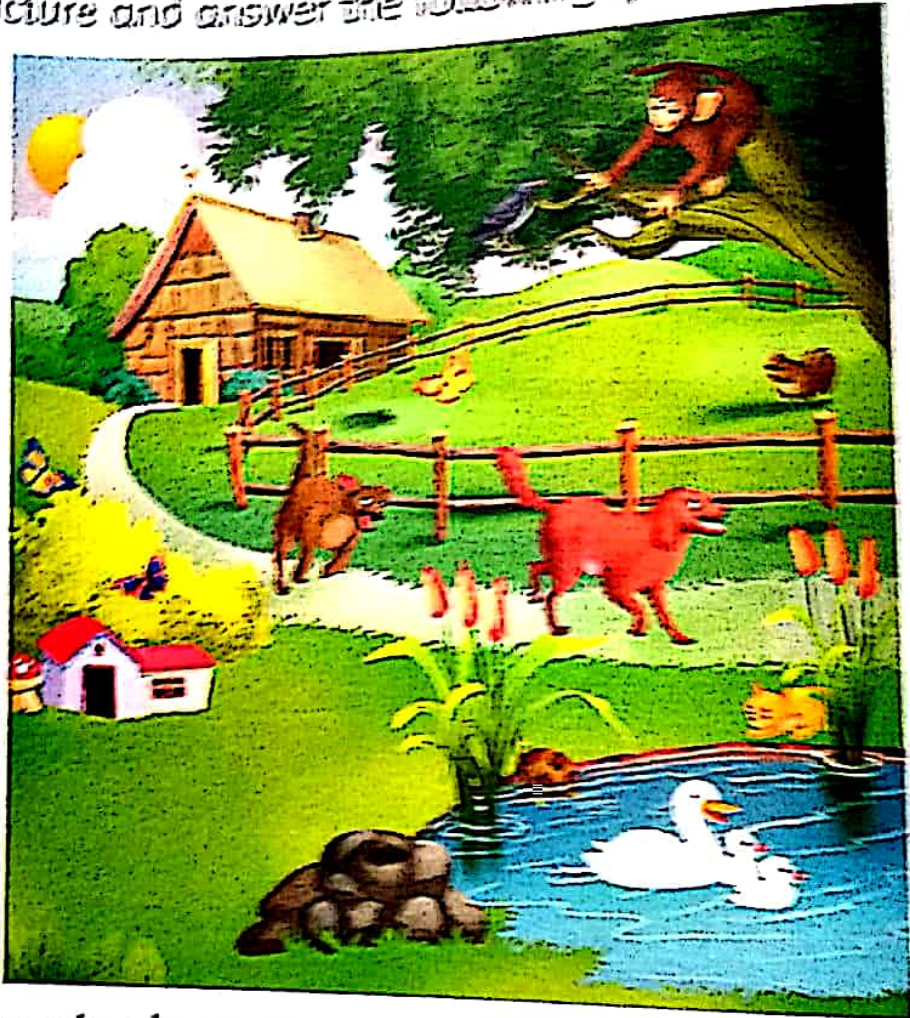
Subject-E V S

Ls-7. Animal Friends

Ls-8 -Our creepy crawly friends



Look at the picture and answer the following questions.



LS - 7
Animals -
Our Friends.

1. How many animals can you see in the picture? _____
2. Name the animals that are there in the water. _____
3. Name any two animals that can fly. _____

DIFFERENT KINDS OF ANIMALS

There are many different types of animals found on our earth. Some are big and some are small.

Animals such as giraffes, cows, and...



The elephant is the largest land animal while the giraffe is the tallest. The blue whale is the largest animal on earth.

Most of the big animals like tigers, lions, zebras, elephants and giraffes live in forests and are known as wild animals. These animals take care of themselves and their young ones.

Animals such as squirrels, cats, rabbits, rats, dogs, porcupines, earthworms, snails, butterflies and crabs are small animals.



A porcupine

Birds are animals that have two legs and wings, and are covered with feathers. There are many different types of birds. Some birds such as ostriches, emus, eagles and vultures are large. Other birds such as parrots, crows, hens and pigeons are small.



An emu

Many small animals can be seen in and around our homes. We keep some small animals like cats, dogs, parrots, rabbits and small fish as pets. We should look after our pets well.

Some animals like cows, bullocks, buffaloes, hens, ducks, donkeys and sheep are domestic animals. They live with people and are tamed or domesticated as they are useful to us in many ways. We get milk from cows, goats and buffaloes. We get wool from sheep. Hens and ducks give us eggs. Goats, sheep and hens give us meat. Dogs guard our homes. Cows and bullocks help farmers by ploughing fields. Donkeys and horses carry our loads and pull carts. Some large animals such as elephants and camels can also carry loads.



Cows ploughing a field

ANIMALS LIVE EVERYWHERE

Just like plants, we find animals everywhere around us.

- Many different kinds of animals live on land. Some of them are cats, dogs, foxes, tigers, elephants, giraffes, horses and hens.



Activity

Find and list any five things that you eat, use or wear which come from animals. Also write the names of the animals that they come from.

- Many different types of animals also live in water. Some of them (are fish, crabs) jellyfish, sharks, whales and dolphins.
- Some animals such as frogs and toads can live both on land and in water.
- Animals also live on trees. (Monkeys, chimpanzees) sloths and most birds live on trees.
- Some animals also live underground. For example (earthworms, ants) and termites.

Discuss

A zoo is a place where you can see many different types of animals and birds. Have you been to a zoo? Talk about what you saw there.



A monkey

HOW ANIMALS MOVE

Animals move from place to place in search of food and shelter. If you carefully observe the animals around you, you will see that they move in different ways.

Animals such as cows, dogs, cats, buffaloes, elephants and horses walk from place to place with the help of their legs. Cheetahs, deer and horses can run very fast. The cheetah is the fastest land animal. Animals such as rabbits and kangaroos hop on the ground.

Animals that live in water—such as fish, whales and sharks—swim from one place to another. Most birds can fly from one place to another. They are able to fly because they have wings and light bodies.

Some small animals such as ants, spiders, etc. walk slowly on their legs, with their bodies close to the ground. This is called crawling. Some animals such as snakes, snails, slugs and earthworms move by pushing their bodies along the ground. This is called creeping.

Did you know?

The largest bird in the world is the ostrich. However, it cannot fly like other birds do.

ANIMAL HOMES

Different animals live in different homes. Sometimes animals make their own homes. People also make homes to keep animals.



A bird lives in a nest. An ant lives in an anthill. A mouse lives in a hole. A spider spins a web for a home. A cow lives in a shed. A horse lives in a stable. A lion lives in a den.

ANIMAL BODIES

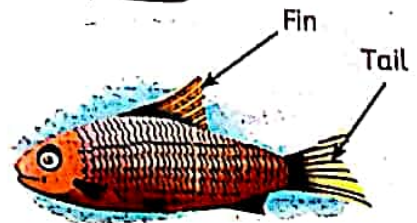
Different animals have different body structures. Almost all animals have a head, eyes and limbs.

Animals like cows, horses, monkeys, goats and sheep have four legs while birds have two legs. Snakes and earthworms do not have legs. Some very small animals like ants, butterflies and bugs have six legs. They are called insects. Spiders have eight legs. Tiny centipedes and millipedes have many, many legs!

Birds have wings with feathers and a special mouth called a **beak**. Fish do not have legs. They have **fins** instead.

Most animals have a tail. It can be either short or long. Animals use their tails in different ways.

- Tails help animals to balance their bodies as they swim, hop, jump or swing from branch to branch.
- Tails help fish to change direction while swimming.
- Tails help some animals to brush away flies and other small animals from their bodies.
- Tails also help animals to show their feelings.



Parts of a fish

ANIMALS THAT ARE NOT COMMONLY SEEN

There are many animals that are not found in our country. They are found in other countries and distant places. We see them in books or in zoos. Some of these animals are shown here.

Some animals can be seen only in books or in films. They lived on earth earlier but are no longer living now. They have disappeared from earth due to many reasons. **Dinosaurs** are such animals.



A giant panda



A koala bear

ANIMAL FOOD

Herbivores are animals that eat only plants. They are called herbivorous animals. Cows, horses, giraffes and goats are some examples of herbivores. Carnivores are animals that hunt and eat the flesh of other animals. Tigers, lions, cheetahs and panthers are carnivores. Scavengers are flesh-eating animals, such as jackals and hyenas, do not hunt. They eat the leftovers of what other animals have hunted and fed upon. They also eat the flesh of dead animals. They are called scavengers. Some animals such as crows and bears eat both plants and flesh of other animals. They are called omnivores.

OUR VALUES

Animals are very useful to us in many ways. We should take good care of our pets and domestic animals. We should feed them properly and keep their homes clean. We should not tease them.

- What will happen to our pets if we do not take care of them?

LET'S REMEMBER

- There are many different kinds of animals in the world—big and small, wild and domesticated, etc.
- Animals are useful to us in many ways.
- Animals live on land, in trees, in water and under the ground.
- Animals move in different ways.
- Animals live in different kinds of homes.
- Different animals have different body structures and eat different types of food.

KEY WORDS

Feathers

The soft, light things on a bird's body that keep it warm and help it to fly

EXERCISES

DO Exercise A, B, C in the book.

A. Fill in the blanks.

1. The largest animal on earth is the _____. (elephant/blue whale)
2. Toads and frogs live on _____ and in _____. (land/water/air)
3. Birds fly with the help of their _____. (wings/fins)
4. Snakes and slugs _____ from place to place. (walk/creep)
5. Animals that eat the flesh of other animals are called _____. (herbivores/carnivores)

Match the rows.

- | | | | |
|---------|---------|-----------|----------|
| 1. Cow | 2. Lion | 3. Spider | 4. Horse |
| a. Hole | b. Web | c. Shed | d. Den |

Choose the correct option.

1. Which of these is a domestic animal?
(a) Cow (b) Lion (c) Whale (d) Snake
2. Which of these is a big animal that lives on land?
(a) Cow (b) Ant (c) Fly (d) Snake
3. Which of these lives underground?
(a) Fish (b) Earthworm (c) Cat (d) Snake
4. Which of these has a tail fin?
(a) Frog (b) Fish (c) Horse (d) Snake
5. Which of these is an animal with more than four legs?
(a) Rat (b) Lizard (c) Cockroach (d) Snake

ANSWERS IN ONE WORD

1—Name the largest bird in the world

1-Ostrich

2-The soft, light things on a bird's body that

Keep it warm and help it to fly.

2-Feathers

3-Animals that are trained to obey and work

For us.

3-Domesticated

4-The thin flat parts of a fish that help it to

Swim.

4-Fins

5-The animals they do not hunt but eat the

Leftovers of what other animals have

Hunted.

5-Scavengers

6-Name of an animal that disappeared from

earth due to many reasons.

6-Dinosaurs

Answer the following questions

**Q-1-Write four ways in which animals
are useful to us?**

**A1-Animals are useful for us in the following
ways-**

a-We get milk from cows,goats and buffaloes.

b-We get wool from sheep.

c-Dogs guard our homes.

**d-Cows and bullocks help farmers by ploughing
fields.**

**Q2-Mention the different places where animals
live. Give two examples for each.**

A2- The different places where animals live are-

a-Many animals like cats and dogs live on land.

b-Animals like fish and crabs live in water.

**c-Animals such as frogs and toads can live
both on land and in water.**

**d-Animals like monkeys and chimpanzees
live on trees.**

**e-Animals such as earthworms and ants
live underground.**

Q3-With the help of one example each, write

the difference between carnivores, herbivores and omnivores.

A2-Herbivores are animals such as cows that eat only plants.

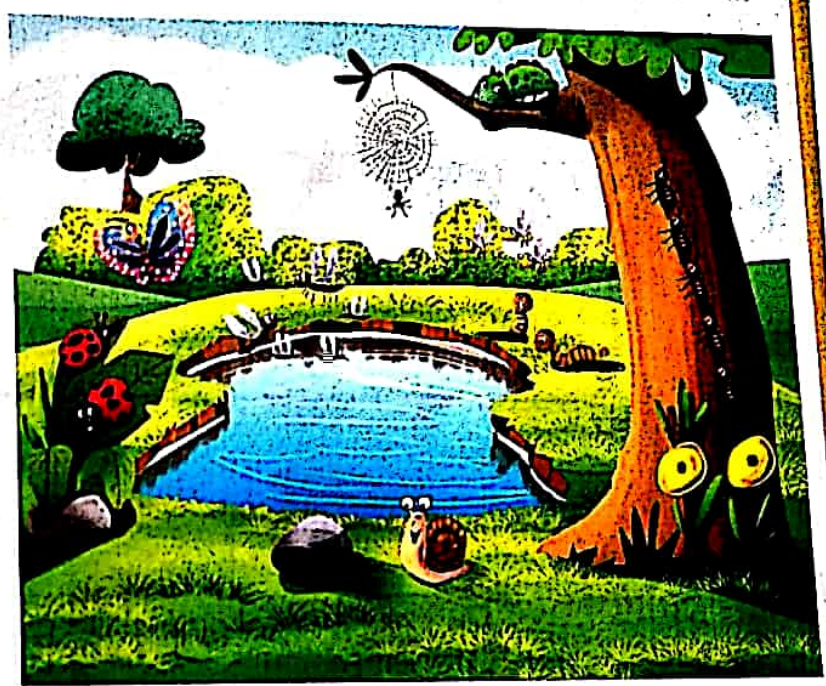
Carnivores are animals such as tigers that hunt and eat the flesh of other animals.

Omnivores are animals such as crows that eat both plants and flesh of other animals.

Our Creepy-Crawly Friends

Many small animals are hidden in this picture. Count and write the numbers of each type of animal in the blanks given.

- ants
- ladybirds
- mosquitoes
- butterflies
- chameleons
- snails

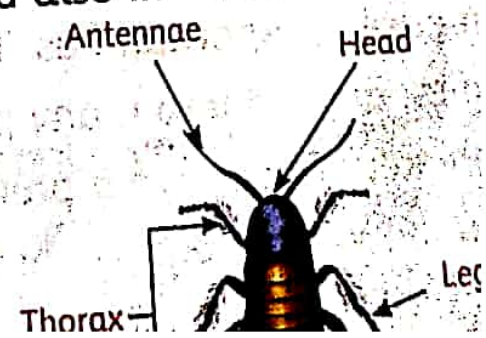


Our earth is full of creepy-crawly creatures. These include insects, worms, spiders, snails, lizards and many more. These tiny creatures are found everywhere—on land, on trees, in water and even under the ground.

INSECTS

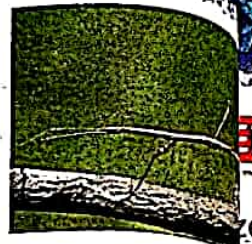
Insects are very small creatures that are commonly found around us—in gardens, inside houses, on plants, in the soil and also in and around water bodies.

An insect has six legs. Its body is divided into three parts—the head, the thorax and the abdomen. Insects do not have a backbone but



Some insects like houseflies, cockroaches, butterflies and mosquitoes have wings that help them to fly. Some insects like grasshoppers, crickets, locusts and stick insects jump around.

Butterflies and moths look similar, but they are different in many ways. Read about their differences below.



A stick insect



A housefly

Activity

In your scrapbook, draw and colour a butterfly that you have seen. Label its body parts as well.

Butterflies



1. Butterflies have colourful wings.
2. Butterflies fly during the day.
3. Butterflies open and close their wings.

Moths



1. Moths do not have colourful wings.
2. Moths usually fly at dusk or at night.
3. Moths keep their wings open.

WORMS AND SNAILS

Worms are very small creatures that have very soft bodies. They do not have any bones. Their bodies are like long tubes.

Earthworms are a type of worm that we can easily find around us. They have long bodies, divided into many parts called segments. They have a pair of legs in each segment which helps them to crawl. Just like earthworms, snails also do not have any bones. Some snails have a hard, round shell on their bodies.

Did you know?

Bees, wasps and ants are known as social insects because they live in colonies. They gather food for their colony. Their queen is the most important among them because she is the only one who lays eggs.

REPTILES

Lizards, garden lizards and chameleons belong to a separate family of animals called reptiles.

A chameleon changes its colour according to its surroundings so that it ^{can} ^{be} does not get spotted easily by its enemies. This is known as camouflage.

Many reptiles such as lizards eat insects like mosquitoes, cockroaches, moths, butterflies and houseflies. They have a sticky tongue that helps them to catch insects.



A chameleon

SPIDERS

A spider is neither an insect nor a worm. It is not even a reptile. It has eight legs and its body is divided into two parts. There are tiny holes on its back. A spider makes a web to catch insects. It gives out a liquid that forms sticky threads. It spins these threads together into a web. Whenever an insect or a fly comes near the web, it gets stuck to the sticky threads and is trapped in the web.

There are many types of spiders. We find spiders almost everywhere—in the corners of a room, on plants and trees, and even in the dark areas of a cupboard.



Discuss

Soldiers in the army wear clothes that camouflage them very well. Why?

CREEPY-CRAWLIES ARE EVERYWHERE

Different types of insects, worms, snails, spiders and reptiles can be found everywhere. They are found in gardens, in houses, on plants, in the soil and in water bodies. Some insects such as ants and termites live under the ground. Butterflies can be seen near flowers. Many insects hide themselves in the cracks and corners of the house. Some insects such as cockroaches usually come out at night.

CREEPY-CRAWLIES ARE USEFUL TO US

Our creepy-crawly friends are useful to us in many ways.

- Honeybees give us honey.
- Silkworms give us silk, which is used to make clothes.
- Earthworms help to make the soil more fertile by turning and loosening it.
- Lizards eat mosquitoes and flies, which helps us in preventing the diseases caused by them.

Go Green!

Always remember that earthworms make soil fertile and help plants to grow well. Make sure you do not harm them, if you come across them.

CREEPY-CRAWLIES CAN ALSO HARM US

Sometimes, however some creepy-crawlies can also harm us.

- Bees and wasps have a sharp body part called a sting, which they use to attack if they sense danger. Their stings can be very painful.
- Flies spread diseases such as diarrhoea, cholera and food poisoning. They sit on garbage dumps and dirt. Germs get stuck on their legs. When these sit on our food, the germs settle on the food. When we eat this food with germs in it, we fall sick.
- Mosquitoes cause diseases by biting people. Some of the common diseases caused by mosquitoes are malaria, dengue and chikungunya.

Mosquitoes breed in water that is stagnant. That is why you should not allow water to collect near your home or in containers. You should keep your surroundings clean.



Mosquitoes breeding in stagnant water

OUR VALUES

Creepy-crawlies are also a part of our world. We should not harm them.

- Is it right to trap insects to play with them? Why?

LET'S REMEMBER

- An insect's body is divided into three parts—head, thorax and abdomen. It has six legs, and a pair of antennae that help it to sense things around.
- Earthworms and snails have soft bodies with no bones.
- Lizards, garden lizards and chameleons are reptiles.
- Creepy crawlies are useful as well as harmful to us in many ways.

KEY WORDS

Thorax	The middle section of an insect's body to which wings and legs are attached
Abdomen	The end part of the body of an insect that is joined to the thorax
Antennae	Two long thin parts on the heads of some insects, used to touch and feel things
Dusk	The time in the evening when it is nearly dark
Reptiles	A type of animals that lay eggs and are cold-blooded
Camouflage	The way in which an animal's colour or shape matches its surroundings and makes it difficult to spot
Stagnant	Something that is not moving

EXERCISES

A. Fill in the blanks.

1. An insect's body is divided into _____ parts. (two/three)
2. A worm's body is divided into _____ (segments/legs)
3. A spider is not an insect because it has _____ legs and not _____ legs. (six/eight), (six/eight)

4. _____ spread diseases like cholera and _____
5. Mosquitoes breed in _____ water. (stagnant/flowing)

B. Write true or false.

1. All insects have wings that help them to fly.
2. An earthworm's body is divided into many segments.
3. Lizards and chameleons belong to the reptile family.
4. A spider spins a web to catch insects.
5. A honeybee is a very useful insect that gives us honey.

C. Choose the correct option.

1. Which of these is true about insects?
(a) They have six legs.
(b) Their bodies are divided into two main parts.
(c) They all have a pair of wings to fly.
(d) All of these
2. Which of these have very soft bodies?
(a) Earthworms (b) Spiders (c) Ants (d) None of the above
3. Which of these terms describes how some animals can easily blend with their surroundings?
(a) Colouring (b) Camouflage (c) Chameleon (d) None of the above
4. Which of these is true about spiders?
(a) They have eight legs.
(b) They are neither insects nor reptiles.
(c) They give out sticky threads to make a web.
(d) All of these
5. Which of these diseases is not spread by mosquitoes?
(a) Malaria (b) Chikungunya (c) Dengue (d) Diarrhoea

D. Answer the following questions.

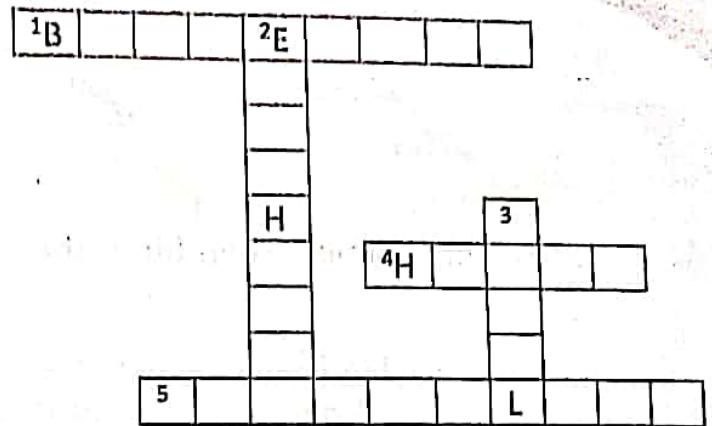
1. With the help of a diagram, describe the structure of an insect's body.
2. With the help of examples, explain how insects and reptiles are different.
3. Is spider a reptile or an insect? Explain.
4. What is camouflage? Explain with an example.
5. Mention any three ways each in which creepy crawly creatures are useful or harmful to us.



Think and Answer

Solve the following crossword with the help of the clues below.

1. An insect with wings
2. An animal that has body segments and is useful to farmers
3. An animal without any bones
4. An important thing that bees give us
5. A process that helps animals blend with their surroundings



CREATIVE CORNER

Individual activity: Collect and paste three pictures each of insects, worms, snails and reptiles in your scrapbook and also label them correctly.

Group activity: Your teacher will divide the class into five groups. Each group can choose any one of these topics and prepare a short skit on it:

- Insects around us
- Useful insects and worms
- How mosquitoes spread diseases
- How worms move
- How flies spread diseases

Interdisciplinary activity: Imagine that you are a spider. Write a paragraph on how and why you spin a web.

Weblinks: For more information go to—

<https://learnenglishkids.britishcouncil.org/en/games/insect-world> (Accessed on 3 June 2016)

TEACHER'S TIP

Let the children name a few creepy-crawly creatures they might have seen around them at home, in school, at the park, etc. They can be grouped in various categories like insects, worms, etc.

Answers in one word

1-The middle section of an insect's body to which wings and legs are attached

1-Thorax

2-The end part of the body of an insect that is joined to the thorax

2-Abdomen

3-Two long thin parts on the heads of some insects used to touch and feel things.

3-Antennae

4-The time in the evening when it is nearly dark.

4-Dusk

5-A type of animals that lay eggs and are cold blooded.

5-Reptiles

6-The way in which an animal's colour or shape

matches its surroundings and makes it difficult to spot.

6-Camouflage

Answer the following questions-

Q1-With the help of a diagram describe the structure of an insect's body.

A1-An insect has six legs.Its body is divided into three parts-the head, the thorax and the abdomen.It does not have a backbone but its body has a hard covering .It has a pair of antennae that help it to feel and sense things.

Q2-What is camouflage? Explain with an example.

A2-A chameleon change its colour according to its surroundings so that it can not be spotted easily by its enemies. This is known as camouflage.

Q3-Mention any three ways each in which creepy crawly creatures are useful to us.

A3-Our creepy crawly creatures are useful to us in following ways-

a-Honeybees give us honey.

b-Silkworms give us silk which is used to make clothes.

c- Earthworms help to make the soil more fertile by turning and loosening it.

NOTE--One word answers and answer the following of Ls-7 and 8 will do in the class work notebook (copy).

Exercises must be done in the book.

ACTIVITY- Draw and label parts of a Fish.(Ls -7)

Draw and colour a Butterfly and Label its body parts (Ls-8)

Weblinks:

1-<http://animaladay.blogspot.in/> (Ls-7)

2-<https://learnenglishkids.britishcouncil.org/en/games/insect-world> (Ls-8)

JAGAT TARAN GOLDEN JUBILEE SCHOOL, PRAYAGRAJ.

Session: 2020-2021

Class: III

Subject: ART

ASSIGNMENT 4

- 1.) Draw this in your drawing copy
- 2.) Children can use any colours that are available at the home
- 3.) Stay Home Stay Safe

Use the below link for help

[CLICK HERE](#)

Assignment 4



Use newspaper

Jagat Taran Golden Jubilee School

Session 2020 -2021

Class III

Subject : Computer Science

Assignment : 4

Lesson 4 – Complete the exercises (Section A complete and Section B--- A, B and C questions) in book.

Lesson 4 - Do the Answer the following questions in fair copy {four liner
interleave notebook.

**Activity: Draw the different Mouse Pointer shapes in an activity sheet. (Page
no. 44)**

Online link: - https://drive.google.com/file/d/1ST6gGxqul-0lQq7SCgDB4n-DkJizO_ko/view?usp=sharing

Notebook work:

Answer the following questions

1. Define the term Windows.

Ans: Windows is an operating system. It manages all jobs of a computer and makes it run.

2. What is Desktop?

Ans: The desktop is the main screen area which you see after you turn on your computer and log on to Windows.

3. What is Taskbar?

Ans: The taskbar is a long horizontal bar located on the desktop, and contains the Start button, placeholders for open windows and the Notification Area.

4. Write any two main features of Windows 10.

Ans: a) Windows 10 is more attractive, with a complete set of new pictures, themes and icons.

b) Windows 10 provides a Windows Store application where you can get a lot of free apps, games and songs.

5. Briefly explain the use of Start Button.

Ans: The Start button in Windows 10 is a small button that displays the Windows logo and is always displayed at the left end of the Taskbar. We can click the Start button in Windows 10 to display the Start menu or the Start screen.

6. Describe the term Screen Saver.

Ans: A screensaver is a computer program that fills the computer screen with moving images or patterns when the computer has been idle for a long time.

UNDERSTANDING WINDOWS 10

LEARNING IN THIS CHAPTER

- Features of Windows 10
- Windows Taskbar
- Selecting and deselecting Icon, Opening a Program
- Arranging and Sorting the desktop Icons
- Changing the desktop background and Screensaver
- Mouse Pointer shapes
- Shutting down your computer

Tell me students, who takes care of all the household work at your home? Yes! You guessed it right. Your parents! They look after all the household work in such a manner that you do not have to worry about anything. It is because they run the house with a system. Imagine if your parents go away for sometime and you have to manage the house, what will you do? You will surely find it difficult to manage the daily chores of the house.

In the same way, a computer has a special set of programs, which manages all the jobs of a computer and makes it run. This is known as the **Operating System**.

Windows is an operating system. Without it, we cannot even start a computer or work on it.

Now again, tell me students, when we use the word "window", which image comes to your mind? Yes! It is the glass window through which we can peep outside and see various things. Likewise, in computers, Windows is a program that shows different programs on the screen.

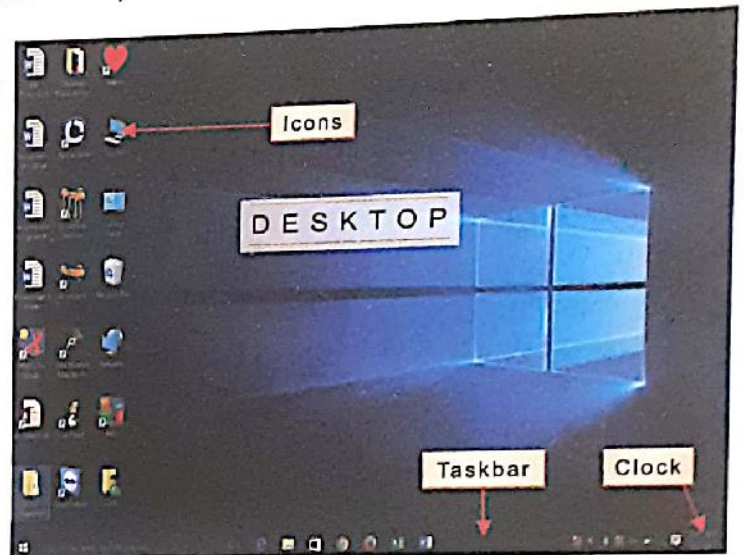


Figure 4.1: Windows 10 Desktop

➤ FEATURES OF WINDOWS 10

- Windows 10 is more attractive, with a complete set of new pictures, themes, and icons.
- The best features of both Windows 7 and Windows 8 have been included in Windows 10.
- It has an improved Search tool – Cortana, which helps you to find information on your system or on the web directly. You can even give voice commands to this Search tool.
- It has a new 'Task View' button to the right of the search box, on the taskbar. This button provides the ability to open multiple desktops at the same time.
- Windows 10 provides a Windows Store application where you can get a lot of free apps, games, and songs.

When we switch on a computer, Windows starts automatically. The first screen that appears with labelled pictures on it, is called Desktop.

ICONS

The small labelled pictures or symbols present on the desktop are called icons. These icons are used to open specific programs or documents.

Let us understand the concept of icons and desktop with the help of an example.



When you go to the kitchen and open a cupboard, you find various labelled boxes, containing different items. The cupboard works like Windows and the labelled boxes work like icons.

Example

➤ WINDOWS TASKBAR

The Taskbar is a long horizontal bar located at the bottom of the desktop. It is divided into the following sections:

THE START BUTTON

The Start button is present at the bottom left corner of the Taskbar. When you click on the Start button, a list of options appears. This list is called the Start menu.



You can use the Start button to perform common tasks, such as starting a program, searching files and folders, shutting down the computer, and much more.

You can find File Explorer, Settings, and a list of the most used apps on the left side of the Start menu.

MIDDLE SECTION

The middle section of the bar shows the opened programs as buttons. Here you can add commonly used programs, such as the Internet Explorer, Word program, Windows media player, etc. They can be opened with a single click. When a program is active, its icon is highlighted in a lighter shade with a bar below it.

NOTIFICATION AREA

The right side of the taskbar is known as the Notification Area, which includes a clock and a group of icons that tell the status and notifications about the programs running on a computer. For example, software updates, network connectivity, battery, volume, etc.



William Brough
He is the founder of
Edmentum Corporation.
He is a leading
software company.

Let's Know More

The Start menu can be opened by pressing Windows key + Start key on your keyboard.

Quick View

You can also activate the Start menu by pressing the Windows key + X key on your keyboard.

Quick View

Press Windows key + R key combination to minimize all the open windows.

The Peek button is present on the extreme right of the taskbar. Click this button to minimize all the open program windows and view the desktop.



MOVING THE TASKBAR

The Taskbar can be moved to any of the four sides of the Desktop.

To move the Taskbar, take the following steps:

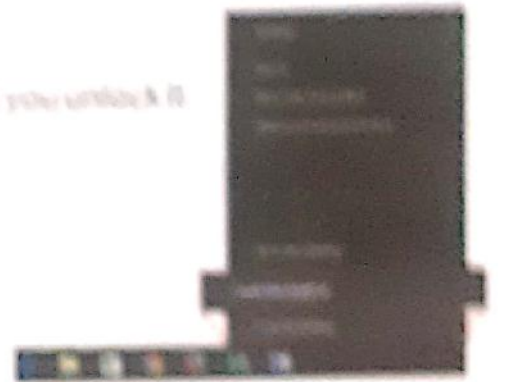
- ▶ Place the pointer on the blank area of the Taskbar
- ▶ Press and hold the left mouse button, and drag the taskbar to any side of the desktop.
- ▶ Now, release the mouse button.



LOCKING THE TASKBAR

You can lock the Taskbar, that means it will not move to any place until you unlock it.

- ▶ Right-click on the blank area of the Taskbar
- ▶ Click on the Lock the taskbar option in the Shortcut menu.
- ▶ You will notice that the taskbar will not move from its location.



▶ SELECTING AND DESELECTING ICON

SELECTING AN ICON

- ▶ To select any icon, simply click on it.
- ▶ It will be highlighted.



DESELECTING AN ICON

- ▶ To deselect the icon, click away from the icon.
- ▶ The icon will now be displayed in its original form.



➤ SELECTING ADJACENT AND NON ADJACENT ITEMS

SELECTING ADJACENT ITEMS

- Left-click on the first item to be selected.
- Hold down the **Shift** key and click on the last item to be selected.
- Release the **Shift** key. All the adjacent items will be selected.

SELECTING NON ADJACENT ITEMS

- Hold down the **Control (Ctrl)** key.
- Click on each of the items to be selected, one by-one.
- In this way, you will be able to select the non adjacent items.

➤ OPENING A PROGRAM

- Click the icon, which you want to select and press the **Enter** key. The application window will open.

Or

Double-click the left mouse button on the icon to open it.

➤ ARRANGING THE DESKTOP ICONS

As you arrange your study desk to make it tidy, similarly, you can arrange the icons on the desktop to give it a better look. To do this:

- Right-click on the blank area of the desktop.
- You will find a list of options.
- Select the **View** option.
- Click the **Auto arrange icons** option from the sub menu.
- Observe the changes.

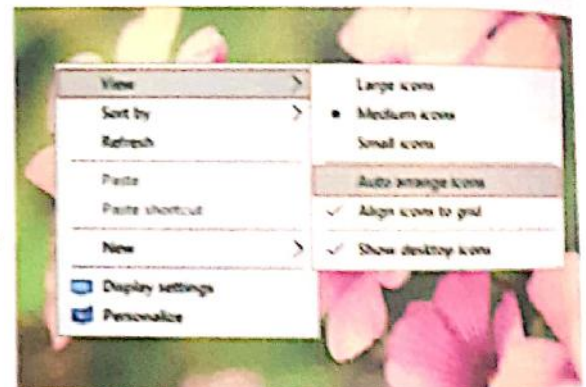


Figure 4.5: Arranging the Icons

➤ SORTING THE ICONS

Sorting the desktop items means arranging them in a proper order.

- Right-click on the blank area of the desktop.
- A Shortcut menu will appear.
- Point to the **Sort by** option and click the **Size** sub-option.
- The icons will be arranged in the increasing order of the file size.

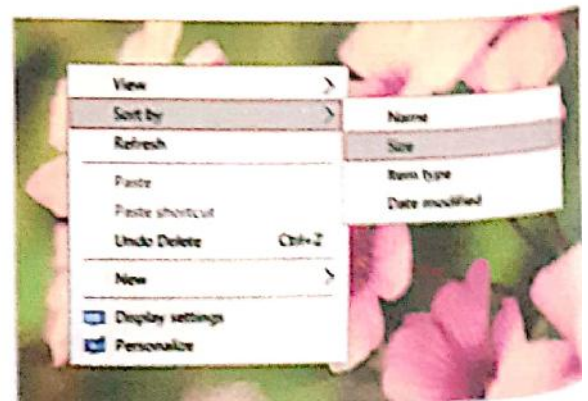


Figure 4.6: Sorting the Icons

➤ CHANGING THE DESKTOP BACKGROUND

You can change the appearance of the desktop background according to your choice in the following way:

- Right-click on the blank area of the desktop.
- You will find the list of options. This is called **Shortcut menu**.
- Select the **Personalize** option.
- The **PERSONALIZATION** window will appear.
- By default the **Background** option is selected and preview of the current background is displayed in the right pane.
- Click on the drop-down arrow of the **Background** list box and select any option (Picture, Solid Colour, Slideshow) from the displayed list.



Figure 4.7: Changing Desktop Background



Figure 4.8: Changing Wallpaper

- Select any picture from the 'Choose your picture' section or click on the **Browse** button to get more options for the pictures from your computer.
- Select any layout for the background from the **Choose a fit** list box.
- A preview of the selected background will appear in the 'Preview' section.
- The selected picture will be set as the desktop background.

➤ CHANGING THE SCREEN SAVER

The **Screen Saver** is an image, which pops up on the computer screen whenever a computer is left idle for a certain period of time. By pressing any key or moving the mouse, you can again get back to the normal screen. Follow the given steps to change the screen saver:

- Right-click in the blank area of the desktop.
- Click on the **Personalize** option from the Shortcut menu.

- ▶ The **PERSONALIZATION** window will appear.
- ▶ Select the **Lock screen** option from the left pane.
- ▶ Select **Screen saver settings** option from the right pane.
- ▶ The **Screen Saver Settings** dialog box will appear.
- ▶ Click on the drop-down arrow in the **Screen saver** section and select any screen saver of your choice.
- ▶ A mini preview of the screen saver will be displayed in the **Preview** box.
- ▶ To watch the preview on full screen, click the **Preview** tab.
- ▶ You will get the preview of the selected screen saver on the full screen.
- ▶ Move the mouse to get back to the **Screen Saver Settings** window.
- ▶ Set the time in **Wait** box as per your need. Use the up arrow to increase the time and the down arrow to decrease.
- ▶ Click **OK**.

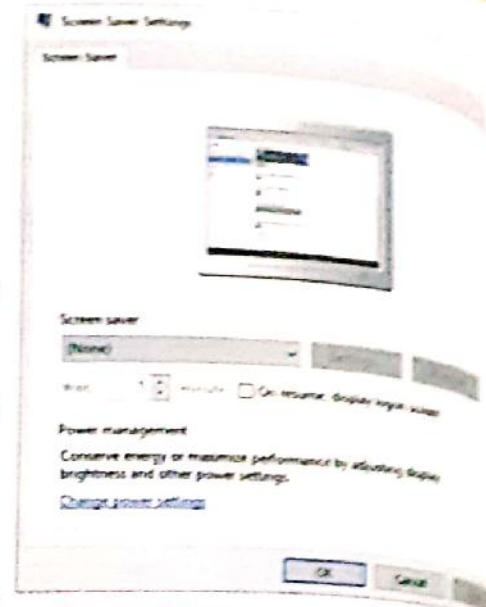








Figure 4.9: Changing Screen Saver

NOTE You can even get to the **Screen Saver Settings** directly by typing 'Screen Saver' in the search box placed on the taskbar. Select the **Change screen saver** from the displayed options, the **Screen Saver Settings** dialog box will open.

Know the Fact
When a computer is switched on, Windows take a few seconds to load an Operating System. This process of loading the OS is called **Booting**.



➤ MOUSE POINTER SHAPES

The shape of the mouse pointer changes according to the actions we perform.

 <p>BUSY It means that computer is busy and wants you to wait.</p>	 <p>NORMAL This arrow is for pointing, selecting and dragging the items on the screen.</p>
 <p>DOUBLE-HEADED ARROW This arrow is for resizing the window or pictures.</p>	 <p>FOUR-HEADED ARROW This arrow is for moving pictures and toolbars.</p>
 <p>I BEAM This icon is for inserting the text in a document.</p>	 <p>WORKING IN BACKGROUND It means that the computer is processing while you are working.</p>

▶ SHUT DOWN YOUR COMPUTER

Shutting down means, turning off a computer. To shut down your system, follow the given steps:

- ▶ Click on the Start button .
- ▶ Now, click on the Power button .
- ▶ Select the Shut down option.
- ▶ The system will take a few seconds to shut down.

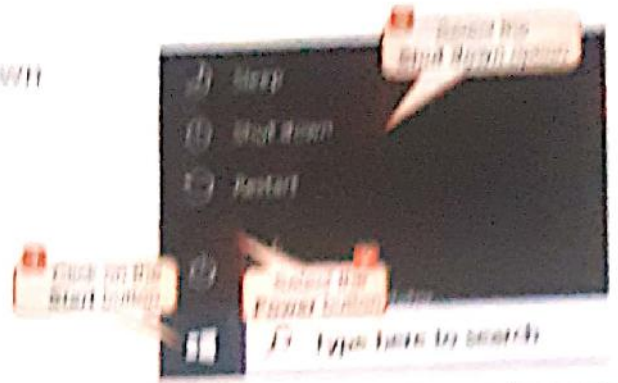


Figure 4.10 Shutting Down a Computer

RECAP

- ▶ Windows is an operating system that controls and manages the functions of a computer.
- ▶ The small labelled pictures on the desktop are known as icons.
- ▶ The Start button is used to perform common tasks, such as starting a program, searching files and folders, and much more.
- ▶ Notification Area is present on the right side of the taskbar. It includes a clock and a group of icons.
- ▶ Double-clicking the left mouse button on the icon opens the selected item.
- ▶ Screen Saver is an image, which pops up on the screen, whenever a computer remains idle for a short time.



SECTION - A

A. Fill in the blanks.

1. The Desktop is the first screen of Windows, which appears when the computer is switched on.
2. Windows Store application provides paid and free games, apps and songs.
3. The Taskbar is a long horizontal bar at the bottom of the desktop.
4. The right side of the Taskbar contains the Notification Area.
5. Task View button provides the ability to open multiple desktops at the same time.
6. The advanced search tool of Windows 10 is called Cortana.

TIPS

- Notification Area
- Desktop
- Taskbar
- Task View
- Cortana
- Windows Store

B. State True or False.

1. The clock is present on the left side of the Taskbar.
2. The start button is found on the left side of the Taskbar.
3. When a program is active, its icon is highlighted in a brighter shade with a bar below it.
4. Peek button is present on the left side of the taskbar.
5. To change the desktop background, right-click on the blank area of the desktop.

C. Application-based questions.

1. Adarsh wants to arrange all the icons on the desktop in alphabetical order. Suggest him the way to do so.
.....
2. Karan is working on many applications on his computer. By mistake, he has clicked somewhere on the taskbar and all the open windows have minimised. Which button has Karan clicked on?
.....

SECTION - B

A. Multiple-choice questions.

1. Which program manages all the jobs of a computer?
a. Operating System b. Desktop c. Screen Saver
2. To arrange the icons on the desktop, click on the blank area.
a. Left b. Right c. Double
3. Pressing Windows key + D combination, all the open windows.
a. Maximizes b. Closes c. Minimizes
4. To open the Start menu, press the key.
a. Ctrl b. Windows c. Alt

B. Name the mouse pointers, which perform the following actions.

1. For pointing, selecting, and dragging an item.
2. For resizing the pictures.
3. It indicates that you have to wait because the computer is busy.
4. For moving pictures and toolbars.

Normal

Double Headed Arrow

Busy

Four Headed Arrow

C. Answer in one word.

1. Name the term used for the process of loading operating system.

Booting

2. Name the box that displays the preview of the Screen Saver.

Preview Box

3. Name the option that displays all the apps and programs in the computer.

Start menu

4. Write the shortcut key combination to activate Task View.

Window Logo Key + Tab Key

D. Answer the following questions.

1. Define the term Windows.

2. What is Desktop?

3. What is a Taskbar?

4. Write any two features of Windows 10.

5. Briefly explain the use of Start button.

6. Describe the term Screen Saver.

ACTIVITY SECTION



MY ACTIVITY

Learning While Playing

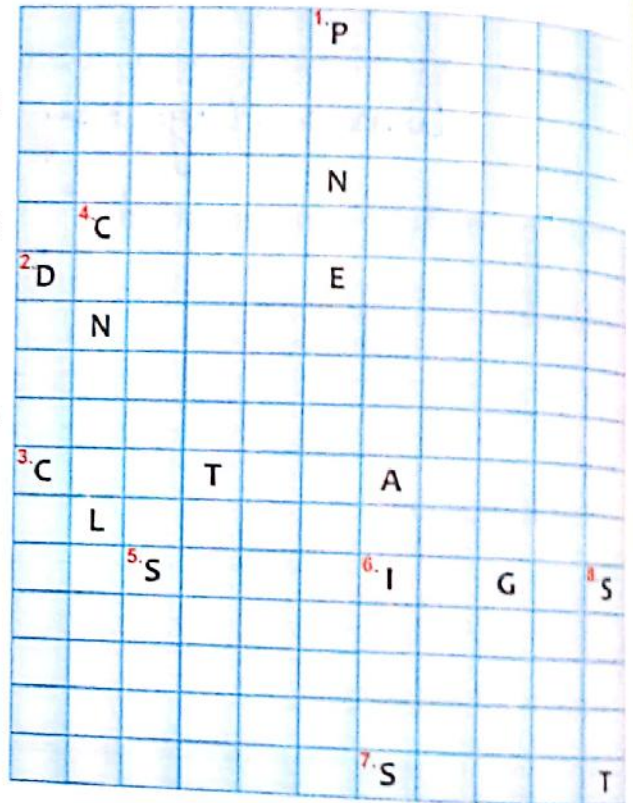
Fill in the crossword with the help of the given clues.

DOWN

1. The slant arrow that is controlled by the movement of the mouse _____
4. The key that helps in selecting non-adjacent items.
6. _____ are the labelled pictures on the screen.
8. The _____ button gives quick access to documents, windows applications, etc.

ACROSS

2. _____ clicking the left mouse button on the icon will open the application window.
3. We can give voice commands to _____ to search for a file.
5. _____ the icons means arranging them in a proper sequence.
7. The key that helps in selecting adjacent items _____



LAB SESSION

Perfection Through Practice



A. Selecting and Arranging Icons.

- Click on the **This PC** icon on the desktop. The icon will be selected and highlighted.
- Now, double-click the icon. **This PC** folder will open.
- Click the **Documents** option on the left side pane. This will open the **Documents** folder.
- Select the adjacent folders by clicking the first icon to be selected then hold down the **Shift** key and click on the last icon.
- Click the mouse anywhere on the blank area to deselect the items.

- ▶ Select the non-adjacent folders by holding down the **Ctrl** key and clicking each of the folders.
- ▶ Click the **Close** button. This PC folder will be closed.
- ▶ Now, arrange icons on your desktop in different ways, such as **Name**, **Size**, and **Item type**.

B. Changing Background and Screen Saver.

- ▶ Right-click on the blank area of the desktop. A **Shortcut menu** will appear.
- ▶ Select **Personalize** option from the menu.
- ▶ Click the **Background** option.
- ▶ Select any background from the displayed list and click on the **Lock screen** option.
- ▶ Select **Screen Saver Settings** option from the right pane.
- ▶ Click the drop-down arrow of the **Screen saver** list box. Set the screen saver to **3D Text** and set the wait time to 2 minutes.
- ▶ Click the **Settings** tab. In the dialog box, select **Custom Text** radio button and type **KIPS** and then click **OK**. Now again click **OK** and observe the change.

GROUP DISCUSSION

For Concept Clarity

- ▶ Discuss the features of **Cortana**.
- ▶ Differentiate between the functions of **Task View** button and **Peek** button.



PROJECT WORK

Using Creativity

Make an informative chart displaying all the **Versions of Windows** and their features.



ONLINE LINK

Looking For More

To practice the mouse skills, visit the website; www.web-ed.com/pages/cmp.html



J T Golden Jubilee School,
2020 -2021

Class 3

Subject Hindi

Study Material

Book Rimjhim Part 3 (NCERT)

Assignment 4

Chapter 6 and 7

"हमसे सब कहते"

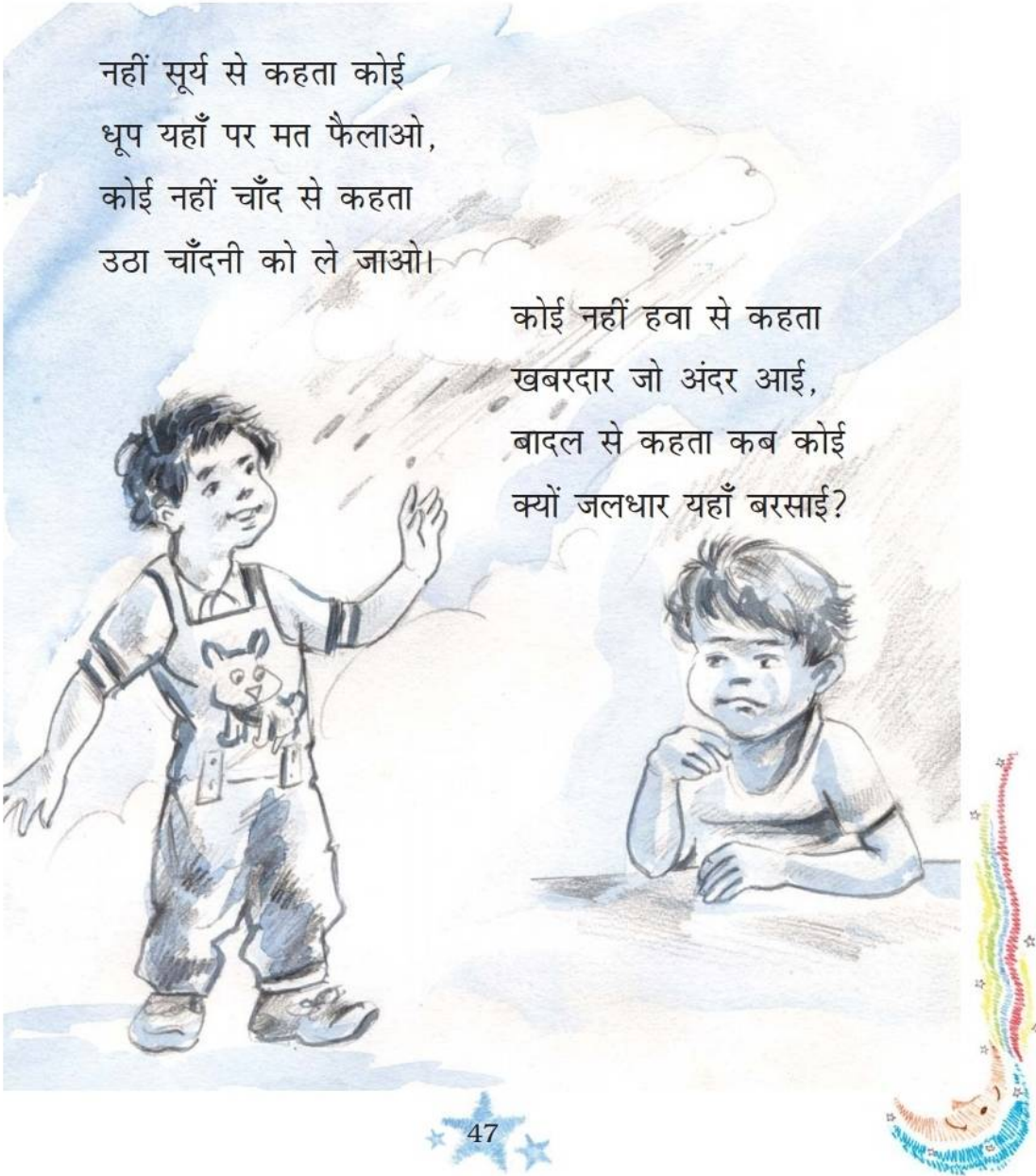
"टिपटिपवा"

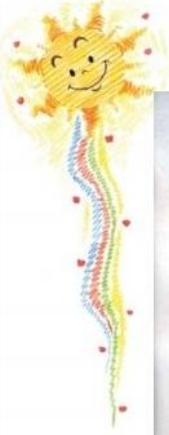
<https://youtu.be/xMUhVw4hN-I>

6. हमसे सब कहते

नहीं सूर्य से कहता कोई
धूप यहाँ पर मत फैलाओ,
कोई नहीं चाँद से कहता
उठा चाँदनी को ले जाओ।

कोई नहीं हवा से कहता
खबरदार जो अंदर आई,
बादल से कहता कब कोई
क्यों जलधार यहाँ बरसाई?

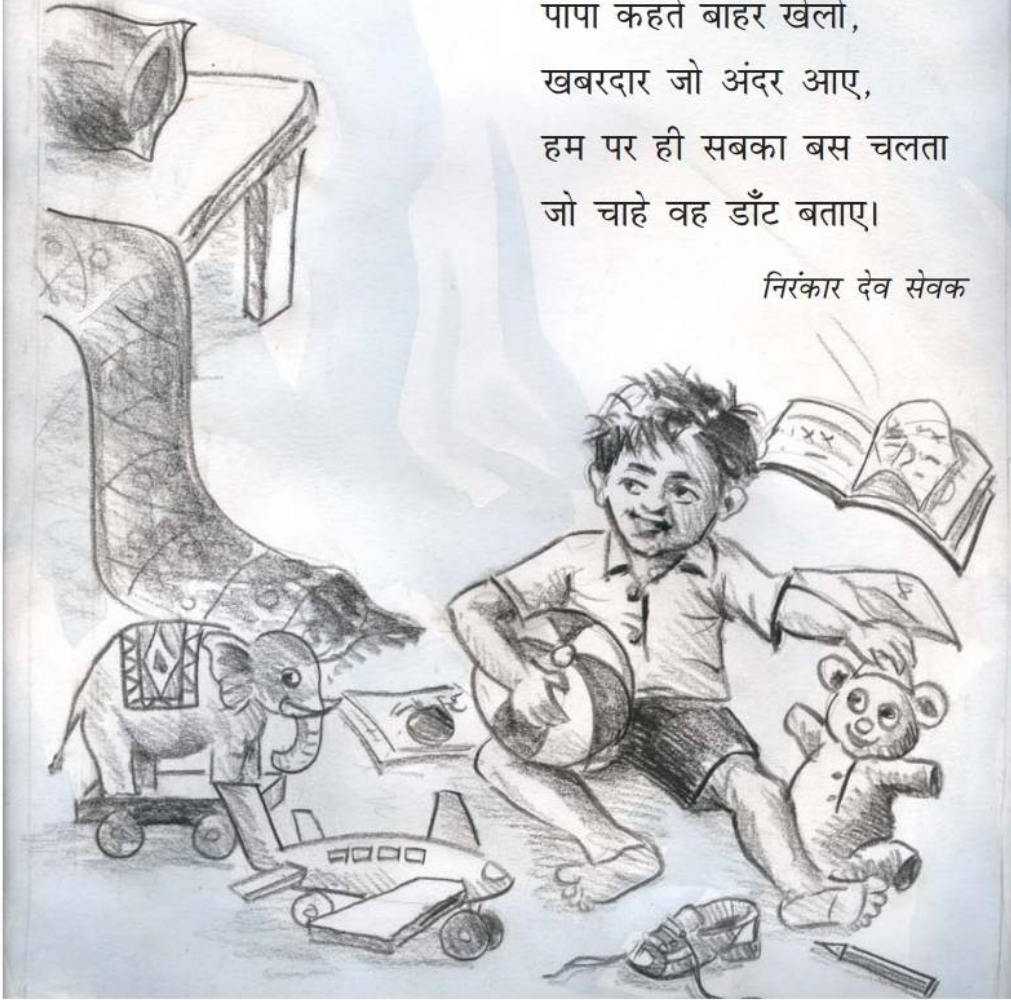




फिर क्यों हमसे भैया कहते
यहाँ न आओ, भागो जाओ,
अम्मा कहती हैं, घर-भर में
खेल-खिलौने मत फैलाओ।

पापा कहते बाहर खेलो,
खबरदार जो अंदर आए,
हम पर ही सबका बस चलता
जो चाहे वह डाँट बताए।

निरंकार देव सेवक





नया शीर्षक

अगर तुम्हें इस कविता का नाम बदलने को कहें, तो तुम इसे क्या नाम दोगे?



करो — मत करो

पाठशाला में और घर में तुम्हें क्या-क्या करने के लिए कहा जाता है और क्या-क्या करने के लिए मना किया जाता है। नीचे वाली तालिका में लिखो।

करो	मत करो
.....
.....
.....



ज़रा सोचो

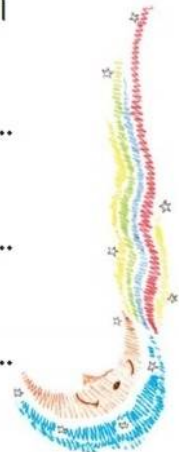
- सूरज चाँद की रोशनी को भगा देता है।
- बादल सूरज की रोशनी को भगा देता है।
- हवा बादल को भगा देती है। बताओ, कौन किससे ज़्यादा ताकतवर है?



तुम्हारी बात

अम्मा, पापा, भैया, दीदी सभी बड़ों का बच्चों पर बस चलता है।

- तुम्हारा किस-किस पर बस चलता है?
.....
- तुम्हारे घर में तुम्हें कौन-कौन टोकता रहता है?
.....
- किन-किन बातों पर तुम्हें अक्सर टोका जाता है?
.....





कौन सी चीज़ कहाँ

शालू को बहुत-सी चीज़ों के नाम आते हैं। उसने नामों को लिख-लिखकर पट्टी भर ली। वे नाम मैंने नीचे लिख दिए हैं।

शालू की सूची

शक्कर, कबड्डी, पपीता, मार-कुटाई, लोमड़ी, गुलाब, जामुन, शेर, ककड़ी, शतरंज, बल्ला, मगर, लड्डू, गाय, बेर, पेड़ा, बकरी, गिल्ली, कबूतर, पतंग, मसाला, लट्टू, तोता, शहतूत, चटनी

अब शालू यह सोच रही है कि किस नाम को किस खाने में लिखना है। क्या तुम उसकी मदद कर सकती हो?

अक्षर	जानवर या पक्षी	खाने-पीने का सामान	खेल का नाम या सामान
ब	बकरी	बेर	बल्ला
म	मगर	.....	.....
क	.....	.....	कंकड़
ल	.....	.....	लड्डू
प	.....	.....	.....
ग	.....	.....	गिल्ली
श	.....	.....	.....

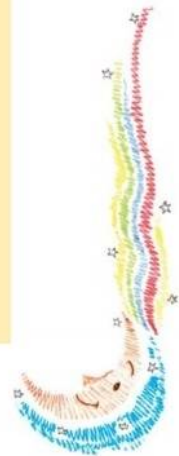
ऐसे ही खेल तुम और अक्षरों के साथ खेल सकते हो। अलग तरह के खाने भी बना सकते हो - जैसे 'ट' से शुरू होने वाली गोल या लाल चीज़।

अब हरेक खाने के नाम वर्णमाला के हिसाब से क्रम से लगाओ -

जानवर या पक्षी	
खाने पीने का सामान	
खेल का नाम या सामान	

'हमसे सब कहते' कविता में जिन लोगों, चीज़ों और जगहों के नाम आए हैं, उन्हें नीचे दी गई तालिका में लिखो।

लोग	चीज़	जगह
.....
.....
.....
.....
.....
.....





7. टिपटिपवा

एक थी बुढ़िया। उसका एक पोता था। पोता रोज़ रात में सोने से पहले दादी से कहानी सुनता। दादी रोज़ उसे तरह-तरह की कहानियाँ सुनाती।

एक दिन मूसलाधार बारिश हुई। ऐसी बारिश पहले कभी नहीं हुई थी। सारा गाँव बारिश से परेशान था। बुढ़िया की झोंपड़ी में पानी जगह-जगह से टपक रहा था – टिपटिप-टिपटिप। इस बात से बेखबर पोता दादी की गोद में लेटा कहानी सुनने के लिए मचल रहा था। बुढ़िया खीझकर बोली – अरे बचवा, का कहानी सुनाएँ? ई टिपटिपवा से जान बचे तब न!

पोता उठकर बैठ गया। उसने पूछा – दादी, ये टिपटिपवा कौन है? टिपटिपवा क्या शेर-बाघ से भी बड़ा होता है?

दादी छत से टपकते हुए पानी की तरफ़ देखकर बोली – हाँ बचवा, न शेरवा के डर, न बघवा के डर। डर त डर, टिपटिपवा के डर।



संयोग से मुसीबत का मारा एक बाघ बारिश से बचने के लिए झोंपड़ी के पीछे बैठा था। बेचारा बाघ बारिश से घबराया हुआ था। बुढ़िया की बात सुनते ही वह और डर गया।

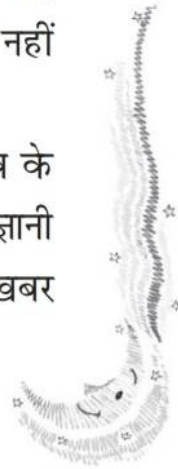
अब यह टिपटिपवा कौन-सी बला है? जरूर यह कोई बड़ा जानवर है। तभी तो बुढ़िया शेर-बाघ से ज्यादा टिपटिपवा से डरती है। इससे पहले कि बाहर आकर वह मुझ पर हमला करे, मुझे ही यहाँ से भाग जाना चाहिए।

बाघ ने ऐसा सोचा और झटपट वहाँ से दुम दबाकर भाग चला।



उसी गाँव में एक धोबी रहता था। वह भी बारिश से परेशान था। आज सुबह से उसका गधा गायब था। सारा दिन वह बारिश में भीगता रहा और जगह-जगह गधे को ढूँढ़ता रहा लेकिन वह कहीं नहीं मिला।

धोबी की पत्नी बोली – जाकर गाँव के पंडित जी से क्यों नहीं पूछते? वे बड़े ज्ञानी हैं। आगे-पीछे, सबके हाल की उन्हें खबर रहती है।





पत्नी की बात धोबी को जँच गई। अपना मोटा लट्ट उठाकर वह पंडित जी के घर की तरफ़ चल पड़ा। उसने देखा कि पंडित जी घर में जमा बारिश का पानी उलीच-उलीचकर फेंक रहे थे ।

धोबी ने बेसब्री से पूछा— महाराज, मेरा गधा सुबह से नहीं मिल रहा है। ज़रा पोथी बाँचकर बताइए तो वह कहाँ है?

सुबह से पानी उलीचते-उलीचते पंडित जी थक गए थे। धोबी की बात सुनी तो झुँझला पड़े और बोले — मेरी पोथी में तेरे गधे का पता —

ठिकाना लिखा है क्या, जो आ गया पूछने? अरे, जाकर ढूँढ़ उसे किसी गढ़ई-पोखर में।

और पंडित जी लगे फिर पानी उलीचने। धोबी वहाँ से चल दिया। चलते-चलते वह एक तालाब के पास पहुँचा। तालाब के किनारे ऊँची-ऊँची घास उग रही थी। धोबी घास में गधे को ढूँढ़ने लगा। किस्मत का मारा बेचारा बाघ टिपटिपवा के डर से वहीं घास में छिपा बैठा था। धोबी को लगा कि बाघ ही उसका गधा है। उसने आव देखा न ताव और लगा बाघ पर मोटा लट्ट बरसाने। बेचारा बाघ इस अचानक हमले से एकदम घबरा गया।



बाघ ने मन ही मन सोचा – लगता है यही टिपटिपवा है। आखिर इसने मुझे ढूँढ़ ही लिया। अब अपनी जान बचानी है तो यह जो कहे, चुपचाप करते जाओ।

आज तूने बहुत परेशान किया है। मार-मारकर मैं तेरा कचूमर निकाल दूँगा – ऐसा कहकर धोबी ने बाघ का कान पकड़ा और उसे



खींचता हुआ घर की तरफ़ चल दिया। बाघ बिना चूँ-चपड़ किए भीगी बिल्ली बना धोबी के पीछे-पीछे चल दिया। घर पहुँचकर धोबी ने बाघ को खूँटे से बाँध दिया और सो गया।

सुबह जब गाँव वालों ने धोबी के घर के बाहर खूँटे से एक बाघ को बँधे देखा तो उनकी आँखें खुली की खुली रह गईं।

गिरिजा रानी अस्थाना





कौन-किससे परेशान?

इस कहानी में लगता है सभी परेशान थे। बताओ कौन-किससे परेशान था?

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मतलब बताओ

नीचे कहानी में से कुछ वाक्य दिए गए हैं। इन्हें अपने शब्दों में लिखो।

- टिपटिपवा कौन-सी बला है?
.....
- पत्नी की बात धोबी को जँच गई।
.....
- बाघ बिना चूँ-चपड़ किए भीगी बिल्ली बना धोबी के पीछे-पीछे चल दिया।
.....
- ज़रा पोथी बाँच कर बताइए वह कहाँ है?
.....



याद करो तो

पोता दादी की गोद में कहानी सुनने के लिए मचल रहा था। तुम किन-किन चीजों के लिए मचलते हो?

मैं

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कौन है टिपटिपवा!

हाँ बचवा, न शेरवा के डर, न बघवा के डर। डर त डर, टिपटिपवा के डर।

- तुम्हारे घर की बोली में इस बात को कैसे कहेंगे?

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- कहानी में टिपटिपवा कौन था? तुम किस-किस को टिपटिपवा कहोगे?

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बारिश

यह कहानी एक ऐसे दिन की है जब मूसलाधार बारिश हो रही थी।
अगर मूसलाधार बारिश की बजाए बूँदा-बाँदी होती, तो क्या होता?
यदि उस रात बूँदा-बाँदी होती तो

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तरह तरह की आवाज़ें

पानी के टपकने की टिपटिप-टिपटिप आवाज़ आ रही थी।
सोचो और लिखो ये आवाज़ें कब सुनाई पड़ती हैं।

खर-खर

.....

भिन-भिन

.....

ठक-ठक

.....

चर-चर

.....

भक-भक

.....

तड़-तड़

.....



खूँटा

धोबी ने बाघ को खूँटे से बाँध दिया। सोचो और बताओ, खूँटे से क्या-क्या बाँधा जाता है?

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एक से ज़्यादा

- | | | |
|-----------|---|--------------|
| एक कहानी | — | सभी कहानियाँ |
| एक तितली | — | कई |
| एक | — | दस |
| एक चूड़ी | — | ढेरों |
| एक खिड़की | — | चार |





हमसे सब कहते

1. कविता की पंक्तियाँ पूरी करें-

(क) नहीं सूर्य से कहता कोई
 धूप यहाँ पर मत फैलाओ
 कोई नहीं चाँद से कहता
 उठा चाँदनी को ले आओ।

(ख) फिर हमसे क्यों भैया कहते
 यहाँ न आओ, माओ, जाओ।
 अम्मा कहती हैं, घर-भर में
 खेल-खिलौने मत फैलाओ

2. नीचे लिखे प्रश्नों के उत्तर दें-

✕ (क) सूर्य क्या फैलाता है?

(ख) चाँदनी किससे होती है?

(ग) पानी कौन बरसाता है?

(घ) घर में चारों तरफ़ खिलौने फैलाने से कौन रोकता है?

(ङ) पापा कहाँ खेलने को कहते हैं?

3. घर के अंदर खेलने वाले किन्हीं चार खेलों के नाम लिखें।

लुडो

केरम

व्यापार

शतरंज

4. मैदान में खेले जाने वाले चार खेलों के नाम लिखें।

क्रिकेट

हॉकी

फुटबॉल

टेनिस

5. किसका किससे संबंध है? मिलान करें।

(क) चाँद

(i) दूध (घ)

(ख) सूरज

(ii) खिलौना (ङ)

(ग) बादल

(iii) चाँदनी (क)

(घ) गाय

(iv) धूप (ख)

(ङ) बच्चे

(v) बारिश (ग)

6. दिए गए शब्दों को वर्णमाला के क्रम से लिखें-

सूरज, चाँद, धूप, बादल, चाँदनी, हवा, जलधार, वर्षा, भैया, अम्मा, पोपा,
खिलौने, घर, बाहर, खबरदार, अंदर, फैलाना, कहना, आना, हम।

अंदर	अम्मा	आना	कहना
खबरदार	खिलौने	घर	चाँद
चाँदनी	जलधार	धूप	पोपा
फैलाना	बाहर	बादल	भैया
वर्षा	सूरज	हवा	हम

7. निम्न शब्दों के समान अर्थ वाले दो-दो शब्द लिखें-

(क) सूरज	राशि	सूर्य
(ख) चाँद	शांसी	मयंक
(ग) हवा	पवन	समीर
(घ) बादल	मेघ	वारिद
(ङ) अम्मा	माँ	माता
(च) पापा	जनक	पिता

8. आपको जो काम करने को कहा जाता है, उस पर के निशान एवं जो काम से मना किया जाता है उस पर का निशान लगाएँ।

- (क) स्कूल जाना
- (ख) पढ़ाई करना

- (ग) शोर मचाना
- (घ) कूड़ा फैलाना
- (ङ) अपना बैग इधर-उधर फेंकना
- (च) खाना पूरा खाना
- (छ) दूध पीना
- (ज) अपना सामान सही जगह पर रखना
- (झ) देर तक खेलना
- (ञ) बिस्तर पर कूदना
- (ट) सुबह जल्दी उठना एवं रात में जल्दी सोना
- (ठ) गृह कार्य (स्कूल का) पूरा करना

9. आपको किन-किन बातों पर अक्सर टोका जाता है?

.....

.....

.....

10. पाठ से संबंधित शब्द-पहेली में से सात शब्द चुनकर लिखें।

जैसे-धूप

धू	प	सू	अं	च
न	घ	र	द	ह
फ	बा	ज	र	वा
चाँ	द	नी	पा	ह
द	ल	म	पा	क



7

टिपटिपवा

1. नीचे लिखे प्रश्नों के उत्तर दें-

(क) दादी रोज़ किसे कहानी सुनाती थी?

दादी रोज़ बौदे को कहानी सुनाती थी।

(ख) सारा गाँव किससे परेशान था?

सारा गाँव बारिश से परेशान था।

(ग) कौन शेर और बाघ से भी नहीं डरता?

बुढ़िया बंदर शेर और बाघ से नहीं डरती थी।

(घ) बारिश से बचने के लिए बाघ कहाँ बैठा था?

बारिश से बचने के लिए बाघ घास में दूँगा बैठा था।

(ङ) धोबी किसे ढूँढ़ रहा था?

धोबी गधे को ढूँढ़ रहा था।

(च) अपने गधे का पता पूछने धोबी कहाँ गया?

गधे का पता पूछने धोबी पंडित जी के पास गया।

(छ)

(छ) पंडितजी क्या कर रहे थे?

पंडित जी बारिश का पानी उलीककर फेंक रहे थे।

(ज) धोबी ने बाघ को किससे बाँध दिया?

धोबी ने बाघ को खूटे से बाँध दिया

2. किसने, किससे कहा?

कथन	किसने कहा	किससे कहा
(क) अरे बचवा, का कहानी सुनाएँ? ई टिपटिपवा से जान बचे तब न!	दादी ने	पोते से
(ख) टिपटिपवा क्या शेर-बाघ से भी बड़ा होता है?	पोते ने	दादी से
(ग) जाकर गाँव के पंडितजी से क्यों नहीं पूछते? वे बड़े ज्ञानी हैं।	धोबी की पत्नी ने	धोबी से
(घ) महाराज, मेरा गधा सुबह से नहीं मिल रहा है। ज़रा पोथी बाँचकर बताइए।	धोबी ने	पंडितजी से

3. सही शब्द चुनकर रिक्त स्थानों की पूर्ति करें-

(क) एक गाँव में एक बुढ़िया अपने पोते के साथ रहती थी। (पोते/नवासे)

(ख) सारा गाँव बाख़ि से परेशान था। (गर्मी/बारिश)

(ग) पोता दादी से कहानी सुनने के लिए मचल रहा था। (कहानी/कविता)

(घ) उसी गाँव में एक धोबी रहता था। (धोबी/नाई)

(ङ) धोबी का गधा सुबह से गायब था। (गठरी/गधा)

(च) धोबी ने बाघ का कान पकड़ा और घर की तरफ़ चल पड़ा। (गधा/बाघ)

4. कौन किससे परेशान था? मिलान करें।

- | | |
|---------------|---------------------------------|
| (क) गाँव वाले | (i) टिपटिपवा से (ख) |
| (ख) पोता | (ii) पोते के मचलने से (ग) |
| (ग) बुढ़िया | (iii) गधे के खो जाने से (ड) |
| (घ) बाघ | (iv) पानी उलीचकर निकालने से (घ) |
| (ङ) धोबी | (v) बारिश से (क) |
| (च) पंडित जी | (vi) कहानी सुनने के लिए (ख) |

5. निम्न शब्दों से वाक्य बनाएँ- (स्वयं करें)

- (क) मचलना
- (ख) मुसीबत
- (ग) दुम दबाकर भागना
- (घ) किस्मत का मारा
- (ङ) आव देखा न ताव
- (च) अचानक

6. निम्न शब्दों के अर्थ बॉक्स में से चुनकर लिखें-

बाघ, पानी निकालकर फेंकना, गड्ढा-तालाब, पीट-पीटकर बेदम करना, बदकिस्मत (दुखी), मुसीबत, ठीक लगना, बिना कुछ बोले, डर कर भाग जाना।

- | | |
|-----------------------|-------------------------------|
| (क) बला |मुसीबत..... |
| (ख) जँचना |ठीक लगना..... |
| (ग) बिना चूँ-चपड़ किए |बिना कुछ बोले..... |
| (घ) किस्मत का मारा |बदकिस्मत (दुखी)..... |
| (ङ) कचूमर |पीट-पीटकर बेदम करना..... |
| (च) बघवा |बाघ..... |

(ज) उलीचना

(झ) गढ़ई-पोखर

पानी निकालकर फेंकना
गड्ढा - तालाब

7. एक से अनेक बनाएँ-

(क)	कहानी	कहानियाँ	(ख)	कटोरी	कटोरियाँ
(ग)	झोंपड़ी	झोंपड़ियाँ	(घ)	पोथी	पोथियाँ
(ङ)	पोता	पोते	(च)	गधा	गधे
(छ)	चरखा	चरखे	(ज)	खूँटा	खूँटे

8. निम्नलिखित शब्दों के लिंग बदलें-

(क)	धोबी	धोबिन	(ख)	बुढ़िया	बुढ़दा
(ग)	पंडित	पंडिताइन	(घ)	पति	पत्नी
(ङ)	शेर	शेरी	(च)	पोता	पोती
(छ)	दादी	दादा	(ज)	गधा	गधी
(झ)	बाघ	बाघिन	(ञ)	चूहा	चूहिया

9. बुढ़िया का पोता कहानी सुनने के लिए मचल रहा था। आप किन-किन चीजों के लिए मचलते हैं? किन्हीं तीन का नाम लिखें।

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2020-6-23 20:14

10. धोबी ने बाघ को खूँटे से बाँध दिया। और किस-किसको खूँटे से बाँधा जाता है किन्हीं चार के नाम लिखें।

गाय	बकरी
वैल	भैंस

11. आप किस-किससे डरते हैं? किन्हीं चार के नाम लिखें। (स्वयं करें)

12. इन आवाज़ों को पहचानें और इनके नाम बॉक्स से चुनकर सामने लिखें।

मक्खी, चिड़िया, मंदिर की घंटी, कोयल, सूखे पत्ते, बारिश की बूँदें, मच्छर

(क) भन-भन	मक्खी
(ख) सर्र-सर्र	सूखे पत्ते
(ग) टिप-टिप	बारिश की बूँद
(घ) भिन-भिन	मच्छर
(ङ) टन-टन	मंदिर की घंटी
(च) कू-कू	कोयल
(छ) चीं-चीं	चिड़िया

13. शुद्ध करके लिखिए-

(क) बारिस	बारिश
(ख) मसलाधार	मसलाधार
(ग) कहनी	कहानी
(घ) बुढ़या	बुढ़िया

JAGAT TARAN GOLDEN JUBILEE SCHOOL, PRAYAGRAJ.

Session: 2020-2021

Class III

Subject: English

Book: The English Channel by Indiannica Learning Pvt. Ltd.

Assignment 4

Dear Parents/Students,

Kindly follow these Instructions: -

1. Type <https://play.google.com/store/apps/details?id=com.indiannica>
2. Download the ILP app.
3. Select the lesson- **Wish Day**
4. Watch the animated video carefully.
5. Now, complete the given assignment in your English Literature notebook.

1.Literature :

Do the following work in your English Literature notebook.

Lesson 4- Wish Day

A] Hard words:

magic	waves
behave	special
wish	moment
cupboard	silence
normal	happiness

B] Question-Answers:

- 1) What did Miss Wizzy plan for the class on Children's Day?
Ans: Miss Wizzy planned to do a few magic tricks for the class on Children's Day.
- 2) Why did Sania ask the children to 'behave' in the classroom?
Ans: Sania asked the children to behave in the classroom because she did not want to upset Miss Wizzy.
- 3) What things did the children wish for?
Ans: The children wished for animals, small toys and books.

C] Make sentences with:

1. magic- I went to watch a magic show with my family.
2. animals- We must be kind to animals.
3. bag- This is my new school bag.

Do the following work in the BOOK:

1. Mark these word meanings in the book. Pg: 34





- 1) wand- a thin stick used by magicians
- 2) screech- to make a loud unpleasant sound
- 3) munch- to eat noisily

2. Expand Words-Pg. 35:

Read this sentence.

- Miss Wizzy could do magic. She was a **magician**.

The children from Miss Wizzy's class are taking part in their school's Annual Day show. Find six people in the word search box who are going to help them perform the show on stage. Use the clues. The first letter of each word has been given. One has been done for you.

	1. One who fixes the lights on the stage.	<u>electrician</u>	
	2. One who plays a musical instrument.	<u>musician</u>	
	3. One who stitches costumes for the show.	<u>tailor</u>	
	4. One who helps to make wooden props, like doors and windows.	<u>carpenter</u>	

35



5. One who makes a colourful painting to be hung behind the stage.

artist



6. One who takes pictures and makes a video of the show.

photographer

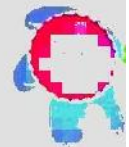
3. **Spell it right**-Pg 37:

Spell it right



Tick (✓) the correct spelling in each set of words. Write the correct spelling in the blank.

- | | | | |
|--------------|------------|------------|-------|
| 1. silence ✓ | sailence | silance | _____ |
| 2. beehave | behave ✓ | behawe | _____ |
| 3. orderrd | odered | orderd ✓ | _____ |
| 4. special ✓ | speciall | speshell | _____ |
| 5. compelete | complete ✓ | compleat | _____ |
| 6. appeared | apeared | appeared ✓ | _____ |



2.LANGUAGE:

***Lesson 4: Wish Day**

Topic: Pronouns

1. Use this link to access the video:

https://youtu.be/CYXDr_vHiik

2. Watch the animated video carefully.

3. Do the following exercises in the book:

Pg. 38

Personal pronouns talk about three persons—the person speaking, the person listening, and the person being spoken about. **I, we, you, he, she, it, they, me, us, him, her, and them** are all personal pronouns.

A. Underline the personal pronouns in these sentences.

1. It is a wonderful day!
2. I would like to go to the amusement park.
3. We all can go there.
4. You should be careful on the rides.
5. We will buy candies and chocolates for them.
6. She is my sister.
7. They will take it home.
8. Will they come tomorrow?
9. Will he come with us in the evening?
10. He wants them to go on the roller coaster.



Pg 39:

B. In each pair of sentences, look at the underlined nouns. Choose the correct personal pronoun to match it and fill in the blanks.

1. Children's Day is celebrated on 14 November.
It (We / It) is a day filled with a lot of fun.
2. Teachers get the students to do many activities.
They (Us / They) get us to play many games too.
3. Mr Kumar is the baker in our school.
He (She / He) bakes delicious cakes and cookies.
4. The students love to eat the cakes and cookies.
They (They / We) are very tasty.
5. All the students in the school are happy.
We (It / We) all enjoy ourselves a lot.



3.PRACTICE BOOK

Practice 4: Pg. 17,18,19

Practice 4

Expand words

1. Fill in the blanks with the occupations of people. The picture clues will help you.

a) A cobbler mends shoes.



b) A tailor stitches clothes.



c) A chef prepares and cooks food.



d) A doctor treats people who are ill.



e) A carpenter makes and repairs objects of wood.



2. Choose and write the correct spellings of these words in the blanks

- | | | | |
|--------------|-----------|----------|-------|
| a) chear | cheer | chier | _____ |
| b) pirches | perches | pirchis | _____ |
| c) speshal | special | speciel | _____ |
| d) diclared | declaired | declared | _____ |
| e) something | somthing | sumthing | _____ |

Grammar



Words that are used instead of nouns are called **pronouns**.

1. Fill in the blanks with the correct pronouns.

- a) I live in Bengaluru. (I / Me / She)
- b) We will take the dogs for a walk with us. (They / I / We)
- c) You are the only person who knows this. (Her / They / You)
- d) The man was able to see because he was tall. (I / he / we)
- e) The thieves came and took all the gold and cash with them. (I / you / them)
- f) Meher and Vikram went to the beach. They made a sandcastle and drank coconut water. (They / You / We)
- g) My parents' friends are coming to visit us. They will stay with us for the rest of the week. (We / They / Them)
- h) My aunt likes to cook. She has a shelf full of recipe books. (Her / She / It)

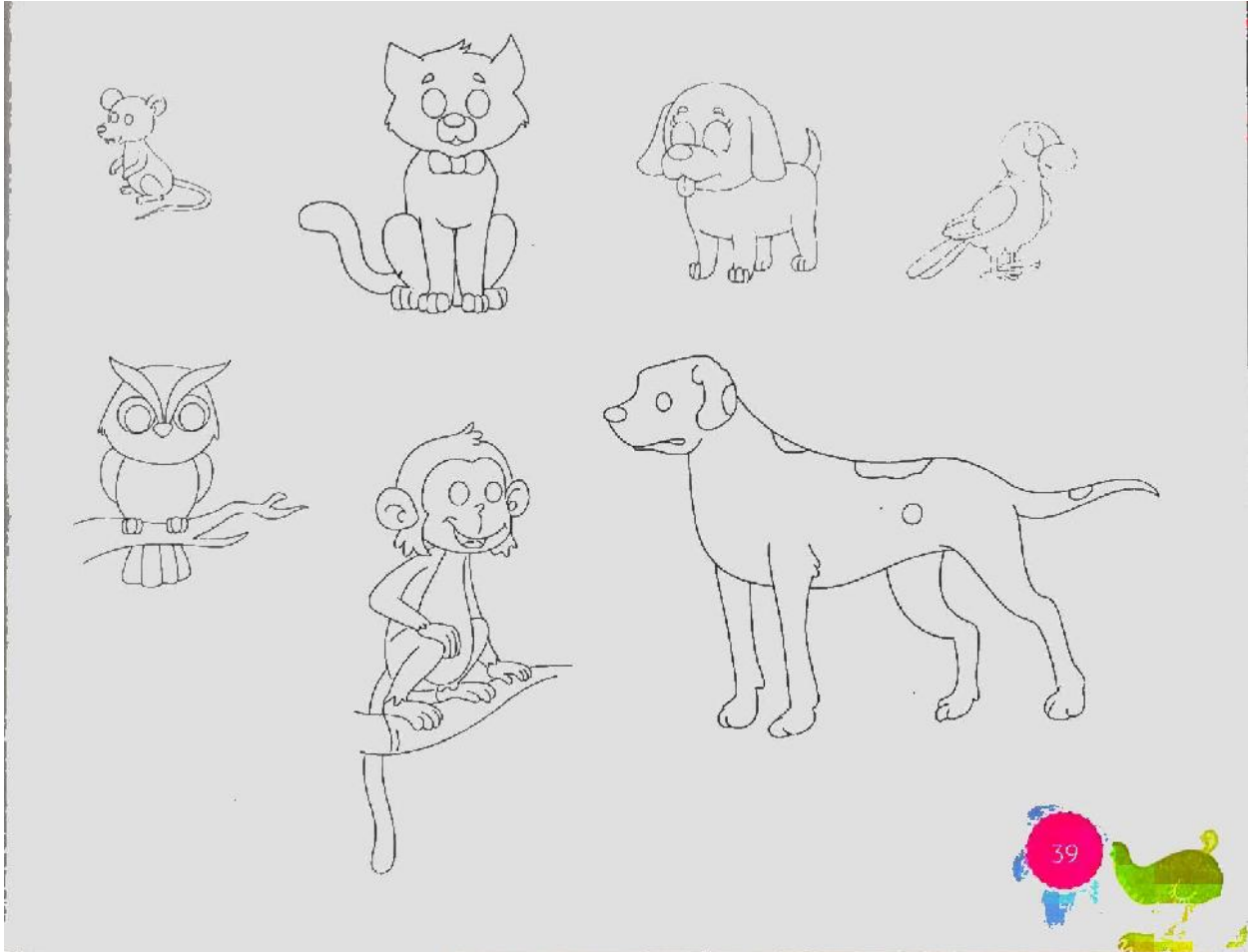
2. Write sentences using these pronouns.

- | | |
|---------|---|
| a) I | <u>I study in class III.</u> |
| b) we | <u>We are going to the market.</u> |
| c) you | <u>You are my best friend.</u> |
| d) she | <u>She is my aunt, Sheela.</u> |
| e) they | <u>They are watching a comedy show.</u> |
| f) him | <u>The dog was chasing him.</u> |
| g) her | <u>Give this book to her.</u> |
| h) us | <u>The boys played with us.</u> |

4.ACTIVITY

(To be done in the book)-Pg.39

Colour these pictures:



NOTE:

- Draw the eyes of these animals/birds.
- DO NOT use sketch pens.
- Be neat in your work.

*Lesson 3: Birbal the wise

Topic: Adjectives

1. Use this link to access the video:

<https://youtu.be/laQUXyfVM9Y>

2. Watch the animated video carefully.

3. Do the following exercises in the book:

Pg. 26

Types of adjectives

A. Circle the adjectives that point to the nouns in the sentences. Underline the nouns they point to. One has been done for you.

1. These ministers are intelligent.
2. That man looks like Birbal.
3. This man is Emperor Akbar.
4. That woman is witty.
5. Those questions were difficult to answer.
6. Those students are proud of their teacher.

- **This** and ^{that} ~~these~~ point to nouns that are **singular**.
- **This** and **these** point to nouns that are **near** us.
- **These** and **those** point to nouns that are **plural**.
- **These** and **those** point to nouns that are **far** from us.

Pg. 27

B. Read this summary of the story you just read. Underline the adjectives and circle the nouns that they describe. Write quality or number in front of the sentences. One has been done for you.

1. Emperor Akbar was angry.
2. Akbar was sad after Birbal left.
3. A teacher in shabby clothes came to the court.
4. The ministers asked him four questions.
5. The teacher was intelligent and answered the questions.
6. The emperor was happy.
7. The emperor asked the man two questions.
8. The man removed his false hair and beard.
9. There stood the emperor's wise minister, Birbal!

quality
quality
quality
number
quality
quality
number
quality
quality



PRACTICE BOOK

Practice 3

Pg.: 13,14,15

Practice 3



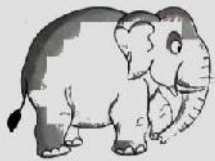
Expand words



Look at these pictures and underline the words that describe them.



1. round, clever, sweet



2. tasty, huge, colourful



3. beautiful, poor, sweet-smelling



4. weak, big, young



5. delicious, bitter, sweet

Grammar

Words that describe nouns are called **adjectives**.

Adjectives that tell us the type of a noun are called **adjectives of quality**.

Adjectives that tell us how much of a noun there is, are called **adjectives of quantity**.

Adjectives that tell us how many of a noun there are, are called **adjectives of number**.

Underline the adjectives in these sentences and write their types in the blanks.

- | | Adjective of - |
|---|----------------|
| a) Reema has a <u>blue</u> dress. | quality _____ |
| b) They are solving <u>difficult</u> sums. | quality _____ |
| c) Father bought a <u>dozen</u> bananas. | quantity _____ |
| d) Shruti has <u>many</u> books in her room. | quantity _____ |
| e) My grandmother cooks <u>delicious</u> food. | quality _____ |
| f) The baby has <u>tiny</u> feet. | quality _____ |
| g) <u>Four</u> dogs were barking in the street. | number _____ |
| h) I want <u>two</u> scoops of ice cream. | number _____ |
| i) I want <u>red</u> curtains in my room. | quality _____ |
| j) There is <u>little</u> water in the bucket. | quantity _____ |

We use adjectives ending in **-er** to compare two people, animals and things. For example,

- smart smarter

When we use an adjective ending in -er, we should also use the word **than**.

2. Fill in the blanks with the -er forms of the adjectives given in brackets.

- The red box is heavier (heavy) than the blue one.
- My sister is taller (tall) than I am.
- This jacket looks smarter (smart) than the cardigan.
- Is your brother younger (young) than you?
- July is hotter (hot) than August.
- This road is narrower (narrow) than the main road.



*Do this work in the English Language notebook.

Adjectives- Degrees of comparison

Positive	Comparative	Superlative
1.big	bigger	biggest
2.safe	safer	safest
3.young	younger	youngest
4.little	less	least
5.good	better	best
6.intelligent	more intelligent	most intelligent
7.beautiful	more beautiful	most beautiful

JTGJS 2020-21

Class-3

Subject- Maths

Assignment -4

Teacher : Sarita Dube

MULTIPLICATION BY A 1-DIGIT NUMBER (Without Carrying)

Example 1: Multiply 34 by 2.

Solution:

Step 1: Multiply the ones.

$$4 \text{ ones} \times 2 = 8 \text{ ones.}$$

Write 8 in the ones place.

Step 2: Multiply the tens.

$$3 \text{ tens} \times 2 = 6 \text{ tens.}$$

Write 6 in the tens place.

T	O
3	4
\times	2
6	8

Example 3: Multiply 123 by 3.

Solution:

Step 1: Multiply the ones.

$$3 \text{ ones} \times 3 = 9 \text{ ones.}$$

Write 9 in the ones place.

Step 2: Multiply the tens.

$$2 \text{ tens} \times 3 = 6 \text{ tens.}$$

Write 6 in the tens place.

H	T	O
1	2	3
	\times	3
3	6	9

Step 3: Multiply the hundreds.

$$1 \text{ hundred} \times 3 = 3 \text{ hundreds.}$$

Write 3 in the hundreds place.



Example 2: Multiply 70 by 9.

Solution:

Step 1: Multiply the ones.

$$0 \text{ ones} \times 9 = 0 \text{ ones.}$$

Write 0 in the ones place.

Step 2: Multiply the tens.

$$7 \text{ tens} \times 9 = 63 \text{ tens}$$

$$= 6 \text{ hundreds } 3 \text{ tens}$$

Write 3 in the tens place and 6 in the hundreds place.

H	T	O
	7	0
	\times	9
6	3	0

Example 4: Find 2434×2 .

Solution:

Method 1:

Step 1: $4 \text{ ones} \times 2 = 8 \text{ ones} = 8$

Step 2: $3 \text{ tens} \times 2 = 6 \text{ tens} = 60$

Step 3: $4 \text{ hundreds} \times 2 = 8 \text{ hundreds} = 800$

Step 4: $2 \text{ thousands} \times 2 = 4 \text{ thousands} = 4000$

Sum of partial products \rightarrow $8 + 60 + 800 + 4000 = 4868$

Th	H	T	O
2	4	3	4
		\times	2
			8
		6	0
	8	0	0
4	0	0	0
4	8	6	8

We do not need to use a grid and write each partial product. Simply, multiply the ones, tens, hundreds and thousands and write the product as given below in Method 2.

Method 2:

Step 1: 4 ones \times 2 = 8 ones. Write 8 in the ones place.

Step 2: 3 tens \times 2 = 6 tens. Write 6 in the tens place.

Step 3: 4 hundreds \times 2 = 8 hundreds. Write 8 in the hundreds place.

Step 4: 2 thousands \times 2 = 4 thousands. Write 4 in the thousands place.

Th	H	T	O
2	4	3	4
		\times	2
4	8	6	8



EXERCISE 5C

Multiply:

1.

T	O
1	1
\times	5

2.

T	O
2	4
\times	2

3.

H	T	O
	5	3
	\times	3

4.

H	T	O
	4	1
	\times	6

5.

H	T	O
2	0	1
	\times	4

6.

H	T	O
2	3	3
	\times	3

7.

H	T	O
	9	1
	\times	5

8.

H	T	O
	5	1
	\times	9

9.

Th	H	T	O
3	4	2	1
		\times	2

10.

Th	H	T	O
8	7	9	6
			\times 1

11.

Th	H	T	O
2	1	0	2
			\times 4

12.

Th	H	T	O
5	9	3	7
			\times 0

MULTIPLICATION BY A 1-DIGIT NUMBER (WITH CARRYING)

Example 5: Multiply 57 by 3.

Solution: **Step 1:** Multiply the ones. 7 ones \times 3 = 21 ones = 2 tens 1 one.

Write 1 in the ten ones place and carry 2 to the tens place.

Step 2: Multiply the tens. 5 tens \times 3 = 15 tens.

15 tens + 2 tens (carried over) = 17 tens.

Write 7 in the tens place and 1 in the hundreds place.

H	T	O
	2	
	5	7
	\times	3
1	7	1

Example 6: Multiply 128 by 7.

Solution:

H	T	O
1	2	8
× 7		
8	9	6

- Step 1: Multiply the ones.** $8 \text{ ones} \times 7 = 56 \text{ ones} = 5 \text{ tens } 6 \text{ ones}$.
Write 6 in the ones place and carry 5 to the tens place.
- Step 2: Multiply the tens.** $2 \text{ tens} \times 7 = 14 \text{ tens}$.
 $14 \text{ tens} + 5 \text{ tens (carried over)} = 19 \text{ tens} = 1 \text{ hundred } 9 \text{ tens}$.
Write 9 in the tens place and carry 1 to the hundreds place.
- Step 3: Multiply the hundreds.** $1 \text{ hundred} \times 7 = 7 \text{ hundreds}$.
 $7 \text{ hundreds} + 1 \text{ hundred (carried over)} = 8 \text{ hundreds}$.
Write 8 at the hundreds place.

Example 7: Multiply 452 by 7.

Solution:

Th	H	T	O
	3	1	
	4	5	2
× 7			
3	1	6	4

- Step 1:** $2 \text{ ones} \times 7 = 14 \text{ ones}$
 $= 1 \text{ ten} + 4 \text{ ones}$
Write 4 in the ones place and carry 1 to the tens place.
- Step 2:** $5 \text{ tens} \times 7 + 1 \text{ ten (carried over)} = 36 \text{ tens}$
 $= 3 \text{ hundreds} + 6 \text{ tens}$
Write 6 in the tens place and carry 3 to the hundreds place.
- Step 3:** $4 \text{ hundreds} \times 7 + 3 \text{ hundreds (carried over)}$
 $= 31 \text{ hundreds}$
Write 1 in the hundreds place and 3 in the thousands place.



EXERCISE 5D

1. Multiply:

(a)

H	T	O
3	6	7
× 2		

(b)

H	T	O
3	3	9
× 2		

(c)

H	T	O
1	6	7
× 4		

(d)

H	T	O
2	2	8
× 3		

2. Find the product.

Th	H	T	O
9	5	3	
		×	3

Th	H	T	O
9	7	2	
		×	8

Th	H	T	O
5	9	1	
		×	7

Th	H	T	O
9	5	2	
		×	3

Th	H	T	O
7	8	4	
		×	5

Th	H	T	O
6	0	9	
		×	8

Th	H	T	O
2	3	1	2
		×	3

Th	H	T	O
2	4	1	3
		×	4

MULTIPLYING BY 10, 100, 1000

1. Study the given examples.

$$7 \times 10 = 7 \text{ tens} = 70, \quad 71 \times 10 = 71 \text{ tens} = 710$$

$$248 \times 10 = 248 \text{ tens} = 2480$$

When we multiply a number by 10, we simply write the number and put a zero on the right, that is, we write one zero after the numeral.

2. Study at the given examples.

$$3 \times 100 = 3 \text{ hundreds} = 300, \quad 54 \times 100 = 54 \text{ hundreds} = 5400$$

When we multiply a number by 100, we write two zeros after the numeral.

3. Study the given examples.

$$8 \times 1000 = 8 \text{ thousands} = 8000, \quad 10 \times 1000 = 10 \text{ thousands} = 10000$$

When we multiply a number by 1000, we write three zeros after the numeral.



EXERCISE 5E

Multiply:

1. $5 \times 10 = 50$

2. $68 \times 10 = 680$

3. $132 \times 10 = 1320$

4. $775 \times 10 =$

5. $508 \times 10 =$

6. $4 \times 100 =$

7. $70 \times 100 =$

8. $89 \times 100 =$

9. $7 \times 1000 =$

MULTIPLYING BY MULTIPLES OF 10 THAT IS 20, 30, ..., 90

Observe the given examples.

$$\begin{aligned} 1. \quad 8 \times 20 &= 8 \times 2 \text{ tens} \\ &= 16 \text{ tens} \\ &= 160 \end{aligned}$$

$$\begin{aligned} 2. \quad 15 \times 30 &= 15 \times 3 \text{ tens} \\ &= 45 \text{ tens} \\ &= 450 \end{aligned}$$

From the above examples, we conclude that:

To multiply a given number by 20, 30, ..., 90, we multiply the given number by 2, 3, ..., 9 respectively and put a zero to the right of the product.

MULTIPLYING BY MULTIPLES OF 100 THAT IS 200, 300, ..., 900

Observe the given examples.

$$\begin{aligned} 1. \quad 12 \times 300 &= 12 \times 3 \text{ hundreds} \\ &= 36 \text{ hundreds} \\ &= 3600 \end{aligned}$$

$$\begin{aligned} 2. \quad 18 \times 400 &= 18 \times 4 \text{ hundreds} \\ &= 72 \text{ hundreds} \\ &= 7200 \end{aligned}$$

From the above examples, we conclude that:

To multiply a given number by 200, 300, ..., 900, we multiply the given number by 2, 3, ..., 9 respectively and put 2 zeros to the right of the product.



EXERCISE 5F

1. Write the product in the boxes.

✓ (a) $7 \times 20 =$

✓ (c) $8 \times 40 =$

(e) $21 \times 30 =$

(g) $17 \times 60 =$

(i) $93 \times 80 =$

(k) $13 \times 400 =$

(m) $15 \times 10 \times 30 =$

✓ (b) $6 \times 30 =$

✓ (d) $9 \times 50 =$

(f) $19 \times 80 =$

(h) $79 \times 20 =$

✓ (j) $9 \times 200 =$

✓ (l) $20 \times 300 =$

(n) $20 \times 5 \times 40 =$

2. Solve the following.

Workspace

- (a) A spool has 36 metres of ribbon on it. What is the length of the ribbon in centimetres?



$$1 \text{ m} = 100 \text{ cm}$$

$$\text{So, } 36 \text{ m} = 36 \times 100 \text{ cm} \\ = \underline{3600} \text{ cm}$$



- (b) Vivek has 56 ten-rupee notes. How much money does he have?

$$56 \times 10 = \underline{560}$$

$$\text{So, the money that he has} \\ = \underline{\text{₹}560}$$

- (c) A truck was loaded with 50 baskets of fruit. Each basket weighed 22 kilograms.



What was the total weight of the fruit loaded in the truck?

$$22 \times 50 = \underline{\hspace{2cm}}$$

$$\text{So, total weight} = \underline{\hspace{2cm}} \text{ kg}$$



- (d) I bought a colour TV and gave 80 hundred-rupee notes, 25 fifty-rupee notes and 35 twenty-rupee notes to the dealer. How much did I pay for the TV?

$$80 \times 100 = \text{₹} \underline{\hspace{2cm}}$$

$$25 \times 50 = \text{₹} \underline{\hspace{2cm}}$$

$$35 \times 20 = \text{₹} \underline{\hspace{2cm}}$$

$$\text{Total} = \text{₹} \underline{\hspace{2cm}}$$

$$\text{So, amount paid for the TV} \\ = \text{₹} \underline{\hspace{2cm}}$$

MULTIPLICATION TABLES OF 11 TO 20

Memorize these tables.

Table of 11

	Multiplying by 11		11 times table	
11	1 eleven is 11.	$1 \times 11 = 11$	11 times 1 is 11.	$11 \times 1 = 11$
11 + 11	2 eevens are 22.	$2 \times 11 = 22$	11 times 2 is 22.	$11 \times 2 = 22$
11 + 11 + 11	3 eevens are 33.	$3 \times 11 = 33$	11 times 3 is 33.	$11 \times 3 = 33$
11 + 11 + 11 + 11	4 eevens are 44.	$4 \times 11 = 44$	11 times 4 is 44.	$11 \times 4 = 44$
11 + 11 + 11 + 11 + 11	5 eevens are 55.	$5 \times 11 = 55$	11 times 5 is 55.	$11 \times 5 = 55$
11 + 11 + 11 + 11 + 11 + 11	6 eevens are 66.	$6 \times 11 = 66$	11 times 6 is 66.	$11 \times 6 = 66$
11 + 11 + 11 + 11 + 11 + 11 + 11	7 eevens are 77.	$7 \times 11 = 77$	11 times 7 is 77.	$11 \times 7 = 77$
11 + 11 + 11 + 11 + 11 + 11 + 11 + 11	8 eevens are 88.	$8 \times 11 = 88$	11 times 8 is 88.	$11 \times 8 = 88$
11 + 11 + 11 + 11 + 11 + 11 + 11 + 11 + 11	9 eevens are 99.	$9 \times 11 = 99$	11 times 9 is 99.	$11 \times 9 = 99$
11 + 11 + 11 + 11 + 11 + 11 + 11 + 11 + 11 + 11	10 eevens are 110.	$10 \times 11 = 110$	11 times 10 is 110.	$11 \times 10 = 110$

Likewise we can build multiplication tables of other numbers.

Table of 12

Multiplying by 12		12 times table	
1 twelve is 12.	$1 \times 12 = 12$	12 times 1 is 12.	$12 \times 1 = 12$
2 twelves are 24.	$2 \times 12 = 24$	12 times 2 is 24.	$12 \times 2 = 24$
3 twelves are 36.	$3 \times 12 = 36$	12 times 3 is 36.	$12 \times 3 = 36$
4 twelves are 48.	$4 \times 12 = 48$	12 times 4 is 48.	$12 \times 4 = 48$
5 twelves are 60.	$5 \times 12 = 60$	12 times 5 is 60.	$12 \times 5 = 60$
6 twelves are 72.	$6 \times 12 = 72$	12 times 6 is 72.	$12 \times 6 = 72$
7 twelves are 84.	$7 \times 12 = 84$	12 times 7 is 84.	$12 \times 7 = 84$
8 twelves are 96.	$8 \times 12 = 96$	12 times 8 is 96.	$12 \times 8 = 96$
9 twelves are 108.	$9 \times 12 = 108$	12 times 9 is 108.	$12 \times 9 = 108$
10 twelves are 120.	$10 \times 12 = 120$	12 times 10 is 120.	$12 \times 10 = 120$

Table of 13

Multiplying by 13	
1 thirteens is 13.	$1 \times 13 = 13$
2 thirteens are 26.	$2 \times 13 = 26$
3 thirteens are 39.	$3 \times 13 = 39$
4 thirteens are 52.	$4 \times 13 = 52$
5 thirteens are 65.	$5 \times 13 = 65$
6 thirteens are 78.	$6 \times 13 = 78$
7 thirteens are 91.	$7 \times 13 = 91$
8 thirteens are 104.	$8 \times 13 = 104$
9 thirteens are 117.	$9 \times 13 = 117$
10 thirteens are 130.	$10 \times 13 = 130$

13 times table	
13 times 1 is 13.	$13 \times 1 = 13$
13 times 2 is 26.	$13 \times 2 = 26$
13 times 3 is 39.	$13 \times 3 = 39$
13 times 4 is 52.	$13 \times 4 = 52$
13 times 5 is 65.	$13 \times 5 = 65$
13 times 6 is 78.	$13 \times 6 = 78$
13 times 7 is 91.	$13 \times 7 = 91$
13 times 8 is 104.	$13 \times 8 = 104$
13 times 9 is 117.	$13 \times 9 = 117$
13 times 10 is 130.	$13 \times 10 = 130$

Table of 14

Multiplying by 14	
1 fourteens is 14.	$1 \times 14 = 14$
2 fourteens are 28.	$2 \times 14 = 28$
3 fourteens are 42.	$3 \times 14 = 42$
4 fourteens are 56.	$4 \times 14 = 56$
5 fourteens are 70.	$5 \times 14 = 70$
6 fourteens are 84.	$6 \times 14 = 84$
7 fourteens are 98.	$7 \times 14 = 98$
8 fourteens are 112.	$8 \times 14 = 112$
9 fourteens are 126.	$9 \times 14 = 126$
10 fourteens are 140.	$10 \times 14 = 140$

14 times table	
14 times 1 is 14.	$14 \times 1 = 14$
14 times 2 is 28.	$14 \times 2 = 28$
14 times 3 is 42.	$14 \times 3 = 42$
14 times 4 is 56.	$14 \times 4 = 56$
14 times 5 is 70.	$14 \times 5 = 70$
14 times 6 is 84.	$14 \times 6 = 84$
14 times 7 is 98.	$14 \times 7 = 98$
14 times 8 is 112.	$14 \times 8 = 112$
14 times 9 is 126.	$14 \times 9 = 126$
14 times 10 is 140.	$14 \times 10 = 140$

Table of 15

Multiplying by 15	
1 fifteens is 15.	$1 \times 15 = 15$
2 fifteens are 30.	$2 \times 15 = 30$
3 fifteens are 45.	$3 \times 15 = 45$
4 fifteens are 60.	$4 \times 15 = 60$
5 fifteens are 75.	$5 \times 15 = 75$
6 fifteens are 90.	$6 \times 15 = 90$
7 fifteens are 105.	$7 \times 15 = 105$
8 fifteens are 120.	$8 \times 15 = 120$
9 fifteens are 135.	$9 \times 15 = 135$
10 fifteens are 150.	$10 \times 15 = 150$

15 times table	
15 times 1 is 15.	$15 \times 1 = 15$
15 times 2 is 30.	$15 \times 2 = 30$
15 times 3 is 45.	$15 \times 3 = 45$
15 times 4 is 60.	$15 \times 4 = 60$
15 times 5 is 75.	$15 \times 5 = 75$
15 times 6 is 90.	$15 \times 6 = 90$
15 times 7 is 105.	$15 \times 7 = 105$
15 times 8 is 120.	$15 \times 8 = 120$
15 times 9 is 135.	$15 \times 9 = 135$
15 times 10 is 150.	$15 \times 10 = 150$

Table of 16

Multiplying by 16	
1 sixteen is 16.	$1 \times 16 = 16$
2 sixteens are 32.	$2 \times 16 = 32$
3 sixteens are 48.	$3 \times 16 = 48$
4 sixteens are 64.	$4 \times 16 = 64$
5 sixteens are 80.	$5 \times 16 = 80$
6 sixteens are 96.	$6 \times 16 = 96$
7 sixteens are 112.	$7 \times 16 = 112$
8 sixteens are 128.	$8 \times 16 = 128$
9 sixteens are 144.	$9 \times 16 = 144$
10 sixteens are 160.	$10 \times 16 = 160$

Table of 17

Multiplying by 17	
1 seventeen is 17.	$1 \times 17 = 17$
2 seventeens are 34.	$2 \times 17 = 34$
3 seventeens are 51.	$3 \times 17 = 51$
4 seventeens are 68.	$4 \times 17 = 68$
5 seventeens are 85.	$5 \times 17 = 85$
6 seventeens are 102.	$6 \times 17 = 102$
7 seventeens are 119.	$7 \times 17 = 119$
8 seventeens are 136.	$8 \times 17 = 136$
9 seventeens are 153.	$9 \times 17 = 153$
10 seventeens are 170.	$10 \times 17 = 170$

Table of 18

Multiplying by 18	
1 eighteen is 18.	$1 \times 18 = 18$
2 eighteens are 36.	$2 \times 18 = 36$
3 eighteens are 54.	$3 \times 18 = 54$
4 eighteens are 72.	$4 \times 18 = 72$
5 eighteens are 90.	$5 \times 18 = 90$
6 eighteens are 108.	$6 \times 18 = 108$
7 eighteens are 126.	$7 \times 18 = 126$
8 eighteens are 144.	$8 \times 18 = 144$
9 eighteens are 162.	$9 \times 18 = 162$
10 eighteens are 180.	$10 \times 18 = 180$

16 times table

16 times 1 is 16.	$16 \times 1 = 16$
16 times 2 is 32.	$16 \times 2 = 32$
16 times 3 is 48.	$16 \times 3 = 48$
16 times 4 is 64.	$16 \times 4 = 64$
16 times 5 is 80.	$16 \times 5 = 80$
16 times 6 is 96.	$16 \times 6 = 96$
16 times 7 is 112.	$16 \times 7 = 112$
16 times 8 is 128.	$16 \times 8 = 128$
16 times 9 is 144.	$16 \times 9 = 144$
16 times 10 is 160.	$16 \times 10 = 160$

17 times table

17 times 1 is 17.	$17 \times 1 = 17$
17 times 2 is 34.	$17 \times 2 = 34$
17 times 3 is 51.	$17 \times 3 = 51$
17 times 4 is 68.	$17 \times 4 = 68$
17 times 5 is 85.	$17 \times 5 = 85$
17 times 6 is 102.	$17 \times 6 = 102$
17 times 7 is 119.	$17 \times 7 = 119$
17 times 8 is 136.	$17 \times 8 = 136$
17 times 9 is 153.	$17 \times 9 = 153$
17 times 10 is 170.	$17 \times 10 = 170$

18 times table

18 times 1 is 18.	$18 \times 1 = 18$
18 times 2 is 36.	$18 \times 2 = 36$
18 times 3 is 54.	$18 \times 3 = 54$
18 times 4 is 72.	$18 \times 4 = 72$
18 times 5 is 90.	$18 \times 5 = 90$
18 times 6 is 108.	$18 \times 6 = 108$
18 times 7 is 126.	$18 \times 7 = 126$
18 times 8 is 144.	$18 \times 8 = 144$
18 times 9 is 162.	$18 \times 9 = 162$
18 times 10 is 180.	$18 \times 10 = 180$

Table of 19

Multiplying by 19

1 nineteen is 19.	$19 \times 1 = 19$
2 nineteens are 38.	$19 \times 2 = 38$
3 nineteens are 57.	$19 \times 3 = 57$
4 nineteens are 76.	$19 \times 4 = 76$
5 nineteens are 95.	$19 \times 5 = 95$
6 nineteens are 114.	$19 \times 6 = 114$
7 nineteens are 133.	$19 \times 7 = 133$
8 nineteens are 152.	$19 \times 8 = 152$
9 nineteens are 171.	$19 \times 9 = 171$
10 nineteens are 190.	$19 \times 10 = 190$

19 times table

19 times 1 is 19.	$19 \times 1 = 19$
19 times 2 is 38.	$19 \times 2 = 38$
19 times 3 is 57.	$19 \times 3 = 57$
19 times 4 is 76.	$19 \times 4 = 76$
19 times 5 is 95.	$19 \times 5 = 95$
19 times 6 is 114.	$19 \times 6 = 114$
19 times 7 is 133.	$19 \times 7 = 133$
19 times 8 is 152.	$19 \times 8 = 152$
19 times 9 is 171.	$19 \times 9 = 171$
19 times 10 is 190.	$19 \times 10 = 190$

Table of 20

Multiplying by 20

1 twenty is 20.	$20 \times 1 = 20$
2 twenties are 40.	$20 \times 2 = 40$
3 twenties are 60.	$20 \times 3 = 60$
4 twenties are 80.	$20 \times 4 = 80$
5 twenties are 100.	$20 \times 5 = 100$
6 twenties are 120.	$20 \times 6 = 120$
7 twenties are 140.	$20 \times 7 = 140$
8 twenties are 160.	$20 \times 8 = 160$
9 twenties are 180.	$20 \times 9 = 180$
10 twenties are 200.	$20 \times 10 = 200$

20 times table

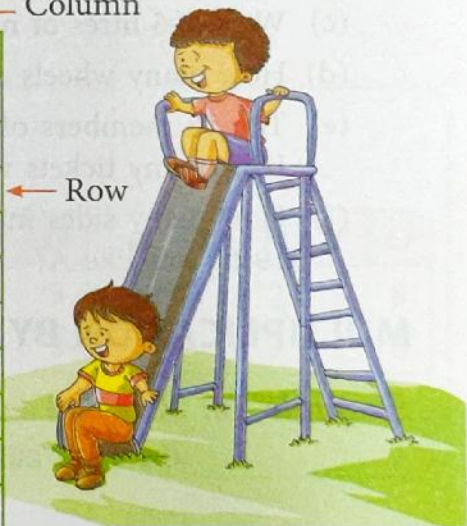
20 times 1 is 20.	$20 \times 1 = 20$
20 times 2 is 40.	$20 \times 2 = 40$
20 times 3 is 60.	$20 \times 3 = 60$
20 times 4 is 80.	$20 \times 4 = 80$
20 times 5 is 100.	$20 \times 5 = 100$
20 times 6 is 120.	$20 \times 6 = 120$
20 times 7 is 140.	$20 \times 7 = 140$
20 times 8 is 160.	$20 \times 8 = 160$
20 times 9 is 180.	$20 \times 9 = 180$
20 times 10 is 200.	$20 \times 10 = 200$

Multiplication grid for tables of 11 to 20

×	11	12	13	14	15	16	17	18	19	20
1	11	12	13	14	15	16	17	18	19	20
2	22	24	26	28	30	32	34	36	38	40
3	33	36	39	42	45	48	51	54	57	60
4	44	48	52	56	60	64	68	72	76	80
5	55	60	65	70	75	80	85	90	95	100
6	66	72	78	84	90	96	102	108	114	120
7	77	84	91	98	105	112	119	126	133	140
8	88	96	104	112	120	128	136	144	152	160
9	99	108	117	126	135	144	153	162	171	180
10	110	120	130	140	150	160	170	180	190	200

Column

Row



Example 9: Find the product of 17 and 6.

Solution:

Use the multiplication grid on the previous page. Select the row showing 6 and the column showing 17. The product of 17 and 6 is the number at the intersection of this row and column. Thus, the product is 102. Verify the answer from the multiplication table of 6. Memorizing the tables from 1 to 20 will help you in doing multiplication very fast.



EXERCISE 5G

1. Fill in the boxes by recalling multiplication tables.

(a) $11 \times 8 =$

(b) $17 \times 6 =$

(c) $10 \times 9 =$

(d) $19 \times 3 =$

(e) $18 \times 7 =$

(f) $15 \times 6 =$

(g) $13 \times 7 =$

(h) $12 \times 9 =$

(i) $19 \times 5 =$

2. Fill in the boxes to make the given statements true.

(a) $14 \times$ $= 70$

(b) $13 \times$ $= 117$

(c) $18 \times$ $= 108$

(d) $13 \times$ $= 104$

(e) $17 \times$ $= 119$

(f) $12 \times$ $= 60$

3. Solve the following.

(a) In a carton, there are 11 rows with 8 eggs in each row. How many eggs are there all?

(b) How much do 7 stamps cost at 15 p each?

(c) We use 6 litres of milk in a day. How many litres do we use in a fortnight?

(d) How many wheels are there on a dozen tricycles?

(e) The 18 members of a club sold tickets of their play. Each member sold 8 tickets. How many tickets were sold?

(f) How many sides make up figure A? How many sides are needed to make 19 figures like A?

MULTIPLICATION BY A 2-DIGIT NUMBER

Example 10: Rita had a collection of old stamps. She had 32 cards with 14 stamps on each card. How many stamps does she have on all the cards?

Solution:

When multiplying by a 2-digit number, think of them as equal groups. In this example, there are 32 groups of 14, so you multiply 32 by 14. You may do so in the following steps.

$$32 \times 14 = 32 \times (10 + 4)$$

$$= 32 \times 10 + 32 \times 4 = 320 + 128 = 448.$$

Using the place value system, this can be done by a shorter method.

	H	T	O	
		3	2	
×		1	4	
Add	1	2	8	← Multiplying 32 by 4 ones.
	3	2	0	← Multiplying 32 by 1 ten.
	4	4	8	← 32×14

Example 11: Multiply 357 by 26.

Solution:

$$357 \times 26 = 357 \times (20 + 6)$$

$$= 357 \times 20 + 357 \times 6 = 7140 + 2142 = 9282.$$

Short Method:

	Th	H	T	O	
		3	5	7	
		×	2	6	
Add	2	1	4	2	← Multiplying 357 by 6 ones.
	7	1	4	0	← Multiplying 357 by 2 tens.
	9	2	8	2	← 357×26

**Class Work**

Multiply:

1.

Th	H	T	O
		4	4
		×	3 7

2.

Th	H	T	O
			9 6
		×	8 5

3.

Th	H	T	O
		1	7 9
		×	4 8

4.

Th	H	T	O
		2	9 8
		×	2 6



EXERCISE 5H

Copy the following in your notebook and multiply.

1.
$$\begin{array}{r} 52 \\ \times 14 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 74 \\ \times 21 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 61 \\ \times 48 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 55 \\ \times 11 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 63 \\ \times 91 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 37 \\ \times 75 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 87 \\ \times 62 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 160 \\ \times 52 \\ \hline 320 \\ \hline 800 \\ \hline 8320 \end{array}$$

10.
$$\begin{array}{r} 107 \\ \times 49 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 218 \\ \times 38 \\ \hline \end{array}$$

WORD PROBLEMS

Example 12: A machine can wrap 235 boxes of toys in 1 hour. How many boxes of toys can it wrap in 28 hours?

Solution: In 1 hour the machine wraps 235 boxes.

In 28 hours the machine will wrap

$$= 235 \times 28 \text{ boxes}$$

$$= 6580 \text{ boxes}$$

Working
$$\begin{array}{r} 235 \\ \times 28 \\ \hline 1880 \\ + 4700 \\ \hline 6580 \end{array}$$



EXERCISE 5I

1. 243 people ride a train every hour. How many people ride the train in 2 hours?



2. Karim solved 28 arithmetic problems each day for 3 weeks. How many arithmetic problems did he solve altogether?

3. 178 students attend an art school. Each of them carries 4 books. How many books do they carry in all?



4. Madhu's stamp book has 24 pages. Each page has 35 stamps on it. Her book is filled. How many stamps are there in her book?





5. Sajid put 49 apples in each of 23 baskets. How many apples did Sajid put in all the baskets?

6. Peter has 25 chickens. His uncle has 60 times as many chickens as he has. How many chickens does his uncle have?

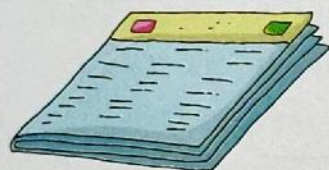




7. A motor car runs at a speed of 65 kilometres per hour. How far will it go in 36 hours?

8. There are 24 hours in a day. How many hours are there in an ordinary year?





9. Each weekday a newspaper boy delivers 315 newspapers. How many newspapers did he deliver in January?

10. A baker bakes 443 loaves of bread a day.
• How many loaves of bread does he bake in 2 weeks?





CHAPTER TEST

1. Match each addition form with the corresponding multiplication form.

(a) $3 + 3 + 3 + 3$

(b) $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$

(c) $0 + 0 + 0$

(d) $1 + 1$

(e) $4 + 4 + 4$

(i) 9×5

(ii) 4×3

(iii) 3×0

(iv) 3×4

(v) 2×1

2. Write two multiplication sentences for each group.

(a) $\bullet \bullet \bullet \bullet \bullet \bullet$

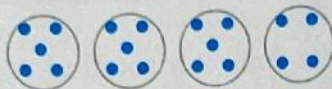
$\bullet \bullet \bullet \bullet \bullet \bullet$

$\bullet \bullet \bullet \bullet \bullet \bullet$

(b) $\bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet$

$\bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet$

3. Can you write a multiplication sentence for this picture? Say, Yes or No. If no, give reason.



4. Find the product.

(a) $(23 \times 9) \times 0$

(b) 37×100

(c) 8×1000

(d) $(2 \times 3) \times 10$

5. There are 5 tables with 4 students at each table. Each student has 3 books. Write a multiplication sentence to show how to find the total number of books.

6. Answer true or false for each statement. Give an example to support your answer.

(a) Any multiple of 4 is also a multiple of 2. _____

(b) If a number is odd, all its multiples will be odd. _____

(c) If a number is even, all its multiples will be even. _____

7. Multiply:

(a) $294 \times 32 =$

(b) $315 \times 17 =$

8. Write the multiples of 8 less than 50.

Tick (✓) the correct answer.

9. Which is another way to write $5 + 5 + 5 + 5 + 5 + 5$?

(a) $6 + 5$

(b) $30 + 5$

(c) 6×5

(d) $5 \times 5 \times 5 \times 5 \times 5 \times 5$

0. The pilot of a spaceship got 349 messages on each day of his trip. How many messages did he get in 4 weeks?

- (a) 9272 (b) 9772 (c) 9277 (d) 9722

1. 78 people contributed ₹ 125 each for the earthquake relief fund. How much was the total contribution? [Value Based Question]

- (a) ₹ 9570 (b) ₹ 9750 (c) ₹ 9500 (d) ₹ 7590



Mental Maths

1. Fill in the boxes.

- (a) $8930 \times \underline{\quad} = 0$ (b) $\underline{\quad} \times 469 = 469$
 (c) $7 \times (8 \times 0) = \underline{\quad}$ (d) $9 \times (\underline{\quad} \times 2) = 54$
 (e) $35 \times 100 = \underline{\quad}$ (f) $220 \times 3 \text{ tens} = \underline{\quad}$

2. Fill in the missing digit.

$$\begin{array}{r} 121 \\ \times \quad \square \\ \hline 605 \end{array}$$

3. What are the first three even multiples of 3?

 , ,

4. Surbhi put 10 butter cookies on a plate. Then she put twice as many coconut cookies more on the plate. How many cookies are there on the plate now?



HOTS

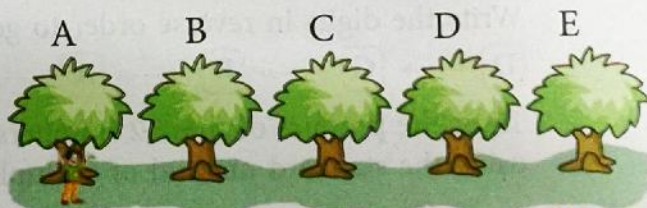
1. Choose one factor from a circle and the other from a square to form the products satisfying the given clues. The numbers in the circles may not be used more than once.

- (a) Find the least product. (b) Find the product closest to 61.
 (c) Find the product with nine at tens place.
 (d) Find the greatest product.
 (e) Find the product that can be divided exactly by 5 and 6.



2. Bunny runs from tree A to tree B to tree C to tree D to tree E. The trees are planted 115 metres apart from each other. How far does Bunny run in all?

 = metres



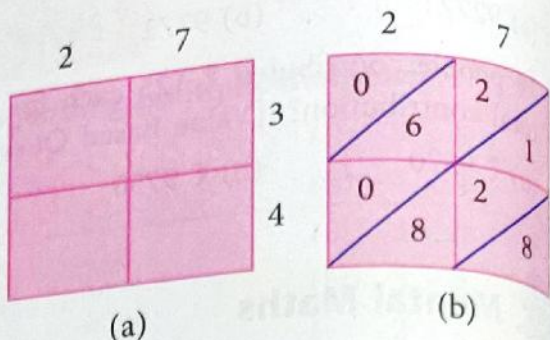


Enrichment

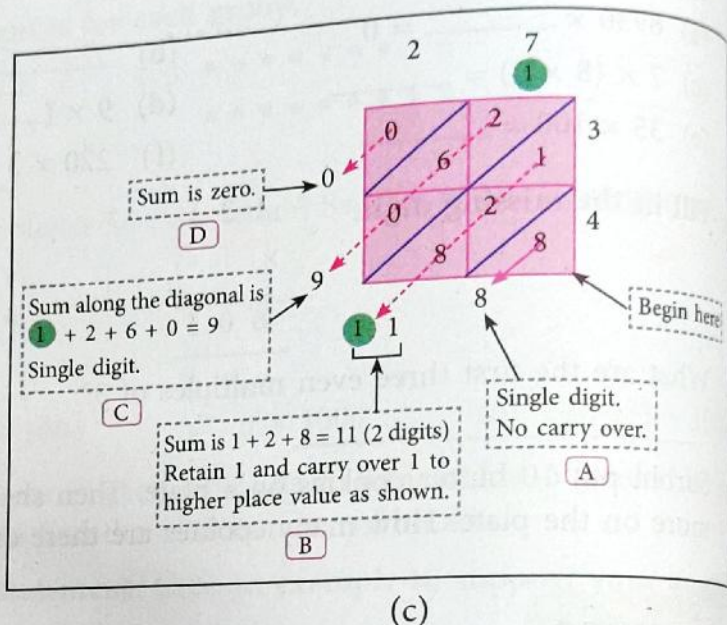
Lattice Multiplication Method

Find the product of 27 and 34.

Step 1: Draw a grid (2 rows and 2 columns) as shown in (a). Write one factor on top and the other on the right as shown. Also, draw the diagonals (shown in blue) thus completing the lattice as in (b).



Step 2: Multiply the digit at the top of a column by the digit to the right of a row and write the product of these numbers in the corresponding square separated by the diagonal in that square.



Thus:

$$7 \times 3 = 21 \text{ (See how 21 is written),}$$

$$2 \times 3 = 6 \text{ (is written as 06)}$$

$$2 \times 4 = 8 \text{ (is written as 08),}$$

$$7 \times 4 = 28$$

Step 3: Add all the numbers along the diagonals and write their sum as shown in (c). Begin at the lower right end. Follow the order:

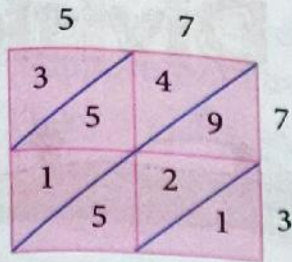
A → **B** → **C** → **D**

Write the digits in reverse order to get the product.

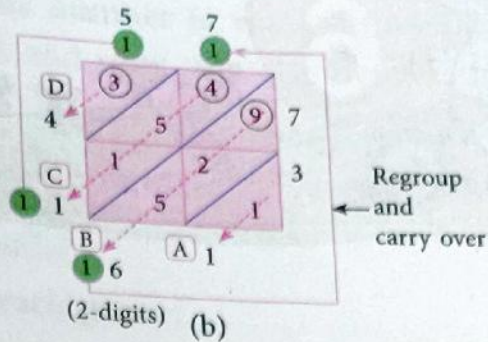
D → **C** → **B** → **A**

Thus, the product of these 2 numbers is 0918 or simply 918. Check the answer by using the standard method of multiplication which you have already learnt.

Multiply 57×73



(a)



(2-digits) (b)

- Step 1:** Write the factors (57 and 73) and the various products as shown in lattice (a).
Step 2: Add along the diagonals as shown in (b).

- | | |
|----------|--|
| A | $1 = 1$ |
| B | $9 + 2 + 5 = 16$ (Retain 6 and carry over 1) |
| C | $1 + 4 + 5 + 1 = 11$ (Retain 1 and carry over 1) |
| D | $1 + 3 = 4$ |

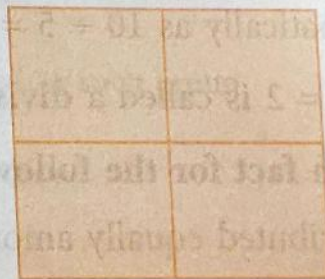
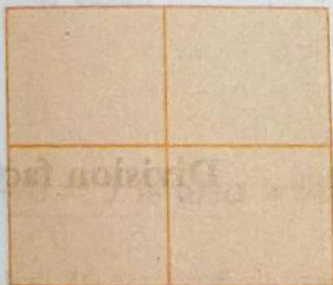
Writing these sums in reverse order (4 \rightarrow 1 \rightarrow 6 \rightarrow 1), the product of these 2 numbers is obtained as 4161. Check the answer by multiplying these 2 numbers by the standard method.

Do you notice that the Lattice Method of Multiplication is an easy way of multiplying two numbers?

Now, find the following using the lattice multiplication method.

1. 32×98

2. 48×12





Explore Math Class 3, Unit 06, 04

Multiplication by 10 and 100

Description

www.youtube.com

<https://youtu.be/GGf8q5S3Anc>

<https://youtu.be/6c4sE6yLJrQ>

<https://youtu.be/O0e4hmyiLVI>

<https://youtu.be/VKdATsQtzrQ>

Open the My CBSE app and tap on the above links to watch the related videos.



2. Find the sum by adding down. Then add up.

$$\begin{array}{r} \downarrow 8 \\ \downarrow 4 \\ + 7 \\ \hline 19 \end{array} \quad \left. \begin{array}{l} 8 \\ 4 \end{array} \right\} 12$$

$$\begin{array}{r} \overline{19} \\ 8 \\ + \uparrow 4 \\ \uparrow 7 \end{array} \quad \left. \begin{array}{l} 4 \\ 7 \end{array} \right\} 11$$

$$\begin{array}{r} \downarrow 6 \\ \downarrow 9 \\ + 3 \\ \hline \end{array} \quad \left. \begin{array}{l} 6 \\ 9 \end{array} \right\} \quad \left. \begin{array}{l} 9 \\ 3 \end{array} \right\}$$

$$\begin{array}{r} \downarrow 7 \\ \downarrow 7 \\ + 5 \\ \hline \end{array} \quad \left. \begin{array}{l} 7 \\ 7 \end{array} \right\} \quad \left. \begin{array}{l} 7 \\ 5 \end{array} \right\}$$



CHAPTER TEST

1. Add:

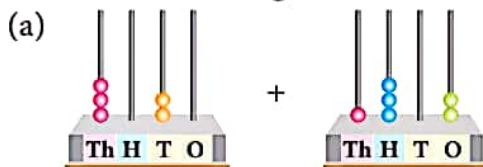
(a) $4000 + 2000 = \underline{\hspace{2cm}}$

(b) $5900 + 1100 = \underline{\hspace{2cm}}$

2. Add an even 4-digit number and an odd 4-digit number. Is the sum odd or even?

3. In a local election, 4387 votes were cast in favour of Mr Pandey. 2869 more votes were cast in favour of Mr Joshi. How many votes in all were cast in favour of Mr Joshi? _____

4. State whether the given statement is true or false.



The sum of the numbers shown on the abacus > 4320 .

(b) 5 hundreds $>$ 4 hundreds + 10 tens _____

5. Mr Sharma drove 1589 km in August. He drove 1480 km in September and 2357 km in October. How many kilometers did he drive in all?

Tick (✓) the correct answer.

6.

$$\begin{array}{r} 3300 \\ 4222 \\ + 1679 \\ \hline \end{array}$$

(a) 9200

(b) 9201

(c) 8203

(d) 9000

7. 1280 people watched a movie on Monday and 2756 people watched it on Tuesday. How many people watched the movie on the two days?

(a) 5046

(b) 4036

(c) 4156

(d) 6514

8. What is the missing digit in the following addition fact?

$$\begin{array}{r} 3 \quad \square \quad 4 \quad 8 \\ + \quad 3 \quad 9 \quad 2 \\ \hline 3 \quad 9 \quad 4 \quad 0 \end{array}$$

(a) 4

(b) 6

(c) 5

(d) 0



Mental Maths

1. Fill in the blanks.

(a) $3 + 5 = \underline{\hspace{2cm}}$

(b) $30 + 50 = \underline{\hspace{2cm}}$

(c) $300 + 500 = \underline{\hspace{2cm}}$

(d) $3000 + 5000 = \underline{\hspace{2cm}}$

(e) $4 \text{ tens} + 7 \text{ ones} = \underline{\hspace{2cm}}$

(f) $3 \text{ hundreds} + 5 \text{ tens} = \underline{\hspace{2cm}}$

(g) $900 + 80 + 20 = \underline{\hspace{2cm}}$

(h) $400 + \underline{\hspace{2cm}} = 1000$

(i) $789 + 8000 = \underline{\hspace{2cm}}$

2. What is the sum of the first five non-zero even numbers? $\underline{\hspace{2cm}}$

3. Use the properties of addition and fill in the missing number.

(a) $53 + \underline{\hspace{2cm}} = 47 + 53$

(b) $69 + \underline{\hspace{2cm}} = 69$

(c) $15 + (3 + 6) = (\underline{\hspace{2cm}} + 3) + 6$



HOTS

1. A student was asked to add 4327 and 398. He found out the sum by writing the numbers as:

Is the answer given by the student correct? Yes / No
If not, give reasons and solve it correctly.

	4	3	2	7
+	3	9	8	
	8	3	0	7

2. Use the digits 3, 5, 9, 0, 2 to form ten 4-digit numbers. For each number use each digit only once.

(a) Now, find the sum of two 4-digit numbers where you do not need to carry.

(b) Also, find the sum of two 4-digit numbers where you need to carry.



Quick Review

1. Place value of 5 in 3750 is $\underline{\hspace{2cm}}$.

2. Compare 4392 and 4932. Which is greater?

3. Write in standard form:

$$4000 + 30 + 9 = \underline{\hspace{2cm}}.$$





CHAPTER TEST

- The bicycle was invented in 1791. The car was invented in 1885. How many years after the bicycle was the car invented?
- A helicopter is flying at an altitude of 150 metres. If its altitude decreases by 45 metres, what is its new altitude?
- I went for shopping. I had ₹ 5000 with me. I purchased the following items:
Books for ₹ 597, one pair of shoes for ₹ 1699 and one jacket for ₹ 2093. How much money was left with me?
- Look for a pattern to subtract these numbers.

$$(a) 5 - 2 = \boxed{}$$

$$(b) 9 - 5 = \boxed{}$$

$$50 - 20 = \boxed{}$$

$$90 - 50 = \boxed{}$$

$$500 - 200 = \boxed{}$$

$$900 - 500 = \boxed{}$$

$$5000 - 2000 = \boxed{}$$

$$9000 - 5000 = \boxed{}$$

- Answer in Yes or No:** The difference between the number 783 and the place value of 8 in the number 851 is an even number.
- River Nile, in Egypt (Africa) is 6670 km long while river Amazon in Brazil (South America) is 6448 km long. Which river is longer and by how much?
- Anil is 135 centimetres tall. If he is 37 centimetres shorter than his father, how tall is his father? If Anil's father is 65 centimetres taller than Anil's younger brother Ramesh, how tall is Ramesh?

Tick (✓) the correct answer.

- A number, when subtracted from 7000, leaves a difference of 2639. What is the number?
(a) 5471 (b) 5361 (c) 4361 (d) 3639
- A male bear weighs about 550 pounds. A female bear weighs about 285 pounds. How much more does the male bear weigh?
(a) 265 pounds (b) 375 pounds (c) 365 pounds (d) 835 pounds
- The value of $5016 - 2894 + 3997$ is
(a) 6000 (b) 6120 (c) 6191 (d) 6119



Multiplication



Warm Up

Dad, my Ma'am told that tomorrow, we will learn about multiplication. Can you tell me what is multiplication?

Multiplication is repeated addition. So, instead of adding equal amounts repeatedly to find the sum, we can multiply to find the same result in a much quicker way.

Ok, Dad, I will try to understand the concept of multiplication from the Ma'am.



Vocabulary

- ❖ Multiplicand
- ❖ Multiplier
- ❖ Product
- ❖ Factors
- ❖ Multiples



CONCEPT OF MULTIPLICATION

Consider 5 groups of birds with 3 birds in each group.

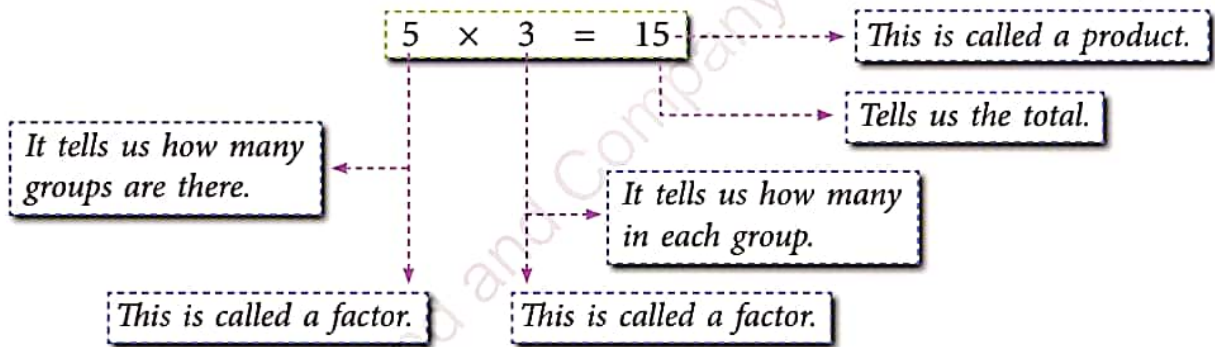


How many birds are there altogether? We can add and find out as shown below.

$$3 + 3 + 3 + 3 + 3 = 15$$

So, 15 birds are there in all.

We write this fact as



In vertical form, we write $5 \times 3 = 15$ as
 We read $5 \times 3 = 15$ as 5 threes are 15
 or 5 times 3 equals 15 or 5 multiplied by 3 is 15.

5	→	Multiplicand
× 3	→	Multiplier
15	→	Product





EXERCISE 5A

1. Complete the table.

	Group	Addition form	Multiplication form	Read as
	2 groups of 3 each	$3 + 3 = 6$	$2 \times 3 = 6$	2 threes are 6 or 2 times 3 is 6 or 2 multiplied by 3 is 6.

2. Write in addition form.

Multiplication form	Group	Addition form
3×7	3 groups of 7 each or 3 sevens	$7 + 7 + 7$
9×2		
5×8		



3. Write the multiplication form.

Addition form	Group	Multiplication form
$4 + 4 + 4$	3 fours	
$10 + 10 + 10 + 10 + 10 + 10 + 10$		
$9 + 9 + 9 + 9 + 9 + 9 + 9 + 9$		

4. Match:

- | | |
|-------------------------|--------------------|
| (a) $2 + 2 + 2$ | (i) 5×3 |
| (b) $5 + 5 + 5 + 5$ | (ii) 2×3 |
| (c) $3 + 3 + 3 + 3 + 3$ | (iii) 4×5 |
| (d) $6 + 6 + 6$ | (iv) 3×2 |
| (e) $3 + 3$ | (v) 5×2 |
| (f) $2 + 2 + 2 + 2 + 2$ | (vi) 3×6 |

AN IMPORTANT PROPERTY OF MULTIPLICATION

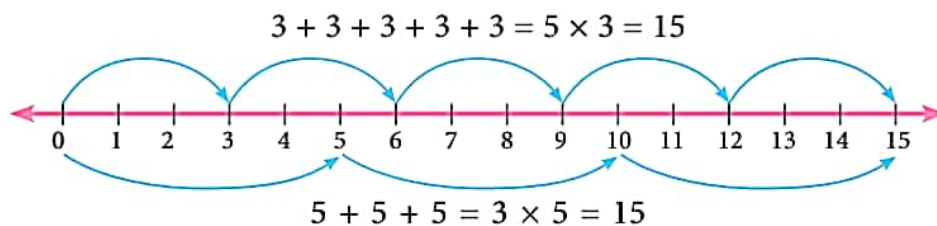
Look at the stars given below. We can group the stars in two ways.

I see 5 groups.
Each group contains 3 stars. There are 5×3 stars in all.

I see 3 groups.
Each group contains 5 stars. There are 3×5 stars in all.

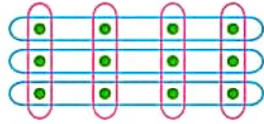
Total number of stars are 15.
What number is formed by 5×3 ? (Ans. 15)
What number is formed by 3×5 ? (Ans. 15)
Clearly, $5 \times 3 = 3 \times 5$.

It can also be shown on the number line as:



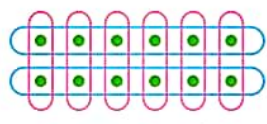
Different ways of arranging and thinking about 12 dots are shown below.

3 groups of 4
 $3 \times 4 = 12$



4 groups of 3
 $4 \times 3 = 12$

2 groups of 6
 $2 \times 6 = 12$



6 groups of 2
 $6 \times 2 = 12$

Hence, $3 \times 4 = 4 \times 3$











Hence, $2 \times 6 = 6 \times 2$

From the above, we observe that changing the order of two factors does not change the product. The above property is called the **commutative property of multiplication**.

MULTIPLICATION TABLES

We have learnt multiplication tables upto 10 in the previous class.

In the given table, we show how we can build the multiplication table of 2. Similarly, we can build multiplication tables of other numbers also.

Groups of twos	Addition form	2 times table
	2	2 added 1 time 1×2
	$2 + 2$	2 added 2 times 2×2
	$2 + 2 + 2$	2 added 3 times 3×2
	$2 + 2 + 2 + 2$	2 added 4 times 4×2
	$2 + 2 + 2 + 2 + 2$	2 added 5 times 5×2
	$2 + 2 + 2 + 2 + 2 + 2$	2 added 6 times 6×2
	$2 + 2 + 2 + 2 + 2 + 2 + 2$	2 added 7 times 7×2
	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$	2 added 8 times 8×2
	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$	2 added 9 times 9×2
	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$	2 added 10 times 10×2



Multiplying by 2	
1 two is 2.	$1 \times 2 = 2$
2 twos are 4.	$2 \times 2 = 4$
3 twos are 6.	$3 \times 2 = 6$
4 twos are 8.	$4 \times 2 = 8$
5 twos are 10.	$5 \times 2 = 10$
6 twos are 12.	$6 \times 2 = 12$
7 twos are 14.	$7 \times 2 = 14$
8 twos are 16.	$8 \times 2 = 16$
9 twos are 18.	$9 \times 2 = 18$
10 twos are 20.	$10 \times 2 = 20$

2 times table	
2 times 1 is 2.	$2 \times 1 = 2$
2 times 2 is 4.	$2 \times 2 = 4$
2 times 3 is 6.	$2 \times 3 = 6$
2 times 4 is 8.	$2 \times 4 = 8$
2 times 5 is 10.	$2 \times 5 = 10$
2 times 6 is 12.	$2 \times 6 = 12$
2 times 7 is 14.	$2 \times 7 = 14$
2 times 8 is 16.	$2 \times 8 = 16$
2 times 9 is 18.	$2 \times 9 = 18$
2 times 10 is 20.	$2 \times 10 = 20$

Multiplying by 3	
1 three is 3.	$1 \times 3 = 3$
2 threes are 6.	$2 \times 3 = 6$
3 threes are 9.	$3 \times 3 = 9$
4 threes are 12.	$4 \times 3 = 12$
5 threes are 15.	$5 \times 3 = 15$
6 threes are 18.	$6 \times 3 = 18$
7 threes are 21.	$7 \times 3 = 21$
8 threes are 24.	$8 \times 3 = 24$
9 threes are 27.	$9 \times 3 = 27$
10 threes are 30.	$10 \times 3 = 30$

3 times table	
3 times 1 is 3.	$3 \times 1 = 3$
3 times 2 is 6.	$3 \times 2 = 6$
3 times 3 is 9.	$3 \times 3 = 9$
3 times 4 is 12.	$3 \times 4 = 12$
3 times 5 is 15.	$3 \times 5 = 15$
3 times 6 is 18.	$3 \times 6 = 18$
3 times 7 is 21.	$3 \times 7 = 21$
3 times 8 is 24.	$3 \times 8 = 24$
3 times 9 is 27.	$3 \times 9 = 27$
3 times 10 is 30.	$3 \times 10 = 30$

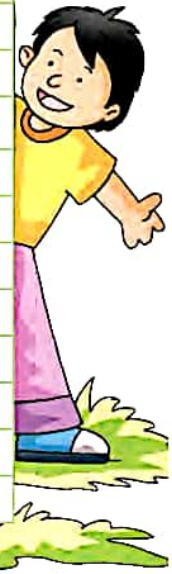
Similarly, you can build tables of 4, 5, 6, 7, 8, 9 and 10. You have already studied these in class 2.



MULTIPLICATION GRID

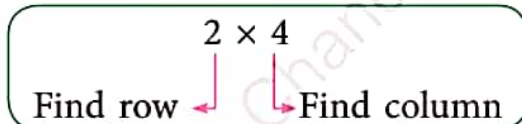
Look at the combined multiplication table for the numbers upto 10.

Column	×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	
2	0	2	4	6	8	10	12	14	16	18	20	
3	0	3	6	9	12	15	18	21	24	27	30	
4	0	4	8	12	16	20	24	28	32	36	40	
5	0	5	10	15	20	25	30	35	40	45	50	
6	0	6	12	18	24	30	36	42	48	54	60	
7	0	7	14	21	28	35	42	49	56	63	70	
8	0	8	16	24	32	40	48	56	64	72	80	
9	0	9	18	27	36	45	54	63	72	81	90	
10	0	10	20	30	40	50	60	70	80	90	100	



We can find the product of two numbers with the help of a multiplication grid as shown here. The numbers along the top and side are **factors**. Suppose we have to find 2×4 .

Step 1: Find the row for 2 and the column for 4.



Step 2: Locate the number in the square where the row and the column meet. This number which is 8 gives the product of 2 and 4.



Class Work

Using the above multiplication table complete the multiplication facts.

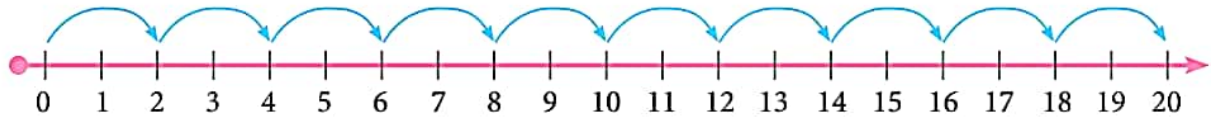
- | | | |
|---|--|---|
| 1. $1 \times 3 =$ <input style="width: 50px; height: 20px; border: 1px dashed black;" type="text"/> | 2. $2 \times 9 =$ <input style="width: 50px; height: 20px; border: 1px dashed black;" type="text"/> | 3. $3 \times 7 =$ <input style="width: 50px; height: 20px; border: 1px dashed black;" type="text"/> |
| 4. $4 \times 5 =$ <input style="width: 50px; height: 20px; border: 1px dashed black;" type="text"/> | 5. $5 \times 6 =$ <input style="width: 50px; height: 20px; border: 1px dashed black;" type="text"/> | 6. $6 \times 2 =$ <input style="width: 50px; height: 20px; border: 1px dashed black;" type="text"/> |
| 7. $7 \times 8 =$ <input style="width: 50px; height: 20px; border: 1px dashed black;" type="text"/> | 8. $8 \times 10 =$ <input style="width: 50px; height: 20px; border: 1px dashed black;" type="text"/> | 9. $9 \times 3 =$ <input style="width: 50px; height: 20px; border: 1px dashed black;" type="text"/> |





SKIP COUNTING

Counting by 2s upto 20, we have 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.



Do you observe that counting by 2s means finding the products 2×1 , 2×2 , 2×3 , ..., 2×10 .

MULTIPLES

The multiples of any number are obtained by multiplying the number with the counting numbers 1, 2, 3, 4, Thus, the multiples of 4 are 4×1 , 4×2 , 4×3 , 4×4 , ..., that is, 4, 8, 12, 16, 20,



Class Work

Complete the following.

1. Count by 4s upto 40

4, 8, 12, 16, 20, 24, 28, 32, 36, 40

2. Count by 7s upto 70

3. Count by 5s upto 50

4. Count by 10s upto 100

MULTIPLYING WITH 1



$$1 + 1 + 1 = 3$$

3 ones is 3.

$$3 \times 1 = 3.$$

Any number multiplied by 1 equals that number.

Similarly, $4 \times 1 = 4$, $1 \times 7 = 7$

MULTIPLYING WITH 0



2 baskets

0 apples in each basket.

How many apples are there in the two baskets? $0 + 0 = 0$

2 zeros is 0.

$$2 \times 0 = 0. \text{ Also, } 0 \times 2 = 0.$$

Any number multiplied by 0 equals 0.

Similarly, $0 \times 10 = 0$, $9 \times 0 = 0$





EXERCISE 5B

1. Multiply the following mentally.

(a) $2 \times 4 = 8$

(b) $4 \times 9 =$

(c) $5 \times 5 =$

(d) $3 \times 8 =$

(e) $5 \times 7 =$

(f) $7 \times 8 =$

(g) $8 \times 5 =$

(h) $9 \times 0 =$

(i) $9 \times 6 =$

(j) $10 \times 5 =$

(k) $9 \times 9 =$

(l) $10 \times 7 =$

(m) $1 \times 9 =$

(n) $10 \times 3 =$

(o) $5 \times 10 =$

(p) $9 \times 8 =$

(q) $0 \times 1 =$

(r) $6 \times 0 =$

2. Write the missing factors in the space provided.

(a) $7 \times 6 = 42$

(b) $8 \times \quad = 48$

(c) $3 \times \quad = 15$

(d) $4 \times \quad = 0$

(e) $\quad \times 6 = 24$

(f) $\quad \times 7 = 63$

(g) $10 \times \quad = 10$

(h) $\quad \times \quad = 40$

(i) $2 \times \quad = 18$

3. Counting by

(a) 8s, write the numbers from 8 to 80. _____

(b) 6s, write the numbers from 6 to 60. _____

4. Write the multiples of:

(a) 4 between 10 and 50. _____

(b) 7 between 15 and 85. _____

5. Solve these problems. One has been done for you.

6 rabbits.

2 ears of each rabbit.

How many ears?

$$6 \times 2 = 12$$





(a) 3 cars.
4 wheels of each car.
How many wheels?



(b) 6 boys.
3 toffees for each boy.
How many toffees?



(c) 8 bikes.
2 people on each bike.
How many people?



(d) 5 girls.
3 apples for each girl.
How many apples?



(e) 4 horses.
4 legs of each horse.
How many legs?



(f) 7 boats.
1 girl in each boat.
How many girls?





Mental Maths

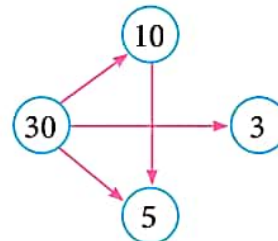
Observe the figure given alongside.

Each arrow means a multiple of

$30 \rightarrow 3$, means 30 is a multiple of 3.

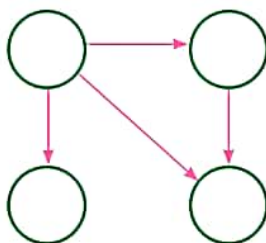
$10 \rightarrow 5$, means 10 is a multiple of 5.

So, arrow goes from larger number to smaller number.

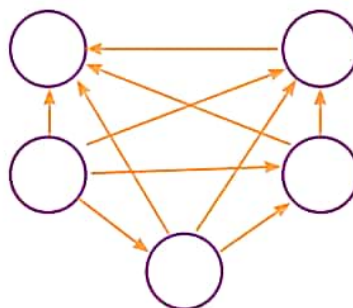


Now, put the numbers given in the box into the correct circles so that all the arrows are true.

1. 3, 4, 8, 24



2. 2, 4, 8, 16, 32



(Hint: 32 is a multiple of all four numbers 2, 4, 8, 16. So, four arrows from circle containing 32.)