

MATHEMAGIC ACTIVITY BOOK

CLASS - III

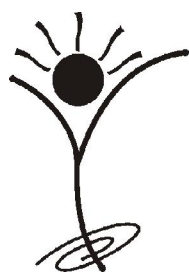
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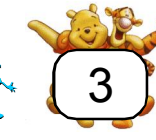
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• LEARNING FOR LIFE •



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SYLLABUS GUIDELINES

CLASS - III

Based on CBSE, ICSE & GCSE Syllabus

1. Geometrical Shapes & Spatial Understanding.

- Creates shapes through paper folding, paper cutting.
- Identifies 2-D shapes
- Describes the various 2-D shapes by counting their sides, corners and diagonals.
- Makes shapes on the dot-grid using straight lines and curves.
- Creates shapes using tangram pieces.
- Matches the properties of two 2-D shapes by observing their sides and corners (vertices).
- Tiles a given region using a tile of a given shape.
- Distinguishes between shapes that tile and that do not tile.
- Intuitive idea of a map. Reads simple maps (not necessarily scaled)
- Draws some 3D objects.

2. Numbers Number sequence upto 1000

- Reads and writes 3-digit numbers.
- Expands a number w.r.t. place values.
- Counts in different ways - starting from any number.
- Compares numbers.
- Forms greatest and smallest numbers using given digits.

3. Addition & Subtraction

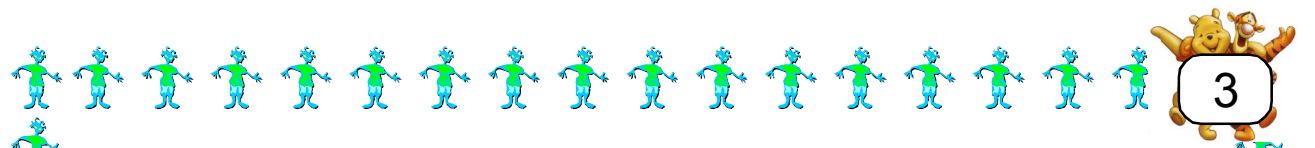
- Adds and subtracts numbers by writing them vertically in the following two cases -
 - without regrouping.
 - with regrouping.
- Uses the place value in standard algorithm of addition and subtraction.
- Solves addition and subtraction problems in different situations presented through pictures and stories.
- Frames problems for addition and subtraction facts.
- Estimates the sum of, and difference between, two given numbers.

4. Multiplication

- Explains the meaning of multiplication (as repeated addition).
- Identifies the sign of multiplication.
- Constructs the multiplication tables of 2,3,4,5 and 10.
- Uses multiplication facts in situations.
- Multiplies two digit numbers using standard algorithm and Lattice multiplication algorithm.

5. Division

- Explains the meaning of division from context of equal grouping and sharing.
- Relates division with multiplication.
- Completes division facts - by grouping
 - by using multiplication tables.





A Splitting Trick

When adding large numbers, it is easier to partition (split) them first



$$142 + 216 =$$

$$100 + 40 + 2 + 200 + 10 + 6$$

$$300 + 50 + 8 = \boxed{3} \boxed{5} \boxed{8}$$

Split these numbers, then add the hundreds, tens and units.

1. 326 and 152 is $300 + 20 + 6 + 100 + 50 + 2$ =

4		
---	--	--
2. 734 add 263 is =

--	--	--
3. 642 + 146 is =

--	--	--
4. 738 + 241 is =

--	--	--

Finish these sums.

5.

273
+ 123
300
90
6

Hundreds (H)
tens (T)
units (U)

6.

367
+ 232

(H)
(T)
(U)

Here is a way to write the same method. These two are written vertically.





7.

376
+ 287

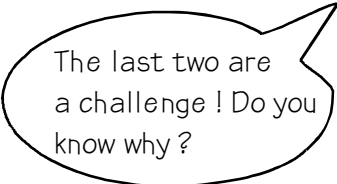
(H)
(T)
(U)

8.

538
+ 687

(H)
(T)
(U)

The last two are a challenge ! Do you know why ?



6

1

We're going to start by looking at the place value of number

1. In 2547 : the 2 is worth 2000 2. In 4902 : the 4 is worth

the 9 is worth	
the 0 is worth	
the 2 is worth	

3. 639 partitions (splits) into + +

4. 378 partitions into  +  + 

5.

7	0	0
---	---	---

 +

5	0
---	---

 +

9

 =

--

6.

3	0	0
---	---	---

 +

2	0
---	---

 +

4

 =

--

$$7.461 = \boxed{}\boxed{}\boxed{}\boxed{} + \boxed{}\boxed{}\boxed{} + \boxed{}\boxed{}$$

$$8.999 = \boxed{}\boxed{}\boxed{}\triangle + \boxed{}\boxed{}\triangle + \boxed{}\triangle$$

Place value is an important concept for child to understand because it underpins all number work, and partitioning is used extensively in mental and paper-pencil calculations.





Activity work sheet



Match the following

Follow the Example :

1. $345 + 3$

2. $121 + 17$

3. $543 + 111$

4. $231 + 359$

5. $357 + 197$

6. $757 + 184$

7. $345 + 477$

8. $634 + 227$

9. $846 - 448$

a. 138

b. 941

c. 348

d. 822

e. 590

f. 554

g. 861

h. 654

i. 398

A. $489 - 141$

B. $700 - 110$

C. $802 - 248$

D. $948 - 7$

E. $999 - 345$

F. $988 - 127$

G. $679 - 541$

H. $616 - 218$

I. $901 - 79$

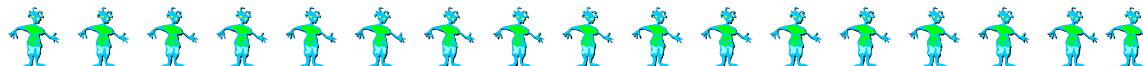


Figure 1 shows a horizontal number line from 0 to 40. Three overlapping bell-shaped curves are plotted. The first curve is centered at 3, the second at 9, and the third at 15. Each curve is labeled with its center value: 3, 9, and 15.

9

3

Activity work sheet

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

4 × 6 = 24

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

3 × 8 = 24

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

10 × 4 = 40

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

8 × 5 = 40

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

3 × 7 = 21

• No. of correct.

• No. of wrongs

• Krish's Sister checked his test correctly Yes NO

Make the corrected number lines with different colours on the number line given below.

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

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39

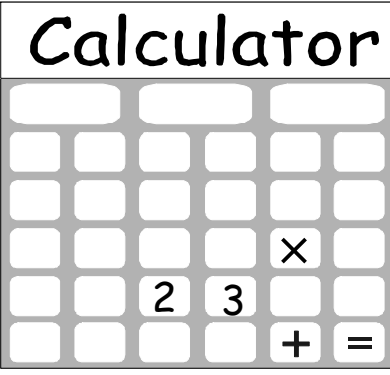
40

10



the left out keys.

Write your steps in the space provided.



 7

 8

10

 12



15

 20

50

