

Government of Tamilnadu

## STANDARD THREE

 TERM III Volume 2
## MATHEMATICS

 SCIENCE SOCIAL SCIENCE
## NOT FOR SALE

## Untouchability is Inhuman and a Crime

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$$
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# MATHEMATICS <br> STANDARD THREE <br> <br> TERM III 

 <br> <br> TERM III}

## TIME

1

## Reading the time

Observe the face of the clock.
The face of the clock is marked with numerals (1 to 12).
The clock has two hands. One hand is long and the other is short.

The long hand is the minute hand. It shows minutes.

The short hand is the hour hand. It shows hours.

When the minute hand is at 12 , the hour hand tells the hour of the day.

The short hand of the clock is at 3 .
The long hand of the clock is at 12.
So the time is 3 o'clock.
We write it as 3 : 00
After 1 hour


In this clock, the hour hand is at 4.
The minute hand is at 12 .
So, the time is 4 o'clock.

## Note to the teacher

Give practice to the children with a model clock.

1) Tick the correct clock.

| $\left(\begin{array}{ccc} 11 & 12 & \\ 10 & 4 & 2 \\ 9 & 4 & 3 \\ 8 & & 4 \\ 7 & 6 & 5 \end{array}\right.$ | After 1 hour |  | $\left(\begin{array}{ccc} 11 & 12 & \\ 10 & 4 & 2 \\ 9 & 6 & 3 \\ 8 & & 4 \\ 7 & 6 & 5 \end{array}\right.$ |  |
| :---: | :---: | :---: | :---: | :---: |
| $\left(\begin{array}{ccc} 11 & 12 & \\ 10 & 4 & 2 \\ 9 & 8 & 3 \\ 8 & & 4 \end{array}\right.$ | After 2 hours |  | $\left(\begin{array}{rrr} 11 & 12 & \\ 10 & 4 & 2 \\ 9 & & 3 \\ 8 & & 4 \\ 7 & 6 & 5 \end{array}\right.$ |  |
|  | After 3 hours |  |  |  |
| $\left(\begin{array}{ccc} 11 & 12 & 1 \\ 10 & 4 & 2 \\ 9 & 7 & 3 \\ 8 & & 4 \\ 7 & 6 & 5 \end{array}\right.$ | Before <br> 2 hours | $\left(\begin{array}{ccc} 11 & 12 & \\ 10 & 4 & 2 \\ 9 & & \\ 8 & & 4 \\ 7 & 6 & 5 \end{array}\right.$ | $\left(\begin{array}{ccc} 1112 & \\ 10 & 1 & 2 \\ 9 & & 3 \\ 8 & & 4 \\ 7 & 6 & 5 \end{array}\right.$ | $\left(\begin{array}{ccc} 11 & 12 & \\ c^{10} & 4 & 2 \\ 9 & 4 & 3 \\ 7 & & 4 \end{array}\right.$ |
|  | Before <br> 1 hour |  | $\left(\begin{array}{ccc} 11 & 12 & \\ 10^{4} & 4 & 2 \\ 9 & 4 & 3 \\ 8 & & 4 \\ 7 & 6 & 5 \end{array}\right.$ |  |
|  | Before 3 hours |  |  |  |

2) Tell the time and write your answer in the box.

3) Draw the hands in the following clocks for the given time.


## Reading the minute

Look at the movement of the hands in a working clock.
The minute hand is much faster than the hour hand.
The minute hand crosses every small mark in the clock.

## There are 60 such small marks and each one is called a minute

The minute hand takes 5 minutes to go from one number to the next. The hour hand takes 60 minutes to go from one number to the next.

$$
1 \text { hour }=60 \text { minutes }
$$

## Example

Look at the pictures.


What do you observe?
The time is 9 o'clock.


The long hand is at 1 .
So the time is $9: 05$

## Exercise 2

1) Count in steps of five minutes and write the time :


2) Tell the time in the clock and write your answer in the box:

3) Draw the hands in the clock to show the time as given below:


## Digital clock

Observe the following.


What do you observe?
In digital clock there is no minute hand and hour hand.


1) Mark the time in digital clock.

2) Draw the hands of these clocks to show the time given in the digital clocks.

## [80:00


[09:30


## Doyou know



12 hours

12 midnight to 12 noon
12 noon to 12 midnight
 and at 12 noon.

## Exercise 3

1) Write a.m. or p.m. suitably to the events given below.
1. Breakfast at $7: 45$ 7 : 45 a.m.
2. Lunch break at school at $12: 15$
3. Karate class in the school at $3: 30$

4. Morning prayer in the school at $8: 30$
5. School gets over at $4: 00$
6. The Sun rises at $5: 00$
7. The Sun sets at $6: 00$
8. Night $11: 35$
9. Night $2: 30$
10. Afternoon 1:30
2) Write the time with a.m. or p.m. for your daily activities.


II. Join the dots in the order of the months and colour the picture.


## Reading the calendar

A calendar shows the days, weeks and months of a particular year. The days from $1^{\text {st }}$ January to $31^{\text {st }}$ December of a year is called a calendar year.

There are two types of calendar.


## ACTIVITY <br> 2

Read the calendar and fill in the blanks.
1.
 months have 31 days.
2.
 months have 30 days.
3. November has
 days.
4. There are
 weeks in the month of February.
5.
 is the last month of the year.
6.
 is the sixth month of the year.
7. In the month of
 you get your summer holidays.
8. The month of August has $\square$ days.
9.
 comes between June and August
10. The month which starts with the letter $F$ is


Picture of hand. (The Knuckle rick)
It is an easy way to remember the days in every month.


## ACTIVITY

Look at the picture and fill in the boxes
1.

2.

3.

4.

5.

6.


Leap year :

| February 2012 |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| S | M | T | W | T | F | S |
|  |  |  | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 |  |  |  |

February 2013 has 28 days,
February 2012 has 29 days. why?

Because 2012 is the leap year. A leap year comes once in four years. In a leap year, February has 29 days.


| January 2014 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| S | $\mathbf{M}$ | T | $\mathbf{W}$ | $\mathbf{T}$ | $\mathbf{F}$ | $\mathbf{S}$ |
|  |  |  | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |  |
|  |  |  |  |  |  |  |

Look at the above calendar and fill in the boxes:

1. Number of days in January 2014 is

2. The number of Sundays
3. The number of holidays
4. January $14^{\text {th }}$ is on
5. Republic Day is on
6. On which day does the year begin


## ACTIVITY

Look at the calendar 2013 and fill in the boxes.


1. Teachers' Day is on
2. Independence Day is on

3. Republic Day is on

4. Gandhi Jayanthi is on

5. Children's Day is on

6. Education Development Day is on

## Reading the date



Date of birth is written as :

| Date | Month | Year |
| :---: | :---: | :---: |
| 02 | 10 | 1869 |

## Chronological order

Recording events in the order of happenings is called the "chronological order"

Look at the date of birth of the following leaders from a calendar and tabulate them in the chronological order.

Kamarajar, Gandhiji, Arignar Anna, Dr. Ambedkar, Jawaharlal Nehru

$\qquad$

1. In a year, there are
 months.
2. In a leap year, February has

days.
3. 2013 is not a

year.
4. The short hand in a clock is

5. Write down the time.

6. Draw the hands.

7. Write down a.m. or p.m.

Sachin plays cricket in the evening at 4.00


The Sun rises at 5.30
 in the morning.
8. Write your date of birth:

| DD | MM | YYYY |
| :---: | :---: | :---: |
|  |  |  |

9. Leap year comes once in


## MONEY

Money is a medium of exchange. We use money for buying goods. In India, the unit of money is rupee.


We use ' $p$ ' to write paise, 'Re' to write rupee and 'Rs' to write rupees. Also we use a dot $\left({ }^{\bullet}\right)$ to separate rupees and paise.

## Example

We express Rupees sixty and fifty paise in figure as Rs. 60.50

Our Indian government has introduced the symbol for denoting rupees as ₹ . So Rs. 60.50 is written as ₹ 60.50

## Our Indian money



17

Denomination of rupees:


Denomination of coins :


## Relationship between rupee and paise

$$
100 \text { paise = } 1 \text { rupee }
$$

We can make one rupee by using different coins


## Note to the teacher

> Tell the fact that,

- Coins of 1 paise, 2 paise, 5 paise, 10 paise, 20 paise are not in circulation. Notes of Re. 1 and Rs. 2 are not in circulation


1. Match the following :

| ₹ 250 • |  |
| :---: | :---: |
| ₹ 650 | - تiog - تion |
| ₹ 1000 |  |

## Do you know how we read and write Rupees and Paise?

## SOILVWEHIVW



Here we have 20 Rupees and 50 Paise. We read it as Rupees 20 and 50 Paise. We write this as Rs. 20.50 or $₹ 20.50$
2. Fill in the boxes :

3. Look at the picture :


Tick the correct denomination of the prices of the objects :

| Item | Price |
| :---: | :---: |
| Ball |  |
| Book |  |
| Pencil box |  |
| Bag |  |
| Shoes | -5ar |
| Shirt | - |
| Pant | - |
| Torch |  |
| Teddy bear |  |
| Bat | - - |

## Addition and Subtraction in money

Addition and subtraction of money is done as in addition and subtraction of numbers.


## Example

Add ₹ 60.50 and ₹ 70.00 .

$+$| $₹$ 60.50 <br> $₹$ 70.00 <br> $₹$ 130.50 | Write rupees and paise in two columns. <br> Add paise and write the sum under paise. <br> Add rupees and write the sum under rupees. |
| :--- | :--- |

Subtract rupees 20 from rupees 40 and 50 paise.

## Exercise

1) Addition

2) Subtraction


## Example

1) Raja bought a bottle of jam for ₹ 40.50 and a loaf of bread for $₹ 20.25$. What was the total amount spent?
Cost of jam bottle

$$
=₹ 40.50
$$

Cost of a loaf of bread
$=+₹ 20.25$
Total amount spent
$=₹ 60.75$
2) Radha took ₹ 50.50 with her to the market. She bought some chocolates for ₹ 20.25 . How much money does she have now?

| Total amount | $=₹ 50.50$ |
| :--- | :--- | :--- |
| Amount spent | $=-₹ 20.25$ |
| Amount remaining | $=\underline{₹} 30.25$ |

## Exercise 3

How much money I have to pay to buy these toys?


60

I have ₹ 500 now. How much money I have after buying the bat and the ball?


How much money I have to pay to the shopkeeper after getting the biscuits and chocolate?


I have ₹ 30.75 . Will I have any balance after I buy a pen and a sharpener ?


Set up a mock shop in your class.

## Bills and Rate charts

Bills help us to know the items of purchase, its prices, total amount paid, date of purchase, bill number and name of the shop.


Ram went to the bookshop and bought the following items. The following bill shows the rate of the articles and the total amount he paid.

| $\begin{array}{\|l} \hline \text { Bill } \Lambda \\ \text { Date } \end{array}$ | $\begin{aligned} & : 767 \\ & : 08.09 .2010 \end{aligned}$ |  |  | Stat <br> Roa | y sho enna |
| :---: | :---: | :---: | :---: | :---: | :---: |
| SI. | Particulars | Quantity | Rate |  |  |
|  |  |  |  | Rs. | p. |
| 1. | Ballpoint pen | 10 | 5.00 | 50 | 00 |
| 2. | Notebook | 10 | 10.00 | 100 | 00 |
| 3. | Sketch pen set | 6 | 15.00 | 90 | 00 |
| 4. | Crayons | 2 | 20.00 | 40 | 00 |
| 5. | Marker | 4 | 15.00 | 60 | 00 |
|  Total 340 00 |  |  |  |  |  |

Using the above bill fill in the blanks:

1. Name of the shop $\qquad$
2. Bill number
3. Date of the bill
4. Total number of items purchased
5. Total amount of money paid
$\qquad$
$\qquad$
$\qquad$
6. Rate of one marker pen
$\qquad$
7. Cost of two crayons $\qquad$
8. Rate of one sketch pen set $\qquad$
9. Rate of one ballpoint pen $\qquad$
10. Cost of ten notebooks

The following items are purchased from the supermarket. Find out the total amount to be paid.

| SI. <br> No. | Items | Quantity | Rate | Amount |  |
| :--- | :--- | :---: | :---: | :---: | :---: |
|  |  |  |  | P. |  |
| 1. | Jam bottle | 2 | 30.00 | 60 | 00 |
| 2. | Honey bottle | 3 | 15.00 |  |  |
| 3. | Ghee packet | 1 | 70.00 |  |  |
| 4. | Cool drinks | 2 | 40.00 |  |  |
| 5. | Chocolate | 4 | 6.00 |  |  |
|  |  |  | Total |  |  |



Prepare a rate chart for the above bills.

| SI. <br> No. | Particulars | Quantity | Rate |
| :--- | :--- | :--- | :--- |
|  |  |  |  |
|  |  |  |  |

## Project

Ask the students to collect different types of bills, group-wise and ask them to prepare an album.

## 3 FRACTIONAL NUMBERS

Here is a watermelon.
It has been cut into two parts.
Look at these two parts.
Are these two parts equal?


No, the two parts of the watermelon are unequal.

Here is another watermelon.
It has been cut into two parts.
Observe these two parts.
Are these two parts equal?


Yes, the two parts of the watermelon are equal.

## One Half



What do you observe from the above figures.
In each figure, there are two equal parts.
One of them is shaded.
Each part is called one half.

It is written as $\frac{1}{2}$ and read as 'one half'.

Shade one half of each figure:

(a)

(b)


(c)


## One quarter

What do you see in the following figures?


In each figure, there are four equal parts.
One of them is shaded.
The shaded portion is called one quarter.

## It is written as $\frac{1}{4}$ and read as 'one-fourth'

## Exercise 2

Shade one-fourth of each figure.

## Example


(a)
(b)

(c)

(d)


## Three-Fourth

What do you see in the following figures?


In each figure, there are four equal parts.
Three among them are shaded.
So, the shaded portion represents three fourth.
It is written as $\frac{3}{4}$ and read as three-fourth.
$\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$ are fractional numbers.

Shade three-fourth of each figures.

## Example


(a)

(b)

(c)

(d)
(e)


Fraction in part of collection

Consider the following example. There are four kites.
Three are red kites.
So three fourth of the kites are red. Then one fourth of the kites are green.


## Exercise 4

Shade each collection as given below:

## Example

Shade one-fourth

(a) Two-fourth
(b) One-half
(c) Three-fourth


## Exercise 5

(a) Write the fraction which represents the shaded portion.

## Example


(a)

(b)

(c)

(d)



(b) Circle the correct fraction.

(c) Write the fraction for the shaded object in each collection.

## Example


a)

$\frac{3}{4}$ of the pencils are blue. $\square$ of the caps are green.

(d) Colour one half of each collection.
a)

b)

(e) Colour one-fourth of each collection.
a)

b)

(f) Colour three-fourth of each collection.


## ACTIVITY 1

() Take a sheet of paper and cut it round as shown.

(-) Fold it and form two halves.

() Again fold it and form two halves as shown.

(:) Unfold the sheet.

Look at the four quarters in the sheets.


Find out the fractions $\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$ in the sheet.

## Numerator and Denominator

The numbers $\frac{1}{2}, \frac{1}{4}$ and $\frac{\mathbf{3}}{4}$ are fractional numbers.


| Fractions | Numerator | Denominator |
| :---: | :---: | :---: |
| $\frac{\mathbf{1}}{\mathbf{2}}$ | 1 | 2 |
| $\frac{\mathbf{1}}{\mathbf{4}}$ | 1 | 4 |
| $\frac{3}{4}$ | 3 | 4 |

## Equivalent Fraction



Fig (1)


Fig (2)

In Figure (1), a circle is divided into two equal parts and one is coloured. The fraction of coloured portion is $\frac{\mathbf{1}}{\mathbf{2}}$.

In Figure (2), the circle is divided into four equal parts and two are coloured.

The fraction of the coloured portion is $\frac{\mathbf{2}}{\mathbf{4}}$.
Can you see the coloured portion of two circles is the same? So, $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions.

Look at the figures given below


Fig(1)


Fig(2)


Fig(3)

In Figure (1) a circle is divided into 2 equal parts and both are coloured. The fraction of the coloured portion is $\frac{\mathbf{2}}{\mathbf{2}}$.

In Figure (2) the circle is divided into 3 equal parts and 3 are coloured. The fraction of the coloured portion is $\frac{3}{3}$.

In Figure (3) the circle is divided into 4 equal parts and all are coloured. The fraction of the coloured portion is $\frac{4}{4}$.

What do you observe from the above circles?
Coloured portions of the circles are the same.
$\frac{2}{2}, \frac{3}{3}$ and $\frac{4}{4}$ are also called equivalent fractions.

## 4 <br> PATTERNS

## Patterns Around us

In everyday life, we see many patterns


## Example


 5ix


We can create various forms of patterns using objects, geometrical shapes, pictures, numbers, sounds, touch actions [tapping] and physical actions [clapping, jumping]

## Pattern in geometrical shapes

There are two types of patterns. They are

## Growing patterns

## Repeated patterns

## Growing patterns.

If some patterns and designs grow with straight lines and geometrical shapes, they are called growing patterns.

Example


Exercise

Continue the pattern :

$\qquad$
(2)

(3)


## Repeated Patterns

If some patterns and designs repeat with straight lines and geometrical shapes they are called repeated patterns.

## Example



Continue the pattern :
(1)

(2)
(3)
$\square \triangle$ $\square$
$\square$
$\square$
-


Follow the pattern $\rightarrow \square \rightarrow \Delta \rightarrow \star$ to reach the school from home.
Home


## Project

Make your own patterns by using :
(i) leaves, (ii) flowers.
(iii) colour buttons.
(iv) bindhis, stickers, jamkkies in paper plate

## Pattern in numbers

We have made some patterns with pictures. We can make patterns with numbers too.

$$
5,10,15,20, \ldots \quad 10,20,30,40, \ldots \quad 20,40,60,80,100, \ldots
$$

In numbers also there are two types of patterns.
They are :
Growing patterns
Repeated patterns

## Growing patterns :

If some number patterns grow with odd and even numbers, they are called growing patterns

## Example

$$
1,3,5,7, \ldots
$$

$$
10,20,30, \ldots
$$

$$
17,19,21, \ldots
$$

## Repeated patterns:

If some number patterns repeat with odd and even numbers, they are called repeated patterns

$$
\begin{array}{ll}
\text { Example } & 744,744,744, \ldots \ldots \\
& 1,5,6,1,5,6,1,5,6, \ldots \ldots \\
& 101,102,101, \ldots \ldots
\end{array}
$$

## Exercise 3

Complete the following patterns:
a) $2,4,6,2,4$, $\qquad$
b) 1, 3, 6, 10, $\qquad$
d) $15,25,35,15$, $\qquad$
e) 111, 222, 333, $\qquad$
f) $10,20,30,10$, $\qquad$
a) Complete the patterns:
(1)

(2)

(3)

$\qquad$
b) Match the following and complete the pattern :


44
c) Observe the pattern and complete the series:
a) $3,6,9,12,15$,
b) $4,8,12,16,20$,
c) $395,390,385,380,375$,
d) $120,130,140,150$,
e) $11,22,33,44,55,11$,
d) Complete the following :


2 Flowers


4 Flowers


7 Flowers

$\qquad$ Flowers

3 Balloons


5 Balloons


7 Balloons

$\qquad$ Balloons

## Symmetry




Step 2 :
Draw any shape at the folded edge of the sheet.


Step 3: Cut the shape.


Step 4 : Unfold it.


Note that one half of the shape is exactly like the other half. The line which divides the figure into two exact halves is called the 'line of symmetry'.


## ACTIVITY 3

$\star$ Take a piece of paper.
$\star$ Spill few drops of ink on the paper.
$\star$ Now fold the paper and press it.

* You will get a symmetric figure.



## Example

Look at the following symmetrical letters. Observe the symmetrical lines in the letters.

How to divide the figure into two equal parts?


Make the students to create symmetrical patterns as given in the examples and display them in the class.

1) Colour the symmetrical figures:

2) Draw the lines of symmetry for the following figures :
3) 


2)

3)

4)


6)

3) Draw the other half of the figure to make it symmetrical :
1)

2)

3)

4)

5)

6)

4) Classify whether the following are symmetrical patterns or not by putting $\checkmark$ or $x$ in the box.

## Example



## 5 <br> STUDY OF DATA



Look at the above picture and fill in the required data:

1) Number of buildings
2) Number of birds
3) Number of lotus

4) Number of trees
5) Number of ducks
6) Number of fish


## ACTIVITY 1

Try to collect data for the following questions from your school.

1) Number of classrooms
2) Number of teachers
3) Number of male teachers
4) Number of female teachers
5) Number of trees, bikes, bicycles, toilets, taps.
6) Number of students in standards I, II, III, IV and V.

## Questionnaire model:



Questions are framed to get the information we need


Mother tongue of the student

"A survey is a method of collecting information through data gathering, interview and questionnaire"

## ACTIVITY

The following table shows the hours spent by friends in the playground during summer holidays.

| NAME DAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | TOTAL |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Balu | 2 | 1 | 2 | 1 | $\ldots \ldots \ldots \ldots .$. |
| Raja | 2 | 1 | 2 | 3 | $\ldots \ldots \ldots \ldots .$. |
| Malar | 1 | 3 | 3 | 2 | $\ldots \ldots \ldots \ldots .$. |
| Varun | 2 | 1 | 0 | 2 | $\ldots \ldots \ldots \ldots .$. |
| Sandhya | 3 | 2 | 1 | 1 | $\ldots \ldots \ldots \ldots .$. |

1. Who spent maximum time in the playground?

2. Who spent minimum time in the playground?

3. Who spent maximum time in the playground on Thursday?

4. How many hours did Sandya spend in the playground on Monday?


Ask your classmates about their favourite subjects and record them in the table. (Group work).

| SI.no | Subjects | No.of.students |
| :---: | :--- | :---: |
| $\mathbf{1 .}$ | Tamil |  |
| $\mathbf{2 .}$ | English |  |
| 3. | Maths |  |
| 4. | Science |  |
| 5. | Social science |  |
| $\mathbf{6 .}$ | Drawing |  |
| 7. | Music |  |
| 8. | Sports |  |
| 9. | Computer Science |  |
| 10. | General Knowledge |  |

Subject is liked by the most.

## Tally marks

Before the invention of numbers, ancient people used fingers, knots and tally marks for counting. 'l' is called "tally mark". To make it easier to count, after 4 tally marks the fifth tally mark is entered as LHI

| Number | Tally Marks |
| :---: | :--- |
| 1 | $\\|$ |
| 2 | $\\| I$ |
| 3 | $\\|I\\|$ |
| 4 | $\\|I\\|$ |
| 5 | UH |
| 6 | UHI |
| 7 | UHII |
| 8 | UHII |
| 9 | UHIII |
| 10 | UHWH |

## ACTIVITY

The following statement shows the marks scored by III standard students in Mathematics.

| 40 | 60 | 48 | 52 | 58 | 43 | 58 | 40 | 60 | 52 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 52 | 58 | 48 | 40 | 60 | 40 | 40 | 53 | 52 | 43 |
| 43 | 52 | 40 | 48 | 53 | 60 | 60 | 52 | 40 | 48 |

Convert the above marks into the table using tally marks.

| Marks | Tally Marks | No. of students |
| :---: | :---: | :---: |
| 40 | UHIII | 7 |
| 43 |  |  |
| 48 |  |  |
| 52 |  |  |
| 53 |  |  |
| 58 |  |  |
| 60 |  |  |
|  | Total |  |

The physical education master in a school recorded the height of the 20 students (in cm). The following statement shows the details.

| 100 | 118 | 110 | 118 | 118 |
| :--- | :--- | :--- | :--- | :--- |
| 118 | 100 | 100 | 118 | 100 |
| 110 | 100 | 118 | 110 | 110 |
| 100 | 110 | 100 | 100 | 110 |

Prepare a table with tally marks for the above data :

| Height (cm) | Tally marks | Number of students |
| :---: | :---: | :---: |
| 100 |  |  |
| 110 |  |  |
| 118 |  |  |
|  | Total |  |

## Pictographs

Symbols and pictures can be used to represent data. This helps us to study and understand data easily. This kind of representation is called "PICTOGRAPH".

## ACTIVITY

The following pictograph shows the sale of toys in a shop :

| CAR |  |
| :---: | :---: |
| VAN | $800^{-0} 0$ |
| BUS |  |
| BALL |  |
| DOLL |  |

Look at the above pictograph and fill in the required data in the following boxes :
a) The total number of toys sold
b) The total number of balls sold

c) Name the toy which are sold least in number

d) Name the toy which are sold most in number

e) The total number of buses sold


## ACTIVITY

The following pictograph represents the number of apples sold at a shop in a week.

$=10$ Apples

| Monday | $0^{\circ} \stackrel{\circ}{0}^{\circ} \stackrel{\circ}{0}^{\circ}$ |
| :---: | :---: |
| Tuesday |  |
| Wednesday | $\dot{b}^{\circ}+\dot{b}$ |
| Thursday | $0^{\circ} \stackrel{1}{0}^{+}{ }^{\circ}$ |
| Friday | $\dot{b}^{\circ} \dot{b}^{\dot{b}} \dot{0}^{\dot{b}}$ |
| Saturday | $\dot{0}^{\circ}+\dot{b}+\dot{\circ}+\dot{b}+\dot{b}$ |

Answer the following questions from the data given in the above table.

1) The total number of apples sold in six days

2) The total number of apples sold on Thursday
3) The sale was maximum on
4) The sale was minimum on
5) Sales was equal on

and


Represent the following data in terms of pictograph.
(1) $=5$ Students

| Standard | No.of <br> Students |
| :---: | :---: |
| I | 15 |
| II | 20 |
| III | 25 |
| IV | 20 |
| V | 30 |


| I Std | O |
| :--- | :--- |
| II Std |  |
| III Std |  |
| IV Std |  |
| v Std |  |



1) In a cricket selection match, 25 students participated. The number of runs scored by each student is given below.

| 30 | 30 | 32 | 40 | 45 |
| :--- | :--- | :--- | :--- | :--- |
| 32 | 30 | 40 | 45 | 40 |
| 32 | 32 | 32 | 30 | 40 |
| 45 | 40 | 45 | 45 | 40 |
| 30 | 30 | 32 | 32 | 30 |

Prepare a table with tally marks for the above data.

| Runs | Tally marks | No. of <br> students |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

2) The number of computers supplied to few schools is given below.


From the above pictograph, fill in the following data.
a) The number of computers supplied to the school $A$

b) The total number of computers supplied to all schools

c) The number of computers supplied to the school D
d) The number of computers supplied to the school $B$

3) Represent the number of students in each class of your school through pictograph.


# 'I can, I did' 

Student's Activity Record
Subject:
$\begin{array}{|l|l|l|l|l|l|}\hline \text { S. } \\ \text { No. }\end{array}$ Date $\left.\begin{array}{c}\text { Lesson } \\ \text { No. }\end{array} \quad \begin{array}{c}\text { Topic of the } \\ \text { Lesson }\end{array}\right)$

