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**GRADE III**

**MATHS**

**DAILY PRACTICE PAPER**

**[DPP]**

**2019-2020**

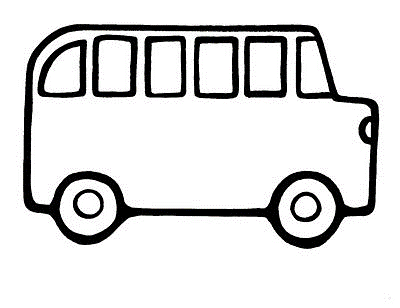
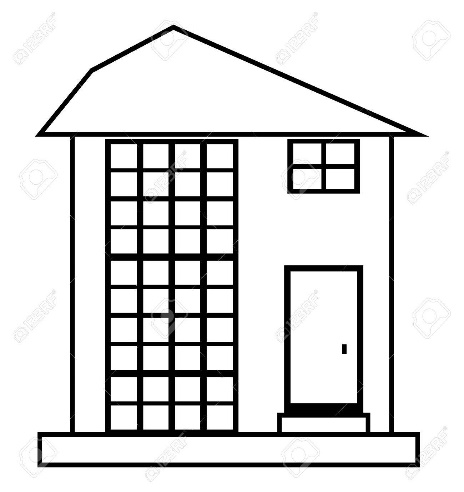
**PRE-MID TERM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.NO** | **DATE** | **CONTENT** | **REMARKS** | **TEACHER**  **SIGNATURE** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |
| **7** |  |  |  |  |
| **8** |  |  |  |  |
| **9** |  |  |  |  |
| **10** |  |  |  |  |
| **11** |  |  |  |  |
| **12** |  |  |  |  |

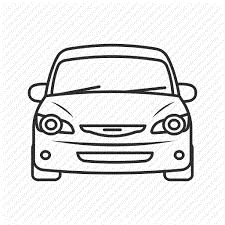
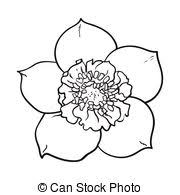
**1. WHERE TO LOOK FROM ? FIND THE VIEW**

**Objective: To understand the different types of viewing the object**

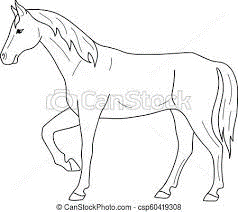
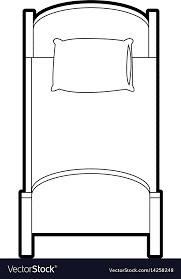
1. **Underline the correct view to look at these things:**

Top/Side/Front Top/Side/Front

Top/Side/Front Top/Side/Front

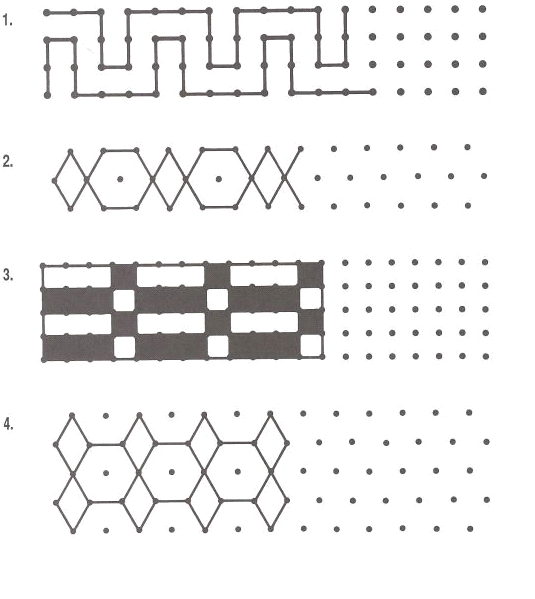
Top/Side/Front Top/Side/Front

**DATE: TEACHER’S SIGN:**

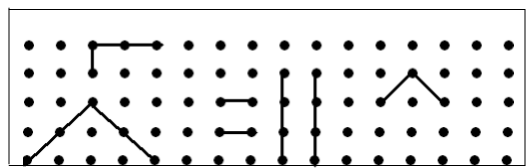
**DOT PATTERN**

**Objective: To continue the pattern using dots**

1. **Continue each pattern**



**II. Complete these figures to form the basic shapes.**

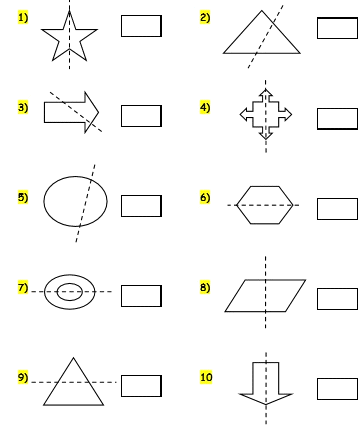


**DATE: TEACHER’S SIGN:**

**THINK AND WRITE**

**Objective : To find the difference between symmetry and non symmetrical objects.**

**Is the dotted line drawn on the figure a line of symmetry? Write Yes / No.**



**DATE: TEACHER’S SIGN:**

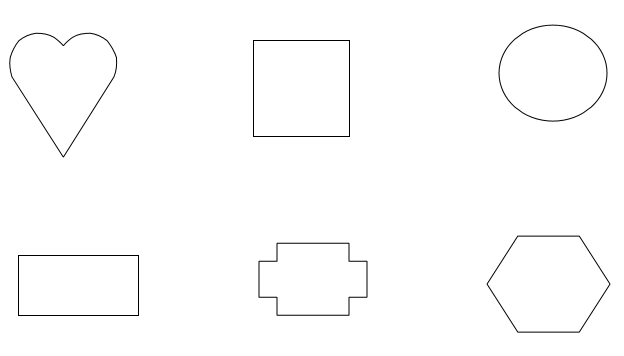
**DIVIDE ME**

**Objective: To find mirror halves**

**1. Draw the Line of Symmetry for the following:**

A M U W

E B C D



**DATE: TEACHER’S SIGN:**

**2.FUN WITH NUMBERS**

**Objective:Recognize and sequence the numbers.**

**1. Fill in the missing numerals**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 300 |  |  |  |  | 305 |
| 768 |  |  |  |  | 773 |
| 943 |  |  |  |  | 948 |

**Objective: To Understand the number names.**

**2. Write the number names for the following**

**a) 199 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**b) 213 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**c) 341 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**d) 605 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Objective : Understand the concept of skip count.**

**3. Counting by 2’s write the numbers starting from:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 202 |  |  |  | 210 |
| 454 |  |  |  | 462 |
| 798 |  |  |  |  |
| 646 |  |  |  |  |

**4. Counting by 5’s write the numbers starting from:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 500 |  |  |  |  |
| 455 |  |  |  |  |
| 315 |  |  |  |  |
| 960 |  |  |  |  |

**DATE: TEACHER’S SIGN:**

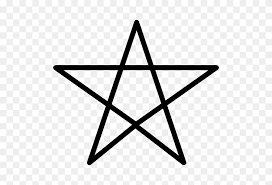
**ARRANGE ME**

**Objective: Rearrange the numbers in ascending and descending order**

**1. Arrange the following numbers in ascending order**

**2. Arrange the following numbers in descending order**

**3. How many triangles can you find in this figure? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**DATE: TEACHER’S SIGN:**

**FIND AND COLOUR**

**Objective : To understand the concept of place value.**

**1. Who am I ?**

1) My Ones digit is four.

My Tens digit is 3 more than my Ones digit.

I am the number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2) My Ones digit is five.

My Tens digit is 2 more than my Ones digit.

My Hundreds digit is 1 less than my Ones digit.

I am the number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3) My Ones digit is zero.

My Tens digit is 7 more than my Ones digit.

My Hundreds digit is 6 more than my Ones digit.

I am the number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**2. Colour the Numbers as directed.**

|  |  |  |
| --- | --- | --- |
| **18** | **9** | **132** |
| **6** | **65** | **875** |
| **43** | **568** | **7** |

**1 digit numbers GREEN.**

**2 digit numbers YELLOW.**

**3 digit numbers RED.**

**DATE: TEACHER’S SIGN:**

**EXPANDING WORKSHEET**

**Objective: To understand the expanded form.**

**1. Write the Expanded form of the following Numbers.**

**1. 732 = 700 + 30 + 2.**

**2. 123 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. 390 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. 589 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. 666 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. 909 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. 576 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**8. 345 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**9. 809 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**10. 200 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

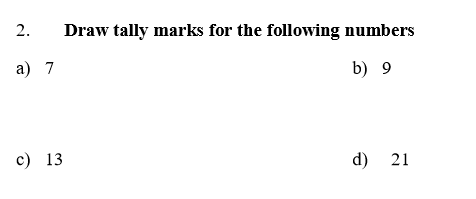
**11. 851 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**12. 454 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**13. 333 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**14. 666 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**15. 760 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

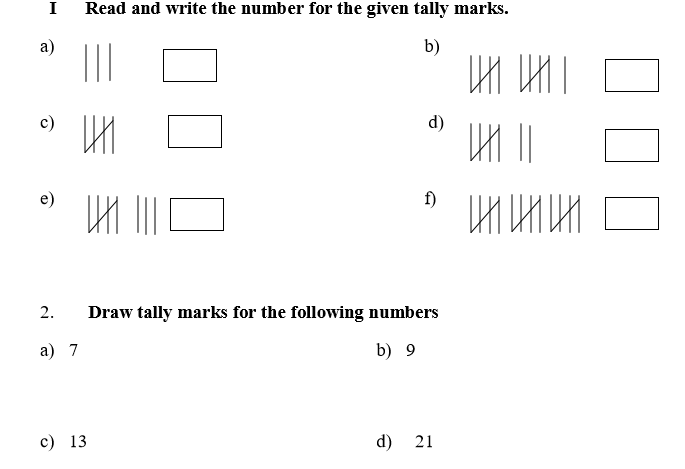


**DATE: TEACHER’S SIGN:**

**SMART CHARTS**

**MAKE A TALLY**

**Objective: Able to write the tally of numbers**



e) 19 f) 25

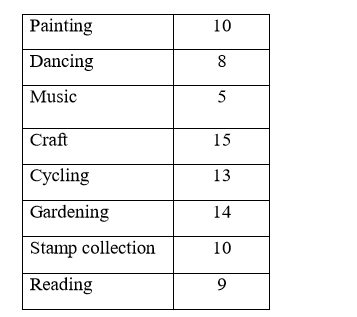
g) 5 h) 11

**DATE: TEACHER’S SIGN:**

**ABILITY TO COMPUTE**

**Objective:** To understand the pictograph

1. **Read the table given below about the hobbies of students of class III .Represent the data pictorially using smilies (☺ = 1 student)**

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(a) Which is the most popular hobby?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(b) Which is the least popular hobby? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(c) How many more children like craft than music? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(d) How many students like gardening? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(e) What is the difference between the number of students who prefer reading and those who prefer music? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DATE: TEACHER’S SIGN:**

**RELATE AND DRAW**

**Objective: To draw the bar graph**

**The table given below shows the number of absentees in class III in a week. Represent the same in the form of a bar chart: (1 cm = 1 student)**

|  |  |
| --- | --- |
| DAYS | NUMBER OF STUDENTS ABSENT |
| MON | 4 |
| TUE | 3 |
| WED | 8 |
| THURS | 9 |
| FRI | 5 |
| SAT | 10 |

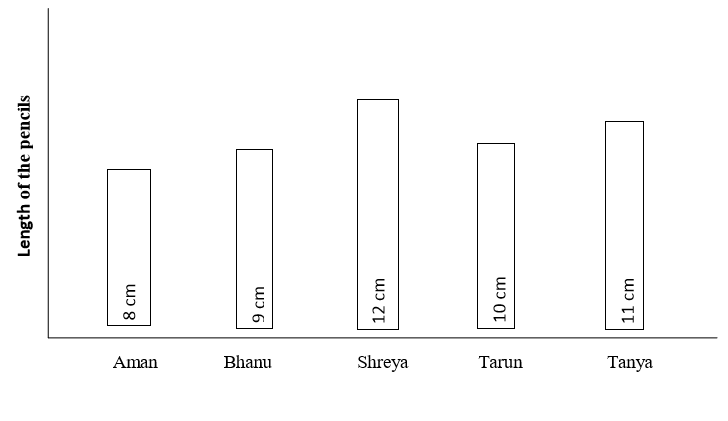
Mon Tue Wed Thurs Fri Sat

**DATE: TEACHER’S SIGN:**

**STUDY THE CHART**

**Objective : Able to interpret the given data**

Aman, Bhanu, Shreya, Tarun and Tanya measured the length of their pencils. They stuck their strips as shown.



**Study the above chart and answer the following questions**

(a) The length of Aman’s pencil is \_\_\_\_\_\_\_\_\_\_\_\_cms.

(b) The length of Shreys’s pencil is \_\_\_\_\_\_\_\_\_\_\_\_cms.

(c) Length of Bhanu’s pencil is \_\_\_\_\_\_than Tanya’s pencil(more, less).

(d) The difference between the length of pencils of Tarun and Aman is \_\_\_\_cms

(e) Arrange the length of the given pencils in descending order

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DATE: TEACHER’S SIGN:**