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**GRADE V**

**MATHS**

**DAILY PRACTICE PAPER**

**[DPP]**

**2019-2020**

**PRE-MID TERM**

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**2. SHAPES AND ANGLES**

**CONCEPT BASED WORKSHEET**

**Objective: To interpret the measure of angles**

**I. Fill in the blanks:**

1. Right angle = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ degrees

2. An obtuse angle is more than a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ angle.

3. 2 x Right angle = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ degrees.

**II. What measure (in degrees) should be added to the following to make them a right angle?**

1. 340 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 ii) 160 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 iii) 190 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 iv) 280 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 v) 780 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 vi) 380 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 vii) 840 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 viii) 900 - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**III. Measure the following angles: -**

1. b.

 c. d.

 **DATE: TEACHER’S SIGN:**

**MINUTE PAPER**

**Objective: To relate the hands of the clock and angles**

**I.What kind of angle (acute , obtuse , right) is made by the hands of these clocks. Also write the time.**

a)  b) c) 

Angle Angle Angle

Time Time Time

**2. Draw the hands of the clock when they make an angle greater than a right angle.**

a) b)c)

 **3. Draw the hands of the clock when they make an angle of right angle.**

a) b)c)

**DATE: TEACHER’S SIGN:**

**PROBLEM SOLVING WORKSHEET**

**Objective: To divide the given angles**

1. Raghu draws an angle measuring 140 degrees. He now divides this angle into

2 equal parts. What is the measure of each of the smaller angles?

2. Seema draws a right angle.She divides this into 3 equal parts.What is the measure of each part? What kind of angle is this?

**3.Identify the following angles as acute, obtuse or right angles:-**

a . 3 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. 12 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. 72 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. 165 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e. 90 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f. 60 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g. 61 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

h. 91 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

i. 89 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

j. 179 degrees - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **DATE: TEACHER’S SIGN:**

**FIGURE BASED WORKSHEET**

**Objective:** To find the number of angles

**I. Count the number of angles and write them in the space given.**

  

 

**II.Observe the figure and answer the questions:**

1. Name the common vertex.

2. Name the right angle.

3. Name the angle less than right angle.

4. Name the angle more than right angle.

5. Name the arms of angle AOB.



 **DATE: TEACHER’S SIGN:**

**3. HOW MANY SQUARES? UNDERSTANDING BASIC CONCEPTS**

**Objectives: To find the perimeter and area of the given figures:**

**I. Find the perimeter of the following:-**

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

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

**2. Find the area of the following figures:-**

 

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

 **DATE: TEACHER’S SIGN:**

**THINK AND WRITE**

**Objectives: To represent the given perimeter in different ways.**

**1.Show the different ways you can express the following areas:-**

Ex:12 sq.cm

 

 4 x 3 6 x 2

1. 18 sq.cm

2. 8 sq.cm

3.15 sq.cm

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**ABILITY TO COMPUTE**

**Objectives: To find the relation between square and triangle**

 

1. Is the area of both the figures same? Give reasons for your answer.

2. What is the area of the shaded part?

 

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

 **DATE: TEACHER’S SIGN:**

**ANALYSIS BASED WORKSHEET**

**Objectives: To interpret triangles and rectangles**

1. Here is a rectangle of area 8 sq.cm.



1. Draw 2 straight lines in this rectangle to divide it into 1 rectangle and 2 equal triangles.

Find the area of the new rectangle and the area of 1 of the triangles.

2. Rearrange the squares in the rectangle to form another rectangle whose perimeter is 18cm.



 **DATE: TEACHER’S SIGN:**

 **12.SMART CHARTS**

**MAKE THE TALLY**

**Objectives: To put the tally marks**

1. Ajay made a record of his favorite animals he saw in the zoo. Make a tally chart and answer the following questions:

|  |  |  |
| --- | --- | --- |
| **Animals** | **Tally****marks** | **Number** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

a. How many animals did Ajay see altogether? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Which animal is least in number? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. Which animal is maximum in number? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **DATE: TEACHER’S SIGN:**

**I AM A PIE CHART**

**Objectives: To study the data given in the pie chart**

**1..In a class of 100 students data of fruits liked was collected as follows. Represent this using chapatti chart / pie chart**

Pine apple – 20

orange – 15

Banana – 40

Apple - 25

a. Which is the most favorite fruit? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Which is least favorite fruit? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. How many students like oranges? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. The difference between the number of students that like oranges and bananas is \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Look at the pie chart showing different sports liked by people**

(a) Which is the most popular sport? \_\_\_\_\_\_\_\_\_\_\_\_\_

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

(c) Do more children enjoy Hockey or tennis? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(d) Arrange the sports liked by children in increasing order.

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

 **DATE: TEACHER’S SIGN:**

**ABILITY TO COMPUTE**

**Objectives: To write the numerical representation of tally marks.**

 **I. Read and write the number for the given tally marks.**

a) b)

 - \_\_\_\_\_\_\_ - \_\_\_\_\_

c) d)

 - \_\_\_\_\_\_ - \_\_\_\_\_

**II. Draw tally marks for the following numbers**

a) 9 b) 19

c) 23 d) 25

**III Given below is the representation of different vehicles in a town Study and**

**answer the questions (1 = 10 vehicles)**

|  |  |
| --- | --- |
|  **Vehicle** | **Number of vehicles** |
| Motorbike  |  |
| Scooter  |  |
| Auto rickshaw  |  |
| Car  |  |
| Bus  |  |

1. Which vehicle is maximum in town?

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

2. Which vehicle is 50 in number?

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

3. What is total number of vehicles in the town?

 **DATE: TEACHER’S SIGN:**

 **PROBLEM SOLVING ABILITY**

**Objectives: To study the given bar chart**

**Observe the following bar chart and answer the questions:**



a) How many children were absent on Tuesday?

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

b) How many more children were absent on Thursday than on Monday?

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

c) On which day were the least children absent?

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

d) On which day the number of children absent was exactly the half of that on

Thursday?

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

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