

Key to
LIGHT WEIGHT
SERIES

Mathematics
Book - I to IV
STD - IV

Teacher's Copy

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Enquiries: info@navjeevanpublications.com

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CONTENTS

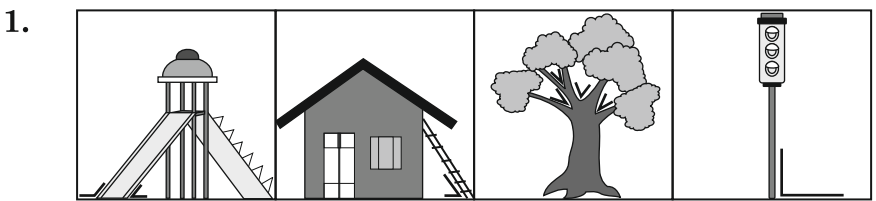
Sr. No.	Chapter Name	Pg. No.
	Book - I	
	Part - I	
1.	Geometrical Figures	3
2	Number Work	5
3.	Addition	18
	Book - II	
4.	Subtraction	29
5.	Multiplication : Part 1	39
6.	Division : Part 1	46
7.	Coins and Notes	51
8.	Measuring Time	54
	Book - III	
	Part - II	
9.	Word Problems : Addition and Subtraction	57
10.	Fractions	68
11.	Measurement	73
	Book - IV	
12.	Perimeter and Area	80
13.	Multiplication : Part 2	81
14.	Division : Part 2	88
15.	Pictographs	91
16.	Patterns	92

Part - I

1. Geometrical Figures

Angles

F. A. – Activity



Right angle, acute angle, obtuse angle

Class Work

acute angle	right angle	obtuse angle	obtuse angle	acute angle

- [To be done by students.]
- [To be done by students.]
- [To be done by students.]

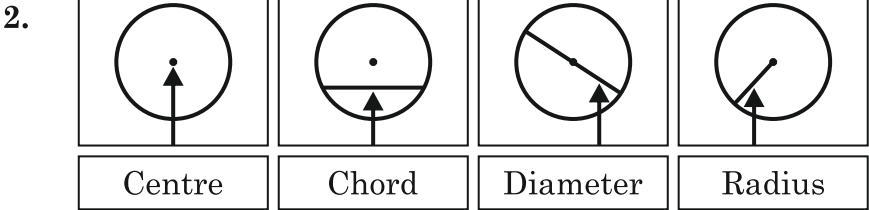
Oral

- (a) True (b) True (c) False (d) False (e) True
- (a) acute angle (b) obtuse angle (c) two (d) right angle

F. A. – Activity

1. Right angle 	2. Acute angle 	3. Obtuse angle
--------------------	--------------------	---------------------

Circle



- (1) C (2) CY and CX (3) MN and BA
- (1) A (2) CD and XY (3) radii

Geometrical figures : Vertex and side

Home Work

Figure			
Name of figure	Rectangle	Square	Triangle
Number of sides	Four	Four	Three
Number of corners	Four	Four	Three

Figure			
Name of sides	Side AB	Side PQ	Side LM
	Side BC	Side SR	Side ON
	Side AC	Side PS	Side LO
		Side QR	Side MN
Name of vertices	A, B, C	P, Q, R, S	L, M, N

2. Number Work

Three – digit numbers : Revision

F. A. – Class Work

1. (a) 123, 456, 789, 213, 654, 987, 234, 465, 897, 584
2. (1) 325 - **Three hundred and twenty-five**
 (2) 549 - **Five hundred and forty-nine**
 (3) 667 - **Six hundred and sixty-seven**
 (4) 782 - **Seven hundred and eighty-two**
 (5) 890 - **Eight hundred and ninety**
 (6) 401 - **Four hundred and one**
3. (1) Hundred and two 102
 (2) Three hundred and twenty 320
 (3) Five hundred and sixty-seven 567
 (4) Four hundred and forty-five 445
 (5) Nine hundred and ninety-nine 999
 (6) Seven hundred and fifty-six 756
4. (1) 399 400, 401, 402
 (2) 200 201, 202, 203
 (3) 597 598, 599, 600
5. (1) 597, 598, 599, 600
 (2) 366, 367, 368, 369
 (3) 296, 297, 298, 299

Four – digit numbers

F. A. – Class Work

1.	Symbol	Number	Read and write
		1000	One thousand
		4000	Four thousand
		2012	Two thousand and twelve
		2203	Two thousand two hundred and three
		1010	One thousand and ten
		1001	One thousand and one
		2314	Two thousand three hundred and fourteen

2. 1.2112 2.2034 3.5000 4.5300 5.5320 6.5003

Numbers in words and figures

F. A. – Class Work

1.

Number in words	Th	H	T	U
(1) Four thousand and five	4	0	0	5
(2) Five thousand and seventeen	5	0	1	7
(3) Seven thousand three hundred and thirteen	7	3	1	3
(4) Eight thousand	8	0	0	0
(5) Nine thousand nine hundred and ninety-nine	9	9	9	9

Oral

3. (1) 1235 - One thousand two hundred and thirty-five
 (2) 2341 - Two thousand three hundred and forty-one
 (3) 3507 - Three thousand five hundred and seven
 (4) 4115 - Four thousand one hundred and fifteen
 (5) 5045 - Five thousand and forty five
 (6) 6787 - Six thousand seven hundred and eighty seven
 (7) 7890 - Seven thousand eight hundred and ninety
 (8) 8888 - Eight thousand eight hundred and eighty-eight
 (9) 9007 - Nine thousand and seven
4. (a) 1. 2673 2. 2376 3. 3762 4. 6732 5. 7263
 (b) 1. 5890 2. 9058 3. 8509 4. 9850 5. 5089
 (c) 1. 1852 2. 2581 3. 5821 4. 8125 5. 1582

5.

Th	H	T	U	Th	H	T	U	Th	H	T	U
3	0	2	5	5	2	0	3	2	0	3	5

Th	H	T	U	Th	H	T	U	Th	H	T	U
1	4	2	6	6	2	4	1	4	6	1	2

Th	H	T	U	Th	H	T	U	Th	H	T	U
7	9	1	4	4	1	9	7	9	4	1	7

S.A.

1. (1) 3,267 - Three thousand two hundred and sixty-seven
 (2) 7,059 - Seven thousand and fifty-nine

- (3) 8,888 - Eight thousand eight hundred and eighty-eight

2. (1) 5694 (2) 7500 (3) 9805

3. (1) 8,353 (2) 2719

Reading and writing five – digit numbers

F.A. – Class Work

1. (1) 20,000 - Twenty thousand
 (2) 68,000 - Sixty-eight thousand
 (3) 79,000 - Seventy-nine thousand
 (4) 80,000 - Eighty thousand
 (5) 54,000 - Fifty-four thousand
 (6) 99,000 - Ninety-nine thousand
2. 2. 50,001 = Fifty thousand and one
 3. 60,026 = Sixty thousand and twenty six
 4. 31,000 = Thirty-one thousand
3. (1) 40,000 (2) 50,050 (3) 12,313
 (4) 45,003 (5) 23,105 (6) 68,005
4. (1) 52,045 - Fifty-two thousand and forty-five
 (2) 23,409 - Twenty-three thousand four hundred and nine
 (3) 45,600 - Forty-five thousand six hundred
 (4) 41,000 - Forty one thousand
 (5) 99,999 - Ninety-nine thousand nine hundred and ninety-nine
 (6) 95,768 - Ninety-five thousand seven hundred and sixty-eight
 (7) 67,261 - Sixty-seven thousand two hundred and sixty-one

- 5.
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 2 | 4 | 3 | 1 | 1 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 3 | 2 | 1 | 4 | 1 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 4 | 3 | 1 | 1 | 2 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 1 | 1 | 4 | 3 | 2 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 2 | 3 | 1 | 1 | 4 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 3 | 4 | 2 | 1 | 1 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 4 | 1 | 1 | 2 | 3 |
- | TTh | Th | H | T | U |
|-----|----|---|---|---|
| 1 | 4 | 3 | 1 | 2 |
6. (1) 95,618, (2) 56,189, (3) 61,895,
(4) 18,956, (5) 89,561, (6) 98,516,

Reading and writing five – digit numbers

F. A. – Class Work

- (1) 76,541
- (1) 34,789; 43,789, (2) 98,743; 87,743
- (1) 60,547, (2) 54,067, (3) 45,607,
(4) 50,647, (5) 46,507
- (1) 49,351, (2) 93,541, (3) 35,941,
(4) 54,391, (5) 43,951
- (1) 64,123, (2) 14,765, (3) 94,890,
(4) 34,369, (5) 74,284
- (1) 10,684, (2) 17,359, (3) 15,2234,
(4) 13,502

S. A. – Class Work

- (1) 69,752 - Sixty-nine thousand seven hundred and fifty-two
(2) 75,231 - Seventy-five thousand two hundred and thirty-one

- (3) 43,091 - Forty-three thousand ninety-one
(4) 56,102 - Fifty-six thousand one hundred and two
(5) 30,759 - Thirty thousand seven hundred and fifty-nine
(6) 20,089 - Twenty thousand and eighty-nine
(7) 50,007 - Fifty thousand and seven
(8) 20,107 - Twenty thousand one hundred and seven
(9) 35,293 - Thirty-five thousand two hundred and ninety-three
2. (1) 63,751 (2) 51,072 (3) 10,005 (4) 77,217
(5) 3,524 (6) 17,507 (7) 5,609 (8) 15,312

The expanded form of a number

F. A. – Class Work

- (1) $7,000 + 500 + 40 + 5$
(2) $4,000 + 000 + 50 + 0$
(3) $60,000 + 5,000 + 100 + 00 + 0$
(4) $8,000 + 000 + 00 + 0$
(5) $10,000 + 2,000 + 700 + 40 + 5$
(6) $70,000 + 8,000 + 900 + 90 + 9$
(7) $9,000 + 300 + 90 + 2$
(8) $50,000 + 0000 + 100 + 00 + 5$
(9) $70,000 + 0000 + 400 + 90 + 5$
(10) $80,000 + 2,000 + 700 + 20 + 7$
(11) $70,000 + 5,000 + 600 + 90 + 8$
(12) $30,000 + 1,000 + 300 + 50 + 4$
(13) $70,000 + 0000 + 500 + 80 + 9$
- (1) 3,257 (2) 15,001 (3) 4,513
(4) 20,345 (5) 7,083 (6) 90,092

3. (1) 52,321 (2) 80,905 (3) 59,027
(4) 14,350 (5) 78,050 (6) 75,324

Place value

F. A. – Class Work

1. (1) 9 is in the tens (2) 2 is in the thousands
(3) 0 is in the units (4) 8 is in the hundreds
(5) 9 is in the units (6) 7 is in the thousands
(7) 7 is in the hundred (8) 5 is in the ten thousands
(9) 0 is in the thousands (10) 5 is in the hundreds
(11) 6 is in the ten thousands
(12) 1 is in the hundreds

2.

Number	TTh	Th	H	T	U
(1) 67,502	6	7	5	0	2
(2) 75,819	7	5	8	1	9
(3) 27,025	2	7	0	2	5
(4) 45,025	4	5	0	2	5

The different breakups of a number

F. A. – Class Work

1. (2) 863 = Eight hundred and sixty-three units
863 = Eighty six tens, three units
863 = Eight hundred, six tens, three units
(3) 6745 = Six thousands, seven hundreds and forty-five units
6745 = Sixty seven hundreds, four tens and five units

6745 = Six thousands, seventy four tens and five units

6745 = Six thousands, seven hundreds, four tens and five units

- (4) 9856 = Nine thousands, eight hundreds and fifty six units

9856 = Ninety eight hundreds, five tens and six units

9856 = Nine thousands, eighty five tens and six units

9856 = Nine thousands, eight hundreds, fifty tens and six units

- (5) 1027 = One thousand zero hundreds and twenty seven units

1027 = Ten hundreds and twenty seven units

1027 = Ten hundreds, two tens and seven units

1027 = One thousand, zero hundreds, two tens and seven units

S. A. – Home Work

1. (1) 452 = Four hundreds and fifty two units

452 = Forty five tens and two units

452 = Four hundreds, five tens and two units

- (2) 2143 = Two thousands, one hundreds and forty three units

2143 = Twenty-one hundreds, four tens and three units

2143 = Two thousands, fourteen tens and three units

2143 = Two thousands, one hundred, four tens and three units

- (3) 9562 = Nine thousands, five hundreds and sixty two units

9562 = Ninety five hundreds, six tens and two units

9562 = Nine thousands, fifty six tens and two units

9562 = Nine thousands, five hundreds, six tens and two units

- (4) 1023 = One thousand, zero hundreds and twenty three units

1023 = Ten hundreds and twenty three units

1023 = Ten hundreds, two tens and three units

1023 = One thousands, zero hundreds, two tens and twenty three units

- (5) 1232 = One thousands, two hundreds and thirty two units

1232 = Twelve hundreds, three tens and two units

1232 = One thousands, twenty-three tens and two units

1232 = One thousand, two hundreds, three tens and two units

- (6) 4563 = Four thousands, five hundreds and sixty three units

4563 = Forty five hundreds, six tens and three units

4563 = Four thousands, fifty six tens and three units

4563 = Four thousands, five hundreds, six tens and three units

The numbers just before and after a given number

F. A. – Class Work

1.

Number	The number just before	The number just after
2999	2998	3000
3800	3799	3801
7798	7797	7799
8538	8537	8539
9316	9315	9317
2901	2900	2902

Number	The number just before	The number just after
1000	999	1001
3459	3458	3460
5009	5008	5010
6029	6028	6030
2000	1999	2001
5050	5049	5051

S. A. – Home Work

1.

The number just before	Number	The number just after
988	989	990
5930	5931	5932
9370	9371	9372
7069	7070	7071
8007	8008	8009
6665	6666	6667

The number just before	Number	The number just after
1252	1253	1254
2255	2256	2257
8230	8231	8232
6135	6136	6137
7531	7532	7533
1258	1259	1260

Comparing numbers

F. A. – Class Work

1.	Numbers	Smaller	Bigger
	2123, 1968	1968	2123
	2342, 2432	2342	2432
	9542, 9549	9542	9549
	9999, 999	999	9999
	6070, 8079	6070	8079
	5978, 7539	5978	7539
	3567, 4363	3567	4363

Numbers	Smaller	Bigger
2123, 1968	1968	2123
2342, 2432	2342	2432
9542, 9549	9542	9549
9999, 999	999	9999
6070, 8079	6070	8079
5978, 7539	5978	7539
3567, 4363	3567	4363

Ascending and descending order

F. A. – Class Work

- (1) Ascending – 2345, 2347, 2349
Descending – 2349, 2347, 2345
- (2) Ascending – 3007, 5070, 6000
Descending – 6000, 5070, 3007
- (3) Ascending – 2007, 3007, 5007
Descending – 5007, 3007, 2007
- (4) Ascending – 1009, 1090, 1900
Descending – 1900, 1090, 1009
- (5) Ascending – 4180, 6180, 7180
Descending – 7180, 6180, 4180
- (6) Ascending – 1357, 2917, 3456
Descending – 3456, 2917, 1357

Ascending and descending order

F. A. – Class Work

1.	Ascending	Descending
(1)	69, 769, 5300	5300, 769, 69
(2)	4537, 4569, 4597	4597, 4569, 4537
(3)	3507, 6057, 9468	9468, 6057, 3507
(4)	77, 819, 2120	2120, 819, 79
(5)	5577, 5757, 5775	5775, 5757, 5577
(6)	3511, 8411, 9611	9611, 8411, 3511

Even and odd numbers

F. A. – Class Work

- (a) 12, 10, 34, 36, 52, 16, 28
(b) 11, 23, 27, 25, 39, 41, 45, 17, 19

2. Even – 32, 30, 34, 56, 88 Odd – 35, 67, 43, 51, 79

International numerals

F.A. – Class Work

1.

International numerals	1	2	3	4	5	6	7	8	9	10
Devnagari numerals	१	२	३	४	५	६	७	८	९	१०

2.

Devnagari numerals	४९७	२३५	४३७	५६८	६७२	७९९	८००	९१२	१२८	२२९
International numerals	497	235	437	568	672	799	800	912	128	221

3. (1) 20,504 - Twenty thousand five hundred and four
 (2) 97,487 - Ninety-seven thousand four hundred and eighty-seven
 (3) 30,008 - Thirty thousand and eight
 (4) 4,879 - Four thousand eight hundred and seventy-nine
 (5) 6,405 - Six thousand four hundred and five
 (6) 893 - Eight hundred and ninety-three
4. Bus, taxi and rickshaw number plates, Train and air tickets

3. Addition

F.A. – Class Work

1. (1)
$$\begin{array}{r} 342 \\ + 123 \\ \hline 465 \end{array}$$
 (2)
$$\begin{array}{r} 345 \\ + 324 \\ \hline 669 \end{array}$$
 (3)
$$\begin{array}{r} 170 \\ + 626 \\ \hline 796 \end{array}$$
 (4)
$$\begin{array}{r} 294 \\ + 105 \\ \hline 399 \end{array}$$
- (5)
$$\begin{array}{r} 609 \\ + 200 \\ \hline 809 \end{array}$$
 (6)
$$\begin{array}{r} 742 \\ + 433 \\ \hline 1175 \end{array}$$
 (7)
$$\begin{array}{r} 442 \\ + 224 \\ \hline 666 \end{array}$$

2. (1) 2301 + 4056 (2) 4017 + 2081

Th	H	T	U
2	3	0	1
+ 4	0	5	6
6	3	5	7

Th	H	T	U
4	0	1	7
+ 2	0	8	1
6	0	9	8

- (3) 4777 + 2001

- (4) 999 + 4000

Th	H	T	U
4	7	7	7
+ 2	0	0	1
6	7	7	8

Th	H	T	U
	9	9	9
+ 4	0	0	0
4	9	9	9

(5) $2017 + 17060$

TTh	Th	H	T	U
	2	0	1	7
+ 1	7	0	6	0
1	9	0	7	7

(6) $941 + 99058$

TTh	Th	H	T	U
		9	4	1
+ 9	9	0	5	8
9	9	9	9	9

(7) $12336 + 50021$

TTh	Th	H	T	U
1	2	3	3	6
+ 5	0	0	2	1
6	2	3	5	7

(8) $77777 + 2001$

TTh	Th	H	T	U
7	7	7	7	7
+	2	0	0	1
7	9	7	7	8

(9) $73215 + 352$

TTh	Th	H	T	U
7	3	2	1	5
+		3	5	2
7	3	5	6	7

(10) $14356 + 62324$

TTh	Th	H	T	U
1	4	3	5	6
+ 6	2	3	2	4
7	6	6	8	0

3. (1) 9,199 (2) 999 (3) 97,689

(4) 55,047 (5) 98,418 (6) 89,599

4. 1. Fourteen thousand plus three hundred (R) $509 + 100$ (G) 99702 (Y)

2. Two thousand (B) $14000 + 300$ (R) 609 (G) plus ninety

3. Five hundred and nine + one hundred (G) $99000 + 702$ (Y) 2090 (B)

4. Ninety-nine thousand + seven hundred and two (Y) $2000 + 790$ (B) 14300 (R)

[Teachers note : Colour (R) – red
(B) – blue
(G) – green
(Y) – yellow]

Addition : with carrying over

S. A. – Class Work

1.

Th	H	T	U
1	1	1	
+	5	4	8
	9	5	7
1	5	0	5

Th	H	T	U
1	1		
+	6	5	0
	8	7	9
1	5	2	9

Th	H	T	U
1	1	1	
+	4	8	9
	5	1	1
1	0	0	0

Th	H	T	U
1	1	1	
+	6	3	7
	5	7	4
1	2	1	1

Th	H	T	U
1	1		
+	6	9	0
	9	8	1
1	6	7	1

Th	H	T	U
1	1		
+	5	5	0
	9	6	1
1	5	1	1

Th	H	T	U
1	1	1	
+	7	9	9
	4	5	1
1	2	5	0

Th	H	T	U
1			
+	9	2	3
	6	3	3
1	5	5	6

Addition of four – digit numbers

F.A.– Class Work

1. (1) $5642 + 4179$

Th	H	T	U
	1	1	
5	6	4	2
+	4	1	7
9	8	2	1

(2) $4984 + 775$

Th	H	T	U
1	1		
4	9	8	4
+	7	7	5
5	7	5	9

(3) $7850 + 29$

Th	H	T	U
7	8	5	0
+		2	9
7	8	7	9

(4) $999 + 4000$

Th	H	T	U
	9	9	9
+	4	0	0
4	9	9	9

(5) $5689 + 135 + 87$

TTh	Th	H	T	U
		2	2	
	5	6	8	9
+		1	3	5
+			8	7
	5	9	1	1

(6) $7 + 4895 + 137$

TTh	Th	H	T	U
	1	1	1	
				7
+	4	8	9	5
+		1	3	7
	5	0	3	9

(7) $239 + 5310 + 30$

TTh	Th	H	T	U
		2	3	9
+	5	3	1	0
+			3	0
	5	5	7	9

2. (1) $7859 + 8546$

TTh	Th	H	T	U
1	1	1	1	
	7	8	5	9
+	8	5	4	6
1	6	4	0	5

(2) $8888 + 4576$

TTh	Th	H	T	U
	1	1	1	
	8	8	8	8
+	4	5	7	6
1	3	4	6	4

(3) $6841 + 7515$

TTh	Th	H	T	U
1	1			
	6	8	4	1
+	7	5	1	5
1	4	3	5	6

(4) $5709 + 7811$

TTh	Th	H	T	U
1	1		1	
	5	7	0	9
+	7	8	1	1
1	3	5	2	0

(3) $9786 + 4532$

TTh	Th	H	T	U
1	1	1		
	9	7	8	6
+	4	5	3	2
1	4	3	1	8

(5) $6854 + 3963$

TTh	Th	H	T	U
1	1	1		
	6	8	5	4
+	3	9	6	3
1	0	8	1	7

(6) $2847 + 9563$

TTh	Th	H	T	U
1	1	1	1	
	2	8	4	7
+	9	5	6	3
1	2	4	1	0

Home Work

1. (1) $8509 + 3658$

TTh	Th	H	T	U
1	1		1	
	8	5	0	9
+	3	6	5	8
1	2	1	6	7

(2) $9076 + 4953$

TTh	Th	H	T	U
1	1	1		
	9	0	7	6
+	4	9	5	3
1	4	0	2	9

1. (1) $1719 + 4925$

TTh	Th	H	T	U
	1		1	
	1	7	1	9
+	4	9	2	5
	6	6	4	4

(2) $1157 + 900$

TTh	Th	H	T	U
	1			
	1	1	5	7
+		9	0	0
	2	0	5	7

(3) $2709 + 35$

TTh	Th	H	T	U
			1	
	2	7	0	9
+			3	5
	2	7	4	4

(4) $3752 + 485$

TTh	Th	H	T	U
	1	1		
	3	7	5	2
+		4	8	5
	4	2	3	7

(3) $51098 + 19803$

TTh	Th	H	T	U
1		1	1	
5	1	0	9	8
+ 1	9	8	0	3
7	0	9	0	1

(4) $300 + 150 + 70 + 35$

TTh	Th	H	T	U
		1		
		3	0	0
+ —		1	5	0
+ —			7	0
+ —			3	5
		5	5	5

(5) $8076 + 565$

TTh	Th	H	T	U
		1	1	
	8	0	7	6
+		5	6	5
	8	6	4	1

(6) $57004 + 3816$

TTh	Th	H	T	U
1			1	
5	7	0	0	4
+	3	8	1	6
6	0	8	2	0

(5) $49000 + 4200 + 620 + 54$

TTh	Th	H	T	U
1				
4	9	0	0	0
+ —	4	2	0	0
+ —		6	2	0
+ —			5	4
5	3	8	7	4

(6) $4000 + 1600 + 800 + 80 + 320 + 32$

TTh	Th	H	T	U
	1	1		
	4	0	0	0
+ —	1	6	0	0
+ —		8	0	0
+ —			8	0
+ —		3	2	0
+ —			3	2
+ —	6	8	3	2

Addition

S. A. – Class Work

1. (1) $88709 + 165$

TTh	Th	H	T	U
			1	
8	8	7	0	9
+		1	6	5
8	8	8	7	4

(2) $27095 + 4807$

TTh	Th	H	T	U
1		1	1	
2	7	0	9	5
+	4	8	0	7
3	1	9	0	2

(7) $44513 + 2356$

TTh	Th	H	T	U
4	4	5	1	3
+	2	3	5	6
4	6	8	6	9

(8) $35856 + 2507$

TTh	Th	H	T	U
	1		1	
3	5	8	5	6
+	2	5	0	7
3	8	3	6	3

(5) $24,263 + 52,012$

TTh	Th	H	T	U
2	4	2	6	3
+ 5	2	0	1	2
7	6	2	7	5

(6) $56,723 + 32,103$

TTh	Th	H	T	U
5	6	7	2	3
+ 3	2	1	0	3
8	8	8	2	6

Home Work

2. (1) $6,907$

(2) $92,438$

(3) $50,477$

(4) $87,572$

(5) $8,530$

(6) $12,524$

3. (1) $4,252 + 35$

Th	H	T	U
4	2	5	2
+		3	5
4	2	8	7

(2) $6,352 + 3,000$

Th	H	T	U
6	3	5	2
+ 3	0	0	0
9	3	5	2

(3) $3,342 + 2,121$

Th	H	T	U
3	3	4	2
+ 2	1	2	1
5	4	6	3

(4) $1,732 + 2,152$

Th	H	T	U
1	7	3	2
+ 2	1	5	2
3	8	8	4

(7) $31,252 + 50,230$

TTh	Th	H	T	U
3	1	2	5	2
+ 5	0	2	3	0
8	1	4	8	2

(8) $4,000 + 123$

TTh	Th	H	T	U
	4	0	0	0
+		1	2	3
	4	1	2	3

(9) $54,278 + 23,511$

TTh	Th	H	T	U
5	4	2	7	8
+ 2	3	5	1	1
7	7	7	8	9

(10) $3,472 + 2,125$

TTh	Th	H	T	U
	3	4	7	2
+	2	1	2	5
	5	5	9	7

BOOK - II

4. Subtraction

F. A. – Class Work

(i)	(ii)	(iii)	(iv)
$\begin{array}{r} 5 \quad 8 \quad 6 \\ - 4 \quad 2 \quad 5 \\ \hline 1 \quad 6 \quad 1 \end{array}$	$\begin{array}{r} 3 \quad 15 \quad 15 \\ \cancel{3} \quad \cancel{15} \quad \cancel{15} \\ - 1 \quad 7 \quad 9 \\ \hline 2 \quad 8 \quad 6 \end{array}$	$\begin{array}{r} 4 \quad 14 \\ \cancel{4} \quad \cancel{14} \quad 2 \\ - 3 \quad 5 \quad 1 \\ \hline 1 \quad 9 \quad 1 \end{array}$	$\begin{array}{r} 6 \quad 14 \quad 14 \\ \cancel{6} \quad \cancel{14} \quad \cancel{14} \\ - 2 \quad 8 \quad 7 \\ \hline 4 \quad 6 \quad 7 \end{array}$

(v)	(vi)	(vii)
$\begin{array}{r} 4 \quad 9 \quad 10 \\ \cancel{4} \quad \cancel{9} \quad 0 \\ - 3 \quad 6 \quad 5 \\ \hline 1 \quad 3 \quad 5 \end{array}$	$\begin{array}{r} 4 \quad 9 \quad 12 \\ \cancel{4} \quad \cancel{9} \quad 2 \\ - 3 \quad 0 \quad 7 \\ \hline 1 \quad 9 \quad 5 \end{array}$	$\begin{array}{r} 4 \quad 11 \\ \cancel{4} \quad \cancel{11} \quad 2 \\ - 3 \quad 2 \quad 0 \\ \hline 1 \quad 9 \quad 2 \end{array}$

2. 1. $400 - 200 = 200$ 2. $625 - 425 = 200$

3. $819 - 619 = 200$

3. 372 uniform
 250 school bag
 122

Rajani spend ₹ 122 more on the uniform.

4. $8 \quad 10 \quad 15$
 $\cancel{8} \quad \cancel{10} \quad \cancel{15}$ addition answer
 $4 \quad 2 \quad 7$ one of the number
 $4 \quad 8 \quad 8$

The other number is 488.

5. 915 addition answer

615 number smaller than 800
 300

The other number is 300.

6. Problem : Ramesh had 534 marbles, he gave 252 marbles to Gopal. How many marbles were left with Ramesh.

534 Marbles with Ramesh
 252 Marbles given to Gopal
 282 Marbles left with Ramesh

282 marbles were left with Ramesh

Subtraction of four-digit numbers without borrowing

F. A. – Class Work

1.

Th	H	T	U
5	5	4	8
—	4	3	7
5	1	1	1

Th	H	T	U
5	7	9	5
—	1	8	0
5	6	1	5

	Th	H	T	U		Th	H	T	U
	2	5	8	9		3	4	7	6
	1	3	5	4		2	2	5	3
	1	2	3	5		1	2	2	3

2. (1) 3333 (2) 5220 (3) 9154
 (4) 3232 (5) 5548 (6) 7836

3. 3000
4. $6000 - 4000 = 2000$ $3255 - 1255 = 2000$
 $8000 - 6000 = 2000$
5. In a village in Mysore there are 4765 people. There are 2142 illiterate people. How many literate people are there in the village.

$$\begin{array}{r} 4765 \text{ people} \\ - 2142 \text{ illiterate} \\ \hline 2623 \text{ literate} \end{array}$$

2623 literate people are there in the village.

6. Kunda is correct. As he is using the right-to-left method of subtraction – meaning subtraction always starts from the units column (place) on the right and then moves further to the left in tens, hundreds and thousands

Subtraction by borrowing

F.A. – Class Work

1. (1) (2)

Th	H	T	U
3	11	10	15
3	2	1	5
2	6	4	9
1	5	6	6

Th	H	T	U
6	10	11	13
7	1	2	3
5	7	8	4
1	3	3	9

(3)

Th	H	T	U
2	9	10	14
2	9	1	4
2	5	2	7
0	4	8	7

(4)

Th	H	T	U
5	12	11	15
5	1	2	5
	7	5	8
5	5	6	7

2. (1) $3,245 - 1,127$ (2) $6,007 - 2,345$

Th	H	T	U
		3	15
3	2	4	5
1	1	2	7
2	1	1	8

Th	H	T	U
5	9	10	
5	9	1	7
2	3	4	5
3	6	6	2

(3) $6,037 - 4,043$

Th	H	T	U
5	9	13	
5	9	3	7
4	0	4	3
1	9	9	4

(4) $4,752 - 2,384$

Th	H	T	U
	6	14	12
4	7	5	2
2	3	8	4
2	3	6	8

(5) $4,004 - 3,156$

Th	H	T	U
3	9	9	14
4	0	0	4
3	1	5	6
0	8	4	8

(6) $8,042 - 3,129$

Th	H	T	U
7	10	3	12
8	0	4	2
3	1	2	9
4	9	1	3

(11) $4,000 - 3,999$

Th	H	T	U
3	9	9	10
4	0	0	0
3	9	9	9
0	0	0	1

(12) $8,020 - 5,432$

Th	H	T	U
7	9	11	10
8	0	2	0
5	4	3	2
2	5	8	8

(7) $6,524 - 2,656$

Th	H	T	U
5	14	11	14
6	5	2	4
2	6	5	6
3	8	6	8

(8) $5,305 - 2,169$

Th	H	T	U
	2	9	15
5	3	0	5
2	1	6	9
3	1	3	6

S.A. – Home Work

(1) $4,444 - 1,111$

Th	H	T	U
4	4	4	4
1	1	1	1
3	3	3	3

(2) $5,679 - 2,345$

Th	H	T	U
5	6	7	9
2	3	4	5
3	3	3	4

(9) $6,052 - 2,763$

Th	H	T	U
5	9	14	12
6	0	5	2
2	7	6	3
3	2	8	9

(10) $8,235 - 4,192$

Th	H	T	U
	1	13	
8	2	3	5
4	1	9	2
4	0	4	3

(3) $7,950 - 3,720$

Th	H	T	U
7	9	5	0
3	7	2	0
4	2	3	0

(4) $8,653 - 2,430$

Th	H	T	U
8	6	5	3
2	4	3	0
6	2	2	3

(5) $6,754 - 3,532$

TTh	Th	H	T	U
6	7	5	4	
3	5	3	2	
3	2	2	2	

(6) $9,777 - 3,222$

TTh	Th	H	T	U
9	7	7	7	
3	2	2	2	
6	5	5	5	

Subtraction of five-digit numbers without borrowing

F. A. – Class Work

1. (1)

TTh	Th	H	T	U
1	7	4	3	2
1	4	3	2	1
0	3	1	1	1

(2)

TTh	Th	H	T	U
3	4	5	6	7
1	3	2	5	6
2	1	3	1	1

(3)

TTh	Th	H	T	U
5	9	3	2	5
3	7	1	2	4
2	2	2	0	1

(4)

TTh	Th	H	T	U
8	6	5	7	4
7	4	2	5	4
1	2	3	2	0

(5)

TTh	Th	H	T	U
5	6	4	7	8
2	3	2	4	4
3	3	2	3	4

(6)

TTh	Th	H	T	U
3	8	9	7	6
2	7	4	0	5
1	1	5	7	1

Home Work

2. (1) $13,908 - 2,705$

TTh	Th	H	T	U
1	3	9	0	8
	2	7	0	5
1	1	2	0	3

(2) $23,457 - 346$

TTh	Th	H	T	U
2	3	4	5	7
		3	4	6
2	3	1	1	1

(3) $85,679 - 74,056$

TTh	Th	H	T	U
8	5	6	7	9
7	4	0	5	6
1	1	6	2	3

(4) $69,876 - 54,321$

TTh	Th	H	T	U
6	9	8	7	6
5	4	3	2	1
1	5	5	5	5

(5) $79,896 - 34,521$

TTh	Th	H	T	U
7	9	8	9	6
3	4	5	2	1
4	5	3	7	5

(6) $87,564 - 34,232$

TTh	Th	H	T	U
8	7	5	6	4
3	4	2	3	2
5	3	3	3	2

Subtraction of five-digit numbers by borrowing

F. A. – Class Work

1.

(1)

TTh	Th	H	T	U
		6	10	15
4	2	7	10	15
2	1	6	1	8
2	1	0	9	7

(2)

TTh	Th	H	T	U
		7	11	14
5	6	8	11	14
3	2	4	6	5
2	4	3	5	9

(3)

TTh	Th	H	T	U
	7	11	12	15
7	8	12	12	15
4	3	7	5	9
3	4	4	7	6

(4)

TTh	Th	H	T	U
2	14			
2	14	4	2	9
1	5	2	1	9
1	9	2	1	0

(5)

TTh	Th	H	T	U
4	9	16	10	
4	9	16	10	9
3	2	8	1	5
1	7	8	9	4

(6)

TTh	Th	H	T	U
5	16	9	9	10
5	16	9	9	10
3	8	7	6	5
2	8	2	3	5

(7)

TTh	Th	H	T	U
4	10			
4	10	0	0	0
3	5	0	0	0
1	5	0	0	0

(8)

TTh	Th	H	T	U
7	13	14	13	10
7	13	14	13	10
2	4	8	9	9
5	9	6	4	1

(9)

TTh	Th	H	T	U
6	9	9	9	10
6	9	9	9	10
1	9	0	7	5
5	0	9	2	5

Addition and subtraction : Oral

Oral

1. Add – 140, Sub – 40
2. Add – 100, Sub – 30
3. Add – 70, Sub – 24
4. Add – 90, Sub – 58
5. Add – 108, Sub – 32

5. Multiplication : Part 1

F.A. – Class Work

1. (1) 53×8

×	50	3	
8	400	24	$\begin{array}{r} 400 \\ + 24 \\ \hline 424 \end{array}$

(2) 25×9

×	20	5	
9	180	45	$\begin{array}{r} 180 \\ + 45 \\ \hline 225 \end{array}$

(3) 86×5

×	80	6	
5	400	30	$\begin{array}{r} 400 \\ + 30 \\ \hline 430 \end{array}$

(4) 75×11

×	70	5	
10	700	50	
1	70	5	

$700 + 50 + 70 + 5 = 825$

(5) 41×14

×	40	1	
10	400	10	
4	160	4	

$400 + 10 + 160 + 4 = 574$

(6) 68×12

×	60	8	
10	600	80	
2	120	16	

$600 + 80 + 120 + 16 = 816$

(7) 60×25

×	60	0	
20	1200	0	
5	300	0	

$1200 + 0 + 300 + 0 = 1500$

(8) 78×16

×	70	8	
10	700	80	
6	420	48	

$700 + 80 + 420 + 48 = 1248$

(9) 45×5

×	40	5	
5	200		$\begin{array}{r} 200 \\ + 25 \\ \hline 225 \end{array}$

(10) 65×8

×	60	5	
8	480	40	$\begin{array}{r} 480 \\ + 40 \\ \hline 520 \end{array}$

Multiplying a three-digit number

F.A. – Class Work

- (1) $4 \text{ H} \times 5 = \boxed{2,000}$
- (2) $20 \times 3 \text{ H} = \boxed{6,000}$
- (3) $40 \times 500 = \boxed{20,000}$
- (4) $800 \times 60 = \boxed{48,000}$
- (5) $35 \times 200 = \boxed{7,000}$
- (6) $1 \text{ H} \times 70 = \boxed{7,000}$
- (7) $7 \text{ H} \times 2 = \boxed{1,400}$
- (8) $20 \times 300 = \boxed{6,000}$
- (9) $600 \times 30 = \boxed{18,000}$
- (10) $900 \times 20 = \boxed{18,000}$
- (11) $600 \times 42 = \boxed{25,200}$
- (12) $15 \times 200 \text{ H} = \boxed{30,000}$
- (13) $200 \times 20 = \boxed{4,000}$
- (14) $80 \times 7 = \boxed{560}$
- (15) $800 \times 80 = \boxed{64,000}$
- (16) $10 \times 70 = \boxed{700}$

Multiplying any three-digit number by a one-digit number

F. A. – Class Work

1. (a) $124 \times 3 = \boxed{372}$ (b) $367 \times 5 = \boxed{1835}$
 (c) $408 \times 9 = \boxed{3672}$ (d) $627 \times 8 = \boxed{5016}$
 (e) $840 \times 4 = \boxed{3360}$ (f) $716 \times 7 = \boxed{5012}$
 (g) $193 \times 5 = \boxed{965}$ (h) $227 \times 3 = \boxed{681}$
 (i) $352 \times 2 = \boxed{704}$ (j) $444 \times 3 = \boxed{1332}$
 (k) $122 \times 6 = \boxed{732}$ (l) $100 \times 9 = \boxed{900}$
 (m) $215 \times 4 = \boxed{860}$ (n) $123 \times 5 = \boxed{615}$
 (o) $207 \times 2 = \boxed{414}$

2.

×	600	50	0
4	2400	200	0

$$\begin{array}{r} 2400 \\ + 200 \\ + 0 \\ \hline 2600 \end{array}$$

Therefore, the cost of 4 chairs is ₹ 2,600.

3.

×	800	20	5
5	4000	100	25

$$\begin{array}{r} 4000 \\ + 100 \\ + 25 \\ \hline 4125 \end{array}$$

Therefore, the cost of 5 sacks is ₹ 4,125.

4.

×	80	0
4	320	0

$$\begin{array}{r} 320 \\ + 0 \\ \hline 320 \end{array}$$

Therefore, there are 320 trees in 80 rows.

5.

×	90	0
3	270	0

$$\begin{array}{r} 270 \\ + 0 \\ \hline 270 \end{array}$$

Therefore, there are 270 students in 3 rows.

Multiplying a three-digit number by a two-digit number

F. A. – Class Work

1. (1)

×	800	10	9
10	8,000	100	90
2	1,600	20	18

$$\begin{array}{r} 8,000 \\ + 100 \\ + 90 \\ + 1,600 \\ + 20 \\ + 18 \\ \hline 9,828 \end{array}$$

Hence, $819 \times 12 = 9,828$

(2)

×	500	40	5
30	15,000	1,200	150
8	4,000	320	40

$$\begin{array}{r} 15,000 \\ + 1,200 \\ + 150 \\ + 4,000 \\ + 320 \\ + 40 \\ \hline 20,710 \end{array}$$

Hence, $545 \times 38 = 20,710$

(3)

×	900	50	3
30	27,000	1,500	90
8	7,200	400	24

$$\begin{array}{r} 27,000 \\ + 1,500 \\ + 90 \\ + 7,200 \\ + 400 \\ + 24 \\ \hline 36,214 \end{array}$$

Hence, $953 \times 38 = 36,214$

(4)	×	600	10	0
	40	24,000	400	0
	5	3,000	50	0

$$\begin{array}{r}
 24,000 \\
 + \quad 400 \\
 + \quad 3,000 \\
 + \quad 50 \\
 + \quad 0 \\
 \hline
 27,450
 \end{array}$$

Hence, $610 \times 45 = 27,450$

(5)	×	400	00	7
	50	20,000	0	350
	5	2,000	0	35

$$\begin{array}{r}
 20,000 \\
 + \quad 0 \\
 + \quad 350 \\
 + \quad 2,000 \\
 + \quad 0 \\
 + \quad 35 \\
 \hline
 22,385
 \end{array}$$

Hence, $407 \times 55 = 22,385$

(6)	×	700	80	1
	90	63,000	7,200	90
	0	0	0	0

$$\begin{array}{r}
 63,000 \\
 + \quad 7,200 \\
 + \quad 90 \\
 + \quad 0 \\
 + \quad 0 \\
 + \quad 0 \\
 \hline
 70,290
 \end{array}$$

Hence, $781 \times 90 = 70,290$

Multiplying a three-digit number by a two-digit number

Class Work

1. (1)

×	300	40	2
20	6,000	800	40
3	900	120	6

$$\begin{array}{r}
 6,000 \\
 + \quad 800 \\
 + \quad 40 \\
 + \quad 900 \\
 + \quad 120 \\
 + \quad 6 \\
 \hline
 7,866
 \end{array}$$

Hence, $342 \times 23 = 7,866$

(2)

×	800	20	1
20	16,000	400	20
0	0	0	0

$$\begin{array}{r}
 16,000 \\
 + \quad 400 \\
 + \quad 20 \\
 \hline
 16,420
 \end{array}$$

Hence, $821 \times 20 = 16,420$

(3)

×	700	00	9
70	49,000	0	630
6	4,200	0	54

$$\begin{array}{r}
 49,000 \\
 + \quad 0 \\
 + \quad 630 \\
 + \quad 4,200 \\
 + \quad 0 \\
 + \quad 54 \\
 \hline
 53,884
 \end{array}$$

Hence, $709 \times 76 = 53,884$

(4)

×	500	00	0
30	15,000	0	0
0	0	0	0

$$\begin{array}{r}
 15,000 \\
 + \quad 0 \\
 + \quad 0 \\
 + \quad 0 \\
 + \quad 0 \\
 + \quad 0 \\
 \hline
 15,000
 \end{array}$$

Hence, $500 \times 30 = 15,000$

(5)

×	400	20	2
20	8,000	400	40
8	3,200	160	16

$$\begin{array}{r}
 8,000 \\
 + 400 \\
 + 40 \\
 + 3,200 \\
 + 160 \\
 + 16 \\
 \hline
 11,816
 \end{array}$$

Hence, $422 \times 28 = 11,816$

(6)

×	600	30	0
10	6,000	300	0
2	1,200	60	0

$$\begin{array}{r}
 6,000 \\
 + 300 \\
 + 0 \\
 + 1,200 \\
 + 60 \\
 + 0 \\
 \hline
 7,560
 \end{array}$$

Hence, $630 \times 12 = 7,560$

2. 1.

×	100	70	5
30	3,000	2,100	150
1	100	70	5

$$\begin{array}{r}
 3,000 \\
 + 2,100 \\
 + 150 \\
 + 100 \\
 + 70 \\
 + 5 \\
 \hline
 5,425
 \end{array}$$

The teacher collected ₹ 5,425.

2.

×	200	00	5
40	8,000	0	200
8	1,600	0	40

$$\begin{array}{r}
 8,000 \\
 + 0 \\
 + 200 \\
 + 1,600 \\
 + 0 \\
 + 40 \\
 \hline
 9,840
 \end{array}$$

There are 9840 mangoes in the van.

(3)

×	100	50	4
10	1,000	500	40
7	700	350	28

$$\begin{array}{r}
 1,000 \\
 + 500 \\
 + 40 \\
 + 700 \\
 + 350 \\
 + 28 \\
 \hline
 2,618
 \end{array}$$

The cost of the articles is ₹ 2,618.

(4)

×	70	2
10	700	20
0	0	2

$$\begin{array}{r}
 700 \\
 + 20 \\
 \hline
 720
 \end{array}$$

The cost of pencils is ₹ 720.

6. Division : Part 1

F. A. – Class Work

1.

(1) $8 \div 2$

$$\begin{array}{r}
 4 \\
 2 \overline{) 8} \\
 - 8 \\
 \hline
 0
 \end{array}$$

(2) $16 \div 4$

$$\begin{array}{r}
 4 \\
 4 \overline{) 16} \\
 - 16 \\
 \hline
 00
 \end{array}$$

(3) $18 \div 6$

$$\begin{array}{r}
 3 \\
 6 \overline{) 18} \\
 - 18 \\
 \hline
 00
 \end{array}$$

(4) $24 \div 8$

$$\begin{array}{r}
 3 \\
 8 \overline{) 24} \\
 - 24 \\
 \hline
 00
 \end{array}$$

(5) $40 \div 5$

$$\begin{array}{r}
 8 \\
 5 \overline{) 40} \\
 - 40 \\
 \hline
 00
 \end{array}$$

The inter-relationship between division and multiplication

F.A.–Oral

1.

$$7 \times 5 = 35$$

$$35 \div 7 = 5 \quad 35 \div 5 = 7$$

$$5 \times 9 = 45$$

$$45 \div 5 = 9 \quad 45 \div 9 = 5$$

$$6 \times 4 = 24$$

$$24 \div 6 = 4 \quad 24 \div 4 = 6$$

$$7 \times 6 = 42$$

$$42 \div 7 = 6 \quad 42 \div 6 = 7$$

$$8 \times 7 = 56$$

$$56 \div 8 = 7 \quad 56 \div 7 = 8$$

$$7 \times 9 = 63$$

$$63 \div 7 = 9 \quad 63 \div 9 = 7$$

Dividing a two-digit number by a single-digit number

F.A.–Class Work

1.

$$(1) \quad \begin{array}{r} 15 \\ 5 \overline{) 75} \\ - 5 \downarrow \\ \hline 25 \\ - 25 \\ \hline 00 \end{array}$$

Dividend = 75
Divisor = 5
Quotient = 15
Remainder = 0

$$(2) \quad \begin{array}{r} 13 \\ 4 \overline{) 52} \\ - 4 \downarrow \\ \hline 12 \\ - 12 \\ \hline 00 \end{array}$$

Dividend = 52
Divisor = 4
Quotient = 13
Remainder = 0

$$(3) \quad \begin{array}{r} 14 \\ 3 \overline{) 44} \\ - 3 \downarrow \\ \hline 14 \\ - 12 \\ \hline 02 \end{array}$$

Dividend = 44
Divisor = 3
Quotient = 14
Remainder = 2

$$(4) \quad \begin{array}{r} 11 \\ 8 \overline{) 92} \\ - 8 \downarrow \\ \hline 12 \\ - 8 \\ \hline 4 \end{array}$$

Dividend = 92
Divisor = 8
Quotient = 11
Remainder = 4

$$\begin{array}{r}
 14 \\
 (5) \ 6 \overline{) 85} \\
 \underline{- 6 \downarrow} \\
 25 \\
 \underline{- 24} \\
 01
 \end{array}$$

Dividend = 85
 Divisor = 6
 Quotient = 14
 Remainder = 1

$$\begin{array}{r}
 13 \\
 (6) \ 7 \overline{) 92} \\
 \underline{- 7 \downarrow} \\
 22 \\
 \underline{- 21} \\
 01
 \end{array}$$

Dividend = 92
 Divisor = 7
 Quotient = 13
 Remainder = 1

$$\begin{array}{r}
 19 \\
 (7) \ 3 \overline{) 58} \\
 \underline{- 3 \downarrow} \\
 28 \\
 \underline{- 27} \\
 01
 \end{array}$$

Dividend = 58
 Divisor = 3
 Quotient = 19
 Remainder = 1

$$\begin{array}{r}
 15 \\
 (8) \ 5 \overline{) 75} \\
 \underline{- 5 \downarrow} \\
 25 \\
 \underline{- 25} \\
 00
 \end{array}$$

Dividend = 75
 Divisor = 5
 Quotient = 15
 Remainder = 0

Dividing a two-digit number by a single-digit number

Class Work

1.	(1) $33 \div 5$	(2) $41 \div 8$	(3) $51 \div 7$	(4) $80 \div 9$
	$ \begin{array}{r} 6 \\ 5 \overline{) 33} \\ \underline{- 30} \\ 3 \end{array} $	$ \begin{array}{r} 5 \\ 8 \overline{) 41} \\ \underline{- 40} \\ 1 \end{array} $	$ \begin{array}{r} 7 \\ 7 \overline{) 51} \\ \underline{- 49} \\ 2 \end{array} $	$ \begin{array}{r} 8 \\ 9 \overline{) 80} \\ \underline{- 72} \\ 8 \end{array} $

(5) $90 \div 2$	(6) $79 \div 3$	(7) $93 \div 2$	(8) $48 \div 4$
$ \begin{array}{r} 45 \\ 2 \overline{) 90} \\ \underline{- 8 \downarrow} \\ 10 \\ \underline{- 10} \\ 00 \end{array} $	$ \begin{array}{r} 26 \\ 3 \overline{) 79} \\ \underline{- 6 \downarrow} \\ 19 \\ \underline{- 18} \\ 01 \end{array} $	$ \begin{array}{r} 46 \\ 2 \overline{) 93} \\ \underline{- 8 \downarrow} \\ 13 \\ \underline{- 12} \\ 01 \end{array} $	$ \begin{array}{r} 12 \\ 4 \overline{) 48} \\ \underline{- 4 \downarrow} \\ 08 \\ \underline{- 8} \\ 0 \end{array} $
(9) $33 \div 3$	(10) $64 \div 2$	(11) $55 \div 4$	(12) $49 \div 3$
$ \begin{array}{r} 11 \\ 3 \overline{) 33} \\ \underline{- 3 \downarrow} \\ 03 \\ \underline{- 3} \\ 0 \end{array} $	$ \begin{array}{r} 32 \\ 2 \overline{) 64} \\ \underline{- 6 \downarrow} \\ 04 \\ \underline{- 4} \\ 0 \end{array} $	$ \begin{array}{r} 13 \\ 4 \overline{) 55} \\ \underline{- 4 \downarrow} \\ 15 \\ \underline{- 12} \\ 03 \end{array} $	$ \begin{array}{r} 16 \\ 3 \overline{) 49} \\ \underline{- 3 \downarrow} \\ 19 \\ \underline{- 18} \\ 01 \end{array} $

Dividing zero by a non-zero number

S. A. – Class Work

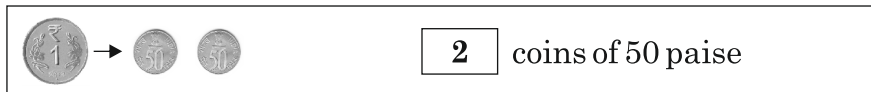
1.	(1) $50 \div 5$	(2) $90 \div 9$	(3) $60 \div 3$	(4) $40 \div 2$
	$ \begin{array}{r} 10 \\ 5 \overline{) 50} \\ \underline{- 5 \downarrow} \\ 00 \\ \underline{- 0} \\ 00 \end{array} $	$ \begin{array}{r} 10 \\ 9 \overline{) 90} \\ \underline{- 9 \downarrow} \\ 00 \\ \underline{- 0} \\ 00 \end{array} $	$ \begin{array}{r} 20 \\ 3 \overline{) 60} \\ \underline{- 6 \downarrow} \\ 00 \\ \underline{- 0} \\ 00 \end{array} $	$ \begin{array}{r} 20 \\ 2 \overline{) 40} \\ \underline{- 4 \downarrow} \\ 00 \\ \underline{- 0} \\ 00 \end{array} $
	(5) $0 \div 2$	(6) $30 \div 3$	(7) $50 \div 5$	(8) $0 \div 7$
	$ \begin{array}{r} 0 \\ 2 \overline{) 0} \\ \underline{- 0} \\ 0 \end{array} $	$ \begin{array}{r} 10 \\ 3 \overline{) 30} \\ \underline{- 3 \downarrow} \\ 00 \\ \underline{- 0} \\ 00 \end{array} $	$ \begin{array}{r} 10 \\ 5 \overline{) 50} \\ \underline{- 5 \downarrow} \\ 00 \\ \underline{- 0} \\ 00 \end{array} $	$ \begin{array}{r} 0 \\ 7 \overline{) 0} \\ \underline{- 0} \\ 0 \end{array} $

7. Coins and Notes

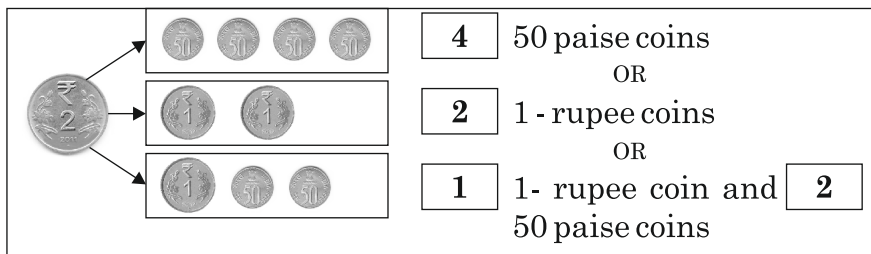
Exchanging big coins and notes for smaller ones

F. A. – Class Work

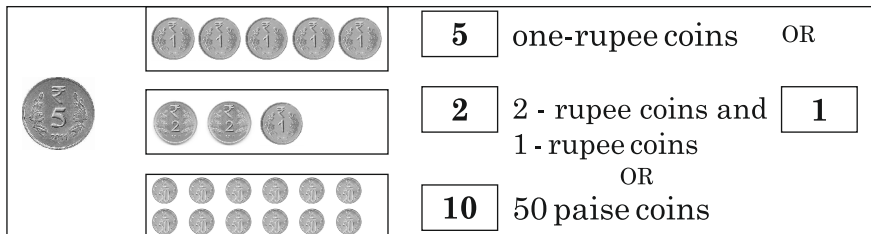
1. The change for 1 rupee is



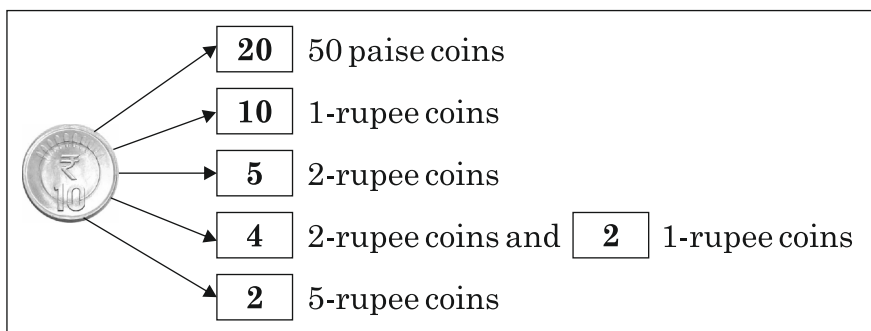
2. The change for 2 rupee is



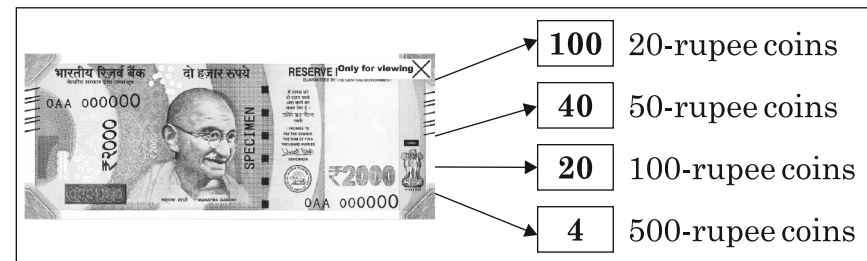
3. The change for a 5-rupee coin is



4. The change for a 10-rupee coin is

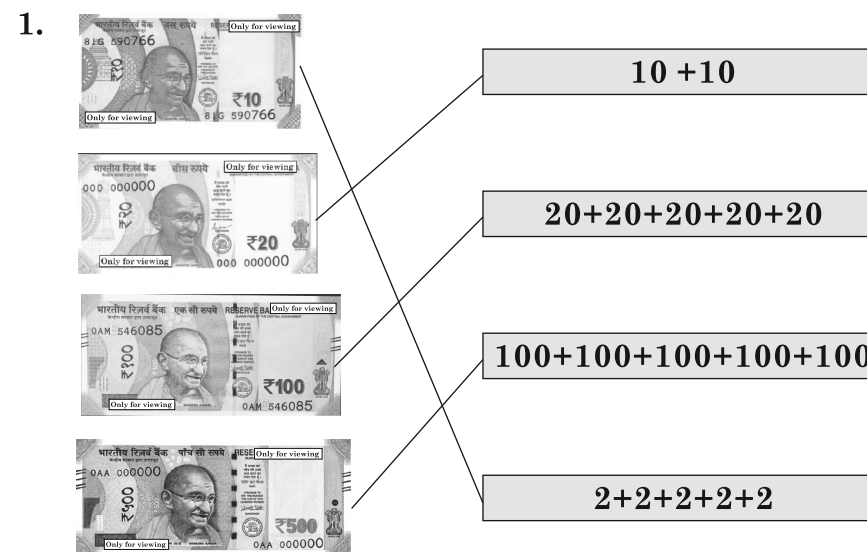


5. The change for a 2000- rupee note is

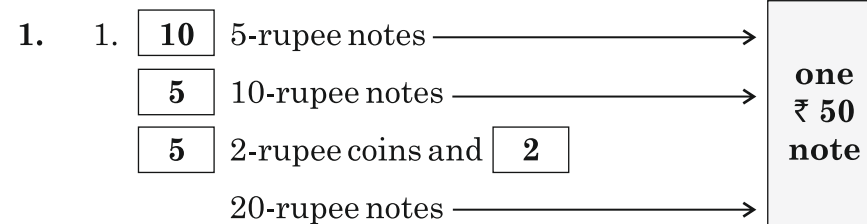


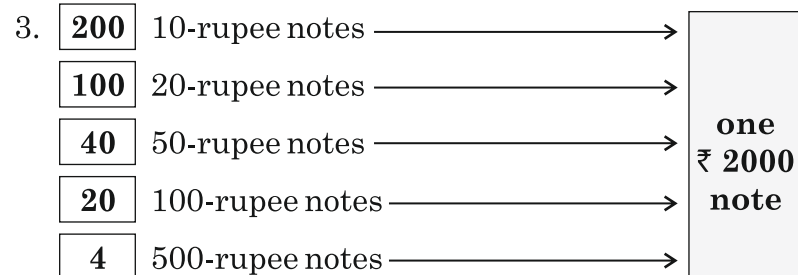
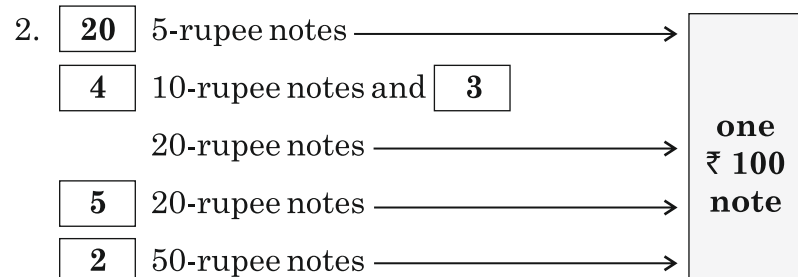
Small notes and coins can also be exchanged for a single bigger note or coin.

S. A. – Home Work



S. A. – Home Work





Note: Teacher please change Q.1. (3) to ₹ 2000 note.

4. Ajay has

₹ 200	–	1 notes
₹ 100	–	1 notes
₹ 50	–	2 notes
₹ 20	–	5 notes
₹ 500	–	9 notes

5. Swati has

₹ 100	–	2 notes
₹ 50	–	4 notes
₹ 20	–	5 notes

6. Nandu has

₹ 200	–	4 notes
₹ 100	–	2 notes

7. Salma has

₹ 100	–	9 notes
₹ 50	–	2 notes

8. The value of a 100-rupee note is 10 times that of a 10-rupee note.

The value of a 100-rupee note is 2 times that of a 50-rupee note.

9. The value of a 500-rupee note is 5 times that of a 100-rupee note.

The value of a 500-rupee note is 10 times that of a 50-rupee note.

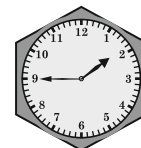
10. The value of a 2000-rupee note is 4 times that of a 500-rupee note.

The value of a 2000-rupee note is 20 times that of a 100-rupee note.

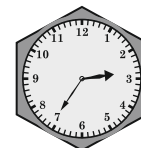
8. Measuring Time

F. A. – Class Work

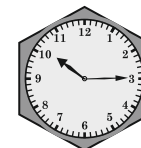
1.



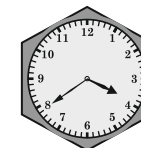
45 minutes
past 1



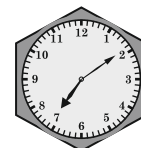
35 minutes
past 2



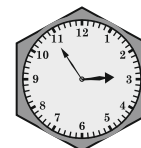
15 minutes
past 10



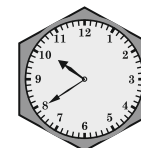
40 minutes
past 3



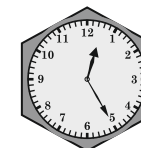
10 minutes
past 7



55 minutes
past 2

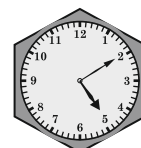


40 minutes
past 10

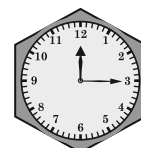


25 minutes
past 12

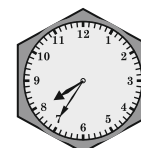
2.



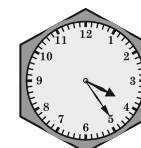
10 minutes
past 5



15 minutes
past 12



35 minutes
past 8



25 minutes
past 4



40 minutes
past 2



45 minutes
past 6



55 minutes
past 2



15 minutes
past 6

Using the terms ‘a quarter past’, ‘half past’ and ‘a quarter to’

S. A. – Class Work

1. (1) Quarter past 3 = 15 minutes past 3
- (2) 15 minutes past 4 = **quarter past 4.**
- (3) Quarter past 5 = **15** minutes past **5**
- (4) 45 minutes past 6 = **quarter to 7.**
- (5) Quarter to 10 = **15** minutes past **10**
- (6) 30 minutes past 9 = **half past 9.**

2.

24-hour method	12-hour method
(1) 20 : 10	(a) 10 minutes past 7 pm
(2) 19 : 10	(b) 10 minutes past 5 pm
(3) 17 : 10	(c) 10 minutes past 11 pm
(4) 23 : 10	(d) 10 minutes past 8 pm

The Calendar : Revision

F. A. – Class Work

1. 1. 31 days 2. 3rd Week 3. 4 Monday
4. 7, 14, 21, 28 5. Sunday, Friday and Saturday
6. 7 days
2. 1. 10 days 2. 20 days 3. 6 days 4. 31 days

F. A. – Class Work

1. (1) November (2) 2014
(3) 5 Sundays (4) 1, 8, 15, 22, 29
(5) It is a Wednesday (6) Sunday and Saturday
(7) 2 Fridays occur after 19th (8) 11
(9) 24 (10) 30 days
2. (1) 28 or 29 (2) 365 (3) 366
3. (1) 28 days (2) 28 days (3) 29 days (4) 29 days
4. [To be done by students.]

BOOK - III

Part - II

9. Word Problems : Addition and Subtraction

F. A. – Class Work

1. 1.

		Method
What information is given?	Trees planted	Sweet lime trees 143 Chikoo trees 156
What is asked?	Total number of trees	143 + 156 299
What method should be used?	Addition	
Baburao planted 299 trees in all.		

2.

		Method
What information is given?	The cost of books	Cost of book ₹ 245 Cost of note book ₹ 178
What is asked?	Total cost	245 + 178 423
What method should be used?	Addition	
Priyanka spent ₹ 423 in all.		

3.

		Method
What information is given?	Book in the library	Story books 1230 Poetry books 150
What is asked?	Total number of books	1230 + 150 1380
What method should be used?	Addition	
There are 1380 books in all.		

4.

		Method
What information is given?	People came to watch the circus	Children 1310 Women 1505 Men 790
What is asked?	Total number of people	1310 + 1505 790 3605
What method should be used?	Addition	
3605 people came in all to watch the circus.		

5.

		Method
What information is given?	Money deposited in the banks	1 st Bank ₹ 18,000 2 nd Bank ₹ 15,000
What is asked?	Total amount deposited	18,000 + 15,000 33,000
What method should be used?	Addition	
Ajay deposited ₹ 33,000 deposited in the banks.		

6.

		Method
What information is given?	Amount to pay the shopkeeper	Refrigerator ₹ 13,750 Cupboard ₹ 8,999
What is asked?	Total amount paid	
What method should be used?	Addition	$ \begin{array}{r} 13,750 \\ + 8,999 \\ \hline 22,749 \end{array} $
We must pay ₹ 22,749 to the shopkeeper.		

F. A. – Class Work

1. 1.

		Method
What information is given?	Abdul had 720 beads Sold 648 beads	$ \begin{array}{r} 6 \ 11 \ 10 \\ \cancel{7} \ \cancel{2} \ \cancel{0} \\ - 6 \ 4 \ 8 \\ \hline 0 \ 7 \ 2 \end{array} $
What is asked?	How many beads left with Abdul	
What method should be used?	Subtraction	
There are 72 beads left with Abdul.		

2.

		Method
What information is given?	Tables worth ₹ 6350 Chairs worth ₹ 3800	$ \begin{array}{r} 5 \ 13 \\ \cancel{6} \ \cancel{3} \ 5 \ 0 \\ - 3 \ 8 \ 0 \ 0 \\ \hline 2 \ 5 \ 5 \ 0 \end{array} $
What is asked?	How much more does the table cost?	
What method should be used?	Subtraction	
The fertilizer cost ₹ 1068 than the seeds.		

3.

		Method
What information is given?	Seeds worth ₹ 3587 Chairs worth ₹ 4655	$ \begin{array}{r} 5 \ 14 \ 15 \\ 4 \ \cancel{5} \ \cancel{8} \ \cancel{7} \\ - 3 \ 5 \ 8 \ 7 \\ \hline 1 \ 0 \ 6 \ 8 \end{array} $
What is asked?	How much does the fertilizers cost than the seeds	
What method should be used?	Subtraction	
The fertilizer cost ₹ 1068 than the seeds.		

4.

		Method
What information is given?	Electricity units on 1 st June 03452 Units on 1 st July 03531	$ \begin{array}{r} 4 \ 12 \ 11 \\ 0 \ 3 \ \cancel{4} \ \cancel{5} \ \cancel{2} \\ - 0 \ 3 \ 4 \ 5 \ 2 \\ \hline 0 \ 0 \ 0 \ 7 \ 9 \end{array} $
What is asked?	How many units used in June?	
What method should be used?	Subtraction	
Units used in June is 79.		

5.

		Method
What information is given?	In 2001 population 62,947 2011 population 74,405	$ \begin{array}{r} 3\ 13\ 9\ 15 \\ 7\ \cancel{4}\ \cancel{4}\ \cancel{0}\ \cancel{5} \\ -\ 6\ 2\ 9\ 4\ 7 \\ \hline 1\ 1\ 4\ 5\ 8 \end{array} $
What is asked?	How much population increased?	
What method should be used?	Subtraction	
The population increased by 11,458.		

6.

		Method
What information is given?	Seating capacity in a stadium 20,750 Spectators attended 19,500	$ \begin{array}{r} 1\ 10 \\ \cancel{2}\ \cancel{0}\ 7\ 5\ 0 \\ -\ 1\ 9\ 5\ 0\ 0 \\ \hline 1\ 2\ 5\ 0 \end{array} $
What is asked?	How many seats vacant	
What method should be used?	Subtraction	
1,250 seats remained vacant.		

Addition and Subtraction : Mixed Problems

F. A. – Class Work

1.

		Method
What is asked?	Spend on packing and transport	$ \begin{array}{r} 1\ 1\ 1\ 1 \\ 2\ 7\ 6\ 5\ 8 \\ +\ 1\ 6\ 4\ 7\ 8 \\ \hline 4\ 4\ 1\ 3\ 6 \end{array} $
What information is given?	Spent total ₹ 47,000 Computer ₹ 27,658 Printer & Scanner ₹ 16,478	$ \begin{array}{r} 6\ 9\ 9\ 10 \\ 4\ \cancel{7}\ \cancel{0}\ \cancel{0}\ \cancel{0} \\ -\ 4\ 4\ 1\ 3\ 6 \\ \hline 2\ 8\ 6\ 4 \end{array} $
What will you do first?	Add computer and printer & scanner cost	
What will you do next?	Subtract this sum from the total amount spent	
Rohan spent ₹ 2,864 on packing and transport.		

2.

		Method
What is asked?	The number of other saplings	$ \begin{array}{r} 1\ 1\ 1 \\ 1\ 2\ 7\ 8\ 9 \\ +\ 1\ 0\ 4\ 2\ 3 \\ \hline 2\ 3\ 2\ 1\ 2 \end{array} $
What information is given?	Total saplings 32,140 Mango saplings 12,789 Teak saplings 10,423	
What will you do first?	Add Mango and Teak saplings	$ \begin{array}{r} 2\ 11\ 11\ 3\ 10 \\ \cancel{3}\ \cancel{2}\ \cancel{1}\ \cancel{4}\ \cancel{0} \\ -\ 2\ 3\ 2\ 1\ 2 \\ \hline 8\ 9\ 2\ 8 \end{array} $
What will you do next?	Subtract this sum from the total number of saplings	
There were 8,928 other saplings.		

3.

		Method
What is asked?	The number of seat remained vacant	
What information is given?	Total seating capacity 20,750 Women 8,500 Men 11,200	$ \begin{array}{r} 8\ 5\ 0\ 0 \\ +\ 1\ 1\ 2\ 0\ 0 \\ \hline 1\ 9\ 7\ 0\ 0 \end{array} $
What will you do first?	Add women and men	$ \begin{array}{r} 1\ 10 \\ \cancel{2}\ \cancel{0}\ 7\ 5\ 0 \\ -\ 1\ 9\ 7\ 0\ 0 \\ \hline 1\ 0\ 5\ 0 \end{array} $
What will you do next?	Subtract this sum from the total seating capacity	
1,050 seats remained vacant.		

4.

		Method
What is asked?	How much money did Rambhau have left	
What information is given?	Rambhau had ₹ 15,000 Fodder worth ₹ 8,570 Animal feed ₹ 4,950	$ \begin{array}{r} 1\ 1\ 1 \\ 8\ 5\ 7\ 0 \\ +\ 4\ 9\ 5\ 0 \\ \hline 1\ 3\ 5\ 2\ 0 \end{array} $
What will you do first?	Add fodder and Animal feed	$ \begin{array}{r} 4\ 9\ 10 \\ 1\ \cancel{5}\ \cancel{0}\ \cancel{0}\ 0 \\ -\ 1\ 3\ 5\ 2\ 0 \\ \hline 1\ 4\ 8\ 0 \end{array} $
What will you do next?	Subtract this sum from the total money Rambhau had	
Rambhau had ₹ 1,480 left.		

5.

		Method
What is asked?	Money still remains	1
What information is given?	Donated to a hospital ₹ 75,000 Equipments ₹ 47,500 Medicines ₹ 18,240	$ \begin{array}{r} 4\ 7\ 5\ 0\ 0 \\ +\ 1\ 8\ 2\ 4\ 0 \\ \hline 6\ 5\ 7\ 4\ 0 \end{array} $
What will you do first?	Add equipments and medicines	$ \begin{array}{r} 6\ 14\ 9\ 10 \\ \cancel{7}\ \cancel{5}\ \cancel{0}\ \cancel{0}\ 0 \\ -\ 6\ 5\ 7\ 4\ 0 \\ \hline 9\ 2\ 6\ 0 \end{array} $
What will you do next?	Subtract this sum from the donated amount	
₹ 9,250 money still remains.		

Making problems based on the given information and solving them

F.A. – Class Work

1. 1.

	Method
‘A’ company’s washing machine costs ₹ 19,999 and ‘B’ company’s washing machine costs ₹ 21,550. Which company’s washing machine is more expensive	$ \begin{array}{r} 1\ 10\ 14\ 14\ 10 \\ \cancel{2}\ \cancel{1}\ \cancel{9}\ \cancel{9}\ \cancel{9} \\ -\ 1\ 9\ 9\ 9\ 9 \\ \hline 1\ 5\ 5\ 1 \end{array} $
‘B’ company’s washing machine costs ₹ 1,551 more.	

2.

	Method
Shayam got ₹ 3,900 worth of folder and ₹ 2,570 worth of other animal feed. Total how much did Shayam spent?	$ \begin{array}{r} 1 \\ 3 \ 9 \ 0 \ 0 \text{ folder} \\ + \ 2 \ 5 \ 7 \ 0 \text{ animal feed} \\ \hline 6 \ 4 \ 7 \ 0 \end{array} $
Shayam spent ₹ 6,470 in all.	

3.

	Method
The population of town 'Y' is 76,560 and the population of town 'Z' is 57,940. Which town had more population and by how much?	$ \begin{array}{r} 6 \ 15 \ 15 \\ \cancel{7} \ \cancel{6} \ \cancel{5} \ 6 \ 0 \text{ Town 'Y'} \\ - \ 5 \ 7 \ 9 \ 4 \ 0 \text{ Town 'Z'} \\ \hline 1 \ 8 \ 6 \ 2 \ 0 \end{array} $
The population of town 'Y' is more by 18,620.	

4.

	Method
Sita got flight ticket from Mumbai to Tokyo, ₹ 35,840 and she got another ticket from Tokyo to Los Angeles ₹ 38,760. How much did Sita spent in all?	$ \begin{array}{r} 1 \ 1 \ 1 \\ 3 \ 5 \ 8 \ 4 \ 0 \text{ Mumbai to Tokyo} \\ + \ 3 \ 8 \ 7 \ 6 \ 0 \text{ Tokyo to Los Angeles} \\ \hline 7 \ 4 \ 6 \ 0 \ 0 \end{array} $
Sita spent ₹ 74, 600 in all for the flight tickets.	

5.

	Method
Cost of a new motorcycle, is ₹ 46,530 and cost of an old motorcycle is ₹ 8,500. What is the difference of cost between both the motorcycle.	$ \begin{array}{r} 3 \ 16 \\ \cancel{4} \ \cancel{6} \ 5 \ 3 \ 0 \text{ New} \\ - \ 8 \ 5 \ 0 \ 0 \text{ Old} \\ \hline 3 \ 8 \ 0 \ 3 \ 0 \end{array} $
The difference of cost is ₹ 38,030.	

Making problems based on the given information and solving them

F. A. – Class Work

1. 1.

	Method
A School order 17,500 maths books and 13,250 science books. How many books did the school have in all.	$ \begin{array}{r} 1 \\ 1 \ 7 \ 5 \ 0 \ 0 \text{ Maths Books} \\ + \ 1 \ 3 \ 2 \ 5 \ 0 \text{ Science Books} \\ \hline 3 \ 0 \ 7 \ 5 \ 0 \end{array} $
School had 30,750 books in all.	

2.

	Method
The distance from Pune to Mumbai is 192 kilometres and the distance from Pune to Kolhapur is 235 kilometres. What is the total distance from Kolhapur to Mumbai.	$ \begin{array}{r} 1 \\ 1 \ 9 \ 2 \text{ Pune to Mumbai} \\ + \ 2 \ 3 \ 5 \text{ Pune to Kolhapur} \\ \hline 4 \ 2 \ 7 \end{array} $
Distance from Kolhapur to Mumbai is 427 kilometres.	

3.

	Method
The capacity of water tank 'B' is 38,500 litres and the capacity of water tank 'C' is 22,750 litres. Which tank has more water and by how much?	$ \begin{array}{r} 7\ 14\ 10 \\ 3\ \cancel{8}\ \cancel{5}\ \cancel{0}\ 0\ \text{'B' tank} \\ -\ 2\ 2\ 7\ 5\ 0\ \text{'C' tank} \\ \hline 1\ 5\ 7\ 5\ 0 \end{array} $
The water in 'B' tank is more by 15,750 litres.	

4.

	Method
Rambhau bought hay worth ₹ 2,750 and animal feed worth ₹ 3,900. How many rupees did he spend altogether?	$ \begin{array}{r} 1 \\ 2\ 7\ 5\ 0\ \text{Hay} \\ +\ 3\ 9\ 0\ 0\ \text{Animal feed} \\ \hline 6\ 6\ 5\ 0 \end{array} $
Rambhau spend ₹ 6,650 altogether.	

5.

	Method
Roshni bought a T.V. worth ₹ 15,750 and a dish antenna worth ₹ 3,575. How much did Roshni spend altogether?	$ \begin{array}{r} 1\ 1 \\ 1\ 5\ 7\ 5\ 0\ \text{T.V.} \\ +\ 3\ 5\ 7\ 5\ \text{Dish antenna} \\ \hline 1\ 9\ 3\ 2\ 5 \end{array} $
Roshini spend ₹ 19,325 altogether.	

6.

	Method
What is the difference between the biggest five-digit number and the biggest four-digit number?	$ \begin{array}{r} 9\ 9\ 9\ 9\ 9 \\ -\ 9\ 9\ 9\ 9 \\ \hline 9\ 0\ 0\ 0\ 0 \end{array} $
The difference is 90,000.	

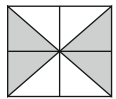
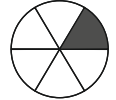
10. Fractions

F. A. – Class Work

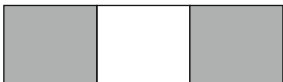
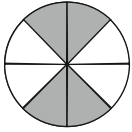
1.

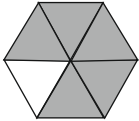
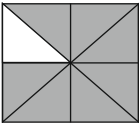
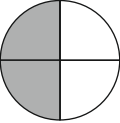
Fractions	Addition	Multiplication	How many times
$\frac{3}{4}$	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$	$\frac{1}{4} \times 3$	3 times $\frac{1}{4}$
$\frac{3}{7}$	$\frac{1}{7} + \frac{1}{7} + \frac{1}{7}$	$\frac{1}{7} \times 3$	3 times $\frac{1}{7}$
$\frac{5}{6}$	$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$	$\frac{1}{6} \times 5$	5 times $\frac{1}{6}$

2.

Shape	Shaded fraction	Read as	Unshaded fraction	Read as
	$\frac{4}{8}$	Four upon eight	$\frac{4}{8}$	Four upon eight
	$\frac{2}{5}$	Two upon five	$\frac{3}{5}$	Three upon five
	$\frac{1}{6}$	One upon six	$\frac{5}{6}$	Five upon six
	$\frac{2}{7}$	Two upon seven	$\frac{5}{7}$	Five upon seven

3.

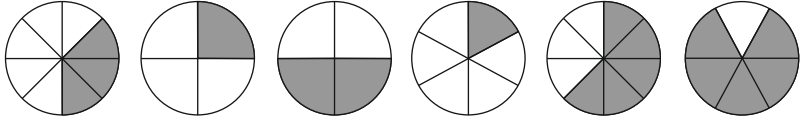
1.  Two thirds $\frac{2}{3}$	2.  Four upon eight $\frac{4}{8}$
--	---

3.  Five sixths $\frac{5}{6}$	4.  Two upon seven $\frac{2}{7}$
5.  Seven upon eight $\frac{7}{8}$	6.  Two upon four $\frac{2}{4}$

4. $\frac{3}{7}$, 3 is the numerator
7 is the denominator
- $\frac{8}{11}$, 8 is the numerator
11 is the denominator
- $\frac{4}{5}$, 4 is the numerator
5 is the denominator
- $\frac{7}{13}$, 7 is the numerator
13 is the denominator
- $\frac{2}{9}$, 2 is the numerator
9 is the denominator
- $\frac{5}{8}$, 5 is the numerator
8 is the denominator
- $\frac{4}{7}$, 4 is the numerator
7 is the denominator
- $\frac{13}{16}$, 13 is the numerator
16 is the denominator

5. 1. Two and three quarters
2. Three and a quarter
3. Eleven and a half
4. Five and three quarters
5. Nine and a half
6. Eight and a quarter

F. A. – Class Work

1. 

$\frac{3}{8}$

$\frac{1}{4}$

$\frac{2}{4}$

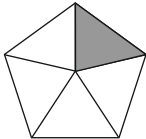
$\frac{1}{6}$

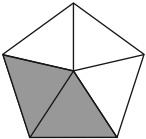
$\frac{5}{8}$

$\frac{5}{6}$

Fractions with equal denominators		Fractions with different denominators
(1) $\frac{2}{5}, \frac{3}{5}$	(2) $\frac{5}{7}, \frac{4}{7}$	(3) $\frac{7}{9}, \frac{7}{11}$ (4) $\frac{13}{16}, \frac{9}{17}$
(6) $\frac{11}{19}, \frac{9}{19}$	(7) $\frac{1}{22}, \frac{5}{22}$	(5) $\frac{6}{15}, \frac{15}{17}$
(8) $\frac{9}{64}, \frac{11}{64}$		

3. (1) $\frac{3}{7}, \frac{4}{7}, \frac{5}{7}$ (2) $\frac{4}{8}, \frac{5}{8}, \frac{6}{8}$ (3) $\frac{6}{11}, \frac{7}{11}, \frac{8}{11}$
- (4) $\frac{10}{17}, \frac{11}{17}, \frac{12}{17}$ (5) $\frac{13}{19}, \frac{14}{19}, \frac{15}{19}$

4. (1)  $\frac{1}{5}$

(2)  $\frac{2}{5}$

$\frac{2}{5} > \frac{1}{5}$ since $2 > 1$ and the denominators are equal.

F. A. – Class Work

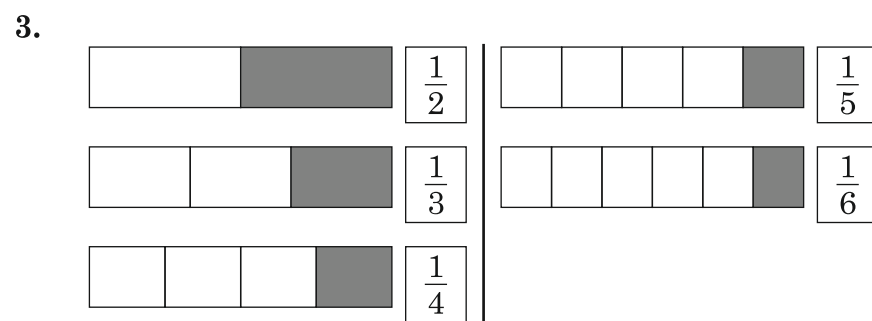
1. 1. Four and three quarters $4\frac{3}{4}$
2. Ten and a half $10\frac{1}{2}$
3. Fourteen and three quarters $14\frac{3}{4}$

4. Seven and one quarter $7\frac{1}{4}$
5. Eighteen and a half $18\frac{1}{2}$
6. Nine and one quarter $9\frac{1}{4}$
7. Seven and a half $7\frac{1}{2}$
8. Five and three quarters $5\frac{3}{4}$

2. (1) Five and seven upon fifteen. = $5\frac{7}{15}$
- (2) Nine and three upon five. = $9\frac{3}{5}$
- (3) Thirteen and nine upon thirteen. = $13\frac{9}{13}$
- (4) One and two upon five. = $1\frac{2}{5}$

Comparing fractions

Home Work



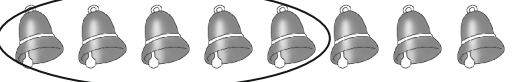
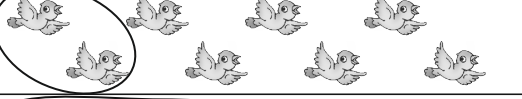
4. 1. $\frac{1}{3}$ 2. $\frac{1}{6}$ 3. $\frac{1}{5}$

5. $\frac{1}{3} < \frac{1}{2}$; $\frac{1}{3} > \frac{1}{4}$; $\frac{1}{5} < \frac{1}{3}$; $\frac{1}{2} > \frac{1}{3} > \frac{1}{4} > \frac{1}{5} > \frac{1}{6}$
6. Value of the fraction decreases.
7. $\frac{1}{9}$ is smaller since $9 > 6$.
8. $\frac{1}{8} > \frac{1}{10}$, $\frac{1}{5} < \frac{1}{3}$, $\frac{1}{4} < \frac{1}{2}$, $\frac{1}{3} = \frac{1}{3}$,
 $\frac{1}{15} > \frac{1}{20}$, $\frac{1}{20} < \frac{1}{15}$, $\frac{1}{200} < \frac{1}{100}$
9. $\frac{1}{2}$ is half of the fruit, $\frac{1}{4}$ is quarter of the fruit (half of the half)

Fractions related to sets

F. A. – Class Work

1.	Fractions	Set
	$\frac{1}{2}$	
	$\frac{2}{3}$	
	$\frac{3}{4}$	
	$\frac{2}{4}$	
	$\frac{1}{5}$	
	$\frac{3}{5}$	

2.	Fractions	Set
	$\frac{3}{7}$	
	$\frac{5}{8}$	
	$\frac{1}{3}$	
	$\frac{2}{5}$	
	$\frac{5}{6}$	
	$\frac{3}{5}$	
	$\frac{1}{4}$	
	$\frac{2}{3}$	

11. Measurement

F. A. – Class Work

- [To be done by students.]
- [To be done by students.]
- [To be done by students.]
- (1) 50 mm (2) 1 cm (3) 70 mm
(4) 13 cm (5) 80 mm (6) 9 cm

S. A.

- $10 \text{ mm} = 1 \text{ cm}$
 $\therefore 100 \div 10 = 10$
 $\therefore 100 \text{ m} = 10 \text{ cm}$
 - $10 \text{ mm} = 1 \text{ cm}$
 $\therefore 70 \div 10 = 7$
 $\therefore 70 \text{ mm} = 7 \text{ cm}$
 - $10 \text{ mm} = 1 \text{ cm}$
 $\therefore 30 \div 10 = 3$
 $\therefore 30 \text{ mm} = 3 \text{ cm}$
 - $10 \text{ mm} = 1 \text{ cm}$
 $\therefore 40 \div 10 = 4$
 $\therefore 40 \text{ mm} = 4 \text{ cm}$
 - $10 \text{ mm} = 1 \text{ cm}$
 $\therefore 80 \div 10 = 8$
 $\therefore 80 \text{ mm} = 8 \text{ cm}$
- $1 \text{ cm} = 10 \text{ mm}$
 $13 \times 10 = 130$
 $13 \text{ cm} = 130 \text{ mm}$
 - $1 \text{ cm} = 10 \text{ mm}$
 $8 \times 10 = 80$
 $8 \text{ cm} = 80 \text{ mm}$
 - $1 \text{ cm} = 10 \text{ mm}$
 $22 \times 10 = 220$
 $22 \text{ cm} = 220 \text{ mm}$

Introducing 'kilometre'

F. A. – Class Work

1. Wardha 2. 24 kms 3. 47 kms 4. 62 kms
- (i) (1) 50 cm (2) 750 m (3) 25 cm
(4) 250 m (5) 500 m (6) 75 cm

- (ii) (1) 300 centimetres (2) 3000 metres
 (3) 250 centimetres (4) 40 millimetres
 (5) 4000 metres (6) 20 millimetres

S.A.

1. (1) 300 (2) 8 (3) 2 (4) 600 (5) 1600 (6) 3

2. (2) $1000 \text{ m} = 1 \text{ km}$
 $20000 \div 1000 = 20$
 $20000 \text{ m} = 20 \text{ km}$
- (3) $1000 \text{ m} = 1 \text{ km}$
 $1000 \div 1000 = 1$
 $1000 \text{ m} = 1 \text{ km}$

- (4) $1000 \text{ m} = 1 \text{ km}$
 $5000 \div 1000 = 5$
 $5000 \text{ m} = 5 \text{ km}$

F.A. – Class Work

1. 1. $1 \text{ metre} = 100 \text{ cm}$
 $7 \text{ metre} = 100 \times 7 \text{ cm}$
 $= 700 \text{ cm}$

2. $1 \text{ kilometre} = 1000 \text{ m}$
 $8 \text{ km} = 1000 \times 8 \text{ m}$
 $= 8000 \text{ metres}$

3. $1 \text{ centimetre} = 10 \text{ millimetres}$
 $9 \text{ centimetre} = 10 \times 6 \text{ millimetres}$
 $= 60 \text{ millimetres}$

4. $5 \frac{1}{2} \text{ metres} = 5 \text{ m} + \frac{1}{2} \text{ m}$
 $= 500 \text{ cm} + 50 \text{ cm}$
 $= 550 \text{ cm}$

5. $1 \text{ km} = 1000 \text{ m}$
 $11 \text{ km} = 1000 \times 11 \text{ m}$
 $= 11000 \text{ m}$

6. $1 \text{ centimetre} = 10 \text{ millimetres}$
 $4 \text{ centimetre} = 10 \times 4 \text{ millimetres}$
 $= 40 \text{ millimetres}$

7. $1 \text{ metre} = 100 \text{ cm}$
 $8 \text{ metre} = 100 \times 8 \text{ cm}$
 $= 800 \text{ cm}$

8. $1 \text{ km} = 1000 \text{ m}$
 $8 \text{ km} = 1000 \times 8 \text{ m}$
 $= 8000 \text{ m}$

2. (1) 2000 m (2) 50 mm (3) 800 cm
 (4) 110 mm (5) 900 cm (6) 12000 m

3. 1. 530 centimetres = m centimetres
 2. 1240 metres = km metres
 3. 845 centimetres = m centimetres
 4. 1250 centimetres = m centimetres
 5. 2275 metres = km metres
 6. 4090 metres = km metres

Mass (Weight)

1. 1. 3000 grams 2. 1500 grams
 3. 1250 grams 4. 3750 grams
 5. The shopkeeper will use three 1 kg and one 500 grams in order to weight three and a half kilograms of wheat.

Mass (Weight)

F.A. – Class Work

1. 1. 10 weights of 100 grams is 1000 grams.
 2. 5 weights of 200 grams is 1000 grams.
 3. 2 weights of 500 grams is 1000 grams.
2. [To be done by students.]

Volume and capacity

1. a. 1 litre = 1000 millilitres.
 - b. 2 litres = $2 \times 1000 =$ 2000 millilitres.
 - c. 4 litres = 4000 millilitres.
 - d. 15 litres = 15000 millilitres.
2. 3750 millilitres
 3. 1500 millilitres
 4. 1250 millilitres
 5. Will use three times 1 litre measure and one time 500 ml measure.

Measure	200 ml	50 ml	100 ml	500 ml
How many times	5	20	10	2

S.A.

1.	(2) 1 l = 1000 ml $8 \times 1000 = 8000$ 8 l = 8000 ml	(3) 1 l = 1000 ml $9 \times 1000 = 9000$ 9 l = 9000 ml
	(4) 1 l = 1000 ml $15 \times 1000 = 15000$ 15 l = 15000 ml	

2.	(2) 1000 ml = 1 l $7000 \div 1000 = 7$ 7000 ml = 7 l	(3) 1000 ml = 1 l $13000 \div 1000 = 13$ 13000 ml = 13 l
	(4) 1000 ml = 1 l $40000 \div 1000 = 40$ 40000 ml = 40 l	

Measurement : Word problems

F.A. – Class Work

1. 1. 250 metres one round
 $\begin{array}{r} \times 4 \\ \hline 1000 \end{array}$ times walk the path

Ajit's grandfather walks 1000 metres that in 1 km.

2. 1 metre = 100 cms
 4 and a half metres = 450
 $450 \div 5 = 90$
 Each friend got 90 cms of cloth
3. 1 litre of petrol = ₹ 70
 2 and a half litre $\times$ ₹ 70
 $2.5 \times 70 = ₹ 175$

4. 1
 250 grams barfi
 500 grams chivda
 250 grams shev
 $\begin{array}{r} + 750 \\ \hline 1750 \end{array}$ grams jalebi

The total weight of purchase is 1 kilogram and three quarter grams.

5. Total time = End time – Start time – Break time
 = Half past 5 – Quarter past twelve – half an hour
 = 7:30 – 12:15 – 00:30
 = 4:45 = 4 hours 45 minutes

Therefore, the children spent 4 hours 45 minutes in the classroom.

$$\begin{array}{r}
 2 \ 9 \ 1 \ 1 \\
 1 \ 9 \cancel{8} \cancel{8} \cancel{8} \text{ kilometres reached} \\
 - 1 \ 9 \ 2 \ 3 \ 5 \text{ kilometres started} \\
 \hline
 0 \ 0 \ 0 \ 6 \ 6
 \end{array}$$

Sharad travelled 66 kilometres

BOOK - IV

12. Perimeter and Area

F. A. – Class Work

1. 1. 10 2. 12 3. 12 4. 18 5. 14
2. $150 + 120 + 150 + 120 = 540 \text{ m}$
 The perimeter of the field is 540 m
3. $65 \text{ m} + 40 \text{ m} + 65 \text{ m} + 40 \text{ m} = 210 \text{ m}$
 The perimeter of the play ground is 210 m

Activity

4. [To be done by students.]

S. A. – Class Work

1. (1) 24 (2) 36 (3) 26 (4) 60 (5) 26
2. (1) $6 + 6 + 6 + 6 = 24$ (2) $10 + 10 + 10 + 10 = 40$
 Perimeter = **24 cm** Perimeter = **40 m**
- (3) $9 + 9 + 9 + 9 = 36$ (4) $13 + 13 + 13 + 13 = 52$
 Perimeter = **36 m** Perimeter = **52 cm**
3. (1) $9 + 6 + 4 = 19$ (2) $11 + 13 + 14 = 38$
 Perimeter = **19 cm** Perimeter = **38 cm**
- (3) $5 + 3 + 4 = 12$ (4) $13 + 15 + 17 = 45$
 Perimeter = **12 m** Perimeter = **45 cm**
4. $30 + 30 + 30 + 30 = 120$
 $120 \times 3 = 360$
 The total length of wire required is 360 m
5. $25 + 18 + 30 = 73$
 The length of the wire to be fenced is 73 m

13. Multiplication : Part 2

F. A. – Class Work

1. 1.

Th	H	T	U
	2	1	
	7	4	3
	×		5
3	7	1	5

2.

Th	H	T	U
		3	
	4	0	9
	×		4
1	6	3	6

3.

Th	H	T	U
	4	3	
	3	5	4
	×		9
3	1	8	6

2. 1.

Th	H	T	U
		1	
		4	
		×	3
		2	7
	2	5	9
+	7	4	
	9	9	9

2.

Th	H	T	U
		6	
		1	
		×	6
		9	7
	1	3	4
+	6	0	3
6	1	6	4

3.

Th	H	T	U
		×	6
		2	0
	2	4	0
+	1	2	0
1	4	4	0

4.

Th	H	T	U
		1	
		4	
		×	3
		2	8
	1	9	0
+	7	6	
	9	5	0

5.

Th	H	T	U
		6	
		2	
		×	6
		9	7
	2	6	8
+	6	0	3
6	2	9	8

6.

Th	H	T	U
		×	6
		3	0
	2	4	0
+	1	8	0
2	0	4	0

3. 1.

Th	H	T	U
	2	2	3
	×		3
	6	6	9

2.

Th	H	T	U
	2	5	
	1	2	7
	×		8
1	0	1	6

3.

Th	H	T	U
		3	
		×	8
		1	5
	5	9	5
+	8	3	
1	4	4	5

4.

Th	H	T	U
		1	
		4	
		×	3
		2	7
	2	5	9
+	7	4	
	9	9	9

5.

Th	H	T	U
		6	
		1	
		$\times 6$	7
		9	2
	1	3	4
+ 6	0	3	
6	1	6	4

6.

Th	H	T	U
	1	3	
	2	2	5
	$\times$		7
1	5	7	5

4. 1.

	2	1		
	4	9	5	cost of a shirt
$\times$			3	shirts
	1	4	8	5
The cost of 3 shirts is ₹ 1485.				

2.

	1	3		
	3	2	5	cost of apples per crates
$\times$			6	crates of apples
	1	9	5	0
The cost of 6 crates of apples ₹ 1950.				

3.

		1		
		1		
		4	5	rows
$\times$		3	2	trees in row
		9	0	
+	1	3	5	
	1	4	4	0
₹ 1440 mango trees in the grove.				

4.

	8	0		cost of a book
$\times$	2	5		books
	4	0	0	
	1	6	0	
	2	0	0	0
The cost of ₹ 25 books is ₹ 2000.				

5.

	1	1		
	6	9	5	cost of a dress
$\times$			2	Dresses
	1	3	9	0
Seema paid ₹ 1390 in all.				

S. A. – Home Work

1. 1.

		2		
		5	3	kilogram of wheat in a sack
$\times$		1	9	sacks
		4	7	7
+	5	3		
	1	0	0	7
19 sacks of a wheat weighs 1007 kilograms.				

2.

	1			
	3			
$\times$	1	6		km in one litre
	3	5		litres
	8	0		
+	4	8		
	5	6	0	
560 km the car will travel.				

3.

	5	4				
	3	6	5			trees on 1 hectare
×			8			hectares
2	9	2	0			

2920 trees can be planted.

2.

(1)

1	2	5
×	5	2
2	5	0
6	2	5
6	5	0 0

(2)

2	3	4
×	6	5
1	1	7 0
1	4	0 4
1	5	2 1 0

(3)

5	9	8
×	5	1
5	9	8
2	9	9 0
3	0	4 9 8

(4)

3	7	5
×	4	0
0	0	0
1	5	0 0
1	5	0 0 0

(5)

6	5	0
×	2	8
5	2	0 0
1	3	0 0
1	8	2 0 0

(6)

4	4	7
×	5	9
4	0	2 3
2	2	3 5
2	6	3 7 3

(7)

4	5	3
×	7	8
3	6	2 4
3	1	7 1
3	5	3 3 4

(8)

7	0	9
×	4	2
1	4	1 8
2	8	3 6
2	9	7 7 8

3. 1.

	1	0	5	weight of sacks
×		1	8	sacks
	8	4	0	
+	1	0	5	
	1	8	9 0	

Total weight is 1890 kilogram.

2.

	7	5	0	one chair
×		2	4	chairs
	3	0	0 0	
+	1	5	0 0	
	1	8	0 0 0	

Cost of 24 chairs is ₹ 18,000.

3. [To be done by students.]

S.A. – Home Work

1.

	2	3				
	2	3	5	0		cost of one sack
×			1	7		sacks
	1	6	4	5 0		
+	2	3	5	0		
	3	9	9	5 0		

The cost of 17 sacks is ₹ 39,950.

2.

	5	8	8			
	7	5	8	9		cost of air travel ticket
×				9		tickets
	6	8	3	0 1		

The cost of 9 tickets is ₹ 68,301.

3.

		9	5	0	cost of one bag
×			1	9	bags
	8	5	5	0	
+	9	5	0		
	1	8	0	5	0
The cost of 19 bags is ₹ 18,050.					

4.

	7	8	3	5	cost of one refrigerator
×			1	2	refrigerators
	1	5	6	7	0
+	7	8	3	5	
	9	4	0	2	0
The cost of 12 refrigerators is ₹ 94,020.					

5.

		6	7	2	5	cost of one cupboard
×				8	2	cupboards
	1	3	4	5	0	
+	5	3	8	0	0	
	5	5	1	4	5	0
The cost of 82 cupboards is ₹5,51,450.						

6.

		3	8	4	5	cost of one ceiling fan
×				3	8	ceiling fans
	3	0	7	6	0	
+	1	1	5	3	5	
	1	4	6	1	1	0
The cost of 38 ceiling fans is ₹ 1,46,110.						

14. Division : Part 2

F. A. – Class Work

1. 1.

$$\begin{array}{r} 30 \\ 3 \overline{) 90} \\ - 9 \downarrow \\ \hline 00 \\ - 0 \\ \hline 0 \end{array}$$

The cost of one compass box is ₹ 30.

2.

$$\begin{array}{r} 23 \\ 4 \overline{) 92} \\ - 8 \downarrow \\ \hline 12 \\ - 12 \\ \hline 00 \end{array}$$

The cost of one kg wheat is ₹ 23.

3.

$$\begin{array}{r} 7 \\ 4 \overline{) 31} \\ - 28 \\ \hline 03 \end{array}$$

7 vessels will be filled with milk completely.
3 litres of milk will be there in the partly filled vessel.

4.

$$\begin{array}{r} 7 \\ 7 \overline{) 49} \\ - 49 \\ \hline 00 \end{array}$$

7 row will be made.

5.

$$\begin{array}{r} 8 \\ 5 \overline{) 40} \\ - 40 \\ \hline 00 \end{array}$$

8 children in each row.

6.

$$\begin{array}{r} 9 \\ 9 \overline{) 87} \\ - 81 \\ \hline 06 \end{array}$$

9 necklaces will be made.
3 beads will be left over.

Dividing a three-digit number by a one - digit number

1.

1.	2.	3.	4.	5.
$\begin{array}{r} 121 \\ 4 \overline{) 484} \\ - 4 \downarrow \\ \hline 08 \\ - 8 \downarrow \\ \hline 04 \\ - 4 \\ \hline 0 \end{array}$	$\begin{array}{r} 132 \\ 3 \overline{) 396} \\ - 3 \downarrow \\ \hline 09 \\ - 9 \downarrow \\ \hline 06 \\ - 6 \\ \hline 0 \end{array}$	$\begin{array}{r} 112 \\ 4 \overline{) 448} \\ - 4 \downarrow \\ \hline 04 \\ - 4 \downarrow \\ \hline 08 \\ - 8 \\ \hline 0 \end{array}$	$\begin{array}{r} 234 \\ 2 \overline{) 468} \\ - 4 \downarrow \\ \hline 06 \\ - 6 \downarrow \\ \hline 08 \\ - 8 \\ \hline 0 \end{array}$	$\begin{array}{r} 123 \\ 3 \overline{) 369} \\ - 3 \downarrow \\ \hline 06 \\ - 6 \downarrow \\ \hline 09 \\ - 9 \\ \hline 0 \end{array}$

2.

1.	2.	3.	4.	5.
$\begin{array}{r} 123 \\ 4 \overline{) 494} \\ - 4 \downarrow \\ \hline 09 \\ - 8 \downarrow \\ \hline 14 \\ - 12 \\ \hline 02 \end{array}$	$\begin{array}{r} 407 \\ 2 \overline{) 815} \\ - 8 \downarrow \downarrow \\ \hline 015 \\ - 14 \\ \hline 01 \end{array}$	$\begin{array}{r} 80 \\ 3 \overline{) 242} \\ - 24 \downarrow \\ \hline 002 \end{array}$	$\begin{array}{r} 91 \\ 5 \overline{) 455} \\ - 45 \downarrow \\ \hline 005 \\ - 5 \\ \hline 0 \end{array}$	$\begin{array}{r} 96 \\ 6 \overline{) 578} \\ - 54 \downarrow \\ \hline 038 \\ - 36 \\ \hline 02 \end{array}$

6.	7.	8.	9.	10.
$\begin{array}{r} 118 \\ 8 \overline{) 945} \\ - 8 \downarrow \\ \hline 14 \\ - 8 \downarrow \\ \hline 65 \\ - 64 \\ \hline 01 \end{array}$	$\begin{array}{r} 92 \\ 7 \overline{) 647} \\ - 63 \downarrow \\ \hline 017 \\ - 14 \\ \hline 03 \end{array}$	$\begin{array}{r} 227 \\ 4 \overline{) 908} \\ - 8 \downarrow \\ \hline 10 \\ - 8 \downarrow \\ \hline 28 \\ - 28 \\ \hline 0 \end{array}$	$\begin{array}{r} 209 \\ 3 \overline{) 629} \\ - 6 \downarrow \downarrow \\ \hline 029 \\ - 27 \\ \hline 02 \end{array}$	$\begin{array}{r} 118 \\ 8 \overline{) 945} \\ - 8 \downarrow \\ \hline 14 \\ - 8 \downarrow \\ \hline 65 \\ - 64 \\ \hline 01 \end{array}$

3. 1. 100 2. 150 3. 30

Word Problems

F.A. – Class Work

1. 1. Each child will get 14 peppermint sweets.

$$\begin{array}{r} 14 \\ 9 \overline{) 126} \\ - 9 \downarrow \\ \hline 36 \\ - 36 \\ \hline 00 \end{array}$$

2. 141 seedlings are planted in each row.

$$\begin{array}{r} 141 \\ 7 \overline{) 987} \\ - 7 \downarrow \\ \hline 28 \\ - 28 \downarrow \\ \hline 007 \\ - 7 \\ \hline 0 \end{array}$$

3. Students are staying in 44 rooms.

$$\begin{array}{r} 44 \\ 3 \overline{) 132} \\ - 12 \downarrow \\ \hline 12 \\ - 12 \\ \hline 00 \end{array}$$

4. 42 bouquets with 8 flowers in each bouquets.
4 flowers are left.

$$\begin{array}{r} 42 \\ 8 \overline{) 340} \\ - 32 \downarrow \\ \hline 020 \\ - 16 \\ \hline 04 \end{array}$$

5. 100 packets of biscuits.

$$\begin{array}{r} 100 \\ 2 \overline{) 600} \\ - 6 \downarrow \downarrow \\ \hline 000 \end{array}$$

6. There are 77 books on each shelf.

$$\begin{array}{r} 77 \\ 8 \overline{) 618} \\ - 56 \downarrow \\ \hline 058 \\ - 56 \\ \hline 02 \end{array}$$

7. Sonu will complete reading the books in 109 days.

$$\begin{array}{r} 109 \\ 4 \overline{) 436} \\ - 4 \downarrow \\ \hline 036 \\ - 36 \\ \hline 00 \end{array}$$

15. Pictographs

F. A. – Class Work

1. 1. 240 families 2. Food items 3. Clothes
2. 1. Kerosene
2. 30 houses use gobar gas
3. 40 houses use gas

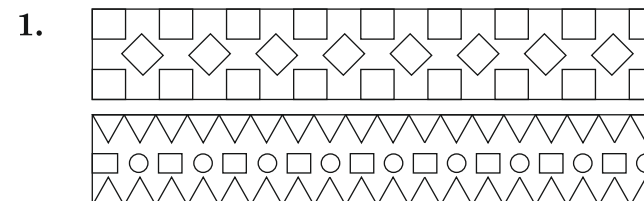
F. A. – Class Work

1. 1. 120 farmers 2. Pulses 3. 20 more farmers
2. 1. 35 children in the class

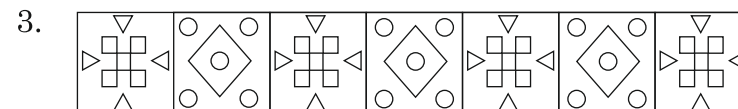
16. Patterns

Geometric patterns

F. A. – Class Work



2. 1. [To be done by students.]
2. [To be done by students.]



Patterns in multiplication tables

1. The units place goes 9, 8, 7, 6 ... this descending order. The tens place goes 1, 2, 3, 4... this is ascending order.
2. The units place goes 5, 0, 5, 0, 5,... and tens place goes 0, 1, 1, 2, 2, 3.
3. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. The units place in always zero.
4. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 28, 30. The units place goes, 2, 4, 6, 8, 0, 2, 4, 8, 0, it repeats.
5. $6 \times 100 = 6000$ $6 \times 10,000 = 60,000$
 $7 \times 1000 = 7,000$ $7 \times 10,000 = 70,000$
In each case just one zero keeps getting attached to the final result.
6. $37 \times 3 = 111$, $37 \times 6 = 222$, $37 \times 9 = 333$,
 $37 \times 12 = 444$, $37 \times 15 = 555$, $37 \times 18 = 666$,
 $37 \times 21 = 777$, $37 \times 24 = 888$, $37 \times 27 = 999$.
In each case we have a single number repeated trice in order from 1 to 9.