1 Numbers

OBJECTIVES

1. Understanding the importance of maths in activities in daily life.
2. Understanding the terms increasing/decreasing, predecessor/ successor in daily life.
3. Creating interest in maths among children with the help of maths activities.
4. Creating ability to do activities of maths related to numbers upto 100 with different ways.
5. Mental and Intellectual development.
6. Preparing children to apply and understand maths in future.

Do you Remember

Write forward counting from 1 to 20

Write backward counting from 20 to 1

Today we will count the number of students in our class. You will tell me the number of students present in our class today.

Activity

How many students are present in our class today?

	Guess	Actual
How many boys are present in the class?	_____	_____
How many girls are present in the class?	_____	_____
How many boys and girls in total are present in the class?	_____	_____

Activity

Counting with Steps

Note for Teachers

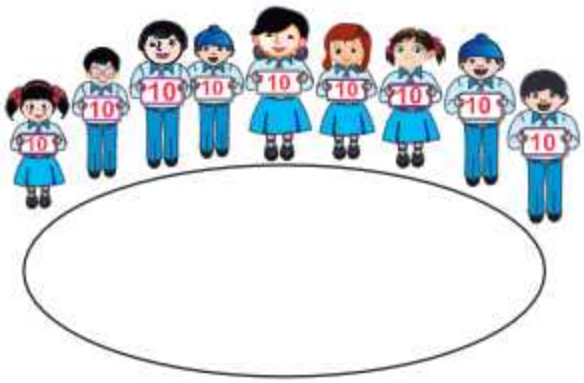
1. Teacher should take care that steps of student and number being announced, must be the same. He must also take care that heel of first foot must touch the toe of the other foot. This activity should be done for a couple of days. After this activity, train them to count other solid objects. "How many students are present in the class?", the teacher will ask the students everyday for the practice of counting.
2. The teacher will show the students, the matchsticks, leaves and beads and will ask them to guess their number and then will tell them to count.

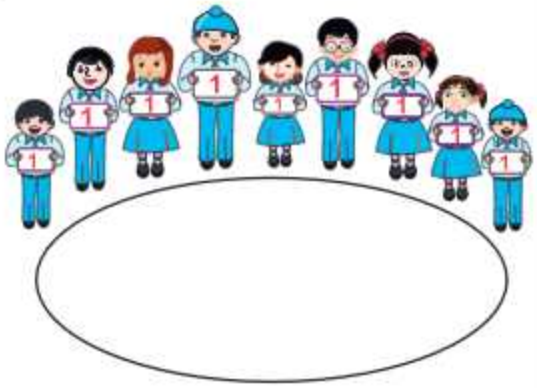
Let's Play

To understand Ones, Tens:- Play Way Method

Material: Nine cards of 1-1, Nine cards of 10-10

Procedure: (i) Draw two circles on the ground.



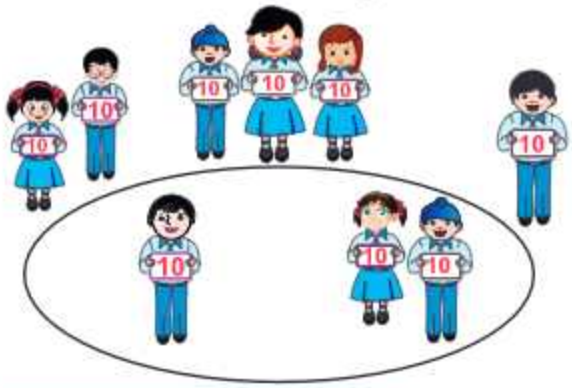


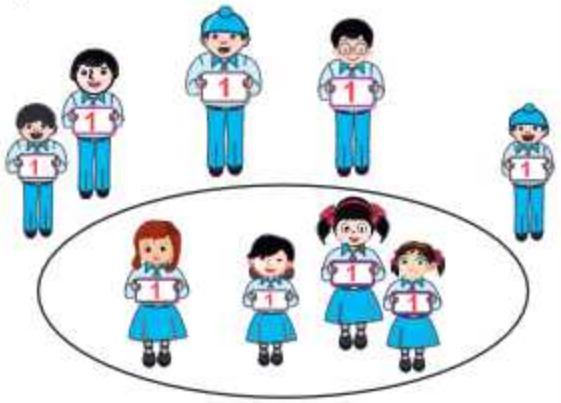
On the circle towards right hand, choose 9 students and make them stand outside this circle holding card of ones each. Around the circle of left hand, make 9 students stand, each holding card of Tens.

Teacher will announce any two digit number.

(ii) Students will jump into the circle by using cards of tens and ones.

For e.g. If teacher announces 34, four students holding ones cards and three students holding tens cards will jump into the circle.





Note for Teachers

Teacher will announce different numbers and the students will jump into the circle by using cards of tens and ones.

Practical Activty

Objective : Knowledge of Ones-Tens

Material: 10 currency notes of ₹ 1 each.
10 currency notes of ₹ 10 each.

Method

1. Keep all the currency notes on the table.
2. Ask the students to count currency notes of ₹ 1.
3. Then ask the students to pick a single currency note of ₹10 instead of ten currency notes of ₹ 1.
4. Now ask them to count currency notes of ₹ 10.
5. Ask them to make different numbers using currency notes.

For example : Make number 28.

6. Now ask how many ones, tens will make 18?

Let's Learn

To Understand Ones/Tens with the Help of Currency Notes

1- Tens

1- Ones

4		 4- Ones
26	 2-Tens	 6- Ones
42	 4-Tens	 2- Ones
70	 7-Tens	
99	 9-Tens	 9- Ones

Note for Teachers

Teacher will tell the students to pick currency notes of ₹1 while counting upto 9. When they reach number 10, they will pick a currency note of ₹10 instead of ten note of ₹1.

Let's Do

Write the number as per the value of given currency notes.

(i)

.....

(ii)

.....

(iii)

.....

(iv)

.....

(v)

.....

2. Depict the Given Numbers in Currency Notes

9	=	
19	=	 
29	=	
49	=	
59	=	
69	=	
89	=	
99	=	

Practical Activty

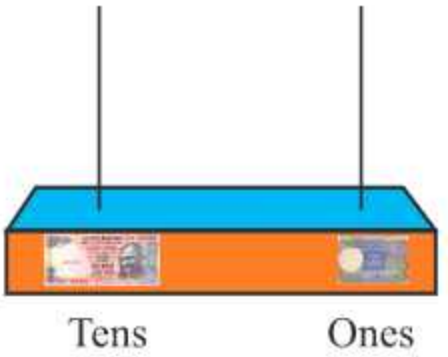
Objective : Explaining two digit numbers with the help of Abacus and writing.

Required Material: Clay, matchsticks, beads and currency notes.

Method :

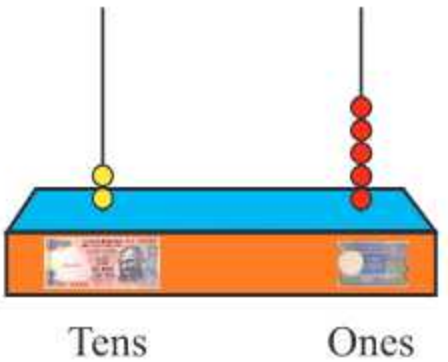
1. Ask the students to make clay base with the help of clay. Ask them to put a one rupee note on the base at the right side and a currency note of ₹ 10 on the left side.

2. Ask the students to fix two matchsticks in the clay. (representing ones / tens)



3. Teacher will ask the students any two digit number, for example 25.

4. Now ask the students to put beads in abacus.

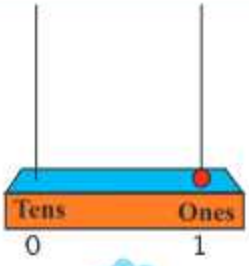


Note for Teachers

Teacher will tell the students that a stick of Abacus can hold only nine beads. In this way, the stick of ones can hold nine beads. Therefore, for ten beads of ones, one bead will be put in the tens stick.

Let's Learn

To Understand Ones, Tens With Abacus



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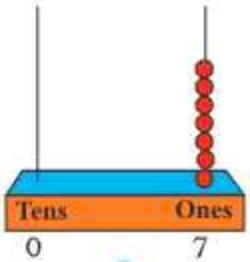

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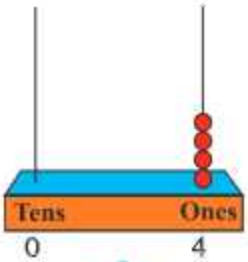

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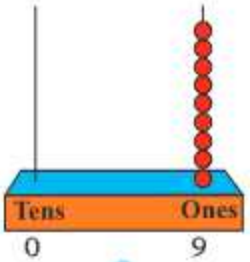

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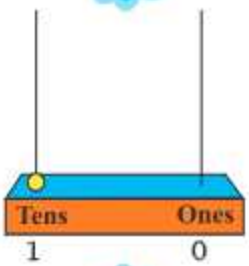

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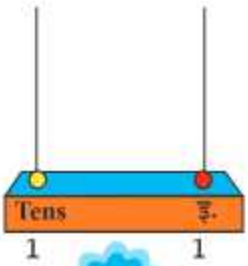

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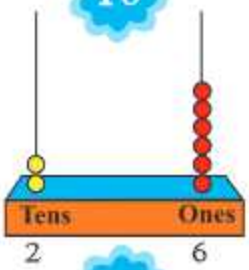

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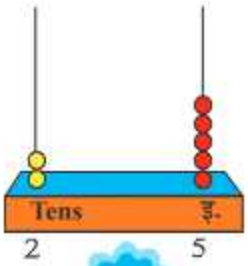

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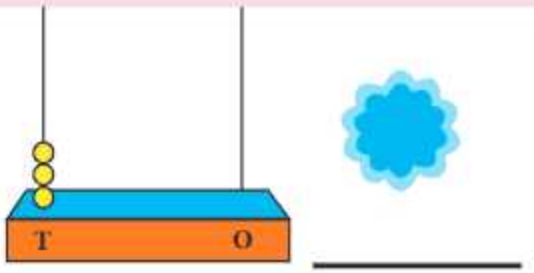
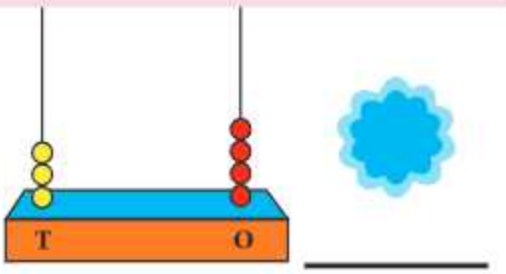
Note for Teachers

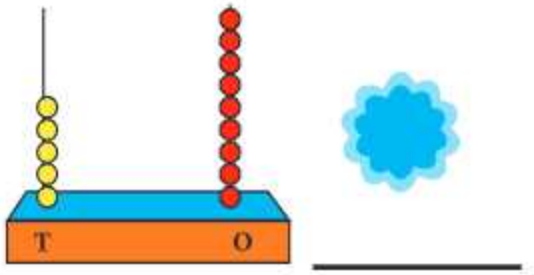
Teacher will tell the students about the short form 'O' to write ones and 'T' to write tens.

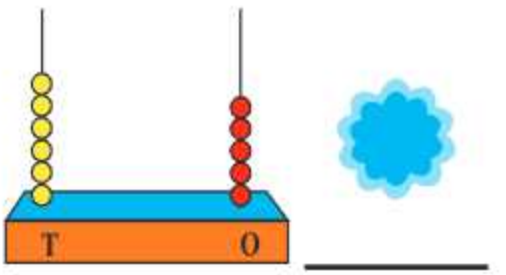
Let's Do

Count the Beads of Abacus and write the Number in Figures and Words.

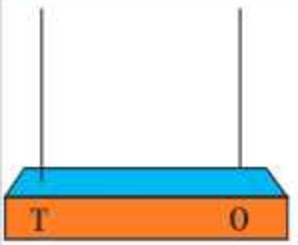








Show Given Numbers on Abacus



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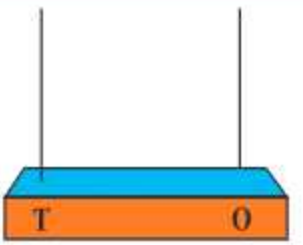

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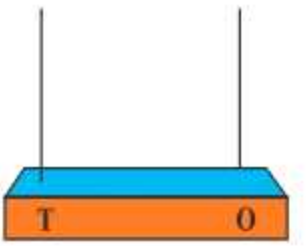

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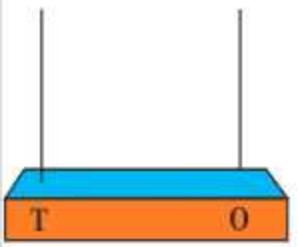

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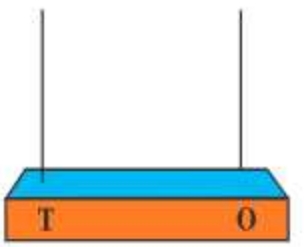

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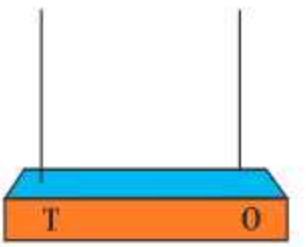

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Let Us Make Hundred

Knowledge of Hundred with Currency Notes.

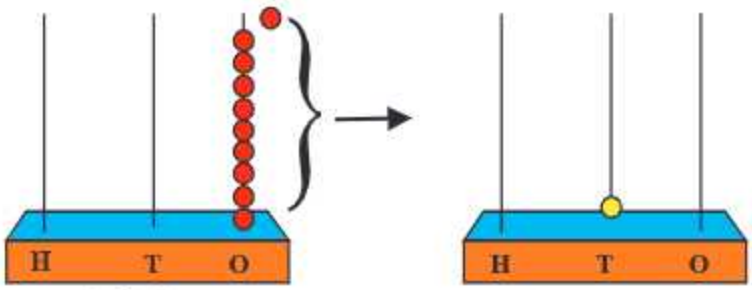
10 Ones

1 Tens

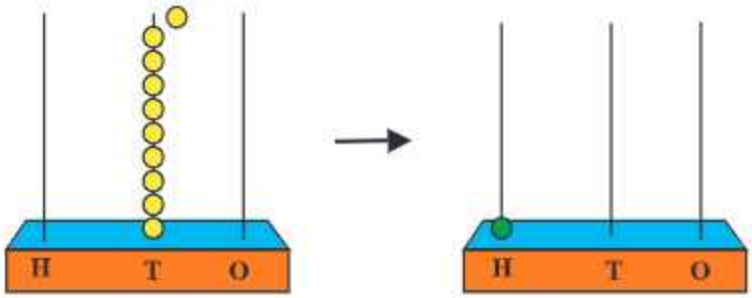
10 Tens

1 Hundred

To Understand Hundred with Abacus



10 Ones 1 Tens



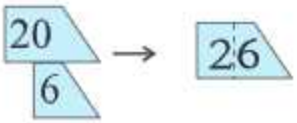
10 Tens 1 Hundred

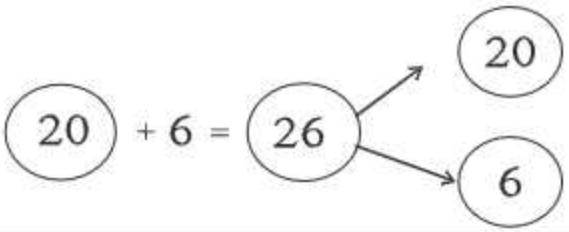
1 Hundred = 10 Tens = 100 Ones

Let's Learn

Break the Number into One and Tens

(a)

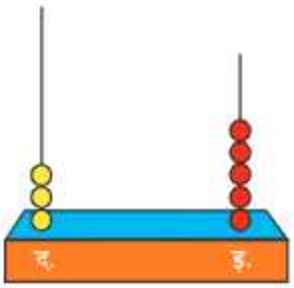


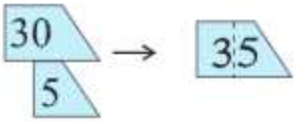


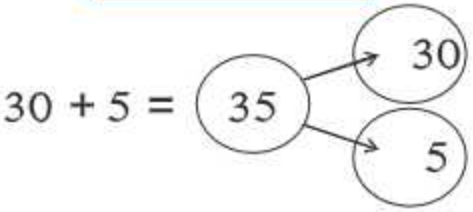
Tens	Ones
2	6

2 Tens 6 Ones

(b)



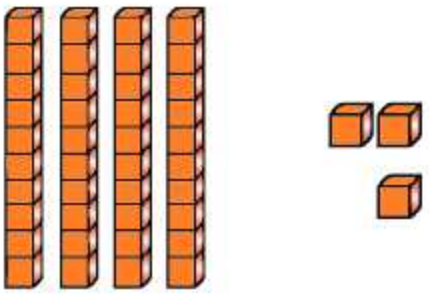


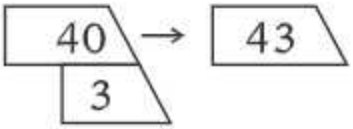


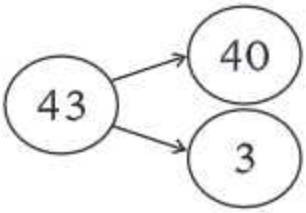
Tens	Ones
3	5

3 Tens 5 Ones

(c)







40 + 3 = 43

Tens	Ones
4	3

4 Tens 5 Ones

Let's Do

Split/Break the Number into Ones-Tens

(1) 

Tens	Ones

24 =.....Tens .....Ones

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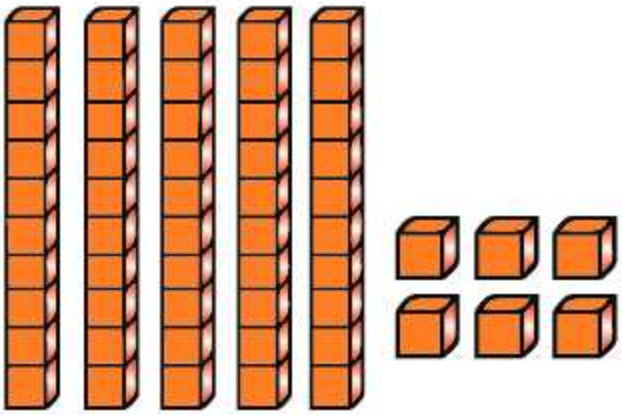
(2) 

Tens	Ones

56 =.....Tens ..... Ones

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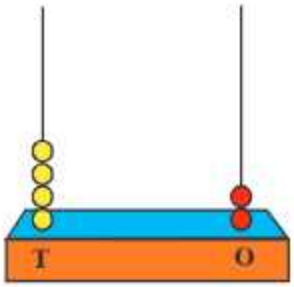
(3) 

Tens	Ones

42 =.....Tens ..... Ones

Count the Ones, Tens and Write the Number

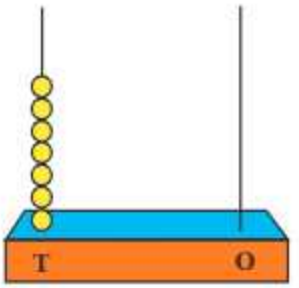
(1)

Tens	Ones

.....Tens ..... Ones = ...

---

(2)



Tens	Ones

.....Tens .....Ones = ...

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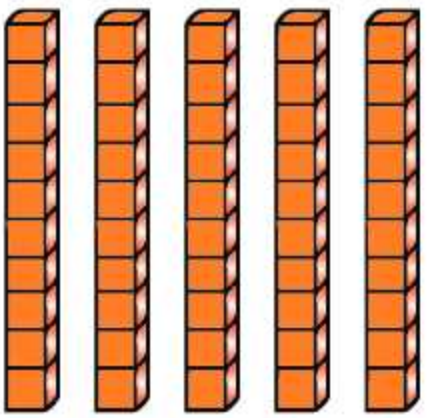
(3)



Tens	Ones

.....Tens .....Ones = ...

Match the Birds with their Nests as Shown Below

Let's Play Clap, Snap

Objective:- To understand/Ones-Tens

Method: (1) Teacher will tell the children

1 clap means 10
2 clap means 20
3 clap means 30

.....

.....

9 clap means 90

(1) 1 snap means 1
2 snap means 2
3 snap means 3

.....

.....

.....

9 snaps means 9

After telling about clap and snap, the teacher will speak the number for example-37 (Students will clap 3 times and snap 7 times)

* Speak the different numbers.
* Clap = Tens, Snap = Ones
* To write the number according to its place value in the place value chart on the blackboard.

Tens	Ones
3	7

Note for Teachers

Ask the children to listen to the number carefully.

Family of Nine

10 plus 9, nineteen — 10 9 → 19

I know the grass is green.

20 plus 9, twenty nine — 20 9 → 29

Learn it, you will really shine.

30 plus 9, thirty nine — 30 9 → 39

Grapes grow on vine.

40 plus 9, forty nine — 40 9 → 49

You are fine and I am fine

50 plus 9, fifty nine — 50 9 → 59

Learn the way how to dine.

60 plus 9, sixty nine — 60 9 → 69

People like the tree of pine.

70 plus 9, seventy nine — 70 9 → 79

Exercise make us great and fine

80 plus 9, eighty nine — 80 9 → 89

In the prayers stand in a line

90 plus 9, ninety nine — 90 9 → 99

All the books belong to mine

Note for Teachers

Use Mann cards while rhyming.

I am a number tell my name

Ninety Nine

Twenty Seven

Fifty Two

Thirty Seven

17

29

Thirty nine

Eighty Three

18

69

27

Eighty Nine

Twenty Nine

28

67

23

89

Seventy Seven

Seventeen

77

59

83

Fifty Two

37

Sixty

49

72

Thirty Two

92

99

Twenty Eight

52

33

Thiry Three

39

54

Fifty four

Forty Nine

Sixty Nine

Eighteen

Sixty Six

Seventy Two

Note for Teachers

Teacher would prepare two types of flash cards. They will write numbers on one set and numbers names on the other set. One student with numeral card well stand and ask "I am a number, tell my name." In this way student with number name card will also stand and show the card. This activity will continue with different numbers.

Let's Learn

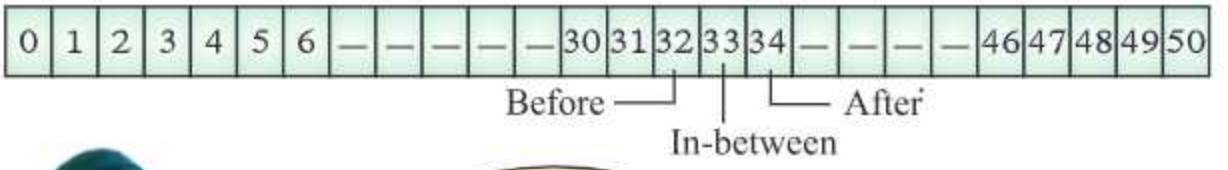
Before, After and In between

Stand up and say counting from 31 to 36.

Now Speak

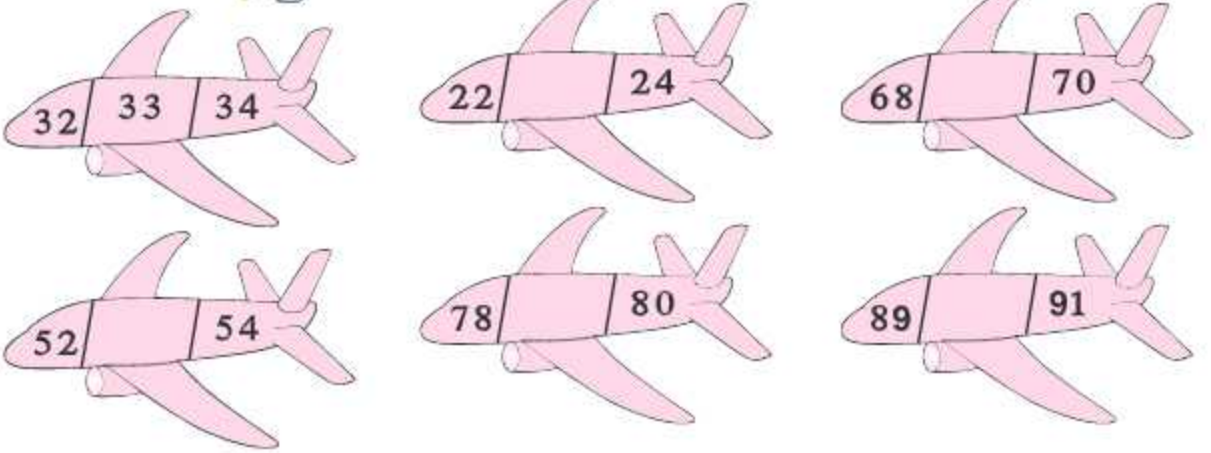
Number just before 33 is	32
Number just After 33 is	34
Number between 33 and 35 is	34
Number just before 32 is	31
Number just before 36 is	35
Number just after 34 is	35
Number just after 32 is	33
Number between 31 and 33 is	32

Just Before, Just After And In-between

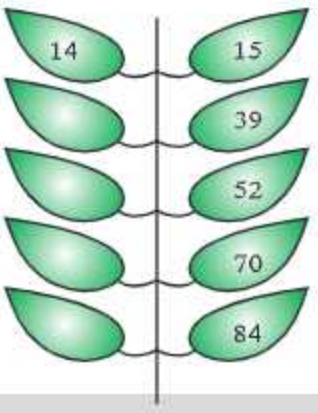


The teacher will tell the students to look at the number line. He will tell that the number 33 is In-between 32 and 34. Then he will explain that 32 is just before 33 and 34 is just after 33.

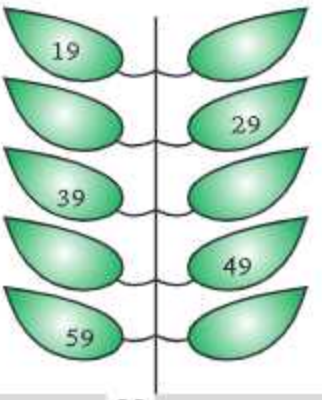
Let's Do



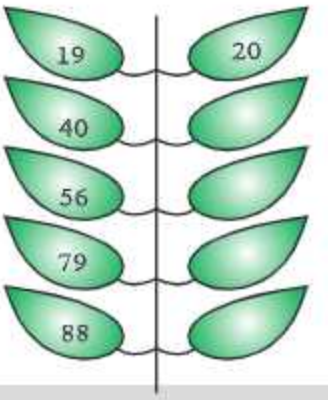
Write Number Just Before



Observe and fill in the blanks

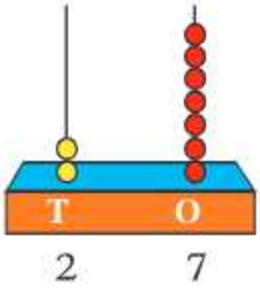


Write Number just after



Let's Learn

Place value of Digits



To know the place value
of digits
which we are making heros.
Just go to and choose that digit
and conver right digits to zeros.

2 Tens 7 Ones

Tens	Ones
2	7

7 Ones = 7 × 1 = 7

2 Tens = 2 × 10 = 20

Place value of 7 in 27 is 7.

Place value of 2 in 27 is 20

Activity

1. Tell any number to the students. Ask them to pick up maan cards to form that number.
2. Form numbers from the maan cards. Write the place value of its digits.

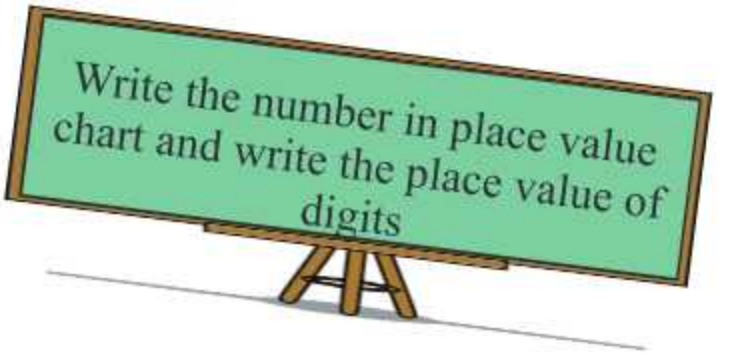
10 = 19

9

Note for Teachers

Using the Maan Cards, the teachers will explain the place value of '0' at unit/ones place.

Let's Do



23

Tens	Ones

.....

.....

89

Tens	Ones
8	9

.....

.....

32

Tens	Ones

.....

.....

88

Tens	Ones

.....

.....

46

Tens	Ones

.....

.....

64

Tens	Ones

.....

.....

57

Tens	Ones

.....

.....

67

Tens	Ones

.....

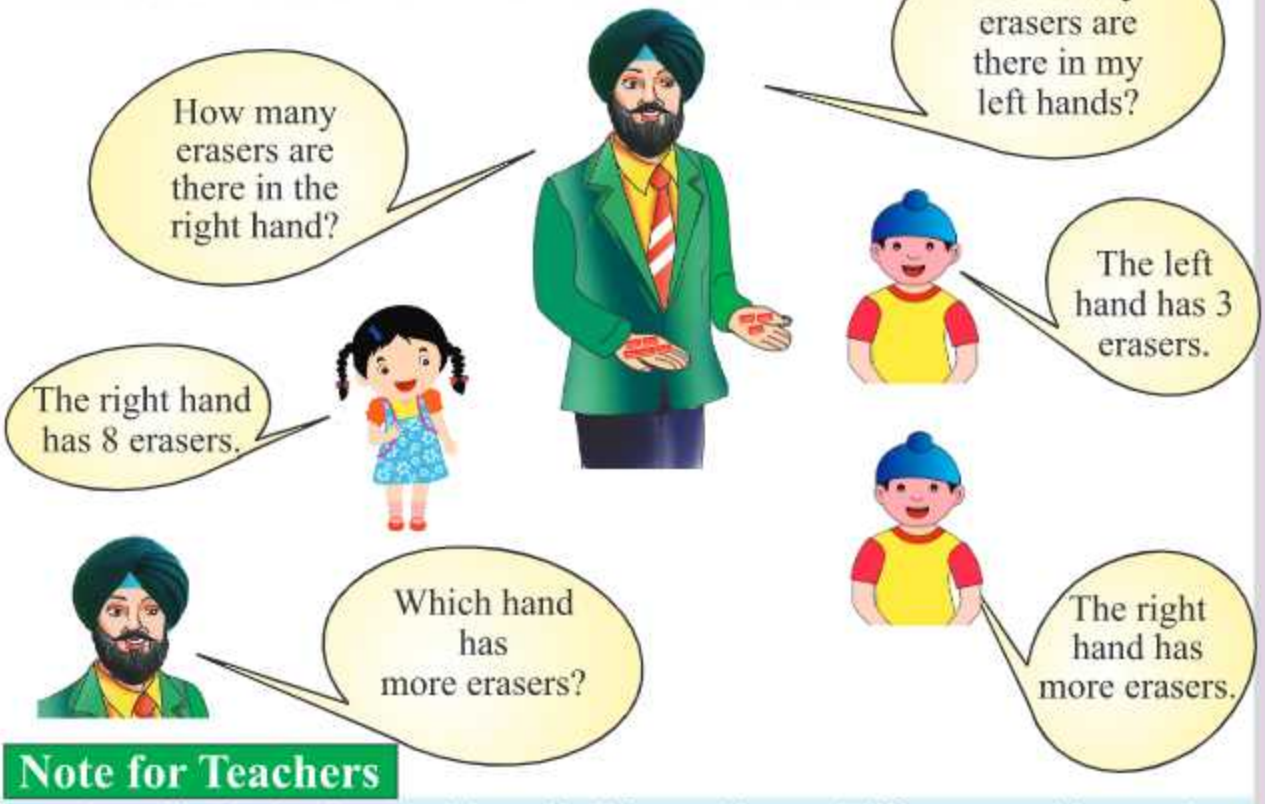
.....

Let's Learn

Comparison of Numbers

Teacher will ask students to make a guess about the number of erasers in his hand, by showing different number of erasers in his hands. The students should be able to tell the hand with greater number and lesser number of erasers.

Now we will see which hand has more erasers?



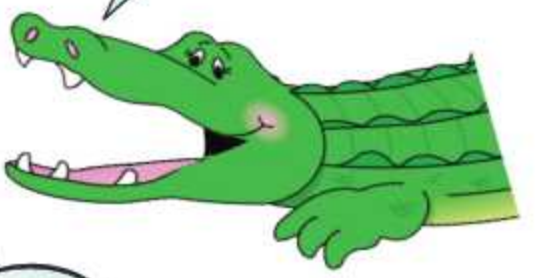
Note for Teachers

Teacher will 1 do the above activity with different things and different quantities. Teacher will tell the students the concept of greater number and smaller number by writing different numbers on the blackboard.

Comparison of Numbers

Children, have you seen a crocodile?

I live near water and eat small/big fish. Circle the bigger number, this is my wish I am hungry feed me with bigger number of fish



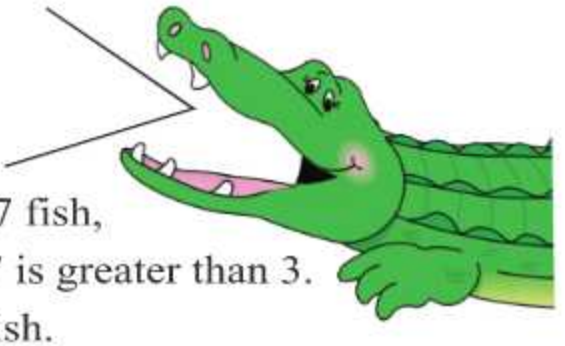
It is corcodile. It gets hungry, so It opens its broad mouth

It eats big things to fulfill its' hunger.

Look, Crocodile is going towards 7 fish. 7 fish are more than 3 fish.

3 fish are less than 7 fish.

Look at the shape of its mouth. Now we use it as a symbol for greater value.



Because Crocodile is going towards 7 fish,
so we will write $7 > 3$, we will read 7 is greater than 3.
Crocodile is going far away from 3 fish.
We will write $3 < 7$, we will read 3 is less than 7.

Rules for Comparising Numbers

Now we Compare Two Digit Numbers

$7 < 27$

Hence 7 is smaller than 27

1. Number having more digits is always greater than number having less digits.

2. If the numbers to be compared have same number of digits, then compare the digits at tens place. The number having greater digit is greater.

$27 < 37$

3. If tens place is same, then compare digits at ones place. The number having greater digit is greater.

$22 < 27$

4. If both the numbers have same digits at tens and one place, the numbers are equal.

$22 = 22$

In Daily Life

1. $9 < 11$

2. 19 → Tens place = 1; 29 → Tens place = 2

$1 < 2$

So $19 < 29$

3. 37 → Tens place = 3, Ones place = 7; 32 → Tens place = 3, Ones place = 2

$3 = 3$

$7 > 2$

So $37 > 32$

4. 58 → Tens place = 5, Ones place = 8; 58 → Tens place = 5, Ones place = 8

$5 = 5$

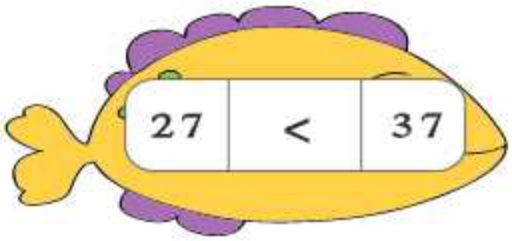
$8 = 8$

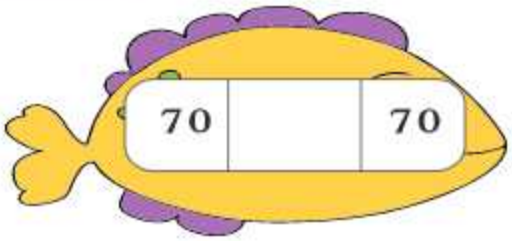
$58 = 58$

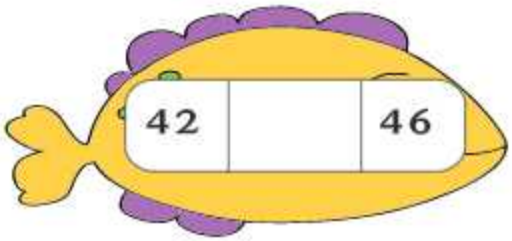
A number having more
digits is greater value.
If digits are equal, then we
compare the place value
just compare from left to right
The bigger first comes win without fight.

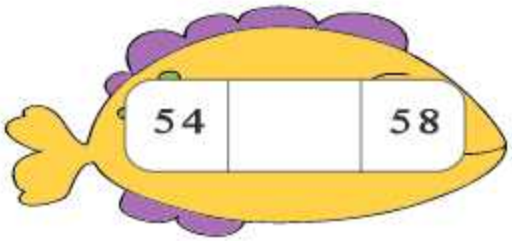
Let's Do

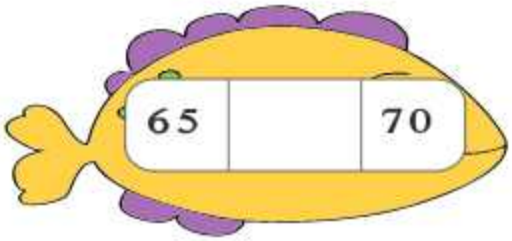
Fill in the blanks with >, < or = symbols

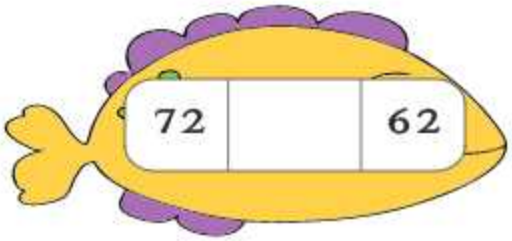


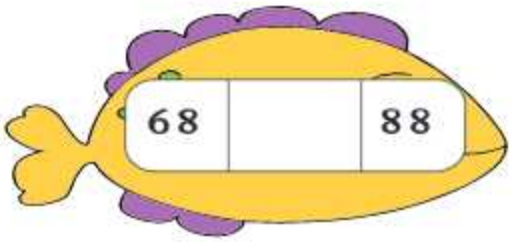


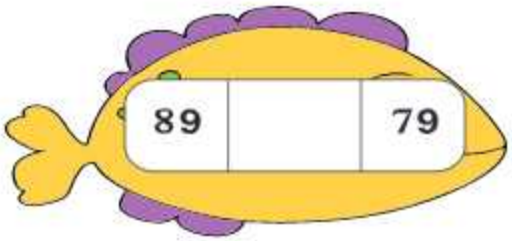


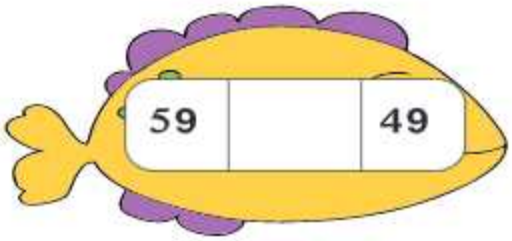


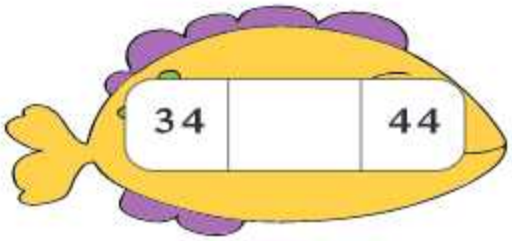


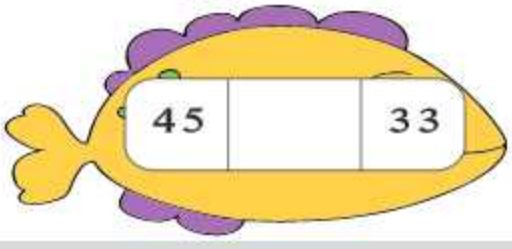




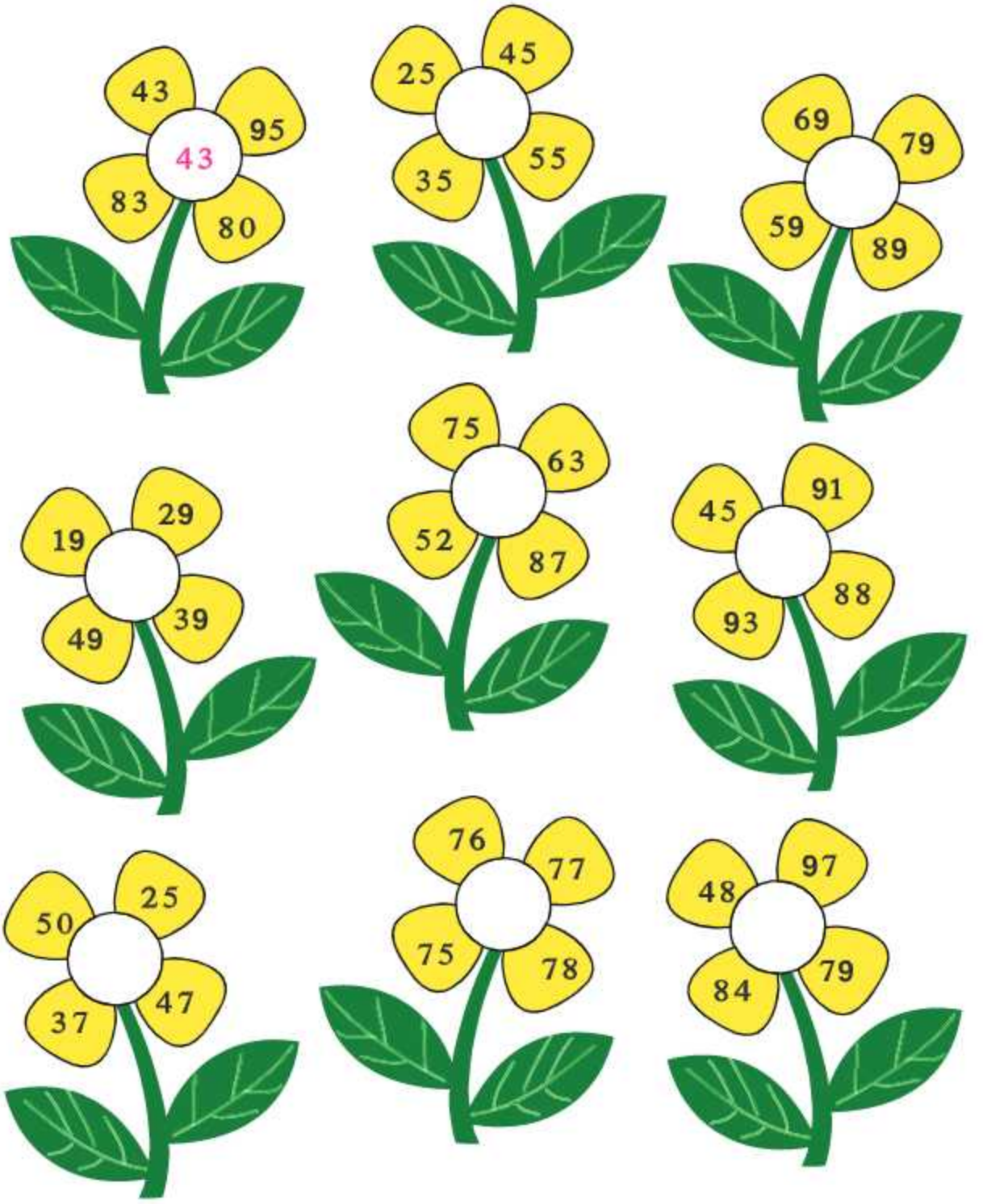




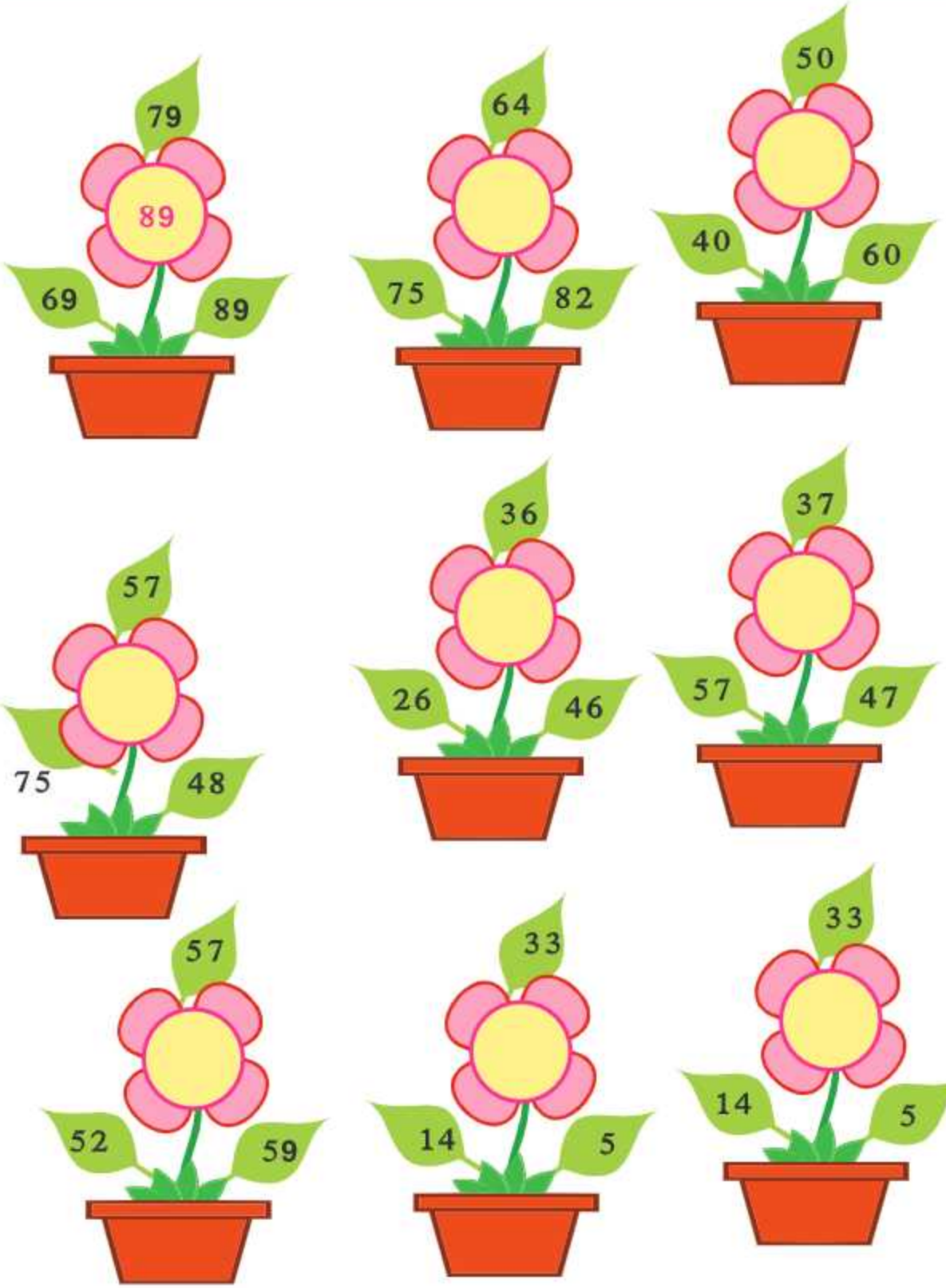




2. Write the smallest number in the centre of the flower

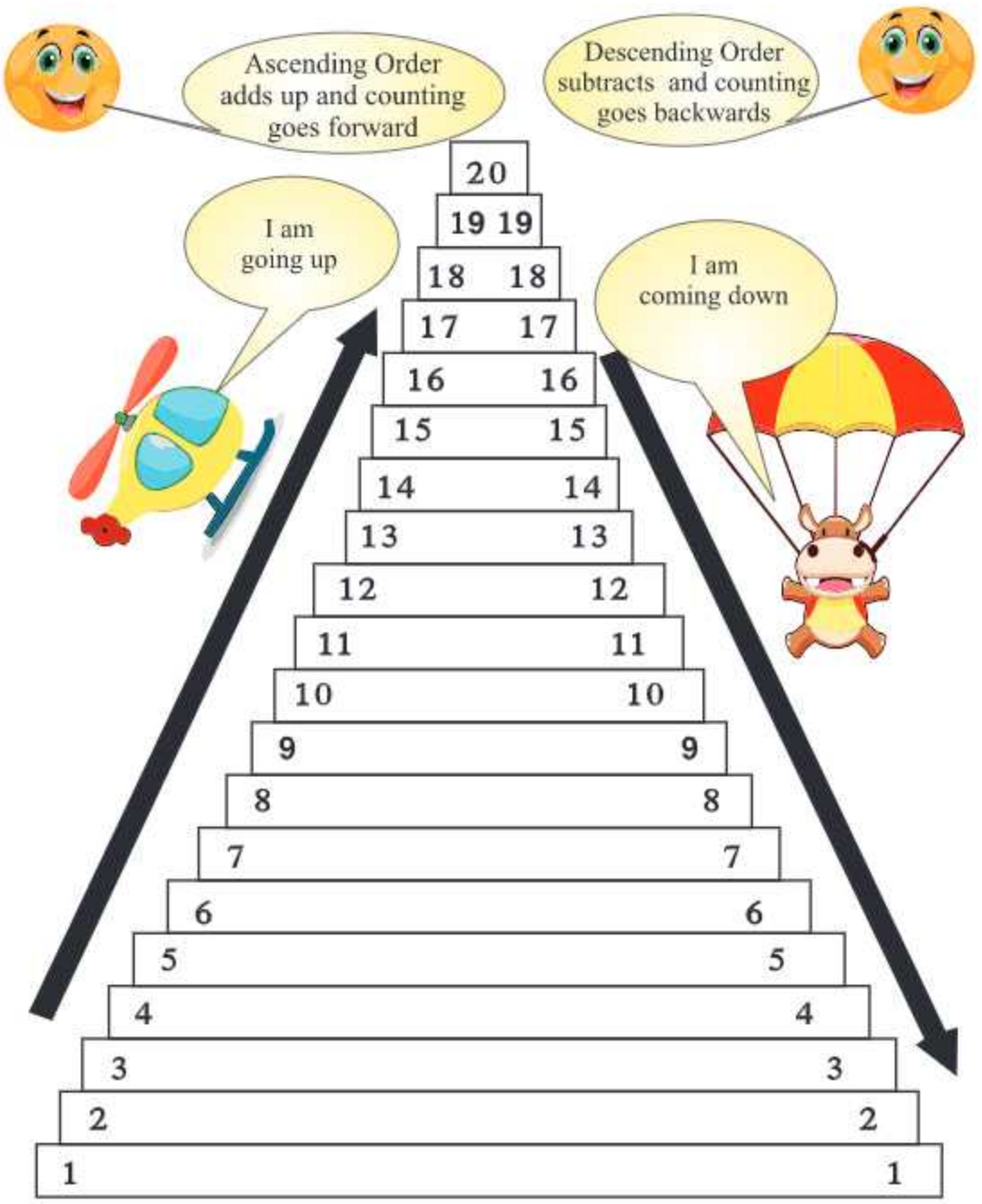


3. Write the greatest number in the centre of the flower.



Let's Learn

Ascending Order-Descending Order



Let's Play

Ascending Order, Descending Order

Harjot and Tanisha are playing cricket. Let's see who wins? Harjot has scored 27 runs and Tanisha has scored 9 runs.

Tens	Ones
2	7

2 digits

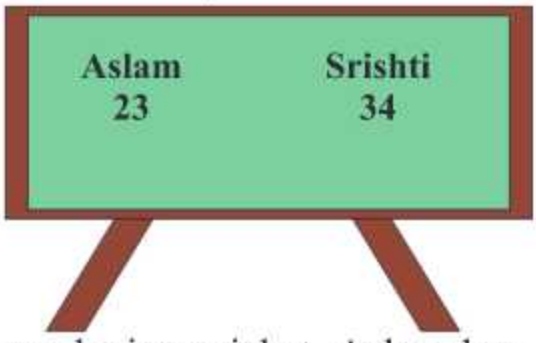
>

Ones
9

1 digit

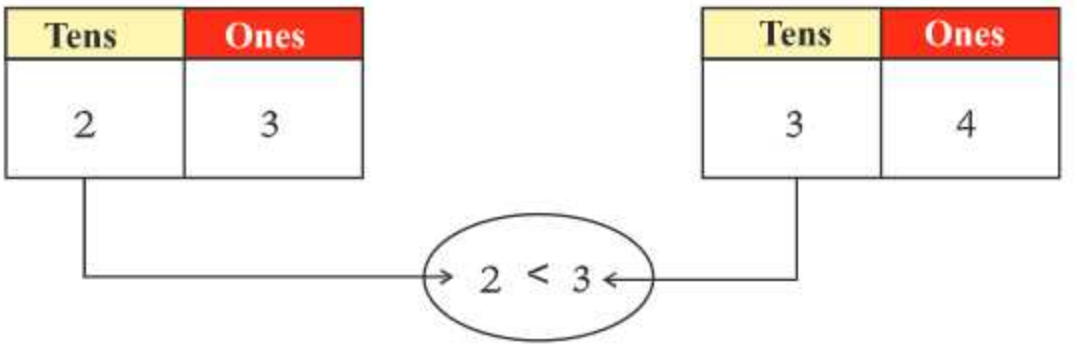
27 > 9

Since 27 is greater than 9.
Harjot has won.



Aslam and Sirshti are playing cricket. Aslam has scored 23 runs and Srishti has scored 34 runs.

Since the number of digits in the scored runs is qual, now compare the tens place digit.



2 is smaller than 3 at tens place which means 3 is greater than 2

so $34 > 23$ or $23 < 34$

Now compare the runs of Harjot, Tanisha,

Aslam and Srishti

27, 9, 23, 34

To find the highest scored runs, write numbers in ascending order

9 23 27 34

When numbers are arranged from smaller number to greater number, it is called ascending order.

Now, look at these numbers

34 27 23 9

When numbers are arranged from greatrer number to smaller number, it is called desending order/

Let's Do

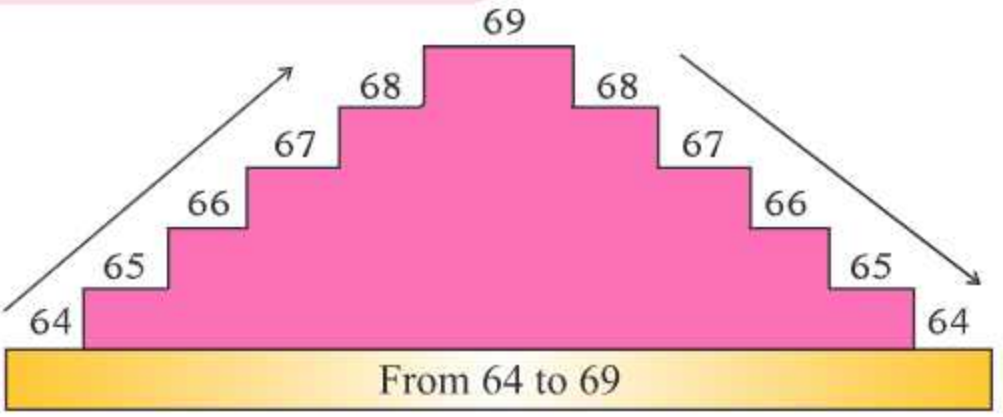
1. Write in ascending order

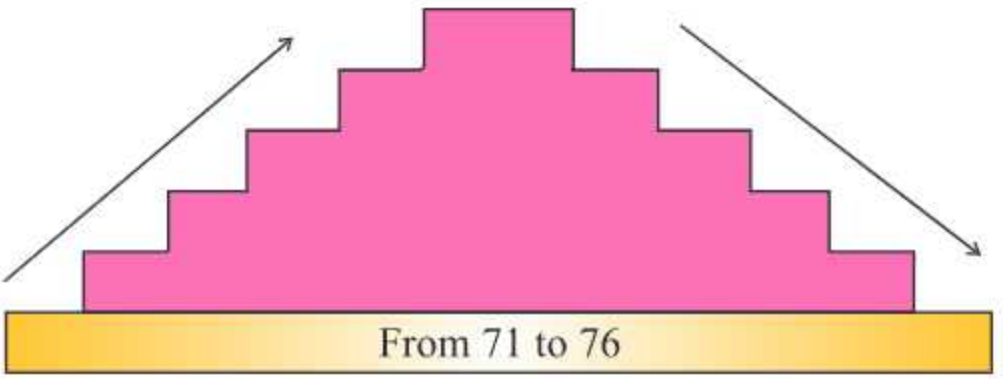
14, 24, 32, 12	12	14	24	32
5, 96, 19, 89				
28, 15, 89, 90				
83, 27, 15, 33				
47, 49, 42, 40				
39, 59, 89, 69				

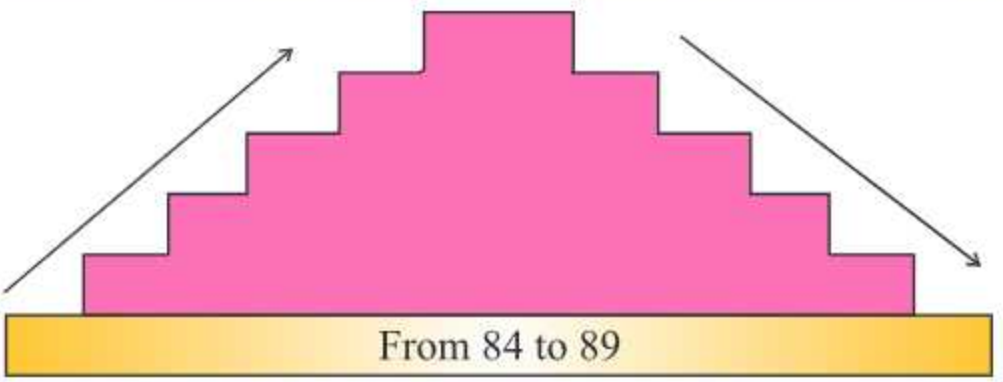
2. Write in descending order

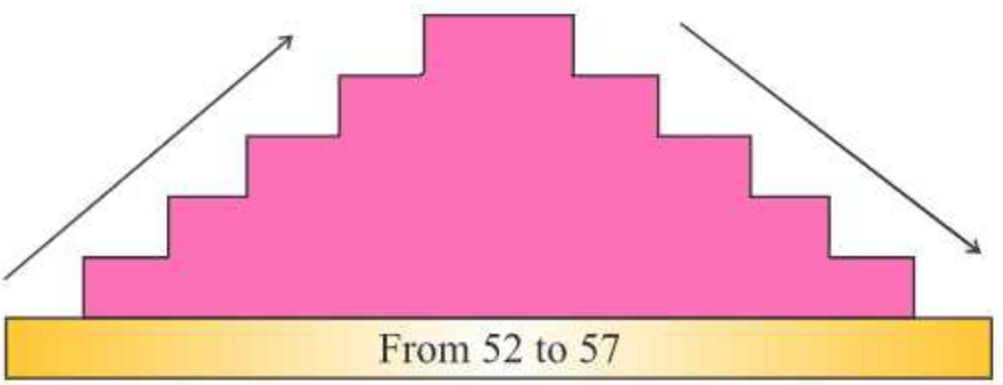
10, 73, 98, 27	98	73	27	10
58, 43, 27, 10				
95, 34, 81, 23				
16, 79, 24, 75				
52, 59, 56, 50				
99, 79, 89, 29				

Write Ascending/Descending Order



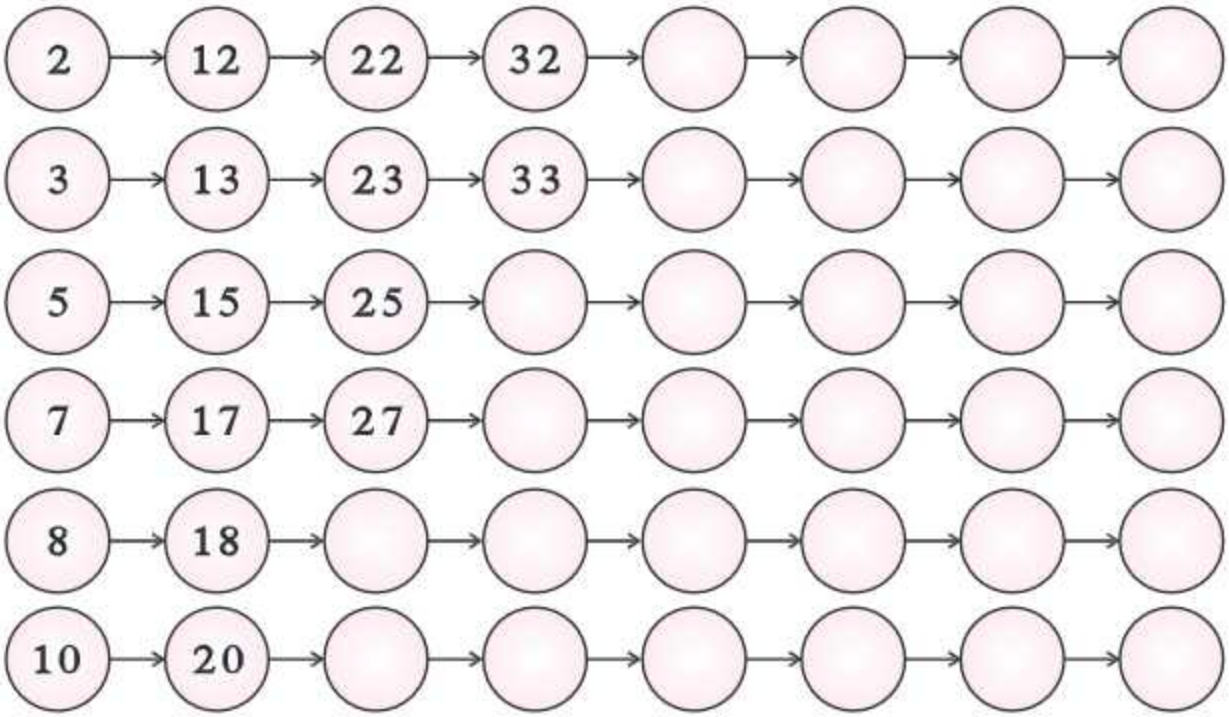




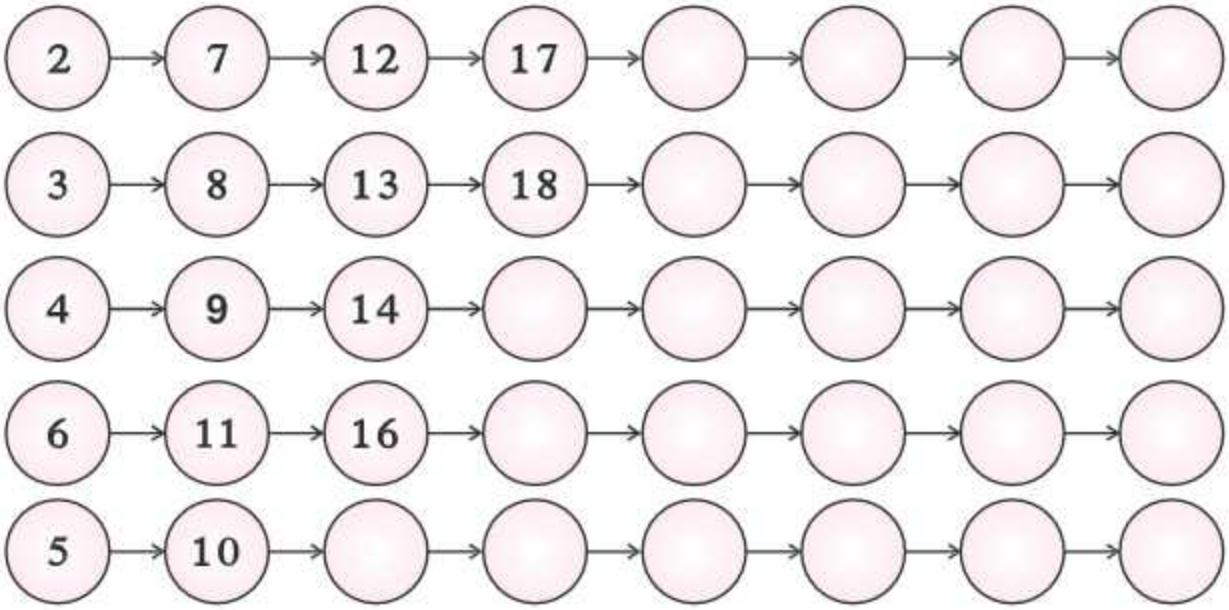


Counting by Different Methods

Skip Counting by tens

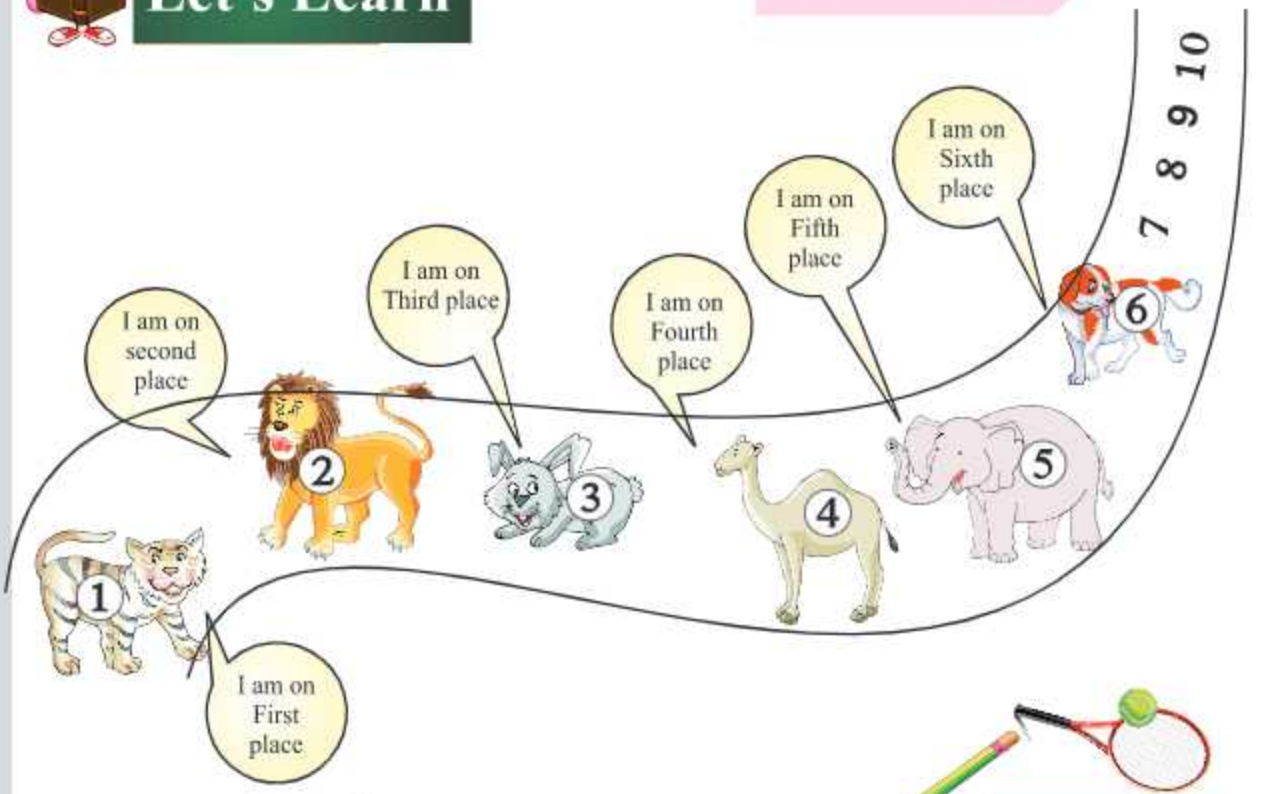


Skip Counting by fives

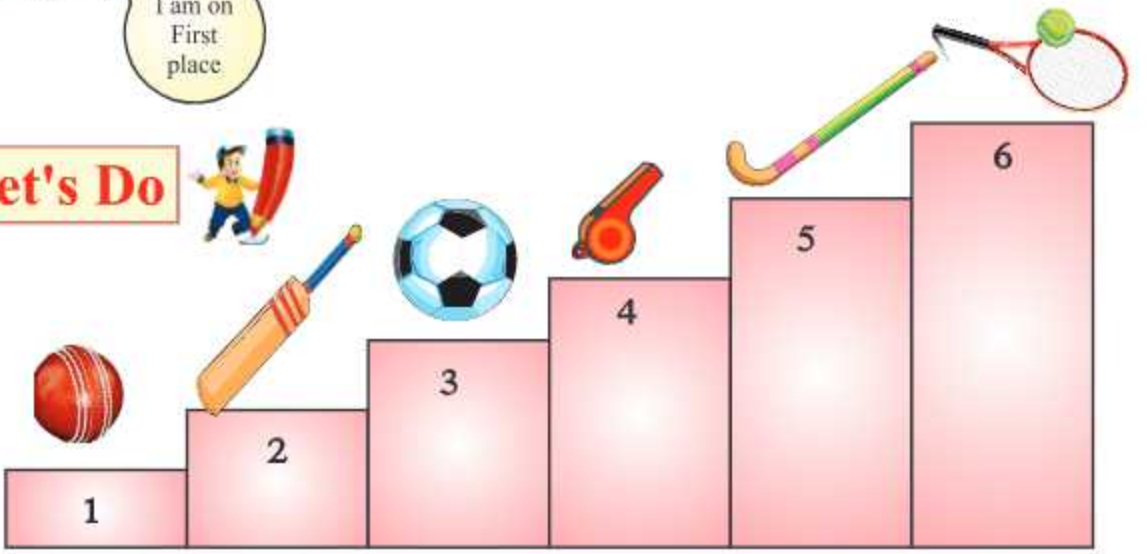


Let's Learn

Order of Number



Let's Do



Write the order of Football. ____ Write the order of Bat. ____

Write the order of Hockey. ____ Write the order of Whistle. ____

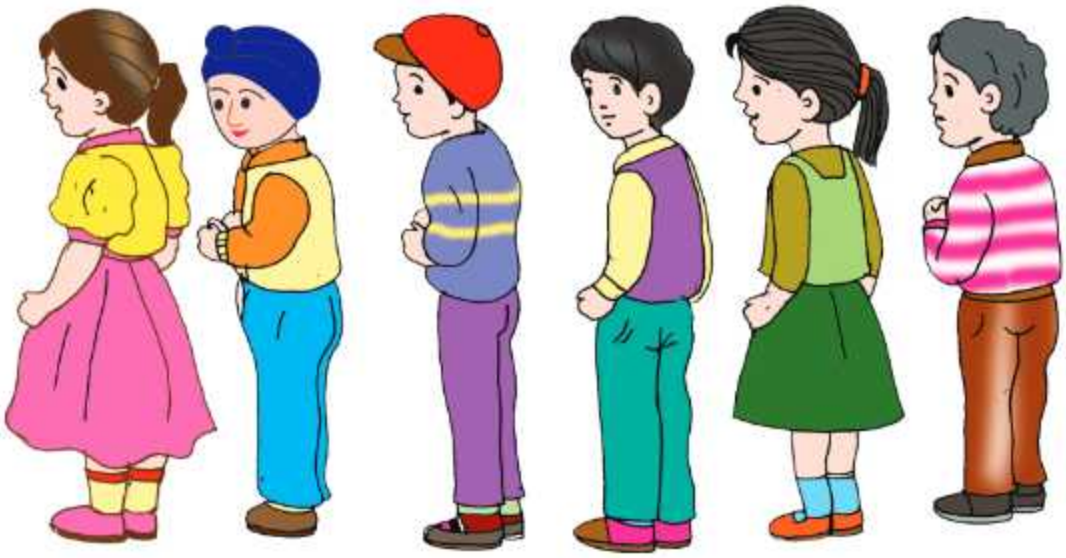
Write the order of Ball. ____ Write the order of Rocket. ____

Note for Teachers

The teacher will make the students stand in a queue and ask each of them about his place. In this way, he will explain the concept of order of numbers.

Activity

Let the students stand in a queue and ask their number in order.



Practical Activty

To make two digit numbers with given two digits

Objective — To make the small and the large number by using flash cards of two digits.

Material — Two sets of flash cards from 0 to 9.

0	1	2	3	4	5	6	7	8	9

0	1	2	3	4	5	6	7	8	9

Method 1: Teacher will call a child and ask him to pick any two cards.

Like- | 4 | | 6 |

2. By using those cards the students to form a smaller number.

4	6

3. Similarly she/he will tell them to make greater number.

6	4

4. Write these numbers on the blackboard and discuss about smaller and greater number.

5. Teacher will now call three students and ask then to pick any 2 flash cards each.

2	2

4	6

5	7

6. She/he will tell them to make different numbers from flash cards.

7. Then she/he will ask them about the smallest and the greater number out of them.

Let's Do

1. Write two digit numbers from given digits:

3, 4	2, 7	5, 3
1, 5	7, 9	6, 9
7, 8	6, 9	2, 7

Counting from 101 to 200

In Fig.	In words	In Fig.	In words	In Fig.	In words	In Fig.	In words
101	One hundred one	128	One hundred twenty eight	154	One hundred fifty four	179	One hundred seventy nine
102	One hundred two	129	One hundred twenty nine	155	One hundred fifty five	180	One hundred Eighty
103	One hundred three	130	One hundred thirty	156	One hundred fifty six	181	One hundred Eighty one
104	One hundred four	131	One hundred thirty one	157	One hundred fifty seven	182	One hundred Eighty two
105	One hundred five	132	One hundred thirty two	158	One hundred fifty eight	183	One hundred Eighty three
106	One hundred six	133	One hundred thirty three	159	One hundred fifty nine	184	One hundred Eighty four
107	One hundred seven	134	One hundred thirty four	160	One hundred sixty	185	One hundred Eighty five
108	One hundred eight	135	One hundred thirty five	161	One hundred sixty one	186	One hundred Eighty six
109	One hundred nine	136	One hundred thirty six	162	One hundred sixty two	187	One hundred Eighty seven
110	One hundred ten	137	One hundred thirty seven	163	One hundred sixty three	188	One hundred Eighty eight
111	One hundred eleven	138	One hundred thirty eight	164	One hundred sixty four	189	One hundred Eighty nine
112	One hundred twelve	139	One hundred thirty nine	165	One hundred sixty five	190	One hundred Ninety
113	One hundred thirteen	140	One hundred forty	166	One hundred sixty six	191	One hundred Ninety one
114	One hundred fourteen	141	One hundred forty one	167	One hundred sixty seven	192	One hundred Ninety two
115	One hundred fifteen	142	One hundred forty two	168	One hundred sixty eight	193	One hundred Ninety three
116	One hundred sixteen	143	One hundred forty three	169	One hundred sixty nine	194	One hundred Ninety four
117	One hundred seventeen	144	One hundred forty four	170	One hundred seventy	195	One hundred Ninety five
118	One hundred eighteen	145	One hundred forty five	171	One hundred seventy one	196	One hundred Ninety six
119	One hundred nineteen	146	One hundred forty six	172	One hundred seventy two	197	One hundred Ninety seven
120	One hundred twenty	147	One hundred forty seven	173	One hundred seventy three	198	One hundred Ninety eight
121	One hundred twenty one	148	One hundred forty eight	174	One hundred seventy four	199	One hundred Ninety nine
122	One hundred twenty two	149	One hundred forty nine	175	One hundred seventy five	200	Two hundred
123	One hundred twenty three	150	One hundred fifty	176	One hundred seventy six		
124	One hundred twenty four	151	One hundred fifty one	177	One hundred seventy seven		
125	One hundred twenty five	152	One hundred fifty two	178	One hundred seventy eight		
126	One hundred twenty six	153	One hundred fifty three				
127	One hundred twenty seven						

Note for Teachers

Similarly The teacher will tell the students to write counting and the number names upto 999.

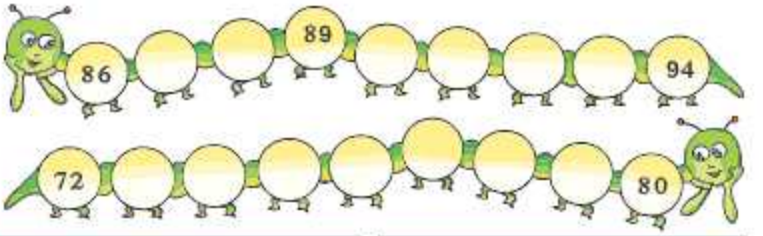
Worksheet

1. In the given picture first given the number of stars and then write the actual number after counting them.

Guess- .....

Actual number of stars- .....

2. Fill in the blanks



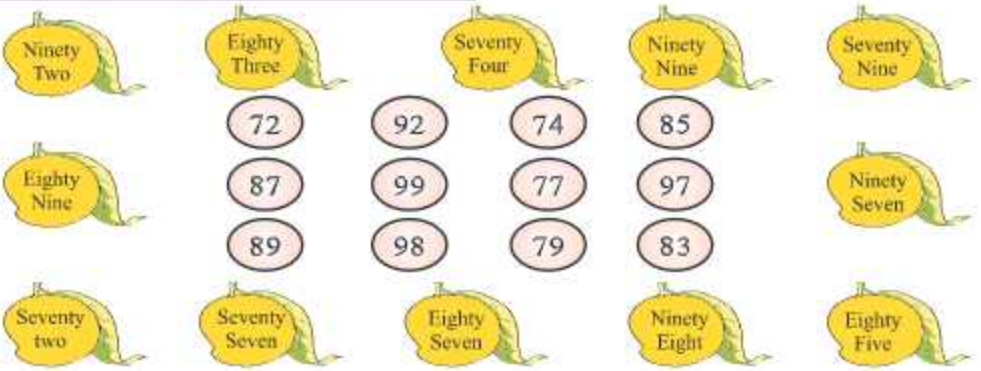
3.

What comes just before?		What comes In-between		What Comes just after	
☐ 79	☐ 90	79 ☐ 81	83 ☐ 85	99 ☐	79 ☐
☐ 86	☐ 100	98 ☐ 100	70 ☐ 72	68 ☐	82 ☐
☐ 73	☐ 80	85 ☐ 87	93 ☐ 95	85 ☐	88 ☐

4. Fill in the blanks (>, <, =)

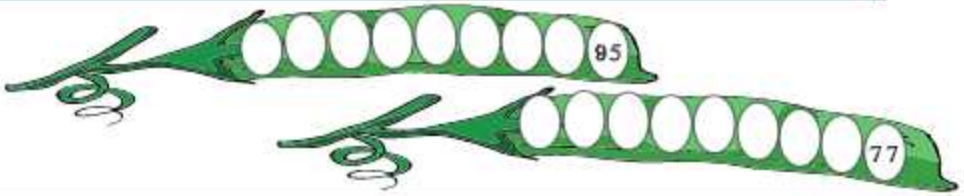
84 ☐ 48	90 ☐ 89	88 ☐ 91	75 ☐ 30
97 ☐ 97	83 ☐ 98	69 ☐ 96	74 ☐ 74
75 ☐ 80	67 ☐ 79	73 ☐ 63	80 ☐ 69

5. Match the number names with the numerals



6. Write the forward counting from the given number

7. Write backward counting from the given number



8. Write each of the following numbers in the expanded form

93 =___+___ 85 =___+___ 73 =___+___

89 =___+___ 99 =___+___ 96 =___+___

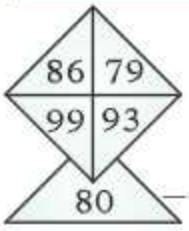
76 =___+___ 82 =___+___ 78 =___+___

9. Form numbers for each of the following

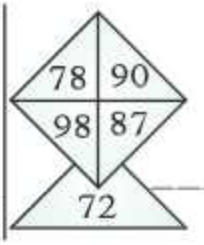
90 + 4 = 70 + 9 = 80 + 7 =

80 + 8 = 90 + 7 = 70 + 5 =

10. Write in ascending order



___, ___, ___, ___, ___



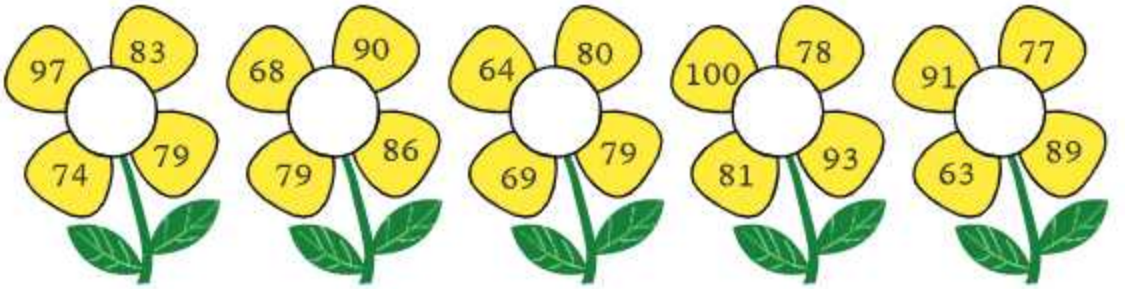
___, ___, ___, ___, ___

11. Write the following in figures

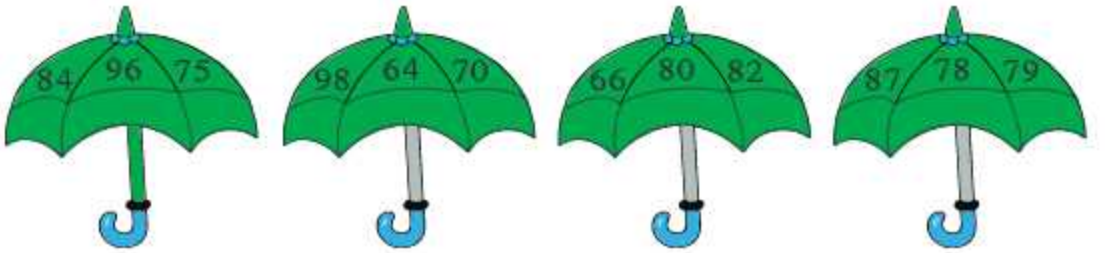
12. Encircle the greatest number

89 98 79	96 78 69	77 83 68
90 97 63	88 89 71	93 47 69

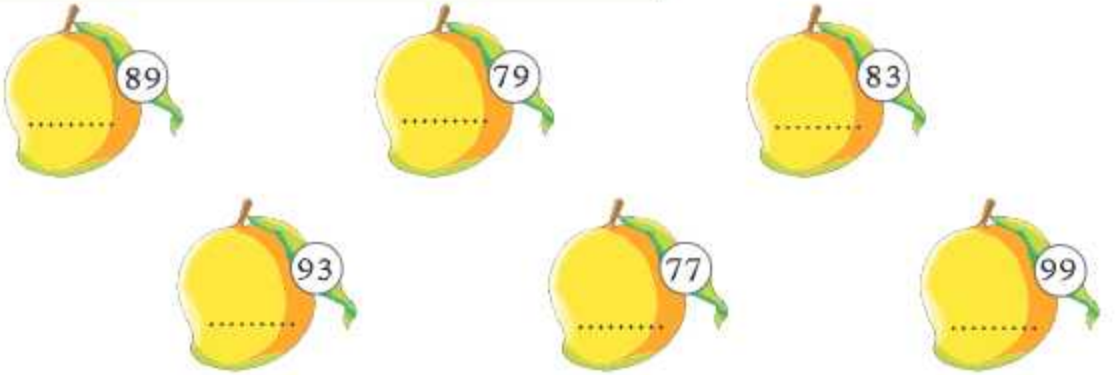
13. Write the greatest number in the centre of the flower.



14. Write the numbers in decreasing order



15. Write the following numbers in words



16. Write the place value of the encircled digit :

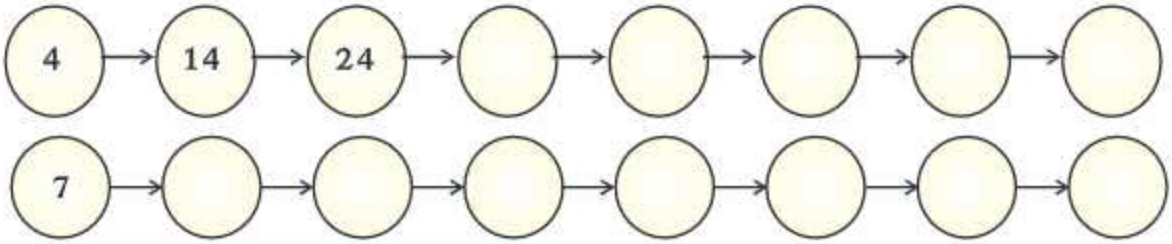
1(8) = The place value of 8 is ..... .

(5)4 = The place value of 5 is ..... .

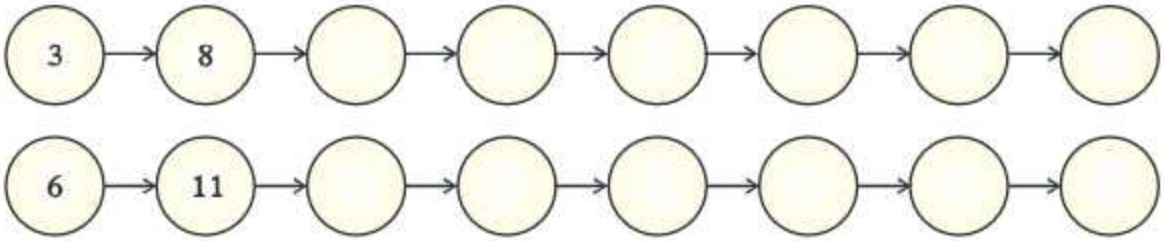
(6)2 = The place value of 6 is ..... .

7(7) = The place value of 7 is ..... .

17. Skip counting by tens



18. Skip counting by fives



19. Write two digit number using given digits

(i) 2, 5 ☐☐ (ii) 3, 4 ☐☐

(iii) 7, 8 ☐☐ (iv) 1, 6 ☐☐

(v) 5, 7 ☐☐ (vi) 2, 8 ☐☐

20. (i) How notes of ₹10 and ₹1 make the number 54 ?

(ii) How notes of ₹10 and ₹1 make the number 72 ?

Points to Remember

* Smallest one digit number — 1
* Greatest one digit number — 9
* Smallest two digit number — 10
* Greatest two digit number — 99