1 A Day at the Beach

Look at the above picture. Count and write the number of objects given below.

Coconuts ☐   Boats ☐

Children ☐   Oranges ☐

How did you count them? Did you count them one by one or in bunches or groups?

> Discuss with children if they have seen or visited a seashore or a river side. Which animals and plants are usually seen there? Encourage them to count in groups.

Let us Do

A. Look at the shops shown in the picture and fill in the blanks.

   i. There are _____ necklaces of shells with 10 shells in each necklace.

  ii. There are _____ groups of balloons with _____ balloons in each group and _____ loose balloons.

 iii. There are _____ bunches of bananas with _____ bananas in each bunch and _____ loose bananas.

B. Surbhi has collected some seashells. She wants to help her mother in making bracelets and necklaces.

C. Surbhi has made _____ groups of shells with _____ number of shells in each group for her bracelets.

D. Her mother has made _____ groups of shells with _____ number of shells in each group for her necklaces.

Try the tongue twister.

"She sells seashells at the seashore."

Let us Think

List out the objects that come in packs of ten.

A. _____ B. _____ C. _____

Tasty *Chikoos!*

Manoj is helping his father in selling *chikoos* that he has arranged in the trays.

There are _____ *chikoos* in one tray.

How many *chikoos* are there in total? _____

Now help Manoj in placing all the *chikoos* in the trays for selling.

A. 25 *chikoos* [trays image] : ____ trays of ten *chikoos* and ____ *chikoos*.

B. 43 *chikoos* [trays image] : ____ trays of ten *chikoos* and ____ *chikoos*.

C. 35 *chikoos* [trays image] : ____ trays of ten *chikoos* and ____ *chikoos*.

D. 58 *chikoos* [trays image] : ____ trays of ten *chikoos* and ____ *chikoos*.

Let us Match

A. [80 *chikoos*]

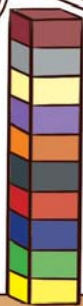B. [72 *chikoos*]

C. [56 *chikoos*]

D. [28 *chikoos*]

Fun with Blocks and Strips
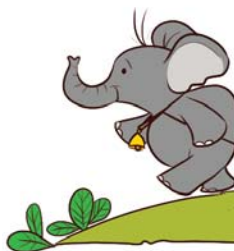

Look at my block stick.

Can you tell how many blocks are there in this block stick?
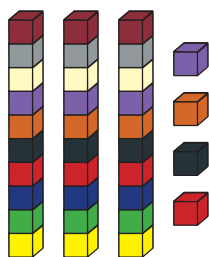
1 block stick = _____ blocks

Look at my ten strip.

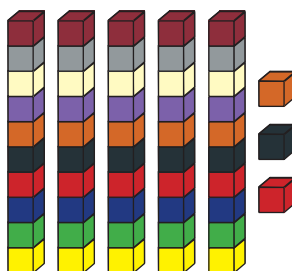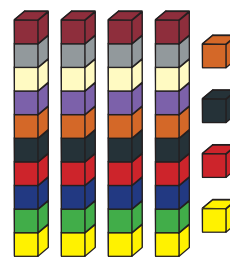Can you tell how many units are there in this ten strip?
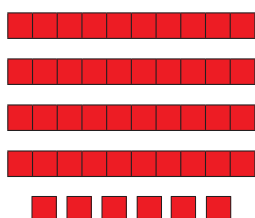
1 ten strip = _____ units

4

Let us Do

<table>
<tr>
<td>

_3_ block sticks
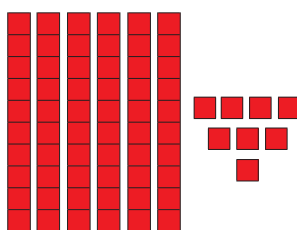and _4_ blocks
34 total blocks

</td>
<td>

___ block sticks
and ___ blocks
___ total blocks

</td>
<td>

___ block sticks
and ___ blocks
___ total blocks

</td>
</tr>
<tr>
<td>

___ ten strips and
___ units
___ total units

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<td>

___ ten strips and
___ units
___ total units

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___ ten strips and
___ units
___ total units

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</table>
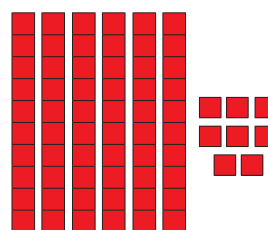
Complete the below table.

Total blocks/ units	Ten strips	Units
24	2	4
36		
72		
69		
46		

Use sticks or bundles of sticks or similar material which can be grouped to develop number sense among children.

5

Let us Make 100!

Look! I have joined 10 strips together.

These are made up of total 100 units.
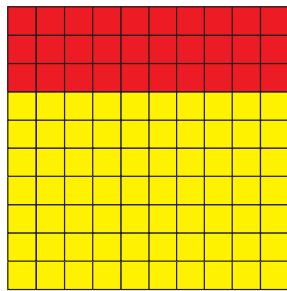
70 yellow units and 30 red units. 7 yellow ten strips and 3 red ten strips. Total 100 units or 10 ten strips.
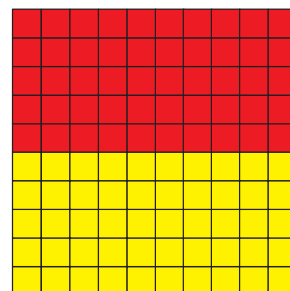
___ yellow units and ___ red units ___ yellow ten strips and ___ red ten strips. Total ___ units or ___ ten strips.
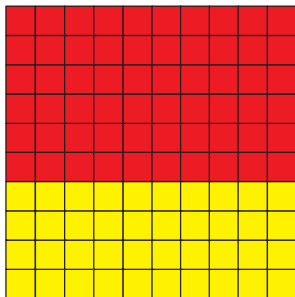
___ yellow units and ___ red unit ___ yellow ten strips and ___ red ten strips. Total ___ units or ___ ten strips.
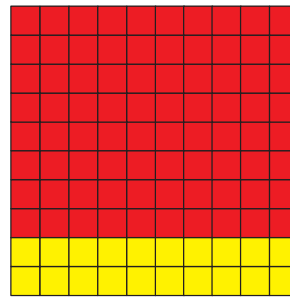
___ yellow units and ___ red units ___ yellow ten strips and ___ red ten strips. Total ___ units or ___ ten strips.

Discuss some other combinations of ten strips that make a 100 units grid.

6

Let us Make 100!

Let us play this game in groups of 5 or 6. One member will become the banker. Each team member will roll two dice together and take that many units from the bank. Whenever there are units that are equal to or more than 10, they will exchange the ten units for a ten strip from the banker. Play the same and collect 10 tens strips and put them to make a 100 units grid. We can also use items like *rajma*, pebbles, *chana*, etc., as units.

Counting through Cards

18, 19, 20, 21...
Oh! I forgot the count again. 1, 2, 3, 4...

Let me tell you a new way of counting these shells.

I have placed ▲ card for a group of ten shells and ● card for one shell.

Encourage children to use different cards for tens and ones.

Complete the following.

3 tens   1 one   =   **30** + **1**   or

T	O
3	1

So, there are total of 31 shells.

___ tens   ___ ones   = ☐ + ☐   or

T	O

___ tens   ___ ones   = ☐ + ☐   or

T	O

___ tens   ___ ones   = ☐ + ☐   or

T	O

Draw tens (▲) and ones (●) cards and fill in the blanks.

___ tens   ___ ones   = **90** + **3**   or

T	O

___ tens   ___ ones   = ☐ + ☐   or

T	O
7	5

___ tens   ___ ones   = ☐ + ☐   or

T	O
2	9

8

Make Numbers

Children can make numbers using different number cards either of tens or ones. The teacher calls out a number, say, 52. The children with number cards of 50 and 2 will come together and form the number 52 as shown below. The game continues for other numbers such as 27.

We have made the number **fifty-two.**

5 2

50   **2**

We have made the number **twenty-seven.**

2 7

20   **7**

Trays of Oranges

Suraj, please take out trays to arrange these **43 oranges.**

I think I will need 3 trays to arrange them.
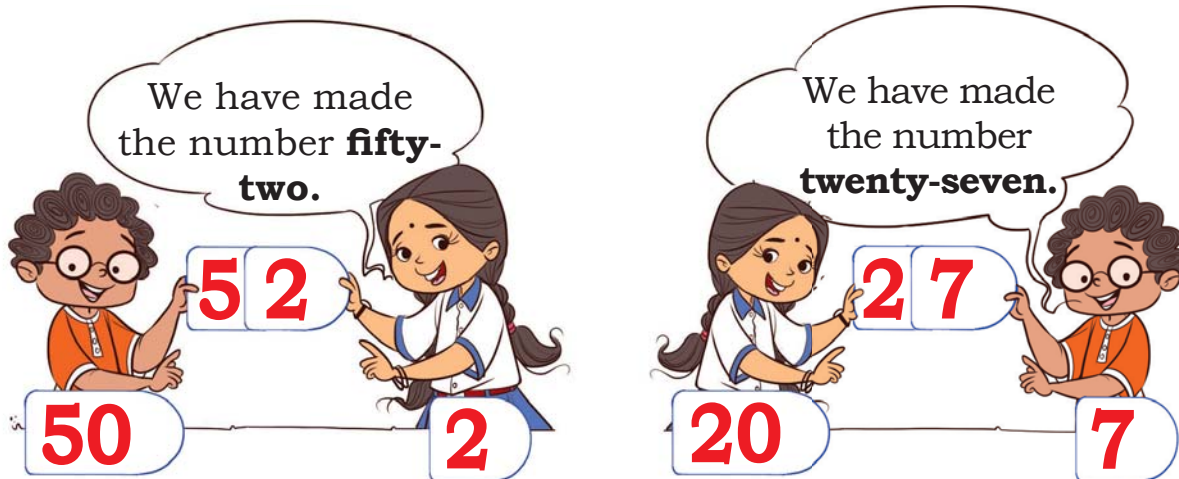
Let children have lots of practice on regrouping a number in tens and ones. For example, 73 is made up of 70 and 3 or 7 tens and 3 ones. Let children make their own worksheets for two digit numbers.

73	70 + 3	T	O
		7	3

9

Which is less **27** oranges or **72** oranges? Why?
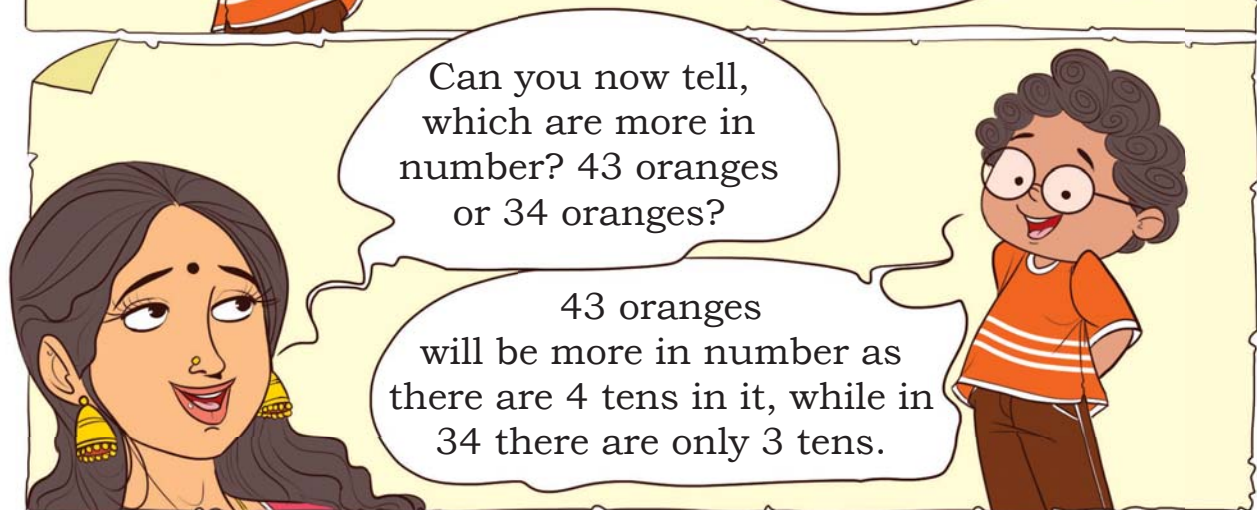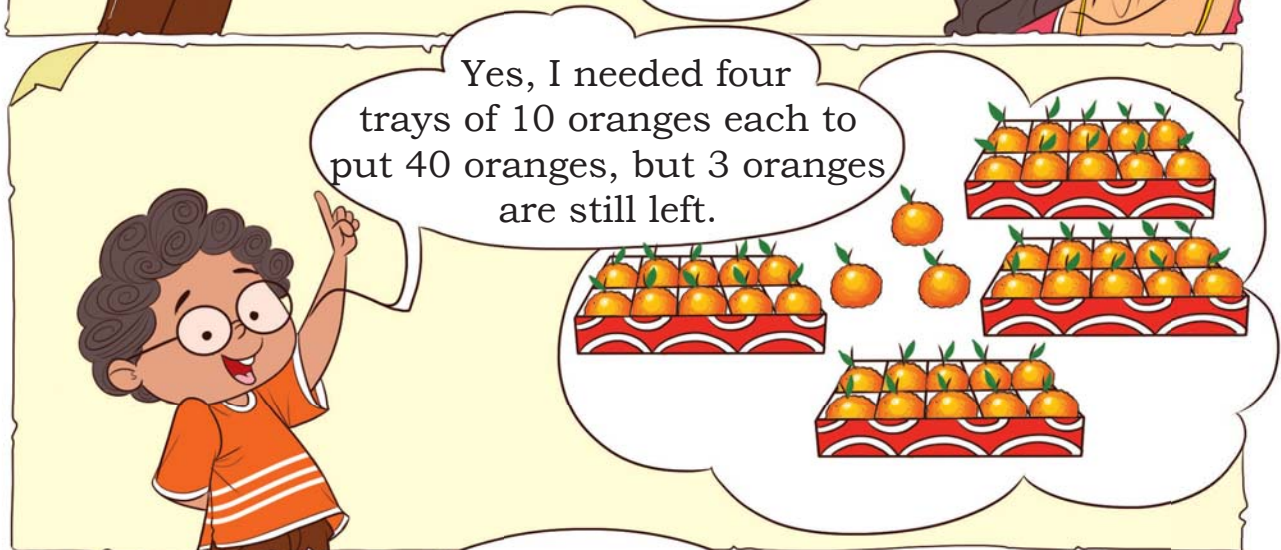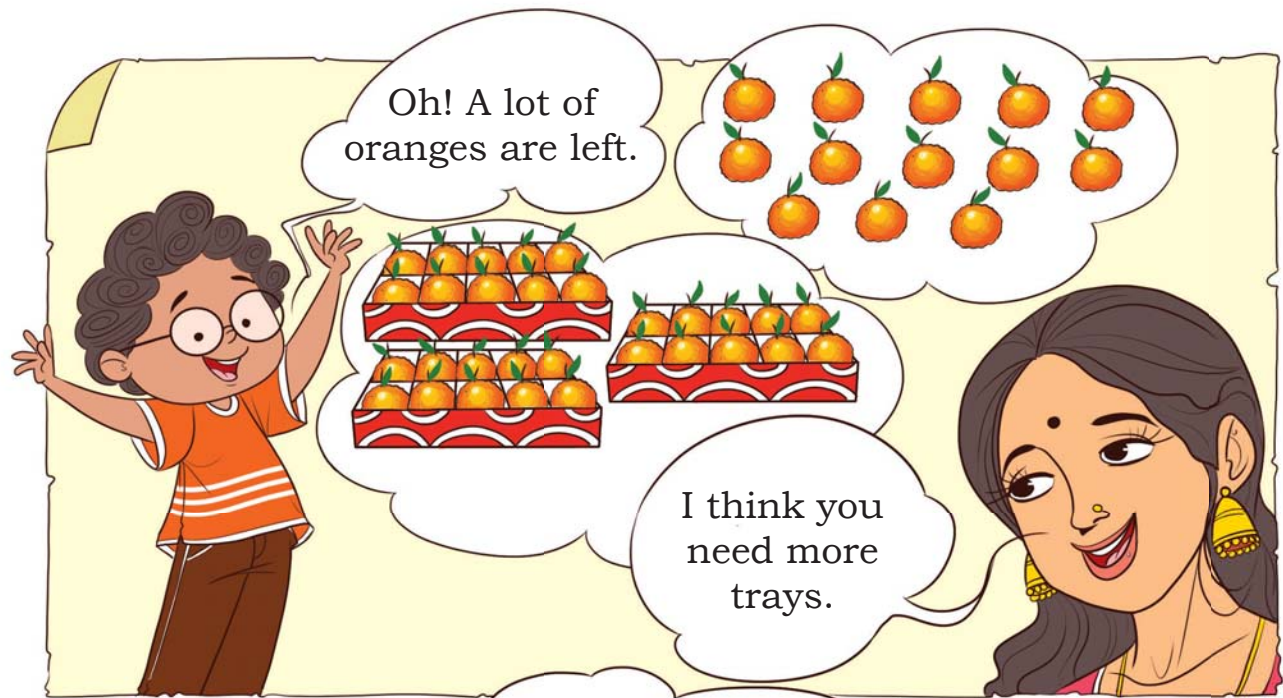
Fill in the blanks with more or less.

A.   67 *chikoos* are _____ than 76 *chikoos*.

B.   53 shells are _____ than 35 shells.

Speech bubble: What about 43 oranges and 47 oranges? Which is more?

Speech bubble: In both 43 and 47, there are 4 tens but in 43 there are 3 ones, while in 47 there are 7 ones.

Speech bubble: So, 47 oranges are more than 43 oranges.
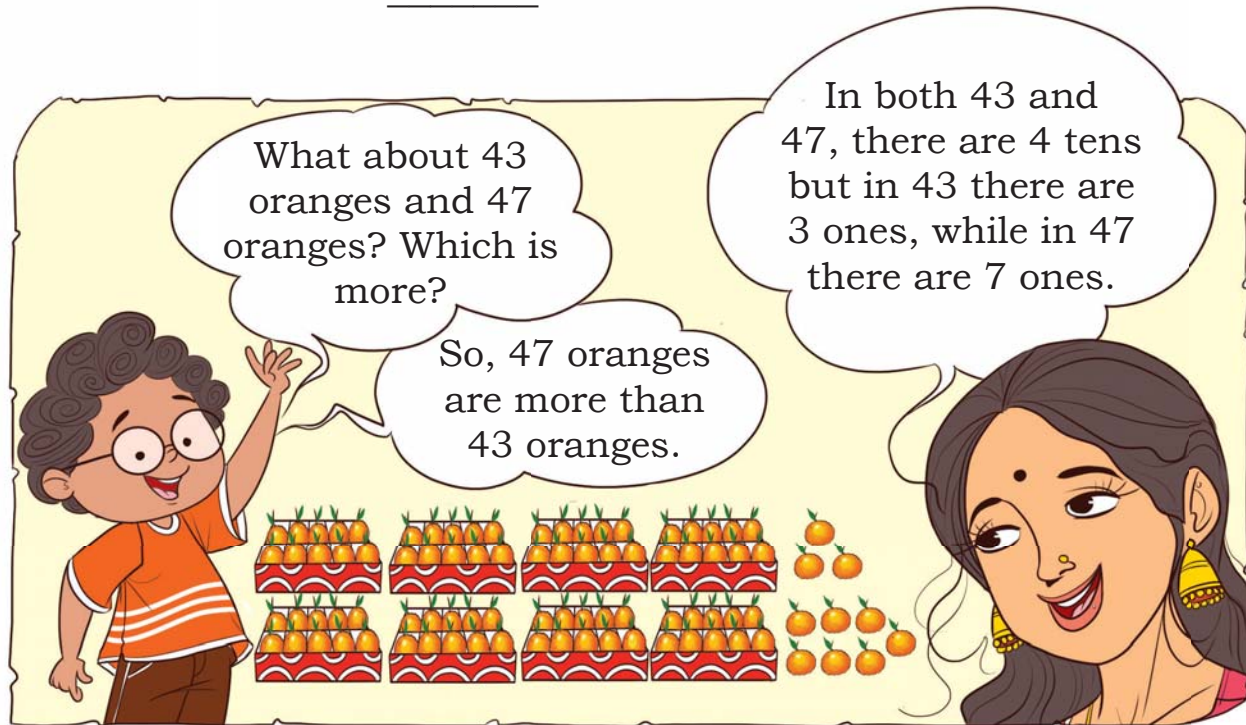
Let us Do

Fill in the blanks.

A. <u>29</u> is more than 20.

B. _____ is less than 41.

C. _____ is less than 76.

D. 49 is more than _____ .

E. 25 is less than _____ .

F. _____ is less than 2.

G. 36 is more than _____ .

H. _____ is more than _____ .

> Discuss with children the situations where they can compare two quantities. Ask children to make two groups of concrete objects like pebbles, marbles, bottle caps, seeds, etc., and to estimate which group has more number of objects.
>
> Let them then verify their estimate by counting the objects.

11

Flash Card Game

A. Make flash cards of numbers from 0 to 9. Make the desired number according to the rules given below by placing these cards appropriately at tens and ones place.

   i.   A number greater than 50.

   ii. A number less than 30.

   iii. A number between 47 and 59.

   iv. Which is the smallest two-digit number you can make?

   v.   Which is the largest two-digit number you can make? Why do you think that the number you made is the largest?

Tens	Ones
5	7

B. Choose any two flash cards and make a two-digit number. Now swap these flash cards to get another number and find out whether it is bigger or smaller than the previous number. How will you get the largest number using same digits?

Tens	Ones	Tens	Ones
3	5	5	3

Mark by Passing the Path

From the largest number, try to reach the smallest one in decreasing order by passing through each and every number atleast once.

65		‹	73
⌄	92	›	⌃
	53	›	⌄
20	‹	32	

34			53
	91		76
	14		11
			19
23			

			51
58			
		63	43
75		86	
29			34

Play with Numbers

Who am I?

A. I am the largest two-digit number.

B. I am the largest two-digit number where no digit is repeated.

C. I am the smallest two-digit number.

D. I am the smallest two-digit number, my digits are repeated.

E. I am the smallest two-digit number with 3 at the tens place.

F. I am the largest two-digit number with 2 at the ones place.
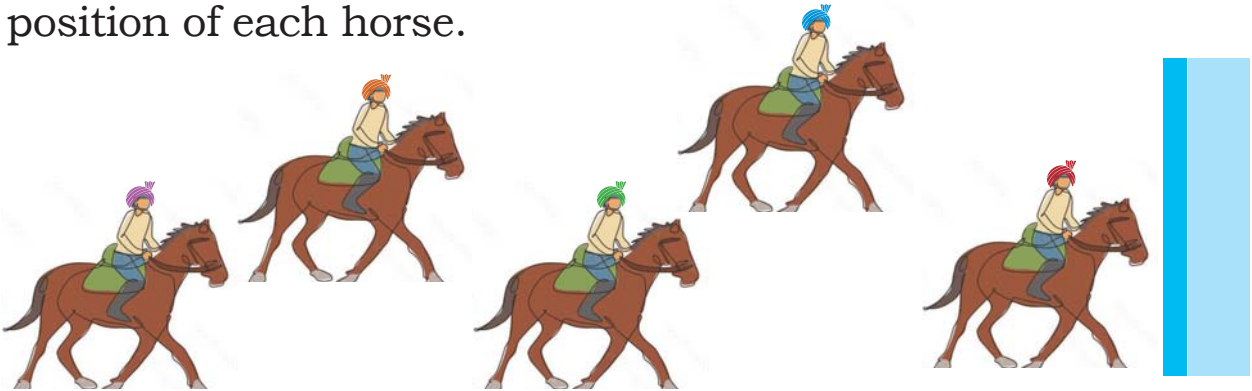
Make your own such questions.

_____

_____

_____

Bhaibij

At Mudetha village of Banaskatha district, a horse-race competition is held since the past 750 years (approximately). It is held on the day of *'Bhaibij'*.

The picture shows that the race is over. Observe the position of each horse.

A. What colour turban is the man wearing whose horse reaches first? _____

B. What colour turban is the man wearing whose horse reaches third? _____

C. What are the positions of the persons wearing green and blue turbans? _____, _____

D. What are the positions of the horses ridden by the persons wearing pink and red turbans? _____, _____

Look at the month of August given below.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	**15** Independence Day	16	17
18	**19** Rakshabandhan	20	21	22	23	24
25	**26** Janmashtami	27	28	29	30	31

*Calendar based on 2024

14

Read the calendar and answer the following questions.

A. Janmashtami will be celebrated on which day of this month? ☐

B. When is the Independence day celebrated? ☐

C. Raksha Bandhan is on ☐ Monday of this month.

Find out if any of your friends celebrated their birthday in the month of August. Mark it on the calendar.

Jersey Number 17

The player wearing jersey number **17** is playing very well.

He is Arya, my favourite player.

17

Discuss with students about various other places where they can see numbers as labels or names around them. For example, house number, pillar number, roll number, bus or train number, etc. Tell children that the beautiful way in which we all write numbers today, using the digits 0 and 1–9, originated in India.

15