

Fun with Numbers



2ITFUH

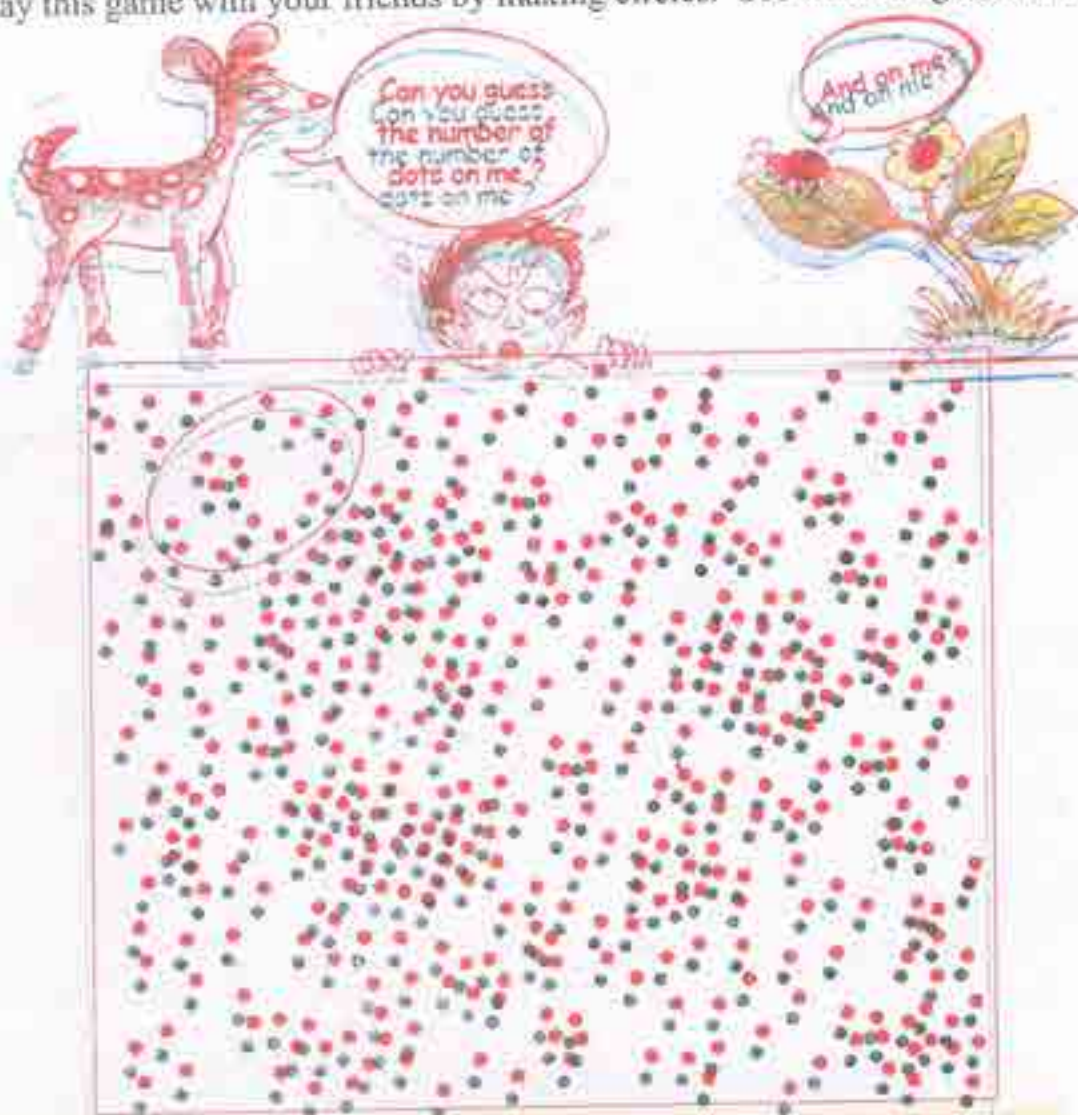


Salma, Aamina, Aslam, Maria and Ali were collecting *Imli* (tamarind) seeds.

- ❖ _____ collected the most seeds.
- ❖ Ali will collect _____ more seeds to be equal to Aslam.
- ❖ If Salma gets 6 more seeds, she will have _____.
- ❖ How many children have more than 40 seeds? _____
- ❖ _____ needs 3 more seeds to have 50.
- ❖ Ali has 2 seeds less than 40 and _____ has 2 seeds more than 40.

Dot Game

Guess the number of dots in the circle. Now count and check your guess. Play this game with your friends by making circles. See who can guess best.



Children need interesting exercises to help them with visual estimation of numbers – of things arranged randomly and in symmetrical groups. Teachers could use other instances, such as bundles of leaves sold in the market, the school assembly, designs on mats, etc. to make them guess and estimate different numbers. In this book an ant has been used to show the child that a guess or estimate has to be made.

Dhoni's Century

One-day match between India and South Africa in Guwahati....., India batting first.....



Fill in the blanks:

Dhoni scored $96 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$ runs.

How many runs do these players need to complete a century?

| | <i>Runs scored</i> | <i>Runs needed to complete a century</i> |
|----------|--------------------|--|
| Player 1 | 93 | <hr/> |
| Player 2 | 97 | <hr/> |
| Player 3 | 89 | <hr/> |
| Player 4 | 99 | <hr/> |

Numbers are understood not by reciting them in order but by making associations in familiar contexts. Here the idea of a "century" of runs is used. Teachers could add other examples from children's lives to think about 3-digit numbers. Encourage them to speak about large numbers even if they cannot read or write them.



99-112

195-206

| Number (in figures) | Number (in words) |
|---------------------------|----------------------|
| 99 | Ninety-nine |
| 100 | One hundred |
| 101 | One hundred one |
| 102 | _____ |
| 103 | One hundred three |
| 104 | One hundred four |
| _____ | One hundred five |
| 106 | One hundred six |
| 107 | _____ |
| _____ | One hundred eight |
| 109 | One hundred nine |
| 110 | One hundred ten |
| 111 | One hundred eleven |
| _____ | One hundred twelve |

| Number (in figures) | Number (in words) |
|------------------------|--------------------------|
| 195 | One hundred ninety-five |
| 196 | One hundred ninety-six |
| 197 | One hundred ninety-seven |
| 198 | One hundred ninety-eight |
| _____ | One hundred ninety-nine |
| 200 | Two hundred |
| 201 | Two hundred one |
| _____ | _____ |
| 203 | Two hundred three |
| _____ | Two hundred four |
| 205 | Two hundred five |
| 206 | _____ |

Can you guess how many more
there are in this set?



Top Ten Scores in the Cricket World Cup



| Player | Scores |
|--------|--------|
| MIK. | 1228 |
| ASS. | 1000 |
| C.K. | 999 |
| DM. | 1002 |

| Player | Scores |
|--------|--------|
| WID. | 1078 |
| THK. | 1035 |
| ST. | 1011 |
| THK. | 1002 |

🏏 C.K. just missed his century. How many runs did he need to make a century? _____

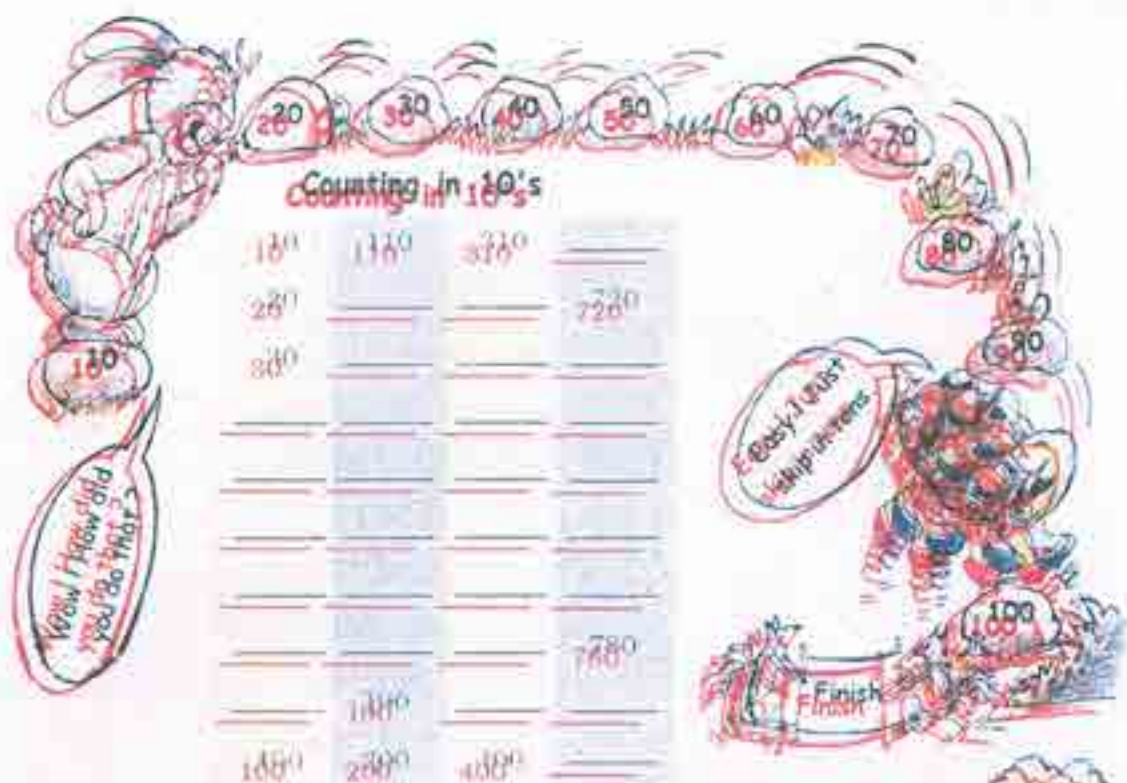
🏏 _____ and _____ scored almost equal runs.

🏏 _____ scored a complete century, no less, no more.

🏏 Most runs scored by any batsman are _____.

🏏 _____ and _____ have a difference of just 1 run between them.

🏏 _____ scored 2 more than one and a half century.



Counting in 50's

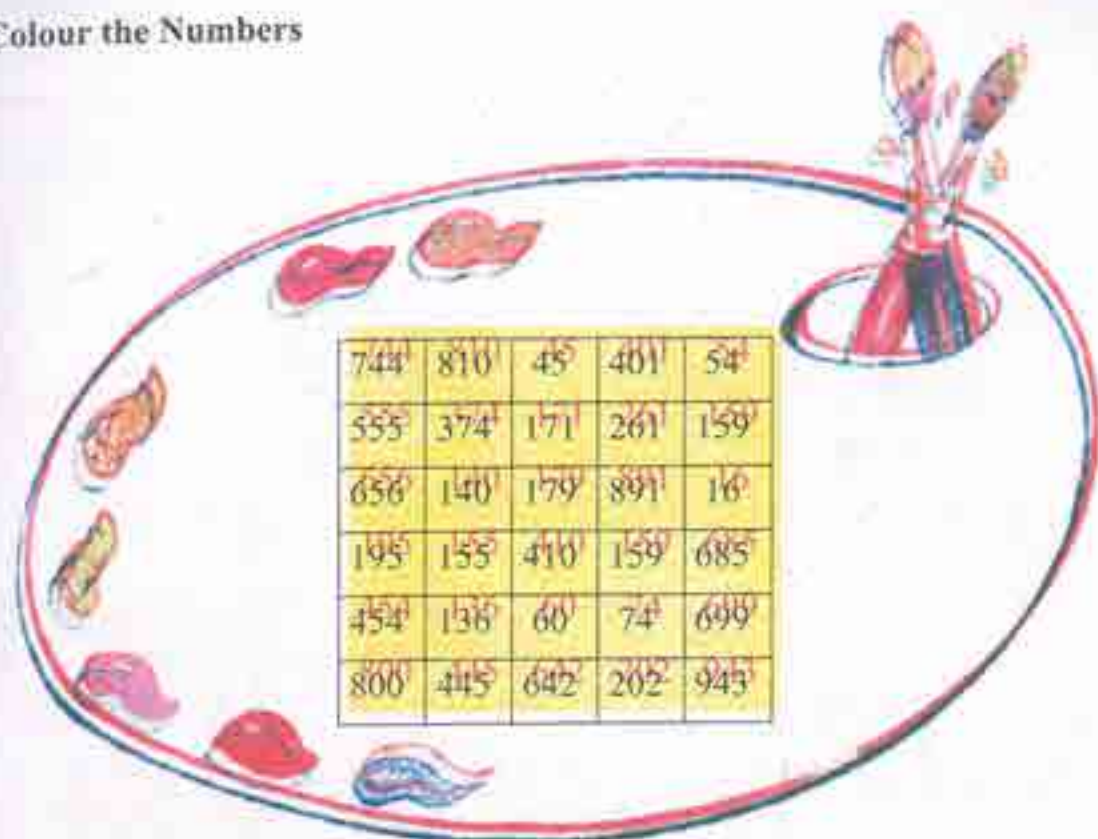
| | |
|-----|-----|
| 200 | 550 |
| 250 | |
| | 650 |
| 350 | |
| | 750 |
| 500 | 850 |



How far can you go like this?

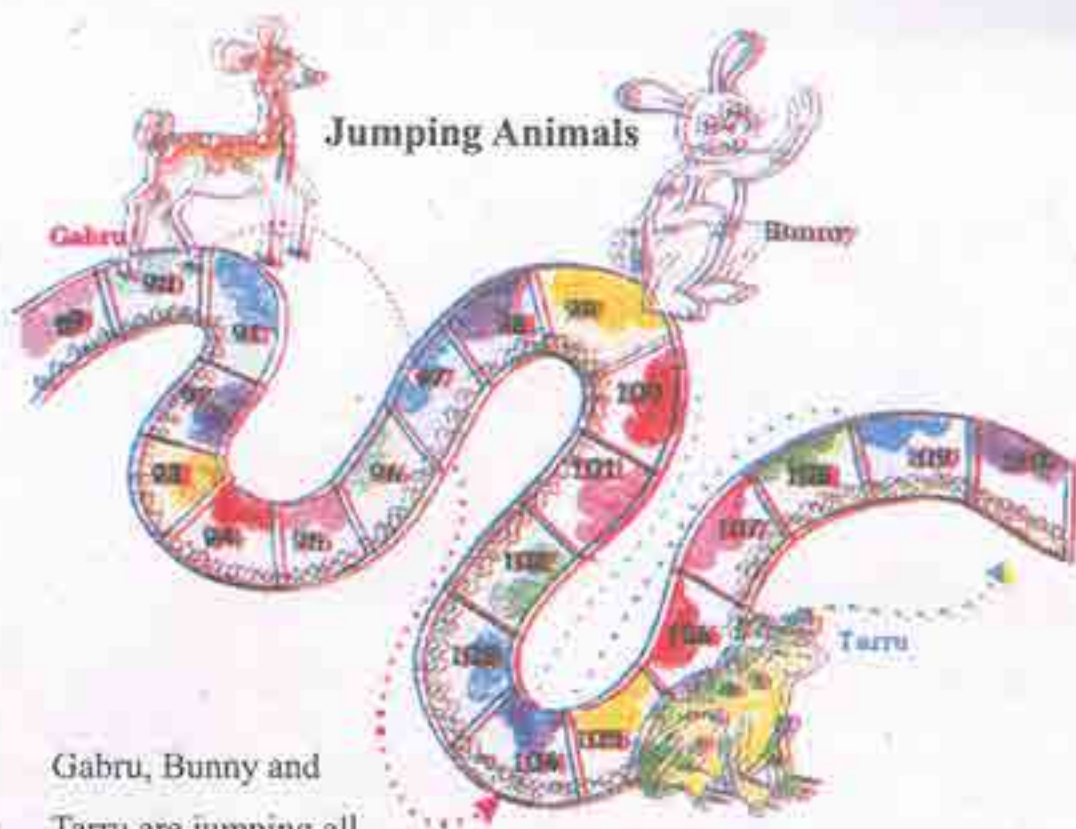
What is the biggest number you can call out? _____

Colour the Numbers



Find these numbers in the above chart. Colour them.

|  Green |  Red |  Yellow |
|--|---|--|
| One hundred forty | Fifty four | Four hundred forty five |
| Two hundred two | Sixty | Sixteen |
| Two hundred sixty one | One hundred sixty five | One hundred fifty nine |
| Eight hundred | Five hundred fifty five | Six hundred eighty five |
| $300 + 70 + 4$ | $600 + 40 + 2$ | $600 + 80 + 5$ |
| $600 + 50 + 0$ | $100 + 70 + 0$ | $70 + 4$ |
| $5 + 50 + 100$ | $800 + 10$ | $1 + 40 + 30$ |



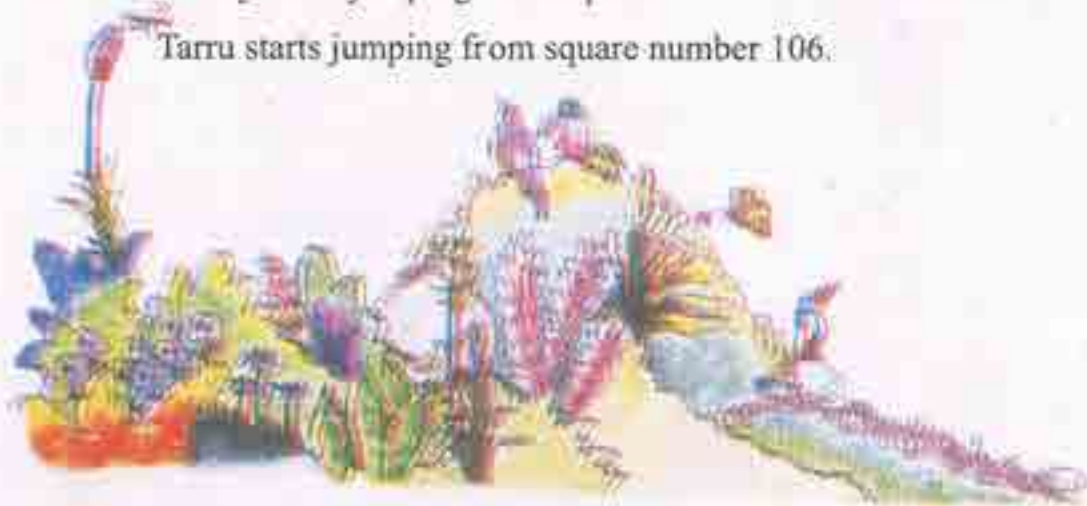
Gabru, Bunny and
Tarru are jumping all

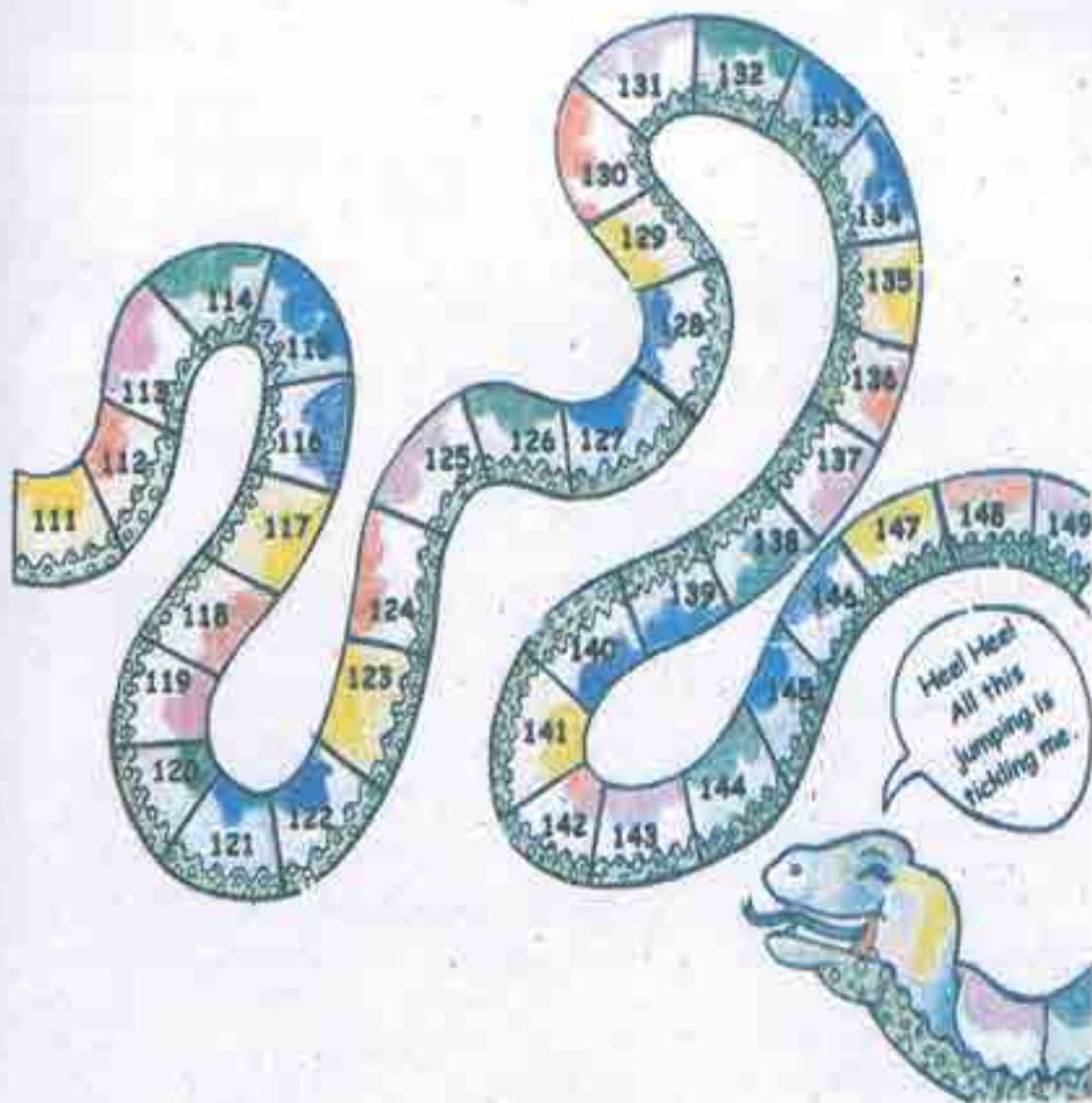
the way. Gabru jumps on every 7th square, Bunny on every 5th
square, Tarru on every 4th square.

Gabru starts jumping from square number 90.

Bunny starts jumping from square number 99.

Tarru starts jumping from square number 106.





Gabru and Bunny both jump on squares 104 _____ and _____.

Find out:

- ☐ Tarru and Bunny jump on squares _____, _____, _____ and _____
- ☐ Is there any square where all three of them jump? _____
- ☐ Guess who will finish in the least jumps? _____ In how many jumps? _____

Class, Jump!



Jump 2 steps forward:

104, 106, 108, _____, _____, _____, _____

Jump 2 steps backward:

262, 260, 258, _____, _____, _____, _____

Jump 10 steps forward:

110, 120, 130, _____, _____, _____, _____

Jump 10 steps backward:

200, 190, 180, _____, _____, _____, _____

Continue the pattern:

550, 560, 570, _____, _____, _____, _____

910, 920, 930, 940, _____, _____, _____, _____

209, 207, 205, _____, _____, _____, _____

401, 402, 403, _____, _____, _____, _____

Join in!
















Lazy Crazy Shop

This is the jungle shop. Lazy Crazy gives things only in packets of tens, hundreds and loose items.



Find out how many packets of tens, hundreds and loose items each animal will take. Fill in the blanks.

| | | Packets of 100 | Packets of 10 | Loose items |
|---|---|---|--|---|
|  |  143 |  |  |  |
|  |  210 | _____ | _____ | _____ |
|  |  242 | _____ | _____ | _____ |
|  |  552 | _____ | _____ | _____ |

Lazy Crazy also has a crazy way of taking money. He takes only in notes,  notes and  coins. Now find out how they will pay him for what they have taken.



Rs. 420



Rs. 145



Rs. 225



Rs. 55

Who am I? Match with the number.

- I come between 40 and 50 and there is a 5 in my name.
- I have 9 in my name and am very close to 90.
- If you hit a 4 after me, you score a century.
- I am equal to ten notes of 10.
- I am century + half century
- I am exactly in between 77 and 97.

96

150

45

89

87

100

In this chapter several stories and exercises are used to help children understand the decimal number system. The term 'place value', which often confuses children, has not been used at all. Teachers could also find out about other locally used number systems, if any, especially while working in tribal communities.

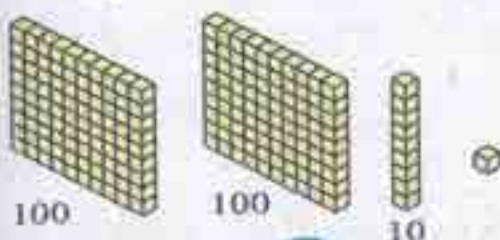
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How Many are these?



_____ rupees



_____ sticks



_____ blocks



_____ beads

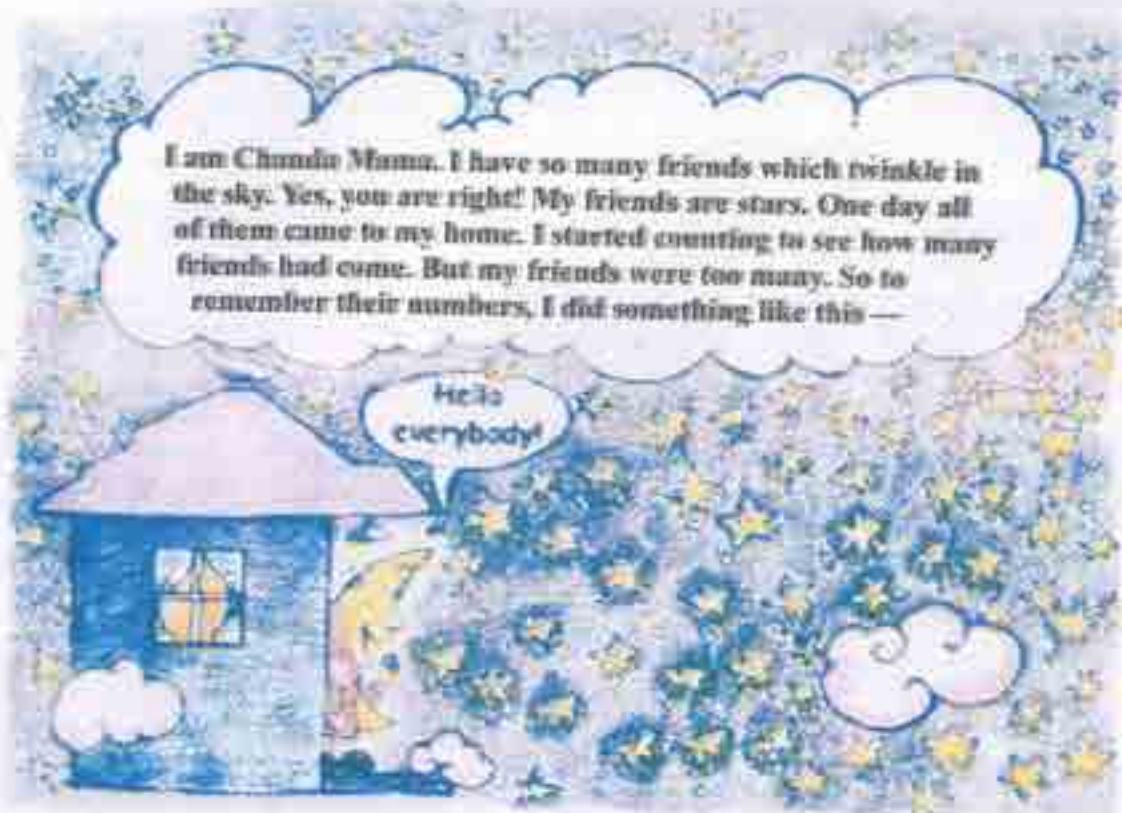


_____ rupees



Who am I?

There is no biggest number
The biggest you cannot find
Add me to get the next one
To count, keep me in mind.



Moon Mama Counts his Starry Friends

I counted one star and kept one ▲ card in my pocket.

▲ for one star, ▲ ▲ for 2 stars.
 ▲ ▲ ▲ ▲ ▲ for how many stars? _____

When I had 10 cards, I changed it with this card 10.



But my friends kept coming. So I had to count more stars. My pockets were getting full. So when I had 10 cards like this 10 I changed it with a 100 card.



But I have so many, many, friends that my pockets kept getting full.

Just see how many cards I had.



Which cards will I have in my pocket if I have counted up to...

a. 19 →



b. 21 →

c. 95 →

d. 201 →



e. 260 →

f. 300 →

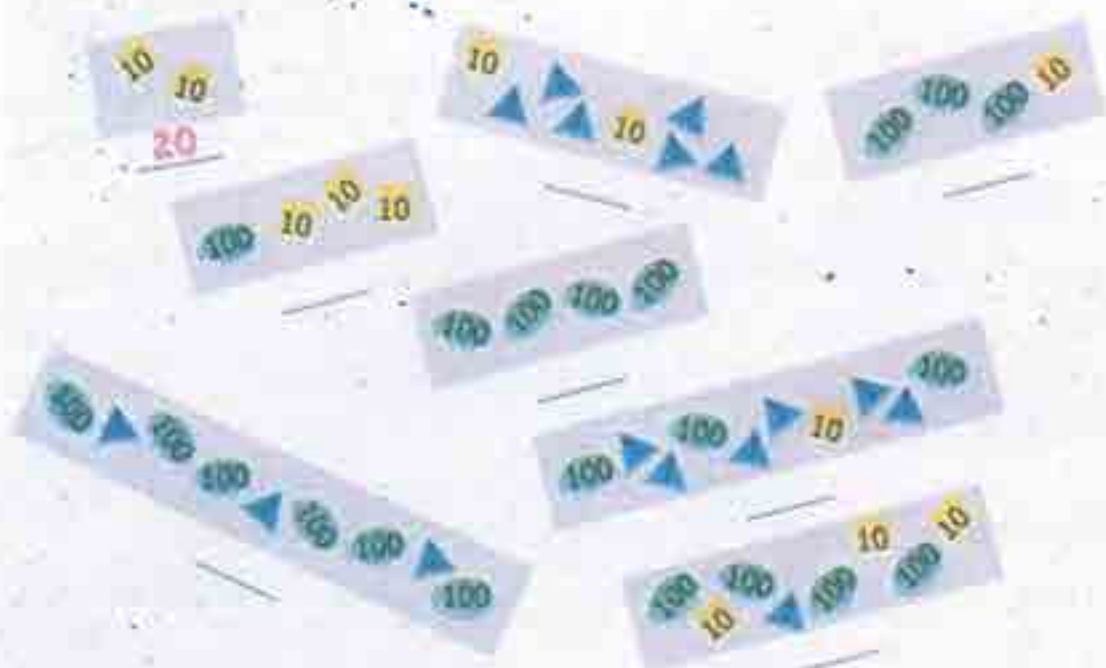
g. 306 →

h. 344 →

i. 350 →

j. 400 →

When I had 10 10 cards in my pocket, I knew I had counted 20 stars.
Now you tell me the number of stars counted in each case. Write the
answer in the blank space.



Guess how many starry friends I have in all... !!!