



0219CH08



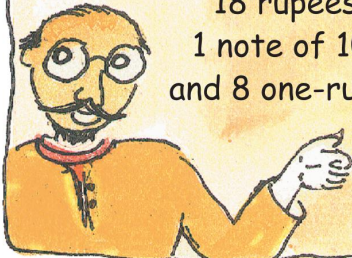
Tens and Ones

Help me!



Uncle, I want to buy pencils for 18 rupees. I have just 10-rupee notes and 1-rupee coins. How many notes and coins should I give you?

18 rupees means
1 note of 10 rupees
and 8 one-rupee coins.



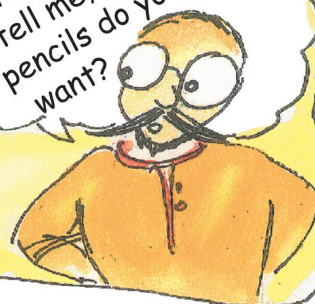
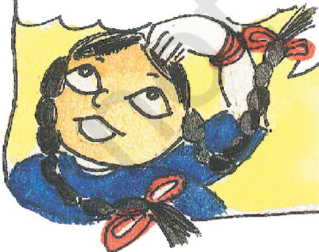
How many notes and
coins do I need
to give 35 rupees?



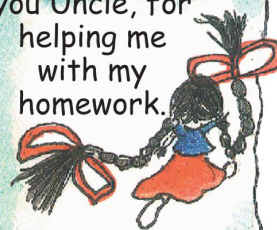
You give me
three 10-rupee
notes and 5 coins
of one rupee.

OK, Uncle if...

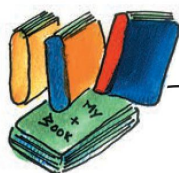
Hey!
Just tell me, how
many pencils do you
want?



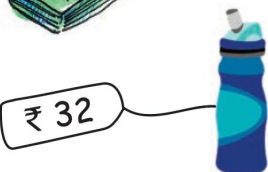
None! Thank
you Uncle, for
helping me
with my
homework.



Can you do this without Uncle's help? Draw the 10-rupee notes and 1-rupee coins you will give for these things.



₹ 20



₹ 32



₹ 55

★ How much money do the notes and coins make?



= ₹ 30



= ₹ _____



= ₹ _____



= ₹ _____



= ₹ _____

Do similar exercises in the class with the help of play money.

Practice Time

I will say a number.
Guess the break-up.

OK, you say it,
I will do it.

$$60 + 4$$

Sixty-four?

$$20 + 5$$

Twenty-five?

What about 12?
How will you
do that?

See, for 64 and 25 the number
names tell us the break-up.
But uhm--- twelve is different.
So are eleven and nineteen.

**Now you write these and
also say them aloud.**

$$27 = \underline{\quad} + 7$$

$$31 = 30 + \underline{\quad}$$

$$54 = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} = 90 + 9$$

$$63 = \underline{\quad} + \underline{\quad}$$

$$36 = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} = 80 + 2$$

You try writing
the break-up
for these.

$$12 = 10 + 2$$

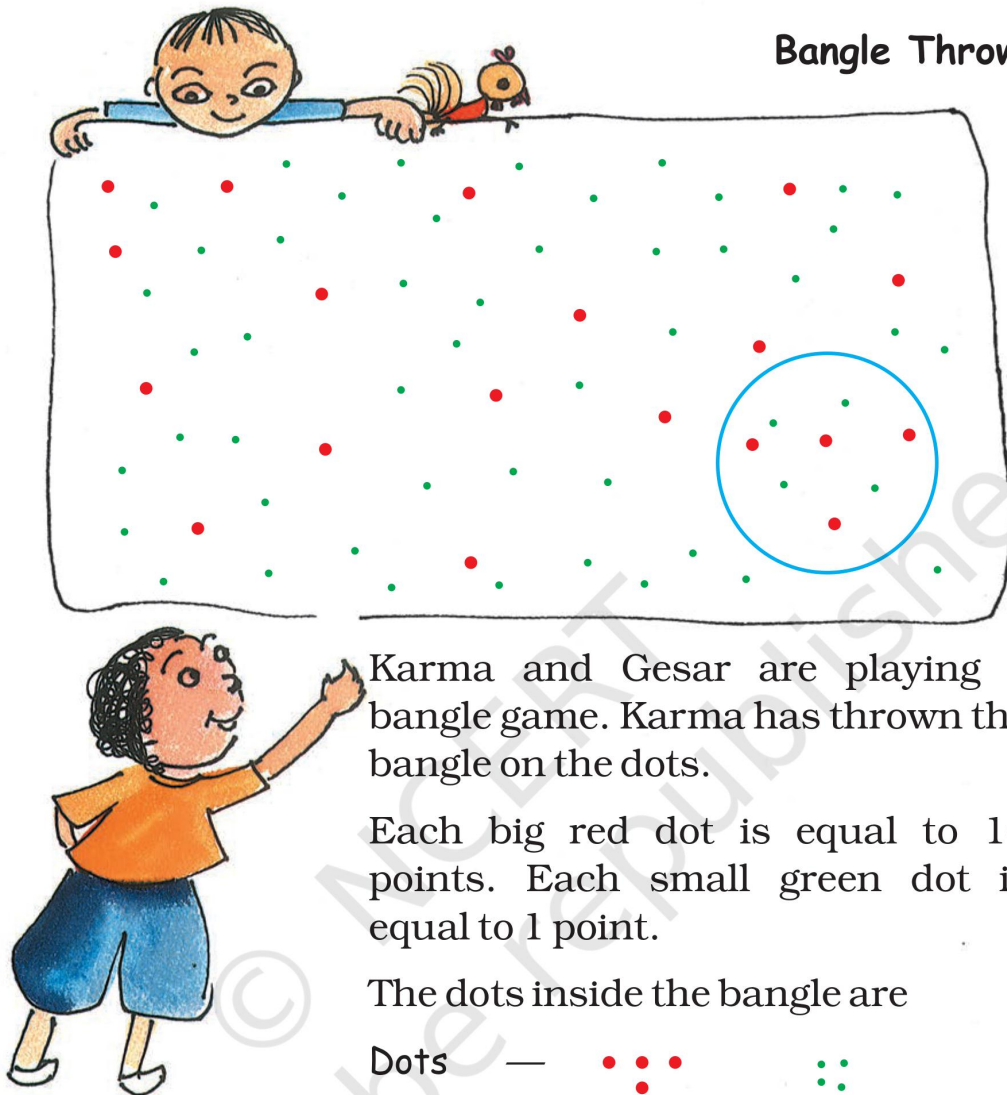
$$19 = \underline{\quad} + 9$$

$$11 = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} = 10 + 7$$

Ask students if they also know counting in some other language. Discuss if the number names in that language also suggest the break-up.

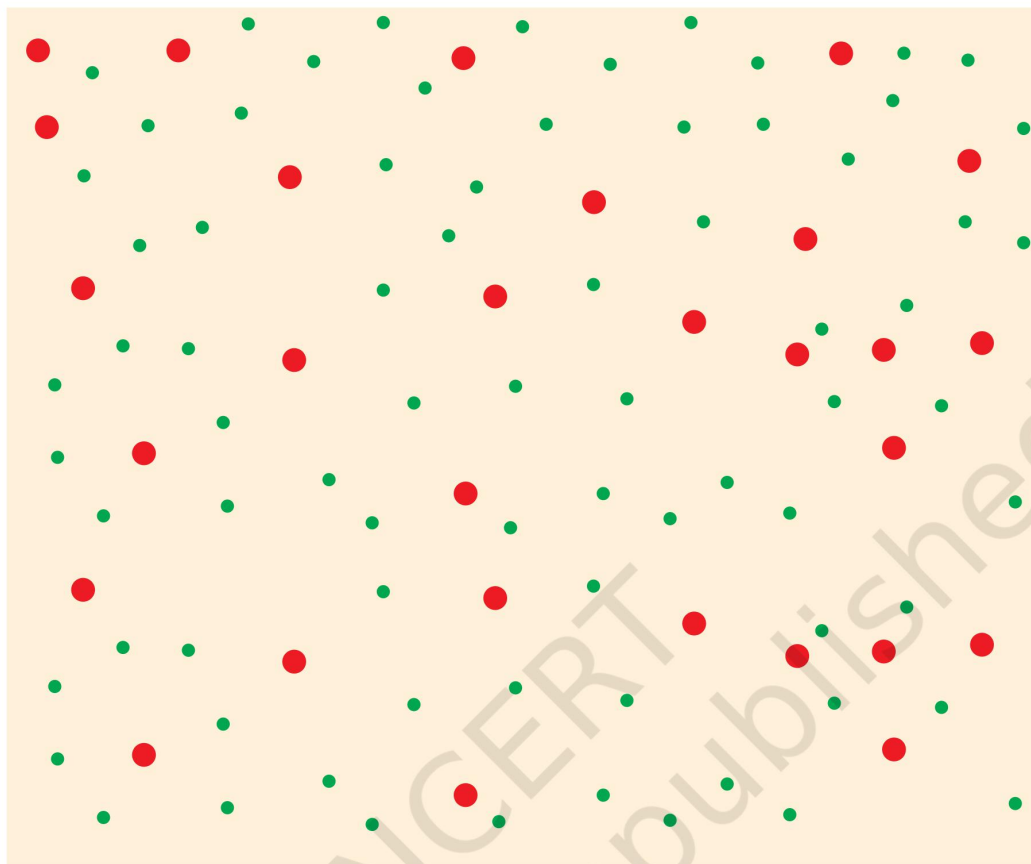
Bangle Throw!



So, Karma has got 44 points.

They throw the bangle twice each. Here are their points.

Throw	Karma	Gesar	Winner
First	44	13	Karma
Second	16	32	Gesar



You can play this game with your friend using the board above. Write your points for each throw.

Throw	My points	My friend's points	Winner
First			
Second			
Third			
Fourth			
Fifth			
Sixth			

Encourage children to mentally compute the score.





The Flute Man and the Rats












Simple! I used these cards.

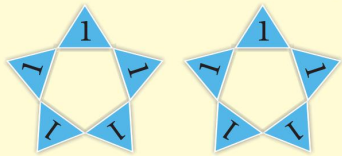
I counted one rat and kept one  card in my pocket.

 for one rat

  for two rats

      for how many rats? _____

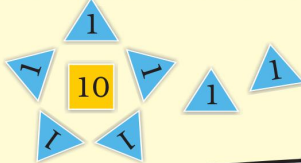
When I had 10 cards, I changed it with this card  in my pocket.







Then came 7 more rats. I then had in my pocket



for 17 rats.

★ Which cards will he have in his pocket if he has counted up to

a) 23 →



b) 47 →

c) 55 →

d) 63 →

e) 72 →

f) 80 →

Encourage children to make token cards and use them in different exercises. There should be discussion with children on comparison of numbers in tens and ones.

The King gave him gold coins.



★ Can you guess what happened next?

★ Now act out the story in class.



Clean School Day

We have to clean our school today. We make teams. Each team has 10 students.

Our team will clean the best! Here we go! Rub and Scrub!

The numbers of students in all the classes are:

Class 1	53
Class 2	42
Class 3	35
Class 4	54
Class 5	26

- ★ How many teams will there be in each class? How many students will be left? Write here.

	How many teams?	Students left
Class 1		
Class 2		
Class 3		
Class 4		
Class 5		

- ★ How many students are left in all? _____
- ★ How many more teams can be made with all these students left? _____

Practice Time: Teams of Ten in Your School

- ★ Find out the number of children in each class of your school.
- ★ Make teams of ten for each class.
- ★ How many children are left in each class?