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# 1



# Counting



## Learning Objectives

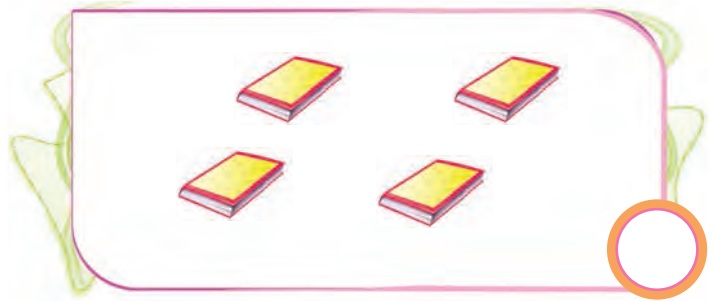
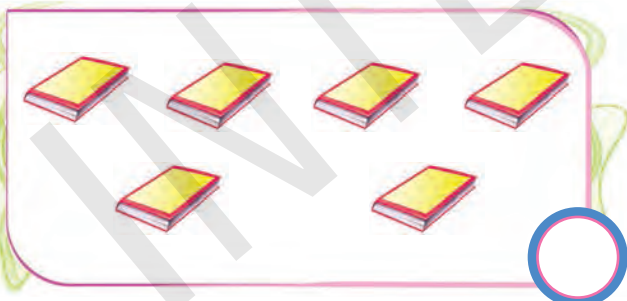
At the end of this lesson, students will be able to:

- Enumerate and read numbers upto 100.
- Identify what comes before, after and in between the numbers.
- Organise numbers in ascending and descending order.



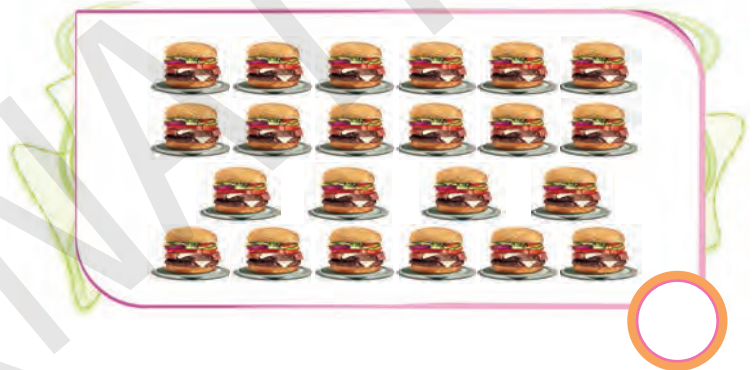
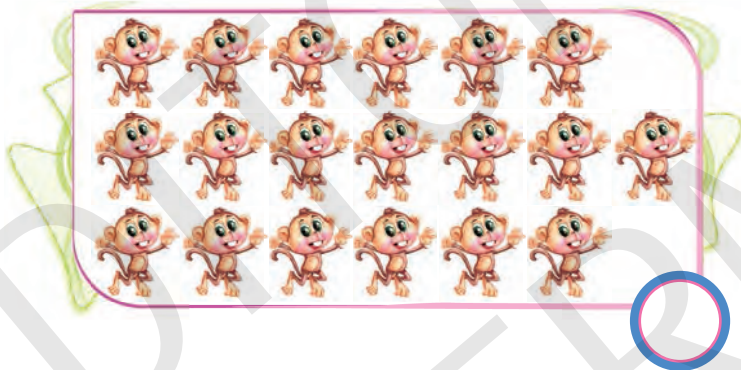
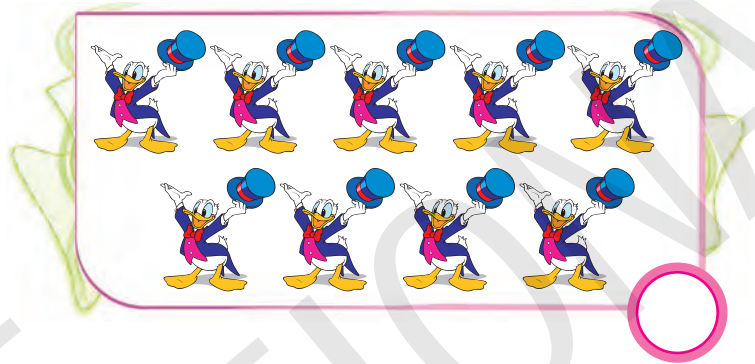
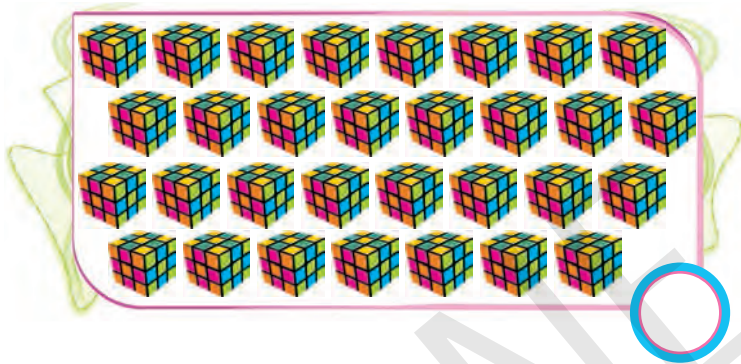
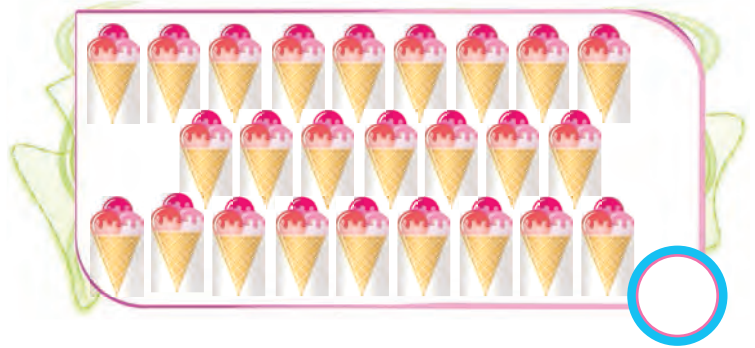
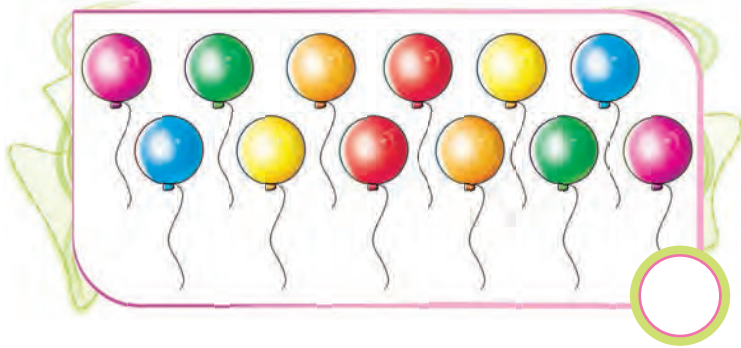
## Warm Up

Find out which group has more objects and which has less. Write 'M' for more and L for less:






















Count the number of objects and write their answer in the circle:



Watch and Count:

Look at the picture given below and count the number of objects:







## 1-50 Counting Forward:

Fill the missing numbers:



### Facts to Know

In ancient Greeks, one is not even considered as a number. Instead the number system began at Two.





100-51 Counting Backward:

Fill the missing numbers:

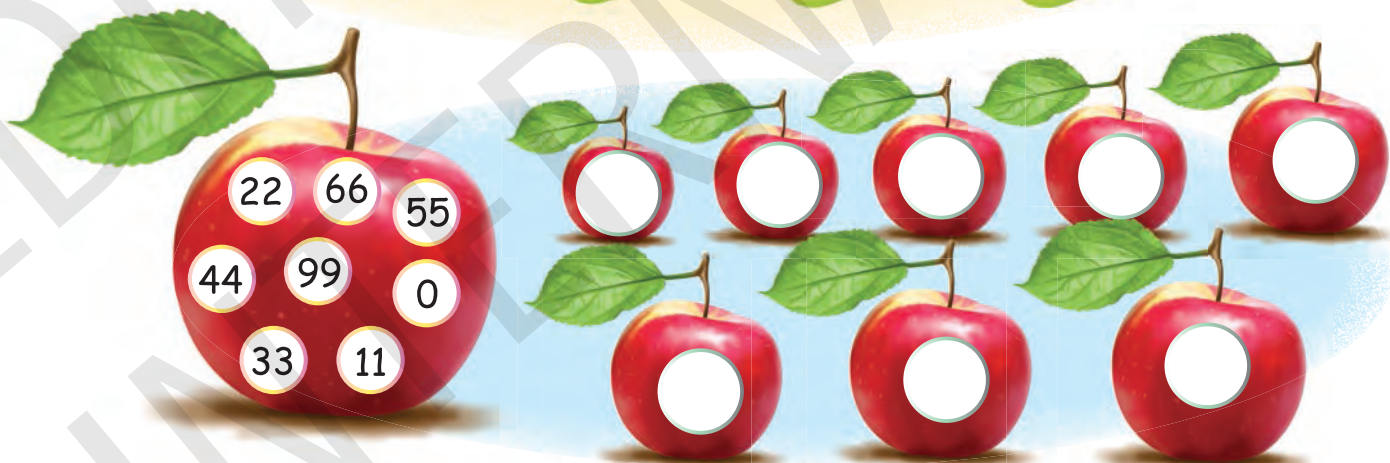
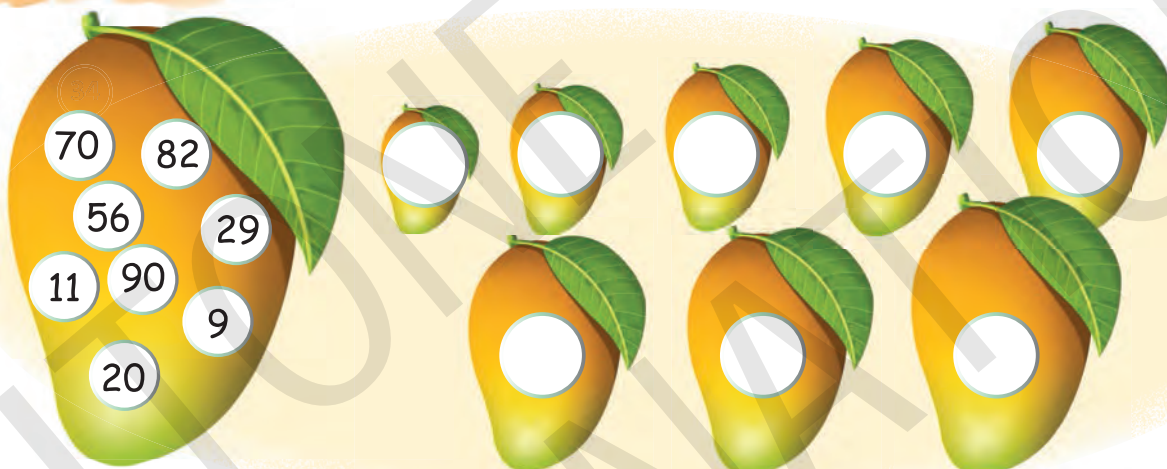
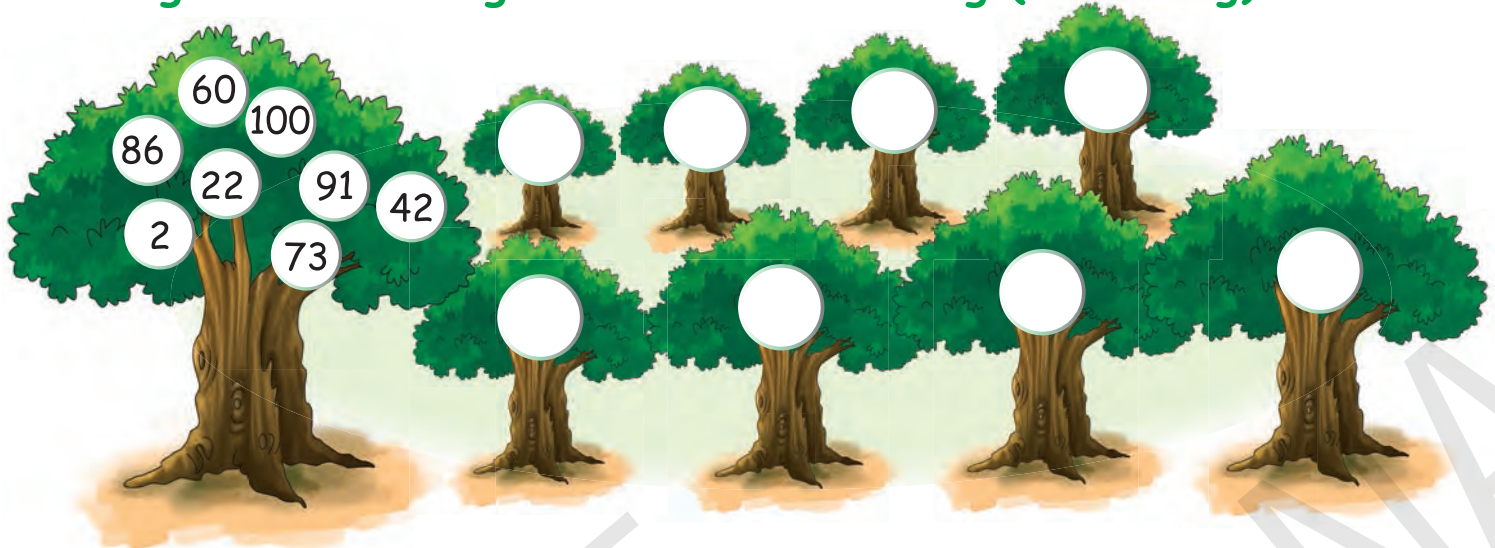
100 93 89 72 63 51 57 80





## Ascending Order:

Arrange the following numbers in ascending (increasing) order:



### Teacher's Note:


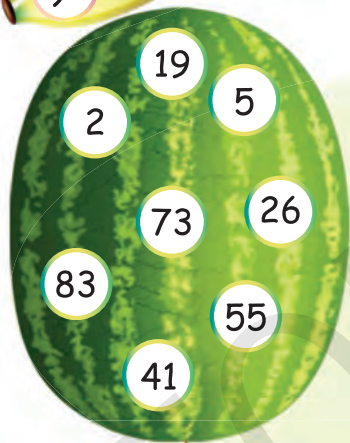
Ascending order means, going from smaller number to bigger number. Arrange the children according to their height in a line to emphasise the concept.





## Descending Order:

Arrange the following numbers in descending (decreasing) order:






### Quick Tip

Always start with the largest number.  
Always ensure that the numbers are in order from largest to smallest.  
Always end with the smallest number.





# Just Before-Just After - In Between

Just Before		Just After		In Between		
 48	49	51	 52	63	64	 65
<input type="text"/>	90	22	<input type="text"/>	90	<input type="text"/>	92
<input type="text"/>	53	59	<input type="text"/>	86	<input type="text"/>	88
<input type="text"/>	29	11	<input type="text"/>	22	<input type="text"/>	24
<input type="text"/>	86	26	<input type="text"/>	11	<input type="text"/>	13
<input type="text"/>	42	9	<input type="text"/>	98	<input type="text"/>	100
<input type="text"/>	99	90	<input type="text"/>	88	<input type="text"/>	90
<input type="text"/>	81	84	<input type="text"/>	29	<input type="text"/>	31
<input type="text"/>	60	23	<input type="text"/>	55	<input type="text"/>	57
<input type="text"/>	98	54	<input type="text"/>	42	<input type="text"/>	44

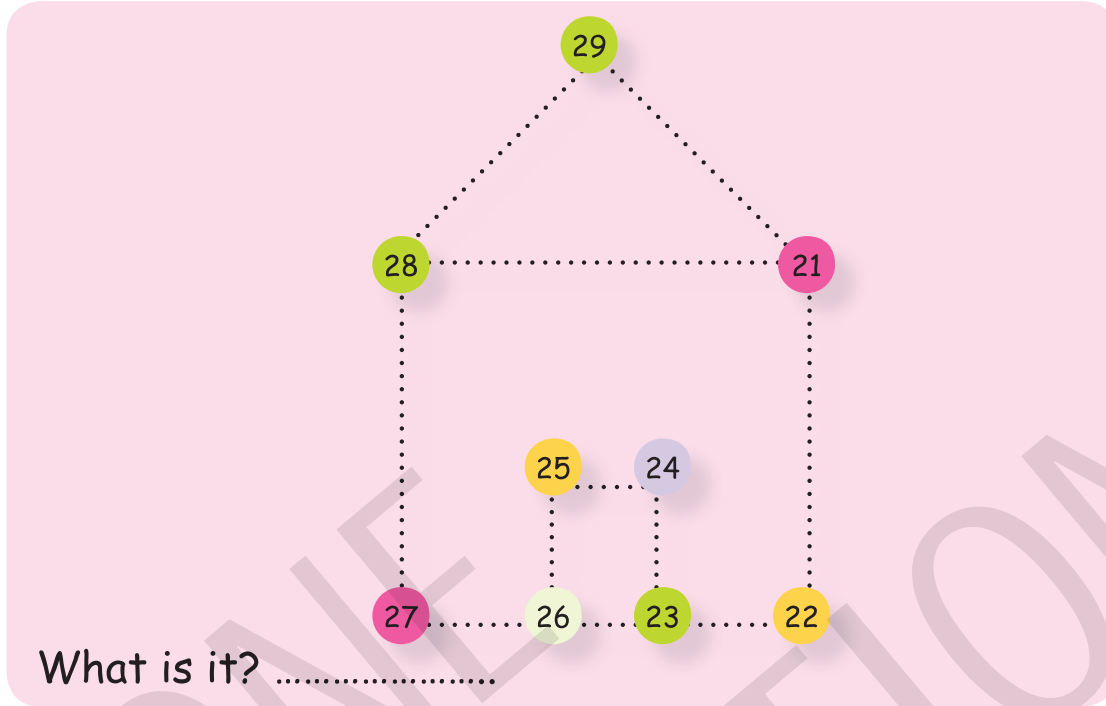




### Think Wisely

Join the numbered dots from 21 to 29 in sequence and complete the picture.

Starting from 21, join the dots in ascending order.



### Mental Maths

1. Circle the largest number.

- a. 20      14      7      9  
 b. 5      7      10      13

2. Write the number that comes in between.

- a. 98 \_\_\_\_\_ 100      b. 14 \_\_\_\_\_ 16      c. 5 \_\_\_\_\_ 7  
 d. 83 \_\_\_\_\_ 85      e. 18 \_\_\_\_\_ 20      f. 57 \_\_\_\_\_ 59

3. How many 5's are there in the box?

2	3	5	1	5	3
4	5	5	6	2	5

\_\_\_\_\_





## Maths Lab Activity

### Materials required:

Number cards from 21 to 30 and sheets of paper.

### Steps:

1. Divide the class into two teams.
2. Keep the material on your table.
3. A student from team 1 chooses a number card.
4. The student reads out that number to the other students of team 2, for example, 22.
5. Now, team 2 students will have to draw 22 butterflies on a sheet of paper and show it to his / her team members.
6. Team members will count and tell the number. If the answer comes out correct, then one point will be given otherwise points will be given to team 1.





# Numerals on Abacus



## Learning Objectives

At the end of this lesson, students will be able to:

- Know about the working on the abacus.
- Learn the place value - Ones , tens and hundreds with the help of abacus.
- Count, write numerals and number names according to the beads on abacus.



## Warm Up

Look at the picture carefully and circle the group of 10.

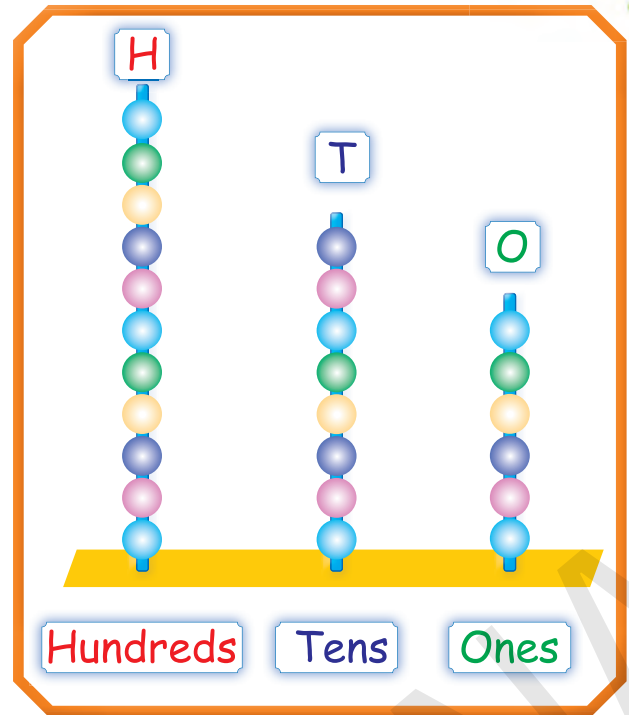




## ABACUS:

An **ABACUS** is a calculating machine, used for counting numbers.

- ◆ Abacus consist of rods.
- ◆ Each rod of Abacus represents a place value.



The rod on the extreme right is **ONES** rod.

The rod in the middle is **TENS** rod.

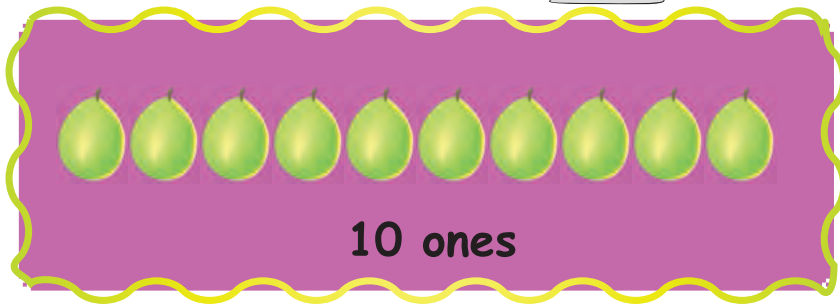
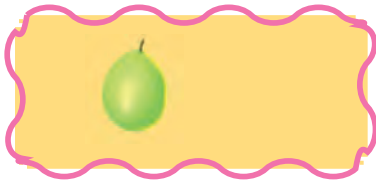
The rod on the extreme left is **HUNDREDS** rod.

- ◆ Rod consist of beads.
- ◆ Slide the beads in the rod to represent numbers.



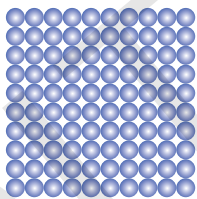


*Place Value:*

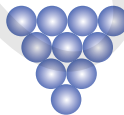


*Count and Write:*

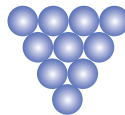
Count and write numeral and number name. Also draw the beads on the **ABACUS**.



100



10

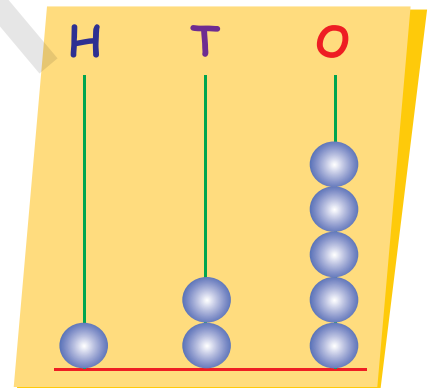


10



5

H	T	O
1	2	5



Numeral: 125

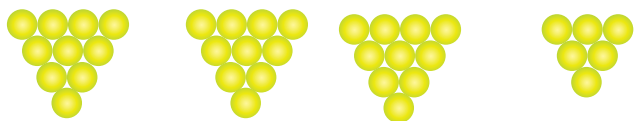
Number Name: One Hundred Twenty-five



**Teacher's Note:**

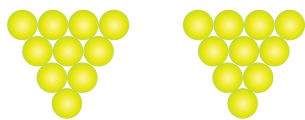
Use physical objects to represent the numbers to help children visualise what they are doing on the abacus. For example, you can use twenty five pebbles to represent the number 25. Once they understand how to count with physical objects, they will be able to transfer that knowledge on the abacus.





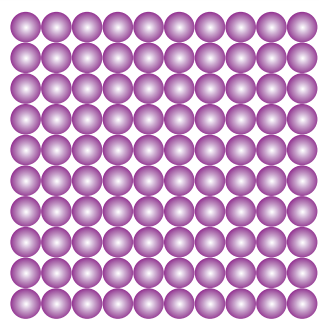
H	T	O

H	T	O



Numeral: .....

Number Name: .....



H	T	O

H	T	O

Numeral: .....

Number Name: .....

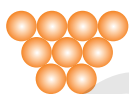
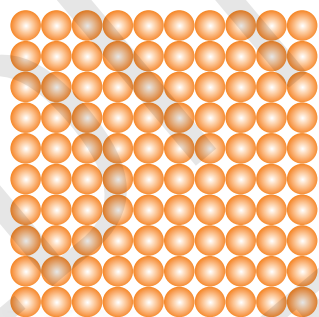


H	T	O

H	T	O

Numeral: .....

Number Name: .....



H	T	O

H	T	O

Numeral: .....

Number Name: .....

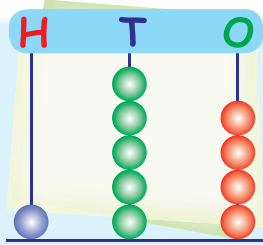


### Quick Tip

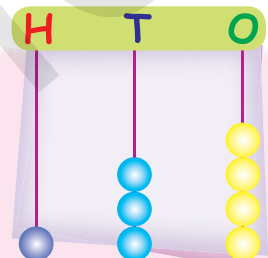
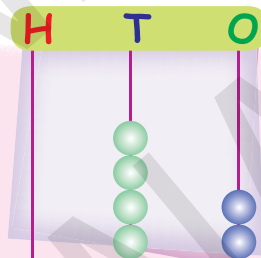
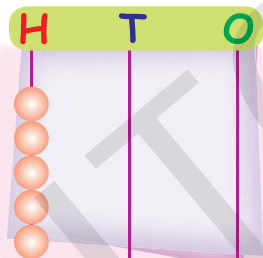
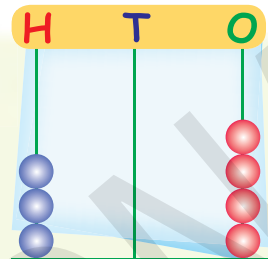
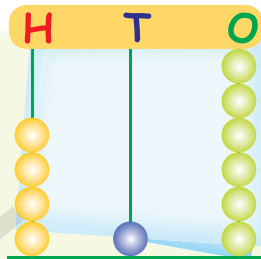
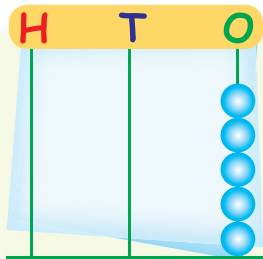
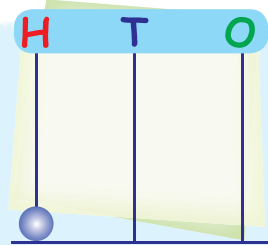
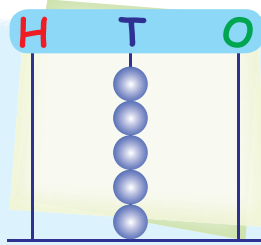
Assign each column a place value. As on a modern calculator, each column of beads represent a "place" value from which you build a numeral. So, the farthest column on the right would be the "ones" place (1-9), the second farthest the "tens" place (10-99), the third farthest the "hundreds" place (100-999) and so on.



Write the numerals shown on the Abacus:



154



*Facts to Know*

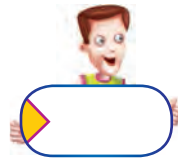
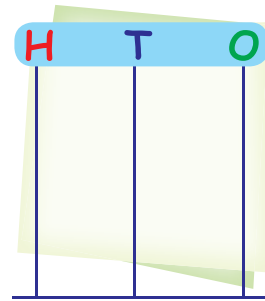
- Abacus is one of the most primitive calculating devices known. It is still being used in some countries for calculations.
- China is majorly considered to be the place of origin of Abacus. The originally written documentation on Chinese abacus is dated in the second century BC.





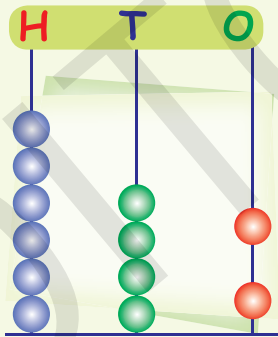
### Think Wisely

I come after 125 but before 127. Who am I?  
Represent me on the given abacus below.

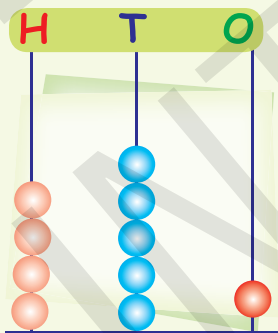


### Mental Maths

Hundreds, Tens and Ones. Write how many.



Hundreds	Tens	Ones



Hundreds	Tens	Ones





## Maths Lab Activity

### Materials required:

Multicoloured beads, four sticks and a fevicol.

### Steps:

1. Divide the class into two groups.
2. Give the materials to both the groups.
3. Ask the groups to create an abacus and show the number '671' on it using the beads.
4. The group which will create the abacus first will get the points.

