

Name: _____ Std.: _____ Roll No.: _____ Date: _____

NUMBER WORK

Learning Focus : - Numerals and Number names, 2 – digit numbers,
- Before , After and Between, Ascending and Descending order



(This worksheet relates to Page 5 of your textbook.)

I A. Read each Number Name and write the correct Numeral in the box beside it.

a. seventy – two

b. ninety – eight

c. nineteen

d. thirty – one

e. sixty – six

f. eighty - two

g. fifty - four

h. forty - nine

i. twenty - seven

j. fifteen

I B. Look at the Numerals in the 'box' and fill in their Number Names in the correct spaces below.

12	39	99	57	80	19
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1. thirty – eight

 forty

2. ten

eleven

3. ninety – seven

ninety – eight

4.

 twenty

twenty - one

5. fifty - six

 fifty – eight

6. seventy – nine

 eighty – one
I C. Fill in the missing numbers in the blank 'boxes'.

1.	29		31	32	
2.		68		70	
3.	82			85	
4.	47		49		

NUMBER WORK

II. A. Arrange each set of numbers in Ascending Order.

1) 86 29 14

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2) 16 61 45

--	--	--

3) 88 20 51

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II. B. Arrange each set of numbers in Descending Order.

1) 86 92 14

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2) 59 72 97

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3) 32 78 47

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II. C. Put the symbols (<) 'is less than', (>) 'is greater than', or (=) 'is equal to' between each set of numbers.

91 ____ 19	26 ____ 96	80 ____ 28	32 ____ 12
33 ____ 38	54 ____ 45	61 ____ 61	11 ____ 10
40 ____ 40	72 ____ 60	42 ____ 94	97 ____ 79

II. D. Fill in the correct numbers, as required, in the 'blank' spaces below.

22 = ____ tens ____ ones

90 = ____ tens ____ ones

46 = ____ tens ____ ones

19 = ____ tens ____ ones

83 = ____ tens ____ ones

51 = ____ tens ____ ones

75 = ____ tens ____ ones

60 = ____ tens ____ ones

Name: _____ Std.: _____ Roll No.: _____ Date: _____

INTRODUCING 'HUNDRED'

Learning Focus : - Concept of Hundred



(This worksheet relates to Pages 6 and 7 of your textbook.)

This bar has
10 blocks or 10 unitsThis is just
one block or 1 unit □

I. Count the blocks in each set and write the number they stand for. Then add the numbers together. See the example.

Tens	Units	Tens	Units	Tens	Units	Tens	Units
		5	5			<input type="text"/>	<input type="text"/>
		4	1			<input type="text"/>	<input type="text"/>
		9	6			<input type="text"/>	<input type="text"/>

Look what happens now !

Tens	Units	Tens	Units
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>

When, in the same column, the numbers add up to more than 9, then you must **REGROUP** or **CARRY OVER**.



Hundred	Tens	Units	Hundred	Tens	Units
	1	9		1	9
	9	1		9	1
		10	1	10	0

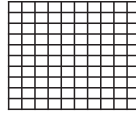
First you add up the units. This comes to 10. 10 units means 1 ten and 0 units.

Now you add up the tens. This also comes to 10. 10 tens means 1 hundred and 0 tens.

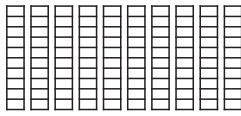
You have the 3 digit number **100**. It is written in words as **one hundred**.

INTRODUCING 'HUNDRED'

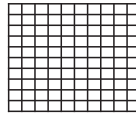
This square has 100 blocks or 100 units



So, this symbol stands for 100.



(10 Tens) =



(1 Hundred)

II.A. - Observe the symbols in Column A. In Column B, write the number shown by the symbols, and in Column C, write the correct Number Name. - See the example.

Column A	Column B	Column C
	<u>200</u>	<u>two hundred</u>
	<u> </u>	<u> </u>
	<u> </u>	<u> </u>
	<u> </u>	<u> </u>

II.B. - Draw a boundary around every group of 10 Tens in Column A. Write the number shown by the symbols, in Column B. In Column C, write the correct Number Name. - See the example.

Column A	Column B	Column C
	<u>300</u>	<u>three hundred</u>
	<u> </u>	<u> </u>
	<u> </u>	<u> </u>