

Lesson-5: Numbers up to 100

Theme 4: I Live Happily

12 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Poster



Animated Activities, Animation, Dictionary, eBook, Explainer Video, HOTS, I Explain, Infographic, Mental Maths, Quiz, Slideshow, Test Generator

Affirming better

I feel loved in my house.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to develop number sense by recognising, reading and writing numbers up to 100.
- to understand place value by representing numbers using tens and ones.
- to enhance counting skills through forward and skip counting.
- to apply ordinal and cardinal numbers in real-life situations.
- to strengthen problem-solving skills by comparing, sequencing and arranging numbers.
- to use mathematical tools like the abacus to visualise number concepts.

Methodology

Period 1

Teacher: Good morning, students. How are you today?

Teacher: Today, let us begin with a quick warm-up activity. We will revise numbers from 1 to 10 in a fun way. I will say a number and you will clap that many times. Ready?

Teacher: Let us start with 3. Clap three times.

Teacher: Now, try 5. Clap five times.

Teacher: Fantastic! Now, let us jump for the next number. Jump 7 times.

(Give more numbers in the similar way.)

You may show the **Explainer Video** given on digital platform.

Affirming better



Teacher: Now, let us take a moment to say something positive. Today's affirmation is 'I feel loved in my house.'

Teacher: Why do you think it is important to feel loved at home?

Teacher: Yes, when we feel loved, we feel safe and happy.

Teacher: Now, repeat after me – I feel loved in my house.

Teacher: Wonderful. Feeling loved gives us confidence and joy.

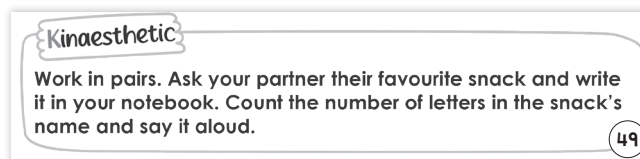
Teacher: We will begin a new chapter, Numbers upto 100. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

K	W	L

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic



Teacher: Everybody please open page 49 in your Main course book Who will read and explain the activity?

Teacher: Yes, ask your partner about their favourite snack and write it in your notebook.

Teacher: Now, count the number of letters in the snack's name and say it aloud.

Teacher: Well done! Let us move on to the next activity.

Auditory

Auditory*

Listen to your teacher carefully. Answer the question in your notebook.

49

Teacher: Listen carefully as I read the question aloud. Think and answer.

MUST DO

5 MIN.

Teacher: Five little ducks went out one day,

Six tiny puppies came out to play.

Seven colourful balloons danced in the breeze,

Eight busy bees buzzed around the trees.

Answer the following questions.

1. Write down the numbers and number names mentioned in the poem.

Teacher: Great effort, everyone. Now, let us explore the pictorial activity.

 You may show the **Dictionary** from the digital platform.

Pictorial

Pictorial PS

Count and write how many.



apples _____
papayas _____
watermelons _____
pineapples _____
children _____

49

Teacher: Now, look at the picture in your books and answer the questions.

(Discuss the question with the students.)

Teacher: That was an amazing class. You all participated so well today.

Teacher: Let us all give a huge round of applause for everyone's effort. See you in the next class.

Differentiated Activities

110 km/hr



Write the numbers 1 to 10 in words and draw small objects next to each number.

80 km/hr



Count objects around the classroom, such as chairs or books and write their numbers in your notebook.

40 km/hr



Pick any five numbers from 1 to 10 and make dots for each number on your notebook.

Home Task

Find five objects at home, count them and write their numbers in your notebook.

Period 2

Teacher: Good morning, students. How are you today?

Teacher: Let us start with a quick warm-up activity. I will say a number and you will show it using your fingers. Ready?

SHOULD DO

5 MIN.

Teacher: Show me 2.

Teacher: Good! Now, show me 9.

Teacher: Fantastic! Now, let us try clapping. Clap 5 times.

Teacher: Excellent! Let us jump for 7 times now.

Teacher: Well done, everyone! Let us now move to the next activity.

Interactive better

Interacting better

ICL

Draw 4 smiley faces. Then ask your friend to draw some too. Count the total number of smiley faces you both made together.

50

Teacher: Open your books to page 50.

Look at the activity in the 'Interacting better' section.

MUST DO

5 MIN.

Teacher: Draw four smiley faces in your notebook. Now, ask your partner to draw some too.

Teacher: Count the total number of smiley faces you both have made together.

Teacher: Who would like to share their total?

Teacher: Wonderful! Let us move to next activity.





You may show **Animation** of the story given on digital platform.

Teacher: Look at the picture in your book. What do you see?

Teacher: Yes, a group of friends sharing food at a party.

MUST DO

10 MIN.

Teacher: Let us read the short story together.

(Read the dialogue aloud while students follow along.)

Teacher: What did Maria bring to the party?

Teacher: Correct, she brought her favourite dish from home.

Teacher: How many idlis did Sam bring?

Teacher: Yes, 9 idlis. And how many did his friend bring?

Teacher: That is right! 11 idlis.

Teacher: How did Lina help Sam?

Teacher: Exactly! She shared one idli so that both had 10 idlis each.

Teacher: This story is about sharing and caring for others, which is part of Good Health and Well-being (SDG 3).

Teacher: Why do you think sharing food with others is important?

Teacher: Yes, it makes sure that no one feels left out and everyone gets enough to eat.

Teacher: Eating healthy food like idlis, fruits and homemade laddus keeps us strong. What are some other healthy foods you eat at home?

Teacher: That is right! Fruits, vegetables, milk and nuts help our bodies grow.

Teacher: What do you do to stay healthy and happy?

Teacher: Yes, eating good food, drinking water, exercising and sleeping on time.

Teacher: Well done! Health and happiness are connected, just like sharing makes us feel happy.

(Use **CRM signs** to settle the class.)

Making Tens

MAKING TENS

Lina and her friends count a few bunches of grapes. Each bunch has 10 grapes. Let us count the number of grapes with them.



I counted 1 bunch of grapes.

1 ten = 10
ten



I counted 2 bunches of grapes.

2 tens = 20
twenty



I counted 3 bunches of grapes.

3 tens = 30
thirty



I counted 4 bunches of grapes.

4 tens = 40
forty



I counted 5 bunches of grapes.

5 tens = 50
fifty

51

Teacher: Now, let us learn about Making Tens. Open your book to page 51.

Teacher: Look at the first picture. How many bunches of grapes are there?

MUST DO

10 MIN.

Teacher: Yes, one bunch, which means 10 grapes.

Teacher: Now, what about the second picture?

Teacher: Correct, two bunches equal to 20 grapes.

Teacher: Let us continue counting together.

Teacher: Three bunches?

Teacher: Yes, 30 grapes.

Teacher: Four bunches?

Teacher: Right, 40 grapes.

Teacher: And five bunches?

Teacher: Well done! 50 grapes.

Teacher: Now, write the numbers and their number names in the table given in your book.

1 Write the number and their number names, as shown. Say them aloud.

1 ten	10	ten
2 tens		
3 tens		
4 tens		
5 tens		

51

Teacher: Now, let us practise what we have learnt. Open Exercise 1 in your books.

(Guide the students to complete the exercise.)

MUST DO

10 MIN.

Teacher: It was an amazing class! You all participated so well today.

Teacher: Let us all give ourselves a big round of applause for our efforts. See you in the next class!

Differentiated Activities

110 km/hr



Draw different fruits on a stall and write the number of each fruit in groups of 10, 20, 30, 40 or 50. Write the total number of fruits.

80 km/hr



Count objects around the classroom, such as windows, books or water bottles and write their numbers in your notebook.

40 km/hr



Draw five bunches of grapes. Colour one bunch red, two bunches yellow and three bunches green. Write the number of grapes in each colour.

Home Task

Count the number of fruits and vegetables in your kitchen and write the numbers in your notebook. Write the numbers 10, 20, 30, 40 and 50 in words and match them with objects at home.

Period 3

Teacher: Good morning, students. How are you today?

Teacher: Before we begin today's lesson, let us quickly revise what we learnt in the last class.

SHOULD DO

5 MIN.

Teacher: Do you remember what we counted in the last class?

Teacher: Yes, we counted grapes in bunches.

Teacher: How many grapes were in 1 bunch?

Teacher: Correct! 10 grapes in each bunch.

Teacher: So, if we have 2 bunches, how many grapes do we have?

Teacher: Yes, 20 grapes. What about 5 bunches?

Teacher: Great! 50 grapes.

Teacher: Now, let us move on and learn more numbers today.

Lina and her friends count a few bunches of cherries. Each bunch has 10 cherries. Let us count the number of cherries with them.

	I counted 6 bunches of cherries.	6 tens = 60 sixty
	I counted 7 bunches of cherries.	7 tens = 70 seventy
	I counted 8 bunches of cherries.	8 tens = 80 eighty
	I counted 9 bunches of cherries.	9 tens = 90 ninety
	I counted 10 bunches of cherries.	10 tens = 100 one hundred

Teacher: Open your books to page 52. Look at the pictures of Lina and her friends counting cherries.

Teacher: Just like grapes, each bunch of cherries has 10 cherries.

Teacher: Let us count the cherries together.

Teacher: If 1 bunch has 10 cherries, how many are in 6 bunches?

Teacher: Yes, 6 tens = 60 cherries.

Teacher: What about 7 bunches?

Teacher: That is correct, 7 tens = 70 cherries.

Teacher: Let us continue together... 8 bunches?

Teacher: Yes, 80 cherries.

Teacher: What about 9 bunches?

Teacher: Well done! 90 cherries.

Teacher: Now, let us count 10 bunches.

Teacher: That is right, 10 tens = 100 cherries.

Teacher: Now, complete the table given in your book by writing the numbers and their names.

Write the number and their number names, as shown. Say them aloud.

6 tens	60	sixty
7 tens		
8 tens		
9 tens		
10 tens		

Teacher: Now, let us solve Exercise 2. Look at the first question.

Teacher: What is 6 tens equal to?

Teacher: Yes, 60. Write it in your book.

Teacher: What about 7 tens?

Teacher: Correct, 70.

Teacher: Now, let us complete the remaining numbers up to 100. If you have any doubts, ask me.

The Twenties

THE TWENTIES

20 21 22 23 24 25 26 27 28 29

1 bunch has 10 balloons.

Say each number aloud as you write.

2 tens	0 ones	20 twenty
2 tens	1 one	21 twenty-one
2 tens	2 ones	22 twenty-two
2 tens	3 ones	23 twenty-three
2 tens	4 ones	24 twenty-four
2 tens	5 ones	25 twenty-five
2 tens	6 ones	26 twenty-six
2 tens	7 ones	27 twenty-seven
2 tens	8 ones	28 twenty-eight
2 tens	9 ones	29 twenty-nine

Teacher: Now, let us learn about numbers from 20 to 29. Look at the number strip on page 53.

Teacher: What is the first number in the twenties?

Teacher: Yes, 20. How many tens and ones does it have?

Teacher: Correct! 2 tens and 0 ones.

Teacher: Let us continue. 21 has 2 tens and 1 one, 22 has 2 tens and 2 ones and so on.

Teacher: Now, say each number aloud as you write it in the table.

Teacher: Well done! Now, complete the remaining numbers in your books.

Teacher: That was an amazing class! You all participated so well today.

Teacher: Let us all give ourselves a big round of applause for our efforts. See you in the next class!

Differentiated Activities

110 km/hr



Imagine you are selling cherries at a fruit stall. Write a short story using numbers 60 to 100 (e.g., 'I had 60 cherries, I sold 20, now I have 40...')

80 km/hr



Write numbers from 20 to 29 on one side and break them into tens and ones on the other side.

40 km/hr



Draw bunches of cherries and label them with the correct number (e.g., 6 bunches = 60 cherries).

Home Task

Write the numbers 20 to 29 in words in your notebook and practise saying them aloud.

Period 4

Teacher: Good morning, students. How are you today?

Teacher: Before we start today's lesson, let us quickly revise what we learnt in the last class.

SHOULD DO

5 MIN.

Teacher: We learnt about counting in

tens. Can anyone tell me how many tens are there in 60?

Teacher: Yes, 6 tens. What about 80?

Teacher: Correct, 8 tens.

Teacher: Now, we will do a quick counting game. I will say a number and you will tell me the tens and ones in it.

Teacher: What about 23?

Teacher: Yes, 2 tens and 3 ones.

Teacher: Good! Now, tell me about 47.

Teacher: Excellent, 4 tens and 7 ones. Well done! Let us now move to today's lesson.

The Thirties

THE THIRTIES

30 31 32 33 34 35 36 37 38 39

4 Say each number aloud as you write.

3 tens	0 ones	30	thirty	
3 tens	1 one	31	thirty-one	
3 tens	2 ones	32	thirty-two	
3 tens	3 ones	33	thirty-three	

54

3 tens	4 ones	34	thirty-four	
3 tens	5 ones	35	thirty-five	
3 tens	6 ones	36	thirty-six	
3 tens	7 ones	37	thirty-seven	
3 tens	8 ones	38	thirty-eight	
3 tens	9 ones	39	thirty-nine	

54

Teacher: Open your books to page 54. Look at the number strip at the top. What numbers do you see?

MUST DO

15 MIN.

Teacher: Yes, numbers from 30 to 39.

Teacher: What do all these numbers have in common?

Teacher: That is right, they all have 3 tens.

Teacher: Let us look at the first number, 30. How many ones does it have?

Teacher: Yes, 0 ones. Now, let us move to the next one, 31.

Teacher: 31 has 3 tens and how many ones?

Teacher: Correct, 1 one. Let us continue with 32, 33 and so on.

Teacher: Now, say each number aloud as you write it in your books.

Teacher: Great work! Let us now move on to the forties.

The Forties

THE FORTIES

40 41 42 43 44 45 46 47 48 49

5 Say each number aloud as you write.

4 tens	0 ones	40	forty	
4 tens	1 one	41	forty-one	
4 tens	2 ones	42	forty-two	
4 tens	3 ones	43	forty-three	
4 tens	4 ones	44	forty-four	
4 tens	5 ones	45	forty-five	
4 tens	6 ones	46	forty-six	
4 tens	7 ones	47	forty-seven	
4 tens	8 ones	48	forty-eight	
4 tens	9 ones	49	forty-nine	

55

Teacher: Now, let us learn about numbers from 40 to 49. Look at the number strip on page 55.

Teacher: What is the first number in the forties?

Teacher: Yes, 40. How many tens does it have?

Teacher: Correct! 4 tens and 0 ones.

Teacher: Let us continue. 41 has 4 tens and 1 one, 42 has 4 tens and 2 ones and so on.

Teacher: Now, say each number aloud as you write it in the table.

Teacher: Well done! Now, complete the remaining numbers from 40 to 49 in your books.

(Use CRM signs to settle the class.)

 You may show the **Explainer Video** given on the digital platform.

Teacher: Let us play a fun activity. I will say a number between 30 and 49 and you have to show the correct number of tens and ones using your fingers.

Teacher: Show me 36.

Teacher: Yes, 3 tens and 6 ones. Now, show me 44.

Teacher: Correct, 4 tens and 4 ones.

Teacher: Now, work in pairs. One of you will say a number and the other will break it into tens and ones.


Teacher: Fantastic work! Numbers are fun when we break them down.

Teacher: That was an amazing class! You all participated so well today.


Teacher: Let us all give ourselves a big round of applause for our efforts. See you in the next class!

Differentiated Activities


110 km/hr

 Draw balloons or flowers in groups of tens and extra ones to represent numbers from 30 to 49 (e.g., 3 groups of 10 and 5 extra balloons for 35).

80 km/hr

 Look around and find objects that can be grouped into tens and ones (e.g., crayons, pencils). Write the number of objects in tens and ones form.

40 km/hr

 Walk around the classroom and find numbers from 30 to 49 on objects like book pages, posters or labels. Note them down in your notebook.

Home Task

Write number names 30 to 49 in your notebook and practise saying them aloud.

Period 5

Teacher: Good morning, students. How are you today?

Teacher: Before we start, let us revise what we learnt in the last class.

MUST DO

10 MIN.

Teacher: We learnt about numbers from 30 to 49. Can anyone tell me how many tens are there in 40?

Teacher: Yes, 4 tens. What about 39?

Teacher: Correct, 3 tens and 9 ones.

Teacher: Now, I will say a number and you have to tell me the number before and after it.

Teacher: What comes before 36?

Teacher: Yes, 35. What comes after 36?

Teacher: Great! Now, let us move on to today's lesson.

The fifties

THE FIFTIES										
LOTS	50	51	52	53	54	55	56	57	58	59
6	Say each number aloud as you write.									
	5 tens	0 ones	50	fifty						
	5 tens	1 one	51	fifty-one						
	5 tens	2 ones	52	fifty-two						
	5 tens	3 ones	53	fifty-three						
	5 tens	4 ones	54	fifty-four						
	5 tens	5 ones	55	fifty-five						
	5 tens	6 ones	56	fifty-six						
	5 tens	7 ones	57	fifty-seven						
	5 tens	8 ones	58	fifty-eight						
	5 tens	9 ones	59	fifty-nine						

Teacher: Open your books to page 56. Look at the number line at the top. What numbers do you see?

Teacher: Yes, numbers from 50 to 59.

Teacher: What do all these numbers have in common?

Teacher: That is right, they all have 5 tens.

Teacher: Let us look at the first number, 50. How many ones does it have?

Teacher: Yes, 0 ones. Now, let us move to the next one, 51.

Teacher: 51 has 5 tens and how many ones?

Teacher: Correct, 1 one. Let us continue with 52, 53 and so on.

Teacher: Now, say each number aloud as you write it in your books.

(Use CRM signs to settle the class.)

Teacher: Let us play a fun game. I will say a number between 50 and 59 and you have to draw objects to match the number.

MUST DO

10 MIN.

SHOULD DO

5 MIN.

Teacher: If I say 53, how many groups of tens and ones will you draw?

Teacher: Yes, 5 groups of ten and 3 extra ones.

Teacher: Now, let us try 57.

Teacher: Great, 5 groups of ten and 7 extra ones.

Teacher: Now, pick any number from 50 to 59 and draw objects in tens and ones to represent it in your notebook.

7 Write the number names.

a. 26		b. 37	
c. 48		d. 54	
e. 51		f. 59	

LOTS 57

Teacher: Open your books to Exercise 7. Look at the first question.

Teacher: What is the number name for 26?

Teacher: Yes, twenty-six. Write it in your book.

Teacher: What about 37?

Teacher: Now, complete the remaining number names in your book.

MUST DO

5 MIN.

8 Write the number on each abacus, as shown.

a.	b.	c.	d.
----	----	----	----

57

Teacher: Now, let us move to Exercise 8 given on page 58 in the book. Look at the abacus in the first question.

Teacher: How many tens and ones do you see?

Teacher: Yes, 3 tens and 5 ones. That makes 35.

Teacher: Now, write the numbers for the other abacus images in your book.

MUST DO

5 MIN.

9 Colour the biggest number brown. Colour the smallest number black.

a.	b.
c.	d.

57

Teacher: Now, let us colour some numbers. Look at the numbers in Exercise 9.

Teacher: Which is the biggest number?

Teacher: Yes, colour it brown.

Teacher: Which is the smallest number?

Teacher: Correct, colour it black.

Teacher: Now, complete the rest of the colouring.

MUST DO

5 MIN.

10 Write the numbers just before, just after or between, as shown.

a. 20 21 22	b. 37	c. 16
d. 47	e. 28	f. 31 33
g. 11	h. 40	i. 34

57

Teacher: Now, let us practise numbers that come before, after and between.

Teacher: Look at the first question of Exercise 10 The numbers given are 20 _ 22. What number comes in the blank?

Teacher: Yes, 21 comes between 20 and 22.

Teacher: Let us move to the next one. Look at question (b). The number 37 is given and we have two blanks.

Teacher: What comes before 37?

Teacher: Correct! 36. And what comes after 37?

(Guide the students to complete the exercise in the similar way.)

Teacher: That was an amazing class! You all participated so well today.

Teacher: Let us all give ourselves a big round of applause for our efforts. See you in the next class!

MUST DO

5 MIN.

Differentiated Activities

110 km/hr



Draw stars or circles in groups of tens and ones to represent numbers from 50 to 59.

80 km/hr



Find numbers between 50 to 59 in the classroom (on books, posters or objects). Write them in your notebook.

40 km/hr



Find numbers between 50 to 59 in the classroom (on books, posters or objects). Write them in your notebook.

Home Task

Write the number names for 50 to 59 in your notebook.

Period 6

Teacher: Good morning, students. How are you today?

Teacher: Before we begin, let us revise what we learnt in the last class.

Teacher: We learnt about numbers from 50 to 59. Can anyone tell me how many tens are there in 58?

Teacher: Yes, 5 tens and 8 ones.

Teacher: What number comes before 52?

Teacher: Correct, 51.

Teacher: And what comes after 55?

Teacher: Yes, 56.

SHOULD DO

5 MIN.

Teacher: Well done! Now, let us learn more numbers today.

The sixties

THE SIXTIES

60 61 62 63 64 65 66 67 68 69

11 Say each number aloud as you write.

6 tens	0 ones	60	sixty	
6 tens	1 one	61	sixty-one	
6 tens	2 ones	62	sixty-two	
6 tens	3 ones	63	sixty-three	
6 tens	4 ones	64	sixty-four	
6 tens	5 ones	65	sixty-five	
6 tens	6 ones	66	sixty-six	
6 tens	7 ones	67	sixty-seven	
6 tens	8 ones	68	sixty-eight	
6 tens	9 ones	69	sixty-nine	

58

Teacher: We are going to learn numbers from 60 to 69 with a fun floor hop activity.

MUST DO

15 MIN.

Teacher: I have placed number cards on the floor from 60 to 69. When I call out a number, you have to find the correct card and hop onto it.

Teacher: Who wants to go first? Hop onto 63.

Teacher: Yes! Now, read the number aloud.

Teacher: Next person, hop onto 67.

Teacher: Great! Now, let us all say the numbers from 60 to 69 together.

Teacher: Now, open your books to page 58 and write the number and number names in Exercise 11.

The seventies

THE SEVENTIES

70 71 72 73 74 75 76 77 78 79

12 Say each number aloud as you write.

7 tens	0 ones	70	seventy	
7 tens	1 one	71	seventy-one	
7 tens	2 ones	72	seventy-two	
7 tens	3 ones	73	seventy-three	

59

7 tens	4 ones	74	seventy-four	
7 tens	5 ones	75	seventy-five	
7 tens	6 ones	76	seventy-six	
7 tens	7 ones	77	seventy-seven	
7 tens	8 ones	78	seventy-eight	
7 tens	9 ones	79	seventy-nine	

59

Teacher: Now, we will learn numbers from 70 to 79 with a group counting challenge.

MUST DO

10 MIN.

Teacher: I will divide the class into two groups. One group will say the tens (70, 71, 72...) while the other group will say the ones part (0, 1, 2...).

Teacher: Let us try together. Group one says 70, group two says zero.

Teacher: Now, group one says 70, group two says one.

Teacher: Fantastic! Keep going until we reach 79.

Teacher: Well done! Now, open your books to page 59 and complete the Exercise 12 by writing the numbers.

Teacher: You may show the eBook given on the digital platform.

COULD DO

10 MIN.

Teacher: Let us play a fun game to practise numbers from 60 to 79.

Teacher: I will start by saying a number and the next person will say the next number in the sequence. We will continue passing the turn around the class like a number chain.

Teacher: Let me begin – 60.

Teacher: Great work! Now, let us try counting backward from 79 to 60 in the same way.

Teacher: That was an exciting class! You all learnt numbers in such creative ways. Let us all give ourselves a big round of applause for our efforts. See you in the next class!

Differentiated Activities

110 km/hr

Draw balloons, trees or stars in groups of tens and ones to represent numbers from 60 to 79 (e.g., 6 groups of 10 and 3 extra balloons for 63).

80 km/hr

Write numbers from 60 to 79 in one column and their breakdown into tens and ones in another column. Match them correctly.

40 km/hr

Draw a train with six coaches and write numbers from 60 to 69 on them. Then draw another train for 70 to 79.

Home Task

Write the number names for 60 to 79 in your notebook.

Period 7

Teacher: Good morning, students. How are you today?

Teacher: Before we begin, let us recall what we learnt in the last class.

Teacher: I will say a number and you have to say the next number aloud.

Teacher: Let us start with 88.

Teacher: Yes, 89 comes next. Now, 90.

Teacher: Well done! What comes after 94?

Teacher: Correct, 95.

Teacher: Now, let us learn about numbers up to 100 today.

The Nineties

THE NINETIES

90 91 92 93 94 95 96 97 98 99

14 Say each number aloud as you write.

9 tens	0 ones	90	ninety
9 tens	1 one	91	ninety-one
9 tens	2 ones	92	ninety-two
9 tens	3 ones	93	ninety-three
9 tens	4 ones	94	ninety-four
9 tens	5 ones	95	ninety-five
9 tens	6 ones	96	ninety-six
9 tens	7 ones	97	ninety-seven
9 tens	8 ones	98	ninety-eight
9 tens	9 ones	99	ninety-nine

Teacher: Open your books to page 61. Look at the number strip at the top. What numbers do you see?

Teacher: Yes, numbers from 90 to 99.

Teacher: What do all these numbers have in common?

Teacher: That is right, they all have 9 tens.

Teacher: Let us look at the first number, 90. How many ones does it have?

Teacher: Yes, 0 ones. Now, let us move to 91.

Teacher: 91 has 9 tens and how many ones?

Teacher: Correct, 1 one. Let us continue with 92, 93 and so on.

Teacher: Now, say each number aloud as you write it in your books.

15 Write the number names.

a. 68	b. 79
c. 73	d. 84
e. 97	f. 93

62

Teacher: Now, let us solve Exercise 15 in our books.

Teacher: Look at the first question. What is the number name for 68?

Teacher: Yes, sixty-eight. Write it in your book.

Teacher: What about 79?

Teacher: Now, complete the remaining number names on your own. If you need help, raise your hand.

One Hundred

ONE HUNDRED

9 tens + 10 ones = 10 tens

10 tens = 100 (one hundred)

100 comes just after 99.

62

Teacher: Now, let us talk about a very special number - one hundred!

Teacher: Can anyone tell me how many tens are in 100?

Teacher: Yes, 10 tens and 0 ones.

Teacher: What comes before 100?

Teacher: Correct, 99.

Teacher: Now, let us all say the number 100 together - One Hundred!

Teacher: Well done! You have now learnt numbers all the way up to 100.

NUMBER NAMES 1 to 100

1 - One	11 - Eleven	21 - Twenty-one	31 - Thirty-one	41 - Forty-one	51 - Fifty-one	61 - Sixty-one	71 - Seventy-one	81 - Eighty-one	91 - Ninety-one
2 - Two	12 - Twelve	22 - Twenty-two	32 - Thirty-two	42 - Forty-two	52 - Fifty-two	62 - Sixty-two	72 - Seventy-two	82 - Eighty-two	92 - Ninety-two
3 - Three	13 - Thirteen	23 - Twenty-three	33 - Thirty-three	43 - Forty-three	53 - Fifty-three	63 - Sixty-three	73 - Seventy-three	83 - Eighty-three	93 - Ninety-three
4 - Four	14 - Fourteen	24 - Twenty-four	34 - Thirty-four	44 - Forty-four	54 - Fifty-four	64 - Sixty-four	74 - Seventy-four	84 - Eighty-four	94 - Ninety-four
5 - Five	15 - Fifteen	25 - Twenty-five	35 - Thirty-five	45 - Forty-five	55 - Fifty-five	65 - Sixty-five	75 - Seventy-five	85 - Eighty-five	95 - Ninety-five
6 - Six	16 - Sixteen	26 - Twenty-six	36 - Thirty-six	46 - Forty-six	56 - Fifty-six	66 - Sixty-six	76 - Seventy-six	86 - Eighty-six	96 - Ninety-six
7 - Seven	17 - Seventeen	27 - Twenty-seven	37 - Thirty-seven	47 - Forty-seven	57 - Fifty-seven	67 - Sixty-seven	77 - Seventy-seven	87 - Eighty-seven	97 - Ninety-seven
8 - Eight	18 - Eighteen	28 - Twenty-eight	38 - Thirty-eight	48 - Forty-eight	58 - Fifty-eight	68 - Sixty-eight	78 - Seventy-eight	88 - Eighty-eight	98 - Ninety-eight
9 - Nine	19 - Nineteen	29 - Twenty-nine	39 - Thirty-nine	49 - Forty-nine	59 - Fifty-nine	69 - Sixty-nine	79 - Seventy-nine	89 - Eighty-nine	99 - Ninety-nine
10 - Ten	20 - Twenty	30 - Thirty	40 - Forty	50 - Fifty	60 - Sixty	70 - Seventy	80 - Eighty	90 - Ninety	100 - Hundred

Maths Theme 4: I Live Happily

4

Teacher: Look at this number names poster. It shows all the numbers from 1 to 100 in words. Let us revise them

Teacher: Let us play a fun game. I will point to a number and you have to read the number name aloud.

Teacher: Let us start with 42.

Teacher: Yes, forty-two. Now, let us try 68.

Teacher: Good! Now, 97.

Teacher: Excellent! Now, everyone will take turns picking a number and reading its name from the poster.

Teacher: That was an amazing class! You all participated so well today.

Teacher: Let us all give ourselves a big round of applause for our efforts.

Differentiated Activities

110 km/hr



Arrange number cards from 90 to 100 in the correct order and read the numbers aloud.

80 km/hr



Listen to a number called out and say the next two numbers aloud.

40 km/hr



Match numbers 90 to 100 with their number names from a set of mixed cards and read them aloud.

Home Task

Write the number names for 90 to 100 in your notebook.

Period 8

Teacher: Good morning, students. How are you today?

Teacher: Before we begin, let us recall what we learnt in the last class.

Teacher: I will say a number and you have to tell me the number that comes after it.

Teacher: What comes after 89?

Teacher: Yes, 90. What about 95?

Teacher: Correct, 96.

Teacher: Great work! Now, let us learn about cardinal and ordinal numbers today.

Cardinal And Ordinal Numbers

CARDINAL AND ORDINAL NUMBERS

On a Sunday evening, Lina goes for a walk with her friends and Pa. They stop near a juice shop. Lina and her 4 friends stand in a queue in front of the juice shop.

Ryan is number **1** in the queue. So, he gets a glass of juice before the other children. We say, the position of Ryan is **first** in the queue. After Ryan, Sam is next in the queue. She is at number **2**. We say the position of Sam is **second** in the queue. After Sam, Lina is next in the queue. She is at number **3**. We say the position of Lina is **third**. After Lina, Jas is next in the queue. He is at number **4**. We say the position of Jas is **fourth**. After Jas, Maria is next in the queue. She is at number **5**. We say the position of Maria is **fifth**.



62

The numbers 1, 2, 3, 4, 5 and so on are called **cardinal numbers**. They are used to show quantity. First, second, third, fourth, fifth and so on are **ordinal numbers**. They are used to show order.

62

Cardinal number	Ordinal number	Cardinal number	Ordinal number
1	first	6	sixth
2	second	7	seventh
3	third	8	eighth
4	fourth	9	ninth
5	fifth	10	tenth

63

Teacher: Open your books to page 62. Read the story about Lina and her friends in the queue.

(Discuss the cardinal numbers and ordinal numbers with the help of the story.)

Teacher: What is Ryan's position in the queue?

Teacher: Yes, first.

Teacher: What is Lina's position?

Teacher: Correct, third.

Teacher: Now, look at the table. Cardinal numbers show how many and ordinal numbers show position.

Teacher: Let us practise by reading the ordinal numbers from first to tenth aloud.

You may show the I Explain given on digital platform.

Teacher: Let us play a quick activity. I will call out an ordinal number and you must point to the correct position in a line.

Teacher: If I say second, point to the second person in your row.

Teacher: Now, point to the fifth person.

Teacher: Fantastic! Now, let us practise some written exercises.

16 Colour the following.

a. The first and fourth capsicums



b. The second, fifth and seventh guavas



c. The second, sixth and eighth tomatoes



63

Teacher: Open your books to Exercise 16 given on page 63.

Teacher: Look at question (a). You need to colour the first and fourth capsicums.

Teacher: What does first mean?

Teacher: Yes, the very first object in the row. Colour it now.

Teacher: Now, look at question (b). Colour the second, fifth and seventh guavas.

Teacher: Identify the correct positions and colour them.

Teacher: Well done! Now, let us review our learning.

 You may show the **eBook** given on digital platform to show the answers.

Recalling better

Recalling better

In this chapter, I have learnt

- how to make tens.
- numbers up to 100.
- cardinal and ordinal numbers.

CING

63

Teacher: Let us recall what we have learnt in this chapter with some quick questions.

MUST DO

10 MIN.

Teacher: What are ordinal numbers used for?

Teacher: Yes, they show the position or order of objects.

Teacher: How many tens are there in 80?

Teacher: There are 8 tens in 80.

Teacher: What number comes after 69?

Teacher: The number after 69 is 70.

Teacher: What is the ordinal number for 3?

Teacher: The ordinal number for 3 is third.

Teacher: If I have 6 groups of ten, what number is it?

Teacher: That would be 60.

Teacher: How many ones are there in 75?

Teacher: There are 5 ones in 75.

 You may show the **Slideshow** given on the digital platform.

Teacher: That was a wonderful class! You all participated so well today.

Teacher: Let us all give ourselves a big round of applause for our efforts.

Differentiated Activities

110 km/hr



Identify the cardinal and ordinal numbers from a given list and write a sentence using any one of them.

80 km/hr



Arrange the following ordinal numbers in order: ninth, third, first, fifth, seventh.

40 km/hr



Write the number names for the following numbers: 67, 84, 59, 72

Home Task

Complete question (c) of Exercise 16 given on page 63 in the Main Course Book.

Period 9

Teacher: Good morning, students. How are you today?

Teacher: Let us begin with a fun movement activity to recall numbers.

SHOULD DO

5 MIN.

Teacher: I will call out a number and you have to hop forward that many times.

Teacher: Hop 5 times for the number 5.

Teacher: Now hop 7 times for 7.

Teacher: Great! Now let us count using claps. Clap 10 times for the number 10.

Teacher: Fantastic! Now, let us move to today's exercises.

Learning better

Learning better

CBA FuN

A Match each number to its tens and ones.

1. 49	a. 3 tens 7 ones
2. 28	b. 5 tens 4 ones
3. 37	c. 4 tens 9 ones
4. 33	d. 2 tens 8 ones
5. 54	e. 3 tens 3 ones

64

Teacher: Open your books to Exercise A. Look at the numbers on the left and match them with the correct tens and ones on the right.

MUST DO

5 MIN.

Teacher: What is the tens and ones breakdown for 49?

Teacher: Yes, 4 tens and 9 ones. Now match it.

Teacher: Continue matching the remaining numbers

B Write the number for each number name.

1. seventy-three	2. fifty-five	3. eighty-nine
4. forty-two	5. ninety-six	6. thirty-two

64

Teacher: Look at question 1 of Exercise B, given on page 64. What is the number for seventy-three?

MUST DO


5 MIN.

Teacher: Yes, 73. Write it down in the box.

Teacher: Now, what is the number for fifty-five?

Teacher: Correct, 55. Now, write it in the space provided.

Teacher: Complete question 3 on your own.

 You may show the **Quiz** given on digital platform.

C Write the missing numbers.



64

Teacher: Let us move to Exercise C. Look at the pumpkins. The first number is 55 and the last number is 60.

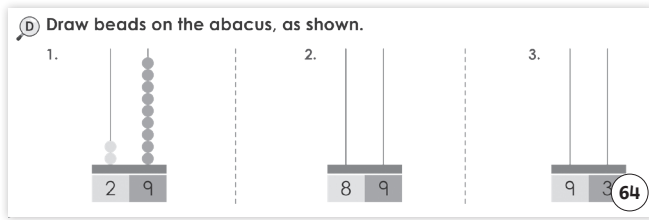
MUST DO

5 MIN.

Teacher: What number comes after 55?

Teacher: Yes, 56. Now, fill in the missing numbers.
(Guide the students to complete the exercise.)

 You may show the **Mental Maths** given on the digital platform.



Teacher: Now, open your books to Exercise D: Draw Beads on the Abacus.

MUST DO

5 MIN.

Teacher: Look at the first abacus. The number given is 29.

Teacher: The tens place has 2 beads and the ones place has 9 beads. This means the number is made up of 2 tens and 9 ones.

Teacher: Now, look at the second abacus. The number written below is 89.

Teacher: How many beads should be in the tens place?

Teacher: Yes, 8 beads because there are 8 tens.

Teacher: Now, how many beads should be in the ones place?

Teacher: Correct, 9 beads. Now, draw them on your abacus.

Teacher: Complete the third question using the same method. Look at the number and decide how many beads go in the tens and ones places.



Teacher: Now, look at Exercise E: Colour the Leaves.

MUST DO

5 MIN.

Teacher: You need to colour the leaves with numbers greater than 40 but less than 60.

Teacher: Should we colour 23?

Teacher: No, because it is less than 40.

Teacher: What about 49?

Teacher: Yes, because it is between 40 and 60. Colour it now.

Teacher: Complete the activity by finding and colouring the correct numbers.

 You may show the **HOTS** given on the digital platform.

Doubt class

Teacher: Now, let us clarify any doubts you may have.

Teacher: Do you have any questions about matching tens and ones?

SHOULD DO

10 MIN.

Teacher: Is anyone finding ordinal numbers confusing?


Teacher: Let us discuss any mistakes and correct them together.

Teacher: That was a fantastic class! You all participated so well today.


Teacher: Let us all give ourselves a big round of applause for our efforts.

Differentiated Activities


110 km/hr

 Identify the tens and ones for the numbers 64, 85 and 79, then write a sentence using any one of them.

80 km/hr

 Arrange the numbers in ascending order and write the number names for the given numbers: 45, 68, 32, 77, 51.

40 km/hr

 Arrange the following numbers in descending order: 39, 54, 62, 71.

Home Task

Complete questions 4, 5, 6 of Exercise B, given on page 64 in the Main Course Book.

Period 10

Teacher: Good morning, students. How are you today?

Teacher: Let us do a quick warm-up activity. I will say a number and you have to tell me what comes just before it.

SHOULD DO

5 MIN.




Teacher: What number comes before 50?

Teacher: Yes, 49. Now, what comes before 72?

Teacher: Correct, 71. Let us do a few more.

Teacher: Now, open your books to page 65 and let us begin today's exercises.

F Count and write the numbers, as shown.

1. 4 packets of 10 crayons each, and 5 more crayons		Tens Ones = 4 5 = 45
2. 6 packets of 10 candles each, and 3 more candles		Tens Ones = <input type="text"/> <input type="text"/> = <input type="text"/>
3. 5 bunches of 10 bananas each, and 9 more bananas		Tens Ones = <input type="text"/> <input type="text"/> = <input type="text"/> 65

Teacher: Look at Exercise F. Count and Write the Numbers.

Teacher: The first question is solved for you. 4 packets of 10 crayons each + 5 more crayons = 45.

MUST DO

10 MIN.

Teacher: Now, let us try the second one. 6 packets of 10 candles each + 3 more candles.


Teacher: How many tens do we have?

Teacher: Yes, 6 tens, which is 60. Now, how many ones?

Teacher: Correct, 3 ones. So, what is the final number?

Teacher: Yes, 63. Now, write it in the space provided.

Teacher: Try solving the third question on your own.

 You may show the **Animated Activities** given on digital platform.

G Find the names of the numbers in the puzzle, as shown.

S	E	V	E	N	T	Y	K	S	X	N
I	A	K	C	V	B	T	R	U	R	I
X	O	H	E	I	G	H	T	Y	G	N
T	L	M	B	N	X	Z	Q	O	B	E
Y	P	B	E	Y	W	P	U	I	Q	T
O	N	E	H	U	N	D	R	E	D	Y

80
60
100
70
90 **65**

Teacher: Now, look at Exercise G. Find the Names of the Numbers in the Puzzle.

MUST DO

10 MIN.

Teacher: Who will read the instructions aloud?

Teacher: Now, explain what we need to do in this exercise.

Teacher: Yes, we need to find the number names hidden in the puzzle.

Teacher: Let us find sixty together. Look carefully at the puzzle.

Teacher: Yes, there it is in the second row. Now, circle it.

Teacher: Complete the rest of the words on your own.

H Fill in the blanks with the missing numbers.

- 40 48 50
- 70 76 80
- 90 97 100 **66**

Teacher: Now, turn to Exercise H: Fill in the Blanks with Missing Numbers.

MUST DO

5 MIN.

Teacher: Who will read the first row of numbers?

Teacher: Now, explain what pattern you see.

Teacher: Yes, the numbers are increasing by twos.

Teacher: What comes after 40?

Teacher: Correct, 42. Now, continue filling in the missing numbers until 50.

Teacher: Complete the second and third rows the same way.

I Write the correct numbers.

1. Number just before	2. Number between	3. Number just after
a. <input type="text"/> 54	a. 34 <input type="text"/> 36	a. 86 <input type="text"/>
b. <input type="text"/> 34	b. 88 <input type="text"/> 90	b. 75 <input type="text"/>
c. <input type="text"/> 27	c. 77 <input type="text"/> 79	c. 63 <input type="text"/> 66

Teacher: Now, look at Exercise I: Write the Correct Number.

MUST DO

5 MIN.

Teacher: Who will read question (a) aloud?

Teacher: Now, explain what the question is asking.

Teacher: Yes, we need to find the number that comes just before 54.

Teacher: What number comes before 54?

Teacher: Yes, 53. Now, write it down.

Teacher: Read question (b) and explain what you need to do.

Teacher: Correct, find the number that comes between 34 and 36.

Teacher: Yes, it is 35. Now, write it in the blank.

(Discuss the question with the students.)

J Fill in the blanks, as shown.

- In the word HOUSE, the letter H is at the first position.
The letter S is at the fourth position.
- In the word BEDROOM, the letter R is at the position.
The letter M is at the position.
- In the word KITCHEN, the letter I is at the position.
The letter H is at the position.
- In the word BALCONY, the letter A is at the position.
The letter O is at the position.

66

Teacher: Now, turn to Exercise J: Fill in the Blanks as Shown.

Teacher: Who will read the first sentence aloud?

MUST DO

5 MIN.

Teacher: Now, explain what the question is asking.

Teacher: Yes, we need to find the position of the letter in the word.

Teacher: The first question is already solved. Look at the next one.

Teacher: Who will read the second sentence aloud?

Teacher: Now, explain what the question is asking.

Teacher: Yes, we need to find the position of the letter in the word.

Teacher: Complete the remaining blanks in the same way.

Teacher: That was a fantastic class! You all participated so well today.

Teacher: Let us all give ourselves a big round of applause for our efforts. See you in the next class!

Differentiated Activities

110 km/hr



Identify and write the missing numbers in a given sequence: 45, , 47, , 49, .

80 km/hr



Arrange the following numbers in descending order: 76, 82, 59, 94, 68.

40 km/hr



Write the ordinal positions of the numbers: 31, 44, 55 and 63.

Home Task

Complete question (c) of Exercise I given on page 66 in the Main Course Book.

Bring a small cardboard box, two flag sticks and 18 colourful big beads for the 'Creating Better' activity in the next class. Bring your 'Little Book' for revising better activity.

Period 11

Teacher: Good morning, students. How are you today?

Teacher: Let us begin with a quick revision. I will say a number and you have to tell me the number that comes after it.

Teacher: What number comes after 39?

Teacher: Yes, 40. Now, what comes after 75?

Teacher: Correct, 76.

(Give more numbers in similar way)

Teacher: Open your books to page 66 and let us begin today's activities.

Creating better

Creating better

Make your own ones and tens abacus.

- Take a small cardboard box, 2 flag sticks and 18 colourful big beads so that they fit into the sticks.

66

- With the help of an adult, make two holes in the cardboard box and put the sticks into them, as shown.
- Colour the box with your favourite colour. Write T and O.
- Your tens and ones abacus is ready.
- Place some beads in the abacus and ask your friend which number it represents.

67

You may show the **Infographic** given on the digital platform.

Teacher: Open your books to page 66 and look at the 'Creating better' section. We will make our Own Ones and Tens Abacus.

(Guide the students to complete the activity with reference of the steps given on pages 66 and 67 in the Main Course Book.)

Thinking better

Thinking better

Think and answer.

Jas, Maria and Lina are running a friendly race. Maria is in the first position, Lina is in the second position and Jas is in the third position. Jas moves ahead of Maria. Which position is Lina in now?

67

Teacher: Turn to page 67 and look at Thinking better: Think and Answer.

Teacher: Read the question aloud.

Teacher: Who can explain the positions of Jas, Maria and Lina at the start of the race?

Teacher: Now, what happens when Jas moves ahead of

Maria?

Teacher: Yes, Maria's position changes. What is Lina's new position?

Teacher: Write the correct position in the blank.

Choosing better

Choosing better

At home, everyone helps one another to keep the place neat and clean. How can you help at home to make sure your house stays clean?

- I can help by picking up my toys after playing with them.
- I can help by leaving my toys all over the floor.

67

Teacher: Now, look at 'Choosing better' section?

Teacher: Read the question aloud.

Teacher: How can you help keep your home clean?

Teacher: Yes, by picking up your toys after playing.

Teacher: Which of the two given answers is correct?

Revising better

Revising better

Revise the number names up to 100 from this lesson in your Little Book.

67

Teacher: Now, open your Little Book. Let us revise what we have learnt so far by answering a few questions.

- Write the number name for 47.
- Which number comes just before 92?
- Write the number for eighty-five.

(Give more questions in the similar way.)

Teacher: Complete these questions in your Little Book. If you have any doubts, raise your hand.

Book of Holistic Teaching

Chapter 5: Numbers up to 100

Theme 4: I Live Happily

A English

Fill in the blanks using H and R to complete the words.

T _ I _ D FOU _ T _

SIXT _ TENT _

B EVS

Raghav lives with his grandparents, parents, aunts, uncles, and cousins. There are 12 members in his family.

Choose the correct answer from the given options.

He lives in a _____ (small/large/joint) family.

11

(Refer to the Book of Holistic Teaching, page 11 under the title 'Numbers up to 100.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance

their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

Teacher: That was a fantastic class! You all participated so well today.

Teacher: Let us all give ourselves a big round of applause for our efforts.

Differentiated Activities

110 km/hr



Write three ways an abacus helps in counting numbers faster.

80 km/hr



Use your abacus to show the numbers 54 and 76, then write their tens and ones in your notebook.

40 km/hr



Place beads on your abacus to show the number 32 and count aloud the tens and ones.

Home Task

Draw an abacus in your notebook and represent the numbers 28, 45 and 67 by placing the correct number of beads in the tens and ones place. Label the tens and ones for each number.

Period 12

Teacher: Today is our last class for this lesson, so let us begin with a fun number relay game.

SHOULD DO

5 MIN.



Teacher: I will say a number and you have to say the next three numbers as fast as possible.

Teacher: Let us start – 23.

Teacher: Yes, 24, 25, 26. Now, let us try a bigger number - 67.

Teacher: Great, 68, 69, 70.

Teacher: This time, I will say a number name and you will say the next one. Forty-three.

Teacher: Yes, forty-four.

Teacher: Now, let us make it more exciting. I will give you a number and you will tell me if it is an ordinal number or a cardinal number, Seventh.

Teacher: Correct, it is an ordinal number.

Teacher: One last challenge – What number comes between 48 and 50?

Teacher: Yes, 49. Well done, everyone.

Teacher: Now, open your books to page 24 and let us begin today's worksheet practise.

Worksheet 1

Theme 4: I Live Happily

5. Numbers up to 100

Worksheet 1

A. Write the number names of the following numbers.

1. 12

2. 28

3. 39

4. 80

5. 97

B. Write the numbers for the following number names.

1. thirty-seven

2. fifty-five

3. sixty

4. seventy-eight

5. eighty-two

C. Fill in the blanks.

1. _____ comes after 55.

2. _____ comes after 9.

3. _____ comes after 60.

4. _____ comes after 89.

5. _____ comes after 98.

24

Teacher: Open your books to Worksheet 1.

Teacher: Look at Exercise A. Write the number names for the given numbers.

MUST DO

15 MIN.



Teacher: Who will read the first number aloud?

Teacher: Now, write its number name in the blank.

Teacher: Complete all the numbers in the same way.

Teacher: Move to Exercise B. Write the numbers for the number names given.

Teacher: Read the first number name aloud.

Teacher: Now, write its corresponding number.

Teacher: Solve the rest of the questions on your own.

Teacher: Now, look at Exercise C. Fill in the blanks with the number that comes after.

Teacher: The first one is already done. What number comes after 55?

Teacher: Yes, 56. Now, complete the rest of the blanks.

Worksheet 2

Worksheet 2

A. Write the number names of the following numbers.

1. 16
2. 34
3. 46
4. 52
5. 83

B. Write the numbers for the following number names.

1. forty-one
2. sixty-four
3. ninety-seven
4. eighty
5. eighteen

C. Fill in the blanks.

1. _____ comes before 20.
2. _____ comes before 29.
3. _____ comes before 61.
4. _____ comes before 54.
5. _____ comes before 99.

25

Teacher: Now, open Worksheet 2 on page 25.

Teacher: Look at Exercise A. Write the number names.

Teacher: Read the first number aloud.

Teacher: Now, write its number name in the blank.

Teacher: Complete all the numbers in the same way.

Teacher: Move to Exercise B. Write the numbers for the given number names.

Teacher: Read the first number name aloud.

Teacher: Now, write its corresponding number.

Teacher: Solve the rest of the questions on your own.

Teacher: Now, look at Exercise C. Fill in the blanks with the number that comes before.

Teacher: The first one is already done. What number comes before 20?

Teacher: Yes, 19. Now, complete the rest of the blanks.


Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column we will write what we have learnt in this chapter.

Teacher: Think about the topics, have we learnt and write them in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.

 You may generate additional practice worksheets using the **Test Generator** given on digital platform.

Differentiated Activities

110 km/hr



Create and write five different two-digit numbers and represent them in tens and ones.

80 km/hr



Identify the ordinal position of the words in the sentence: The cat sat on the mat.

40 km/hr



Identify and write the missing numbers in the sequence: 36, ____, 38, ____, 40.

Home Task

Complete worksheet 3, which is given on page 26 in the workbook.

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• develop fine motor skills through hands-on activities like using the abacus and writing numbers.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• work collaboratively in group activities, understanding the importance of sharing and turn-taking in learning
Cognitive Development	<ul style="list-style-type: none">• recognise, compare and sequence numbers up to 100, understanding place value, ordinal and cardinal number.
Language and Literacy Development	<ul style="list-style-type: none">• read, write and communicate number names fluently, developing mathematical vocabulary.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• appreciate numbers in everyday life through creative activities like drawing, storytelling and role-play involving numbers.
Positive Learning Habits	<ul style="list-style-type: none">• develop curiosity and confidence in mathematical thinking, demonstrating persistence in problem-solving tasks.

Starry Knights

What challenges did you overcome? List them here.

Give yourself a STAR for being a fabulous teacher!!

