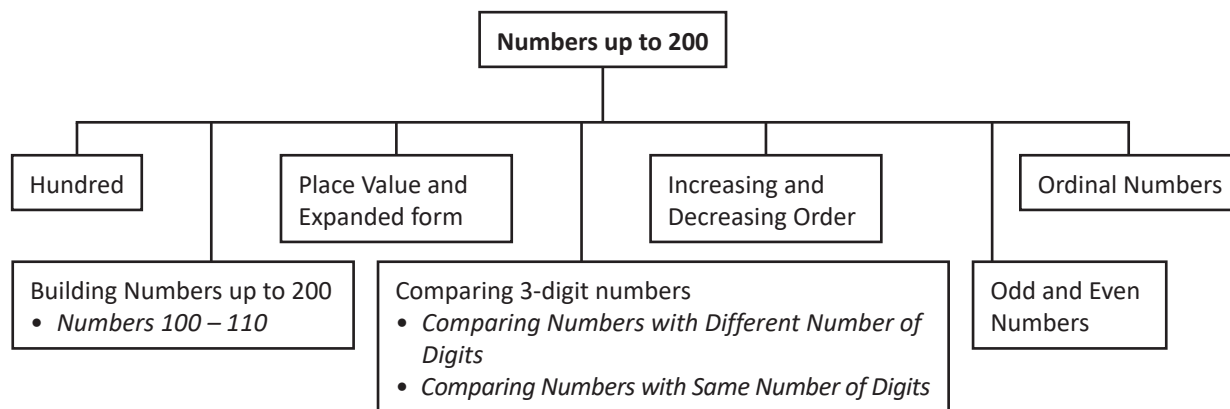


Numbers up to 200

LESSON OUTCOMES

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

- read and write numbers up to 200 and state their sequence.
- state the place values of the digits in numbers up to 200.
- write numbers up to 200 in the expanded form.
- compare numbers up to 200 and arrange them in ascending/descending order.
- tell the difference between odd and even numbers.
- name the ordinal numbers for things in a sequence.



PREREQUISITE KNOWLEDGE

- Read and write up to 2-digit numbers
- Place value and expanded form of 2-digit numbers

LESSON PLAN

Number of sessions: 18

Session Plan

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 1: Introduction: Dienes block, counting string; number line [IL: Values] | Session 11: <i>Decreasing Order</i> ; Digital/IA - Descending Order <i>Increasing Order</i> ; Digital/IA - Ascending Order; Practice 4 |
| Session 2: Hundred; Remember! | Session 12: Odd and Even Numbers; Explore! [EL; MI] |
| Session 3: Building Numbers up to 200; Digital / IA - Number of Sticks; <i>Numbers 100 to 120</i> | Session 13: Digital/IA - Ringing the Numbers in Pairs, Odd and Even Numbers; Practice 5 |
| Session 4: <i>Numbers 121 to 150</i> | Session 14: Ordinal Numbers; Digital/Animation - Ordinal Numbers; Explore! [IL: Literacy; Digital; MI] |
| Session 5: <i>Numbers 151 to 200</i> ; Practice 1 | Session 15: TRM/Add-on Activity 2- To reinforce the concept of ordinal numbers [Game-based Learning; MI]; Thinking Cap! [Game-based Learning] |
| Session 6: Place Value and Expanded form [IL: Wellness]; Practice 2 | Session 16: Worksheet 1 |
| Session 7: Comparing 3-digit Numbers [IL: Language]; Digital/ Animation - Comparing 3-digit Numbers | Session 17: Worksheet 2 [Higher Order Thinking Skills] [IL: India Knowledge, EVS; FL] |
| Session 8: Comparing 3-digit Numbers (Continued); Explore! [EL; MI] | Session 18: TRM/Worksheets |
| Session 9: TRM/Add-on Activity 1-To compare two 3-digit numbers up to 200 using Dienes block [Discovery-based Learning; MI]; Practice 3 | |
| Session 10: Increasing and Decreasing Order [IL: EVS; Sports]; PPT - Ascending and Descending Order | |

Introduction

[IL: Values]

- Explain how Anushka helps her family in the bakery by packing chocolates for different orders. Talk about how Anushka's help is important for the success of the bakery and how it shows her care and responsibility towards her family.
- Discuss the benefits of helping at home, including building responsibility, showing love and support for family members and gaining new skills and knowledge.
- Talk about how Anushka's family decided to share chocolates with children in an orphanage. Emphasise on the happiness that Anushka felt when she saw the children's smiles.
- Ask each student to draw or write about one thing they can share with others, either at home, at school, or in their community. Answer a few reflective questions on sharing, such as "How does sharing make you feel?" and "Why is it important to help others?"
- Explain how Anushka packed the chocolates less than and equal to 100 using the Dienes block, counting string and the number line.

Hundred

- Introduce the concept of grouping 10 ones to make 1 ten, and 10 tens to make 1 hundred using the Dienes blocks and the number line.
- Guide them toward understanding that adding 1 to 99 gives 100.

Building Numbers up to 200

- Explain to the students that Anushka's mother gave her ₹ 100 for helping at home.
- Demonstrate how adding ₹ 1 to ₹ 100 makes ₹ 101, highlighting how small amounts can increase their savings.
- Engage students in a discussion about what they would do with money received as gifts. Guide them towards the idea of spending and saving money wisely.
- If students have not received money yet, instruct them to ask their parents how they manage their money, focusing on spending and saving habits. Encourage them to share their findings in the next class.

Numbers 100 – 110; 111 – 200

- Show students how to fill out a place-value chart for numbers from 100 to 110 using Dienes blocks and writing the number names.
- Ask students to observe the pattern in numbers from 101 to 109. Help them notice that only the ones place changes while the hundreds and tens remain constant. Help them understand that when the number transitions from 109 to 110, the tens place changes.
- Assign worksheets where students extend the pattern from 111 to 200, filling in the place value and number names.

Place Value and Expanded Form

[IL: Wellness]

- Give additional details about Arif, mentioned in the coursebook, who lives in the mountains and enjoys the fresh air, healthy foods and natural environment around him.
- Explain how an apple tree grows best on mountainous and hilly slopes. Explain that they grow well in cooler regions. Emphasise that the apple is a regional fruit for Arif.

- Discuss with the students how eating fresh fruits contributes to health and wellness. Highlight the importance of a balanced diet in maintaining wellness.
- Discuss with the students the fruits grown in their regions and how regional fruits are fresher, more readily available and usually cheaper to get.
- Write the 3-digit number less than 200 on the board and break it down into expanded form. Show this visually using Dienes blocks and place value charts.
- Divide the class into small groups and assign each group a different number. Ask them to represent their number using Dienes blocks and write the expanded form.

Comparing 3-digit Numbers

[IL: Language] [EL] [MI]

- Explain that fruits like pears and apples are part of a healthy diet.
- Discuss the availability of pears in the students' local areas.
- Ask them to find out the local name for pears and share it with the class.

Comparing Numbers with Different Number of Digits

- Explain that a number with more digits is always greater.
- Use the example given in the coursebook and other examples to reinforce the concept.

Comparing Numbers with Same Number of Digits

- Write two 3-digit numbers on the board. Since both have 3 digits,
 - ask the students to first compare the hundreds digits.
 - If the hundreds digits are the same, ask them to compare the tens digits.
 - If the tens digits are also the same, ask them to compare the ones digits.
- Compare other 3-digit numbers in a similar way and discuss the findings as a class.

Add-on Activity 1

[Discovery-based Learning] [MI]



To compare two 3-digit numbers up to 200 using Dienes block

- Put students in pairs.
- Give each partner a 3-digit number.
- Give each group Dienes blocks.
- Ask each partner to represent the numbers in hundreds, tens and ones using the Dienes block.
- Next, ask the partners to compare the numbers using the Dienes block.
- Repeat the activity by giving more pairs of number.

Increasing and Decreasing Order

[IL: EVS; Sports]

- Talk about the game of cricket and compare the scores of the four players given in the coursebook. Introduce the concept of arranging numbers in decreasing order, which means listing numbers from the biggest to the smallest and in increasing order, which means listing numbers from the smallest to the biggest.
- Discuss how objects in the environment can be compared and ordered based on their characteristics, such as size, weight or length. Connect this concept to the importance of understanding and conserving nature by recognising the diversity of natural elements.

- Ask students to think about other situations where comparing and ordering are useful, both in sports and in understanding the natural world, as well as in other disciplines.

Odd and Even Numbers

[EL] [MI]

- Help students understand the concepts of odd and even numbers through hands-on activities and experiential learning by counting and sorting counters in pairs and determining whether any counter is left over. Review the results of the activity and explain the concepts of even and odd numbers based on the findings.
- Ask students find and list odd and even numbers around their home or school. They can create a simple chart to display their findings.

Ordinal Numbers

[IL: Literacy; Digital] [Game-based Learning] [MI]

- Start by explaining ordinal numbers, which represent the position of objects in a sequence, using the story given in the coursebook. Provide other real-life examples using the students themselves or objects in the classroom.
- Ask the students to read the story “The Hundred and Thirty-Seventh Leg” using the provided link given in the activity. Ask students questions related to the story:
 - What is the hundred and thirty-seventh leg referring to in the story?
 - How does the story help us understand ordinal numbers?
- Ask the students create their own short story or drawing that involves ordinal numbers and share it with the class.

Add-on Activity 2

[Game-based Learning] [MI]

To reinforce the concept of ordinal numbers

- Give 50 beads and a string to each student.
- Prepare badges labelled with the ordinal numbers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth.
- The students who finish stringing the beads first, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth will be awarded badges in that order.
- Students who finish after the tenth position will be out of the game.
- You can repeat the game with other time-bound activities.

WORKSHEETS 1 AND 2



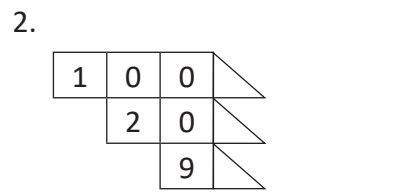
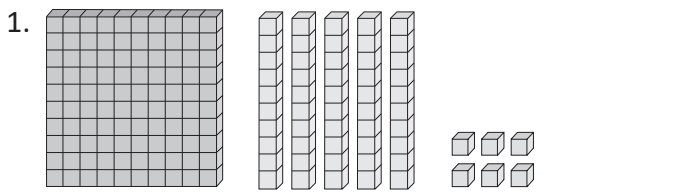
- Worksheet 1 has questions under Mental Maths, MCQs and Mixed Bag that test the understanding of concepts on numbers up to 200. They have a few HOTS questions too.
- Worksheet 2 has Higher Order Thinking Skills (HOTS) questions on numbers up to 200 with sums based on IL: India Knowledge, EVS and FL.
- Guide students to complete the worksheets.
- You can give these worksheets as home assignments or discuss them in the classroom.

QUESTION BANK

A. MCQs

- What is the number before 150?
 - 149
 - 151
 - 148
 - 152
- Which of the following numbers is the largest?
 - 125
 - 142
 - 199
 - 134
- What is the place value of 7 in the number 174?
 - 7
 - 70
 - 700
 - 17
- Which number comes after 198?
 - 197
 - 199
 - 196
 - 194
- Which number is 10 more than 165?
 - 175
 - 155
 - 185
 - 170

B. Write the number.



C. Fill in the blanks.

- 135, 136, _____, 138
- _____, 160, _____, 162
- 158, _____, _____, 161
- _____, 125, 126, _____
- _____, 142, _____, 144
- 190, _____, 192, _____



D. Write the number.

- Sara collected 151 seashells. She collects one more, so now she has _____ shells.
- Dilip has a collection of 193 books. He gifts one book to his friend, so now he has _____ books.
- Deepa has read 135 pages of a book. She reads one more page, so she has read _____ pages now.



E. Write the number.

- One hundred twelve _____
- One hundred seventy-six _____
- One hundred thirty-four _____
- One hundred ninety-two _____

F. Ring the smallest number among 123, 145 and 121.

G. Arrange the numbers 172, 123, 167 in ascending order.

H. Arrange the numbers 142, 189, 187 in descending order.

I. Ring the even numbers: 12 21 87 43 72 90 35 69 54

J. Ring the odd numbers: 43 70 61 88 77 32 65 53 99

K. Fill in the missing even numbers in order: 36 ____ 40 ____ ____ 46

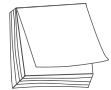
L. Fill in the missing odd numbers in order: 85 ____ ____ 91 ____ 95 ____

M. Answer the questions.

1. Sean sells 114 cups of tea and Mari sells 118 cups of tea. Who sells more?



2. Ravi has one packet of 100 sheets, five packets of 10 sheets in each and 7 separate sheets. How many sheets does Ravi have in all?



3. Saanvi has 178 marbles. What is the place value of 7 in 178?



4. Shreya picks 125 flowers from the garden. Is 125 an odd or an even number? Can she make complete pairs of flowers?



5. A truck delivers goods to stores numbered 161, 162, and 163. What will be the next store number?



6. Ravi counts the number of coconuts he has in his shop as 198. Rewrite the sentence using the number name of 198.



7. The number of students in a school is 184. If the teachers group them into hundreds, tens and ones, how many students will be in each group?



8. Priya collects 178 stickers. Is 178 an odd or even number? If she places two stickers on each sheet, will all the sheets have an equal number of stickers?

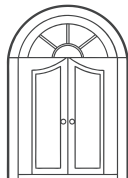


9. Write the number name for 154.

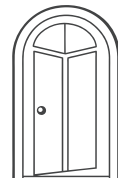
10. Three buildings have doors numbered 191, 192, and 193. What is the door number of the next building?



191



192



193



ANSWER KEY TO THE QUESTION BANK

A. 1. a 2. c 3. b 4. b 5. a **B.** 1. 156 2. 129 **C.** 1. 137 2. 159, 161 3. 159, 160
4. 124, 127 5. 141, 143 6. 191, 193 **D.** 1. 152 2. 192 3. 136 **E.** 1. 112 2. 176
3. 134 4. 192 **F.** 121 **G.** 123, 167, 172 **H.** 189, 187, 142 **I.** 12, 72, 90, 54
J. 43, 61, 77, 65, 53, 99 **K.** 38, 42, 44 **L.** 87, 89, 93, 97 **M.** 1. Mari 2. 117 sheets
3. 70 4. Odd number; No 5. 164 6. Ravi counts the number of coconuts he has in his shop
as one hundred ninety-eight. 7. 100 in hundreds 80 in tens and 4 in ones 8. Even; yes
9. One hundred fifty-four 10. 194

WORKSHEET 1



A. MCQs

- Which number is 100 more than 75?
a) 175 b) 125 c) 150 d) 100
- Which of the following numbers is closest to 150?
a) 142 b) 160 c) 145 d) 156
- What is the place value of 2 in the number 123?
a) 2 b) 20 c) 200 d) 12
- How many tens are there in 180?
a) 18 b) 8 c) 10 d) 12
- Which number comes between 128 and 130?
a) 126 b) 127 c) 129 d) 131

B. Write the number names.

1.

1	0	0	
	7	0	
		2	

2.

H	T	O
1	1	4

C. Compare the numbers and fill in the blanks with: >, <, or =

1. 114 ___ 109 2. 67 ___ 89 3. 130 ___ 130 4. 153 ___ 190

D. Arrange 195, 120, 97, 45 in ascending order and descending order.

- Ascending order: _____
- Descending order: _____

E. In a race, the children reach the finish line in this order:



Who is third in the race? _____

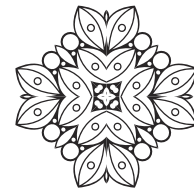
WORKSHEET 2



- A. In a school competition, Ritu scores one hundred forty-eight points, and Amar scores one hundred seventy-five points. Write the scores of Ritu and Amar in number form.



- B. Four children participate in a rangoli-making competition. The points they get out of 200 are: 174, 156, 182, and 141. Arrange their points in the descending order.



- C. During the kite festival, Arjun buys 128 kites and Sameer buys 135 kites for their shop. Who buys more kites?



- D. In a school library, there are 178 storybooks. Rewrite the sentence using the expanded form of the number 178.



- E. Rohan thinks of a number with 1 in the hundreds place, 4 in the tens place and 2 in the ones place. Jaya guesses the number as 124. Is she correct? If not, explain why.



- F. If you are standing in the seventh position in a queue, what is the position of the person right in front of you?



- G. While boarding the school bus, Priya is standing second in the line, Raj is sixth, and Shyam is seventh. Who is standing between Raj and Shyam?



ANSWER KEY TO THE WORKSHEET 1

- A.** 1. a 2. c 3. b 4. a 5. c **B.** 1. One hundred seventy-two 2. One hundred fourteen
C. 1. > 2. < 3. = 4. < **D.** Ascending: 45, 97, 120, 195; Descending: 195, 120, 97, 45
E. Arjun

ANSWER KEY TO THE WORKSHEET 2

- A.** Ritu: 148 points; Amar: 175 points **B.** 141, 156, 174, 182 **C.** Sameer **D.** In a school library, there are one hundred seventy-eight storybooks.
the number correctly. The correct number is 142. **E.** No, Jaya does not guess
F. Sixth **G.** No one