Unit 1

Numbers

Objectives

By the end of this unit, you should be able to:

- count, read and write numbers up to 1000.
- count forward, count backward and skip count.
- compare and order numbers.
- read and write ordinal numbers.
- represent numbers using manipulatives.
- write numbers in expanded form and vice versa.
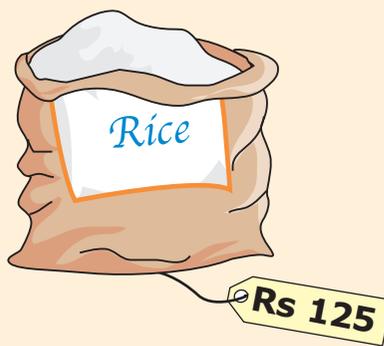- perform simple mental arithmetic operations.

Unit 1 Numbers

Using Numbers

Government of Mauritius

NATIONAL IDENTITY CARD

Surname
Tom

Other Names
Mathik

Maiden Name

Date of	Issue		Sig./Thumbprint of Holder
10	11	68	

Blood Group

Issuing Authority's Signature
ID No.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 |

7000 SP 96

UNIVERSAL BANK   DATE ___12.12.2012___

PAY Mr Tom _____

_____ OR ORDER   **R s** | 850.00 |

RUPEES   Eight hundred and fifty only. _____

_____

SIGNATURE

ACCOUNT NUMBER 2345 678 9123 5678 901

Rice

Rs 125

Rs 475

BANK OF MAURITIUS Rs 100

BANK OF MAURITIUS Rs 200

BANK OF MAURITIUS Rs 50

BANK OF MAURITIUS Rs 100

BANK OF MAURITIUS Rs 25

BANK OF MAURITIUS Rs 100

Counting

Read the numbers in the Hundred's Chart below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Dot Game based on numbers.

Complete the figure below by joining dot to dot. Start at number 1 and continue with 2, 3 ... in order till 42.
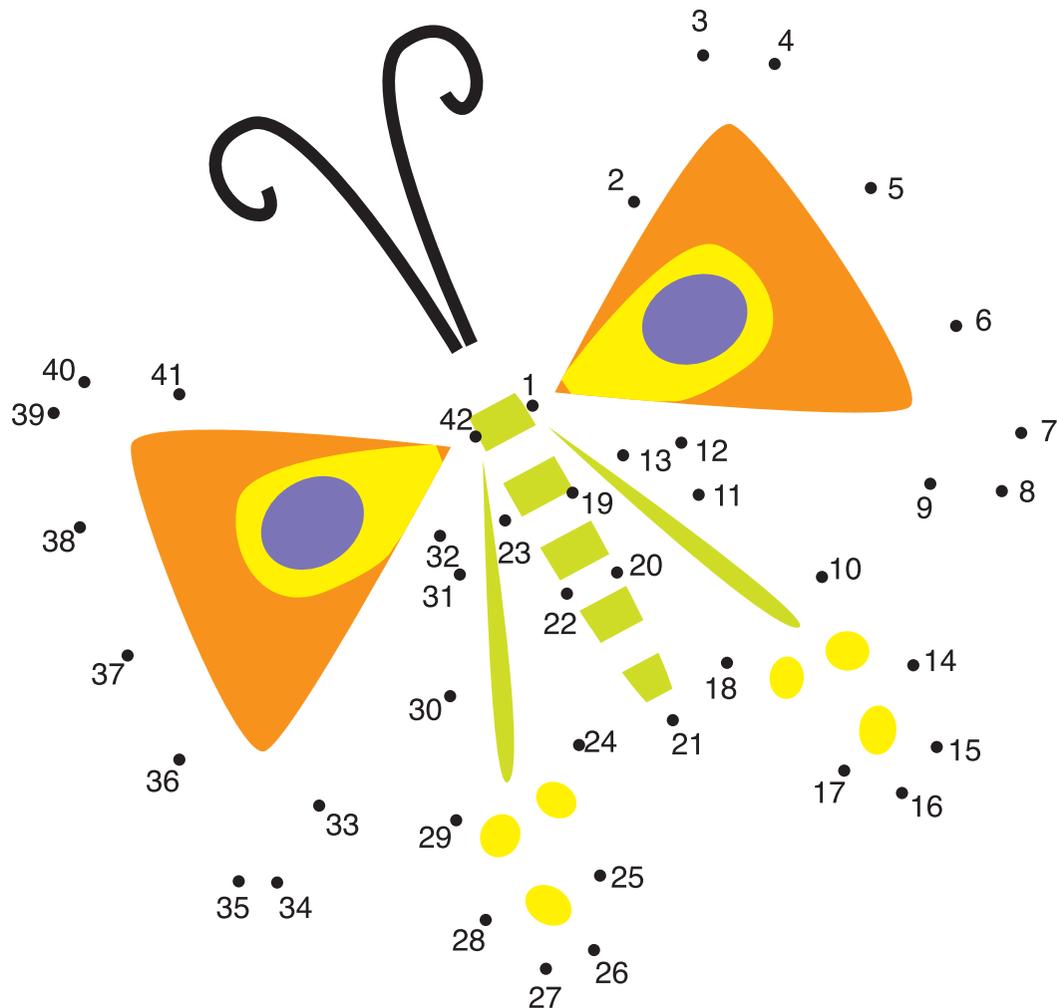
Unit 1 Numbers

1. Complete the following.

(a) 100, 101, 102, ____ , ____ , ____ , 106, ____ , ____ , ____ , 110

(b) 230, 231, 232, ____ , ____ , ____ , ____ , ____ , ____ , ____ , 240

(c) 340, 341, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , 350

(d) 460, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____,470

(e) 520, ____ , ____ , ____ , ____ , 525 , ____ , ____ , ____ , ____ , ____

(f) 670, ____ , ____ , ____ , ____ , ____ , ____ , ____ , 678 , ____ , ____

(g) 780, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , 789 , ____

(h) 810, ____ , ____ , 813 , ____ , ____ , ____ , ____ , ____ , ____ , ____

(i) 930, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , 940

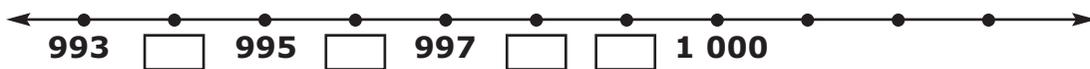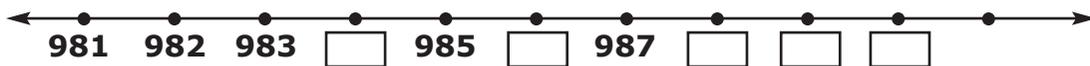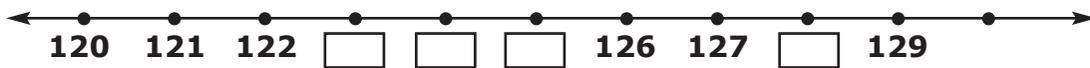(j) 990, ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , ____ , 1000

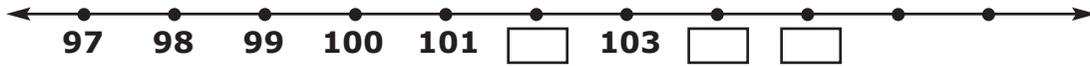## Number Line

Numbers can be represented on a number line.

Counting

2. **Write the missing numbers on the number lines below.**

97   98   99   100   101   ☐   103   ☐   ☐

120   121   122   ☐   ☐   ☐   126   127   ☐   129

520   521   522   523   ☐   ☐   526   527   528   ☐   ☐

981   982   983   ☐   985   ☐   987   ☐   ☐   ☐

993   ☐   995   ☐   997   ☐   ☐   1 000

Unit 1 Numbers

Number Names

Read the following numbers and their corresponding number names.

1	One	11	Eleven	10	Ten	100	One hundred
2	Two	12	Twelve	20	Twenty	200	Two hundred
3	Three	13	Thirteen	30	Thirty	300	Three hundred
4	Four	14	Fourteen	40	Forty	400	Four hundred
5	Five	15	Fifteen	50	Fifty	500	Five hundred
6	Six	16	Sixteen	60	Sixty	600	Six hundred
7	Seven	17	Seventeen	70	Seventy	700	Seven hundred
8	Eight	18	Eighteen	80	Eighty	800	Eight hundred
9	Nine	19	Nineteen	90	Ninety	900	Nine hundred
10	Ten	20	Twenty	100	One hundred	1000	One Thousand

Writing in Words

253

Two hundred and fifty three

543

Five hundred and forty three

908

Nine hundred and eight

3.   Write in words.

(a) 25   : twenty five

(b) 45   : _____

(c) 59   : _____

(d) 75   : _____

(e) 114   : _____

Counting

(f) 201   : _____

(g) 311   : _____

(h) 413   : _____

(i) 530   : _____

(j) 612   : _____

(k) 715   : _____

(l) 818   : _____

4.   Write in figures.

(a) Two hundred and seventeen : <u>217</u>

(b) One hundred and seven : _____

(c) Four hundred and forty four : _____

(d) Three hundred and thirteen : _____

(e) Six hundred and thirty : _____

(f) Nine hundred and seventy eight : _____

Unit 1 Numbers

5.   Fill in the given cheques. An example, cheque (a), has been done for you.

(a)

UNIVERSAL BANK

DATE __07/01/2012__

PAY Mr Tom Thomas

_____ OR ORDER

RUPEES   Two hundred and thirty seven only

R s   **237.00**

SIGNATURE

ACCOUNT NUMBER 1234 567 890 1234 567

(b)

UNIVERSAL BANK

DATE _____

PAY Mrs

_____ OR ORDER

RUPEES

R s   **620.00**

SIGNATURE

ACCOUNT NUMBER 2345 678 901 2345 678

(c)

UNIVERSAL BANK

DATE _____

PAY Mr

_____ OR ORDER

RUPEES

R s   **705.00**

SIGNATURE

ACCOUNT NUMBER 3456 789 012 3456 789

(d)

UNIVERSAL BANK

DATE _____

PAY Mrs

_____ OR ORDER

RUPEES

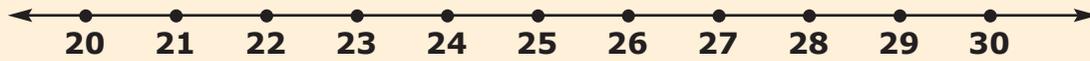R s   **678.00**

SIGNATURE

ACCOUNT NUMBER 4567 890 123 4567 890

(e)

UNIVERSAL BANK

DATE _____

PAY Mr

_____ OR ORDER

RUPEES

R s   **999.00**

SIGNATURE

ACCOUNT NUMBER 5678 901 234 5678 910

Counting

Before, after, in between

20 21 22 23 24 25 26 27 28 29 30

... ,20, 21, 22, 23, 24 are **before** 25.

26, 27, 28, 29, 30, ... are **after** 25.

23, 24, 25, 26, 27 are **in between** 22 and 28.

1. **Which whole number comes immediately after the given numbers.**

(a)   425 , _____   (e)   299 , _____

(b)   537 , _____   (f)   899 , _____

(c)   649 , _____   (g)   699 , _____

(d)   259 , _____   (h)   999 , _____

2. **How many 9's are there between 1 and 100.**

3. **The numbers 501 to 600 are listed below.**

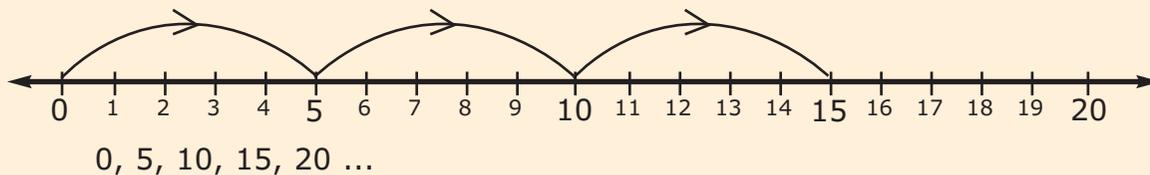|									
501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528	529	530
531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547		549	550
551	552	553	554	555	556	557	558	559	560
561	562	563		565	566	567	568	569	570
571	572	573	574	575	576	577	578	579	580
581	582	583	584	585	586	587	588	589	590
591	592	593	594	595	596	597		599	600

(a)   Which whole number is hidden by the   ? _____

(b)   Which whole number comes after the   ? _____

Unit 1 Numbers

(c)   Which whole number is before the ● ? _____

(d)   Which whole numbers are between 558 and 563 ? _____

(e)   Start at ▢ , count and write four numbers forward, ___ , ___ , ___ , ___

(f)   Start at ▢ , count and write four numbers backward, ___ , ___ , ___ , ___

(g)   Start at ▲ , count and write two numbers forward, ___ , ___

(h)   Begin at ▲ , count and write three numbers backward, ___ , ___ , ___

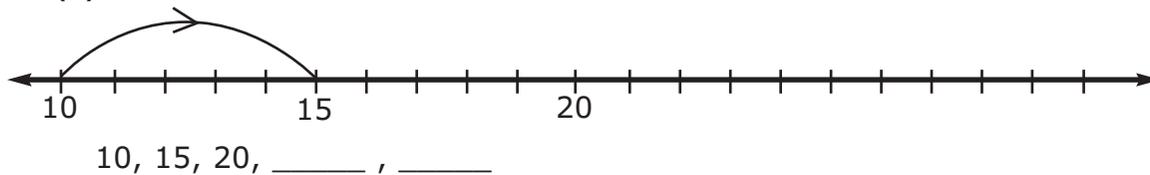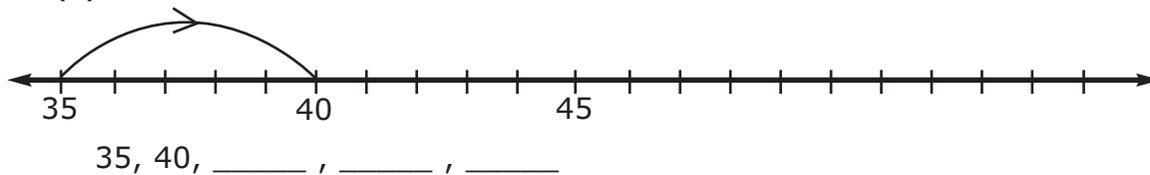## Skip Counting

I count in fives.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0, 5, 10, 15, 20 ...

4.   Count in fives and write the missing numbers.

(a)

10   15   20

10, 15, 20, _____ , _____

(b)

35   40   45

35, 40, _____ , _____ , _____

(c)

70   75   80

70, 75, _____ , _____ , _____
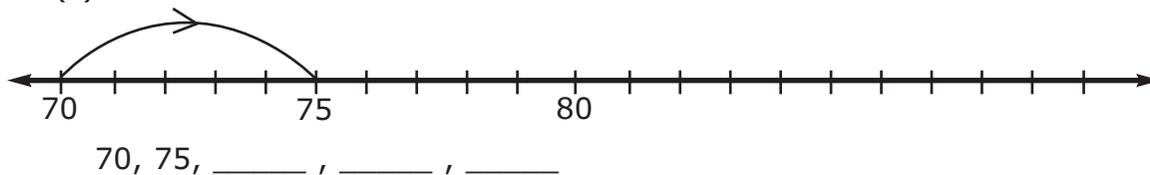
Counting

5. **The numbers 1-100 are listed below.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

(a) Start at 2 and count in twos.

(b) Circle every number that you counted and describe the pattern.

6. **The numbers 401-500 are listed below.**

401	402	403	404	405	406	407	408	409	410
411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430
431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470
471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490
491	492	493	494	495	496	497	498	499	500

(a) Start at 401 and count in threes.

(b) Circle every number that you counted and describe the pattern.

Unit 1 Numbers

Ordinal Numbers

3rd
2nd
1st

3rd
2nd
1st
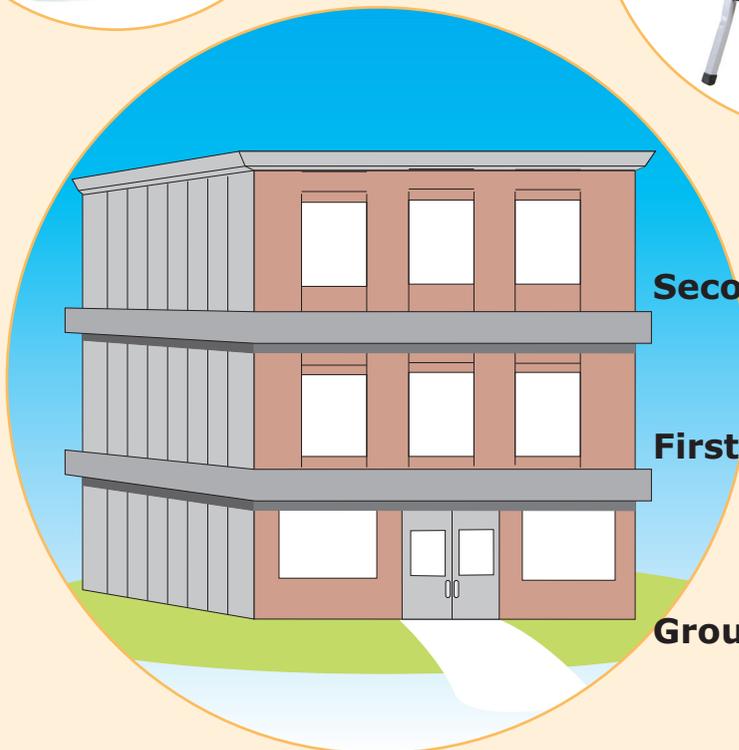
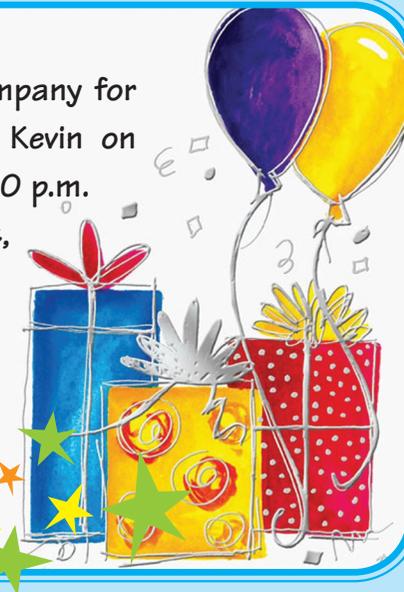Second Floor

First Floor

Ground Floor

Dear friends,
We request the pleasure of your company for the 5th Birthday party of our son Kevin on Sunday 14th September, 2003, at 6.30 p.m.
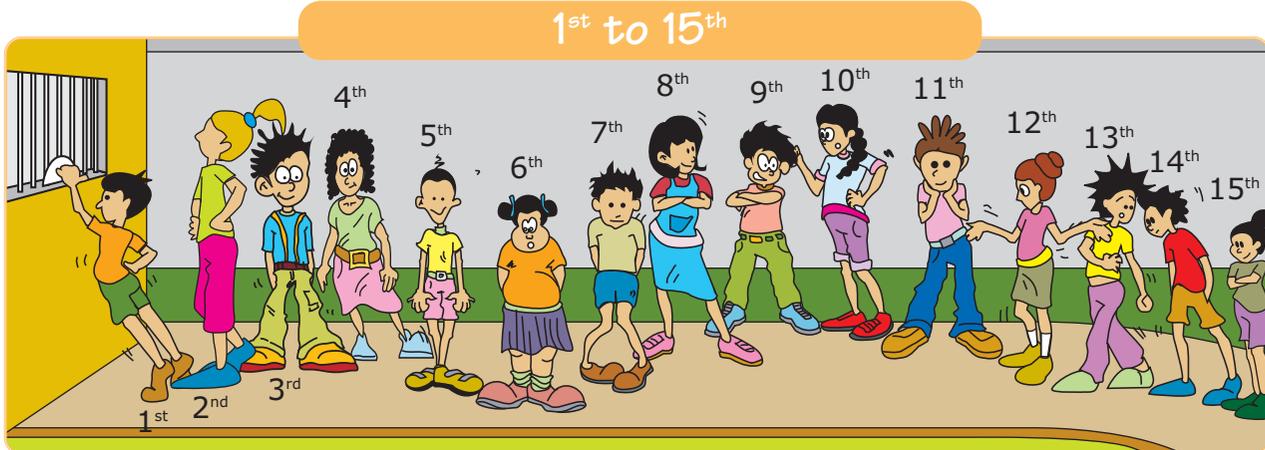The venue is at 103 Bathefield Street, Port-Louis.

Please join us to fill our day with happiness.
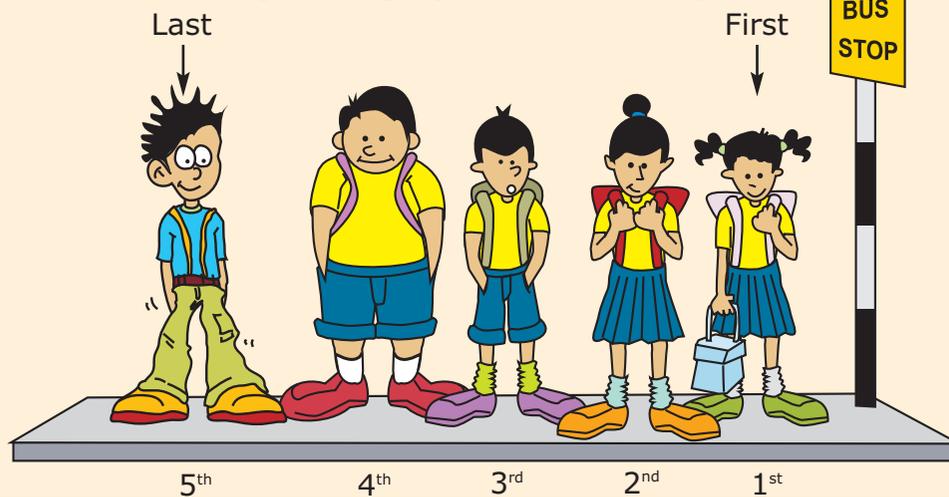
With love,
Kate, Arvin & family.

Ordinal Numbers

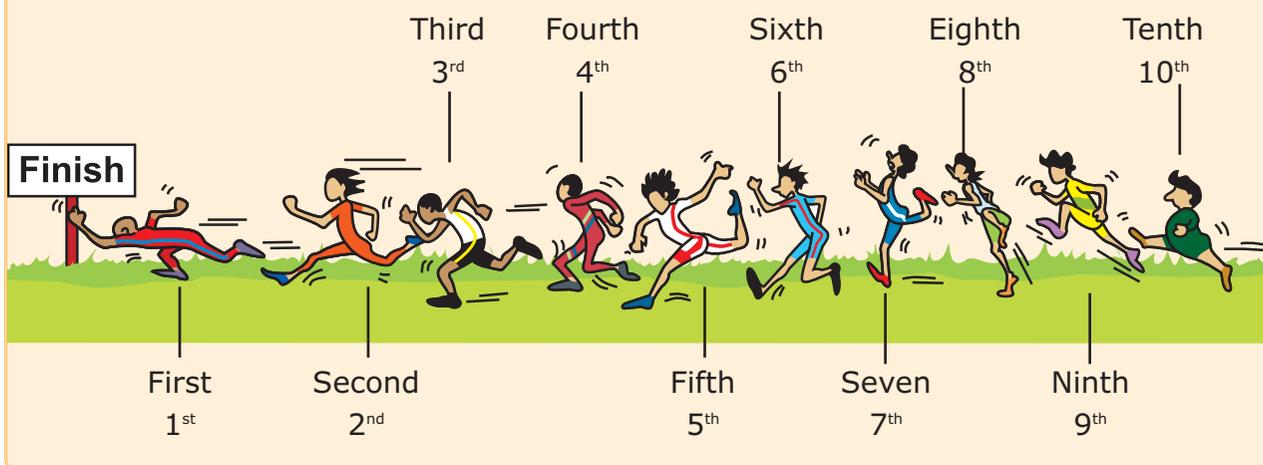**The picture shows pupils lining up to buy tickets at the theatre. Each pupil has a position.**

1st to 15th

4th 5th 6th 7th 8th 9th 10th 11th 12th 13th 14th 15th

1st 2nd 3rd

First / Last

Queueing up at the bus stop.

Last   First

BUS STOP

5th   4th   3rd   2nd   1st

200-meter race

Third 3rd   Fourth 4th   Sixth 6th   Eighth 8th   Tenth 10th

Finish

First 1st   Second 2nd   Fifth 5th   Seven 7th   Ninth 9th

Unit 1 Numbers

Read and remember.

1st	First	11th	Eleventh	30th	Thirtieth
2nd	Second	12th	Twelfth	40th	Fortieth
3rd	Third	13th	Thirteenth	50th	Fiftieth
4th	Fourth	14th	Fourteenth	60th	Sixtieth
5th	Fifth	15th	Fifteenth	70th	Seventieth
6th	Sixth	16th	Sixteenth	80th	Eightieth
7th	Seventh	17th	Seventeenth	90th	Ninetieth
8th	Eighth	18th	Eighteenth	100th	Hundredth
9th	Ninth	19th	Nineteenth		
10th	Tenth	20th	Twentieth		

Ordinal Numbers

Reading a calendar.

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1.   Complete the calendar by writing the missing ordinal numbers.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 (1st)	2 (2nd)	3 (3rd)
4 (__)	5 (__)	6 (__)	7 (__)	8 (__)	9 (__)	10 (__)
11 (__)	12 (__)	13 (__)	14 (__)	15 (__)	16 (__)	17 (__)
18 (__)	19 (__)	20 (__)	21 (__)	22 (__)	23 (__)	24 (__)
25 (__)	26 (__)	27 (__)	28 (__)	29 (__)	30 (__)	31 (__)

Unit 1 Numbers

2. Complete.

1st	First		11th	_____
2nd	Second		12th	Twelfth
3rd	Third		13th	_____
4th	Fourth		14th	_____
5th	Fifth		15th	_____
6th	_____		16th	_____
7th	_____		17th	_____
8th	_____		18th	_____
9th	_____		19th	_____
10th	_____		20th	Twentieth

3. Write the missing ordinal numbers.

40th	41st			
		47th		
50th				

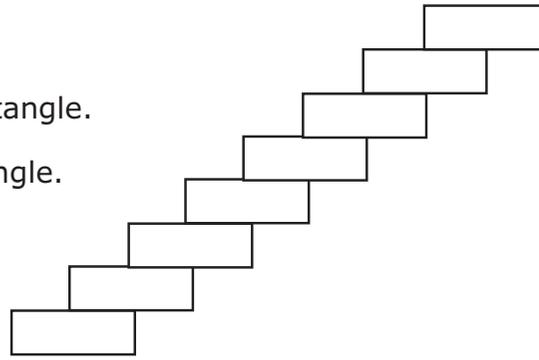**4.   Starting from the top,**

(a) circle the 3rd button red.

(b) tick the 8th button.

(c) cross the 5th button.
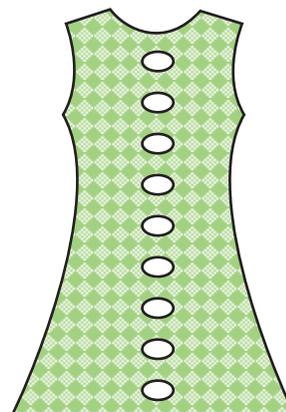
Ordinal Numbers

5.   Starting from bottom,

(a)   write your name in the first rectangle.

(b)   draw a flower in the sixth rectangle.

(c)   colour the seventh rectangle.

6.   Starting from the left,

1.	tick (√) the sixth (6th) ball	
2.	tick (√) the third (3rd) square	
3.	cross (x) the fourth and tenth triangles	
4.	ring the seventh (7th) pencil	
5.	circle the second (2nd) and eighth (8th) flowers	

7.   Starting from the right,

(a)   colour the T-Shirt of the fifth boy red.

(b)   draw a hat on the head of the first boy.

(c)   tick the sixth boy.

(d)   cross the last boy.

Unit 1 Numbers

8. Fill in the blanks with: second, first, last, eleventh

(a) "A" is the _____ letter of the alphabet.

(b) Tuesday is the _____ day of the school week.

(c) December is the _____ month of the year.

(d) November is the _____ month of the year.

9.

| Raj | Zil | Suzan | Meera | Hurree | Alvin | Julie | Ahad | Ali | Pascal |
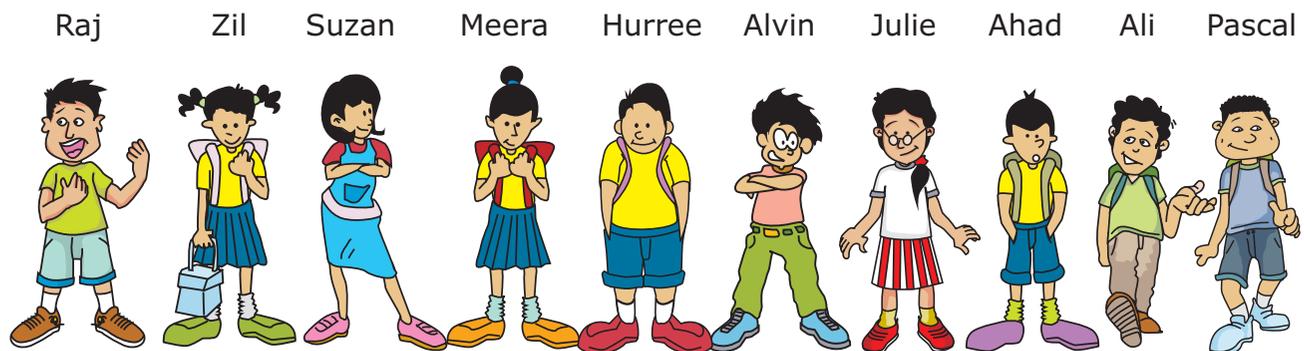
Starting from the right,

(a) Name the boy standing in the third position. _____

(b) What is the position of Suzan? _____

(c) Who is standing in between the 4th and 6th pupils? _____

(d) What is the rank of the last pupil? _____

10. The results of a 200-meter race is shown in the table below. Write the rank of each runner in the table.

Kevin	24 seconds	
Nawaz	21 seconds	
Rajen	23 seconds	
Kiran	20 seconds	
Raj	25 seconds	

Ordinal Numbers

11. Look at the calendar below and answer the questions that follow:
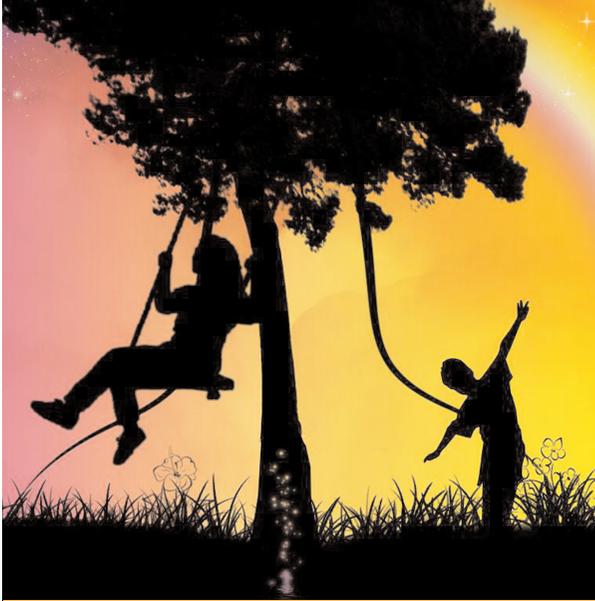
December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

(a) What day is five days after the 3rd?

_____

(b) What date is ten days after the 5th?

_____

(c) If you start on Tuesday and count on seven days, what is the day?

_____

(d) If you start on Friday 2nd December and count back four days, what is the day?

_____

(e) If you start on the 23rd and count back fifteen days, what is the date?

_____

(f) What day and date is eight days before the 25th?

_____

(g) What day and date is seven days after the 12th?

_____

Unit 1 Numbers

Place Value

Numbers can be expressed in terms of units, tens and hundreds.
Two illustrative examples are given below.

(a) Rs 523

Rs 500   Rs 20   Rs 3

Rs 523

We can write

523 =   (5 x 100)   + (2 x 10)   +   (3 x 1)

(b) We can interpret 352 in the same way.

Rs 352

352 =   (3 x 100)   +   (5 x 10)   +   (2 x 1)

Place Value

1.   Complete the following.

(a)   Rs 225

225 =   (____ x ____)   + (____ x ____) + (____ x ____)

(b)   Rs 555

555 =   (____ x ____)   + (____ x ____) + (____ x ____)

(c)   Rs 154

154 =   (____ x ____)   + (____ x ____) + (____ x ____)

Unit 1 **Numbers**

Place Value

Numbers can also be represented using base 10 blocks.

1 hundred   1 ten   1 unit
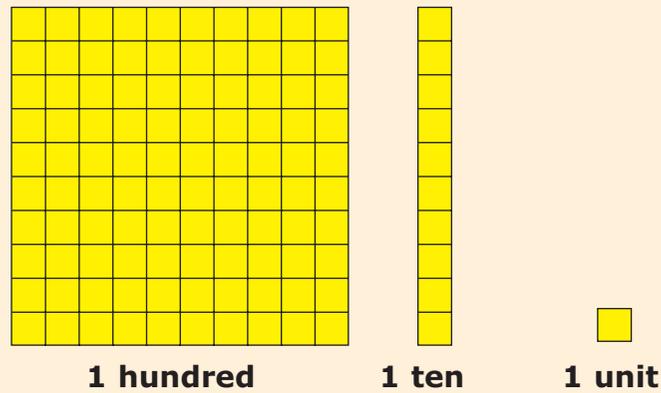
Example 1:

143	=	100	+	40	+	3
	=	(1 x 100)	+	(4 x 10)	+	(3 x 1)
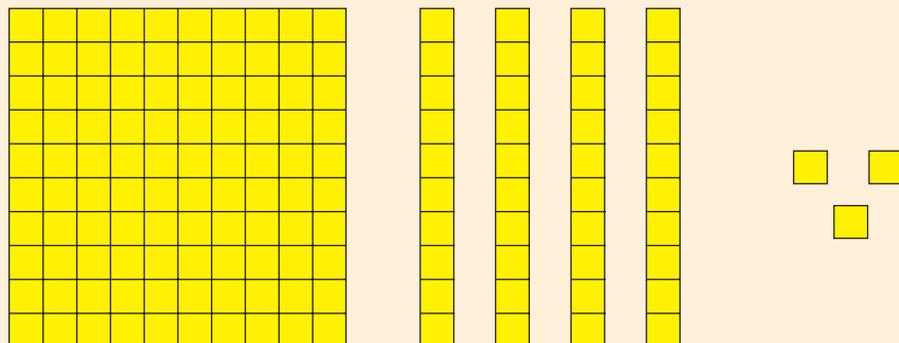
Example 2:

213	=	200	+	10	+	3
	=	(2 x 100)	+	(1 x 10)	+	(3 x 1)
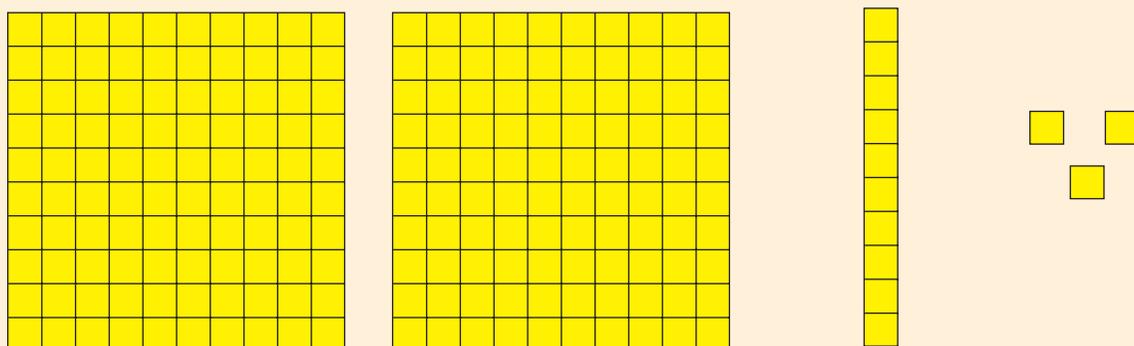
213 = (2 x 100) + (1 x 10) + (3 x 1)   expanded notation

Place Value

2. **Using squared paper, make cut-outs of hundreds, tens and units.**
    Use the cut-outs to represent the following:

    (a) 235 =

    (b) 333 =

    (c) 104 =

3. **Write in expanded notation.**

    (a) 214 = _____

    (b) 453 = _____
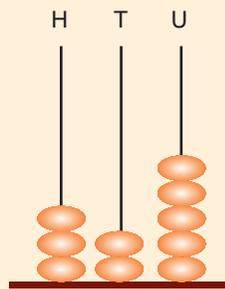
    (c) 907 = _____

Unit 1 Numbers

Abacus

We can also represent numbers on an **abacus**.

In 325, **3** has the value of **3 hundreds;**

2 has the value of **2 tens;**

and **5** has the value of **5 units.**
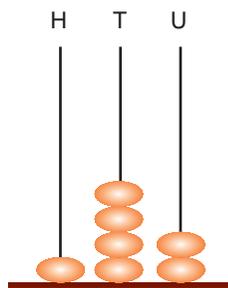
325 is represented on a picture abacus as shown below.

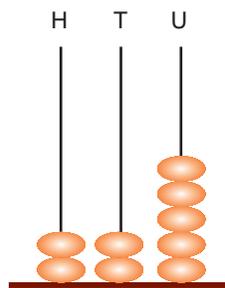H   T   U

Key

U : Units
T : Tens
H : Hundreds

4. Write in figures.
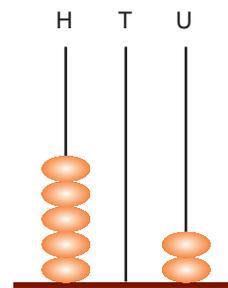
(a)

H   T   U

(b)

H   T   U

(c)

H   T   U

5. Draw picture abacuses to represent

(a) 524

(b) 340

(c) 904

(d) 476

Comparison of Numbers

Comparing Numbers

Observe the sequence of numbers on your ruler.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

cm

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
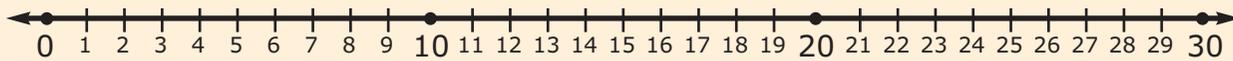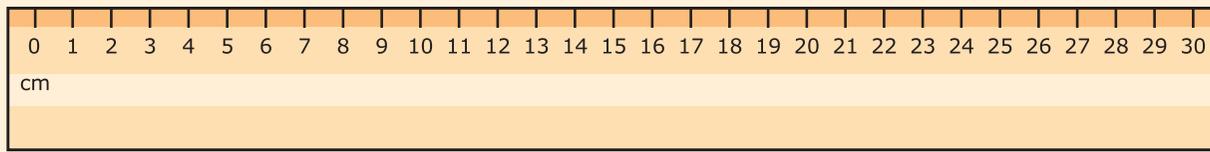
Observe that

2 **is smaller than** 5.

2 **<** 5

Similarly,

13 **is smaller than** 17.

13 **<** 17

Observe that

9 **is greater than** 6.

9 **>** 6

Similarly,

15 **is greater than** 13
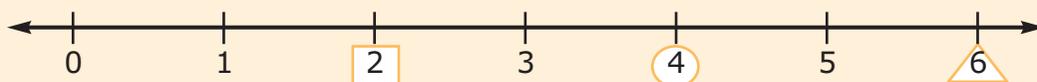
15 **>** 13

Smaller than / Bigger than

The terms **greater** **larger** **bigger** are represented by **>**

The terms **smaller** **less than** are represented by **<**

0   1   2   3   4   5   6

2 is on the **left** of 4

2 is **smaller** than 4. We write 2 **<** 4

6 is on the **right** of 4.

6 is **bigger** than 4. We write 6 **>** 4

Unit 1 Numbers

Comparing Numbers

To compare two numbers we first consider the digit on the left of each number.

Example: Compare the numbers 53 and 35. Which number is bigger?
Which number is smaller?

5 in 53 is 5 tens.
3 in 35 is 3 tens.
5 tens **is more than** 3 tens

Hence 53 **is greater than** 35 or   53 > 35

And 35 **is smaller than** 53   or 35 < 53

1.   **Compare the numbers. Write the correct symbol <, >, = .**

(a)   15 _____ 16

(b)   22 _____ 11

(c)   18 _____ 8

(d)   71 _____ 17

2.   **Compare the numbers. Write the correct symbol <, >, = .**

(a)   25 _____ 40   (b)   54 _____ 81

(c)   86 _____ 68   (d)   270 _____ 270
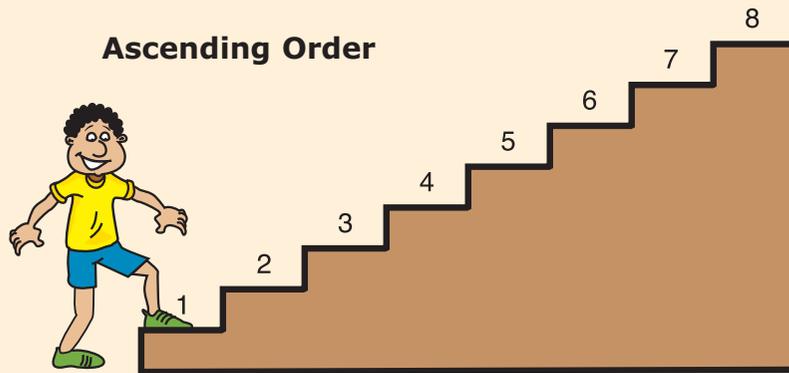
(e)   672 _____ 267   (f)   549 _____ 945
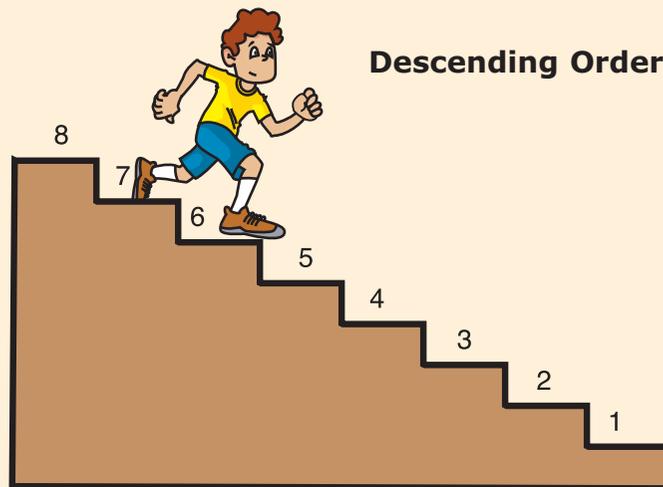
(g)   525 _____ 525   (h)   903 _____ 309

Ordering Numbers

Ascending and Descending order

Ascending Order

The numbers 1, 2, 3, 4, 5, 6, 7, 8 are in **ascending** order.

Descending Order

The numbers 8, 7, 6, 5, 4, 3, 2, 1 are in **descending** order.

3. **Write the following numbers in ascending order** (i.e., starting from the smallest to the largest)

(a)   63, 19, 37, 98

(b)   654, 587, 869, 292

4. **Write the following numbers in descending order** (i.e., starting from the largest to the smallest)

(a)   327, 932, 428, 609

(b)   109, 756, 329, 671

Unit 1 Numbers

Place Value Dice Game

Activity 1: Constructing the smallest number.

The objective of this game is to determine the smallest number possible when 3 dice are rolled.

Materials required: 3 dice, place value recording sheet (see **Table 1** below)

Number of players: 4

Procedure:

1. This game requires 4 players, **A**, **B**, **C** and **D**. The responsibility of player **A** is to roll the dice, verify the players' answers and record the scores of the players **B**, **C** and **D** in the score sheet below. A correct answer obtains a score of 10 marks. An incorrect answer gets zero mark.

	Game 1	Game 2	Game 3	Game 4	Game 5	Total
Player B						
Player C						
Player D						

Table 1. Score Sheet (for player A)

2. A place value recording sheet (Table 2) is given to each of the players **B**, **C** and **D**.

Place Value

	Hundreds	Tens	Units
Game 1			
Game 2			
Game 3			
Game 4			
Game 5			

**Table 2. Place value recording sheet.**

3. Player **A** rolls the 3 dice together.

4. Player **B**, **C** and **D** construct the smallest 3-digit number from the dice and record it in their respective sheets.

5. Player **A** rolls the 3 dice 4 more times. Each time the students have to construct and record the smallest number in their place value recording sheet.

6. The player with the highest score is the winner.

Activity 2: The game can be modified to find the greatest 3-digit number.

Unit 1 Numbers

Mental Arithmetic

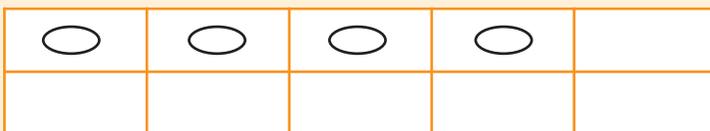A ten frame is a grid consisting of ten partitions, as shown below.
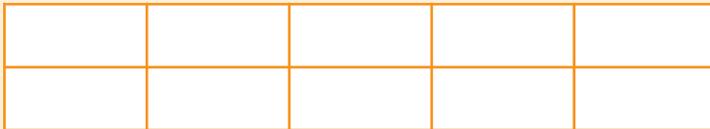
We can represent number four as follows:

4 is double 2

4 is 1 less than 5
4 is half of 8

In the same way, we can represent five as follows:

5 is half of 10

5 is one more than 4
5 is double 2 and 1

Consider the representations of eight:
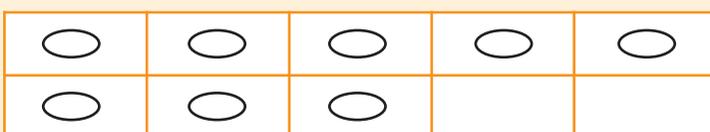
8 is 5 and 3 more
8 is 5 + 3
8 is 6 + 2
8 is 2 less than 10

8 is double 4
8 is 4 groups of 2

Mental Arithmetic

1.   Represent the numbers 6 and 7 in different ways on a ten-frame.

Number 6

Number 7

Know your number facts

Knowing **doubles** allows you to perform arithmetic operations faster.

1+1=2	6+6=12
2+2=4	7+7=14
3+3=6	8+8=16
4+4=8	9+9=18
5+5=10	

Unit 1 Numbers

Know your number facts

Similarly, you should know pair of numbers which add up to 5.

Sum of 5

1+4=5

2+3=5

3+2=5

4+1=5

Pairs of numbers which add up to 10 are also useful.

Sum of 10

1+9=10	6+4=10
2+8=10	7+3=10
3+7=10	8+2=10
4+6=10	9+1=10
5+5=10	

Two-stage addition

We can add two numbers using the doubles.

Example 1: $5 + 6$ $=$ $5 + 5 + 1$

$=$ $10 + 1 = 11$

Example 2: $7 + 8$ $=$ $7 + 7 + 1$

$=$ $14 + 1$

2. **Workout the following addition in two stages.**

(a) $6 + 7$ (b) $8 + 9$ (c) $5 + 7$

Mental Arithmetic

More 'friendly' pairs

11+9	=	20		41+9	=	40 + 10 = 50		
12+8	=	20		42+8	=	40 + 10 = 50		
13+7	=	20		43+7	=	40 + 10 = 50		
14+6	=	20		44+6	=	40 + 10 = 50		
15+5	=	20		45+5	=	40 + 10 = 50		
16+4	=	20		46+4	=	40 + 10 = 50		
17+3	=	20		47+3	=	40 + 10 = 50		
18+2	=	20		48+2	=	40 + 10 = 50		
19+1	=	20		49+1	=	40 + 10 = 50		

Two-stage addition

We can add two numbers using the 'friendly' pairs.

$$15 + 8 \quad = \quad 15 + 5 + 3$$
$$= \quad 20 + 3 = 23$$
$$16 + 14 \quad = \quad 16 + 4 + 10$$
$$= \quad 20 + 10 = 30$$
$$13 + 47 \quad = \quad 10 + 3 + 47$$
$$= \quad 10 + 50 = 60$$

3.   **Workout by two stage addition.**

(a)   23 + 17   (b)   69 + 21   (c)   82 + 18

Unit 1 Numbers

Subtraction by splitting

Often, we can perform subtraction by splitting the number being subtracted.

Example 1   Consider 12 – 5
We split 5 such that it contains the number 2.
5 = 2 + 3
First we subtract 2. Then we subtract 3
12 – 2 = 10
10 – 3 = 7
Thus, 12 – 5 = 7.

Example 2   43 – 7

We split 7 such that it contains the number 3.

7 = 3 + 4

First we subtract 3. Then we subtract 4.

43 – 3 = 40

40 – 4 = 36

Thus, 43 – 7 = 36.

4.   **Workout the subtraction by spliting.**

(a)   22 – 6   (c)   43 – 7

(b)   51 – 8   (d)   51 – 9

Mental Arithmetic

Subtraction involving 9

To subtract 9 from a number, we first subtract 10, then we add 1.

Example 1　　21 – 9

　　　　　　　　9 is one less than 10

　　　　　　　　We subtract 10 and then add 1.

　　　　　　　　21 – 10 = 11

　　　　　　　　11 + 1 = 12

　　　　　　　　Thus, 21 – 9 = 12.

Example 2　　47 – 9

　　　　　　　　We subtract 10 and then add 1.

　　　　　　　　47 – 10 = 37

　　　　　　　　37 + 1 = 38

　　　　　　　　Thus, 47 – 9 = 38.

5.　Workout

(a)　38 – 9

(b)　54 – 9

(c)　65 – 9

Unit 1 Numbers

Continuous Assessment

1. Write in words

(a) 10   :   _____

(b) 12   :   _____

(c) 113   :   _____

(d) 445   :   _____

(e) 536   :   _____

(f) 750   :   _____

2. Write in figures.

(a) Eleven : _____

(b) One hundred and twenty three : _____

(c) Nine hundred and three : _____

(d) Eight hundred and fifty six : _____

(e) Seven hundred and seventy seven : _____

3. Complete.

(a) 2, 4, ____, _____, 10.

(b) 3, 6, _____, _____, _____, 18.

(c) _____, 10, _____, _____, 25, _____, 35.

(d) 23, 20, 17, _____, _____, _____.

Continuous Assessment

4. Write in ascending order.

(a) 7, 5, 1, 8, 4

_____, _____, _____, _____, _____

(b) 43, 1, 23, 79, 25

_____, _____, _____, _____, _____

(c) 213, 123, 312, 132, 231, 313

_____, _____, _____, _____, _____, _____

5. Write in descending order.

(a) 13, 18, 15, 11, 19

_____, _____, _____, _____, _____

(b) 176, 213, 150, 500, 335

_____, _____, _____, _____, _____

(c) 567, 765, 657, 756, 576

_____, _____, _____, _____, _____

6. (a) Circle the sixth ball, starting from the left.

(b) Tick ($\checkmark$) on the 3rd square, starting from the right.

(c) Cross (x) the fifth and tenth triangles, starting from the left.

(d) Circle the ninth flower, starting from the right.

Unit 1 Numbers

7. Write the symbol >, <, or = in the boxes below.

(a) 5   ☐   10

(b) 7   ☐   7

(c) 18   ☐   8

(d) 421   ☐   241

(e) 403   ☐   43

8. Write True or False.

(a) 124 **<** 312   _____

(b) 53 **=** 35   _____

(c) 12 **>** 5   _____

(d) 17 **=** 17   _____

(e) 921 **<** 219   _____

9. Write down the value of
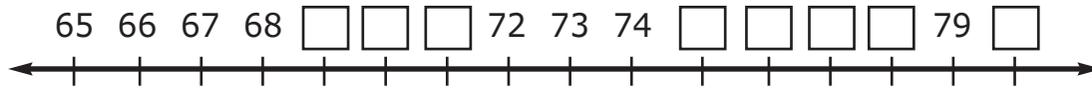
(a) 2 in 298. _____

(b) 9 in 539. _____

(c) 7 in 709. _____

(d) 6 in 460. _____

(e) 2 in 526. _____

Continuous Assessment

10. Complete the number line.

65 66 67 68 ☐ ☐ ☐ 72 73 74 ☐ ☐ ☐ ☐ 79 ☐

11. Complete the sequence.

(a) 2, 5, 8, 11, _____ , _____, _____,

(b) 27, 23, 19, 15, _____, _____, _____,

12. The marks obtained by 6 students in a test are shown below.

Fill the table.

Student	Marks
Ken	9
Jeff	17
Anil	25
Shanti	48
Ali	39
Coomaren	30

Rank	Student
1st	
2nd	
3rd	
4th	
5th	
6th	

Unit 1 Numbers

Profiling

Numbers		Good	Satisfactory	Needs improvement
1.	Read numbers			
2.	Write numbers			
3.	Write in words			
4.	Count forward			
5.	Count backward			
6.	Skip counting			
7.	Compare numbers			
8.	Arrange numbers in ascending or descending order			
9.	Read and write ordinal numbers			
10.	Expand numbers/Place Value			
11.	Perform simple arithmetic operations mentally			

Student's Progress

Teacher's Comments

_____

_____

_____

_____

_____

Signature of parent : ………………………....…………………………….…