

3 Fun with Numbers

Look at the *Ginladi*.

A. How many beads are there in *ginladi*?

B. There are some blank cards on the *ginladi*. Write the numbers on them by counting the number of beads.

C. Make number cards for the following numbers and place them on your *ginladi*.

38, 44, 58, 65, 98

Ginladi

Look at the number strip and fill in the blanks.

A. The butterfly moves _____ steps forward to reach the pink flower.

B. The honey bee moves _____ steps forward to reach the red flower and _____ steps forward to reach the yellow flower.

C. The squirrel jumps 2 steps backward, five steps forward and again 3 steps backward. It will reach at _____.

D. The frog jumps 2 steps forward, seven steps backward and again 3 steps backward to reach _____.

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Guess my Number

A child thinks of a number and other children have to guess it. Children will ask questions like, is it more than 50? Are the two digits of the number same? Questions that can be answered in 'yes/no'. They can ask maximum 10 questions to guess the number.



Guess my Place

Three ants are sitting on a number line. Write the numbers for these ants.



Black ant is sitting on the number _____

Red ant is sitting on the number _____

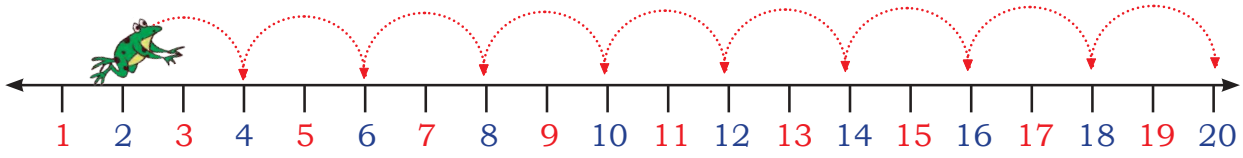
Brown ant is sitting on the number _____

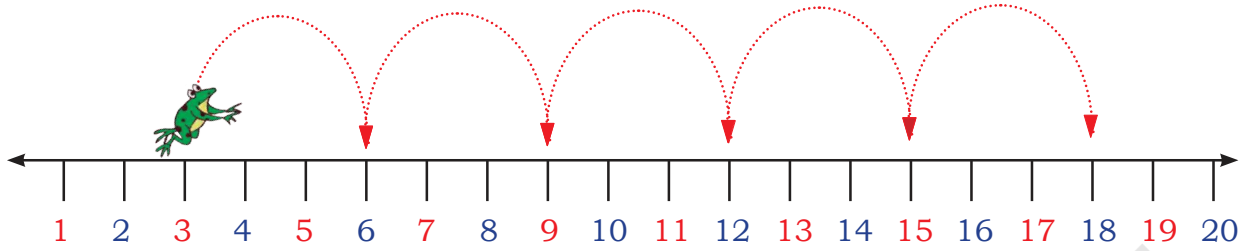
Draw an ant on number 65 on the number line shown above.

Draw a sugar cube on number 79 on the number line shown above.

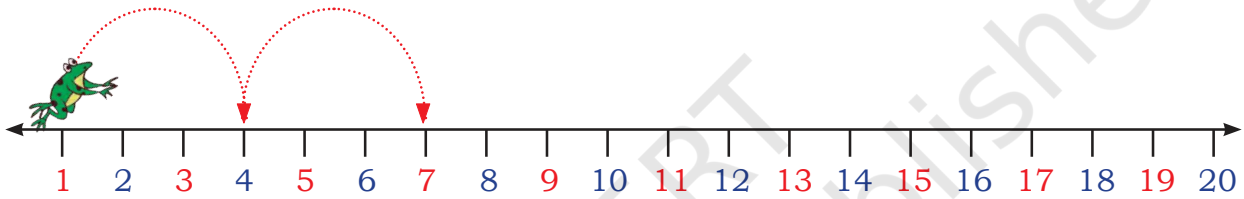
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Look! How Jumpy, the frog is jumping. Do you observe a pattern here?

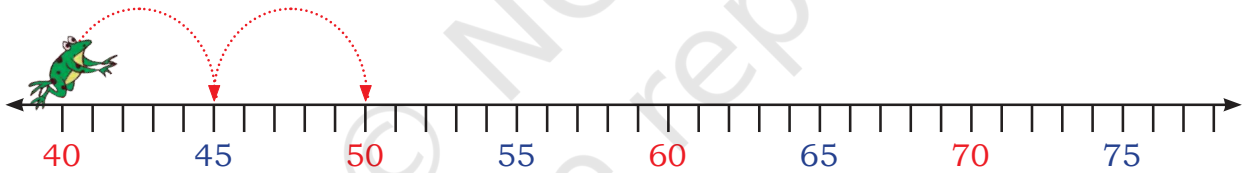




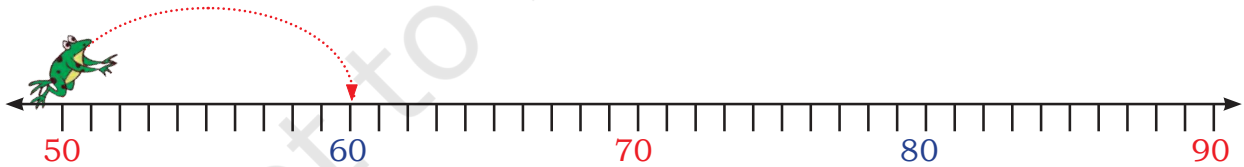
Complete the following patterns.



A. 1, 4, 7, _____, _____, _____, _____



B. 40, 45, 50, _____, _____, _____, _____, _____



C. 50, 60, _____, _____, _____

Encourage children to make their own number line on the ground and ask them to jump on it. Ask them questions such as if you jump in steps of two, which numbers will you step on, etc.



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Let us Do

A. On the number chart, use skip counting in two and draw ● on the numbers. Now use skip counting in five and draw ▲ on the numbers in the number chart.

B. Write down the numbers that are common to the skips in twos and fives.

_____

C. Write down the numbers that are common to the skips in twos, threes and fives.

_____

D. Write down the numbers common to the skips of fives and sevens?

_____

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

Jump and find the answers. Write 'Yes' or 'No'.

Make a number line on the ground and jump on it.

A. If you start from 10 and jump counting in tens, will you land on number 100 at any time?

B. Jump and find out if you start at 5 and count in fives, will you jump on number 40 at any time?

C. If you start from 0 and count in fives, will you jump on number 55 at any time?

D. If you start from 4 and count in twos, will you jump on number 17 at any time?

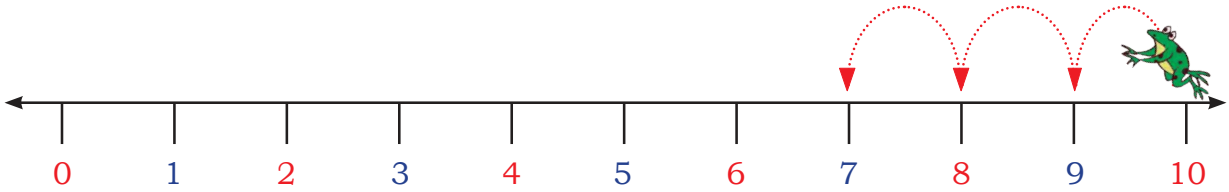
E. If you start from 13 and count in threes, will you jump on number 24 at any time?

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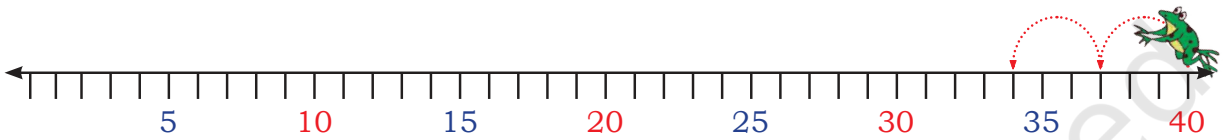
Let us jump backward.

Complete the following patterns.

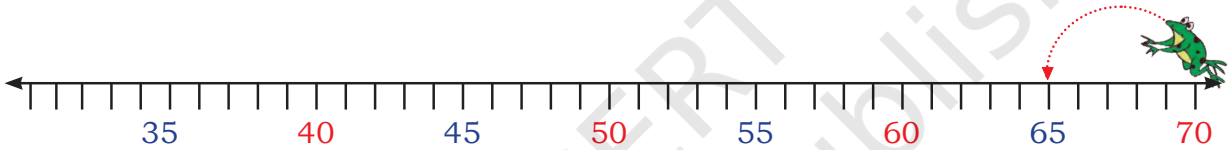


What comes just before 10?
What comes just before 9?

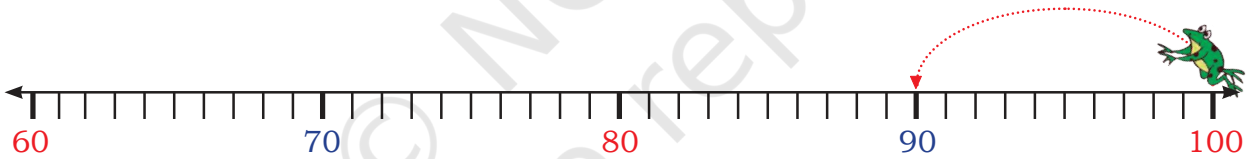
10, 9, 8, ☐ ☐ ☐ ☐ ☐ ☐ ☐



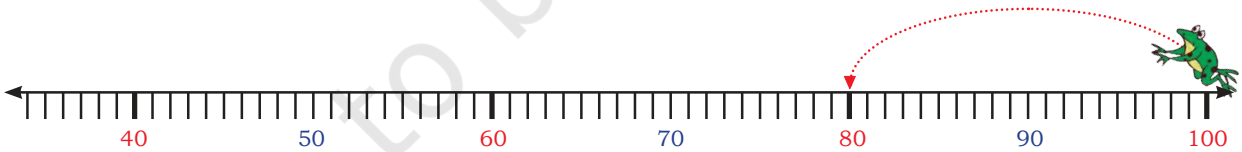
A. 40, 37, 34, ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



B. 70, 65, 60, ☐ ☐ ☐ ☐ ☐ ☐



C. 100, 90, ☐ ☐ ☐



D. 100, 80, ☐ ☐

Is there a pattern in the given numbers? If not, change the numbers to create a pattern. Also, extend it.

100, 90, 80, 70, 60, ☐ ☐ ☐

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Let us Talk

A. Rizwan is counting numbers from 20 onwards. Will he say the number 19 in his count? Explain why?

B. Chavi is counting numbers in twos from 10 onwards. Will she say 43? Explain why?

C. Mala is counting backwards from 20. How many steps will it take to reach 0? Explain why?

D. Viraaj is counting backwards in twos from 20. How many steps will it take to reach 0? Discuss.

Patterns in Number Chart

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

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Let us Do

Look at the number chart and write down the answers.

☐ comes just before 10

☐ comes just before 20

☐ comes just before 30

☐ comes just before 40

Do you see any pattern? Shade the numbers on the number chart. Does the pattern continue for other numbers? If yes, write the pattern.

____, ____, ____, ____, ____, ____, ____, ____, ____, ____

Now, look at the numbers coloured green in the number chart. Write them.

1, 12, 23, ____, ____, ____, ____, ____, ____, ____

What pattern do you notice? Discuss.

Lakshanya made a **number window** and placed it on the number chart as shown below.

A. If the centre of the window is placed on 28, which number will be on the top of it? ☐

B. Which number will be below it? ☐

C. Which number will be on its right? ☐

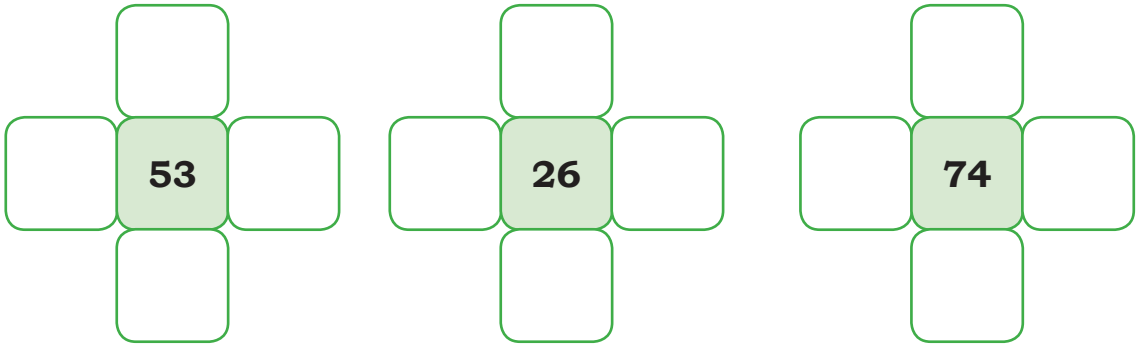
D. Which number will be on its left? ☐

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16		10 less		20
21	22	23	24	25	26	1 less	28	1 more	30
31	32	33	34	35	36		10 more		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

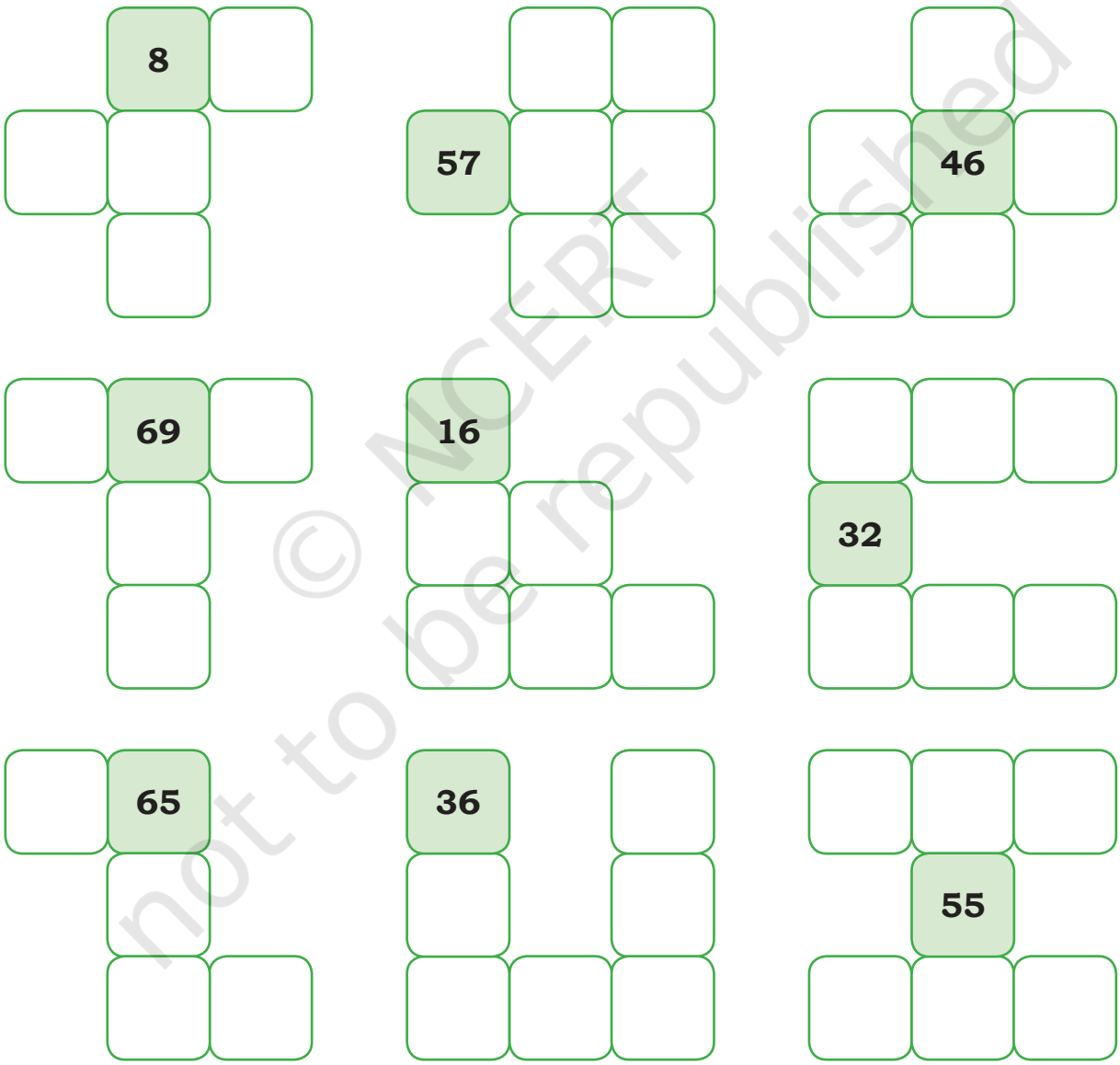
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E. Let us do it for other numbers.



F. Based on the same number grid fill the missing numbers.

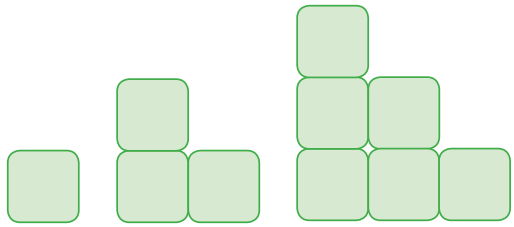


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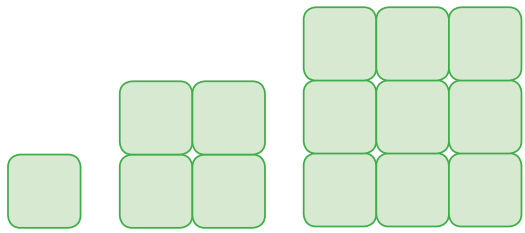


Exploring Patterns

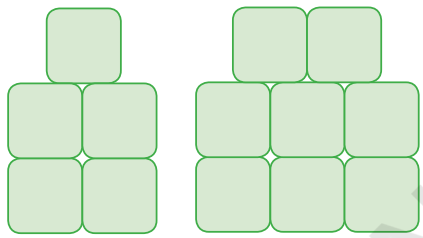
Observe how the number of blocks are increasing in the following shapes and extend the pattern.

A. 

_____ _____

B. 

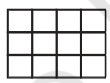
_____ _____

C. 

_____ _____



Let us Play – Bingo!

Make a 3 × 4 grid  for playing 'Bingo'.

Fill the boxes of the grid with any number from 2 to 12. Numbers can be repeated.

Let one child throw two dice and say the sum of the numbers of dots on the dice. Other children will cross the number on their grid. Continue this till child crosses all the numbers. Bingo!

Encourage children to develop their strategy for selecting the numbers to be written on the grid.



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