9 House of Hundreds – II

0333CH09



One day, Akbar and Birbal were walking in a garden. Many crows were flying in the sky around them. Akbar was curious to know how many crows there were. He announced a prize for anyone who could find this out.

People were wondering how to count crows which kept flying from one place to another. Akbar asked Birbal if he could figure this out.

After thinking for a day, Birbal said, "There are exactly Nine Hundred and Sixty Three crows in our city".



Akbar was surprised and asked Birbal, "How can you be so sure?"

"You can get them counted", said Birbal.

"What if there are less?", asked Akbar.

"The other crows would have gone on a holiday", said Birbal.

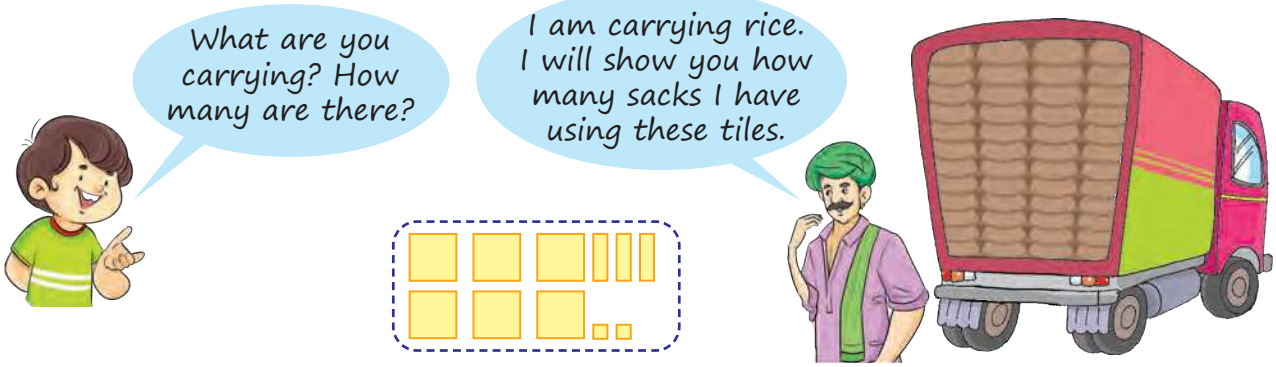
"What if there are more?", asked Akbar.

"Crows from other places would be visiting the city", said Birbal.

Akbar was happy with Birbal's reply and gave him the reward.

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Let us Do



Number of rice sacks ☐

Draw tiles like the driver to show the following numbers. You can do it in your notebook.

(a) 832 ☐ (b) 947 ☐

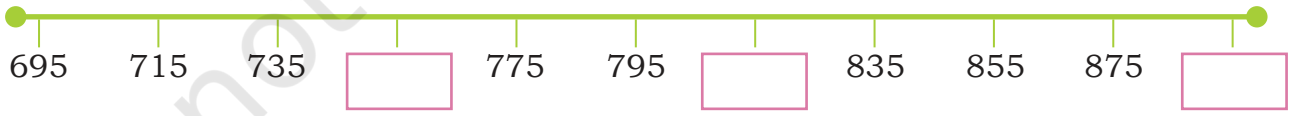
(c) 726 ☐ (d) 504 ☐

(e) 620 ☐ (f) 700 ☐

Let us locate the following numbers on the number line: 530, 540, 628, 696, 590



Also, locate the following numbers on the number line: 703, 721, 759, 810, 855, 887





Teacher's Note: Help children to make guesses like the number of students in your class, school or neighbourhood, or peanuts in a cart. Show a 1000 *ginladi* to understand how large 1000 is. Also, show the hundreds after 500 on this *ginladi*: 600, 700, 800, 900, 1000.

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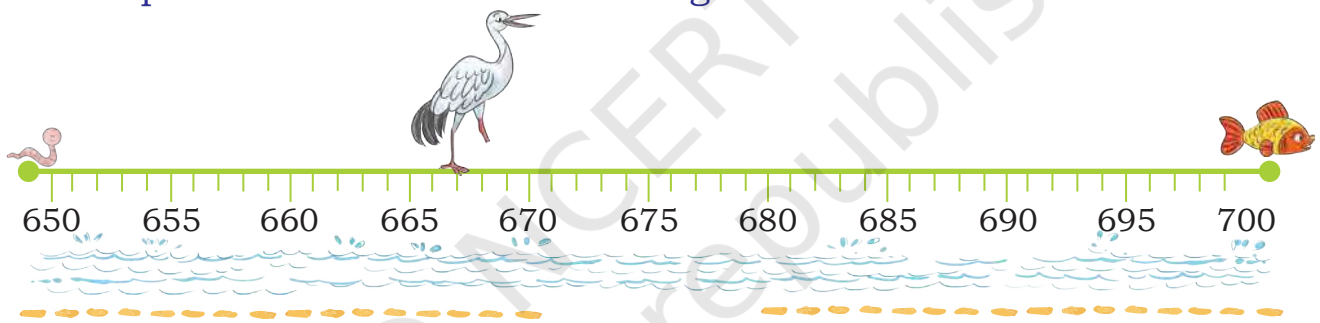
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Let us Think

1. Write the appropriate numbers between which each of the given numbers lie.

Number	Neighbouring Hundreds	Neighbouring Fifties	Neighbouring Tens
468	400 and 500	450 and 500	460 and 470
183			
345			
693			
734			
899			

2. Help cranes reach their food using the number line.



To reach the worm

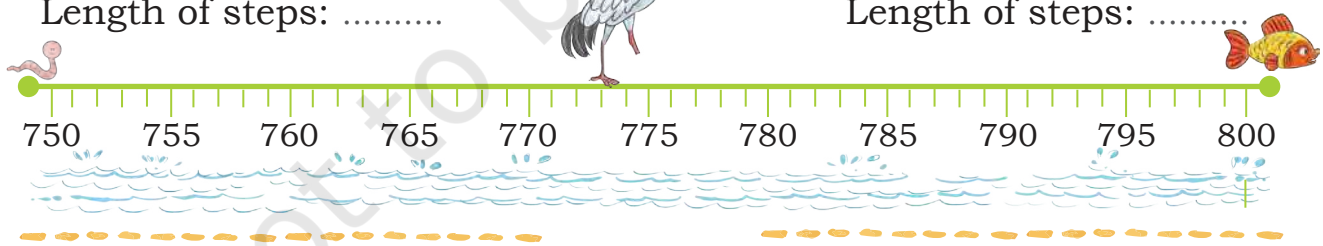
667 – ..... steps = 650

Length of steps: .....

To reach the fish

667 + ... steps = 700

Length of steps: .....



To reach the worm

..... – ..... steps = 750

Length of steps: .....

To reach the fish

..... +..... steps = 800

Length of steps: .....



Teacher's Note: Help children find different jumps or steps to the crane's food. Let them find how the crane can reach its food in 2 or 3 jumps.

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Tambola

3. Fill the grid with numbers between 570 and 630. Strike out all the numbers which match the clues below. You can strike out more than one number. The child who has most numbers cancelled is the winner. One example is given below.

Clues

1. 597
2. A number with 4
3. Numbers between 595 and 605
4. A number with 1 as the tens digit
5. Two more than 610
6. 5 less than 625

572	628	579	~~599~~
~~597~~	~~574~~	581	~~600~~
623	573	570	~~602~~
609	~~616~~	~~614~~	626

Write different ways of making the following numbers.

	3 hundreds, 6 tens 8 ones	
68 more than 300	368	32 less than 400 400 − 32
	300 + 60 + 8	
	555	

	905	
	736	



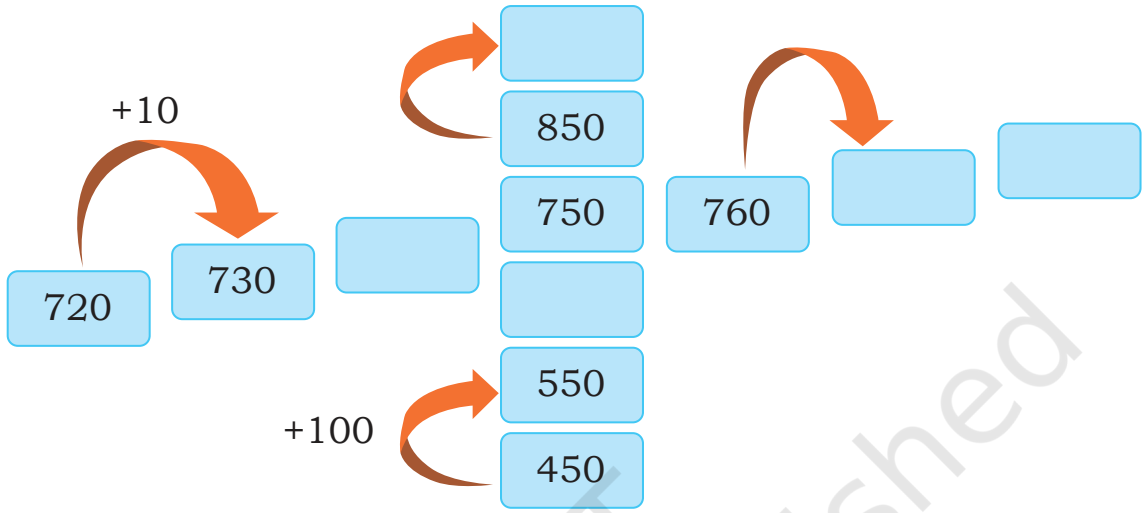
Teacher's Note: Play the Tambola game with different ranges of numbers, different clues and different grids. Teacher to also support children in revising different ways of representing numbers using number sentences as well as concrete representations like matchsticks, blocks or number line.

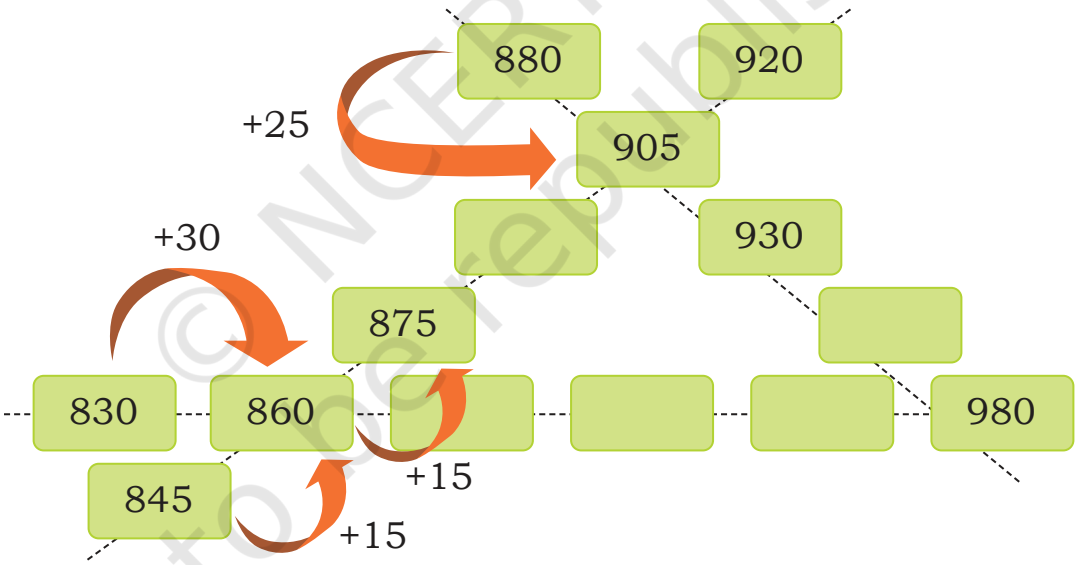
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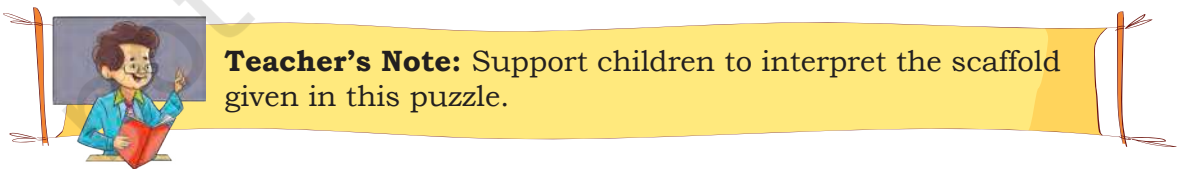
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Skip and Solve

Teji and Jojo are resting. Ajji asks them to complete the number patterns. Let us help them fill in the empty boxes.







Teacher's Note: Support children to interpret the scaffold given in this puzzle.

940 941 942 943 944 945 947 948 949 950 951 952 953 954 955

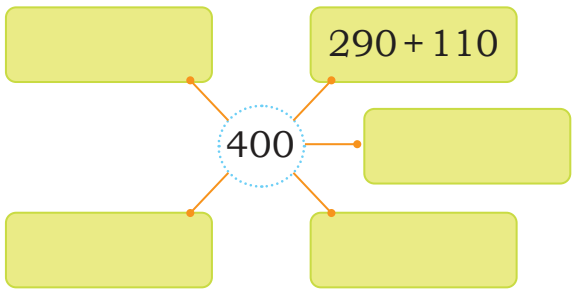
957 958 959 961 962 963 964 965 966 967 968 969

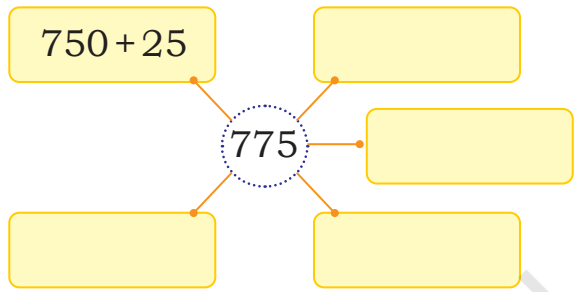
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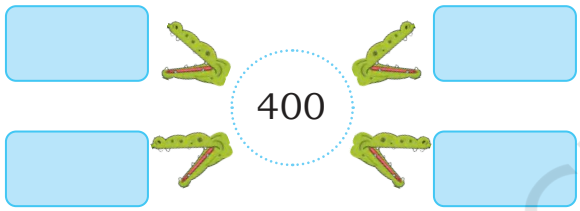
Let us Do

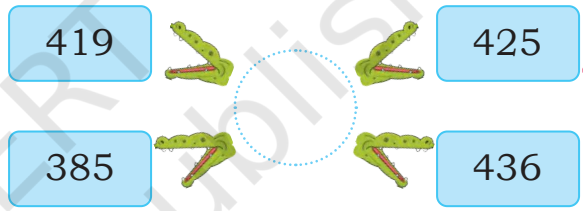
1. Write number sentences for the numbers in the centre.





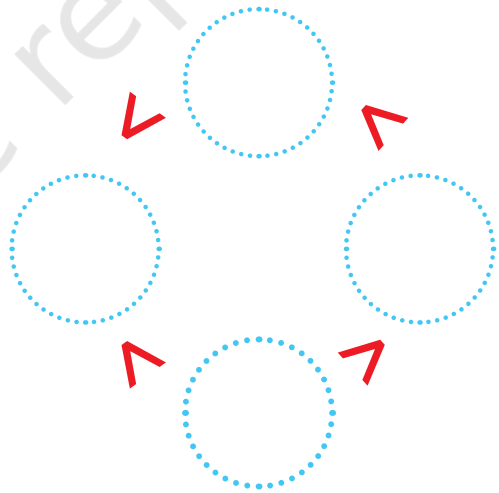
2. Write numbers in the blank spaces such that they meet the conditions.





Number Puzzles

3. Fill the numbers 384, 23, 176, 905 in the empty circles such that they meet the conditions.



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4. Match the quantities on the left with the appropriate numbers on the right.

Number of children in your school	0–10
Number of books in your classroom	11–50
Number of people in a bus	51–100
Number of pages in your mathematics book	101–200
Number of steps you walk in a day	201–500
Number of stars in the sky	501–1000
Number of flowers in a garland	More than 1000

5. Match the following such that all the conditions are met.

I have 2 zeroes as digits and am very close to 99	150
I have 3 hundreds, 6 tens and 7 ones	425
I have zero tens and zero ones	367
I am century + half century	400
I come between 400 and 450, and I have 5 as a digit	100



Teacher's Note: Please note that the number ranges on the right can be matched with several quantities on the left. You could also encourage children to identify things which match the number ranges.

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The Number Detective

Let us have some fun, with numbers and patterns, everyone!

Look at the hundreds: 100 200 300

Can you find all the hundreds?

Some numbers are special, let's explore, 789 345 and 123,

what more?

Jojo wonders why they're so neat, Teji says 876 and 321 too have the same beat!

Now, numbers that repeat, such as 11, 22, 33, have twin digits.

While 111, 222, 333 are triplet digits.

Can you find more such numbers that follow the pattern?

Here are more numbers that look the same, from left to right, and right to left: 353 868.

Finding them is a fun game. Write other such numbers.

Teji likes numbers with zeroes. She knows numbers like 210 404 and 800.

Write more such numbers:



Teacher's Note: Support children in enumerating and writing numbers systematically to solve these puzzles. Allow children to share their strategies with others.

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Let us Do

1. I have 6 blank paper slips. I can write 100, 10 or 1 on each of them. What numbers can I make with these 6 slips? Discuss.



Six slips with 100 written on each slip. Six hundred.

Four slips with 100 written on them and two slips with 10 on them. 420



100	100	100	100	100	10
100	100	100	100	100	10

(a) What will you write on these slips for making 231?

(b) What will you write on these slips for making 123?

2. Make other numbers.

(a) Number is .....

(b) Number is .....

What is the largest number that can be made? .....

Are there numbers which can not be made using these slips? Find out.

What is the smallest number that can be made? .....



Teacher's Note: Construct more such problems and encourage children to play with numbers.

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My Numbers

Take the digits 3 and 8 and make as many 2 or 3-digit numbers as you can. You can repeat the digits.



Jojo, with 3 and 8, I can make 38.

3 8 8 3 3 3

I can make 338, 388



3 3 8 3 8 8

2-digit numbers	3-digit numbers

Arrange the numbers.
Smaller to greater

.....

.....

Smallest number:

Largest number:

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Let us Think

Teji is making numbers using words! She shows the blue cards and says it is 12. She shows the yellow cards and says 14. Why?









Figure out what Teji is doing.



Teacher's Note: Play such games frequently with different numbers and clues.

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Ajji showed some more numbers.

(a)



7 1

(b)

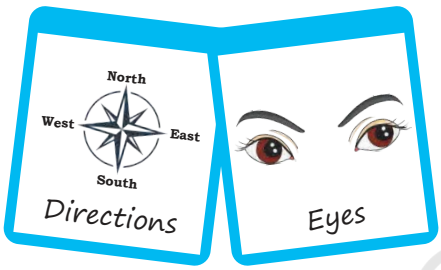


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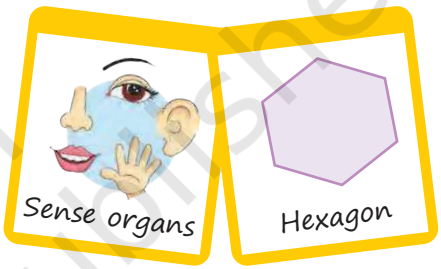
This way of saying numbers using words is called *Bhutasankhya*, which means **Word Numerals**.

1. Write the numbers, for the following cards.

(a)



(b)



2. Think of other words for 0–9.

Make new cards for the numbers 15, 27, and 94.

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Teacher's Note: Use local contexts and languages familiar to children.

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