

MATHEMATICS – 1

SEMESTER

2

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Numbers (51–100)



LESSON PLAN

SPECIFIC OBJECTIVES

The students will

- extend their learning of numbers up to 100.
- learn forward and backward counting, i.e., from 1 to 100 and 100 to 1, respectively.
- be able to say what comes before or after a given number from 1 to 100.
- be able to say what comes in between two given numbers.
- recognize the digits at ones and tens places of a given number up to 100.
- learn to represent the numbers up to 100 on an abacus.
- learn to write the numerals shown on the abacus up to 100.
- extend their learning of comparing and ordering numbers up to 100.
- form smallest and greatest numbers up to 100 using given digits.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- Numbers Fifty-one to Sixty (pages 62–63)
- Numbers Sixty-one to Seventy (page 63)
- Numbers Seventy-one to Eighty (page 64)
- Numbers Eighty-one to Ninety (page 65)
- Numbers Ninety-one to Hundred (pages 66–67)
- Forward and Backward Counting (pages 68–69)
- Number Names and Numerals, After, Before and Between (pages 70–71)
- Ones and Tens Places (page 72)
- Abacus Time (pages 73–74)
- Comparing Numbers/ Ascending and Descending Order (page 75)
- Smallest and Greatest Numbers Using Given Digits (pages 76–78)

TEACHING AIDS

Abacus having two rods/spokes and beads, bundles of tens and loose objects like stickers of bindis, seeds, strings and beads, pencils, matchsticks, etc.

TEACHING STRATEGY

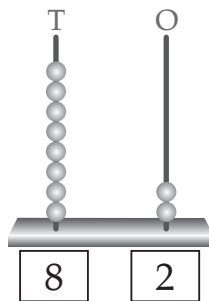
- The teacher should use bundles and loose items for tens and ones for extension of numbers up to 100. She should clarify the places of tens and ones for any 2-digit numbers. She should use the blackboard to write numbers in the expanded and short forms with number names and ask the students to copy them. For example,

$$\boxed{6} \text{ tens and } \boxed{3} \text{ ones} = \boxed{60} + \boxed{3} = \boxed{63}$$

Sixty Three Sixty-three

Also, she should instruct to read it aloud. Further, she should go through the pages 62–72 for text and exercise.

- Now, the teacher should introduce the concept of 'ABACUS' by placing the abacus having two rods (i.e., for ones and tens places) on the table and then for any number, say 82, she should put 8 beads in tens rod and 2 beads in ones rod.



Similarly, she should teach how to read numerals on the abacus. Thereafter, she should go through the pages 73–74 for providing more practice to the students.

- Again the teacher should recall the comparison of numbers using bundle of tens and ones and hence, explore ordering of numbers up to 100. Further, she should assist the students in forming greatest and smallest numbers up to 100 using given digits in which repetition of digits may be allowed or not. Thereafter, she should go through the pages 75–78 for providing more practice to the students.

EXPECTED LEARNING OUTCOMES

Students are able to

- extend their learning of the numbers 51 to 100 in figures and words.
- understand forward and backward counting.
- represent the numbers on the abacus and also write the numerals shown on the abacus.
- Comparing and ordering the given numbers.
- make smallest and greatest numbers using given digits.