

# Numbers up to 20

Check What I Know 🐟


Look at the picture.



1. How many students are there in the picture? \_\_\_\_\_
2. How many dustbins? \_\_\_\_\_ 3. How many posters? \_\_\_\_\_
4. How many boys? \_\_\_\_\_ 5. How many girls? \_\_\_\_\_

## EXERCISE 1

Draw the correct number of marbles.

 3	 5	 8	 1
 4	 6	 9	 2

## Building numbers 11 to 20

10 ones make 1 ten



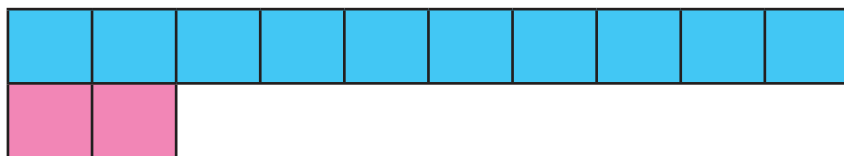
$$10 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 0 \\ \hline \end{array}$$

1 ten and 1 one make 11



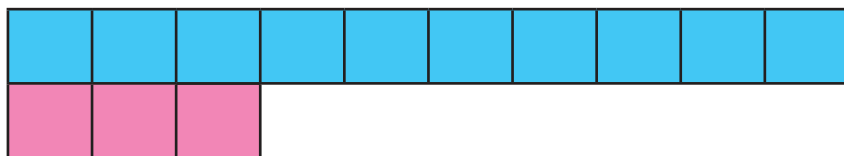
$$11 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 1 \\ \hline \end{array}$$

1 ten and 2 ones make 12



$$12 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 2 \\ \hline \end{array}$$

1 ten and 3 ones make 13



$$13 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 3 \\ \hline \end{array}$$

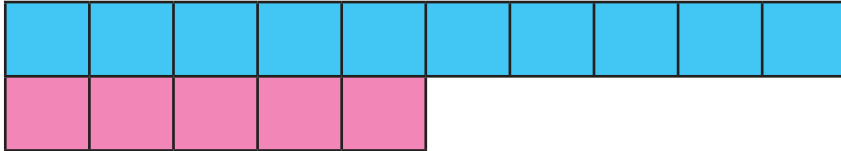
**To the teacher:** The maths lab activity on page 85 should be done after doing the section 'Building numbers 11 to 20'. This will help to consolidate the concept of tens and ones.

1 ten and 4 ones make 14



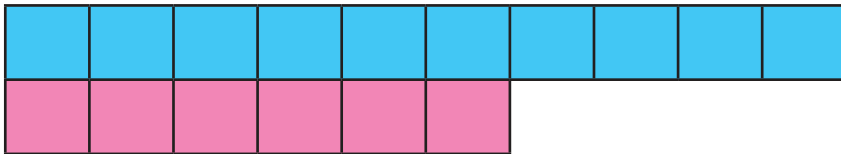
$$14 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 4 \\ \hline \end{array}$$

1 ten and 5 ones make 15



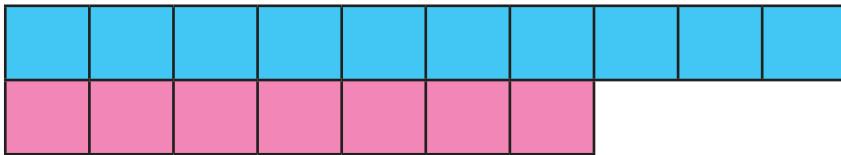
$$15 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 5 \\ \hline \end{array}$$

1 ten and 6 ones make 16



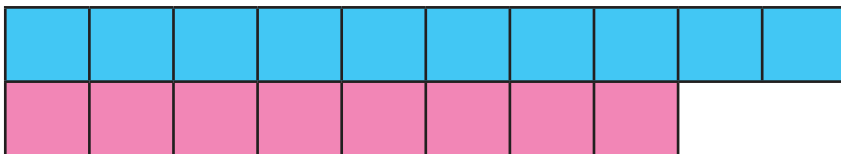
$$16 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 6 \\ \hline \end{array}$$

1 ten and 7 ones make 17



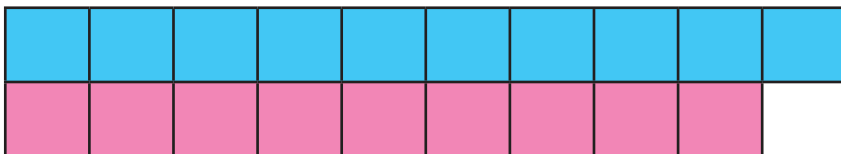
$$17 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 7 \\ \hline \end{array}$$

1 ten and 8 ones make 18



$$18 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 8 \\ \hline \end{array}$$

1 ten and 9 ones make 19

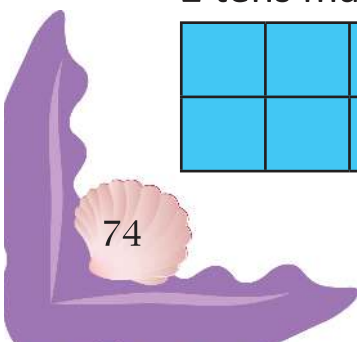


$$19 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 1 & 9 \\ \hline \end{array}$$






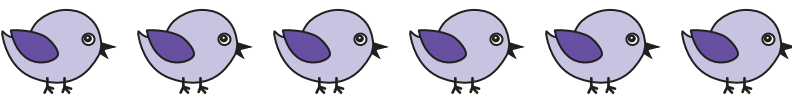


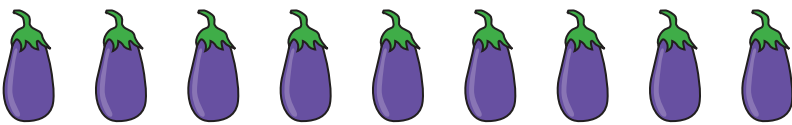

2 tens make 20



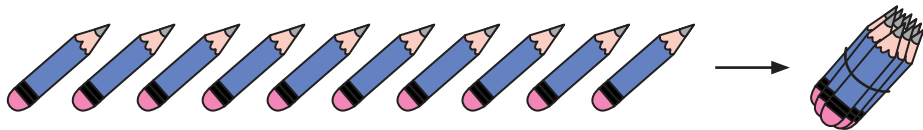
$$20 = \begin{array}{|c|c|} \hline \text{TENS} & \text{ONES} \\ \hline 2 & 0 \\ \hline \end{array}$$



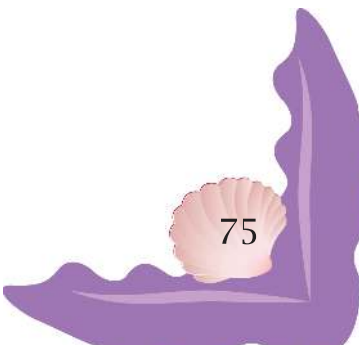
Number names 1 to 20

1		One
2		Two
3		Three
4		Four
5		Five
6		Six
7		Seven
8		Eight
9		Nine
10		Ten

Tie 10 pencils into a bundle.



You now have a bundle of 10 pencils.



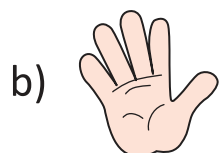
<div>TENS</div> <div>1</div> <div>ONES</div> <div>1</div>		Eleven
<div>TENS</div> <div>1</div> <div>ONES</div> <div>2</div>		Twelve
<div>TENS</div> <div>1</div> <div>ONES</div> <div>3</div>		Thirteen
<div>TENS</div> <div>1</div> <div>ONES</div> <div>4</div>		Fourteen
<div>TENS</div> <div>1</div> <div>ONES</div> <div>5</div>		Fifteen
<div>TENS</div> <div>1</div> <div>ONES</div> <div>6</div>		Sixteen
<div>TENS</div> <div>1</div> <div>ONES</div> <div>7</div>		Seventeen
<div>TENS</div> <div>1</div> <div>ONES</div> <div>8</div>		Eighteen
<div>TENS</div> <div>1</div> <div>ONES</div> <div>9</div>		Nineteen
<div>TENS</div> <div>2</div> <div>ONES</div> <div>0</div>		Twenty

## EXERCISE 2

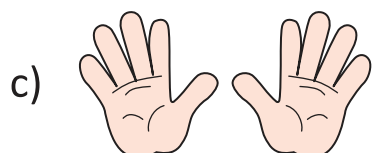
Count the fingers. Write the numeral and number name.



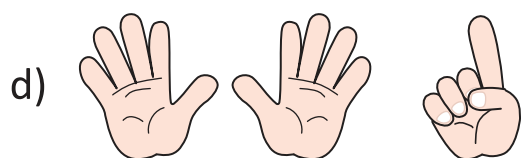
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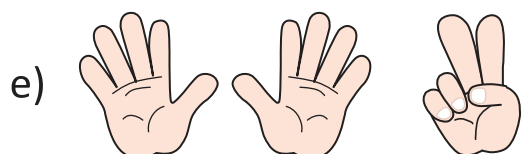
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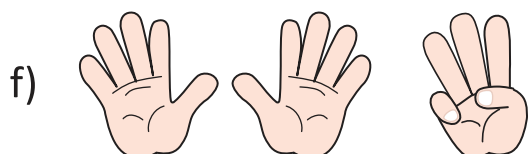
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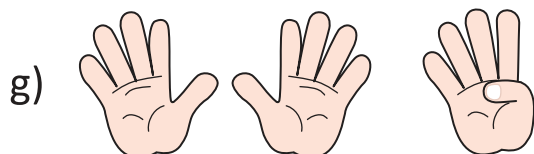
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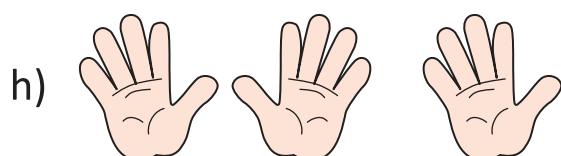
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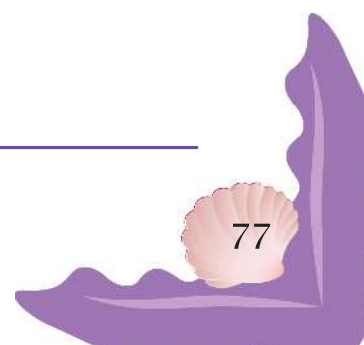
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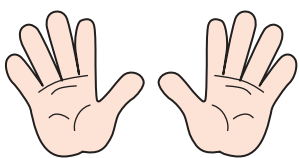
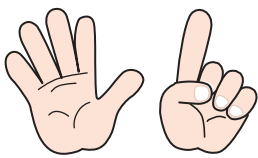



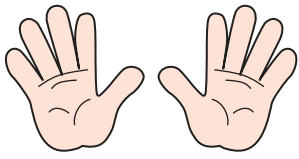
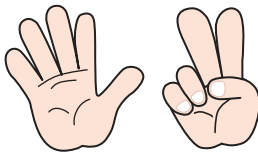

\_\_\_\_\_

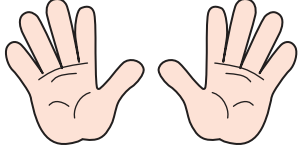
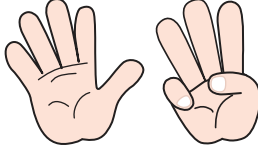



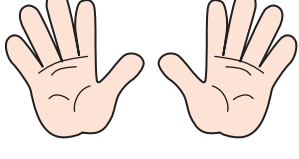
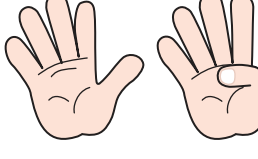

\_\_\_\_\_

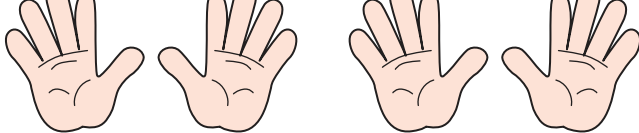



i)    \_\_\_\_\_

j)    \_\_\_\_\_

k)    \_\_\_\_\_

l)    \_\_\_\_\_

m)   \_\_\_\_\_

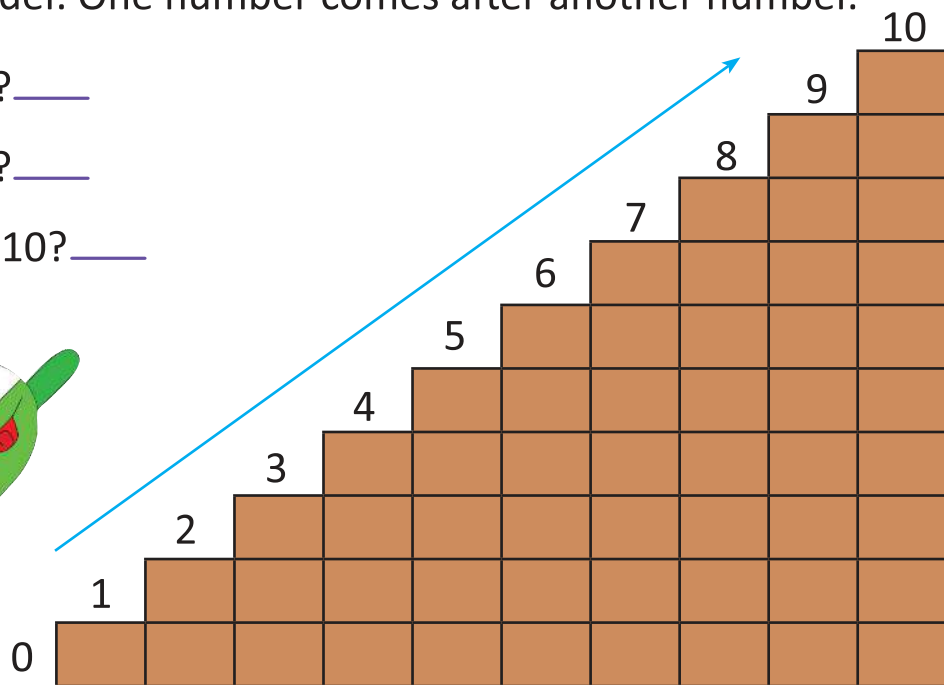
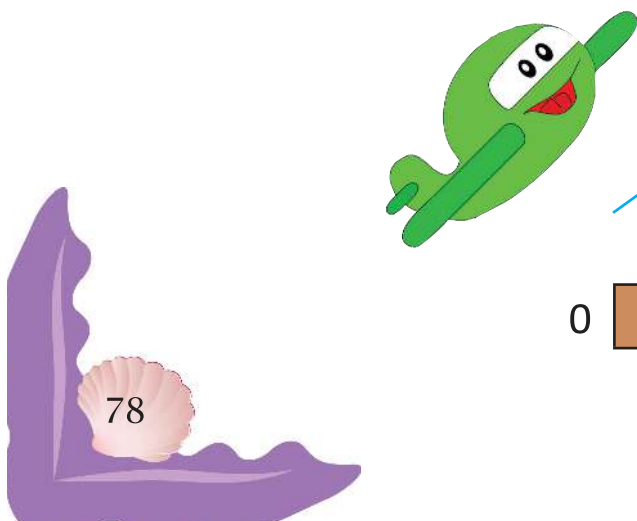
## Ordering of numbers

Numbers have an order. One number comes after another number.

What comes **after** 0? \_\_\_\_\_

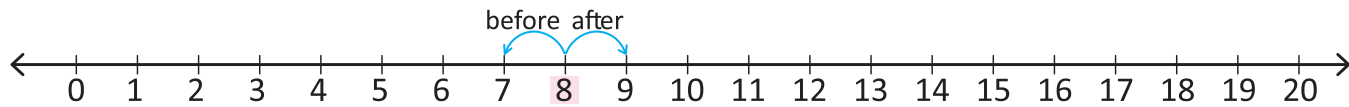
What comes **after** 5? \_\_\_\_\_

What comes **before** 10? \_\_\_\_\_



## Before, after and between numbers

Look at the number line. It gives the numbers in order.



7 comes before 8

9 comes after 8

8 comes between 7 and 9



## EXERCISE 3

1. Fill in the missing numerals.

a) 13, 14, 15

b)     , 12,     

c)     , 16,     

2. Write the number that comes after:

a) 0

b) 9

c) 10

d) 15

3. Write the number that comes before:

a)  4

b)  12

c)  19

d)  20

4. Write the number that comes between:

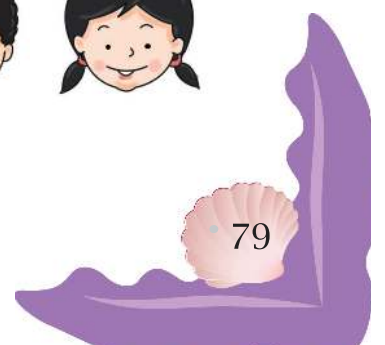
a) 8  10

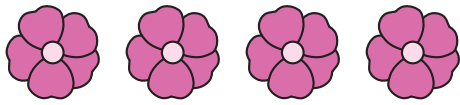
b) 12  14

## Comparing numbers



3 is smaller than 4

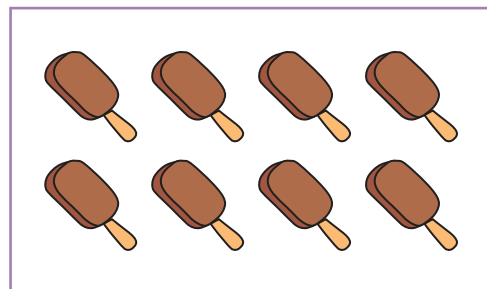
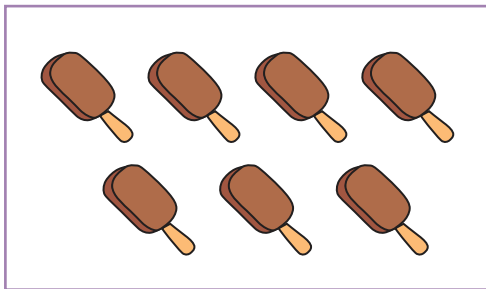
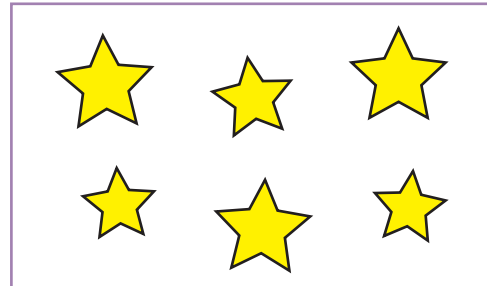
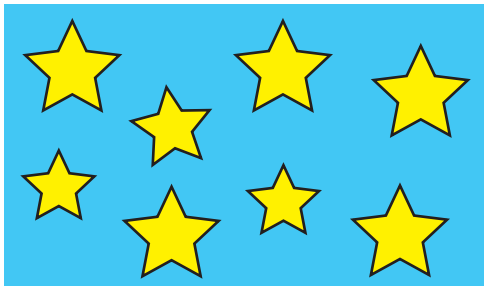




4 is bigger than 3

## EXERCISE 4

1. Colour the box with a bigger number of objects.



2. Circle the bigger number.

a) 9 2

b) 8 1

c) 13 20

3. Circle the smaller number.

a) 7 6

b) 8 10

c) 20 10

4. Put a ✓ on the biggest number.

a) 8 ✓ 3 4

b) 10 5 0

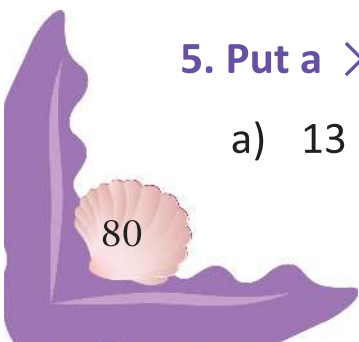
c) 15 6 16

5. Put a ✕ on the smallest number.

a) 13 ✕ 5

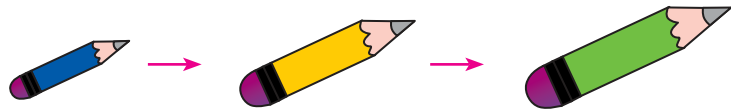
b) 10 15 5

c) 20 10 15

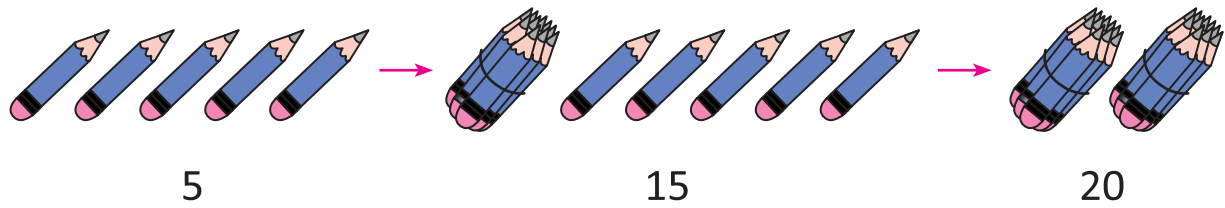


**Smallest to biggest**

The smallest pencil to the biggest pencil is shown here.



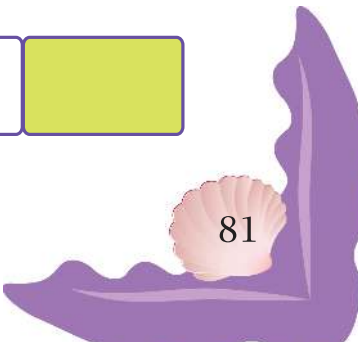
The smallest number to the biggest number is shown here.



**EXERCISE 5**

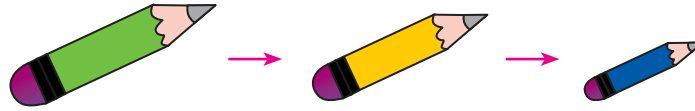
Write these numbers from the smallest to the biggest.

		smallest		biggest
a)	8, 10, 9	8	9	10
b)	11, 5, 15	5	11	15
c)	15, 14, 13			
d)	15, 10, 20			
e)	17, 18, 7			
f)	6, 19, 16			
g)	4, 12, 3			

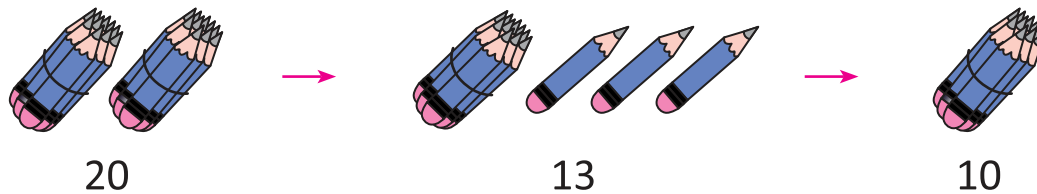


## Biggest to smallest

The biggest pencil to the smallest pencil is shown here.



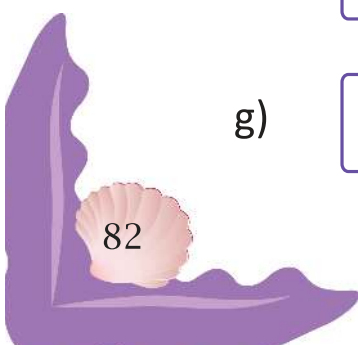
The biggest number to the smallest number is shown here.



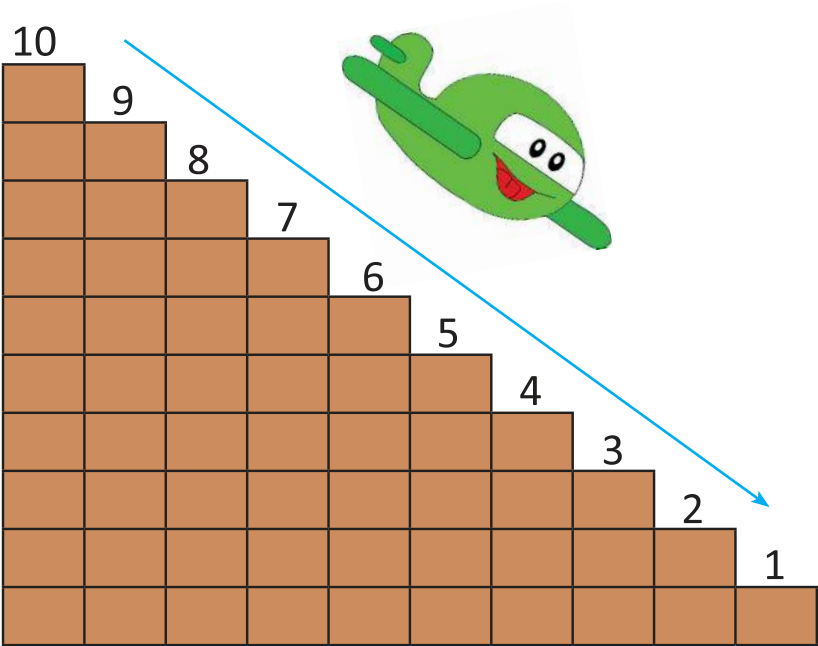
## EXERCISE 6

Write these numbers from the biggest to the smallest.

		biggest		smallest	
a)	12, 13, 14		14	13	12
b)	19, 9, 12		19	12	9
c)	14, 16, 15				
d)	8, 17, 10				
e)	1, 11, 10				
f)	10, 20, 15				
g)	7, 18, 5				

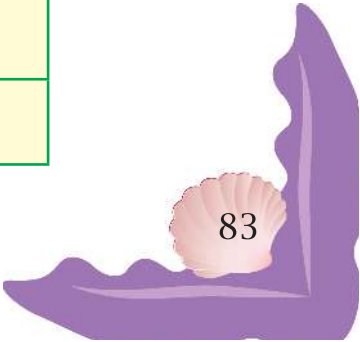
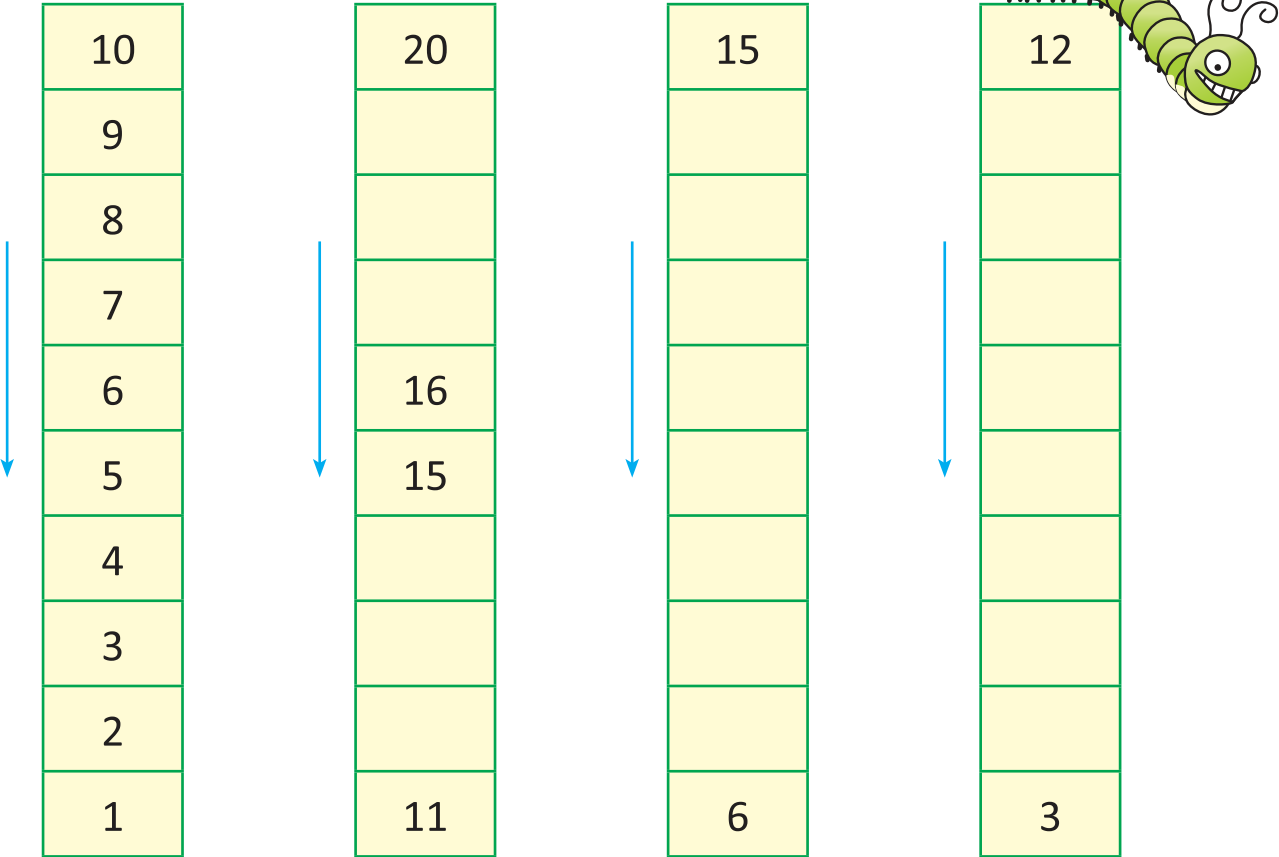


Counting down



EXERCISE 7

Fill in the blanks. Start at the top and count down.



# Mixed Bag

(Concept, skill, application and thinking based)

## 1. Write the missing numerals.

1		3	4			7		9	
	12		14		16			19	

## 2. Fill in the missing letters.

\_ l \_ v \_ n      T \_ e \_ v \_      T \_ i \_ t \_ e n  
 \_ o \_ r \_ e e \_      F \_ f t \_ \_ n      S \_ x \_ \_ e \_

## 3. Circle the smallest number.

a) 11 14 16      b) 13 15 5      c) 12 10 19

## 4. Circle the biggest number.

a) 16 14 15      b) 13 18 10      c) 19 10 20

## 5. Write these numbers from the smallest to the biggest.

a) 16, 19, 9

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b) 15, 6, 5, 16

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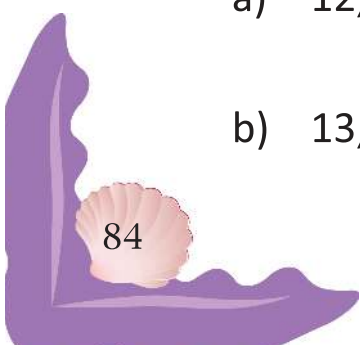
## 6. Write these numbers from the biggest to the smallest.

a) 12, 5, 20

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b) 13, 4, 15, 19

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## Mental Maths



FA

1. What comes after? a) 17  b) 0  c) 10
2. What comes before? a)  1 b)  10 c)  20
3. What comes between? a) 6  8 b) 10  12 c) 18  20

## Cross-Curricular Questions



FA

1. How many legs does an ant have? Count and see.
2. Count the number of legs an octopus has. Is it bigger than or smaller than 6?



## Maths Lab Activity



FA

**Objective:** Counting numbers up to 20

**Material required:** Number cards up to 20, ice-cream spoons or pencils, and rubber bands

**Method:**

**Step 1:** Make groups of 3–5 students each. Give each group 20 ice-cream spoons and a rubber band.

**Step 2:** Now show a number card to all the groups. Ask them to form the number using ice-cream spoons. Ask them to make a bundle of 10 ice-cream spoons to form one ten.

**Step 3:** Before showing the next number ask them to break the bundle and make it again for the next number if required.

This activity will help children understand the concept of tens and ones.

