1

Numbers up to 200

Check What I Know

1. Write the numbers from 1 to 100.

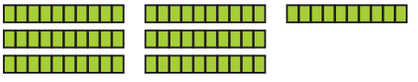
1									10
11									
21									
31									
41									
51									
61									
71									
81									
91									100

2. Write the number and number name.

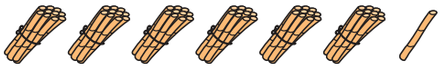
a) 6 tens and 7 ones = ☐ _____

b) 2 tens and 8 ones = ☐ _____

c) 4 tens = ☐ _____

d)  = ☐ _____

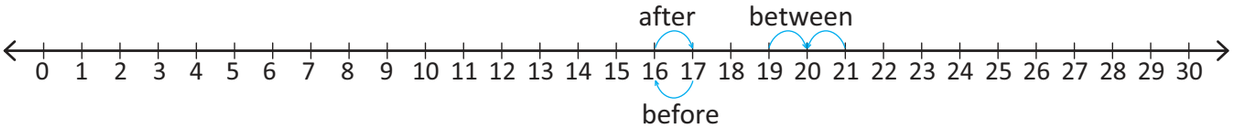
e)  = _____

f)  = _____

g)  = _____

Before, after and between

Look at the number line.



16 comes **before** 17.

17 comes **after** 16.

20 comes after 19.

20 comes before 21.

20 is **between** 19 and 21.

EXERCISE 1

Write the numbers.

	Before		After
a)	_____	40	_____
b)	_____	76	_____
c)	_____	22	_____
d)	_____	80	_____
e)	_____	28	_____
f)	_____	75	_____

	Between		
g)	30	_____	32
h)	14	_____	16
i)	33	_____	35
j)	81	_____	83
k)	69	_____	71
l)	90	_____	92

Comparing numbers

Compare the numbers 45 and 45. They are equal.

We say that: 45 **is equal to** 45

We write this as: 45 = 45

Compare the numbers 45 and 56.

45 has 4 tens and 5 ones.

56 has 5 tens and 6 ones.

56 has more tens. Therefore 56 is bigger than 45.

We say that: 56 **is greater than** 45

We write this as: 56 > 45

We can also write: 45 **is smaller than** 56

We write this as: 45 < 56

The symbol = means 'is equal to'

The symbol > means 'greater than'.

The symbol < means 'smaller than'.

Recall the rules to compare numbers.

RULE 1: A 2-digit number is always greater than a 1-digit number.

55 is greater than 9 or 55 > 9

9 is smaller than 55 or 9 < 55

Which is greater: 36 or 8? _____

RULE 2: In 2-digit numbers, the number with the greater tens digit is greater.

63 is greater than 48 or 63 > 48

48 is smaller than 63 or 48 < 63

Which is smaller: 85 or 58?_____

RULE 3: In 2-digit numbers, if the tens digit is the same, compare the ones digit. The number with the greater ones digit is greater.

46 is greater than 42 or 46 > 42

42 is smaller than 46 or 42 < 46

Which is greater: 73 or 78?_____

EXERCISE 2

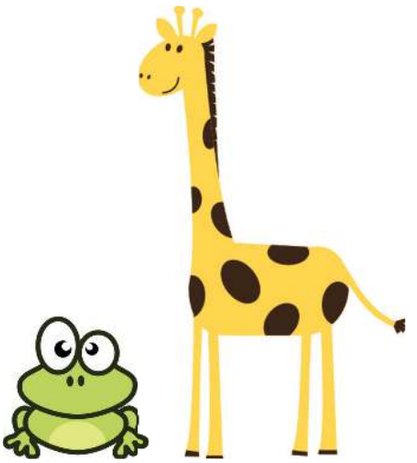
1. Compare the numbers. Put the symbols =, > or < in the ◯.

a) 79 ◯ 42 b) 36 ◯ 43 c) 45 ◯ 9 d) 63 ◯ 62

e) 31 ◯ 36 f) 8 ◯ 77 g) 39 ◯ 44 h) 99 ◯ 90

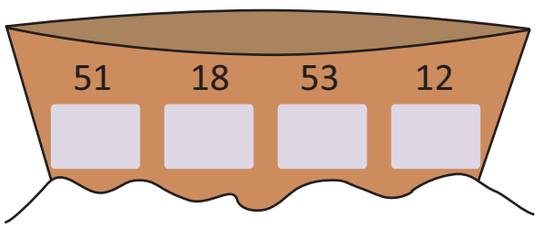
2. Tick the greatest number and cross out the smallest number. One is done for you.

			✗	✔	
a)	14	19	8	79	27
b)	37	89	70	82	26
c)	44	58	95	86	18
d)	34	93	83	40	50
e)	35	53	58	59	51

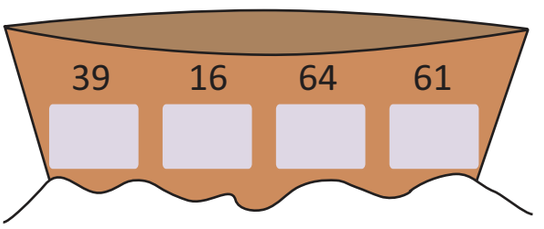


3. Write in increasing order.

a)

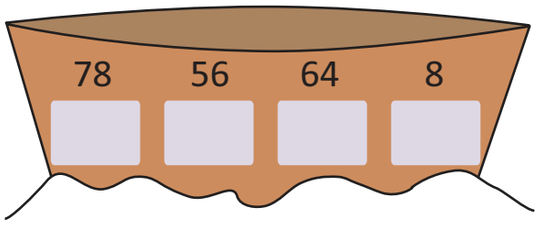


b)

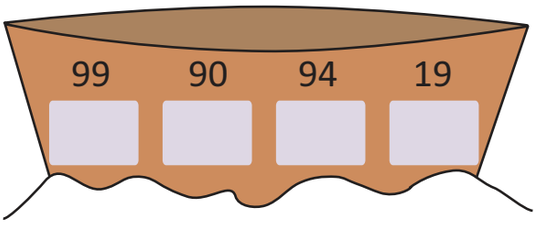


4. Write in decreasing order.

a)

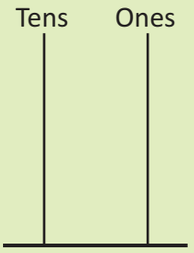


b)

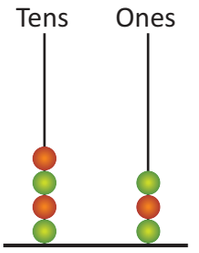


Place value

This is an abacus.
It has a stick of tens and a stick of ones.



43 = 4 tens and 3 ones is shown on the abacus as:



In 43:

4 has a value of **4 tens** or **40**

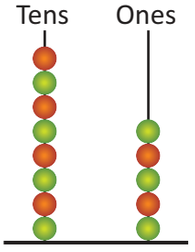
3 has a value of **3 ones** or **3**.

We say that:

The place value of **4** in **4**3 is 40

The place value of **3** in 4**3** is **3**

This abacus shows 85.

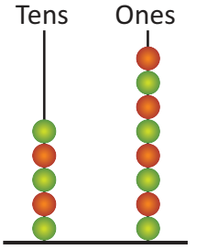


85 = 8 tens and 5 ones

The place value of 8 in 85 is 80.

The place value of 5 in 85 is 5.

This abacus shows 58.



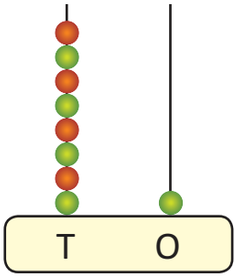
58 = 5 tens and 8 ones

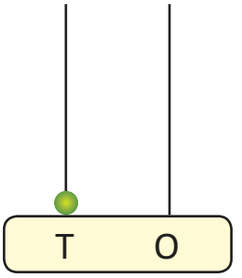
The place value of 5 in 58 is 50.

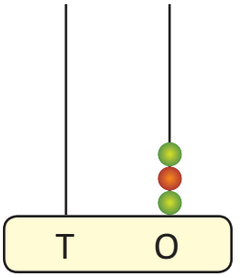
The place value of 8 in 58 is 8.

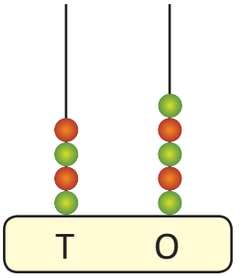
EXERCISE 3

1. Write the numbers shown on the abacus.









2. Show the numbers on the abacus.

a)

T	O
4	1

T O

b)

T	O
6	3

T O

c)

T	O
2	0

T O

d)

T	O
	2

T O

3. In each number, write the place value of the digit in red.

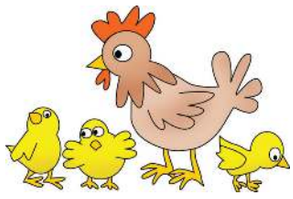
a) 62 _____ b) 26 _____ c) 78 _____

d) 30 _____ e) 71 _____ f) 11 _____

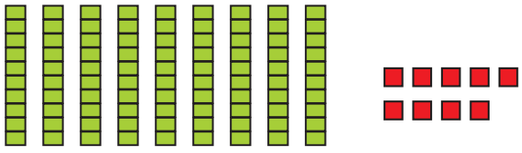
One hundred

You know that:

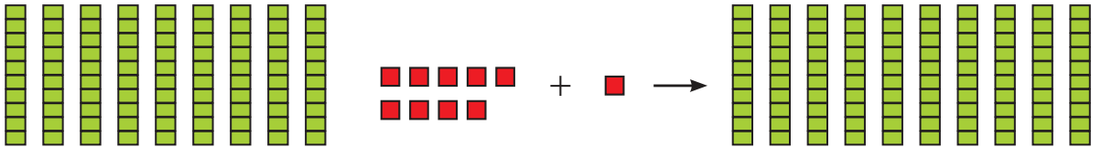
10 ones make 1 ten



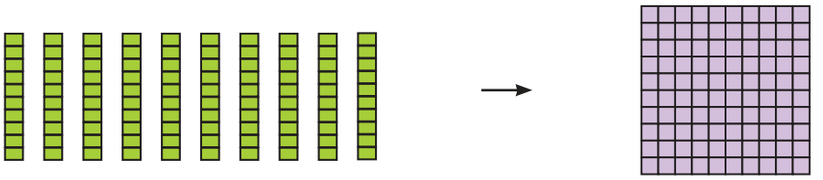
99 can be shown as:



Add 1 one to 99. You get 10 tens.



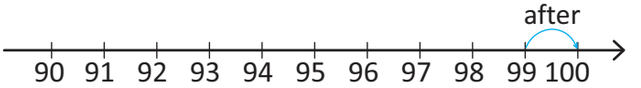
10 tens together make **1 hundred** or **100**.



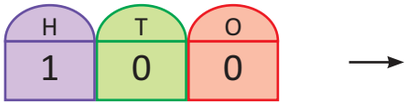
10 tens **make** **1 hundred**

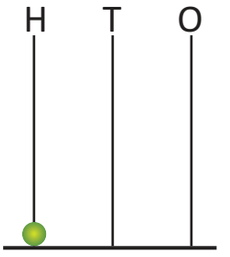
100 is a 3-digit number.

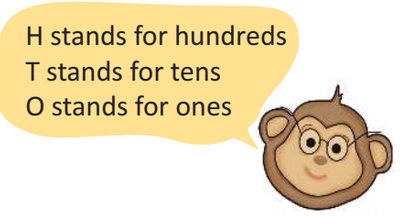
100 comes after 99 on a number line.



It can be shown on an abacus with 3 sticks.







The place value of 1 in 100 is 100.

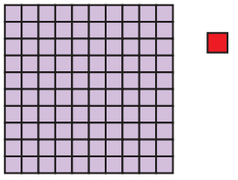
Building numbers up to 200

Riya has 100 stamps.

Her mother gave her 1 more.

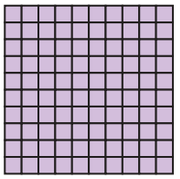
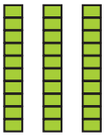
Now she has 100 + 1 = **101**.

101 has 1 hundred, 0 tens and 1 one



The number name for 101 is **one hundred one**.

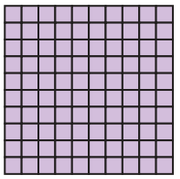
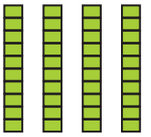
Riya counts her stamps after every few days. Let us help her count them.

1 hundred 3 tens 2 ones is

H	T	O
1	3	2

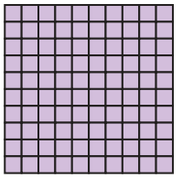
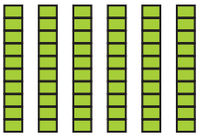
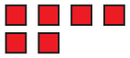
It is written as **132** and read as **one hundred thirty-two**.


1 hundred 4 tens 0 ones is

H	T	O
1	4	0

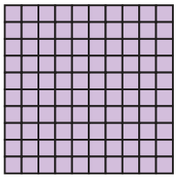
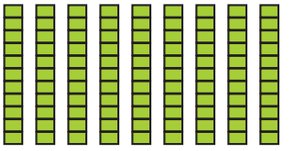
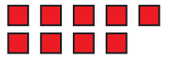
It is written as **140** and read as **one hundred forty**.


1 hundred 6 tens 6 ones is

H	T	O
1	6	6

It is written as **166** and read as **one hundred sixty-six**.

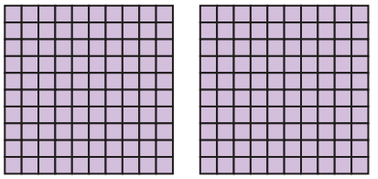





1 hundred 9 tens 9 ones is

H	T	O
1	9	9

It is written as **199** and read as **one hundred ninety-nine**.

Riya's father gives her 1 more stamp.
She now has:



2 hundreds 0 tens 0 ones =

H	T	O
2	0	0

It is written as **200** and read as **two hundred**.

To read a 3-digit number:

- Read the hundreds digit first
- Then read the tens and ones digits together

149
one hundred forty-nine

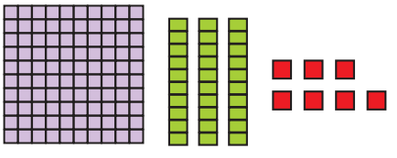
160
one hundred sixty

109
one hundred nine

(Refer Maths Lab Activity on page 109.)

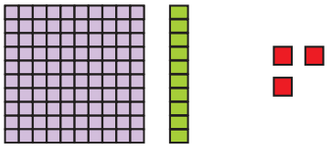
EXERCISE 4

1. Write the numbers and number names.

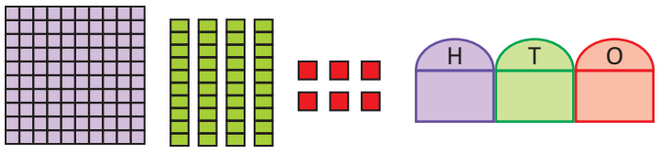
a) 

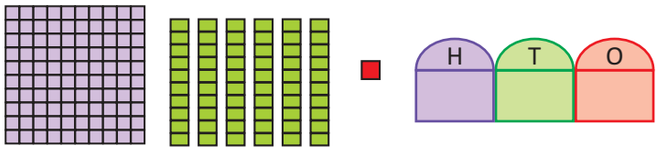
H	T	O
1	3	7

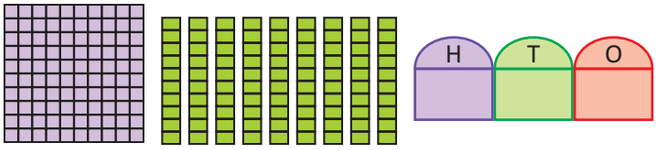
one hundred thirty-seven

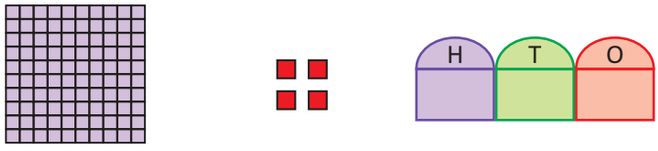
b) 

H	T	O

c) 

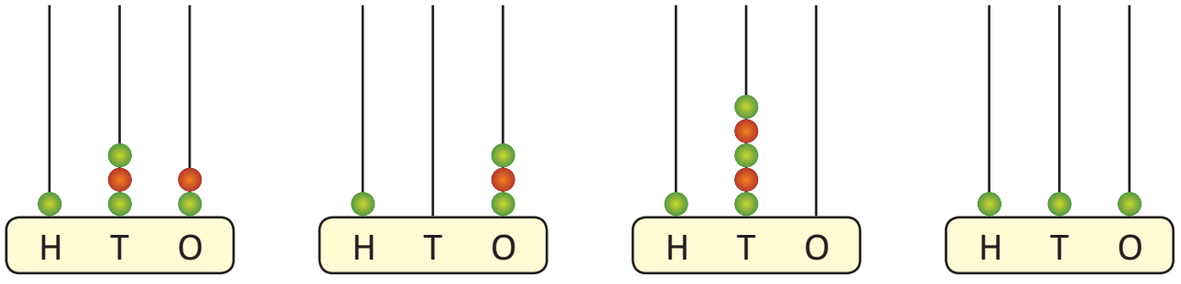
d) 

e) 

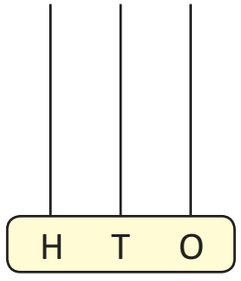
f) 

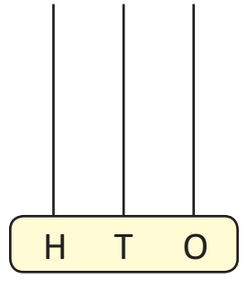
EXERCISE 5

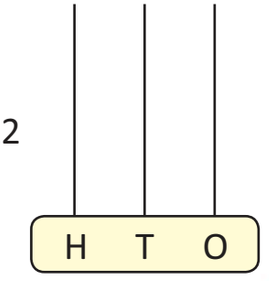
1. Write the numbers shown on the abacus.



2. Show the given numbers on the abacus.

141 

103 

112 

Before, between and after

EXERCISE 6

1. Write the number that comes after:

a) 101 _____ b) 122 _____ c) 111 _____

d) 170 _____ e) 136 _____ f) 199 _____

2. Write the number that comes before:

a) _____ 160 b) _____ 189 c) _____ 110

d) _____ 133 e) _____ 121 f) _____ 200

3. Write the number that comes between:

a) 139 _____ 141 b) 111 _____ 113 c) 188 _____ 190

d) 126 _____ 128 e) 100 _____ 102 f) 157 _____ 159

Place value

156 is a 3-digit number.

1 is in the hundreds place. Its place value in 156 is 1 hundred or 100.

5 is in the tens place. Its place value in 156 is 5 tens or 50.

6 is in the ones place. Its place value in 156 is 6 ones or 6.

H	T	O
1	5	6

EXERCISE 7

Write the place value of:

a) 4 in 104 _____ b) 6 in 160 _____ c) 5 in 154 _____

d) 1 in 123 _____ e) 1 in 100 _____ f) 9 in 189 _____

Expanded form

156 = 1 hundred + 5 tens + 6 ones = 100 + 50 + 6

This is called the **expanded form** of 156.

EXERCISE 8

1. Write the expanded form.

a) 134 = ____ hundred + ____ tens + ____ ones = ____ + ____ + ____

b) 108 =

c) 146 =

d) 190 =

e) 85 =

2. Fill in the blanks.

a) 1 hundred + 4 tens + 6 ones = 146

b) 100 + 40 + 9 = 149

c) 1 hundred + 5 tens + 2 ones = _____

d) 100 + 20 + 1 = _____

e) 1 hundred + 9 tens + 0 ones = _____

f) 100 + 70 + 8 = _____

g) 0 hundreds + 0 tens + 8 ones = _____

h) 100 + 3 = _____

Comparing 3-digit numbers

Example 1: Compare 49 and 162.

A number with more digits is always greater.

Therefore 162 is greater than 49.

162 > 49

49 has 2 digits

162 has 3 digits

EXERCISE 9

Compare the numbers by counting the numbers of digits.

a) 128 ◯ 89 b) 156 ◯ 72 c) 80 ◯ 149

d) 8 ◯ 56 e) 90 ◯ 190 f) 68 ◯ 186

Example 2: Compare 195 and 142.

Step 1: Compare the number of digits.
Both numbers have 3 digits.

Step 2: Compare the hundreds digit. It is the same.

195
142

Step 3: Compare the tens digit.
9 is bigger than 4
Therefore 195 > 142.

EXERCISE 10

Compare the numbers by comparing the tens digits.

a) 137 < 140 b) 147 ◯ 158 c) 155 ◯ 149

d) 98 ◯ 90 e) 109 ◯ 191 f) 176 ◯ 167

Example 3: Compare 172 and 175.

Step 1: Compare the number of digits.
Both numbers have 3 digits.

Step 2: Compare the hundreds digit. They are the same.

172
175

Step 4: Compare the ones digit.
5 is bigger than 2
Therefore 175 > 172.

Step 3: Compare the tens digit.
They are the same.

EXERCISE 11

Compare the numbers by comparing the ones digits.

a) 171 ◯ 177 b) 135 ◯ 133 c) 180 ◯ 189

d) 145 ◯ 147 e) 111 ◯ 110 f) 199 ◯ 196

EXERCISE 12

1. Compare the numbers.

a) 137 ◯ 182 b) 142 ◯ 148 c) 44 ◯ 144

d) 196 ◯ 169 e) 96 ◯ 101 f) 157 ◯ 200

g) 108 ◯ 180 h) 9 ◯ 111 i) 19 ◯ 91

2. Circle the greatest number.

a) 48, 150, 101 b) 149, 194, 94 c) 100, 200, 199

d) 131, 141, 111 e) 107, 170, 117 f) 59, 95, 105

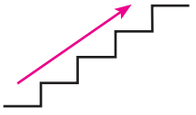
3. Circle the smallest number.

a) 9, 11, 111 b) 136, 163, 36 c) 100, 101, 110

d) 48, 136, 99 e) 128, 107, 140 f) 9, 8, 98

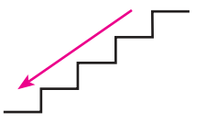
Increasing and decreasing order

Increasing order
(from the smallest to the biggest)



Increasing order is also called **ascending order**.

Decreasing order
(from the biggest to the smallest)



Decreasing order is also called **descending order**.

EXERCISE 13

1. Arrange in ascending order.

a) 38, 159, 136 _____ b) 167, 162, 126 _____

c) 136, 74, 90 _____ d) 184, 181, 182 _____

2. Arrange in descending order.

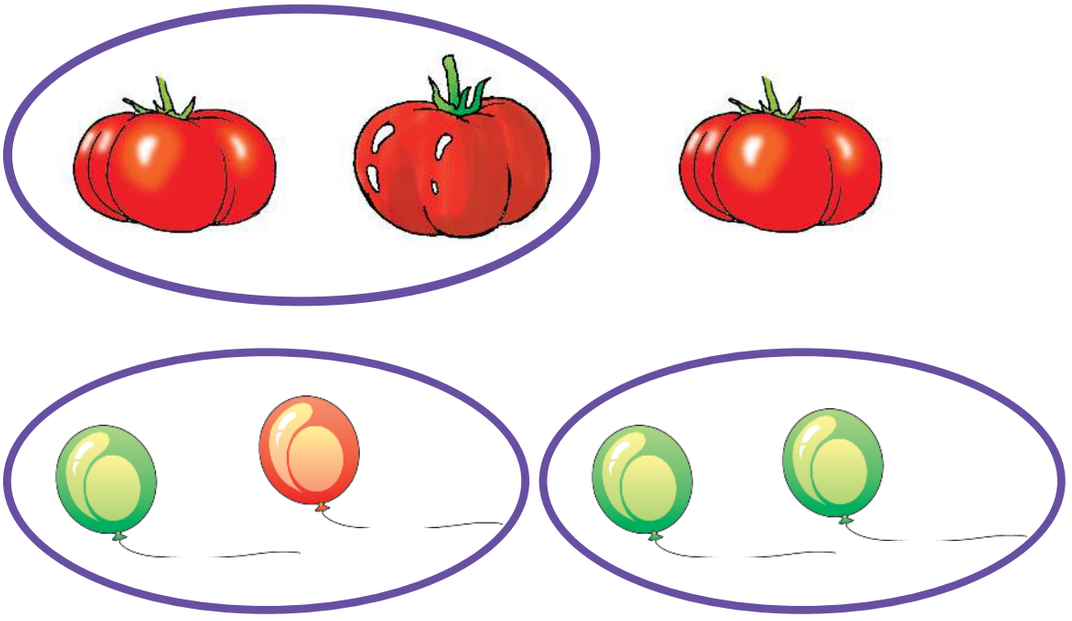
a) 57, 112, 62 _____ b) 182, 108, 180 _____

c) 110, 77, 140 _____ d) 166, 152, 165 _____

Odd and even numbers

When you group two things together, you put them in pairs.

Look at the things given here.



All the tomatoes cannot be put in pairs. But the balloons can be put in complete pairs.

Ring the pairs of marbles for each number. Write yes if all the marbles can be paired. Write no if all the marbles cannot be paired.

Number	Marbles	Can all the marbles be paired?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

You find that the marbles showing 2, 4, 6, 8, 10 can be paired completely. These numbers are called **even** numbers.

Even numbers have 0, 2, 4, 6 or 8 in their ones place. 30, 12, 34, 56 and 78 are even numbers.

You find that the marbles showing 1, 3, 5, 7, 9 cannot be paired completely. These numbers are called **odd** numbers.

Odd numbers have 1, 3, 5, 7 or 9 in the ones place. 21, 43, 65, 57 and 89 are odd numbers.

EXERCISE 14

1. Circle the even numbers.

14	67	78	99	10	32
54	9	11	20	21	15

2. Circle the odd numbers.

11	22	33	45	98	90
17	71	78	87	50	100

Good to know

The number after an even number is an odd number.
The number after an odd number is an even number.

Ordinal numbers

Children of class 2 are having a race.

Who is first? _____ Who is second? _____

Who is third? _____ Who is fourth? _____

Who is fifth? _____ Who is sixth? _____

Who is seventh? _____ Who is eighth? _____

Who is ninth? _____ Who is tenth? _____

First, second, third,….. are called **ordinal numbers**.

Ordinal numbers show the order or position of things.

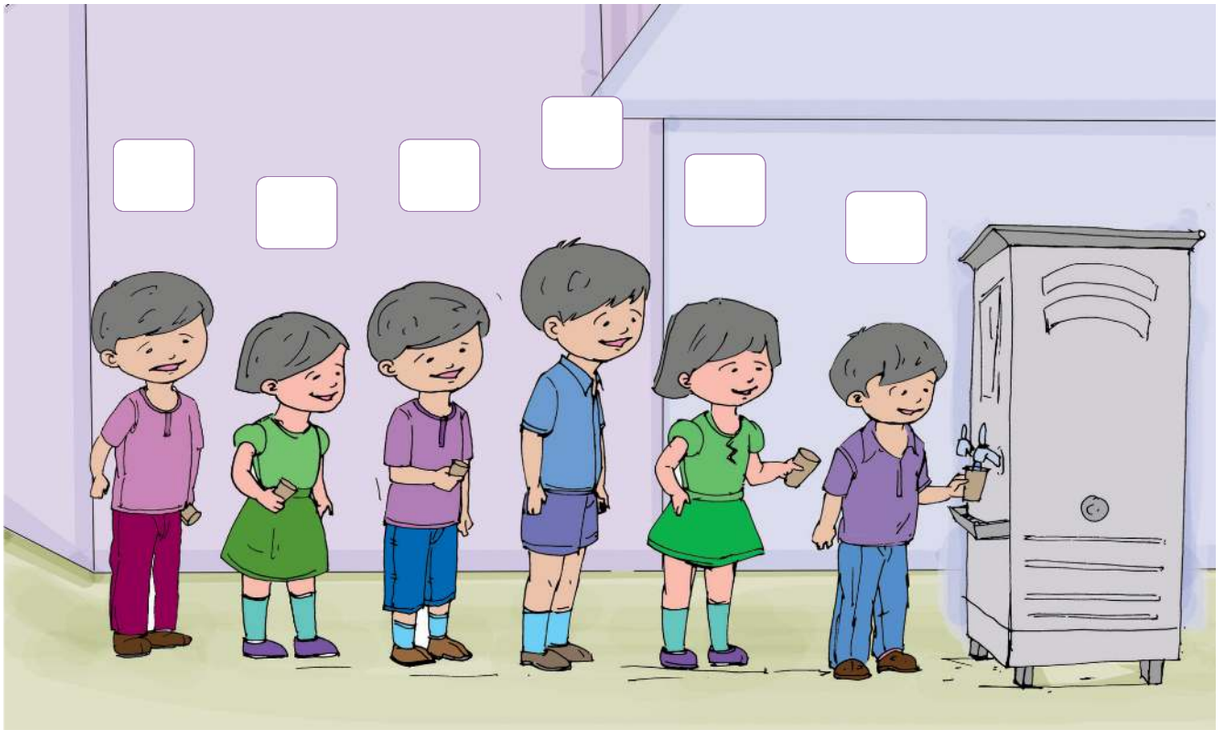
They are also written as:

First – 1st	Second – 2nd	Third – 3rd	Fourth – 4th	Fifth – 5th
Sixth – 6th	Seventh – 7th	Eighth – 8th	Ninth – 9th	Tenth – 10th

EXERCISE 15

1. Look at the children standing in a line to drink water.

Write their positions in the line using ordinal numbers 1st, 2nd,…



2. Write the position of the letters in the words.

a) M in MOHIT 1st

b) H in RADHA _____

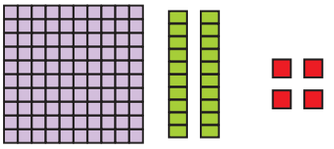
c) E in HARINDER _____

d) A in POORNIMA _____

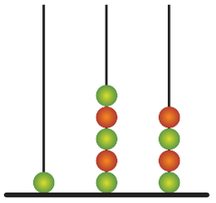
Mixed Bag

(Concept, skill, application and thinking based)

1. Write the numbers and number names.

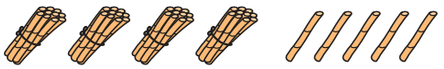
a) 

_____ _____

b) 

_____ _____

c) 99 + 1 _____ _____

d)  _____ _____

e) 1 hundred + 6 tens + 1 one _____ _____

f) 100 + 80 + 9 _____ _____

2. Write the numbers.

a) From 149 to 159

149										159

b) From 185 to 195

3. Write the number that comes before and after.

a) _____ 103 _____ b) _____ 169 _____ c) _____ 100 _____

4. Write the number that comes between.

a) 111 _____ 113 b) 168 _____ 170 c) 190 _____ 192

5. Applying numbers (story sums)

a) Manav has read 152 pages of a book. Which page does he have to read next?

b) Raju is reading page 101 of a book. Which page did he read before 101?

c) Toto the tortoise is 110 years old. How old will he be on his next birthday?

d) Toto the tortoise is 110 years old. How old was he last year?

6. Put the sign >, < or = in the box.

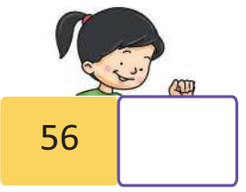
a) 197 ☐ 97 b) 102 ☐ 120 c) 195 ☐ 109

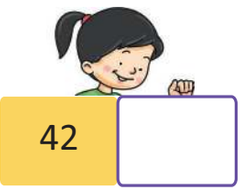
7. Four tortoises Ta, Te, To and Ti have the following ages.

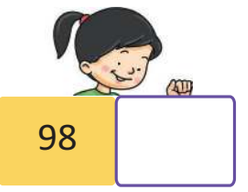
Ta – 140 Te – 121 To – 138 Ti – 112

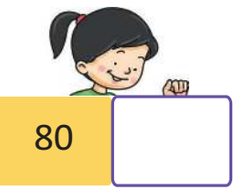
Who is the oldest tortoise? Who is the youngest?

8. a) Write the next **even** number.

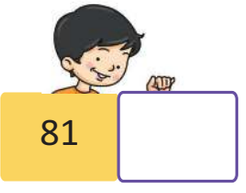


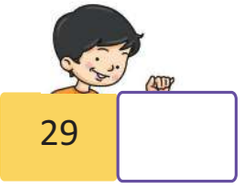


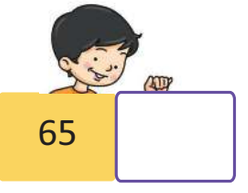




b) Write the next **odd** number.







Mental Maths

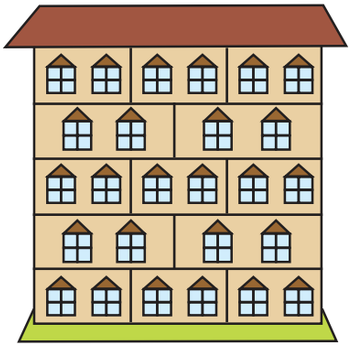
FA

1. Write the number for 2 hundreds. _____
2. Write the number for 7 tens and 6 ones. _____
3. Minal has 189 cards. Shruti has 123 cards.
   Who has more cards? _____
4. What is 1 more than 99? _____
5. What is 1 less than 200? _____

Hots

FA

Raman's building is 5 floors high. All even numbered floors have 2 flats. All odd numbered floors have 3 flats. How many flats are there in Raman's building?



Cross-curricular Questions

FA

Is your date of birth an odd or even number?
Is your home telephone number an odd or even number?

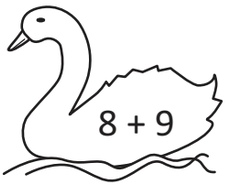
Value-based Question

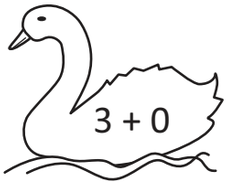
Neeta got 98 out of 100 in her Maths test. She saw that her teacher had made a mistake while adding. She had given her 1 extra mark. She told her teacher. Neeta's marks were reduced by 1. Teacher praised her honesty in front of the whole class. Neeta was very happy. Think! Would you have done the same?

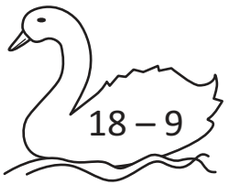
Fun Activity

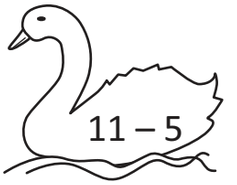
FA

Colour the ducks with odd number answers in yellow and ducks with even number answers in pink.









Maths Lab Activity

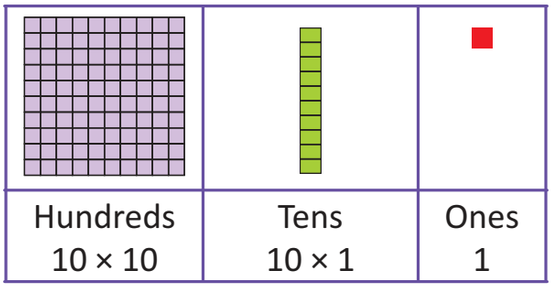
FA

Objective: To consolidate the concept of hundreds, tens and ones using concrete objects

Materials required: Square ruled sheets, card sheets

Method: Mark out the following on square ruled sheets:

- 10 × 10 squares for hundreds
- 10 × 1 rectangles for tens
- Single squares for ones



Step 1: Let children work in groups. Give 2 hundreds, 9 tens and 9 ones to each group. Let children cut these out and paste them on card sheets.

Step 2: Show them a number card, say 167. Ask them to use the hundreds, tens and ones to make the number.

Step 3: Let them say, '1 hundred, 6 tens and 7 ones make 167'.

Repeat with other numbers.