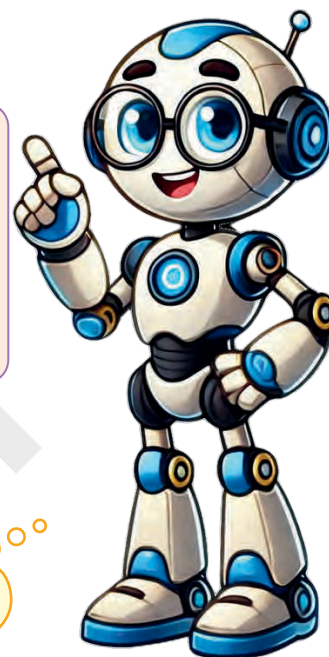




# Numbers up to 100

## We'll cover the following key points:

- Hundreds, Tens and Ones on the Abacus → Expand Form
- How to read numbers on the abacus?



Hi, I'm EeeBee



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scanning  
the QR code.

## Learning Outcomes

### By the end of this chapter, students will be able to:

- Recognize and write numbers up to 100.
- Understand the place value of digits in numbers up to 100 (Hundreds, Tens, and Ones).
- Use an abacus to represent numbers up to 100 with Hundreds, Tens, and Ones.
- Read numbers on the abacus by counting the beads for Hundreds, Tens, and Ones.
- Write numbers in expanded form (e.g.,  $45 = 40 + 5$ ).
- Count forward and backward from any number between 1 and 100.
- Identify the number that comes before, after, and between given numbers up to 100.
- Compare numbers up to 100 using "greater than," "less than," and "equal to."

## Guidelines for Teachers

Start by introducing the concepts of hundreds, tens, and ones using an abacus to visually represent each place value. Show students how to read numbers on the abacus by moving beads to represent different place values, starting with ones, then tens, and hundreds. Explain how to break down a number into its expanded form, showing each digit's value (e.g.,  $45 = 40 + 5$ ). Use simple examples and encourage students to practice placing beads and reading numbers.

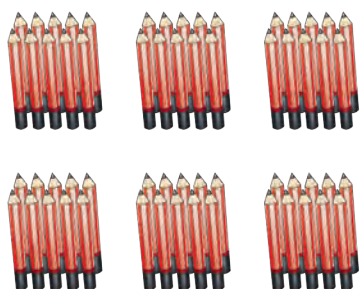


## Warm Up

Write the missing numbers to fill the gaps.

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				30
31		33	34		36	37	38	39	40
41	42		44	45		47	48	49	50
51	52	53		55	56		58	59	
61	62		64		66	67			70
71	72	73		75	76	77	78		80
81	82	83	84	85	86	87	88	89	
91	92	93	94				98	99	100

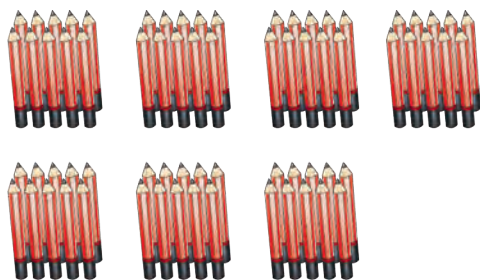
# Numbers up to 100. Count and write the numbers.



=

Tens	Ones

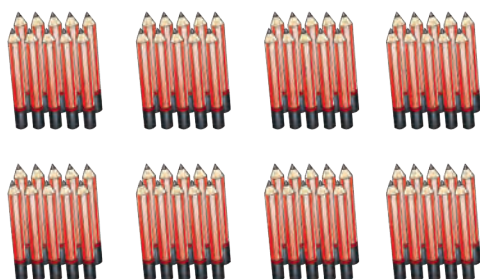
= 60  
Sixty



=

Tens	Ones

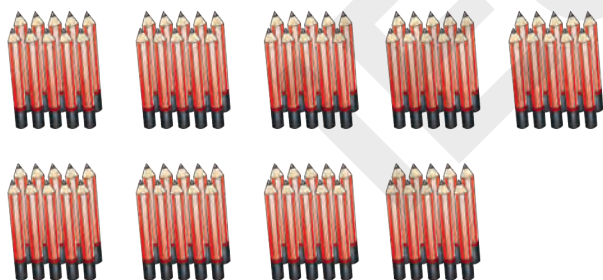
= 70  
Seventy



=

Tens	Ones

= 80  
Eighty



=

Tens	Ones

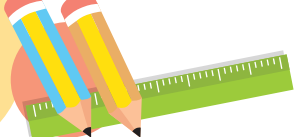
= 90  
Ninety



=

Hundreds	Tens	Ones

= 100  
One hundred



## Numbers from 50 to 59

50

51

52

53

54

55


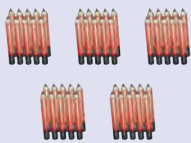







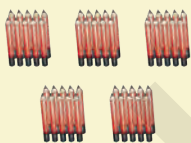





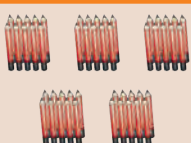



56

57

58

59

Count and write the numbers.

 5 tens	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones			 5 tens	 5 ones	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones			
Tens	Ones												
Tens	Ones												
 5 tens	 1 one	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones			 5 tens	 6 ones	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones		
Tens	Ones												
Tens	Ones												
 5 tens	 2 ones	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones			 5 tens	 7 ones	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones		
Tens	Ones												
Tens	Ones												
 5 tens	 3 ones	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones			 5 tens	 8 ones	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones		
Tens	Ones												
Tens	Ones												
 5 tens	 4 ones	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones			 5 tens	 9 ones	<table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	Tens	Ones		
Tens	Ones												
Tens	Ones												



## Exercise 5.1

1. Break up the numerals in tens and ones.

		Tens	Ones
fifty	50		
fifty-one	51		
fifty-two	52		
fifty-three	53		
fifty-four	54		

		Tens	Ones
fifty-five	55		
fifty-six	56		
fifty-seven	57		
fifty-eight	58		
fifty-nine	59		





## 2. Fill in the missing numbers.

50				54					
----	--	--	--	----	--	--	--	--	--

## 3. Match the number names with the numbers.





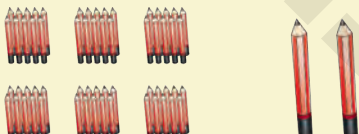



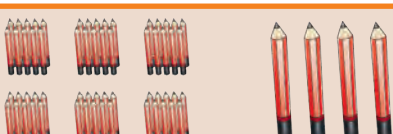

- Column A
- (a) fifty-two
  - (b) fifty-eight
  - (c) fifty-five
  - (d) fifty-nine
  - (e) fifty-one
  - (f) fifty-seven

- Column B
- (i) 57
  - (ii) 59
  - (iii) 51
  - (iv) 58
  - (v) 55
  - (vi) 52

## Numbers from 60 to 69

60	61	62	63	64	65	66	67	68	69
----	----	----	----	----	----	----	----	----	----

## Count and write the numbers.

 6 tens	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 6 tens      5 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones										
Tens	Ones										
 6 tens      1 one	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 6 tens      6 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones										
Tens	Ones										
 6 tens      2 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 6 tens      7 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones										
Tens	Ones										
 6 tens      3 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 6 tens      8 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones										
Tens	Ones										
 6 tens      4 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 6 tens      9 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones										
Tens	Ones										

## Exercise 5.2

### 1. Break up the numerals in tens and ones.

		Tens	Ones
sixty	60		
sixty-one	61		
sixty-two	62		
sixty-three	63		
sixty-four	64		

		Tens	Ones
sixty-five	65		
sixty-six	66		
sixty-seven	67		
sixty-eight	68		
sixty-nine	69		

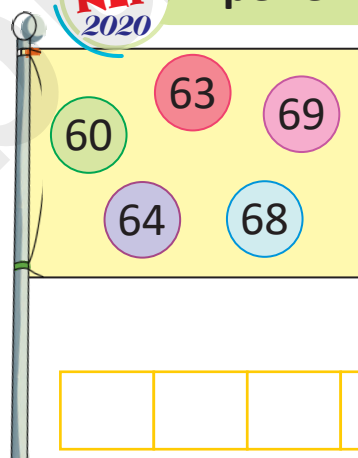
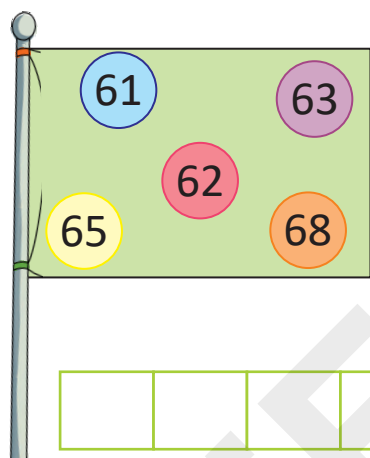
### 2. Fill in the missing numbers.

60				64					69
----	--	--	--	----	--	--	--	--	----

### 3. Write the numbers in increasing order:



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### Numbers from 70 to 79

70	71	72	73	74	75	76	77	78	79
----	----	----	----	----	----	----	----	----	----

### Count and write the numbers.

 7 tens	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 7 tens	 5 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			
Tens	Ones												
Tens	Ones												
 7 tens	 1 one	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 7 tens	 6 ones	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones												
Tens	Ones												

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

## Exercise 5.3

1. Break up the numerals in tens and ones.

		Tens	Ones
seventy	70		
seventy-one	71		
seventy-two	72		
seventy-three	73		
seventy-four	74		

		Tens	Ones
seventy-five	75		
seventy-six	76		
seventy-seven	77		
seventy-eight	78		
seventy-nine	79		

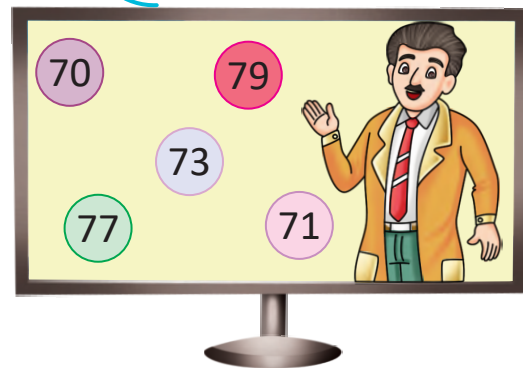
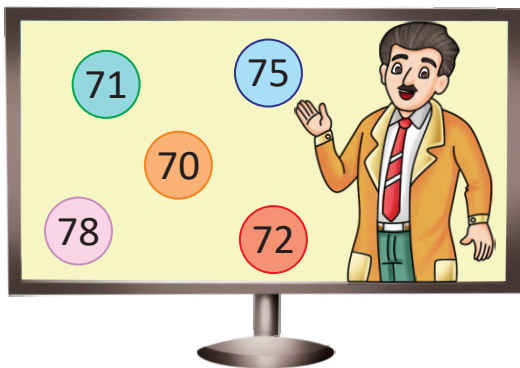
2. Fill in the missing numbers.

70						76					
----	--	--	--	--	--	----	--	--	--	--	--

3. Write the numbers in decreasing order:

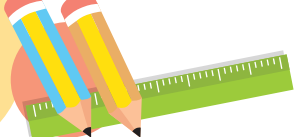


Experiential Learning



--	--	--	--	--




















--	--	--	--	--



# Numbers from 80 to 89

80	81	82	83	84	85	86	87	88	89
----	----	----	----	----	----	----	----	----	----

Count and write the numbers.

 8 tens	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones			 8 tens	 1 ones	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones			
Tens	Ones												
Tens	Ones												
 8 tens	 2 one	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones			 8 tens	 3 ones	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones		
Tens	Ones												
Tens	Ones												
 8 tens	 4 ones	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones			 8 tens	 5 ones	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones		
Tens	Ones												
Tens	Ones												
 8 tens	 6 ones	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones			 8 tens	 7 ones	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones		
Tens	Ones												
Tens	Ones												
 8 tens	 8 ones	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones			 8 tens	 9 ones	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td> </td><td> </td></tr> </table>	Tens	Ones		
Tens	Ones												
Tens	Ones												



## Exercise 5.4

1. Break up the numerals in tens and ones.

		Tens	Ones
eighty	80		
eighty-one	81		
eighty-two	82		
eighty-three	83		
eighty-four	84		

		Tens	Ones
eighty-five	85		
eighty-six	86		
eighty-seven	87		
eighty-eight	88		
eighty-nine	89		





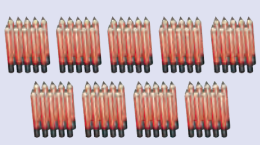
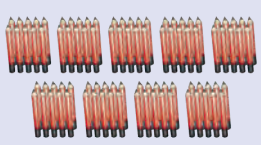

## 2. Fill in the missing numbers.

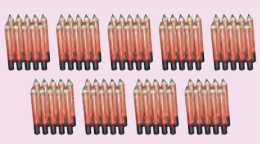

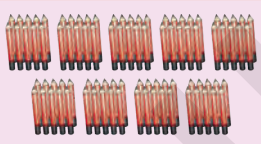

80					85				
----	--	--	--	--	----	--	--	--	--

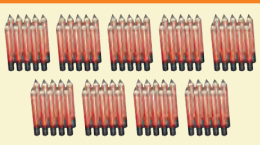

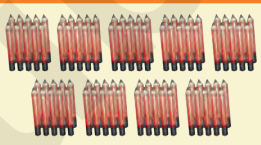

## Numbers from 90 to 99

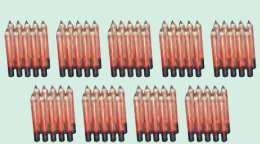

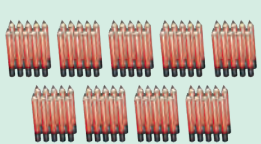

90	91	92	93	94	95	96	97	98	99
----	----	----	----	----	----	----	----	----	----

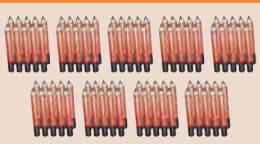

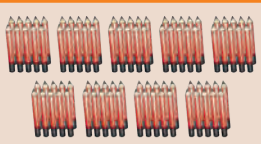

## Count and write the numbers.

 <p>9 tens</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 <p>9 tens</p>	 <p>5 ones</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones											
Tens	Ones											

 <p>9 tens</p>	 <p>1 one</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 <p>9 tens</p>	 <p>6 ones</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones												
Tens	Ones												

 <p>9 tens</p>	 <p>2 ones</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 <p>9 tens</p>	 <p>7 ones</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones												
Tens	Ones												

 <p>9 tens</p>	 <p>3 ones</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 <p>9 tens</p>	 <p>8 ones</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones												
Tens	Ones												

 <p>9 tens</p>	 <p>4 ones</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			 <p>9 tens</p>	 <p>9 ones</p>	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones		
Tens	Ones												
Tens	Ones												

$99 + 1 = 100$ . **100** is the smallest 3 – digit number.



## Exercise 5.5

### 1. Break up the numerals in tens and ones.

		Tens	Ones
ninety	90		
ninety-one	91		
ninety-two	92		
ninety-three	93		
ninety-four	94		

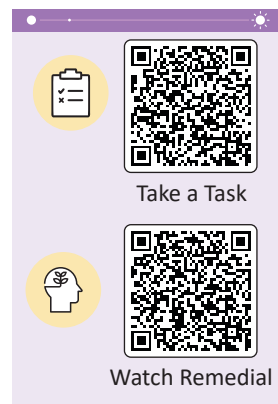
		Tens	Ones
ninety-five	95		
ninety-six	96		
ninety-seven	97		
ninety-eight	98		
ninety-nine	99		

### 2. Fill in the missing numbers.



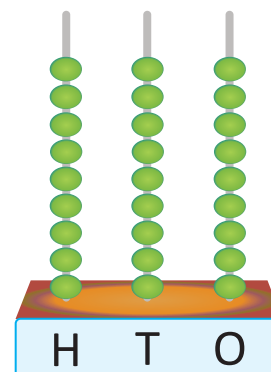
### 3. Match the number names with the numbers.

Column A	Column B
(a) Ninety-nine	(i) 98
(b) Ninety-two	(ii) 95
(c) Ninety-five	(iii) 93
(d) Ninety-eight	(iv) 92
(e) Ninety-three	(v) 99

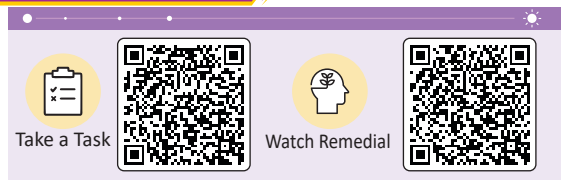


## Hundreds, Tens and Ones on the Abacus

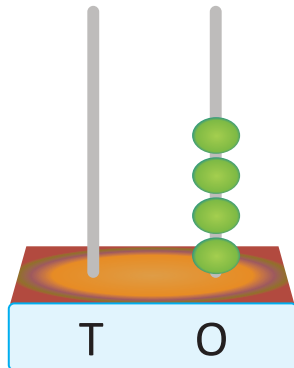
An **abacus** is a tool used for read and counting numbers. This is an abacus with three rods – the **hundreds** rod (H), the **tens** rod (T) and the **ones** rod (O). Each rod can have a maximum of 9 beads.



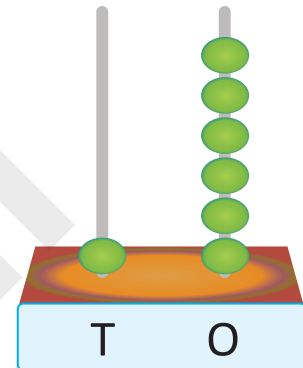
# How to read numbers on the abacus?



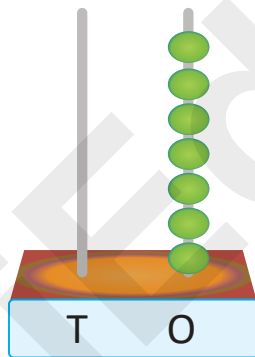
I am Ojas and my name has 4 letters.



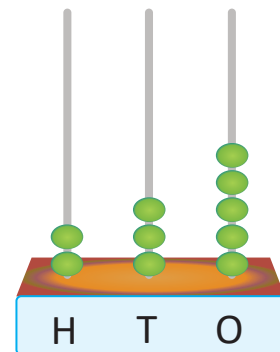
I have 16 chocolates with me.



I am Susmita and my name has 7 letters.



I have 235 marbles with me.



## Exercise 5.6

### 1. Tick (✓) the correct option.

a. What is the numeral of eighty-three?

(i) 80

☐

(ii) 38

☐

(iii) 83

☐

b. What is the number name of 56 ?

(i) fifty -six

☐

(ii) fifty -one

☐

(iii) fifty -nine

☐

c. What is the numeral of seventy-five?

(i) 71

(ii) 75

(iii) 70

d. What is the number name of 23?

(i) twenty-four

(ii) twenty-three

(iii) forty-six

## 2. Write in figures .

Number Name	Numeral	Number Name	Numeral
Fiy -three	_____	Eighty-nine	_____
Sixty-five	_____	Fiy -eight	_____
Eighty-two	_____	Sixty-four	_____
Seventy-three	_____	Seventy-four	_____
Ninety	_____	Sixty-nine	_____
Fiy -two	_____	Ninety-one	_____
Fiy -nine	_____	Eighty-five	_____
Eighty-seven	_____	Eighty-one	_____
Ninety-nine	_____	Ninety-two	_____

## 3. Write the biggest and the smallest numbers .

						Smallest	Biggest
a.	99	25	78	89	20	<input type="text"/>	<input type="text"/>
b.	87	73	69	53	19	<input type="text"/>	<input type="text"/>
c.	22	31	64	74	88	<input type="text"/>	<input type="text"/>

## 4. Arrange the numbers in an increasing order.

a.	22	78	87	99	12	_____
b.	19	72	65	56	18	_____
c.	12	19	38	56	16	_____



## 5. Arrange the numbers in a decreasing order.

- a. 28    78    12    19    25
- b. 91    82    87    15    64
- c. 19    23    35    95    12

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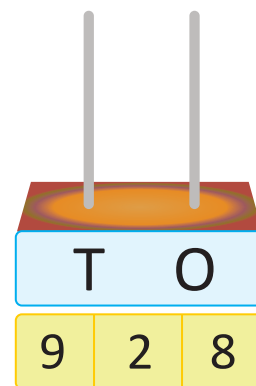
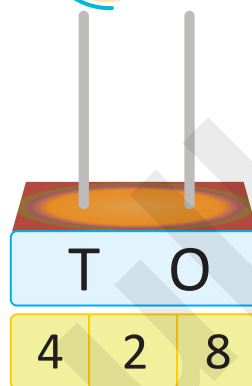
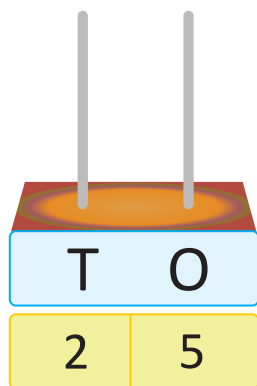
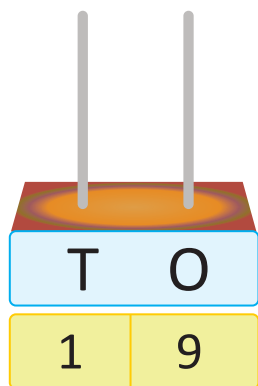


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## 6. Draw beads on the abacus for the given numbers.

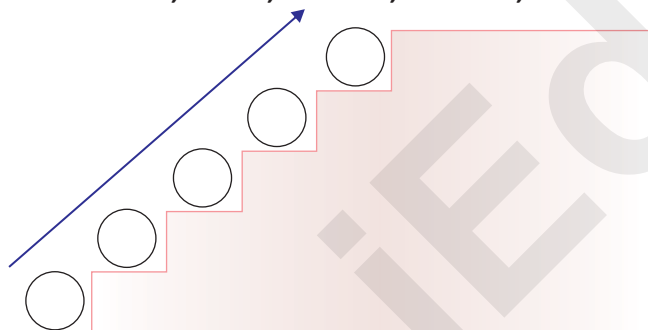


Art-integrated Learning



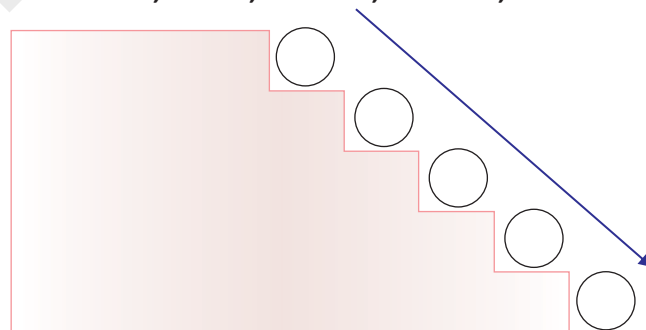
## 7. Write the given numbers in ascending order.

75, 99, 89, 59, 61



## 8. Write the given numbers in descending order.

17, 22, 55, 12, 88



## Expand Form

A two digit number has two places:

For example

tens and ones

In the number

56

5 is at the  
tens place

6 is at the  
ones place

Tens	Ones
5	6

Thus,  $56 = 5 \text{ tens} + 6 \text{ ones} = 50 + 6$



## Exercise 5.7

Fill in the boxes.

$48 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$

$29 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$

$59 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$

$97 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$

$85 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$

$92 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$

$64 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$

$93 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$

$38 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$

$75 = \boxed{\phantom{00}} \text{ tens} + \boxed{\phantom{00}} \text{ ones}$



**Think Tank**



Gap Analyzer..

1. Tick (✓) the correct answer.

(a) What is the numeral of ninety-one?

(i) 81

☐

(ii) 71

☐

(iii) 91

☐

(b) What is the number name of 87?

(i) Eighty-Seven

☐

(ii) Seven-Eight

☐

(iii) Seventy-Eight

☐

(c) 7 tens and 2 ones is \_\_\_\_\_.

(i) 27

☐

(ii) 72

☐

(iii) 37

☐

(d) Thirty nine is \_\_\_\_\_.

(i) 29

☐

(ii) 39

☐

(iii) 49

☐

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Learning Path



2. Fill in the blanks.

(a) Sixty-two =

(b) The number name of 78 =

(c) 53 =  tens +  ones

(d) 99 =  tens +  ones

(e) Eighty-two =

(f) 9 tens + 3 ones =

(g) 8 tens + 2 ones =

(h) 8 tens + 5 ones =

Math-1

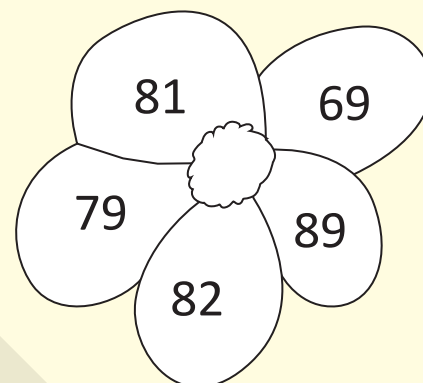
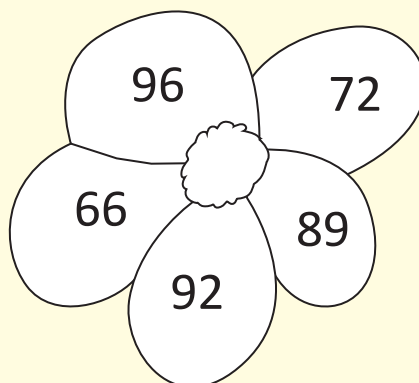
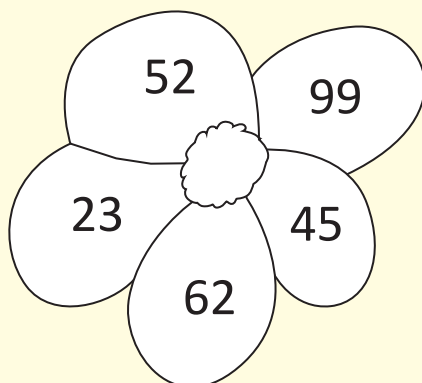


## Fun Time Activity



## Art-integrated Learning

colour the petal with the largest number blue and smallest number red.



## Maths Lab Activity



## Creavity and Inno vaon

**Learning objective:** Counting numbers from 1 to 100.

**Materials required:** Crayons, rubber bands, and an empty crayon box.

### Procedure:

1. Make groups of 10 and choose a leader for each group.
2. Place 100 crayons on the table.
3. The leader from each group picks up 10 crayons one by one from the table and counts them loudly.
4. He/she ties them together with a rubber band or keeps them in a box.
5. After all the sets are ready, others in the group will help in counting them. When they call 'one' the leader will say, 'I am holding 10 crayons in my hand.' Follow it by two 'two' 'three', 'four', ... and so on.
6. Nine others in the group follow the same process as done by the leader.
7. The class can repeat this activity with matchsticks, ice cream spoons, and pencils also.

