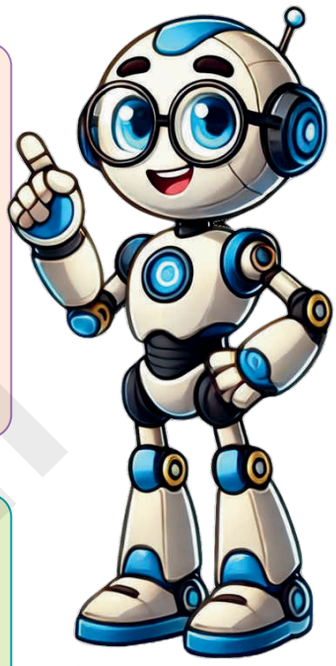
2 Numbers up to One Thousand

We'll cover the following key points:

- → One Hundred
- → 3 - digit numbers on the Abacus
- → Numbers Beyond 100
- → Place Value
- → Expanded Form of Numbers
- → Standard Form of Numbers
- → Numbers and Numerals
- → Before, After and Between
- → Comparing 3-digit numbers
- → Ascending and Descending Order



Hi, I'm EeeBee

Still curious? Talk to me by scanning the QR code.

Do you Remember fundamental concept in previous class:
In class 1st we learnt

- → Numbers up to 100
- → Before, After and Between
- → Expand Form
- → Smallest to Biggest (Ascending Order)
- → Biggest to Smallest (Descending Order)
- → Comparing 2-digit numbers

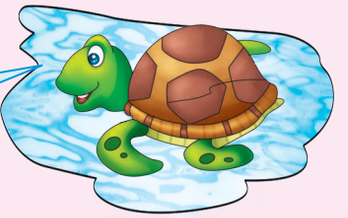
Learning Outcomes

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

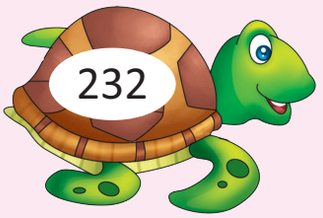
- Understand and recognize numbers up to 1000.
- Use an abacus to represent and read 3-digit numbers.
- Identify and write numbers greater than 100 but less than 1000.
- Understand the place value of digits in 3-digit numbers (hundreds, tens, and ones).
- Write 3-digit numbers in expanded form (e.g., 456 = 400 + 50 + 6).
- Write 3-digit numbers in standard form (e.g., 456).
- Recognize and match numbers with their numerals (e.g., 234 = two hundred thirty-four).
- Identify and write the numbers that come before, after, and between two 3-digit numbers.

Warm Up

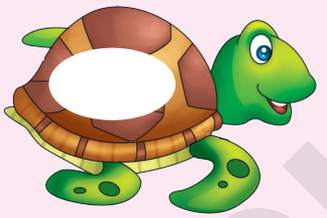
I am turtle.
On my back, there is a shell.
Together let us learn the
Numbers very well!



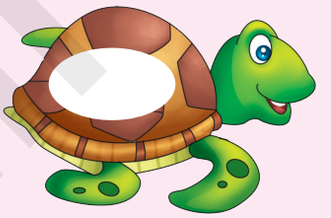
Two Hundred Thirty-two



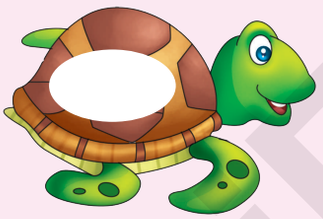
Five Hundred Thirty-two



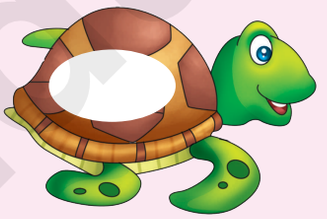
Seven Hundred Sixty-nine



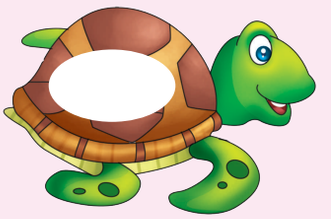
Eight Hundred Five



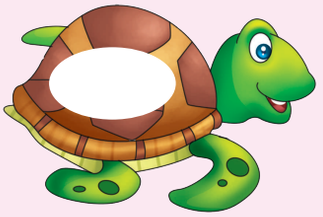
Three Hundred Eighty-nine



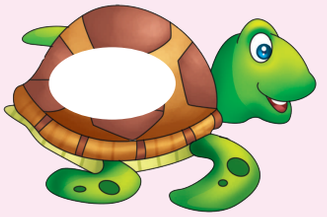
Nine Hundred ninety-nine



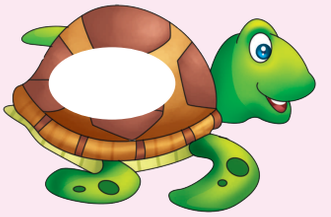
Four Hundred Twenty



Five Hundred Sixty-seven



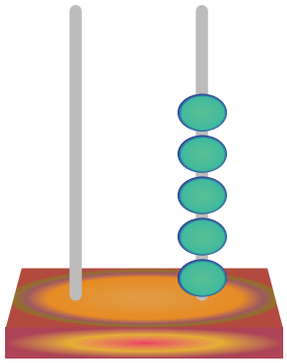
Three Hundred Thirty-three



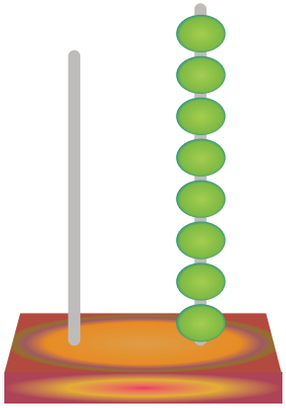
Reading and Representing Numbers on the Abacus.

An abacus is a tool used for reading and counting numbers. This is an abacus with two rods, the tens rod (T) and the ones rod (O).

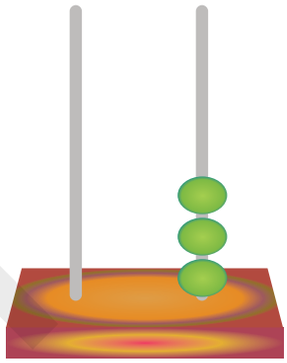
How to read numbers on the abacus?



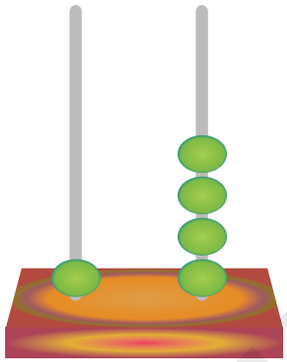
5 ones = 5



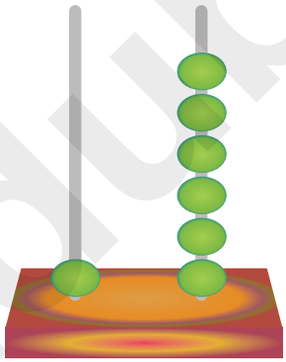
8 ones = 8



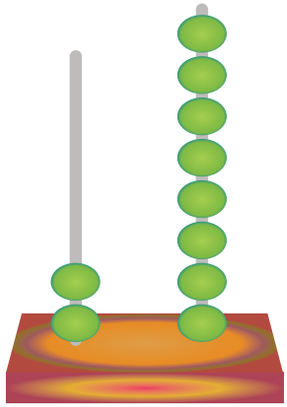
3 ones = ☐



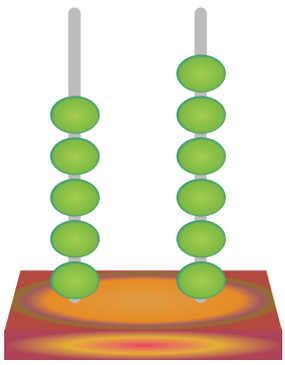
1 tens 4 ones = 14



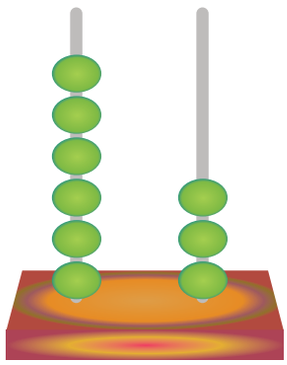
1 tens 6 ones = ☐



2 tens 8 ones = ☐



☐ tens ☐ ones = ☐



☐ tens ☐ ones = ☐

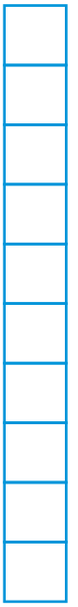
One Hundred

Take a Task

Watch Remedial

How many ones are there in 1 ten?

are same as



10 Ones

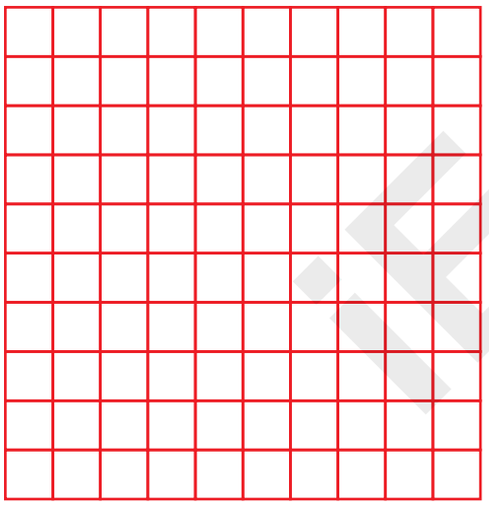
are same as

1 Ten

Hence, there are 10 ones in 1 ten.

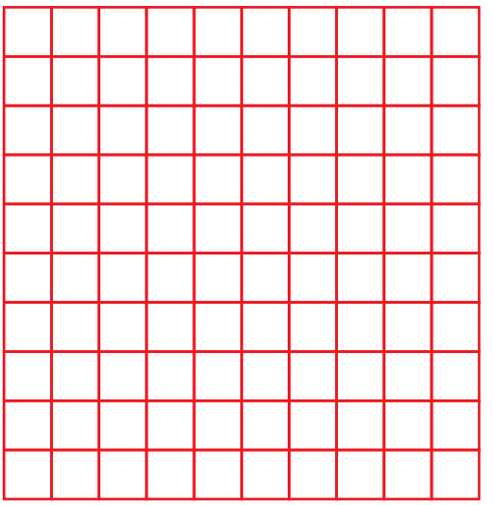
10 ones = 1 ten

How many tens are there in 1 hundred?



10 Tens

are same as



1 Hundred

Hence, there are 10 tens in 1 hundred. All numbers can be written in words.

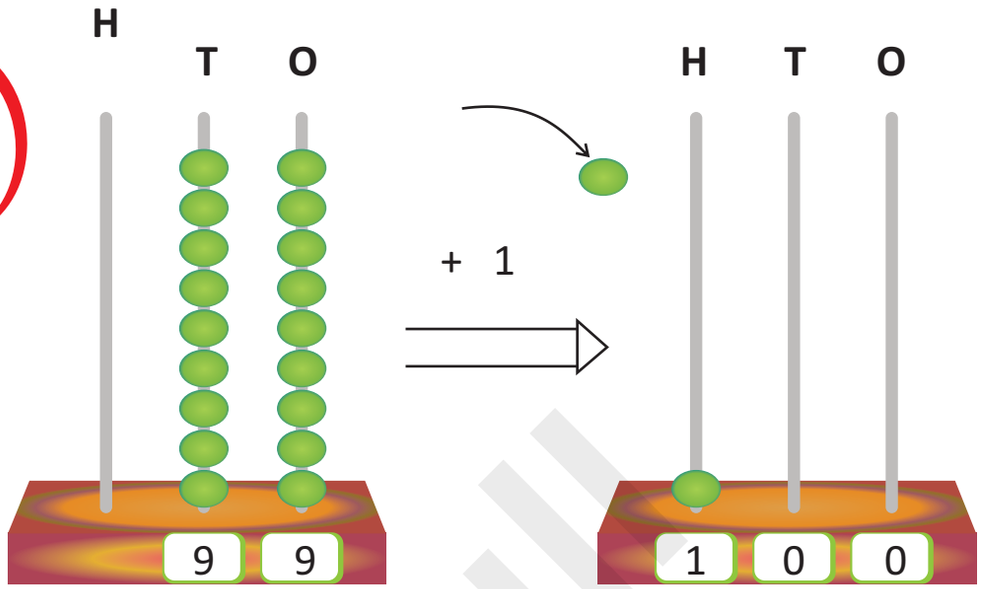
10 tens = 1 hundred

100

Hundreds ↓	Tens ↓	Ones ↓
1	0	0

3 - digit numbers on the Abacus

1 more than 99 is 100.
It is the **smallest three** digit number.



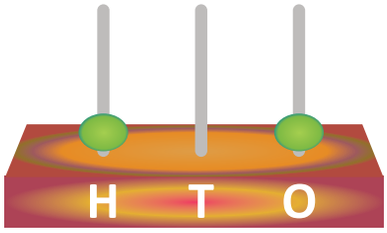
9 tens 9 ones = 99

1 hundred

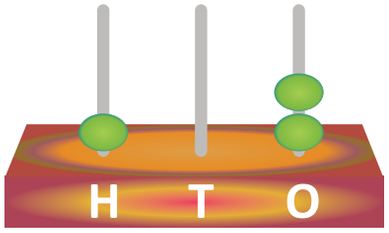
In order to write a 3-digit number, we need three places.

Hundreds	Tens	Ones
H	T	O

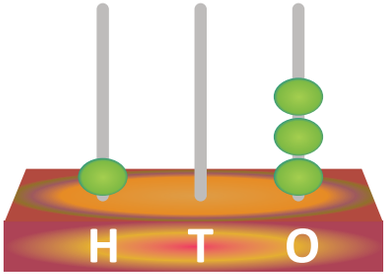
Representing Numbers on the Abacus.



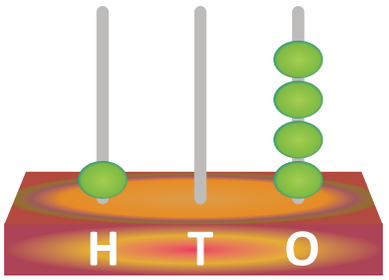
1 hundred 0 ten 1 ones
One hundred one = 101



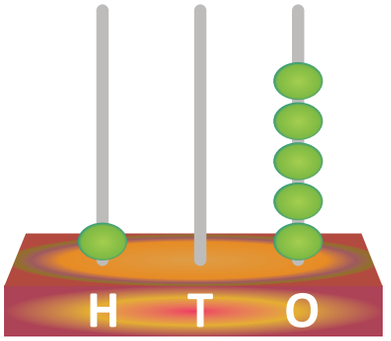
1 hundred 0 ten 2 ones
One hundred two = 102



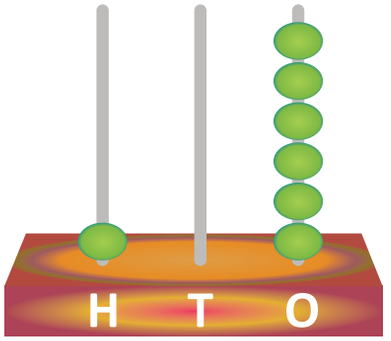
1 hundred 0 ten 3 ones
One hundred three = 103



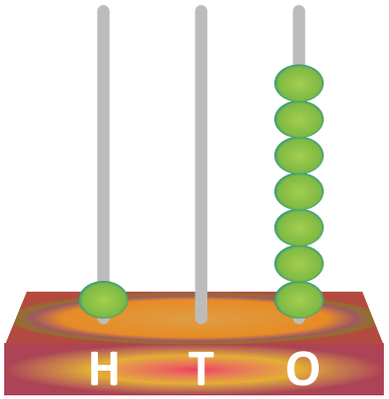
1 hundred 0 ten 4 ones
One hundred four = 104



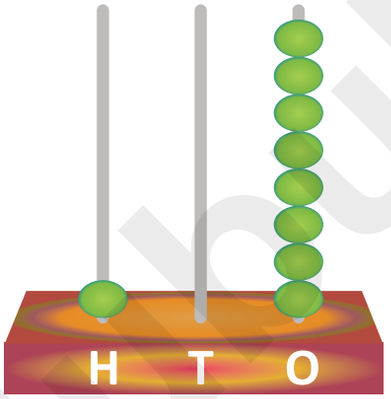
1 hundred 0 ten 5 ones
One hundred five = 105



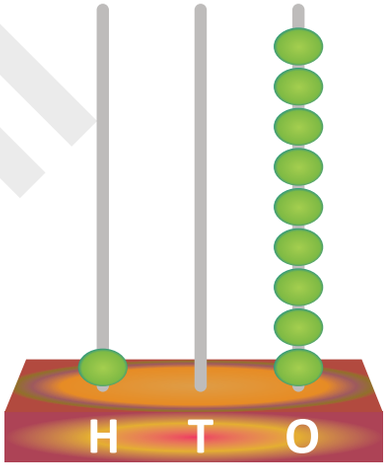
1 hundred 0 ten 6 ones
One hundred six = 106



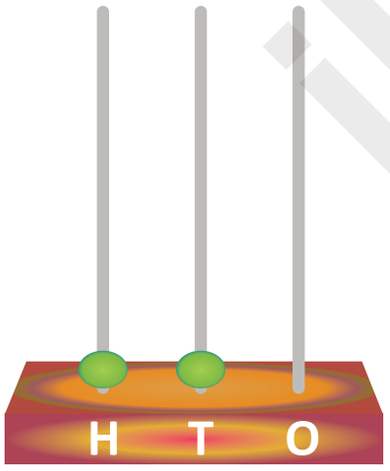
1 hundred 0 ten 7 ones
One hundred seven = 107



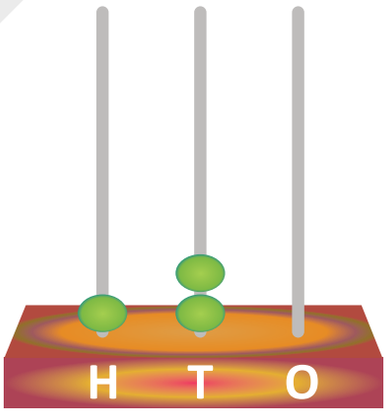
1 hundred 0 ten 8 ones
One hundred eight = 108



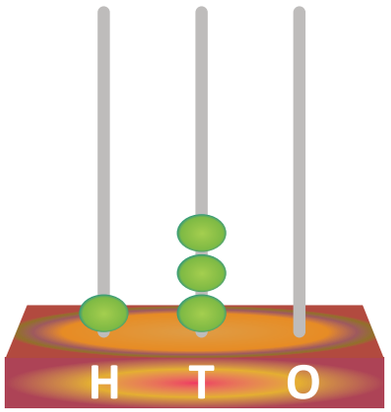
1 hundred 0 ten 9 ones
One hundred nine = 109



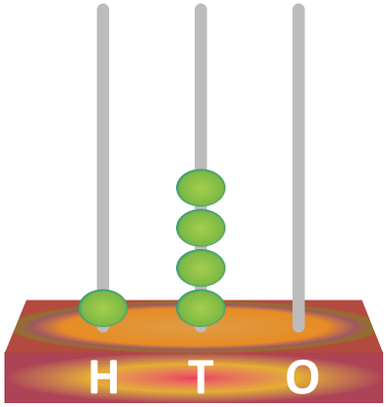
1 hundred 1 ten 0 One
One hundred ten = 110



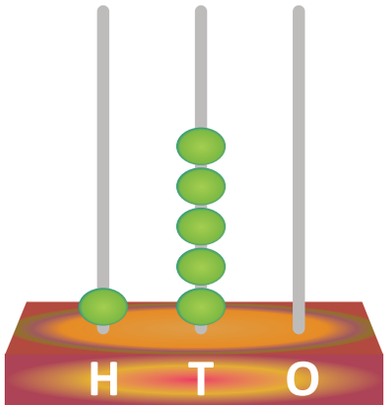
1 hundred 2 tens 0 one
One hundred twenty = 120



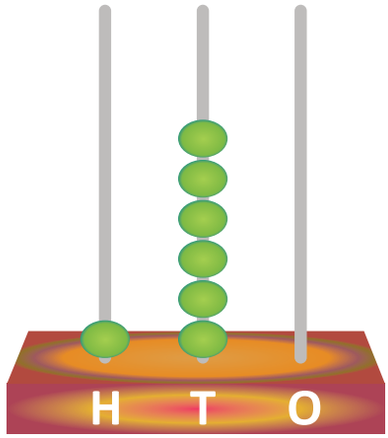
1 hundred 3 tens 0 one
One hundred thirty = 130



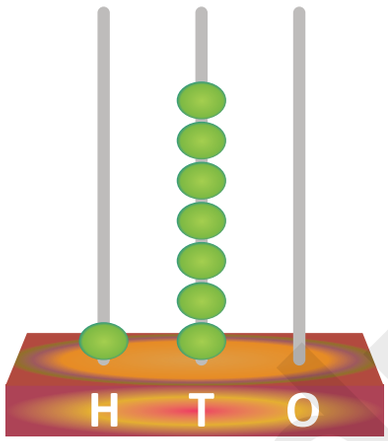
1 hundred 4 tens 0 one
One hundred forty = 140



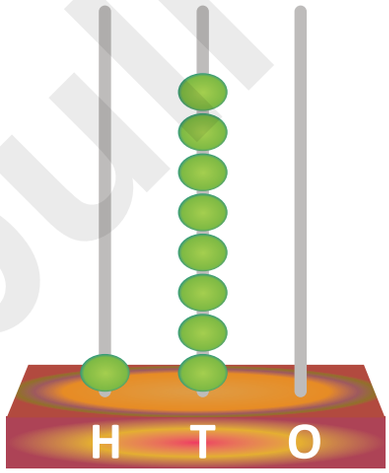
1 hundred 5 tens 0 one
One hundred fifty = 150



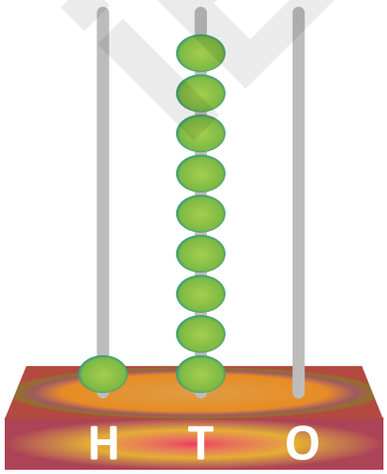
1 hundred 6 tens 0 one
One hundred sixty = 160



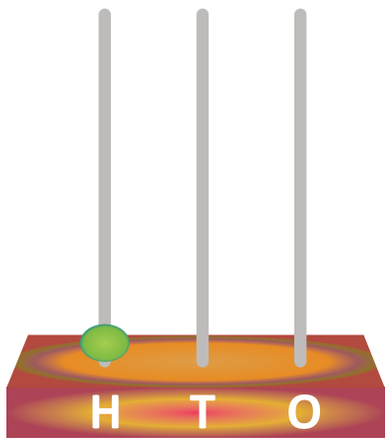
1 hundred 7 tens 0 one
One hundred seventy = 170



1 hundred 8 tens 0 one
One hundred eighty = 180



1 hundred 9 tens 0 one
One hundred ninety = 190

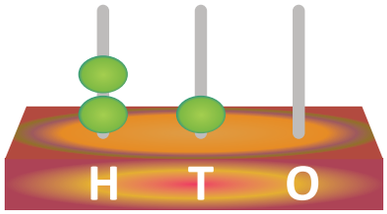


2 hundreds 0 ten 0 one
Two hundred = 200

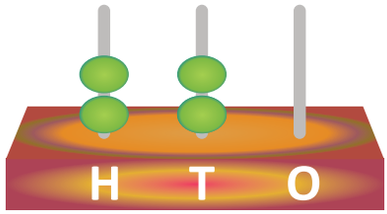
Fill in the missing numbers from 101 to 200.

101			104		106				110
111				115				119	
	122					127			130
131		133							
			144			147			150
	152				156				
		163					168		
	172				176				
				185					190
		193						199	200

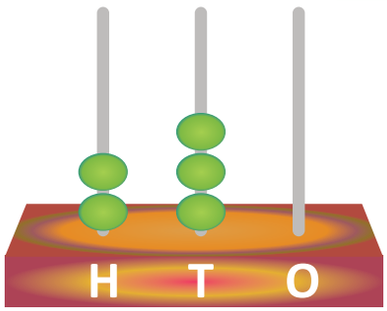
Forming numbers from 200 to 300.



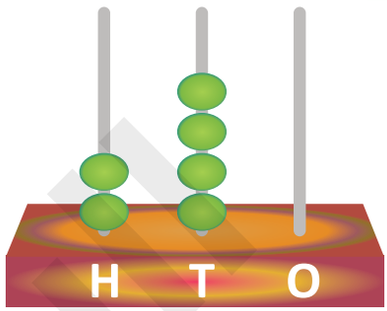
2 hundreds 1 ten 0 one
Two hundred ten = 210



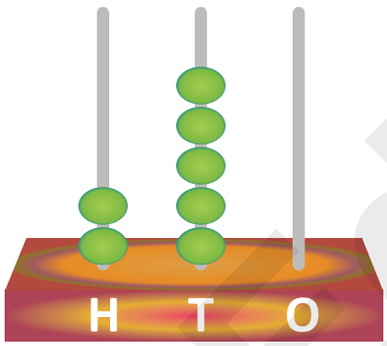
2 hundreds 2 tens 0 one
Two hundred twenty= 220



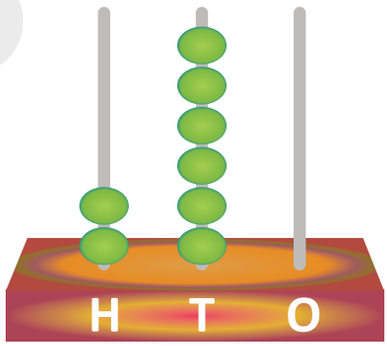
2 hundreds 3 tens 0 one
Two hundred thirty = 230



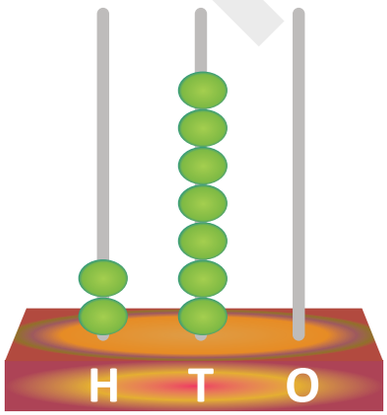
2 hundreds 4 tens 0 one
Two hundred forty = 240



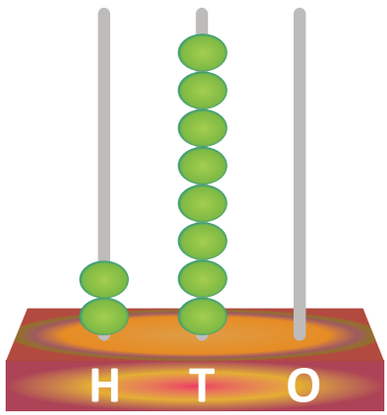
2 hundreds 5 tens 0 one
Two hundred fifty = 250



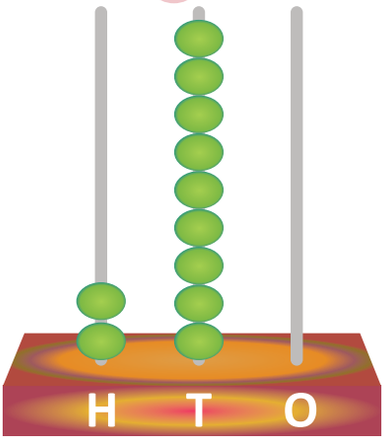
2 hundreds 6 tens 0 one
Two hundred sixty = 260



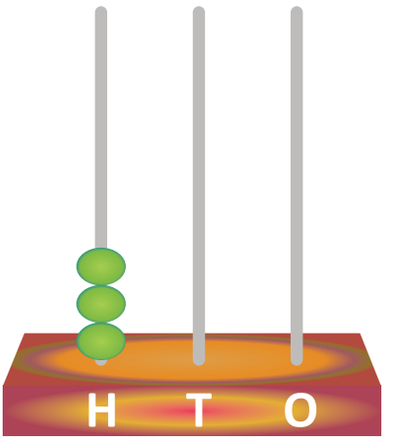
2 hundreds 7 tens 0 one
Two hundred seventy = 270



2 hundreds 8 tens 0 one
Two hundred eighty = 280



2 hundreds 9 tens 0 one
Two hundred ninety = 290



3 hundreds 0 ten 0 one
Three hundred = 300

Fill in the missing numbers from 201 to 300.

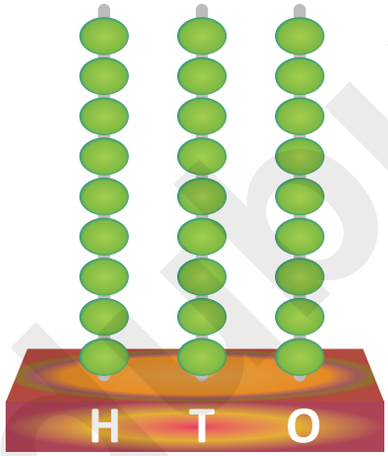
201				205					210
	212			215					220
221				225					
					236				240
241			244					249	
	252					257			
261			264						270
				275					
281					286				290
291			294	295					300

The process of reading the numbers upto one thousand goes on as follows:

- Numbers from 301 to 400
- Numbers from 401 to 500
- Numbers from 501 to 600
- Numbers from 601 to 700
- Numbers from 701 to 800
- Numbers from 801 to 900
- Numbers from 901 to 1000

One Thousand

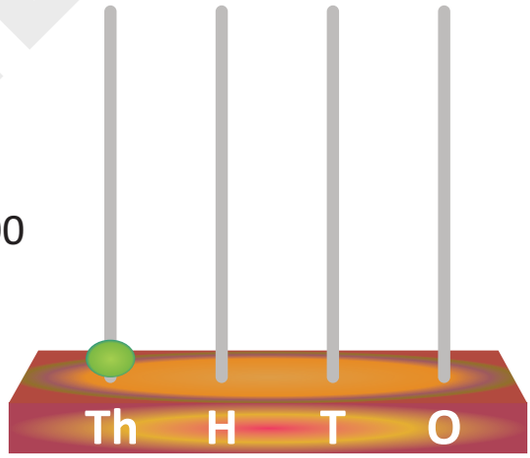
9 hundreds 9 tens 9 ones = 999



999 = Nine hundred ninety-nine. It is **greatest three** digit number.

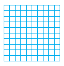
Add 1 and 999

999 + 1 = 1000



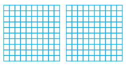
1 thousand 0 hundred 0 ten 0 one = 1000
1000 = one thousand. It is the **smallest four** digit number.

Fill in the boxes.



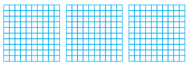
1 hundred = 10 tens

H	T	O
1	0	0



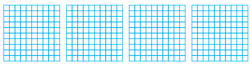
2 hundreds = 20 tens

H	T	O



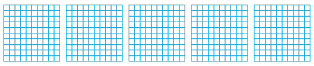
☐ hundreds = ☐ tens

H	T	O



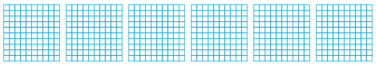
☐ hundreds = ☐ tens

H	T	O



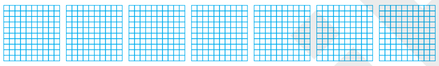
☐ hundreds = ☐ tens

H	T	O



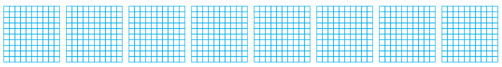
☐ hundreds = ☐ tens

H	T	O



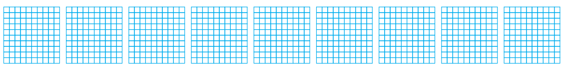
☐ hundreds = ☐ tens

H	T	O



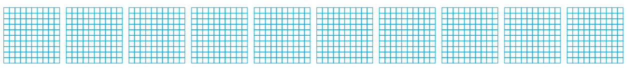
☐ hundreds = ☐ tens

H	T	O



☐ hundreds = ☐ tens

H	T	O



☐ hundreds = 1 thousand

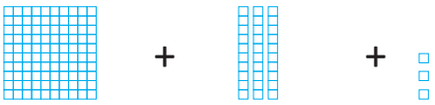
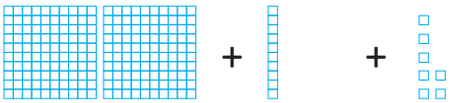
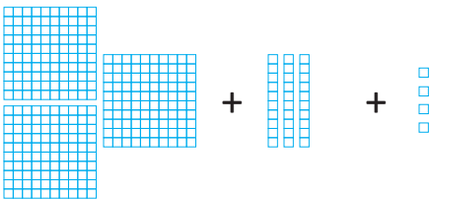
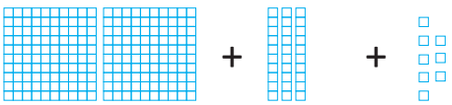
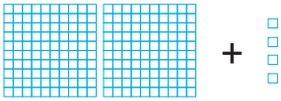
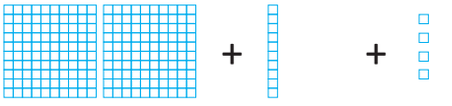
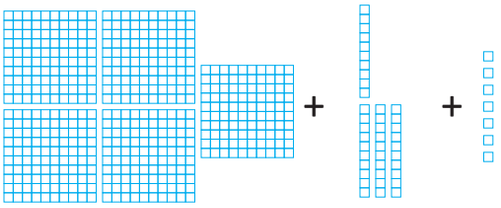
Th	H	T	O

Numbers Beyond 100

Forming numbers by using cube.

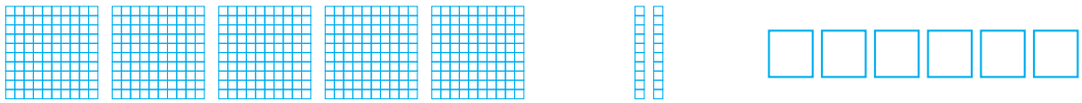
Take a Task

Watch Remedial

			H	T	O
	= 1 hundred + 1 ten + 2 ones =	1	1	2
	= 1 hundred + 3 tens + 3 ones =	1	3	3
	= ☐ hundreds + ☐ ten + ☐ ones =			
	= ☐ hundreds + ☐ tens + ☐ ones =			
	= ☐ hundreds + ☐ tens + ☐ ones =			
	= ☐ hundreds + ☐ ten + ☐ ones =			
	= ☐ hundred + ☐ tens + ☐ one =			
	= ☐ hundreds + ☐ ten + ☐ ones =			
	= ☐ hundreds + ☐ tens + ☐ ones =			

Exercise 2.1

1. Write the number of hundred, tens and ones. One has been done for you.

(a) 

5 hundreds 2 tens 6 ones =

H	T	O
5	2	6

(b) 

____ hundreds ____ tens ____ ones =

H	T	O

(c) 

____ hundreds ____ tens ____ ones =

H	T	O

(d) 

____ hundreds ____ tens ____ ones =

H	T	O

2. Write the missing numbers.

(a) 395, _____, _____, _____, _____, _____, 401, _____

(b) 782, _____, _____, _____, 786, _____, _____, 789, _____

(c) 521, _____, _____, _____, _____, 526, _____, _____, _____, _____

(d) 899, _____, _____, _____, _____, _____, _____, 906, _____, _____

3. Match the columns.

Column A	Column B
(a) 223	(i) four hundred eighty-three
(b) 438	(ii) nine hundred seventy-two
(c) 927	(iii) two hundred twenty-three
(d) 656	(iv) four hundred thirty-eight
(e) 483	(v) six hundred fifty-six
(f) 972	(vi) nine hundred twenty-seven

4. Complete the number grids by filling in the missing numbers. As you write the number, speak them aloud.

(a) 601 to 700

601	602								610
									620
				625					
				635					
641									
				655					660
							668		
671						677			
	682								
									700

(b) 951 to 1000

951								959	
				965					
		973							
			984						
									1000

Place Value

Take a Task

Watch Remedial

Observe the number 888. Here, the digit 8 is the same in all the places. Does each digit have the same place value?

No, it does not have same place value.

Number, such as 888 have three digits. Each digit has a definite place value. The extreme right digit is at the ones place, the second digit from the right is at tens place and the digit at the extreme left is at the hundreds place.

Hundreds	Tens	Ones
8	8	8

Hundreds place
Place value = 8 × 100
= 800

Tens place
Place value = 8 × 10 = 80

Ones place
Place value = 8 × 1 = 8

Let us look at another number and find the place values of the digits.

H	T	O
6	9	2

2 As 2 is at the ones place, its place value is 2.
90 As 9 is at tens place, its place value is 90.
600 As 6 is at the hundreds place, its place value is 600.

REMEMBER
The face value of a digit in a number is the digit itself.

Expanded Form of Numbers

The expanded form of a number is given by the sum of the place values of its digits, in the hundreds, tens and ones places.
Consider the number 584. Arrange the digits in a place value chart as shown.

H	T	O
5	8	4

Place value of 4 is 4,
Place value of 8 is 80 and
Place value of 5 is 500.

Take a Task Watch Remedial

Expanded form of number 584 = 500 + 80 + 4.
Look at some more examples.
425 = 400 + 20 + 5
903 = 900 + 3
529 = 500 + 20 + 9
840 = 800 + 40

REMEMBER
Place value of 0 is 0.

Mental Math

Write the expanded form.

1. 729 = 700 + ____ + ____
2. 335 = ____ + 30 + ____
3. 928 = ____ + ____ + 8
4. 358 = ____ + ____ + ____

Take a Task

Watch Remedial

Standard Form of Numbers

The short form of a number is given by combining the face value of each digit at the correct places.

Example 1:

400 + 60 + 9 = 469

H	T	O
4		
	6	
		9
4	6	9

The place value is 4 hundreds, so it is placed at the hundreds place.

The place value is 6 tens, so it is placed at the tens place.

The place value is 9 ones, so it is placed at the ones place.

Look at some more examples.

900 + 80 + 3 = 983
900 + 30 + 8 = 938

500 + 7 = 507
500 + 30 + 1 = 531

400 + 20 = 420
600 + 5 = 605

Exercise 2.2

1. Write the place value of the circled digit in each of the following:

(a) 3 4 (8) _____

(b) (5) 4 4 _____

(c) 2 (9) 2 _____ (d) 5 5 (4) _____

(e) 8 (5) 0 _____ (f) (3) 9 1 _____

2. Write the place value.

(a) 9 3 2 → _____ (b) 6 3 5 → _____

→ _____ → _____

_____ _____

(c) 4 6 7 → _____ (d) 3 9 8 → _____

→ _____ → _____

_____ _____

3. Write the expanded form.

(a) 654 = _____ (b) 260 = _____

(c) 259 = _____ (d) 508 = _____

(e) 387 = _____ (f) 772 = _____

4. Write the short form.

(a) 500 + 60 + 5 = _____ (b) 900 + 40 + 6 = _____

(c) 600 + 9 = _____ (d) 700 + 20 + 5 = _____

(e) 500 + 50 + 5 = _____ (f) 600 + 40 + 2 = _____

(g) 600 + 90 + 7 = _____ (h) 500 + 30 + 5 = _____

(i) 300 + 70 + 4 = _____ (j) 800 + 20 + 9 = _____

(k) 200 + 10 + 8 = _____ (l) 400 + 4 = _____

Numbers and Numerals

Take a Task

Watch Remedial

To write 3-digit numbers, first write the number name of the digit at the hundreds place and then the last two digits together.

Observe and learn to write the numbers and their number names.

1. Three hundred fifty-eight 358
2. Seven hundred four 704
3. Eight hundred eleven 811
4. Nine hundred eighty-eight 988

Take a Task

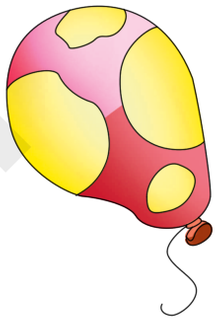
Watch Remedial

Before, After and Between

Shreyas is arranging his toyes, i.e. doll, football and balloon.

The doll is before the football.

The football is in between the doll and balloon.



The balloon is after the football.

Look at the numbers 52, 53, 54 on the number strip.

50	51	52	53	54	55	56	57	58	59	60

52 is just before 53.

53 is in between 52 and 54.

54 is just after 53.

Let us consider the number 499. Number before 499 is 499 – 1 = 498

498 is called the predecessor of 499. Number after 499 is 499 + 1 = 500.

500 is called the successor of 499. 499 is the number between 498 and 500.

Numbers		
Before (Predecessor)	**Between**	**After (Successor)**
498	**499**	**500**

Exercise 2.3

1. Complete the table.

	Number	Number name
(a)	935	
(b)	618	
(c)		Three hundred forty-five
(d)	852	
(e)		Five hundred seventy-three
(f)		Three hundred eight

2. Write the numerals.

(a) Two hundred twenty-five _____

(b) Five hundred eight _____

(c) Nine hundred eighty-nine _____

(d) Three hundred three _____

3. Write the number that comes between the two numbers.

(a) 802 ☐ 804

(b) 559 ☐ 561

(c) 541 ☐ 543

(d) 965 ☐ 967

(e) 298 ☐ 300

(f) 480 ☐ 482

4. Find the predecessor and successor. One has been done for you.

	Predecessor	Number	Successor
(a)	520	521	522
(b)		768	
(c)		635	
(d)		559	
(e)		999	

	Predecessor	Number	Successor
(f)		612	
(g)		200	
(h)		385	
(i)		800	
(j)		420	

Comparing 3-digit numbers

The number which is ahead in counting is bigger than the numbers before it.

Different Number of Digits.

Rajesh and Hemant were collecting tickets at the school fete.

Rajesh collected 89 and Hement collected 315.

H	T	O
	8	9

H	T	O
3	1	5

Who collected more?

Compare 89 and 315.

The number with three digits will be greater than the number with two digits. So, 315 is greater than 89.

Hemant collected more tickets than Rajesh.

Same Number of Digits.

1. When digits in hundreds place are different.

H	T	O
6	3	5

H	T	O
4	8	9

Compare 635 and 489. Which is smaller?

Compare the digits in the hundreds place.

4 is smaller than 6.

So, 489 is smaller than 635.

2. When digits in hundreds place are same.

Compare 768 and 717. Which is greater?

H	T	O
7	6	8
7	1	7

If the digits in the hundreds place are same, compare the digits in the tens place. 6 is greater than 1.

So, 768 is greater than 717.

3. When digits in hundreds and tens place are same.

Compare 526 and 528. Which is smaller?

H	T	O
5	2	6
5	2	8

If the digits in the hundreds and the tens place are same, compare the digits in the ones place.

6 is less than 8. So, 526 is less than 528.

Ascending and Descending Order

Ascending Order

When numbers are written from the smallest to the biggest, they are in increasing or ascending order.

Let us rearrange the following numbers in the increasing order, i.e. from smallest to greatest numbers.

318, 215, 635, 719, 328, 935

In the above numbers, the smallest number is 215 and greatest number is 935.

Increasing order is-

215, 318, 328, 635, 719, 935

or

215 < 318 < 328 < 635 < 719 < 935

Descending Order

When numbers are written from the biggest to the smallest, they are in decreasing or descending order.

let us rearrange the following numbers in the decreasing order, i.e. from greatest to smallest numbers.

419, 590, 627, 899, 945, 328

In the above numbers, the greatest number is 945 and the smallest number is 328.

Decreasing order is-

945, 899, 627, 590, 419, 328

or

945 > 899 > 627 > 590 > 419 > 328

Exercise 2.4

1. Tick (✓) the greater number.

(a)	325	243	(b)	206	899	(c)	543	643
(d)	543	534	(e)	590	391	(f)	614	726
(g)	489	481	(h)	106	667	(i)	684	694
(j)	765	767	(k)	571	592	(l)	726	462

2. Tick (✓) the smaller number.

(a)	318	532	(b)	528	384	(c)	627	774
(d)	615	810	(e)	563	536	(f)	824	441
(g)	868	368	(h)	553	552	(i)	393	395
(j)	999	319	(k)	365	356	(l)	596	569

3. Circle the greatest number.

(a)	592	475	865	512	(b)	446	551	783	615
(c)	234	903	809	79	(d)	371	634	829	318
(e)	174	147	466	319	(f)	715	537	264	622

4. Circle the smallest number.

(a)	592	534	547	377	(b)	990	829	608	269
(c)	292	212	251	853	(d)	109	339	164	820
(e)	796	736	718	768	(f)	377	693	293	320

5. Arrange the following in decreasing order (greatest to smallest).

(a)	621	616	783	512	___	___	___	___
(b)	758	685	569	988	___	___	___	___
(c)	680	618	481	692	___	___	___	___
(d)	832	822	812	999	___	___	___	___

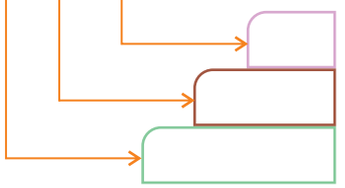
6. Arrange the following in increasing order (smallest to greatest).

(a)	596	824	899	311	___	___	___	___
(b)	211	287	278	617	___	___	___	___
(c)	726	762	760	528	___	___	___	___
(d)	284	245	341	691	___	___	___	___

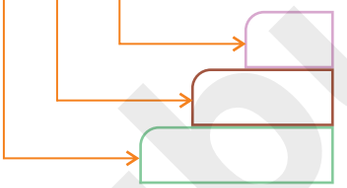
Mental Math

Write the place value of each digit.

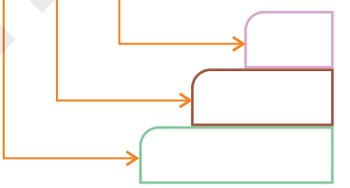
(a) 1 3 7



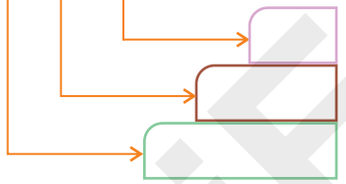
(b) 1 1 4



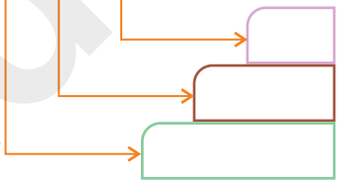
(c) 1 7 2



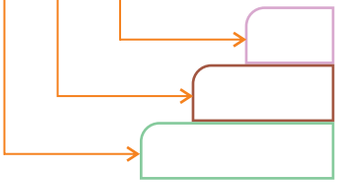
(d) 1 9 0



(e) 1 0 5



(f) 1 5 5

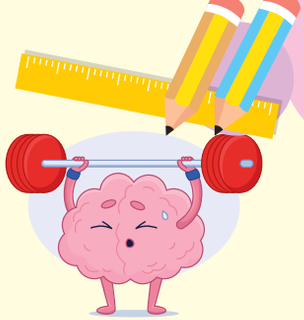


LET US SUMMARIZE

- 999 is the greatest 3-digit number.
- Ten hundreds make one thousand.
- 1000 is the smallest 4-digit number.
- The place value of a digit depends on its place in the number.
- Numbers can be written in short form and expanded form.
- To form the greatest number with the given digits, write the digits in descending order (greatest to smallest).
- To form the smallest number with the given digits, write the digits in ascending order (smallest to greatest).

Gap Analyzer™

Think Tank



1. Tick (✓) the correct answer.

(a) The place value of 8 in 983 is _____ .

(i) 800 ☐ (ii) 8 ☐ (iii) 80 ☐ (iv) 83 ☐

(b) 500 + 20 + 9 is equal to _____ .

(i) 520 ☐ (ii) 502 ☐ (iii) 509 ☐ (iv) 529 ☐

(c) The place value of 6 in 619 is _____ .

(i) 600 ☐ (ii) 60 ☐ (iii) 10 ☐ (iv) 61 ☐

(d) 900 + 5 is equal to _____ .

(i) 950 ☐ (ii) 905 ☐ (iii) 909 ☐ (iv) 505 ☐

(e) 700 + 50 + 4 = _____ .

(i) 754 ☐ (ii) 756 ☐ (iii) 786 ☐ (iv) 704 ☐

(f) Nine hundred ninety nine = _____ .

(i) 919 ☐ (ii) 991 ☐ (iii) 999 ☐ (iv) 9191 ☐

(g) Which of the following is the greatest number?

(i) 847 ☐ (ii) 456 ☐ (iii) 699 ☐ (iv) 999 ☐

2. Fill in the blanks.

(a) _____ is the greatest 3-digit number.

(b) _____ is the smallest 2-digit number.

(c) _____ is the smallest 4-digit number.

(d) _____ is the smallest 3-digit number.

3. Match the following:

Custom Learning Path

Scan to Create Your Own Learning Path

(a) 500+300+6	(i) 694
(b) 654	(ii) 300+80+7
(c) 387	(iii) 600+50+4
(d) 600+90+4	(iv) 536

4. Write in increasing order.

(a)	874,	611,	618,	412,	481,	374
(b)	429,	293,	442,	466,	887,	704
(c)	829,	499,	386,	368,	428,	467
(d)	504,	681,	739,	486,	617,	178
(e)	328,	874,	725,	396,	870,	556

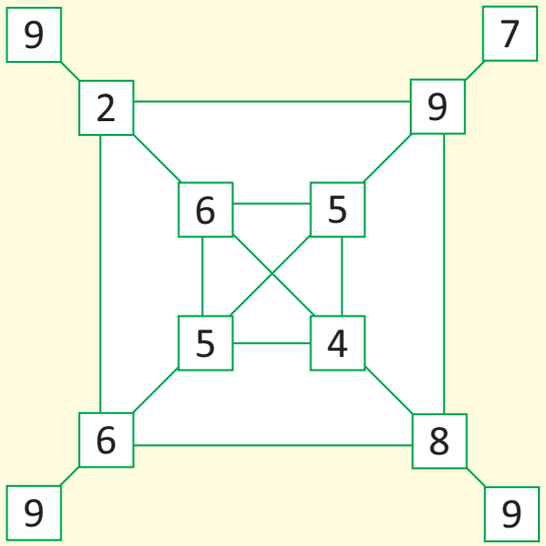
5. Write in decreasing order.

(a)	284,	839,	412,	802,	732,	432
(b)	810,	813,	384,	929,	522,	746
(c)	477,	407,	470,	526,	457,	429
(d)	364,	346,	393,	425,	208,	910
(e)	887,	845,	664,	898,	796,	604

Math Puzzle

Critical Thinking

Start from anywhere and collect five numbers by following the paths. Do not jump or come back over a path twice!
What is the highest total you can make?



Mental Math

As Per NEP 2020 Problem Solving

Complete the table. With the numbers in their expanded form.

Numbers	Hundreds	Tens	Ones	Expanded form
247	2	4	7	200 + 40 + 7
895				
612				
719				
308				
518				
778				

Fun Time Activity

Help me find my bus. Colour the correct bus with the same colour as my cloth.

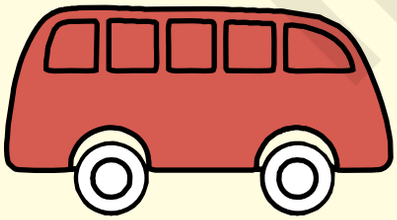

500

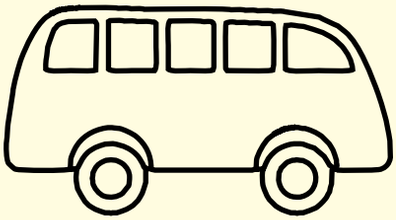

290

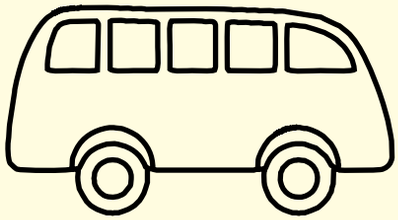

499

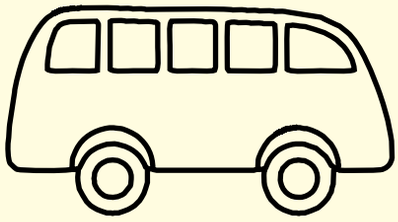

699

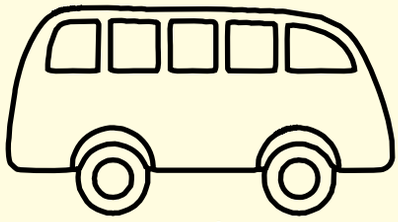

900


10 more than 489


100 less than 799


10 less than 300


number after 499


1 more than 899

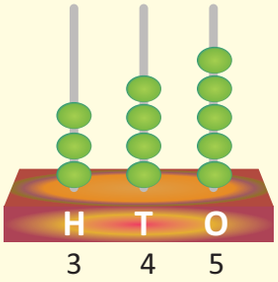
Maths Lab Activity

As Per NEP 2020 Collaboration

Learning objective: Understanding numbers.

Materials required: An abacus and beads.

Procedure:



1. The students can work in groups of five.
2. Student A calls out a number.
3. Student B has to make that number on the abacus with beads. For example, to make 345 on the abacus, put 5 **pink** beads in the ones spike, 4 **yellow** beads in the tens spike and 3 **blue** beads in the hundreds spike.
4. Student C makes 1 less than 345, that is, 344.
5. Student D makes 10 more than 344, that is, 354.
6. Student E makes 100 less that 354, that is, 254.

Practise

1 less than	1 more than
10 less than	10 more than
100 less than	100 more than