

2

Numbers from 11 to 20

Vocabulary



- Ones
- Tens
- Abacus
- Greater
- Smaller

Count, trace and read aloud.



11
Eleven



12
Twelve



13
Thirteen



14
Fourteen



15
Fifteen



16
Sixteen



17
Seventeen



18
Eighteen



19
Nineteen



20
Twenty

Read and sing aloud the given rhyme.



Eleven, Twelve, Look at the elves.
Thirteen, Fourteen, See them walking
Fifteen, Sixteen, To the canteen.
Seventeen, Eighteen, Eat something.
Nineteen, Twenty, Full and plenty.



Write the numbers from 1 to 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



Maths Lab Activity (Teacher to Assist)

To represent the numbers from 11 to 20, we can also use ten-frames and fill them with required number counters. You can give each child a sheet of paper with 10 pairs of ten-frames as given below.

Now, ask the children to draw red dots on the two frames representing the number the teacher calls aloud. **Say 13.**

The first frame needs to be filled first and then start with the second one.

13
Thirteen

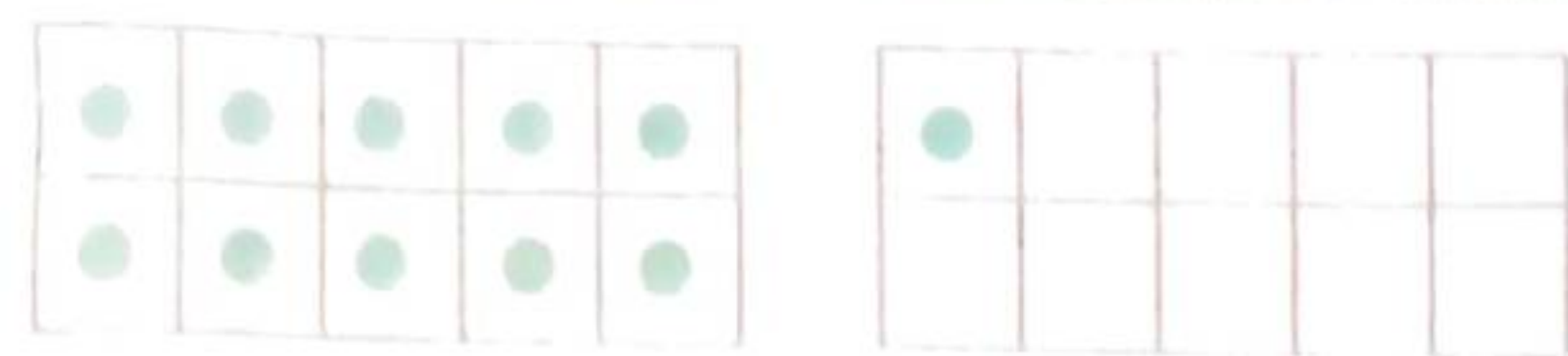
●	●	●	●	●	●	●	●		
●	●	●	●	●					

Now, the teacher can call out more numbers and the children will fill the frames with the required number of dots.

Now, ask the children, what is same when they show the numbers on ten-frames?

The first ten-frame is always full.

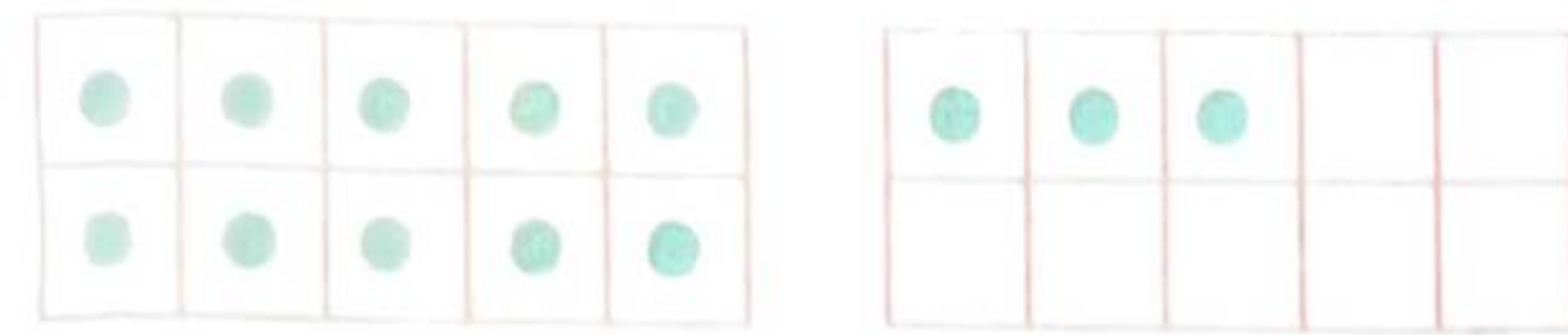
Write the number and number name that is represented by each picture.



$$10 + 1 = 11 \quad \text{Eleven}$$



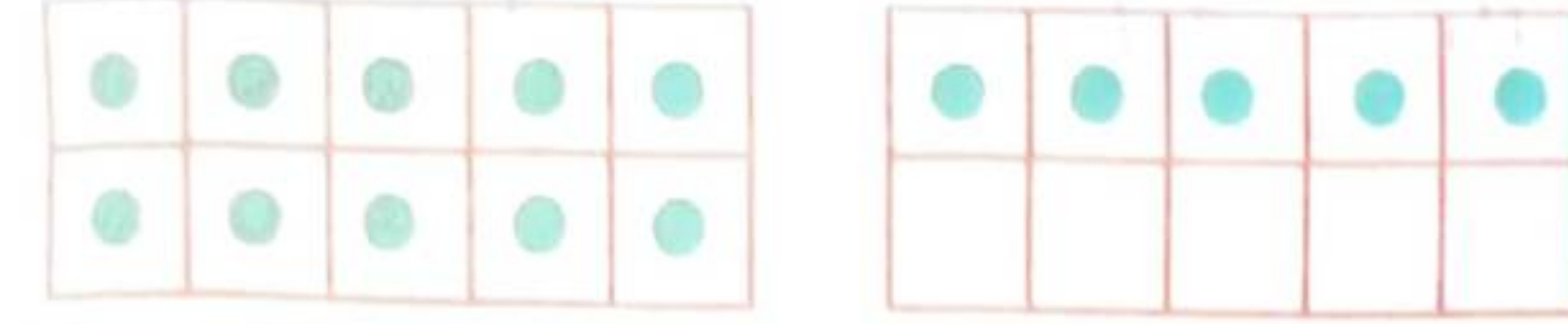
$$10 + 2 = 12 \quad \text{Twelve}$$



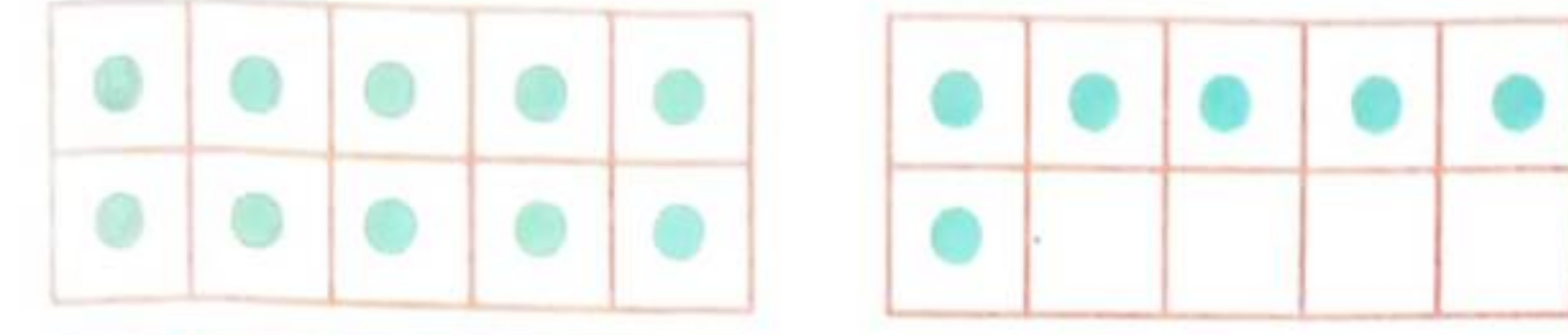
$$10 + 3 = 13 \quad \text{Thirteen}$$



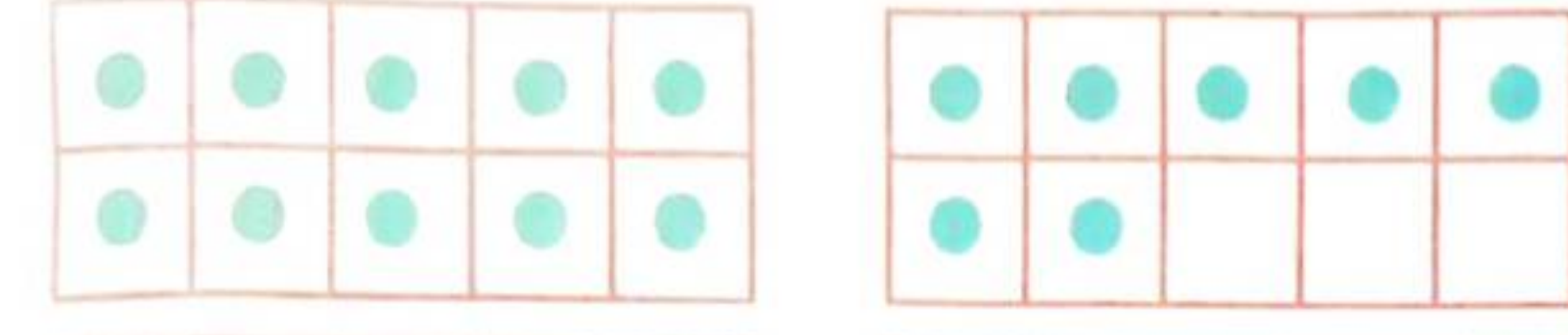
$$10 + 4 = 14 \quad \text{Fourteen}$$



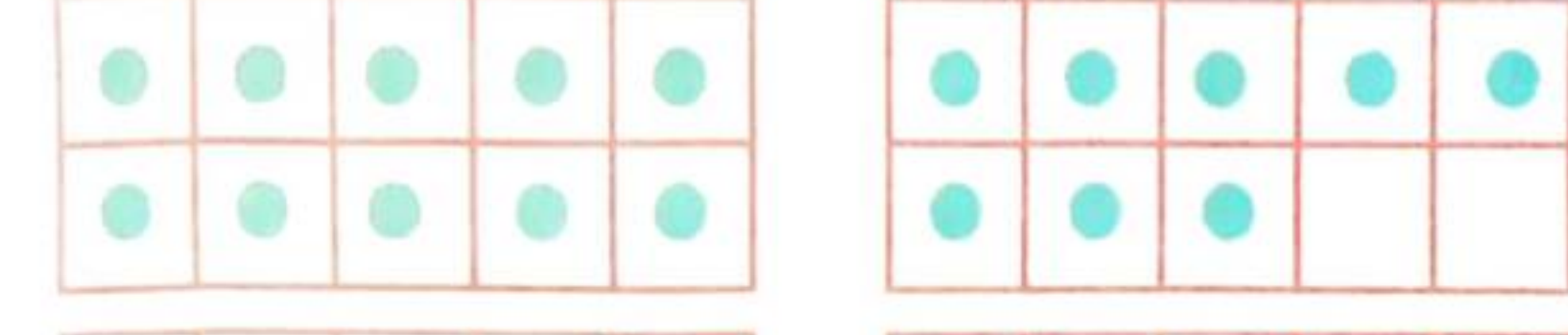
$$10 + 5 = 15 \quad \text{Fifteen}$$



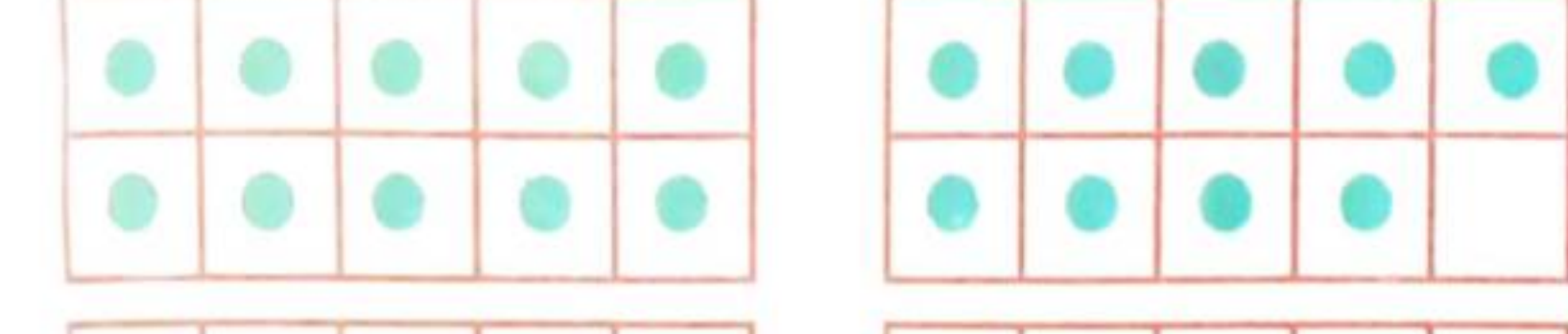
$$10 + 6 = 16 \quad \text{Sixteen}$$



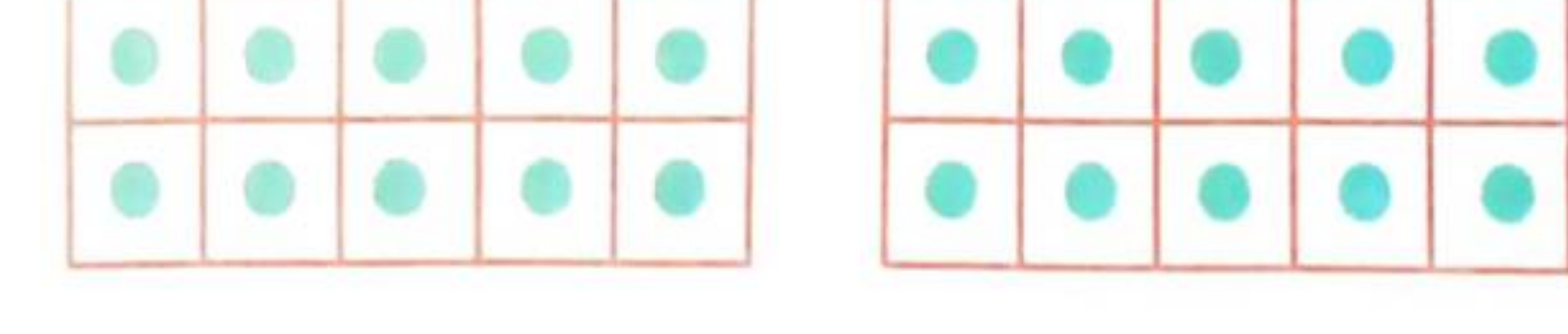
$$10 + 7 = 17 \quad \text{Seventeen}$$



$$10 + 8 = 18 \quad \text{Eighteen}$$



$$10 + 9 = 19 \quad \text{Nineteen}$$



$$10 + 10 = 20 \quad \text{Twenty}$$

Quick Review

- 4 and 5 make 9.
- From 8 take away 2 is 6.
- Write correct symbol $>$, $<$ or $=$ in the box. $7 < 4 + 5$
- 'h' is the 4th letter in Sachin.
- How many letters in 'Birthday'? 8.



Exercise 2A



1. Draw lines to match. *One has been done for you.*

14



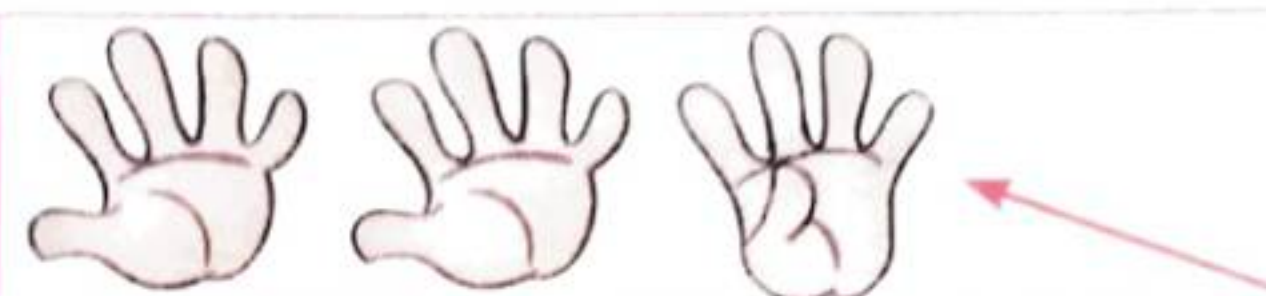
19



20



12



16



2. Write the missing numbers in ascending order.

(a) 7, 8, 9, 10, 11, 12, 13, 14

(b) 12, 13, 14, 15, 16, 17, 18, 19

3. Write the missing numbers in descending order.

(a) 20, 19, 18, 17, 16, 15, 14, 13

(b) 15, 14, 13, 12, 11, 10, 9, 8

4. Write the number that comes

(a) After

12	<u>13</u>
17	<u>18</u>
10	<u>11</u>
14	<u>15</u>

(b) Between

17	<u>18</u>	19
14	<u>15</u>	16
18	<u>19</u>	20
15	<u>16</u>	17

(c) Before

<u>19</u>	20
<u>17</u>	18
<u>16</u>	17
<u>11</u>	12

PLACES IN THE NUMERALS

Look at the numbers 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Only **one place** is used to write these numbers. We say these numbers are in the '**ones**' place.

We need two places to write 1 and 0 in the number 10. The place on the right where 0 is written is the **ones place** (place value of numbers less than 10) and the place on the left where 1 is written is called the **tens place**. The tens place tells you how many sets of 10 are there?



10 ones make 1 ten.



Remember

In the numeral 10,
1 stands for **1 ten** and 0 stands for **0 ones**.

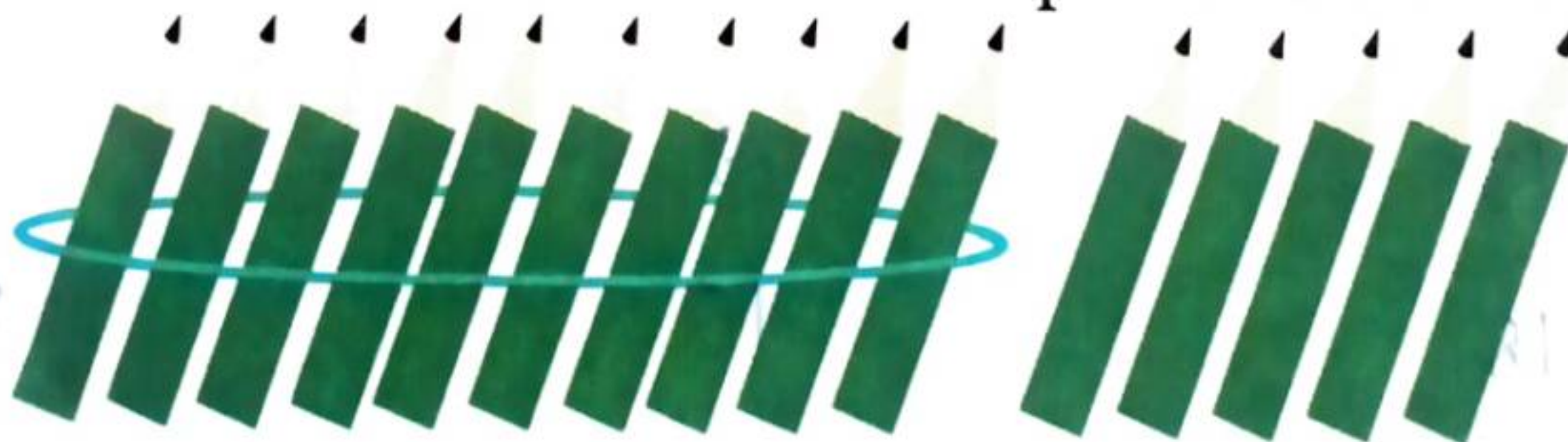


Maths Lab Activity (Teacher to Assist)



EL

Have 15 pencils on your table. Count aloud from 1 to 15 showing each pencil to the children as you count. Now to simplify counting large numbers, you can form a separate group of 10 pencils, tie it with a rubber band. Now, show the children that this group of 10 individual pencils is called **1 ten** and the left over 5 pencils are called **5 ones**.



So, 15 ones = 1 ten and 5 ones

Note: It is faster to count the tens and ones than to count only the ones.

Class Work

1. Match the numbers to their corresponding groups of tens and ones.



17



13



11

2. Write the tens and ones. Also, write the number.

Tens and Ones

Number

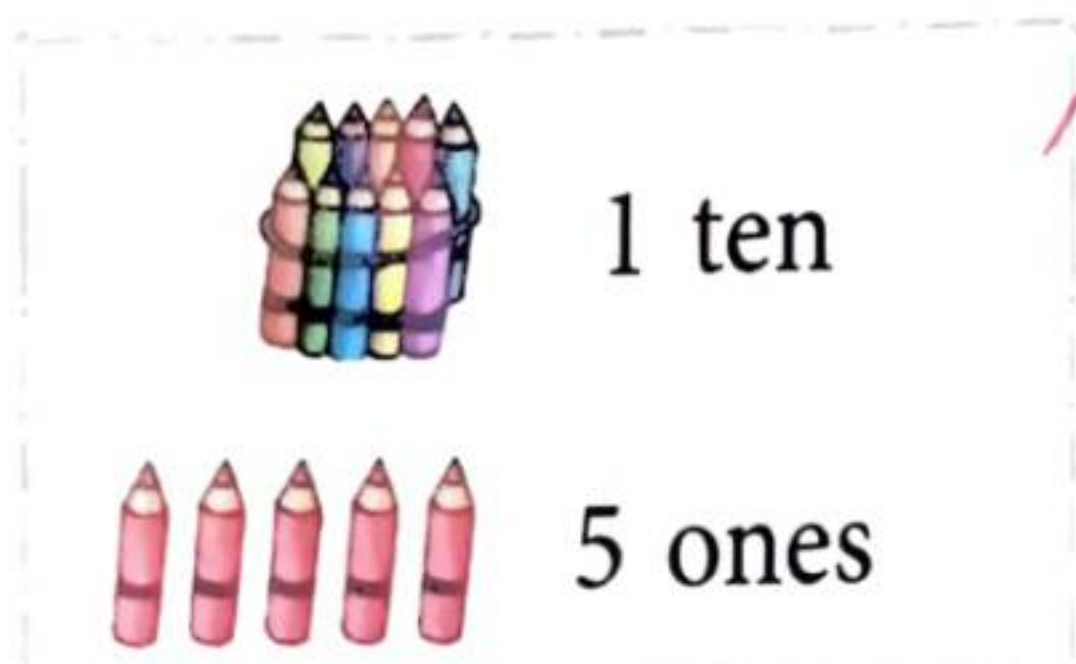
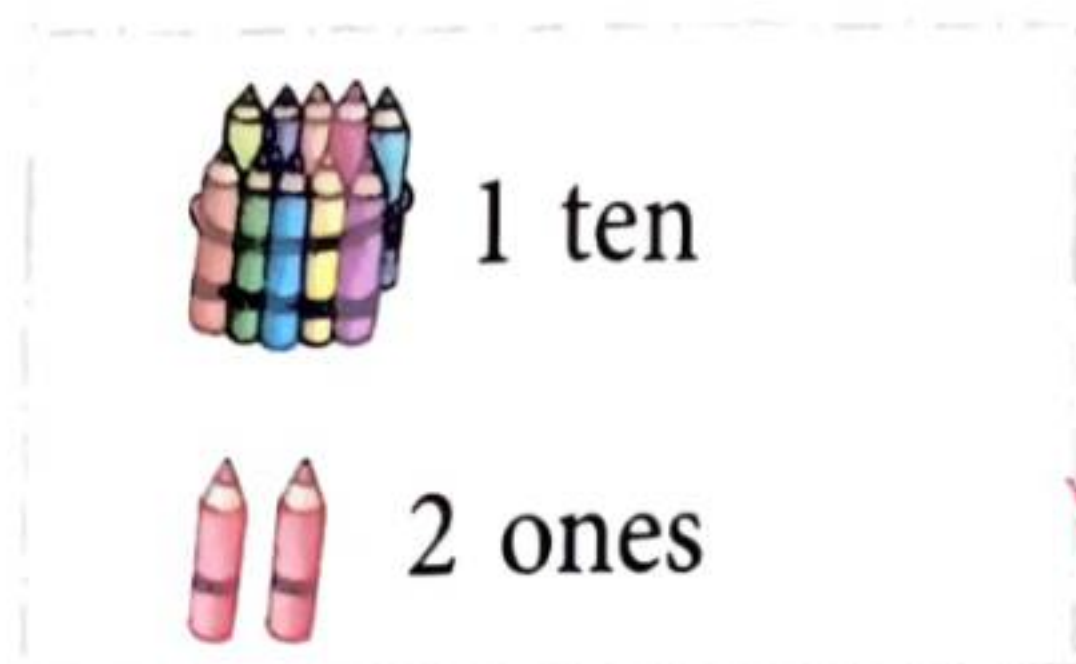
(a) 14 ones = 1 ten 4 ones = 14

(b) 18 ones = 1 ten 8 ones = 18

(c) 16 ones = 1 ten 6 ones = 16

(d) 20 ones = 2 tens = 20

3. Match the pictures to the number and the word.



15

19

12

Nineteen

Twelve

Fifteen

THE ABACUS

Look at the abacus shown alongside.

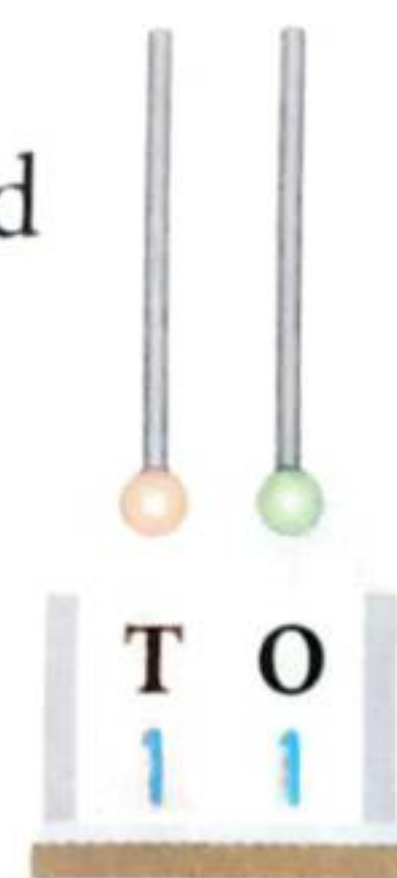
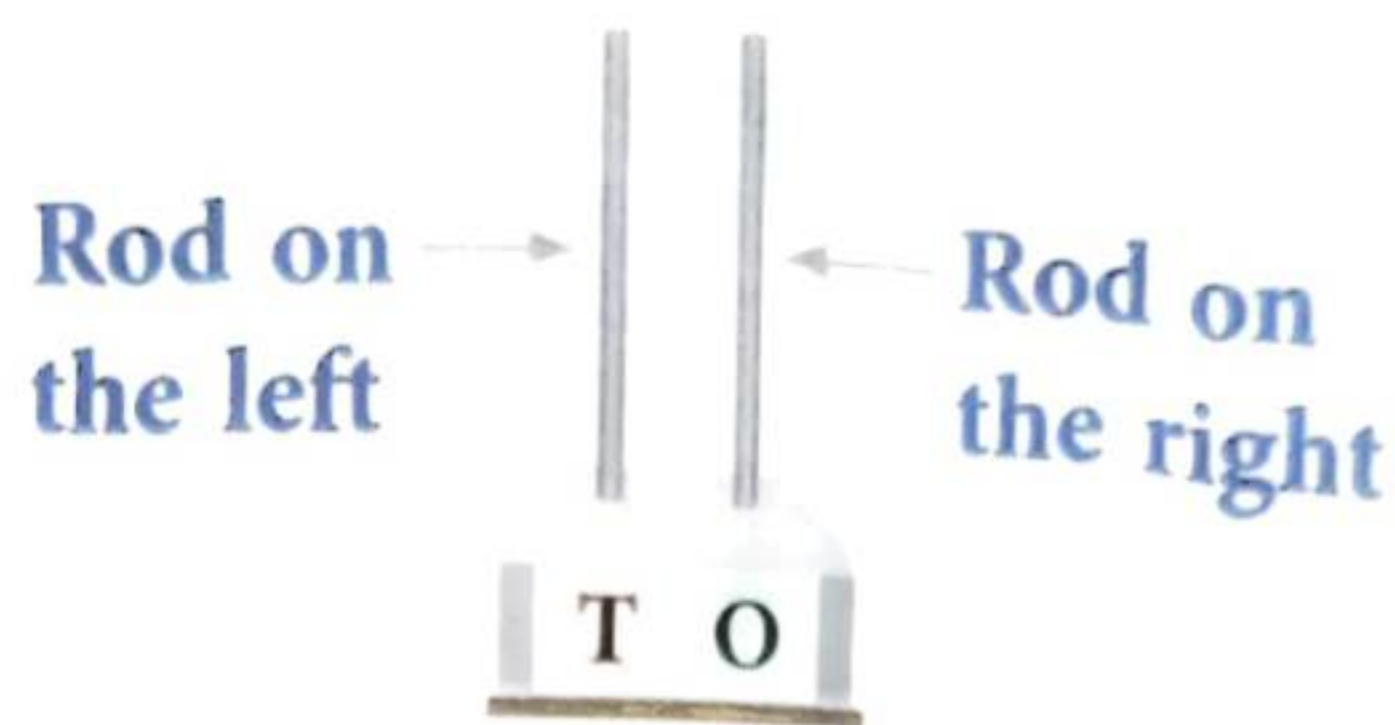
It has two rods.

The rod on the right is for **ones** (O).

The rod on the left is for **tens** (T).

The abacus given alongside shows 1 bead at the ones place and 1 bead at the tens place.

$$\begin{aligned} \text{This shows } 1 \text{ ten} + 1 \text{ one} &= 10 + 1 \\ &= 11 \end{aligned}$$



Similarly, 13 and 18 can be shown on the abacus as.



$$13 = 1 \text{ ten} + 3 \text{ ones}$$



$$18 = 1 \text{ ten} + 8 \text{ ones}$$

Exercise 2B



1. Look at the abacus. Write the number and number name in the given space.

(a)



fourteen

(b)

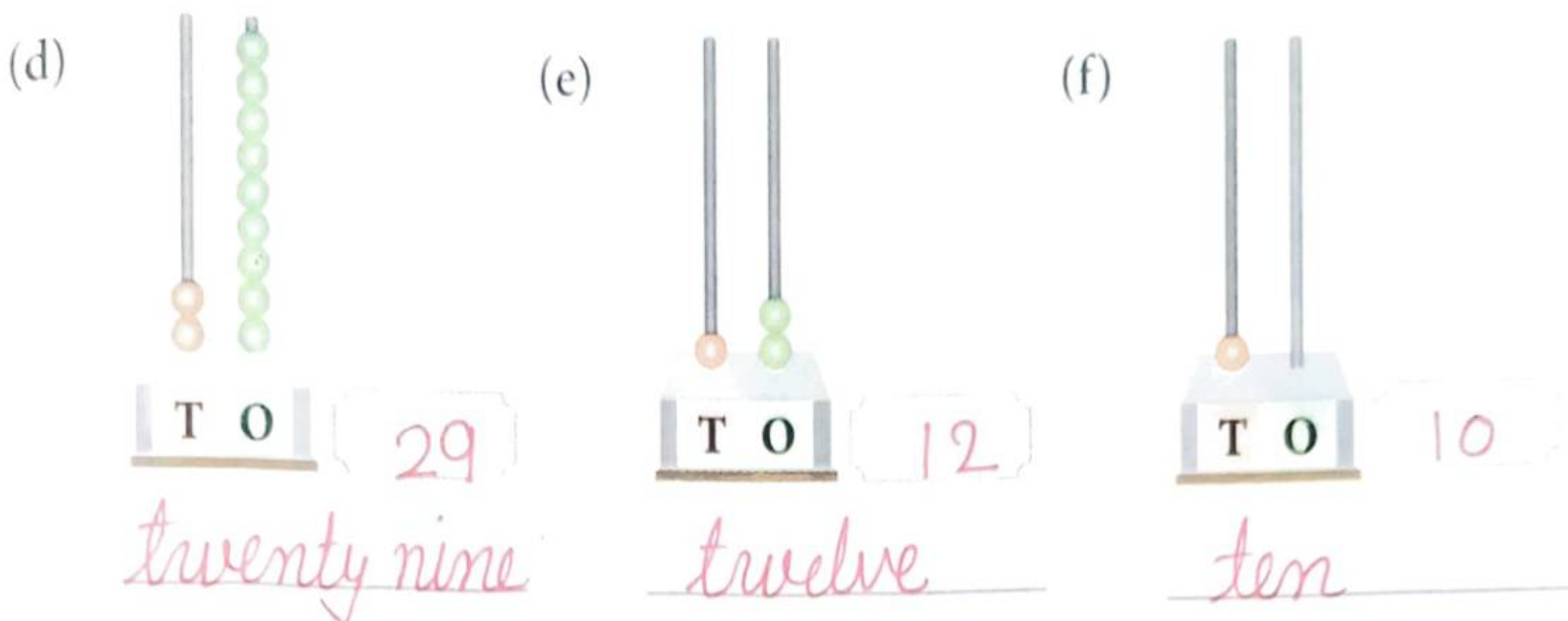


sixteen

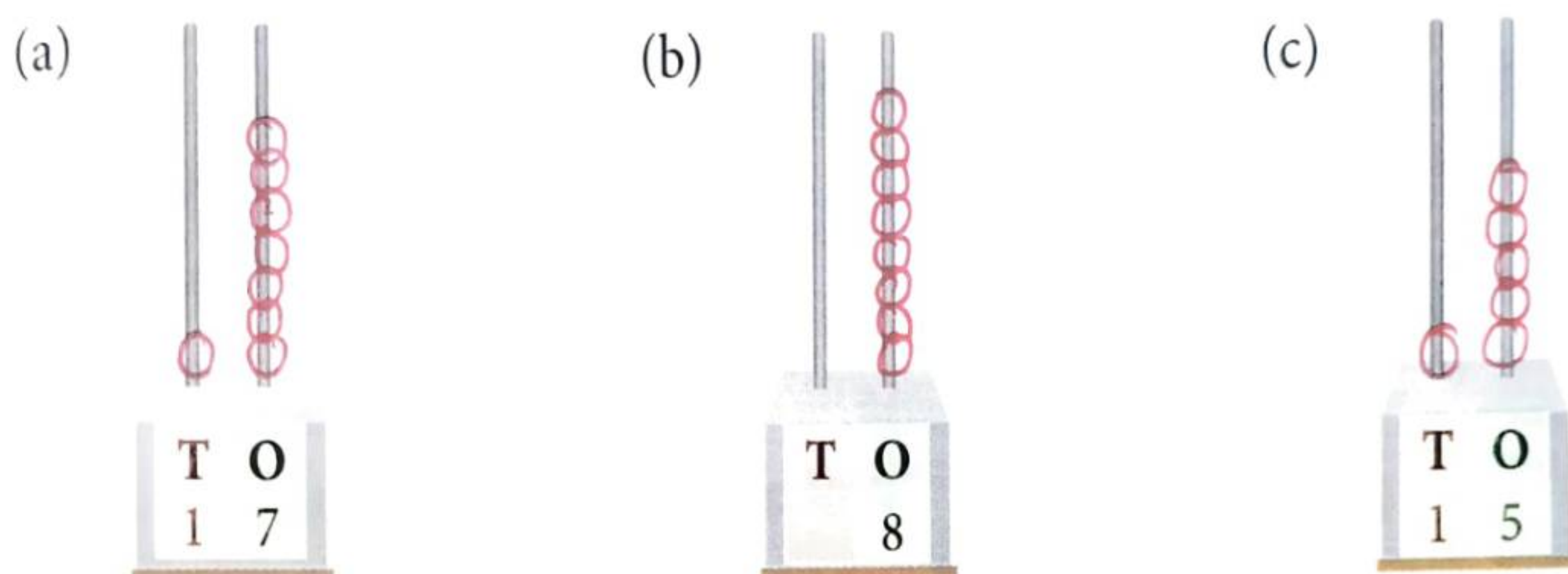
(c)



nineteen



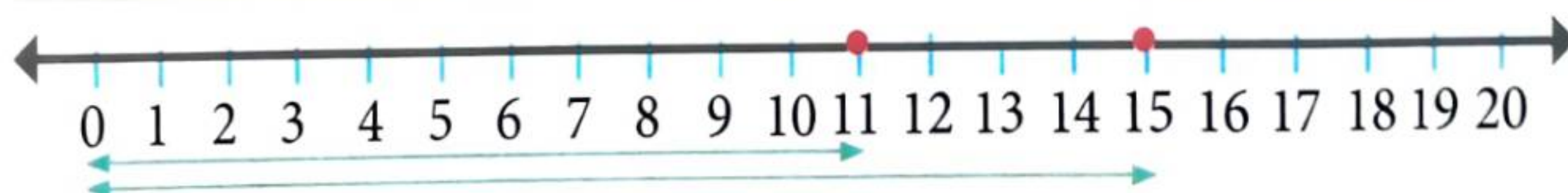
2. Draw beads on the abacus to show the given numbers.



COMPARING NUMBERS ON THE NUMBER LINE

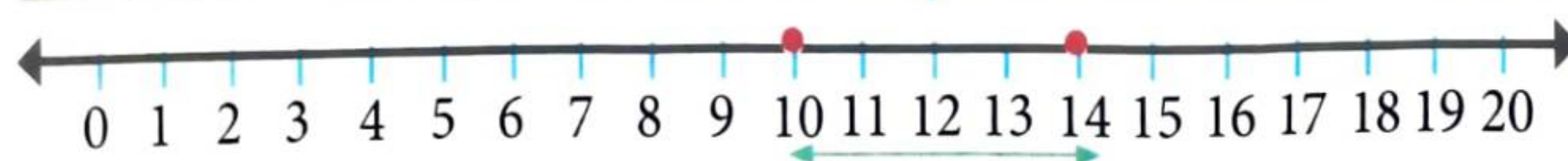
We have the following rules for comparing numbers on the number line.

Rule 1: When two numbers are compared on a number line, the number nearer to zero is smaller and the one farther is greater.



11 is nearer to 0. 15 is farther from 0. So, $15 > 11$.

Rule 2: A number which is to the right of any number on a number line is greater than that number.



The number 14 is to the right of 10. So, $14 > 10$.

Rule 3: A number which is to the left of any number on a number line is smaller than that number.



9 is to the left of 17. So, $9 < 17$.

ASCENDING AND DESCENDING ORDER

Ascend means to 'go up' and **Descend** means to 'go down'.

- When numbers are arranged from the smallest to the greatest, they are said to be in **ascending order**.

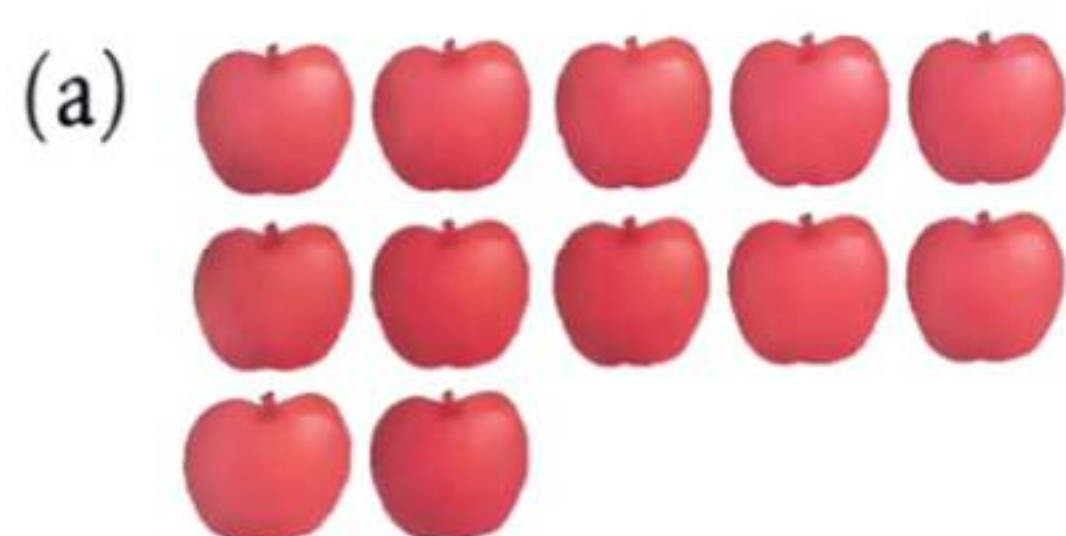
The numbers 3, 8, 11, 15, 16 are in ascending order.

- When the numbers are arranged from the greatest to the smallest, they are said to be in **descending order**.

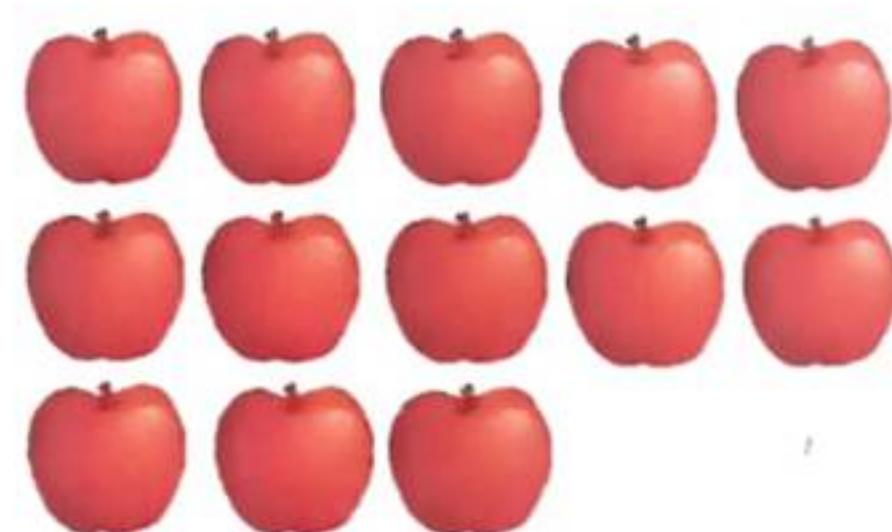
The numbers 19, 17, 16, 10, 9 are said to be in descending order.

Exercise 2C

1. Write $=$, $>$ or $<$ in the box to make each sentence true.



12 13



14 17



2. Put $>$, $<$ or $=$ in the blank boxes.

(a) 15 11

(b) 16 17

(c) 18 14

(d) 15 15

(e) 19 13

(f) 12 19

3. Tick (✓) the larger number. *One has been done for you.*

(a) 15 17 ✓

(b) ✓ 16 11

(c) ✓ 18 14

(d) 10 12 ✓

(e) ✓ 18 11

(f) 17 20 ✓

4. Cross (✗) the smaller number. *One has been done for you.*

(a) 14 12 ✗

(b) ✗ 11 13

(c) 18 17 ✗

(d) ✗ 10 19

(e) ✗ 16 19

(f) ✗ 12 15

5. Write the smallest number in the box.

(a)

5

(b)

8

(c)

10

6. Tick (✓) the numbers less than 16.

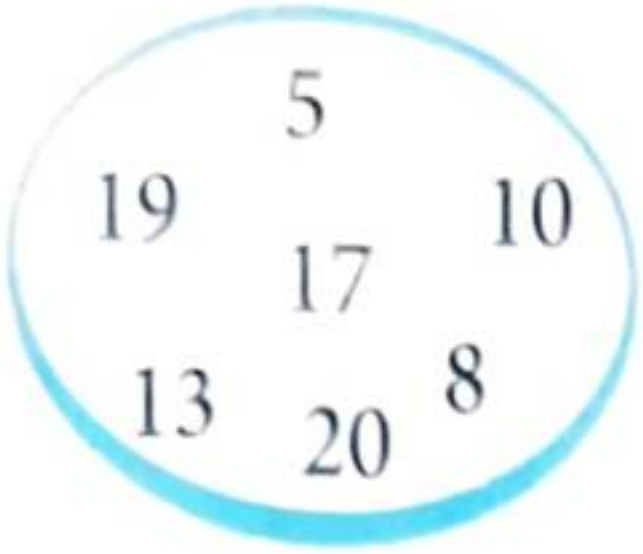
7. Cross (✗) the numbers greater than 13.

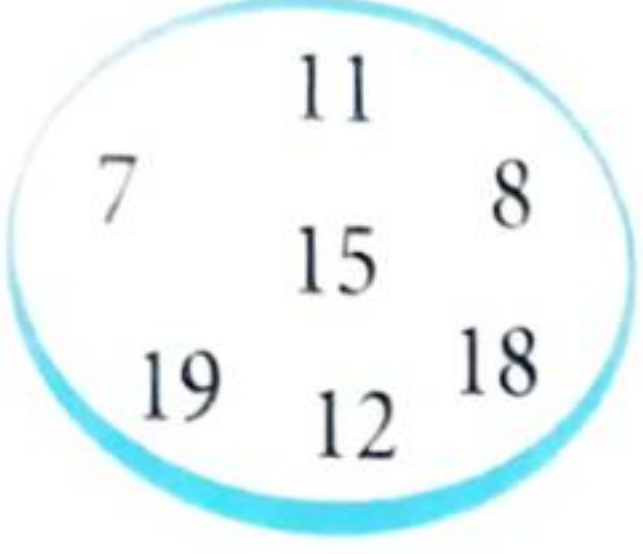
8. Arrange the numbers from the smallest to the greatest.

(a)

(b)

9. Arrange the numbers from the greatest to the smallest.

(a)  $\Rightarrow$ 

(b)  $\Rightarrow$ 

Chapter Test

1. In the abacus:

How many tens?  tens

How many ones?  ones

How many in all? 



Write the number name. Seventeen

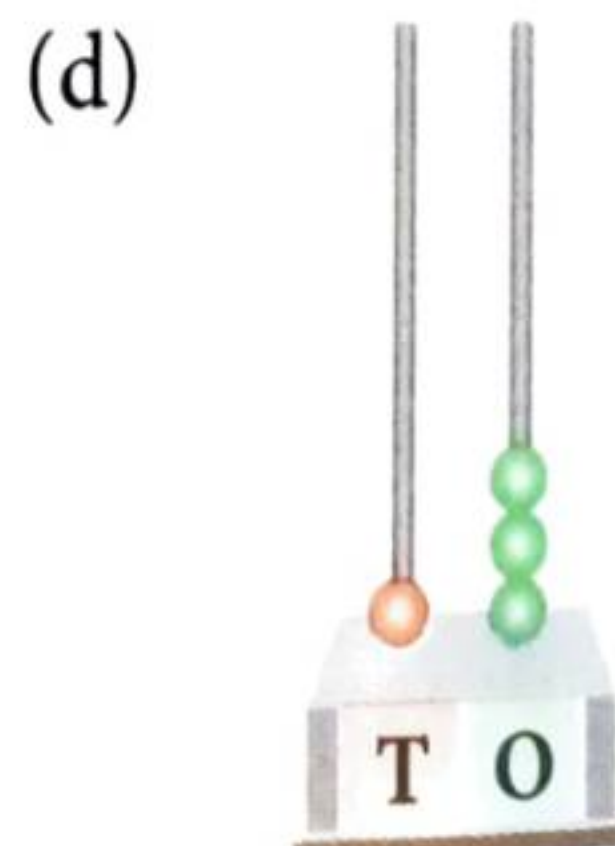
2. Fill in the blanks.

(a) 1 ten and 8 ones = 18

(b) 1 ten and 0 ones = 10

Tick (✓) the correct answer in each of the following.

3. Which abacus shows the number just before 15?



4. Which number comes between 12 and 14?
(a) 1 ten 0 ones ☒ (b) 1 ten 3 ones (c) 1 ten 1 one (d) 1 ten 5 ones
5. Which of the following is the largest number?
(a) Thirteen (b) Nine (c) Eighteen ☒ (d) Twenty
6. Which symbol would come in the circle? 18  15
(a) < ☒ (b) > (c) = (d) +
7. Which of the following sets of numbers is in the order from the greatest to the smallest?
(a) 16, 19, 8, 11 (b) 19, 11, 8, 16 (c) 19, 16, 8, 11 ☒ (d) 19, 16, 11, 8

Challenge! 21st CS

Complete the number pattern.

8. Write the fifth number from the left in the number pattern.

5, 8, 11, 14, 17