

Vision Empower & XRCVC  
Teacher Instruction KIT  
**Numbers 29-99**

Syllabus: Karnataka State Board

Subject: Mathematics

Grade: 1

Textbook Name: Text cum Workbook (Revised)-First Standard

Chapter Number & Name: 12. Numbers 29-99

## 1. OVERVIEW

### Objective

- To identify and write numbers from 21 to 99.

### Prerequisite Concept

- Counting
- Numbers till 29
- Basic addition and subtraction

### Content Index

*Kindly Note: Activities marked with \* are mandatory*

#### OVERVIEW

#### 2. LEARN

##### 2.1 KEY POINTS

#### 3. ENGAGE

##### 3.1 INTEREST GENERATION ACTIVITY

##### INTRODUCTION TO THE CONCEPT

Activity 1: 10 Little Indians \*

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Activity 5: Ganith Mala \*

Activity 6: Math War Card Game \*

##### 4.2 IMPORTANT GUIDELINES\*

## 2. LEARN

### 2.1 KEY POINTS

Present one number at a time, beginning with number 11 till 20. This may help incorporate the concept of a ten frame. Using the number line will help children visualize the progression of numbers.

### 2.2 LEARN MORE

None

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

#### INTRODUCTION TO THE CONCEPT

##### **Activity 1: 10 Little Indians \***

*Materials Required:* None

*Prerequisites:* None

##### *Activity Flow*

The teacher should begin the lesson by singing the song below.

One little, two little, three little Indians

Four little, five little, six little Indians

Seven little, eight little, nine little Indians

Ten little Indian boys.

Now, ask the children whether they remember what comes after 10. Encourage the children to recite the words up to 20.

But what about the number after 20? Do they know what that is?

### 3.2 CONCEPT INTRODUCTION ACTIVITIES

##### **Activity 2: What Comes Next? \***

*Materials Required:* Ice cream sticks or toothpicks, rubber bands.

*Prerequisites:* None

##### *Activity Flow*

Ask the children if they remember how to represent numbers as a collection of 10s and 1s, as they had done in a previous chapter. Distribute 2 cups and around 50 sticks to each child. Explain to the children that the cup on the left is the 10s house and the cup on the right is the 1s house. First, recap numbers up to 19, by calling out the numbers, and asking the children to make that number using the cups and sticks. For instance, if the number is 18,

children will make one bundle of 10 sticks, put a rubber band on that bundle, and put it into the 10s house. Then they will take 8 individual sticks and put it into the 1s house. Once a couple of numbers have been demonstrated successfully, ask the children what number comes after 19. Then, demonstrate 20 by adding 1 stick to the 9 already in the 1s cup, tying it together with a rubber band, and putting it into the 10s cup. Similarly, demonstrate numbers from 21-29 and beyond. Encourage the children to think for themselves while making the new numbers as you supply the number words for each number.

### **Activity 3: Reading and Writing Numbers \***

*Materials Required: Braille slate and stylus*

*Prerequisites: An understanding of the number words from 20-99, Nemeth code for numbers up to 20.*

#### *Activity Flow*

Now that the children have learnt the number names from 29-99, and understood what they mean, teach the children the Nemeth numbers from 20-99. Reinforce with plenty of practice with the slate and stylus.

### **Activity 4: Numbers on a Clothesline \***

*Materials Required: Braille number cards from 1 to 100, a rope or clothes line, a pack of clips.*

*Prerequisites: Children should be able to read numbers from 1-99.*

#### *Activity Flow*

Tie the clothes line at a height which the children can easily reach. Clip some of the numbers on the clothesline yourself, so that the children will have a reference as they clip the numbers themselves. Drop the rest of the numbers into a bag or a box. Now, encourage each child to take turns to pick numbers out of the box, and clip it on the clothes line in its correct place. Make sure that the children discuss and figure out where each number must go.

### **3.3 LET'S DISCUSS: RELATE TO DAILY LIFE\***

What would happen if there were no numbers? How would we talk about numeric quantities? Discuss with the children at least 5 examples from their own daily routines where they use numbers, especially numbers from 20-99.

## **4. EXERCISES & REINFORCEMENT**

### **4.1 REINFORCEMENT**

#### **Activity 5: Ganith Mala \***

*Materials Required: The modified Ganit Mala*

Prerequisites: Numbers from 1-99.

#### *Activity Flow*

Give the children some practice in counting from 1 to 100 using the ganit mala. After a round or 2 of counting, introduce counting by 10s using the 10 beads that have a different texture as a guide while they count. Now, call out different numbers and ask the children to show you the bead that corresponds to that number.

#### **Activity 6: Math War Card Game \***

*Materials Required:* Braille cards, basket/tray.

Prerequisites: Number recognition, number sense

#### *Activity Flow*

Distribute a deck of playing cards (with the face cards removed) to the kids. Each child puts down 2 cards in the form of a 2-digit number. The child with the smallest number takes all the cards. The person who finishes their hand first wins the game.

#### **Teaching Tips:**

If there are any additional teaching tips then utilize this section to mention them.

#### **References:None**

### 4.2 IMPORTANT GUIDELINES\*

#### **Exercise Reading**

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

#### **Perform Textbook Activity**

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible

#### **Provide Homework**

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in Class and the remaining may be given for homework. Also, ensure that the student knows

their special skills linked to independently using their accessible books as it will be critical to doing homework independently

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