One day, Akbar and Birbal were walking in a garden. Many crows were flying in the sky around them. Akbar was curious to know how many crows there were. He announced a prize for anyone who could find this out.

People were wondering how to count crows which kept flying from one place to another. Akbar asked Birbal if he could figure this out.

After thinking for a day, Birbal said "There are exactly Nine Hundred and Sixty Three crows in our city".

Akbar was surprised and asked Birbal, "How can you be so sure"?
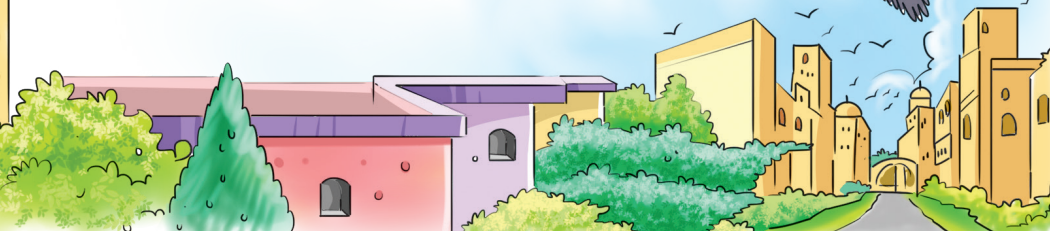
"You can get them counted," said Birbal.

"What if there are less?" asked Akbar.

"The other crows would have gone on a holiday," said Birbal.

"What if there are more?" asked Akbar.

"Crows from other places would be visiting the city," said Birbal.

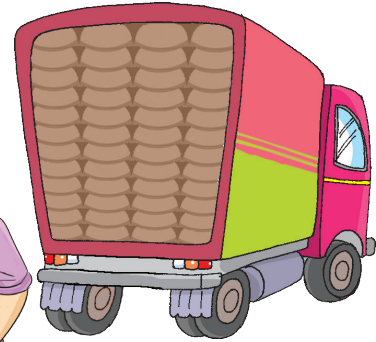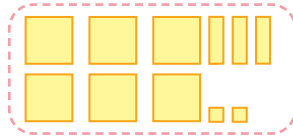Akbar was happy with Birbal's reply and gave him the reward.

Let us Do

"What are you carrying? How many are there?"

"I am carrying rice. I will show you how many sacks I have using these tiles."

Number of rice sacks ▢

Draw tiles like the driver to show the following numbers. You can do it in your notebook.
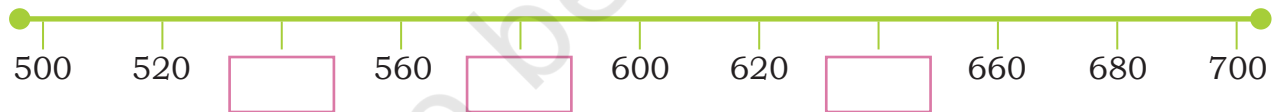
a. 832
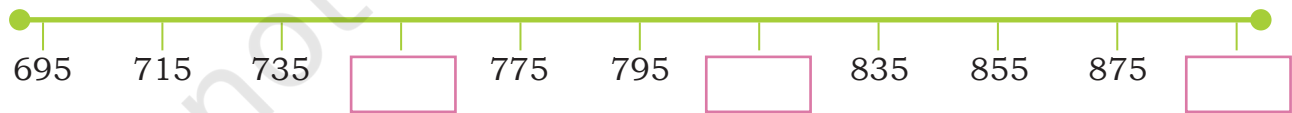
b. 947

c. 726

d. 504

e. 620

f. 700

Let us locate the following numbers on the number line: 530, 540, 628, 696, 590

500   520   ▢   560   ▢   600   620   ▢   660   680   700

Also locate the following numbers on the number line: 703, 721, 759, 810, 855, 887

695   715   735   ▢   775   795   ▢   835   855   875   ▢

Teacher's Note: Help children to make guesses like the number of students in your class, school, or neighbourhood, or peanuts in a cart. Show a 1000 ginladi to understand how large 1000 is. Also show the hundreds after 500 on this *ginladi*: 600, 700, 800, 900, 1000.
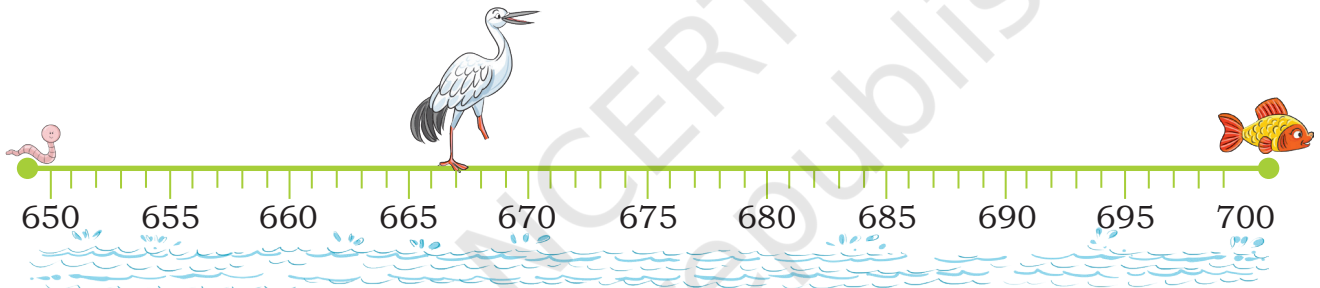
1. Write the appropriate numbers between which each of the given numbers lie.

Number	Neighbouring hundreds	Neighbouring fifties	Neighbouring tens
468	400 and 500	450 and 500	460 and 470
183			
345			
693			
734			
899			

2. Help cranes reach their food using the number line.

650 655 660 665 670 675 680 685 690 695 700

To reach the worm

667 – .... steps = 650

Length of steps: ....

To reach the fish

667 + ... steps = 700

Length of steps: ....

750 755 760 765 770 775 780 785 790 795 800
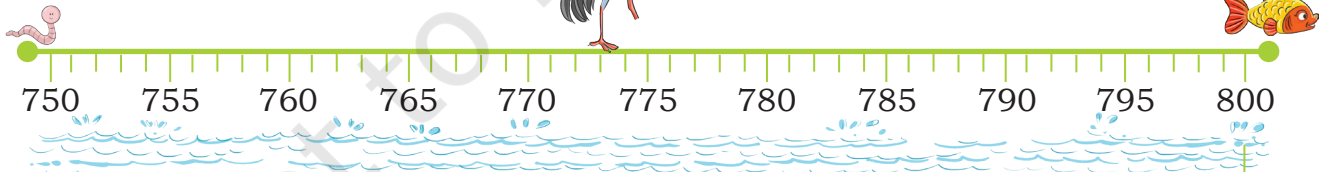
To reach the worm

.... – .... steps = 750

Length of steps: ....

To reach the fish

.... + ... steps = 800

Length of steps: ....

Teacher's Note: Help children find different jumps or steps to the crane's food. Let them find how the crane can reach its food in 2 or 3 jumps.

Tambola

3. Fill the grid with numbers between 570 and 630. Strike out all the numbers which match the clues below. You can strike out more than one number. The child who has most numbers cancelled is the winner. One example is given below.

Clues

1. 597
2. A number with 4
3. Numbers between 595 and 605
4. A number with 1 as the tens digit
5. Two more than 610
6. 5 less than 625

572	628	579	5~~99~~
~~597~~	5~~74~~	581	6~~00~~
623	573	570	6~~02~~
609	6~~16~~	6~~14~~	626

Write different ways of making the following numbers.

```
              3 hundreds,
                6 tens
                8 ones
68 more
than 300       368        32 less than
                              400
                           400 - 32                    905


              300+60+8




     [ ]       555        [ ]              [ ]       736        [ ]
```
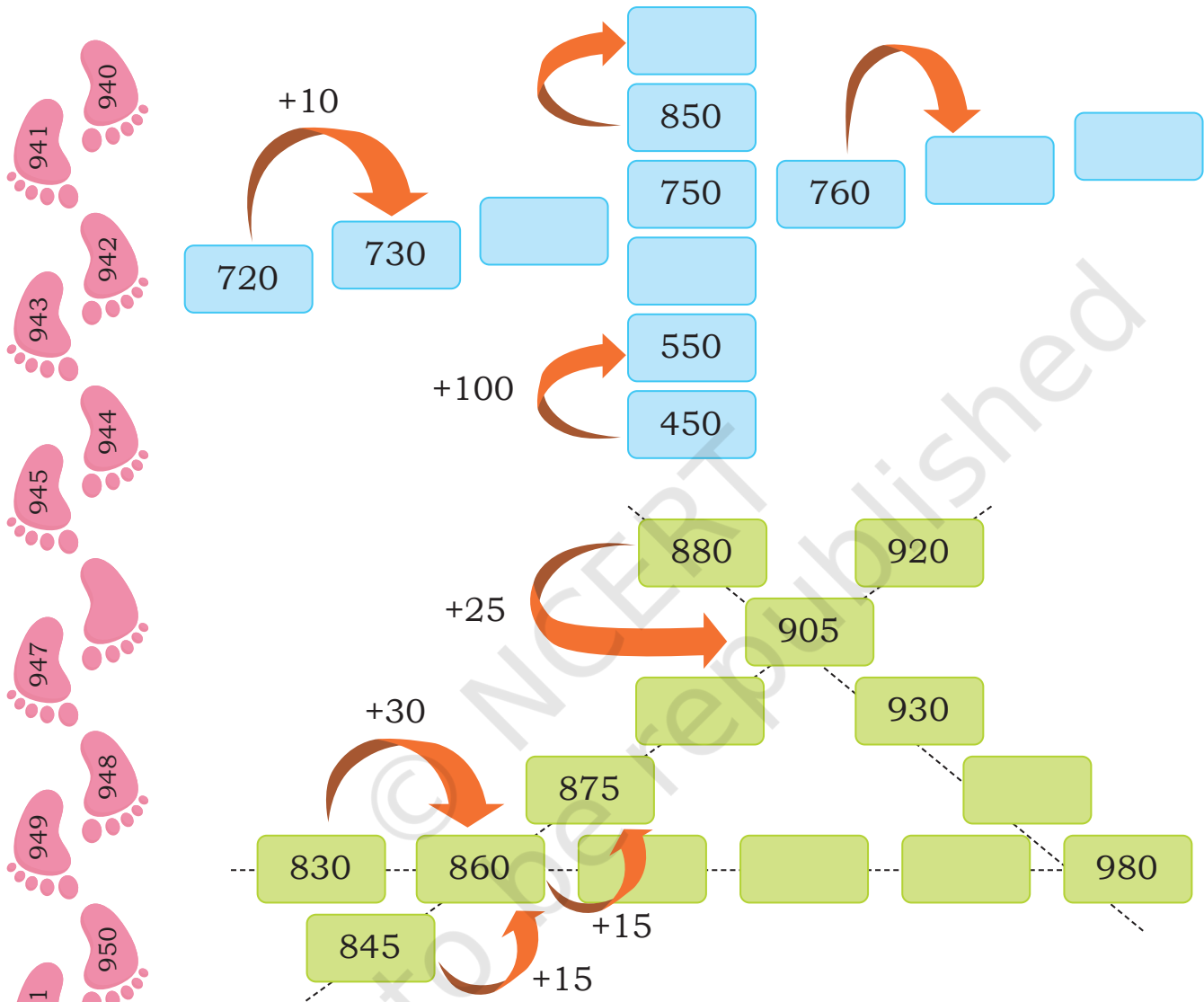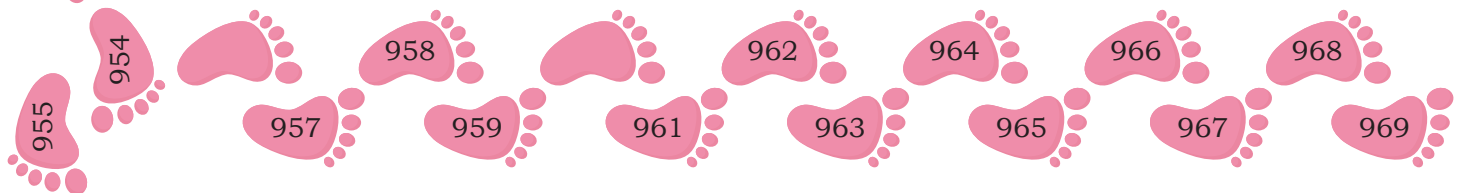
Teacher's Note: Play the Tambola game with different ranges of numbers, different clues and different grids. Teacher to also support children in revising different ways of representing numbers using number sentences as well as concrete representations like matchsticks, blocks or number line.

Skip and solve

Teji and Jojo are resting. Ajji asks them to complete the number patterns. Let us help them fill in the empty boxes.
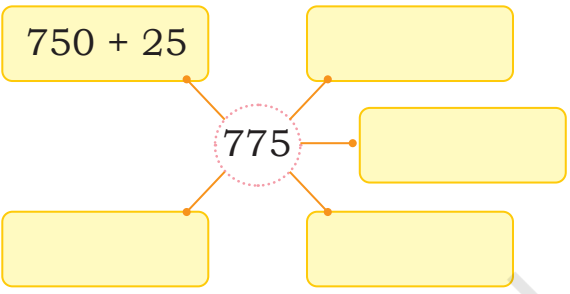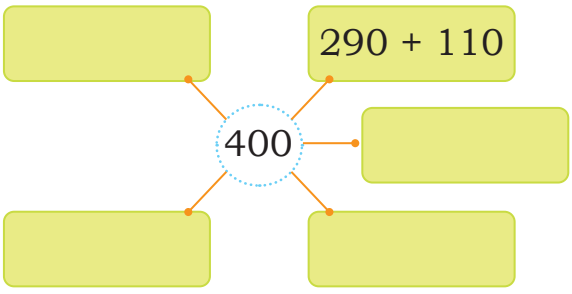
+10

720 → 730 → [ ] → 750 → 850 → [ ]

760 → [ ] → [ ]

+100

550
450

+25

880   920
905
930

+30

875
830 → 860 → [ ] → [ ] → [ ] → 980
845

+15

+15

940
941
942
943
944
945
947
948
949
950
951
952
953
954
955

957 958 959 961 962 963 964 965 966 967 968 969

1. Write number sentences for the numbers in the centre.

290 + 110

400

750 + 25

775

2. Write numbers in the blank spaces such that they meet the conditions.

400

419   425

385   436
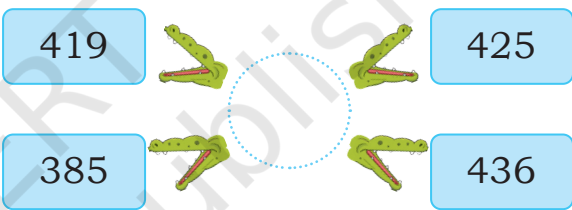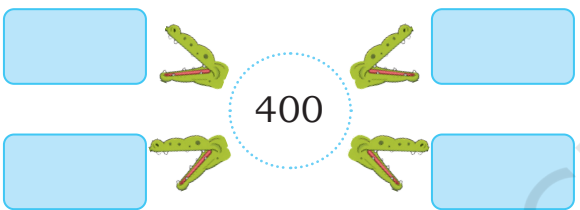
Number Puzzles

3. Fill the numbers 384, 23, 176, 905 in the empty circles such that they meet the conditions.
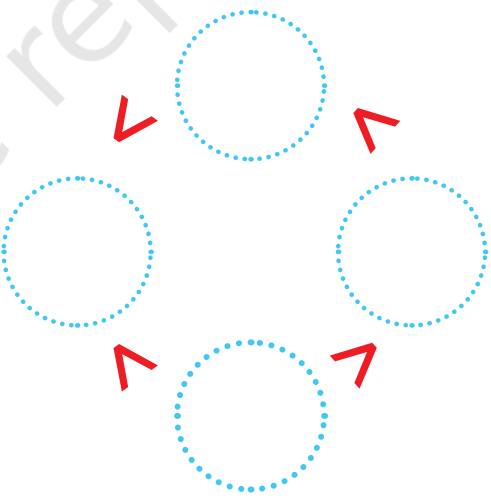
4. Match the quantities on the left with the appropriate numbers on the right.

Number of children in your school •	• 0-10
Number of books in your classroom •	• 11-50
Number of people in a bus •	• 51-100
Number of pages in your mathematics book •	• 101-200
Number of steps you walk in a day •	• 201-500
Number of stars in the sky •	• 501-1000
Number of flowers in a garland •	• More than 1000

5. Match the following such that all the conditions are met.

I have 2 zeroes as digits and am very close to 99 •	• 150
I have 3 hundreds, 6 tens and 7 ones •	• 425
I have zero tens and zero ones •	• 367
I am century + half century •	• 400
I come between 400 and 450 and I have 5 as a digit •	• 100

Teacher's Note: Please note that the number ranges on the right can be matched with several quantities on the left. You could also encourage children to identify things which match the number ranges.

The Number Detective

Let us have some fun, with numbers and patterns, everyone!

Look at the hundreds – (100) (200) (300)

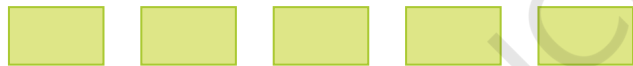Can you find all the hundreds?

Some numbers are special, let's explore, 789 345 and 123 ,
what more?

Jojo wonders why they're so neat, Teji says 876 and 321 too have
the same beat!

Now, numbers that repeat, just the same, 11, 22, 33, have twin digits.

111, 222, 333 are triplet digits.

Can you find more such numbers that follow the pattern?

Here are more numbers that look the same, from left to right, and
right to left: 353 868 .

Finding them is a fun game. Write other such numbers.

Teji likes numbers with zeroes. She knows numbers like (210) (404)
and (800).

Write more such numbers:

Teacher's Note: Support children in enumerating and writing
numbers systematically to solve these puzzles. Allow children to
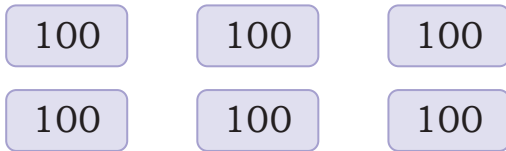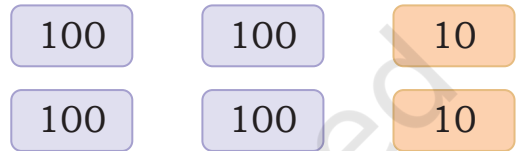share their strategies with others.

1. I have 6 blank paper slips. I can write 100, 10 or 1 on each of them. What numbers can I make with these 6 slips? Discuss.

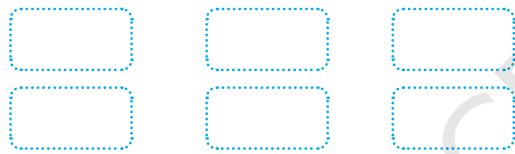> Six slips with 100 written on them. Six hundred.

> Four slips with 100 written on them and two slips with 10 on them. 420

100	100	100		100	100	10
100	100	100		100	100	10

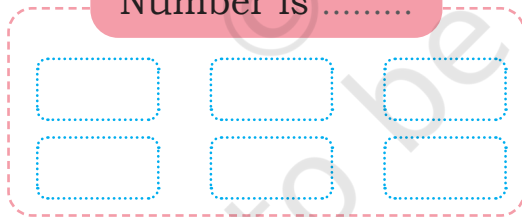a. What will you write on these slips for making 231?

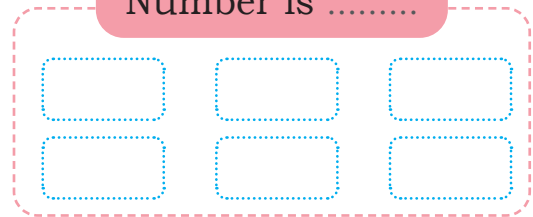b. What will you write on these slips for making 123?

2. Make other numbers.

a. Number is ....

b. Number is ....

What is the largest number that can be made? ....
Are there numbers which can not be made using these slips? Find out.
What is the smallest number that can be made? ....
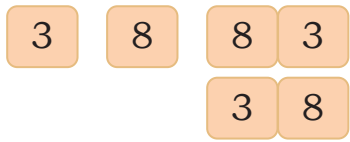
Teacher's Note: Construct more such problems and encourage children to play with numbers.

My numbers

Take the digits 3 and 8 and make as many 2 or 3 digit numbers as you can. You can repeat the digits.

Jojo, with 3 and 8, I can make 38.

| 3 | | 8 | | 8 | 3 |
| 3 | 8 |

I can make 338, 388

| 3 | 3 | 8 | | 3 | 8 | 8 |

2 digit numbers	3 digit numbers

Arrange the numbers
Smaller to greater

....

....

Smallest number:

Largest number:

Let us Think

Teji is making numbers using words! She shows the blue cards and says it is 12. She shows the yellow cards and says 14. Why?
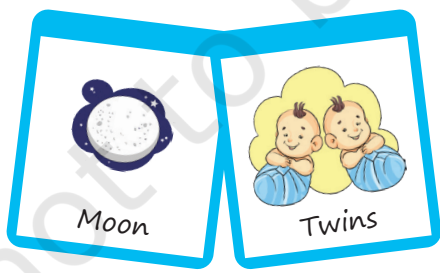
Moon   Twins   Qutub minar   Char minar

Figure out what Teji is doing.

Teacher's Note: Play such games frequently with different numbers and clues.

Ajji showed some more numbers.

a.

🎵 Sa Re
Ga Ma
Pa Dha
Ni 🎵
Sapta svara

7

Moon

1

b.

Palm

5

Past
Present
Future
Tri kala

3

This way of saying numbers using words is called *Bhutasankhya*, which means **Word Numerals**.

1. Write the numbers, for the following cards.

a.

Directions

Eyes

b.

Sense organs

Hexagon
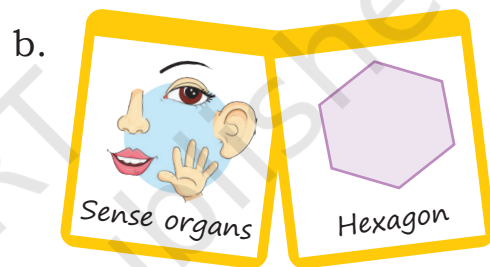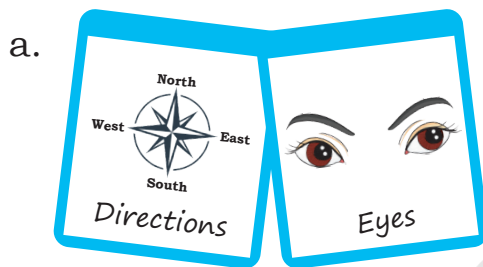
2. Think of other words for 0–9.

   Make new cards for the numbers 15, 27, and 94.

Teacher's Note: Use local contexts and languages familiar to children.