

# 2

# Numbers up to 200



## Building Numbers up to 200



Kamla Das works at the post office where she sells postal stamps.

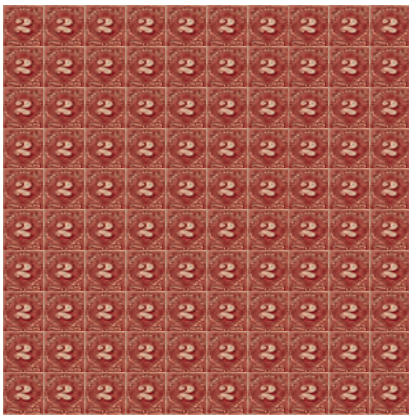


This is one stamp.



This is a strip of 10 stamps.

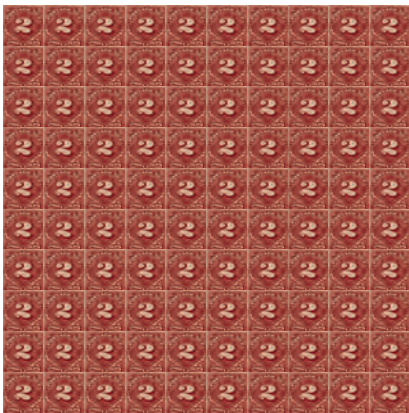
$10 \text{ ones} = 1 \text{ ten}$



This is a sheet of 100 stamps.

$10 \text{ tens} = 1 \text{ hundred}$

This is how, Kamla Das counts stamps more than one hundred.



H	T	O
1	0	1

$$100 + 1 = 101$$

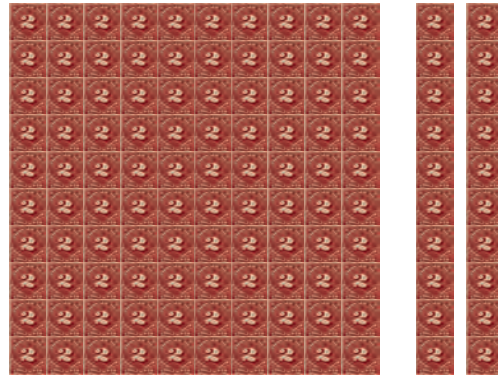
We write it as **101**. We say it **one hundred one**.



H	T	O
1	2	0

100 20 → 1 2 0

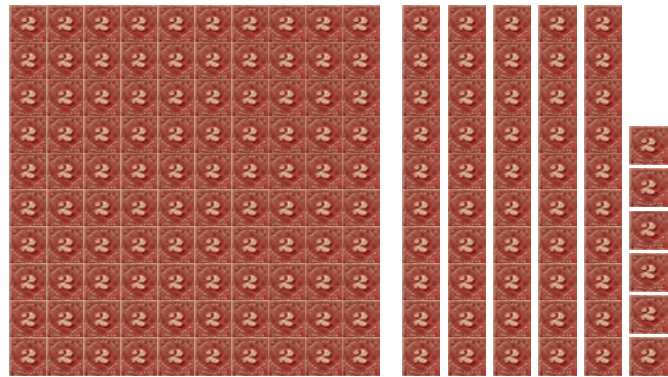
We write it as 120. We say it one hundred twenty.



H	T	O
1	5	6

100 50 6 → 1 5 6

We write it as 156. We say it one hundred fifty six.



To read a three-digit number, first read the hundredth place and then read the last two digits together.

140

one hundred  
fourty

175

one hundred  
seventy five

107

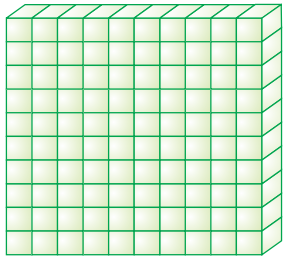
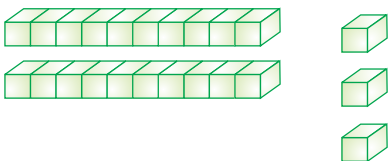

one hundred  
seven

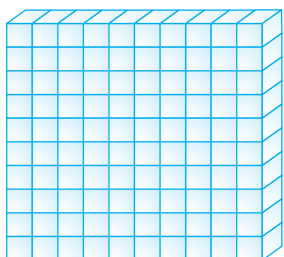
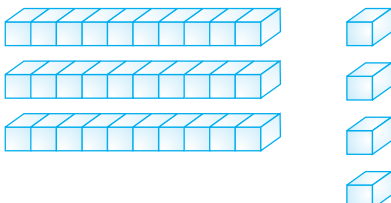



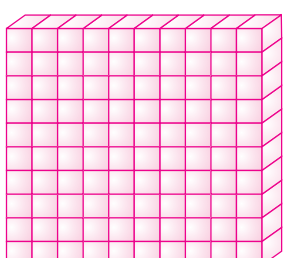
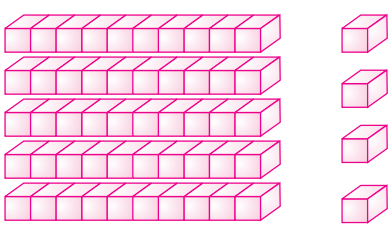



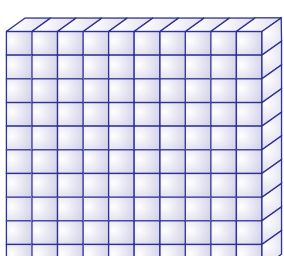
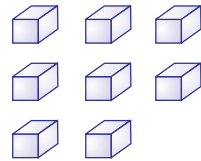

 **Exercise 2.1**

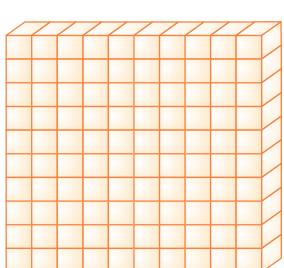
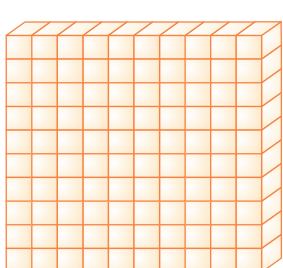

**A. Say out the numbers aloud as you write them.**

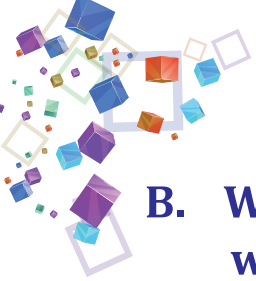
1.   

2.   

3.   

4.   

5.   



**B. Write the numbers from 101 to 200. Say them aloud as you write.**

101									
111									
121									
131									
141									
151									
161									
171									
181									
191									200

**C. Use the table above for writing the answers.**

1. Complete the pattern of numbers.

101, 111, ..... .....

2. Give the number that comes after.

(i) 146 ..... (ii) 129 ..... (iii) 168 ..... (iv) 195 .....

3. Give the number that comes before.

(i) ..... 144 (ii) ..... 159 (iii) ..... 171 (iv) ..... 190

**D. Give the numerals for the following number names.**

1. One hundred forty .....

2. One hundred sixty nine .....

3. One hundred eighty seven .....

4. One hundred seventy three .....

5. One hundred thirteen .....







# Place Value



**Place value** is the numerical value that a digit has by virtue of its position in a number.

The digits 1, 2, 3, 4, 5, 6, 7, 8, 9 and 0 are used to make numbers.

5

1-digit  
number

85

2-digit  
number

165

3-digit  
number



5 is in the **ONES** place. Its place value is 5.



5 is in the **ONES** place. Its place value is 5.  
8 is in the **TENS** place. Its place value is 80.



5 is in the **ONES** place. Its place value is 5.  
6 is in the **TENS** place. Its place value is 60.  
1 is in the **HUNDREDS** place. Its place value is 100.

**Example I :** What is the place value of each digit in the following numbers ?

1. 136

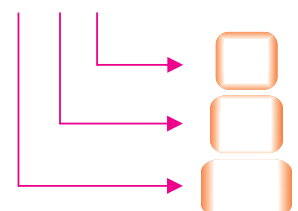
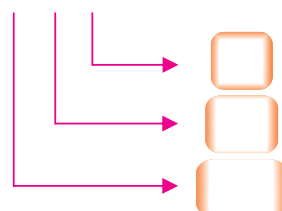
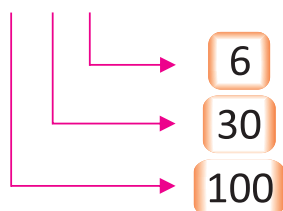
2. 135

3. 189

**Solution :** 1. 1 3 6

2. 1 3 5

3. 1 8 9





# Expanding Numbers

**Example II** : What is the expanded form of 157 ?

**Solution** : The number 157 has -  
 1 hundred, 5 tens and 7 ones.  
 The expanded form of 157 is -  
 1 hundred + 5 tens + 7 ones.  
 or  $(100) + (50) + (7)$

H	T	O
1	0	0
	5	0
		7
+		
1	5	7

**Example III** : Write the expanded form of 190.

**Solution** : The number 190 has -  
 1 hundred, 9 tens and 0 one.  
 The expanded form of 190 is -  
 $(100) + (90) + (0)$

H	T	O
1	0	0
	9	0
		0
+		
1	9	0



## Exercise 2.2

**A.** Complete the table. Then, write the numbers in their expanded forms.

	Number	HUNDRED	TENS	ONES
1.	143	1	4	3
2.	174			
3.	168			
4.	157			

Expanded form

.....  
 .....  
 .....  
 .....





### B. Fill in the blanks.

- $100 + 4 =$  .....
- $100 + 60 =$  .....
- $100 + 30 + 8 =$  .....
- 1 hundred + 6 ones = .....
- 1 hundred + 5 tens = .....
- 1 hundred + 7 tens + 9 ones = .....

### C. Write the place value of each digit.

- |          |          |          |
|----------|----------|----------|
| 1. 1 8 2 | 2. 1 4 6 | 3. 1 6 4 |
|          |          |          |
| 4. 1 2 6 | 5. 1 0 3 | 6. 1 3 7 |
|          |          |          |

### D. Write the numbers.

- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |





# Comparing Numbers

**Example IV** : Raghav has 125 playing blocks. Rajan has 83 playing blocks. Who has more playing blocks ?

**Solution** :

H	T	O
1	2	5

→ 3-digit number

H	T	O
	8	3

→ 2-digit number

125 is greater than 83.

So, Raghav has more playing blocks.

**Example V** : Nitika has 124 playing blocks. Raman has 154 playing blocks. Who has less playing blocks?

**Solution** :

H	T	O
1	2	4

→ 3-digit number

H	T	O
1	5	4

→ 3-digit number

2 is less than 5.

124 is less than 154.

So, Nitika has less blocks.



## Facts to Know

- ❖ If the digits in the hundreds place and the ones places are the same, then compare the digits in the tens place.
- ❖ A 3-digit number is always greater than a 2-digit number.



## Exercise 2.3

### A. Ring the greater number.

1. 175 162

2. 180 181

3. 104 109

4. 136 163

5. 167 169

6. 190 90

7. 114 98

8. 191 178

9. 110 101





### B. Ring the smaller number.

- |              |              |              |
|--------------|--------------|--------------|
| 1. 99    137 | 2. 159   112 | 3. 102   110 |
| 4. 187   173 | 5. 181   179 | 6. 23    125 |
| 7. 131   163 | 8. 169   176 | 9. 172   89  |

### C. Ring the greatest number.

- |                    |                    |
|--------------------|--------------------|
| 1. 39    164   84  | 2. 138   131   139 |
| 3. 125   109   150 | 4. 157   163   120 |

### D. Ring the smallest number.

- |                    |                   |
|--------------------|-------------------|
| 1. 173   118   180 | 2. 48    96   100 |
| 3. 124   112   134 | 4. 120   102   90 |



## Order of Numbers

These girls are praying. They are standing in order from smallest to greatest. They are in **increasing order**.

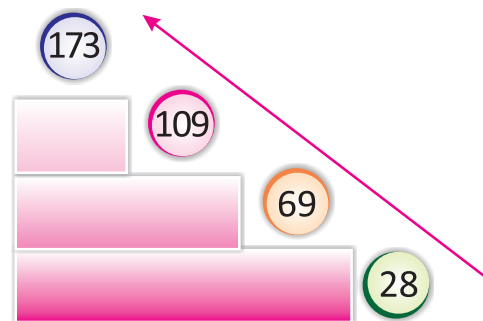


The girls are now standing in order from greatest to smallest. They are in **decreasing order**.



### From smallest to biggest

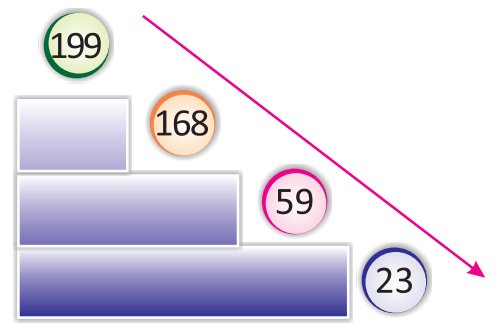
These numbers are arranged in an **ascending order**.





## From biggest to smallest

These numbers are arranged in a descending order.



## Exercise 2.4

### A. Arrange the following numbers in ascending order.

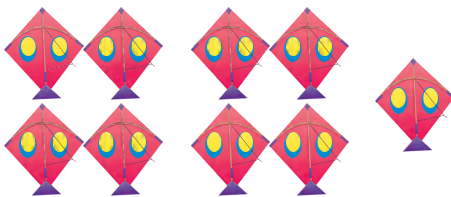
1. 199    168    136    .....
2. 168    189    198    .....
3. 129    162    126    .....
4. 189    134    184    .....

### B. Arrange the following numbers in descending order.

1. 175    165    181    .....
2. 168    151    150    .....
3. 128    102    120    .....
4. 164    149    146    .....



## Odd and Even Numbers



9 The numbers which cannot be put into pairs are called **odd numbers**.

9 cannot be put into pairs of 2. So, 9 is an odd number. Its digit in the ones place are 1, 3, 5, 7 and 9.



6 The numbers which can be put into pairs are called **even numbers**.

6 can be put into pairs of 2. So, 6 is an even number. Its digit in the ones place are 0, 2, 4, 6 and 8.







## Facts to Know

- ❖ Even numbers have the digits 0, 2, 4, 6 or 8 in the ones place.
- ❖ Odd numbers have the digits 1, 3, 5, 7 or 9 in the ones place.



## Exercise 2.5

**A. Pick the even numbers and write them in the given spaces.**

- 32    44    29    25    30    55    .....
- 40    75    52    28    70    33    .....
- 22    93    73    35    50    64    .....
- 54    73    34    16    51    29    .....

**B. Pick the odd numbers and write them in the given spaces.**

- 39    15    42    37    62    92    .....
- 25    60    63    57    82    70    .....
- 67    74    41    86    43    40    .....
- 28    36    39    61    60    81    .....

**C. Ring the objects in pairs to find whether they are even or odd. Then count and write the number in the correct column.**

Even

Odd

- .....    .....    

- .....    .....    

- .....    .....    

- .....    .....    





# Ordinal Numbers

When objects are placed in order or one after the other, we use **ordinal numbers** to know their position or place. There are different kinds of number names to indicate the place of an object or a person.



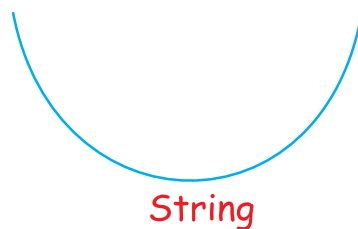
In the given picture, the boy who is nearest to the teacher, comes first. He is considered to be at the first position. Similarly, other children are at the second, third, fourth, fifth ..... position.



## Exercise 2.6

**A. Draw 10 beads on a string. Then, colour them.**

- ✓ First bead - green
- ✓ Fifth bead - red
- ✓ Ninth bead - blue



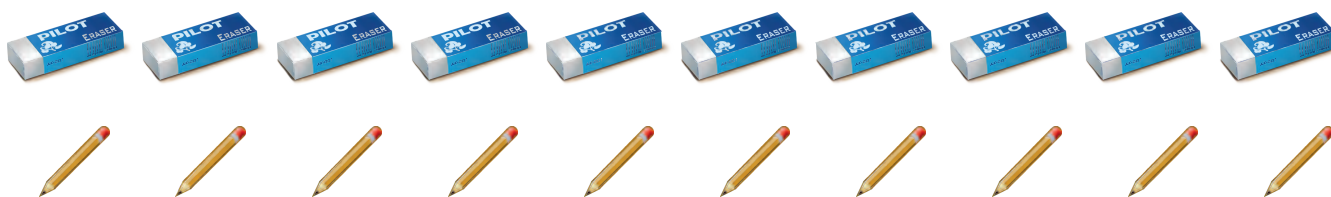
String

- ✓ Third bead - orange
- ✓ Seventh bead - yellow





B. Join the fourth  to the eighth .



C. Fill in the blanks.

1. The fifth month of the year is .....
2. The fourth month of the year is .....
3. September is the ..... month of the year.
4. Friday is the ..... day of the week.
5. Sunday is the ..... day of the week.

### Points to Remember



- ❖ 10 tens = 1 hundred
- ❖ A 3-digit number is always greater than a 2-digit number.
- ❖ Arrangement from biggest to smallest is called decreasing order.
- ❖ Arrangement from smallest to biggest is called increasing order.
- ❖ The numbers which cannot be put into pairs are called odd numbers.
- ❖ The numbers which can be put into pairs are called even numbers.



### EXERCISE

A. Multiple Choice Questions (MCQs)

Tick (✓) the correct option:

1. The number for one hundred twenty seven is .....  
 (i) 129  (ii) 127  (iii) 137  (iv) 199
2. The place value of 8 in 186 is .....  
 (i) 8  (ii) 80  (iii) 18  (iv) 186





3. The place value of 7 in 137 is .....

- (i) 37  (ii) 70  (iii) 7  (iv) 137

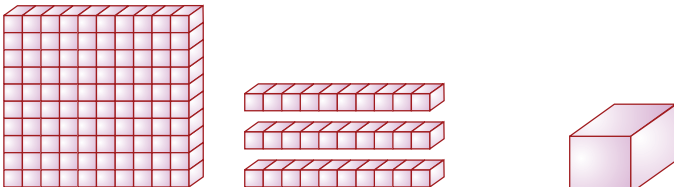
4.  $100 + 80 + 2$  is equal to .....

- (i) 128  (ii) 180  (iii) 108  (iv) 182

5. Which one of the following is an odd number?

- (i) 38  (ii) 132  (iii) 95  (iv) 80

**B. Fill in the blanks.**

1. 

H	T	O

2.  $124 = \dots\dots$  hundred +  $\dots\dots$  ten +  $\dots\dots$  ones =  $\dots\dots + \dots\dots + \dots\dots$

3.  $100 + 15 = \dots\dots\dots$

4. One hundred ninety nine =  $\dots\dots\dots$

**C. What is the place value of 2 in the following.**

1. 126 ..... 2. 142 ..... 3. 128 ..... 4. 284 .....

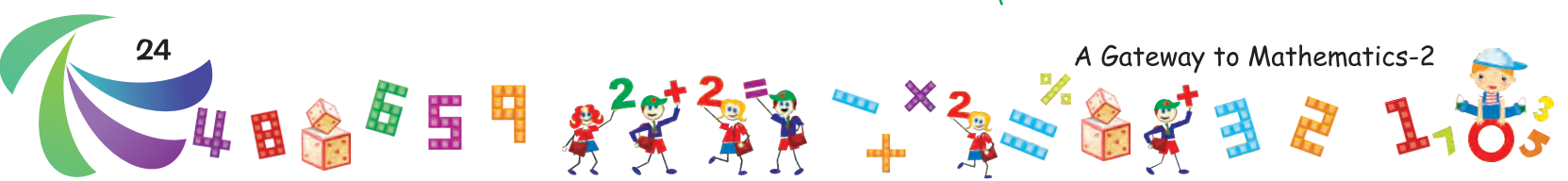
**D. Fill in the missing numbers.**

1. ...., ....., ....., 139, ....., 141

2. ...., ....., 152, ....., .....

**E. Arrange the following numbers.**

	Increasing order	Decreasing order
1. 148, 182, 198, 189	.....	.....
2. 157, 126, 160, 176	.....	.....
3. 150, 122, 199, 105	.....	.....



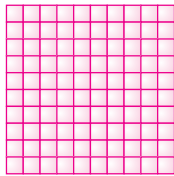


Find out whether the addition of two odd numbers is equal to an odd or even number?

## Lab Activity

**Objective** : To develop an understanding of place value up to 200.

**Materials Required** : Square lines paper, scissors and card sheet



A sheet of  $10 \times 10$



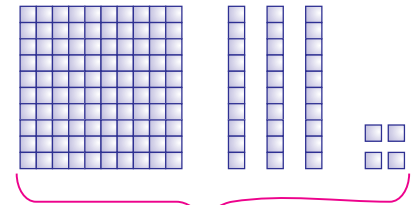
A strip of  $10 \times 1$



A piece of  $1 \times 1$

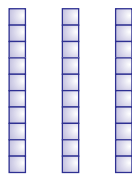
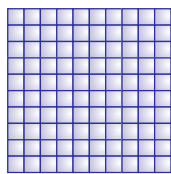
### Process :

- ❖ The paper is cut into sheets of  $10 \times 10$ , strips of  $10 \times 1$ , and pieces of  $1 \times 1$ . Each sheet/ strip/ piece should be pasted on to stiff card paper.
- ❖ To build the number 134, one student keeps out 1 hundred, 3 tens and 4 ones.
- ❖ The other student calls out the number made.



134

### Note the Activity :



1 hundred 3 tens 4 ones = 134

### Try this out :

..... hundred ..... tens ..... ones = 142  
 ..... hundred ..... tens ..... ones = 112  
 ..... hundred ..... tens ..... ones = 195