

|                                                                                                                                            |                                           |           |                 |                      |                     |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------|-----------------|----------------------|---------------------|
|  <b>ICM</b>   INSAN<br>CENDERA<br>MADANI                  | Chapter 4:<br>More about<br>Numbers to 20 | Name :    |                 |                      |                     |
|                                                                                                                                            |                                           | Grade :   | I (One)         |                      |                     |
|                                                                                                                                            |                                           | Subject : | Math            |                      |                     |
|                                                                                                                                            |                                           | Date :    |                 |                      |                     |
| Sequence of Teaching                                                                                                                       |                                           | Marks     | Score / Grading | Teacher<br>Signature | Parent<br>Signature |
| <input type="checkbox"/> Group Practice<br><input type="checkbox"/> Independent Practice<br><input checked="" type="checkbox"/> Assessment |                                           | 23        |                 |                      |                     |

### A. Split and Group Numbers to 20

1. Fill in the blank.



1 ten and \_\_\_\_\_ ones make \_\_\_\_\_.

So, 10 and \_\_\_\_\_ make \_\_\_\_\_. [2]



1 ten and \_\_\_\_\_ ones make \_\_\_\_\_.

So, \_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_. [2]

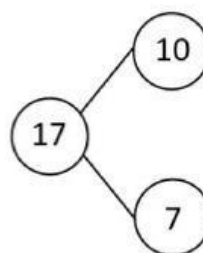


2 ten and \_\_\_\_\_ ones make \_\_\_\_\_.

So, \_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_. [2]

2. 10 and \_\_\_\_\_ make 17.

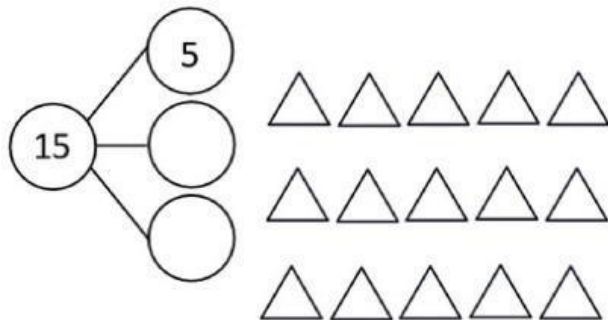
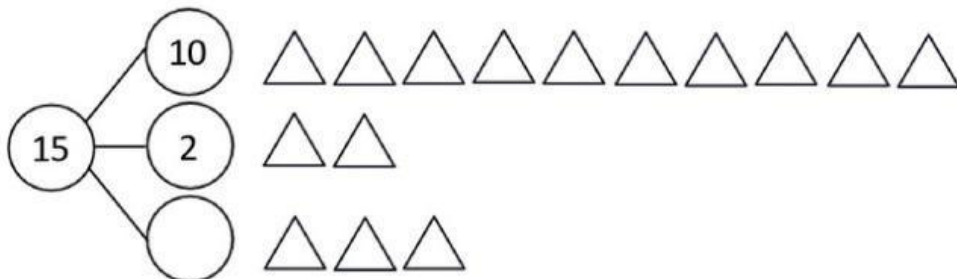
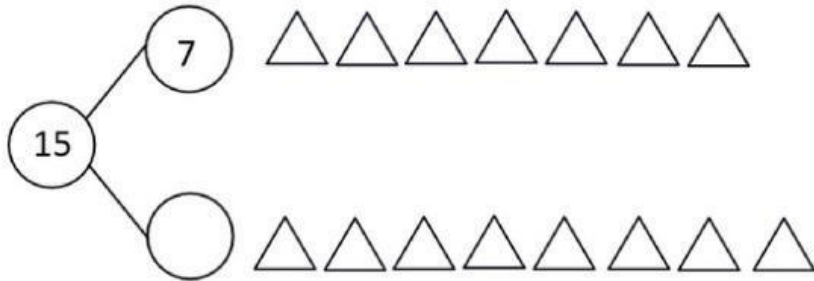
17 is 10 and \_\_\_\_\_.



[1]

3. Regroup 15 in different ways.

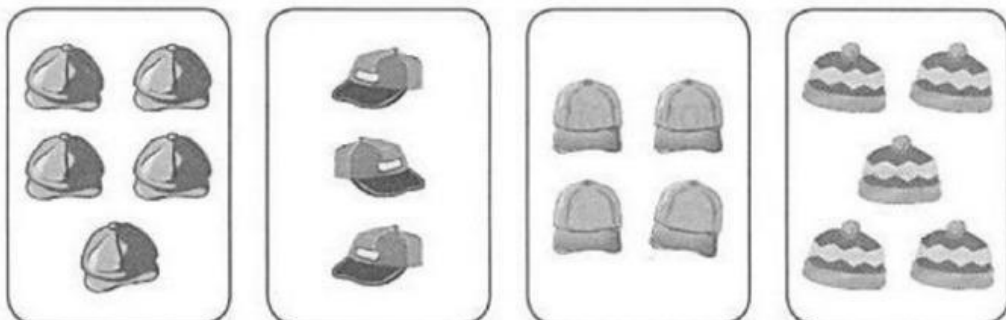
Write down the number



[3]

B. Compare and Order Numbers to 20

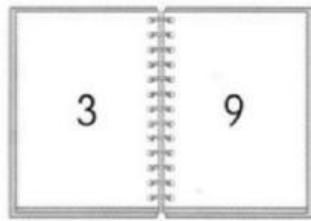
1. Circle the group that show the same number.



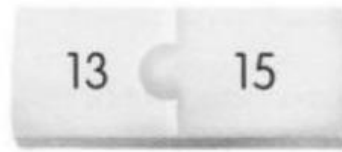
[1]

2. Draw a ring around the larger number

a)



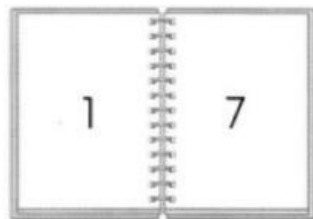
b)



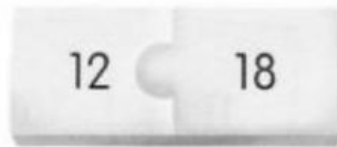
[2]

3. Draw a ring around the smaller number

a)

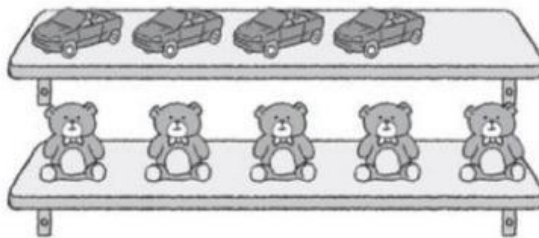


b)



[2]

4. Write "more" or "fewer".



\_\_\_\_\_  
\_\_\_\_\_

[2]

5. Count.

Then write the missing numbers.

|              |  |                      |
|--------------|--|----------------------|
| <b>Set A</b> |  | <input type="text"/> |
| <b>Set B</b> |  | <input type="text"/> |

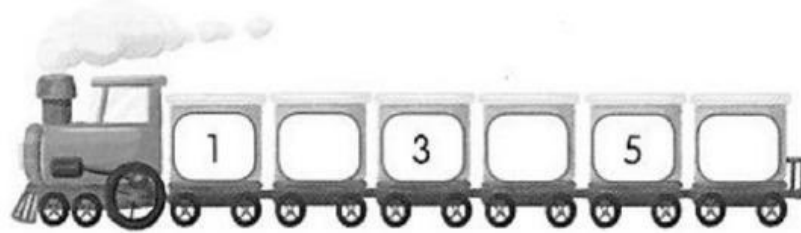
a) Set A has \_\_\_\_\_ fewer beads than Set B.

b) Set B has \_\_\_\_\_ more beads than Set A.

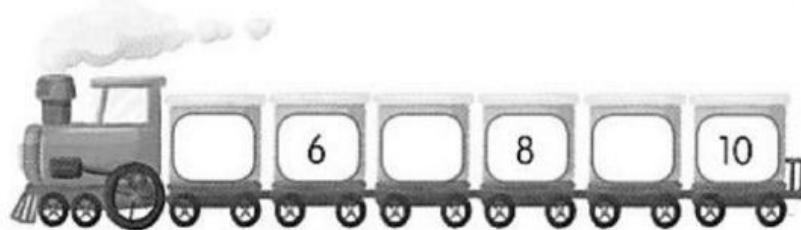
[2]

6. Write the missing numbers.

(a)



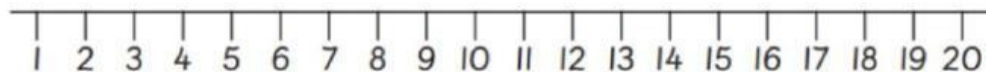
(b)



[2]

7. Order the numbers.

Use the number line to help you.



a) Order 15, 13 and 19 from the **largest** to the **smallest**.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
largest      smallest

[1]

b) Order 16, 18, 17 from the **smallest** to the **largest**.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
smallest                      largest

[1]