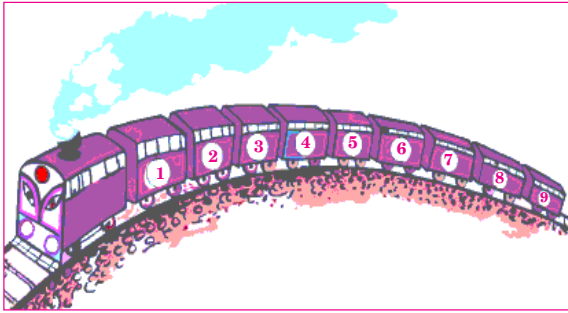


5 Before - After - Between - More - Less



Look at the picture of a train below.



Now answer the following questions orally.

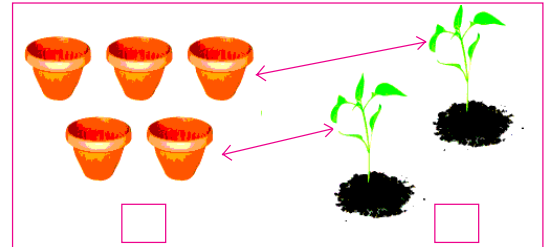
1. How many bogies has the train?
2. What is the number of the bogie next to the engine?
3. What is the number of the last bogie?
4. What is number of the bogie between the bogies numbered 4 and 6 ?
5. What is the number of the bogie before the bogie numbered 5 ?
6. What are the numbers of the bogies between the first and the last bogie ?
7. What are the numbers of all the bogies that are before the bogie numbered 4?
8. What are the numbers on the last two bogies of the train?
9. What is the number of the bogie that is after the bogie numbered 2 ?
10. Between which bogies does the bogie numbered 6 lie?



Get your pupils to observe the above picture. Ask them to say the answers to the questions given below the picture. Help them to understand the numbers before, after and between other numbers.

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- (a) Look at the pictures given below. How many flower pots are there? How many plants are there? Write your answer in the small blank boxes.



- (b) As per the above picture which are more and which are less - flower pots or plants? Put '✓' for your answer.



- (c) How many cranes are there and how many fishes are there? Are they in equal number?



Get your pupils to observe the pictures. Help them to understand the concepts of more, less than and equal by comparing numbers.

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- (d) Look at the pictures given below. Count each set of things. Which of the two groups has more things or less things or equal things.

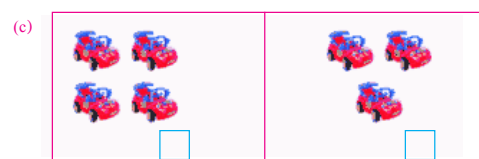
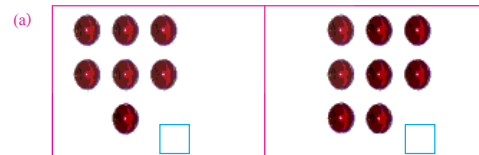
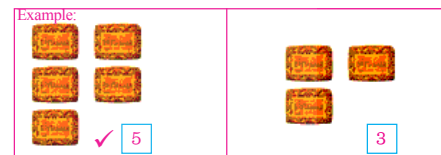
<p>Example:</p>	<p>Example:</p>
<p>(1)</p>	<p>(2)</p>
<p>(3)</p>	<p>(4)</p>



Get your pupils to observe the above pictures. Let them count the things. Ask them to compare the two groups of things. Help them to identify which are less, which are more and which two are equal. Then ask them to say.

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- (e) Count the pictures. Write their number in the blank box near the pictures. Put '✓' for the things which are more.

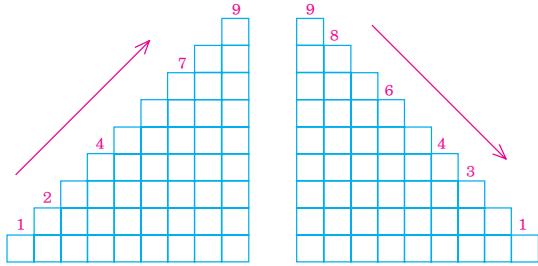


Get your pupils to observe the pictures. Let them write their number in the blank boxes. Ask them to put '✓' the number which is more.

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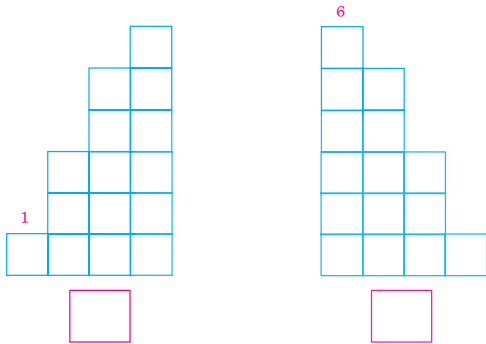
(f) Count the boxes in the following picture. Write the correct number above each box. Read the numbers from top to bottom and from bottom to the top, in the correct order.



From the small number to the big numbers

From the big number to the small numbers

(g) Look at the following boxes. Count boxes and write their number on them. Put '✓' the one which has from the small number to the big numbers.



Get your pupils to observe the above diagrams / grids. Ask them to count the boxes and write their numbers. Let them understand the order in which numbers are written in ascending and descending orders.

Exercise

(a) Write in the next number in the '○'.

Example:

5	6	3	○	1	○
4	○	6	○	8	○
7	○	2	○		

(b) Write the middle number in the '○'.

Example:

1	2	3	2	○	4
4	○	6	6	○	8
			7	○	9

(c) Write the previous number in the '○'.

Example:

2	3	○	4	○	9
○	6	○	7	○	5
○	2	○	8		

Get your pupils to understand the instruction for each problem. Let them do the problems by themselves.

(d) Put '✓' the bigger of the two numbers given below.

Example:

4	6	5	4
5	3	3	1
2	4	2	3
6	8	9	8

(e) Mark '○' round the smaller of the two numbers given below.

Example:

1	2	6	7
4	3	9	8
5	6	4	2
8	7	2	3

(f) Put '✓' the biggest of the 3 numbers given below.

Example:

5	6	5
2	5	7
4	7	9
3	6	8
1	3	7

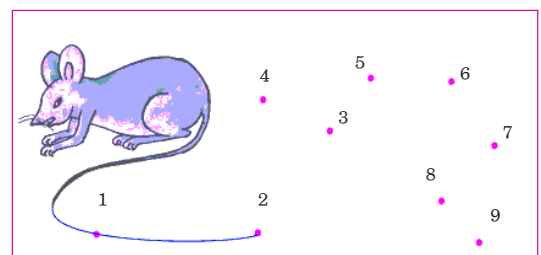
Get your pupils to understand the instruction for each problem. Let them do the problems by themselves.

(g) There are 3 numbers in each row, Draw '○' round the least number.

Example:

2	3	4
7	5	2
9	2	7
6	3	5
4	1	8
3	7	5

(h) Extend the rat's tail by joining the numbers from the smallest to the biggest number.



Get your pupils to understand the instruction for each problem. Let them do the problems by themselves.

(i) Observe the three numbers given on the left. Then write them from the smallest number to the biggest number in the blank boxes on the right.

Example:	4	6	3	→	3	4	6
(a)	5	8	6	→			
(b)	3	7	4	→			
(c)	6	9	7	→			
(d)	2	6	4	→			
(e)	2	1	3	→			
(f)	7	4	9	→			

(j) Observe the 3 numbers given on the left. Then write them from the biggest to the smallest number in the blank boxes on the right.

Example:	4	6	5	→	6	5	4
(a)	3	5	2	→			
(b)	6	8	5	→			
(c)	7	9	6	→			
(d)	4	8	7	→			
(e)	5	6	8	→			
(f)	7	8	9	→			

 Get your pupils to understand the instruction for each problem. Let them do the problems by themselves.

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