



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

Note 1

RESOURCE PERSON: Ms. SAMEERA FATIMA

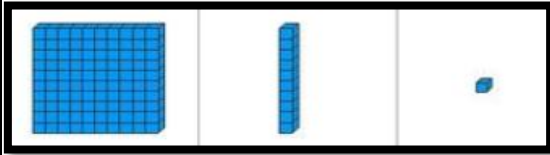
NAME: _____ CLASS: II SEC: _____ DATE: _____

PLACE and PLACE VALUE

10 ones
10 ones = 1 tens

10 tens = 1 hundred

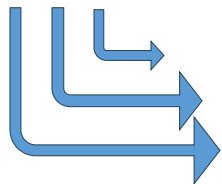
Place tells each digit in a number has a place.
Place Value tells the value of the digit based on its position.



1 hundred	1 ten	1 one	Place
100	10	1	Place Value

H T O

Eg: 1 3 2



Place	Place Value
ones	2
tens	30
hundred	100



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NOTEBOOK EXERCISE 1

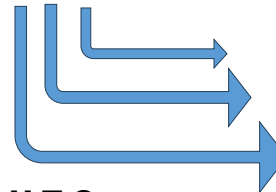
RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Write the Place and Place Value of the given number.

H T O

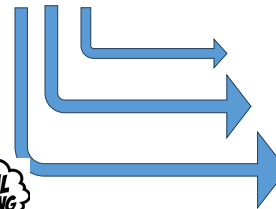
1. 1 6 4



Place	Place Value
Place	Place Value

H T O

2. 2 2 8



II. Write the Place and Place Value of the underlined digit.

	NUMBER	PLACE	PLACE VALUE
1.	<u>1</u> 39		
2.	<u>1</u> 81		
3.	20 <u>5</u>		
4.	<u>2</u> 16		



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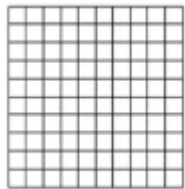
Note 2

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

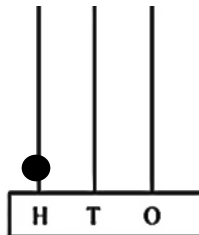
ABACUS

An abacus represents numbers. It has sticks of hundreds, tens and ones. Each stick has beads that represent digits of the number.

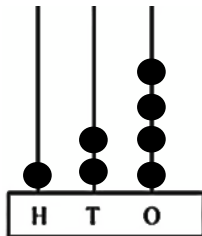


H	T	O
1	0	0

1 hundred can be represented on the abacus as



Eg:



In 124: The place of 1 is hundred and place value is 100, the place of 2 is tens and place value is 20 and the place of 4 is ones and place value is 4.

The number can be expanded in two ways as follows:

HTO

124 = 1 hundred + 2 tens + 4 ones

100 + 20 + 4

This is called the expanded form.

HTO

Eg: 147 = 1 hundred + 4 tens + 7 ones

100 + 40 + 7



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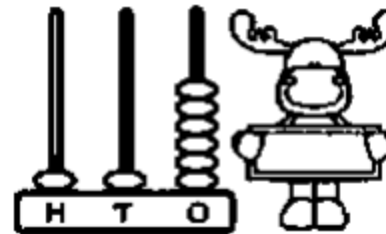
NOTEBOOK EXERCISE 2

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Count the beads on the abacus and write the expanded form.

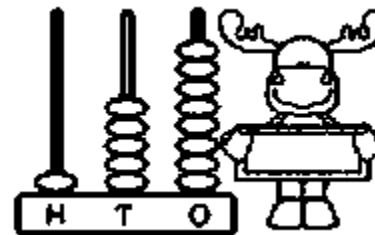
1.



_____ = _____ hundred + _____ ten + _____ ones

_____ + _____ + _____

2.



_____ = _____ hundred + _____ tens + _____ ones

_____ + _____ + _____



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TOPIC: NUMBER CONCEPTS

Note 3

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

Comparing Numbers

There are 3 signs used to compare numbers.
The mouth of the crocodile always opens towards the bigger number.

Greater than (>)



It is placed between two numbers in such a way that the open side faces the bigger number.

Eg: $220 > 110$

Smaller than (<)



It is placed between two numbers in such a way that the closed side faces the smaller number.

Eg: $112 < 230$

Equal to (=)



It is placed between two numbers that have the same value. Eg: $170 = 170$ or $200 = 200$



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TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 3

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Compare the numbers given below by inserting the appropriate sign $<$, $>$ or $=$.



a. 173		193	b. 231		131
b. 155		185	d. 258		210
d. 166		166	e. 103		213
f. 271		117	g. 149		149

II. Colour the greatest number blue and the smallest number green.



1. 152	107	115	161	133
2. 194	201	298	200	226
3. 190	210	182	204	255
4. 129	119	193	184	295



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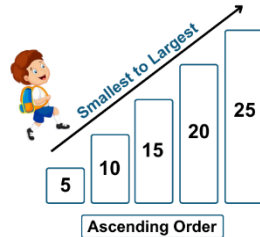
Note 4

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

Ascending Order

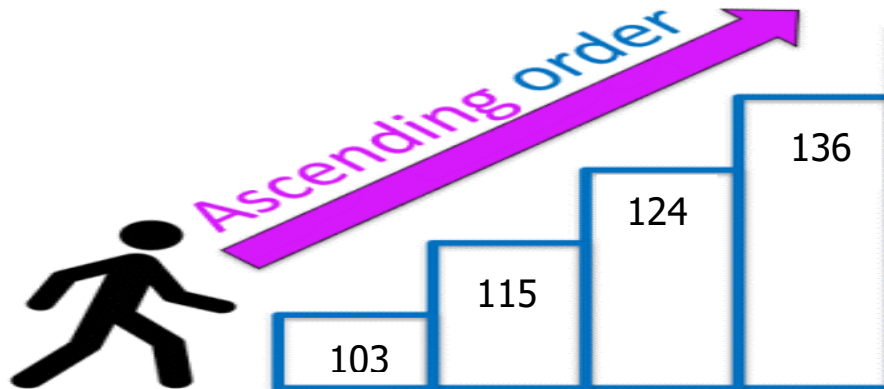
The word **ascending** means **going up**.



Arranging the numbers in ascending order means arranging numbers from smallest value to greatest value (small to big).

Eg: 124, 115, 103, 136

Ans: 103, 115, 124, 136 (**ascending order**)



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TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 4

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Write the numbers on the steps to arrange in ascending order.

1. 185, 123, 102, 114

A set of four horizontal bars of increasing length, representing steps for writing numbers in ascending order.



2. 176, 142, 119, 139

A set of four horizontal bars of increasing length, representing steps for writing numbers in ascending order.

3. 193, 165, 181, 147

A set of four horizontal bars of increasing length, representing steps for writing numbers in ascending order.



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TOPIC: NUMBER CONCEPTS

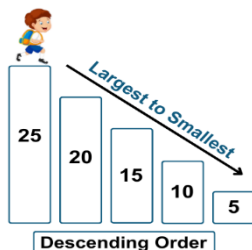
Note 5

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

Descending Order

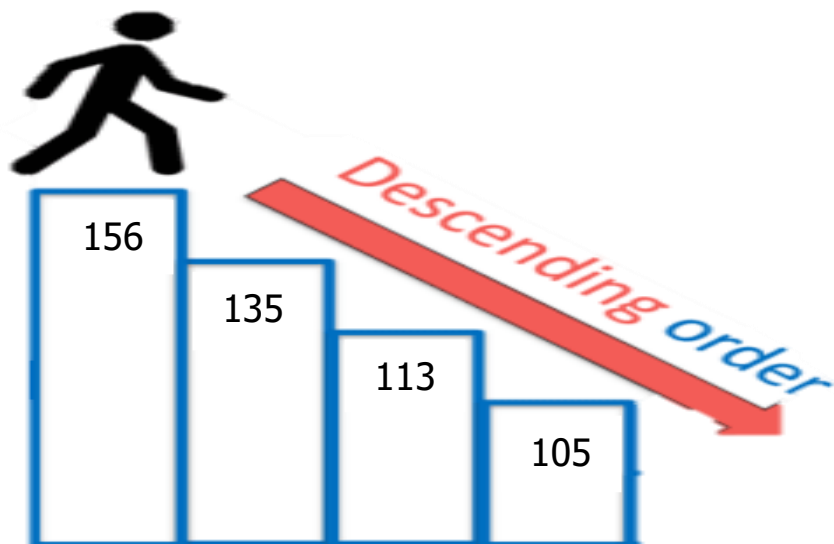
The word **descending** means **going down**.



Arranging the numbers in descending order means arranging numbers from greatest value to smallest value (big to small).

Eg: 135, 105, 113, 156

Ans: 156, 135, 113, 105 (**descending order**)



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DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 5

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Write the numbers on the steps to arrange in descending order.

1. 155, 193, 122, 104

A staircase diagram with four steps, intended for writing numbers to arrange in descending order.



2. 106, 142, 159, 119

A staircase diagram with four steps, intended for writing numbers to arrange in descending order.

3. 163, 135, 111, 177

A staircase diagram with four steps, intended for writing numbers to arrange in descending order.



INDIAN SCHOOL AL WADI AL KABIR
DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: Number Concepts

Note 6

RESOURCE PERSON: Ms. SAMEERA FATIMA

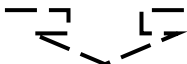
NAME: _____ CLASS: II SEC: _____ DATE: _____

Odd and Even Numbers

Objects that are in twos are also said to be in pairs.

ODD and EVEN HELP MAT	
ODD	EVEN
1	2
3	4
5	6
7	8
9	10

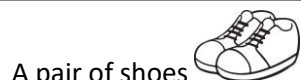
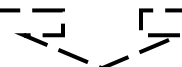
- Numbers which can be put in pairs are called Even Numbers.
- They always have 0, 2, 4, 6 & 8 in the ones place.
- Eg: 150, 132, 144, 156, 168



One shoe

Numbers which **cannot be put** in pairs are called **Odd Numbers**.
 They always have 1, 3, 5, 7 & 9 in the ones place.

Eg: 31, 153, 45, 197, 29



A pair of shoes



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TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 6

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Identify and sort the odd numbers in the odd column and even numbers in the even column.



110	121	112	143	190	189
176	153	165	134	147	162

ODD	EVEN



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DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: Number Concepts

Note 7

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

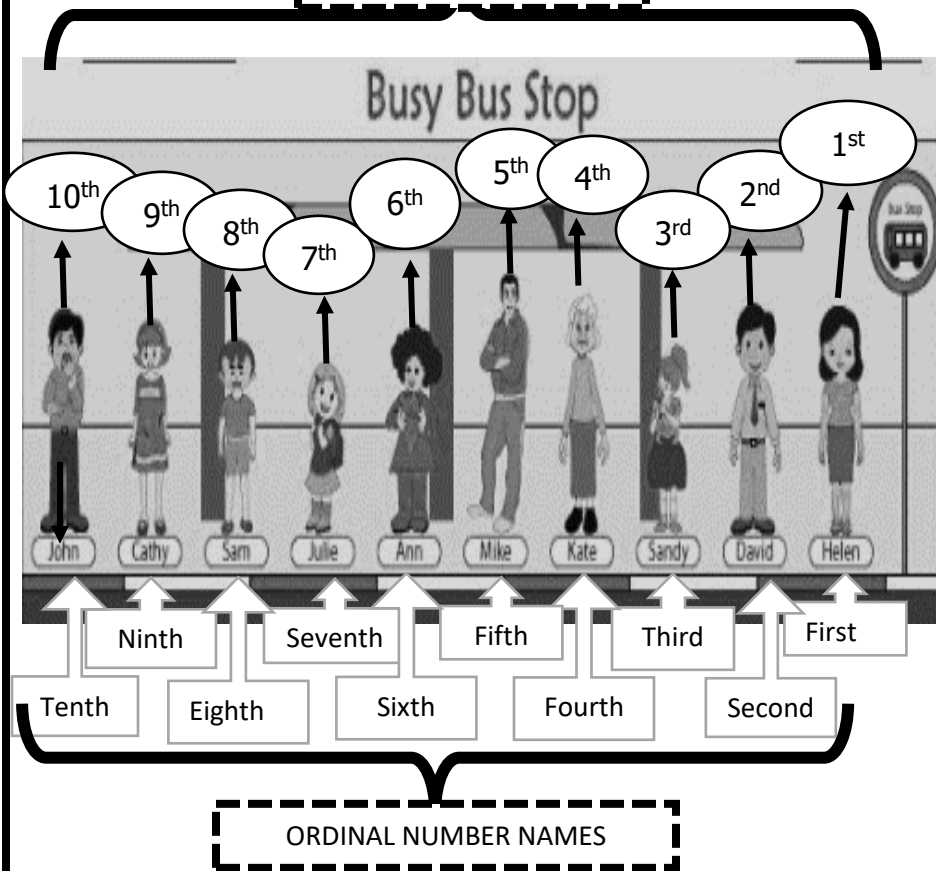
Ordinal Numbers

These numbers are sometimes used to tell the order or position of people or objects. These numbers are called **Ordinals**.



Scan the QR code to understand better !

ORDINAL NUMBERS



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DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 7

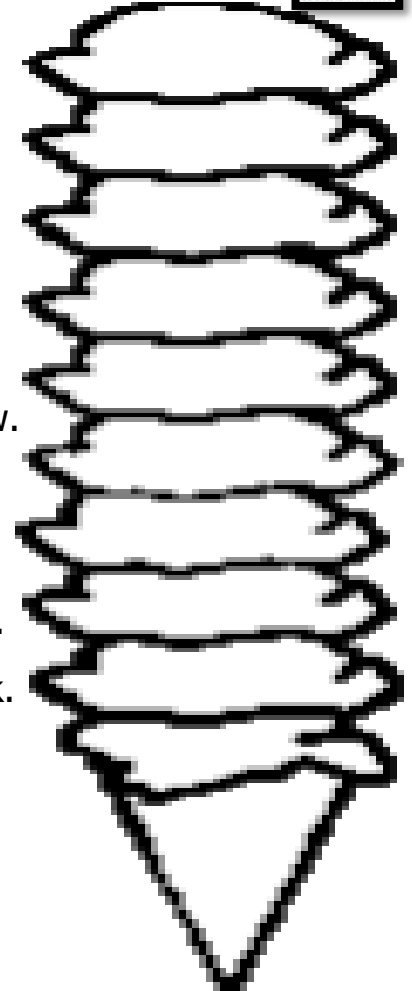
RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Read the instructions given below and colour appropriately.



1. Colour the first scoop pink.
2. Colour the eighth orange.
3. Colour the third scoop red.
4. Colour the tenth scoop blue.
5. Colour the second scoop yellow.
6. Colour the fifth scoop green.
7. Colour the sixth scoop brown.
8. Colour the fourth scoop purple.
9. Colour the seventh scoop black.
10. Colour the ninth scoop white.





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TOPIC: NUMBER CONCEPTS

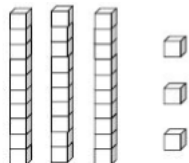
RECALL WORKSHEET

RESOURCE PERSON: Ms. SAMEERA FATIMA

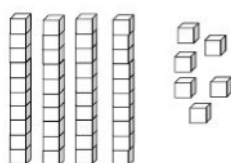
NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Observe the given pictures and write the numeral.

a.



b.





II. Write the number name for the given numeral.

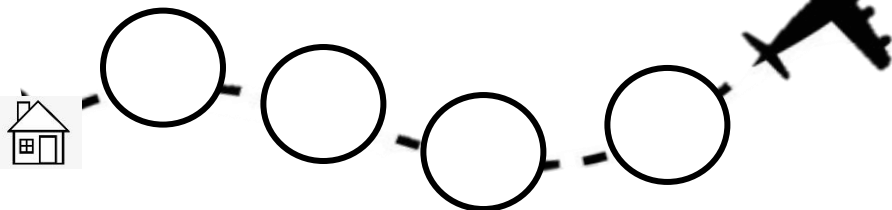
3. 13

1. 49

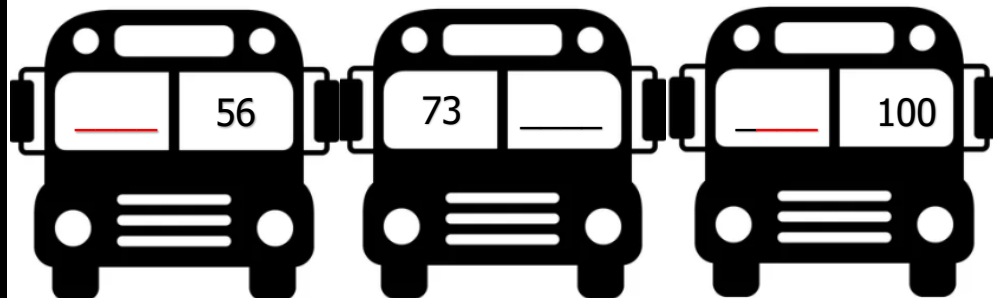
2. 72

III. Arrange the numbers in ascending order.

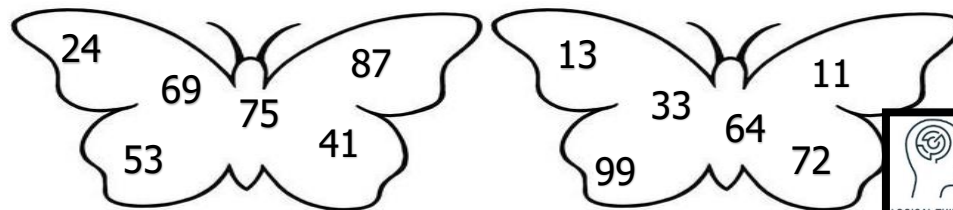
a. 38 , 87 , 19 , 60



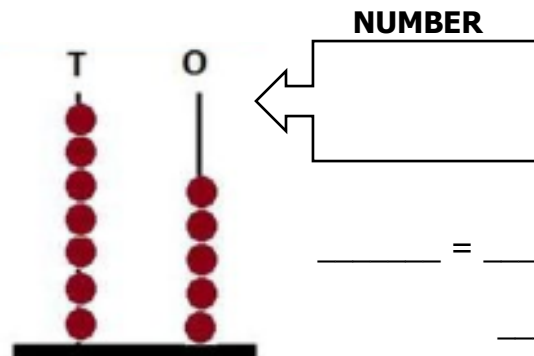
IV. What comes before or after?



V. Circle the smallest number and box the biggest number.



VII. Identify the number shown on the abacus and expand it in two ways.



_____ = _____ Tens + _____ Ones

_____ + _____

**INDIAN SCHOOL AL WADI AL KABIR****DEPARTMENT OF MATHEMATICS (2024-2025)****TOPIC: NUMBER CONCEPTS****NOTEBOOK EXERCISE 11****RESOURCE PERSON: Ms. SAMEERA FATIMA****NAME: _____ CLASS: II SEC: _____ DATE: _____****Vocabulary sums.**

- a. 1 hundreds + 5 tens + 0 ones is _____.
- b. The number 243 is _____. (odd/ even)
- c. One more than 136 is _____.
- d. The number that comes between 199 and 201 is _____.
- e. The digit 7 is in the _____ place in the number 178.
- f. The place value of the digit 1 in the number 194 is _____.
- g. _____ comes before 200.
- h. The numeral for the number name One hundred twenty is _____.
- i. $100 + 7 =$ _____.

**INDIAN SCHOOL AL WADI AL KABIR****DEPARTMENT OF MATHEMATICS (2024-2025)****TOPIC: NUMBER CONCEPTS****NOTEBOOK EXERCISE 11****RESOURCE PERSON: Ms. SAMEERA FATIMA****NAME: _____ CLASS: II SEC: _____ DATE: _____****Vocabulary sums.**

- a. 1 hundreds + 5 tens + 0 ones is _____.
- b. The number 243 is _____. (odd/ even)
- c. One more than 136 is _____.
- d. The number that comes between 199 and 201 is _____.
- e. The digit 7 is in the _____ place in the number 178.
- f. The place value of the digit 1 in the number 194 is _____.
- g. _____ comes before 200.
- h. The numeral for the number name One hundred twenty is _____.
- i. $100 + 7 =$ _____.



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 2'S

NOTE 8

RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: ____ DATE: _____

- Skip Counting is a method of counting forward or backwards by numbers other than 1.
- To skip count, we keep adding the same number each time (repeatedly) to the previous number.
- We can skip count any number. When we skip count by number 2 onwards, we begin to form patterns.
- Skip counting helps to count objects in equal groups. So, one can count faster when skip counting.
- Skip counting helps to learn multiplication tables.

Scan the QR code to play the game for practice.



SKIP
COUNTING
BY 2'S



- To skip count by 2's, we add 2 to the previous number, Eg : 2,4,6,8,10,.....
- When we skip count in 2's , we count in pairs. We are also counting even numbers when we skip count by 2's.



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 2'S

NOTEBOOK EXERCISE 8

RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: ____ DATE: _____

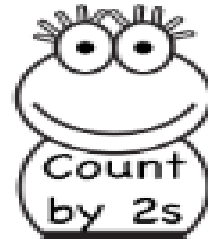
Skip count by 2's and fill in the missing numbers.



a.

b.

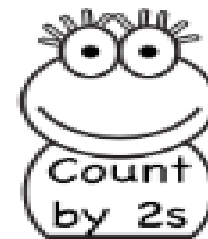
c.



150

152

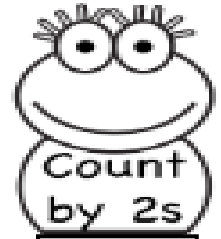
156



200

204

208



222

230



INDIAN SCHOOL AL WADI AL KABIR
DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 5'S

NOTE 9

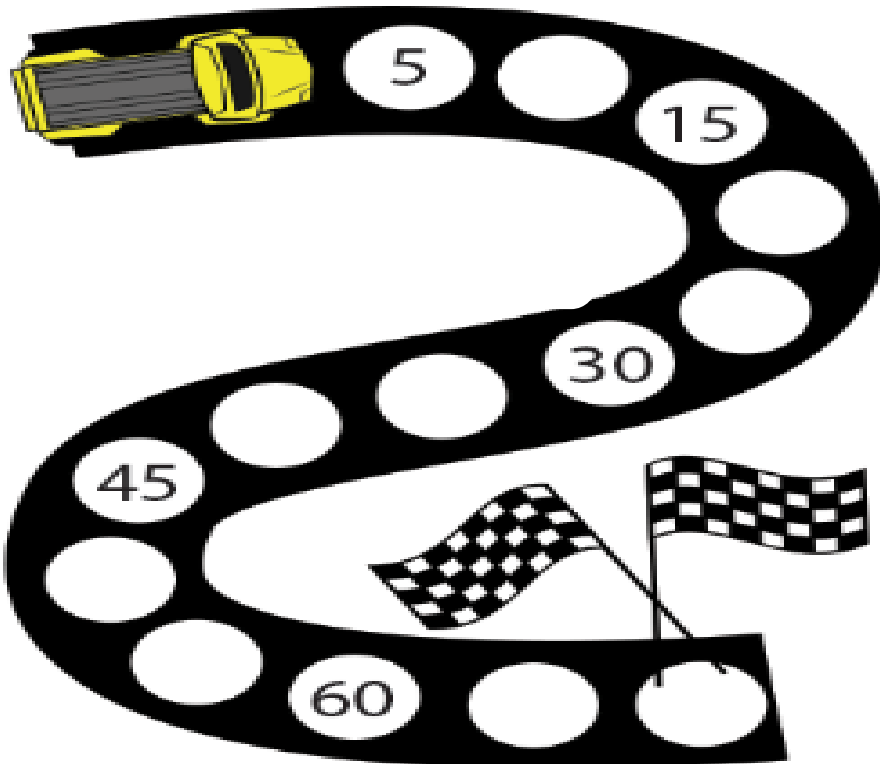
RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: __ DATE: _____

Skip Count by 5's

- To skip count by 5's, we add 5 to the previous number.
Eg – 5,10,15,20,25,
- It helps to count money and tell time.

PRACTICE



INDIAN SCHOOL AL WADI AL KABIR
DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 5'S

NOTE 9

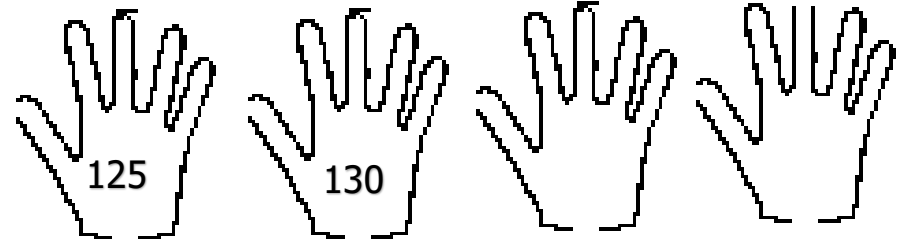
RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: __ DATE: _____

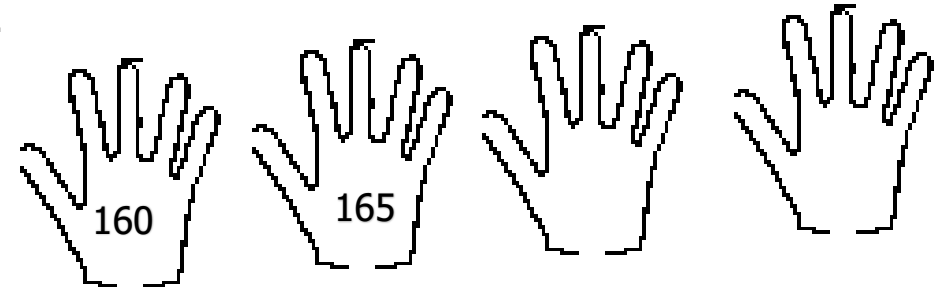
Fill in the missing numbers to complete the pattern.



a.



b.



c.





INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 10'S

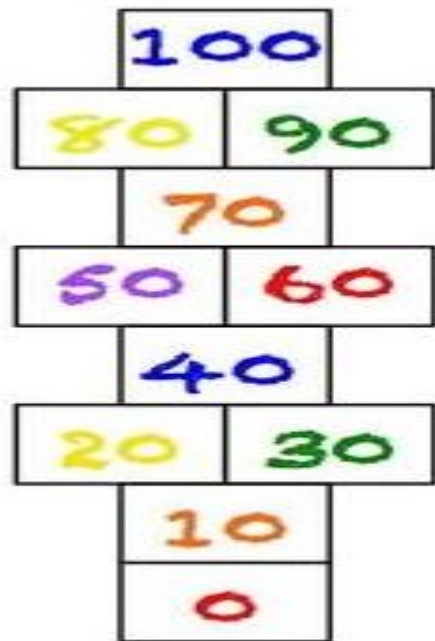
NOTE 10

RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: __ DATE: _____

Skip Count by 10's

- To skip count by 10's, we add 10 to the previous number. Eg – 10,20,30,40,50,
- It helps to count money and things in larger quantities



Scan the QR code to play the game for practice.



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2023-2024)

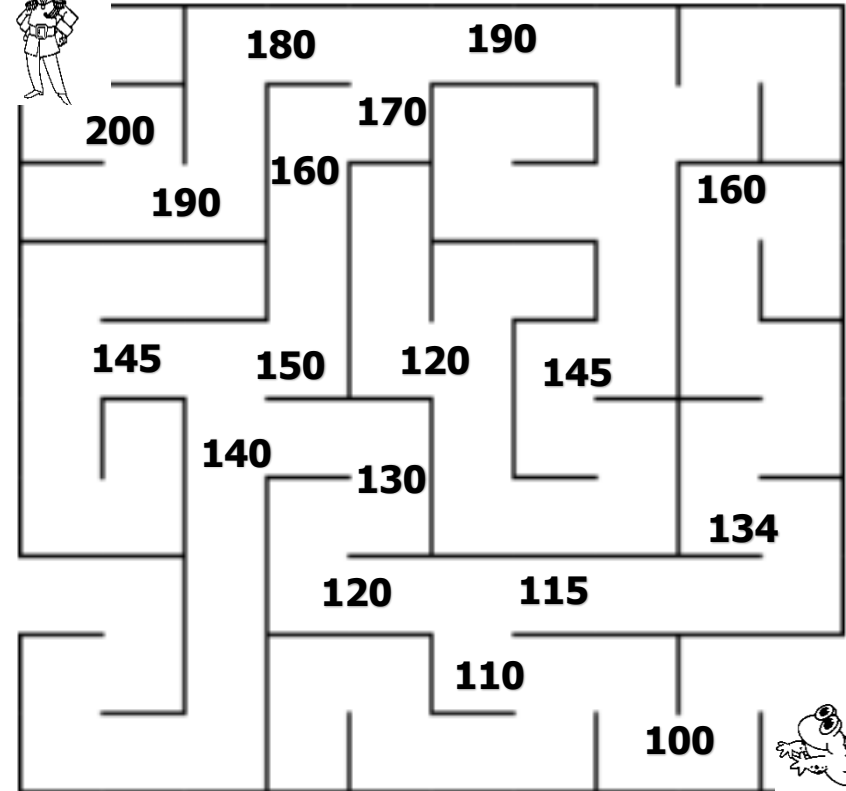
TOPIC: SKIP COUNTING BY 10'S

NOTE 10

RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: __ DATE: _____

Draw the line to count by 10's to connect the numbers and help the frog reach the prince.





INDIAN SCHOOL AL WADI AL KABIR

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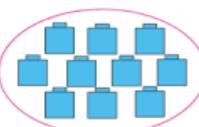
TOPIC: NUMBER CONCEPTS

Note 1

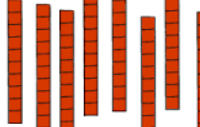
RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

PLACE and PLACE VALUE



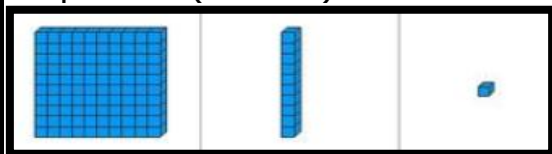
10 ones
10 ones = 1 tens



10 tens = 1 hundred

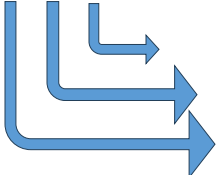
Place - Each digit in a number has a unique place. These digit places are named based on the digit's location (position) within the number. Places are named as Ones, Tens and Hundreds and represented as **H, T and O**.

Place Value tells the value of the digit in a number based on its position (location).



H T O

Eg: 1 1 1



Place	Place Value
ones	1
tens	10
hundred	100



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 3

RESOURCE PERSON: Ms. SAMEERA FATIMA

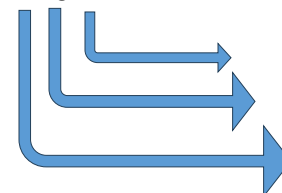
ANSWER KEY

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Write the Place and Place Value of the given number.

H T O

1. 1 6 4

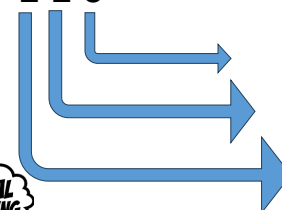


Place	Place Value
ones	4
tens	60
hundred	100

Place	Place Value
ones	8
tens	20
hundreds	200

H T O

2. 2 2 8



II. Write the Place and Place Value of the underlined digit.

	NUMBER	PLACE	PLACE VALUE
1.	<u>1</u> 39	tens	30
2.	<u>1</u> 81	hundred	100
3.	20 <u>5</u>	ones	5
4.	<u>2</u> 16	hundreds	200



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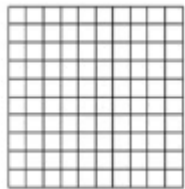
Note 2

RESOURCE PERSON: Ms. SAMEERA FATIMA

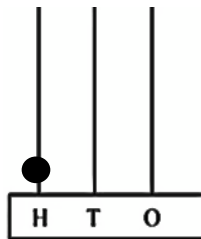
NAME: _____ CLASS: II SEC: _____ DATE: _____

ABACUS

An abacus represents numbers. It has sticks of hundreds, tens and ones. Each stick has beads that represent digits of the number.

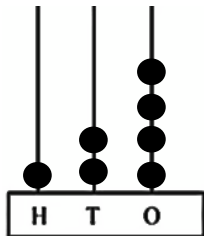


H	T	O
1	0	0



1 hundred can be represented on the abacus as

Eg:



In 124: The place of 1 is hundred and place value is 100, the place of 2 is tens and place value is 20 and the place of 4 is ones and place value is 4.

The number can be expanded in two ways as follows:

HTO

$$124 = 1 \text{ hundred} + 2 \text{ tens} + 4 \text{ ones}$$

$$100 + 20 + 4$$

This is called the expanded form.

HTO

Eg: $147 = 1 \text{ hundred} + 4 \text{ tens} + 7 \text{ ones}$

$$100 + 40 + 7$$



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

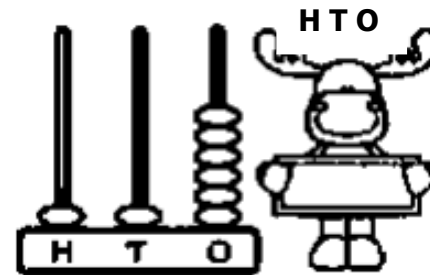
NOTEBOOK EXERCISE 4

RESOURCE PERSON: Ms. SAMEERA FATIMA **ANSWER KEY**

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Count the beads on the abacus and write the expanded form.

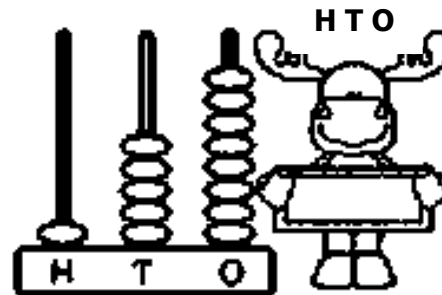
1.



$$\underline{116} = \underline{1} \text{ hundred} + \underline{1} \text{ ten} + \underline{6} \text{ ones}$$

$$\underline{100} + \underline{10} + \underline{6}$$

2.



$$\underline{158} = \underline{1} \text{ hundred} + \underline{5} \text{ tens} + \underline{8} \text{ ones}$$

$$\underline{100} + \underline{50} + \underline{8}$$



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

Note 3

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

Comparing Numbers

3 signs used to compare numbers- $>$, $<$, $=$.

The mouth of the crocodile always opens towards the bigger number.

Greater than ($>$)



It is placed between two numbers in such a way that the open side faces the bigger number.

Eg: $220 > 110$

Smaller than ($<$)



It is placed between two numbers in such a way that the closed side faces the smaller number.

Eg: $112 < 230$

Equal to ($=$)



It is placed between two numbers that have the same value. Eg: $170 = 170$ **or** $200 = 200$



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 5

RESOURCE PERSON: Ms. SAMEERA FATIMA **ANSWER KEY**

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Compare the numbers given below by inserting the appropriate sign $<$, $>$ or $=$.



Greater than



Less than



Equal to

a. 173

$<$

193

b. 231

$>$

131

b. 155

$<$

185

d. 258

$>$

210

d. 166

$=$

166

e. 103

$<$

213

f. 271

$>$

117

g. 149

$=$

149

II. Colour the greatest number blue and the smallest number green.



1. 152

107

115

161

133

2. 194

201

298

200

226

3. 194

210

182

204

255

4. 129

119

193

184

295



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

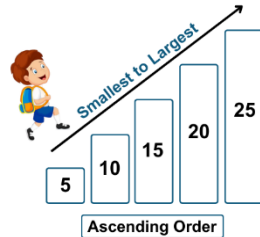
Note 4

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

Ascending Order

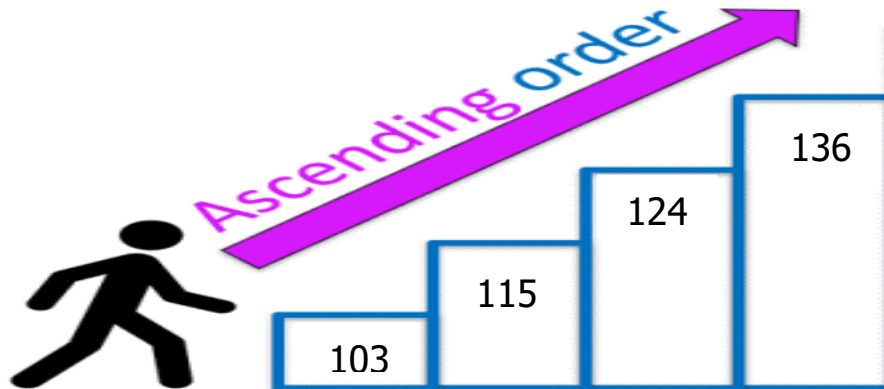
The word **ascending** means **going up**.



Arranging the numbers in ascending order means arranging numbers from **smallest value to greatest value** (*small to big*).

Eg: 124, 115, 103, 136

Ans: 103, 115, 124, 136 (**ascending order**)



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 6

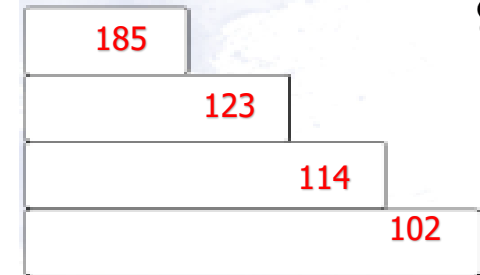
RESOURCE PERSON: Ms. SAMEERA FATIMA

ANSWER KEY

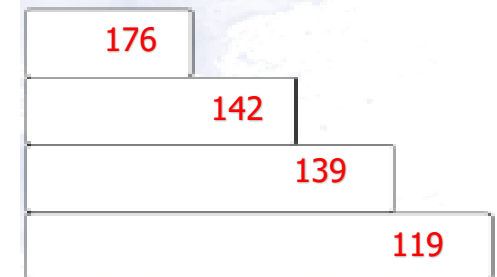
NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Write one number on one step to arrange in ascending order.

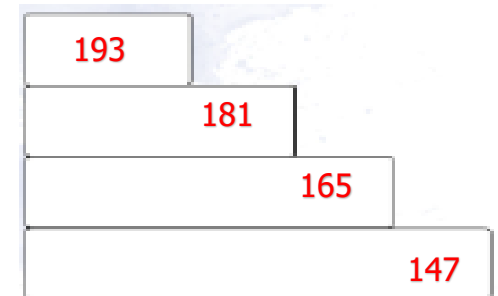
1. 185, 123, 102, 114



2. 176, 142, 119, 139



3. 193, 165, 181, 147





INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

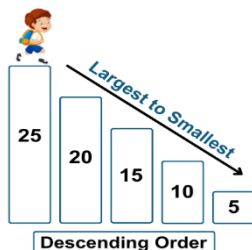
Note 5

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

Descending Order

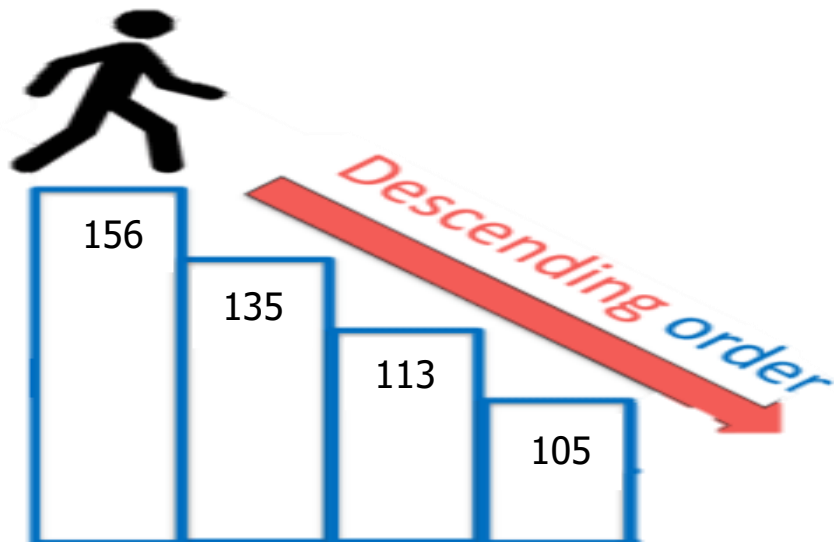
The word **descending** means **going down**.



Arranging the numbers in descending order means arranging numbers from **greatest value to smallest value** (*big to small*).

Eg: 135, 105, 113, 156

Ans: 156, 135, 113, 105 (**descending order**)



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 7

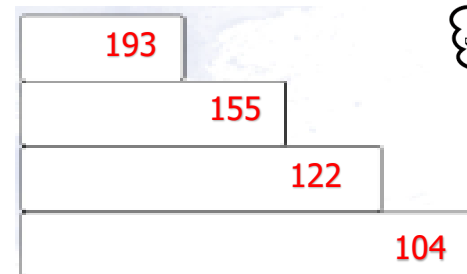
RESOURCE PERSON: Ms. SAMEERA FATIMA

ANSWER KEY

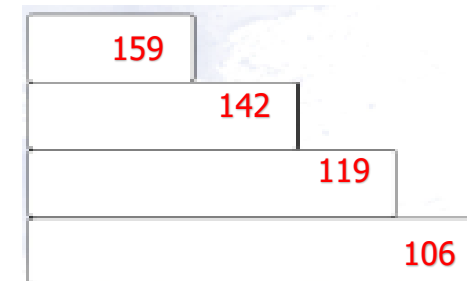
NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Write one number on one step to arrange in descending order.

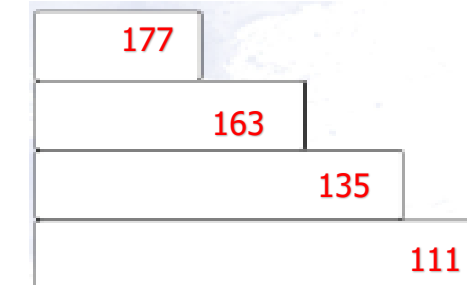
1. 155, 193, 122, 104



2. 106, 142, 159, 119



3. 163, 135, 111, 177





INDIAN SCHOOL AL WADI AL KABIR
DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: Number Concepts

Note 6

RESOURCE PERSON: Ms. SAMEERA FATIMA

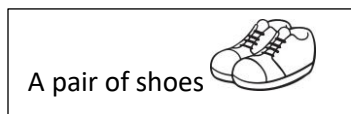
NAME: _____ CLASS: II SEC: _____ DATE: _____

Odd and Even Numbers

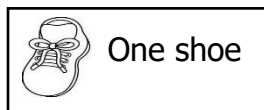
Objects that are in twos are also said to be in pairs.

ODD and EVEN HELP MAT	
ODD	EVEN
1	2
3	4
5	6
7	8
9	10

- Numbers which **can be put in pairs** are called **Even Numbers**.
- They always have 0, 2, 4, 6 & 8 in the ones place.
- Eg: 150, 132, 144, 156, 168



- Numbers which **cannot be put** in pairs are called **Odd Numbers**.
- They always have 1, 3, 5, 7 & 9 in the ones place.
- Eg: 31, 153, 45, 197, 29**



INDIAN SCHOOL AL WADI AL KABIR
DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 8

RESOURCE PERSON: Ms. SAMEERA FATIMA **ANSWER KEY**

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Identify and sort the odd numbers in the odd column and even numbers in the even column.



110	121	112	143	190	189
176	153	165	134	147	162

ODD	EVEN
121	110
143	112
189	190
153	176
165	134
147	162



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: Number Concepts

Note 7

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

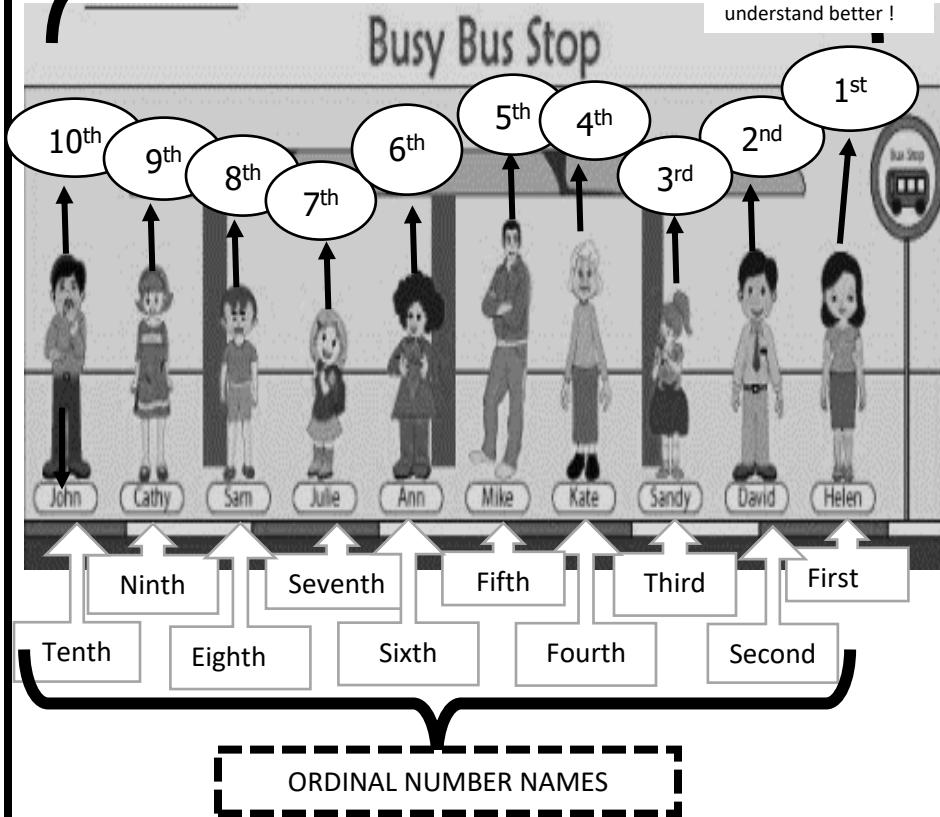
Ordinal Numbers

These numbers tell Ordinal numbers do not stand for value; they stand for something's position in a series of objects. the order or position of people or objects in a set.

ORDINAL NUMBERS



Scan the QR code to understand better !



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 9

RESOURCE PERSON: Ms. SAMEERA FATIMA

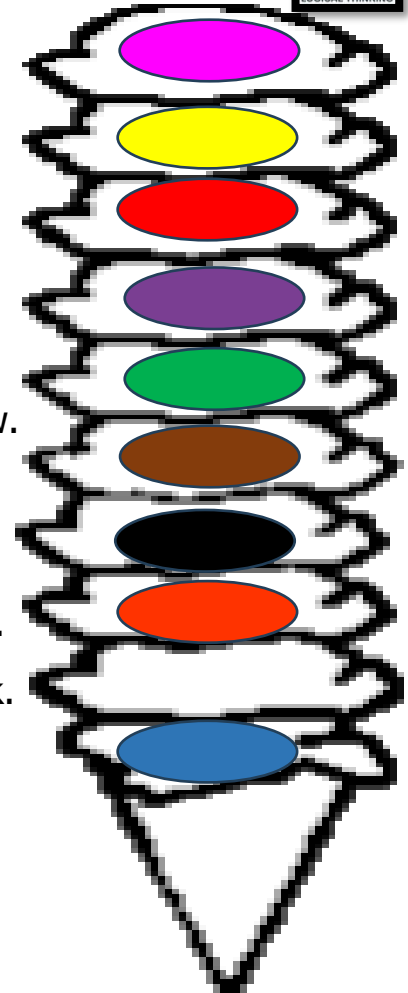
ANSWER KEY

NAME: _____ CLASS: II SEC: _____ DATE: _____

I. Read the instructions given below and colour appropriately.



1. Colour the first scoop pink.
2. Colour the eighth orange.
3. Colour the third scoop red.
4. Colour the tenth scoop blue.
5. Colour the second scoop yellow.
6. Colour the fifth scoop green.
7. Colour the sixth scoop brown.
8. Colour the fourth scoop purple.
9. Colour the seventh scoop black.
10. Colour the ninth scoop white.





INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

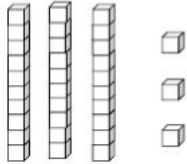
RECALL WORKSHEET

RESOURCE PERSON: Ms. SAMEERA FATIMA **ANSWER KEY**

NAME: _____ CLASS: II SEC: _____ DATE: _____

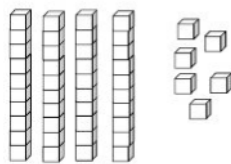
I. Observe the given pictures and write the numeral.

a.



33

b.



46



II. Write the number name for the given numeral.

3. 13

Thirteen

1. 49

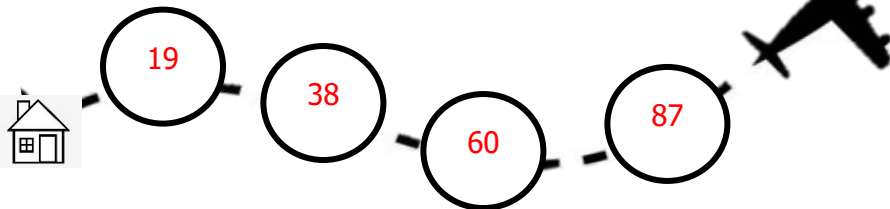
Forty nine

2. 72

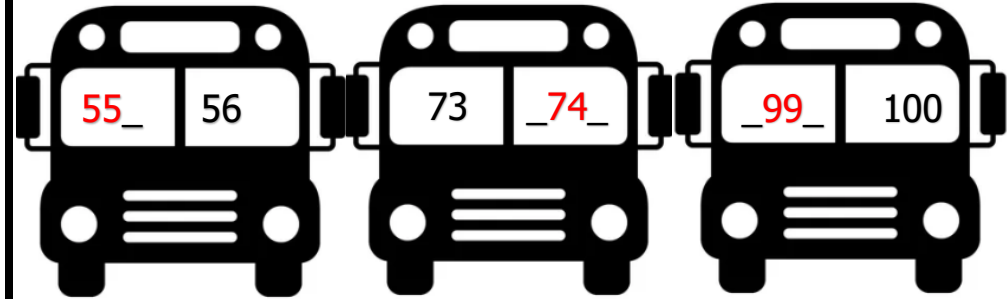
Seventy two

III. Arrange the numbers in ascending order.

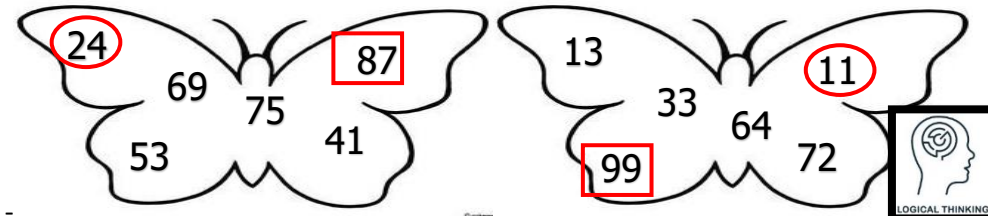
a. 38 , 87 , 19 , 60



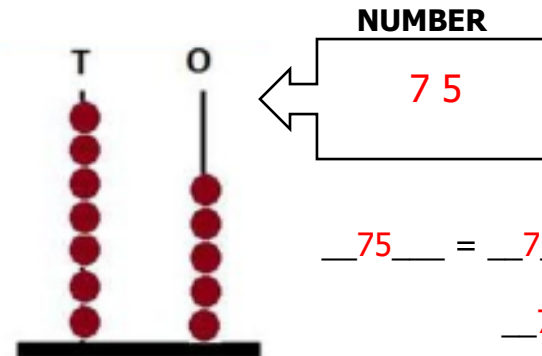
IV. What comes before or after?



V. Circle the smallest number and box the biggest number.



VII. Identify the number shown on the abacus and expand it in two ways.



$$\underline{75} = \underline{7} \text{ Tens} + \underline{5} \text{ Ones}$$

$$\underline{70} + \underline{5}$$



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 11

RESOURCE PERSON: Ms. SAMEERA FATIMA **ANSWER KEY**

NAME: _____ CLASS: II SEC: _____ DATE: _____

Vocabulary sums.



- a. 1 hundreds + 5 tens + 0 ones is 150.
- b. The number 243 is odd. (odd/ even)
- c. One more than 136 is 137.
- d. The number that comes between 199 and 201 is 200.
- e. The digit 7 is in the tens place in the number 178.
- f. The place value of the digit 1 in the number 194 is 100.
- g. 189 comes before 190 .
- h. The numeral for the number name One hundred twenty is 120.
- i. $100 + 7 =$ 107.



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2024-2025)

TOPIC: NUMBER CONCEPTS

NOTEBOOK EXERCISE 10

RESOURCE PERSON: Ms. SAMEERA FATIMA

NAME: _____ CLASS: II SEC: _____ DATE: _____

Vocabulary sums.



- a. 1 hundreds + 5 tens + 0 ones is 150.
- b. The number 243 is odd. (odd/ even)
- c. One more than 136 is 137.
- d. The number that comes between 199 and 201 is 200.
- e. The digit 7 is in the tens place in the number 178.
- f. The place value of the digit 1 in the number 194 is 100.
- g. 189 comes before 190.
- h. The numeral for the number name One hundred twenty is 120.
- i. $100 + 7 =$ 107.



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 2'S

NOTE 8

RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: ____ DATE: _____

- Skip Counting is a method of counting forward or backwards by numbers other than 1.
- To skip count, we keep adding the same number each time (repeatedly) to the previous number.
- We can skip count any number. When we skip count by number 2 onwards, we begin to form patterns.
- Skip counting helps to count objects in equal groups. So, one can count faster when skip counting.
- Skip counting helps to learn multiplication tables.

Scan the QR code to play the game.



SKIP
COUNTING
BY 2'S



- To skip count by 2's, we add 2 to the previous number, Eg : 2,4,6,8,10,.....
- When we skip count in 2's , we count in pairs. We are also counting even numbers when we skip count by 2's.



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 2'S

NOTEBOOK EXERCISE 11

RESOURCE PERSON: Ms. Sameera Fatima **ANSWER KEY**

NAME: _____ CLASS: II SEC: ____ DATE: _____

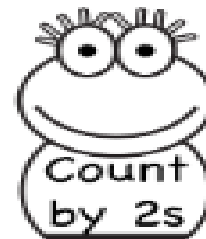
Skip count by 2's and fill in the missing numbers.



a.

b.

c.



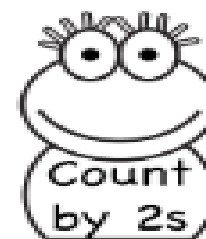
150

152

154

156

158



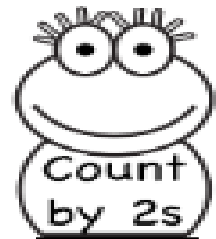
200

202

204

206

208



222

224

226

228

230



INDIAN SCHOOL AL WADI AL KABIR
DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 5'S

NOTE 9

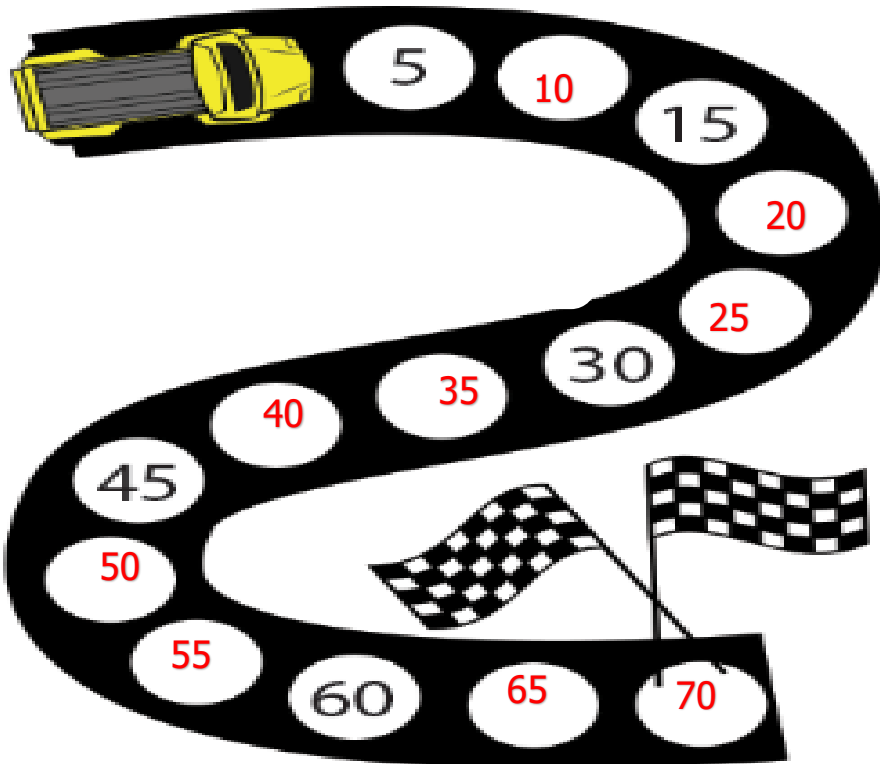
RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: __ DATE: _____

Skip Count by 5's

- To skip count by 5's, we add 5 to the previous number.
Eg – 5,10,15,20,25,
- It helps to count money and tell time.

PRACTICE



INDIAN SCHOOL AL WADI AL KABIR
DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 5'S

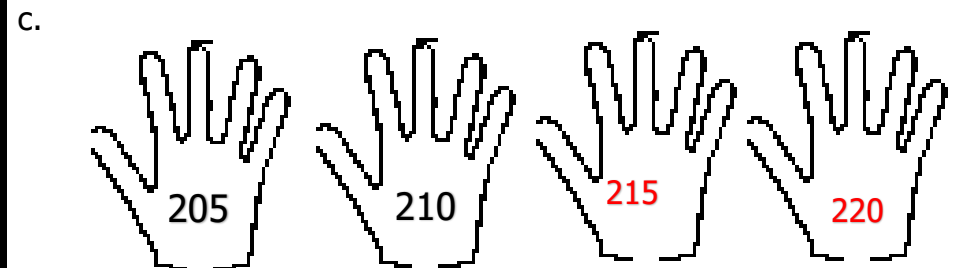
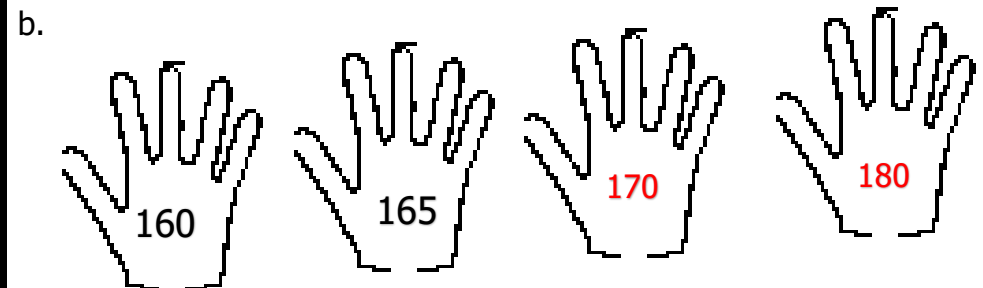
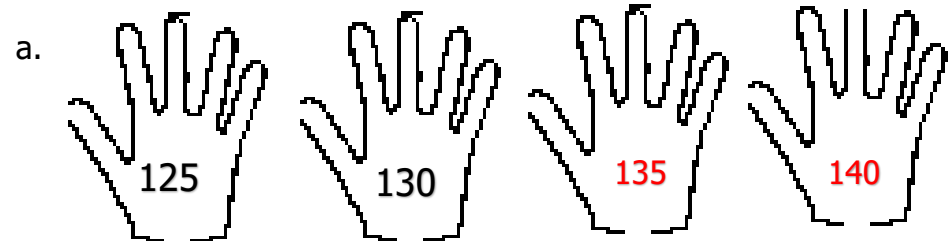
NOTEBOOK EXERCISE 12

RESOURCE PERSON: Ms. Sameera Fatima **ANSWER KEY**

NAME: _____ CLASS: II SEC: __ DATE: _____



Fill in the missing numbers to complete the pattern.





INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 10'S

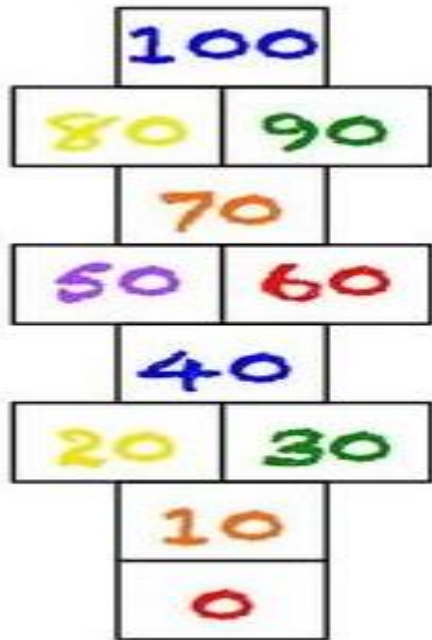
NOTE 10

RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: __ DATE: _____

Skip Count by 10's

- To skip count by 10's, we add 10 to the previous number. Eg – 10,20,30,40,50,
- It helps to count money and things in larger quantities



Scan the QR code to play the game.



INDIAN SCHOOL AL WADI AL KABIR

DEPARTMENT OF MATHEMATICS (2023-2024)

TOPIC: SKIP COUNTING BY 10'S

NOTEBOOK EXERCISE 13

RESOURCE PERSON: Ms. Sameera Fatima

NAME: _____ CLASS: II SEC: __ DATE: _____

Draw the line to count by 10's to connect the numbers and help the frog reach the prince.

