



Mentor Guru

Class 1 Maths Magic

Chapter 8: Numbers from 21 to 50 Notes

Numbers from twenty to fifty

In previous chapters, we have already learned to count with the help of math sticks. Here you will count to fifty easily and creatively. So, count the match sticks bundle of tens and add them to the other bundle. It is simple.

Create bingo cards with numbers 21-50. Call out numbers and have students mark them. Incorporate numbers into stories. For instance, there were 20 balls in the bag. If three are missed out, how many were left? Have students practice writing numbers 21-50. Fill in the blanks, missing numbers, and simple number-based puzzles.

Write the Number:

Ten **Ones** **Number**

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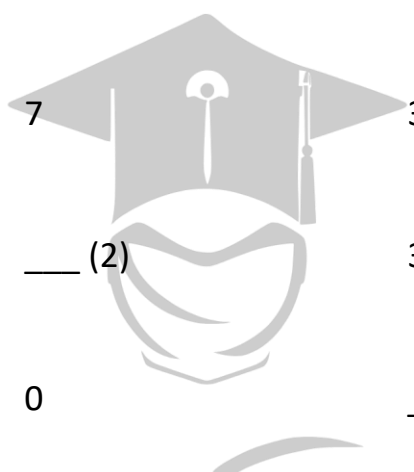
1	4	14
2	0	20
2	2	22

3 7 37

2 9 29

Number from 21 to 40: Fill in the Blank

Ten	Ones	Number
2	1	___ (21)
___ (3)	7	37
3	___ (2)	32
4	0	___ (40)



Remember to keep the learning environment positive and supportive. At this age, children learn best when they're having fun and feel encouraged. Adjust the pace based on the class's progress and be open to revisiting concepts if needed.

The difficulty of learning numbers from twenty-one to fifty for a grade 1 student largely depends on a variety of factors including prior exposure, teaching methods, and individual learning capabilities. Children who have been introduced to larger numbers informally before grade 1, such as during conversations at home, might find it easier.

The numbers 21-50 in English follow a certain pattern, especially for numbers 21-29 (like twenty-one, twenty-two, and so on). Once students grasp this pattern, it can become simpler to remember the subsequent numbers.

Engaging, interactive, and hands-on teaching methods can make this learning process more enjoyable and easier to understand. If abstract concepts are introduced without concrete examples or hands-on activities, it may be more challenging for some children.

Number from 41 to 50

Ten	Ones	Number
4	1	___ (41)
___ (4)	7	47
4	___ (2)	42
4	5	___ (45)

Every child is unique. Some children may pick up numerical concepts quickly, while others might need more repetition or different strategies. By the time children reach grade 1, most have developed the cognitive skills necessary to understand counting and basic number concepts. However, the ability to grasp abstract concepts varies.

Write the Missing Number

Since you already learned to count till fifty and know about the bundle of match stick bundles. Would you be able to guess the next exercise about how to find the missing numbers? Challenge yourself and try to find all the missing numbers it is kind of a game.

Ten Ones Number

2 3 ___ (23)

___ (4) 7 47

3 ___ (4) 34

4 1 ___ (41)