Lesson-3: Addition up to 10

13 Periods (40 minutes each)

Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Poster

Animation, Animated Activities, Dictionary, eBook, Explainer Video, HOTS, I Explain, Mental Maths, Quiz, Slideshow, Infographic

Affirming better: I like eating healthy food

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to develop a foundational understanding of addition up to 10 through interactive activities and real-life applications.
- to enhance problem-solving skills by using kinaesthetic, auditory, and pictorial methods.
- to strengthen number sense through structured exercises, number strips and hands-on activities.
- to foster critical thinking by introducing various addition techniques.
- to foster mathematical communication by discussing their reasoning, explaining and their thought process.

Methodology

Period 1

SHOULD DO – 5 MIN.

Teacher: Good morning students. How are you?

Teacher: Let us start with a quick warm-up. Stretch your hands up high! Now touch your toes. Let us do it two more times.

Teacher: Great! Now, let us begin our lesson.

Affirming better

MUST DO – 5 MIN.

Teacher: Today, we will talk about something important – healthy eating.

Teacher: Why do you think eating healthy food is good for us?

Teacher: Yes, it makes us strong and helps us grow.

Teacher: Can you name some healthy foods?

Teacher: Wonderful! Eating fruits and vegetables keeps us healthy.

Teacher: Now, repeat after me: I like eating healthy food.

Teacher: We will begin a new chapter Addition up to 10. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

MUST DO – 10 MIN.

K	W	L

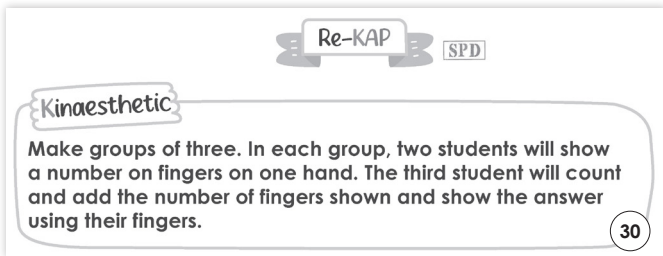
Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what do you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill in the end.

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did an amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

MUST DO – 10 MIN.

Kinaesthetic



Teacher: Open your books to page 30.

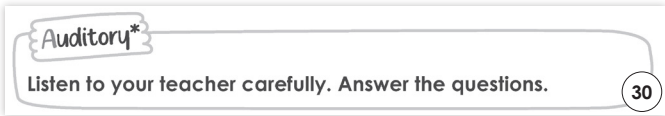
Teacher: Let us read and understand the kinaesthetic activity.

Students: Work in groups of three to complete the task as instructed in the book.

Teacher: Excellent teamwork, Let us proceed to the auditory activity.

You may show the **eBook** given on digital platform.

Auditory



MUST DO
5 MIN.

Teacher: Listen carefully as I read the questions aloud. Think and answer.

Teacher: Maria has 2 apples. Ryan gave her 1 more apple. Answer the following questions.

1. How many apples does Maria have? 2. If Lina gave her one more apple, how many apples will Maria have in total?

Teacher: Great effort, everyone, Now, let us explore the pictorial activity.

(Use **CRM signs** to settle the class.)

Pictorial

MUST DO
5 MIN.

Teacher: Look at the toy shop picture in your book and complete the activity.

Teacher: Well done! Visualising numbers helps us understand better.

Teacher: That was an amazing session! Let us all give a huge round of applause for everyone's effort today.

Differentiated Activities

110 km/hr

Show me 4 fingers. Can you add 1 more? How many fingers are now?

80 km/hr

Count how many steps it takes to reach the door.

40 km/hr

Clap 3 times. Can you clap 2 more times?

Home Task

Find and count objects like curtains, glasses, bowls, etc., at home. Write the name of the object and its number in your notebook.

Period 2

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you today?

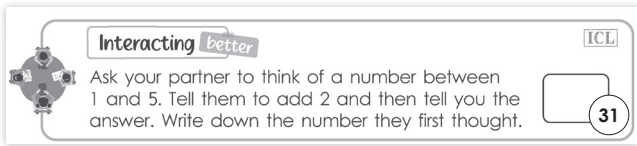
Teacher: Let us start with a quick warm-up. Stand up and stretch your hands up high! Now touch your toes. Let us do this two more times.

Teacher: Now, let us clap 2 times, then 3 times. Can you tell me how many times we clapped in total?

Interactive better

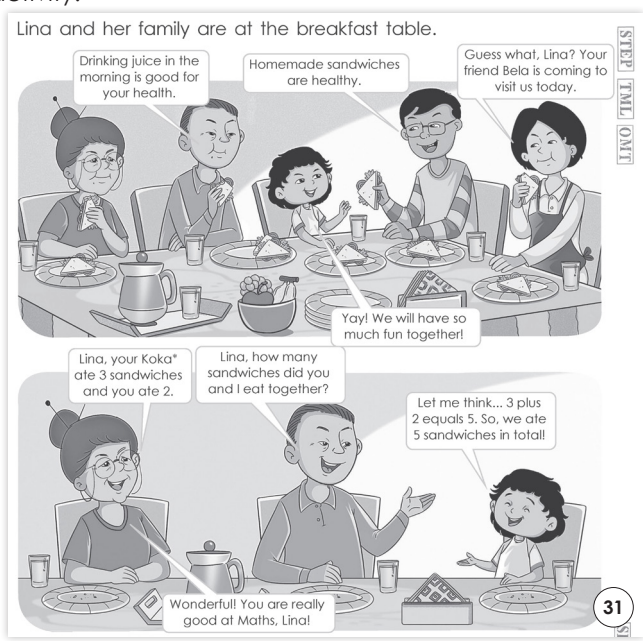
SHOULD DO
10 MIN.

Teacher: Let us do an activity from your book under 'Interacting better.'.



Teacher: Now, guess the number your partner first thought of. Discuss and check.

Teacher: Great teamwork, everyone! Let us move to next activity.



You may show the **Animation** of the story given on digital platform.

MUST DO
20 MIN.

Teacher: Today, we will read a story. Look at the picture of Lina and her family.

(Read the story and discuss it with the students.)

Teacher: What do you see in the picture? Who is at the table?

Teacher: What food are they eating?

Teacher: Can you count how many glasses are on the table?

Teacher: Lina calls her grandfather Koka.

Teacher: Can you think of a special name you use for your grandfather?

Teacher: Some people say Dadaji, Nanu or Grandpa. What do you call your grandfather?

Teacher: Now, let us focus on what Lina and her grandfather are talking about.

Teacher: Her grandfather ate 3 sandwiches and Lina ate 2. How many did they eat in total?

Teacher: Let us count together!

Teacher: 3… (hold up three fingers) and 2 more… (hold up two more fingers). What is the total?

Teacher: Yes, it is 5! This is called addition.

You may show the **Dictionary** given on the digital platform.

Teacher: Now, we will explore some new words that are important for this chapter. Let us go through the words given in the dictionary section on the digital platform.

(Explain the words mentioned in the dictionary section on the digital platform . Or write it down on the blackboard and explain it to the students)

COULD DO 5 MIN.

Teacher: Now, let us do a fun activity using our fingers!

Teacher: Hold up 3 fingers on one hand. Now hold up 3 fingers on the other hand.

Teacher: Count all your fingers. How many do you have?

Teacher: Yes, 6! That is how we add using our fingers.

Teacher: That was a great class! Let us all give a huge round of applause for everyone's effort today.

Differentiated Activities

110 km/hr

Count how many books you have in your bag. Now, ask your friend how many they have. How many do you both have together?

80 km/hr

Count 4 steps forward and then 3 more. How many steps in total?

40 km/hr

Count how many windows you see in the classroom.

Home Task

Find any two objects at home, like spoons and cups. Count them separately, then add them together. Draw the objects and write the total.

Period 3

SHOULD DO 5 MIN.

Teacher: Good morning, students. Let us begin with a quick warm-up.

Teacher: Show me 3 fingers on one hand and 2 fingers on the other.

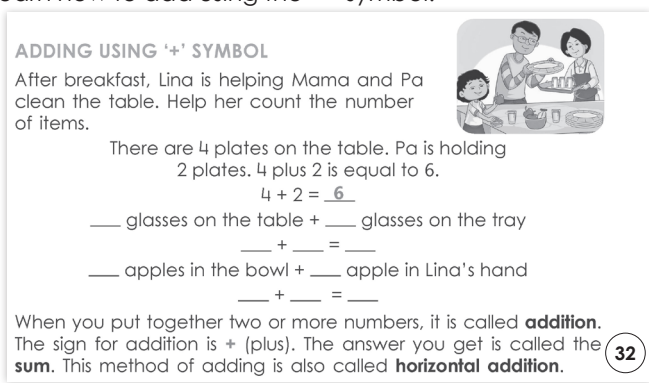
Teacher: Now, count all your fingers together. How many do you have?

Teacher: Great!

Adding Using '+' Symbol

MUST DO 10 MIN.

Teacher: Everybody please open page 32 in your book. Today, we will learn how to add using the '+' symbol.


ADDING USING '+' SYMBOL

After breakfast, Lina is helping Mama and Pa clean the table. Help her count the number of items.

There are 4 plates on the table. Pa is holding 2 plates. 4 plus 2 is equal to 6.

4 + 2 = 6

___ glasses on the table + ___ glasses on the tray

___ + ___ = ___

___ apples in the bowl + ___ apple in Lina's hand

___ + ___ = ___

When you put together two or more numbers, it is called **addition**. The sign for addition is + (plus). The answer you get is called the **sum**. This method of adding is also called **horizontal addition**.

32

Teacher: Look at the example in your book: There are 4 plates on the table and Pa is holding 2 more.

Teacher: 4 plus 2 equals 6. We write it as 4 + 2 = 6.

Teacher: Now, let us try another one.

Teacher: How many glasses are on the table?

Teacher: How many more glasses are on the tray?

Teacher: If we add them together, how many glasses do we have in total?

Teacher: Let us try one more.

Teacher: How many apples are in the bowl?

Teacher: How many apples is Lina holding?

Teacher: What is the total when we add both?

(Discuss with reference of the explanation given on page 32.)

Teacher: Great! Adding helps us find the total when we put things together.

SHOULD DO 5 MIN.

Teacher: Let us do a fun activity to understand addition better.

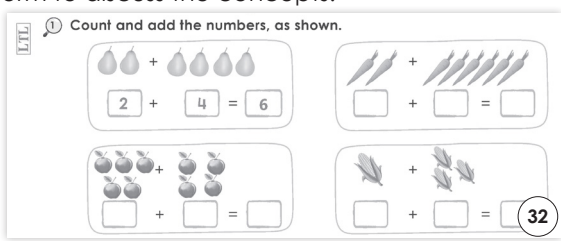
Teacher: Take any two small objects from your bag, like pencils or erasers.

Teacher: Place 3 objects on your desk. Now add 2 more.

Teacher: Count all of them together. How many do you have now?

Teacher: Well done! You just added using real objects.

You may show the **Explainer Video** given on digital platform to discuss the concepts.


① Count and add the numbers, as shown.

2 + 4 = 6

32

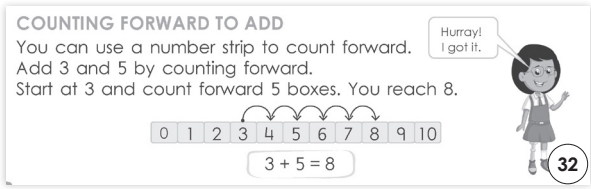
Teacher: Open your books to Exercise 1 on page 32.

MUST DO — 5 MIN.

Teacher: Complete the questions by adding the numbers.

Teacher: Raise your hand if you need help.

Counting Forward To Add



MUST DO — 10 MIN.

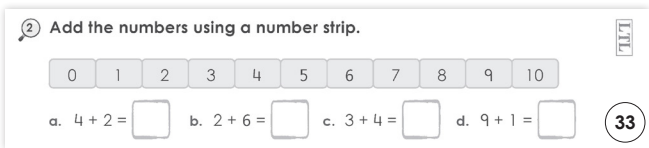
Teacher: Now, we will learn how to add by using a number strip.

Teacher: Look at the number strip in your book. Start at the number 3 and count forward 5 steps.

Teacher: What number do we reach? Yes, 8!

Teacher: This is how we use a number strip to add.

Teacher: Let us try another one: Start at 2 and count 4 steps forward. What number do we land on?



MUST DO — 5 MIN.

Teacher: Open your books to exercise 2. Let us solve the first one together.

Teacher: The first question is 4 + 2 = __. Look at the number strip.

Teacher: Start at number 4. Move forward 2 steps. Where do you land?

Teacher: Yes, 6! Write the answer in the box.

(Similarly, guide students to do the next question.)

Teacher: That was an amazing class! You all did fantastic work in learning today. Let us all give a huge round of applause for everyone's effort!

Differentiated Activities

110 km/hr

Start at 5 and count forward 6 steps on the number strip. What number do you reach?

80 km/hr

Count 3 steps forward from number 4 on the number strip. Where do you land?

40 km/hr

Show 2 fingers on one hand and 3 on the other. Count them all.

Home Task

Solve question (c) and (d) of Exercise 2 given on page 33 in the Main course book.

Period 4

SHOULD DO — 5 MIN.

Teacher: Good morning, students! Let us start with a fun addition activity.

Teacher: Take two pencils from your pencil box. Now, take one more. How many do you have in total?

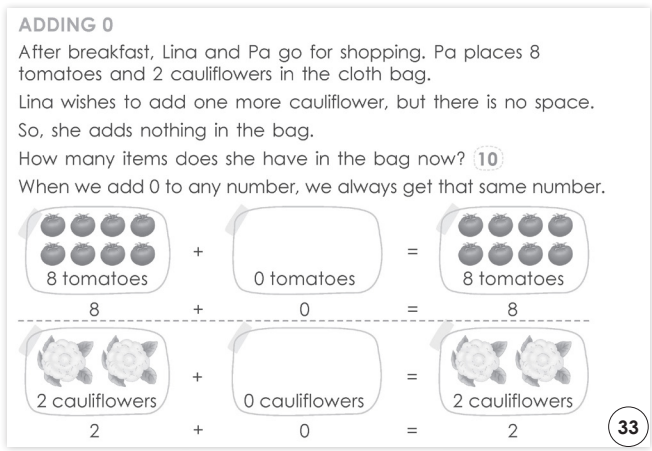
Teacher: Now, let us try with erasers. If you have 3 erasers and take 2 more, how many do you have now?

Teacher: Great work! Adding objects helps us understand numbers better. Today, we will learn about adding 0 and adding 1.

Adding 0

MUST DO — 15 MIN.

Teacher: Let us read about adding 0 in our books.



Teacher: Look at the example of tomatoes. There are 8 tomatoes in the bag. If we add 0 tomatoes, how many do we have?

Teacher: Yes, it is still 8! When we add 0 to any number, the number stays the same.:

Adding 0 means there is no change in the number. Example: 5 + 0 = 5, 9 + 0 = 9.

Teacher: Let us try another example.

Teacher: If there are 2 cauliflowers and we add 0 more, how many are there?

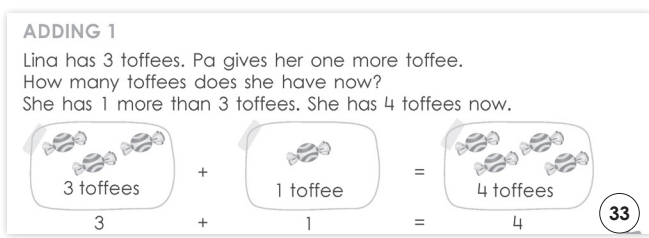
Teacher: Yes, it is still 2! Adding 0 does not change the number.

Teacher: Now, try solving these:

- 6 + 0 = ?
- 4 + 0 = ?
- 10 + 0 = ?

Teacher: Well done! Now, let us move to adding 1.

Adding 1



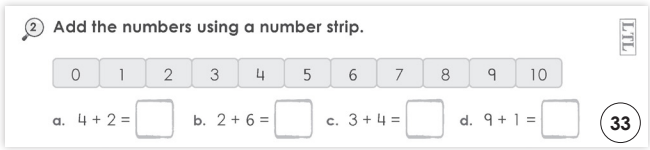
Teacher: Look at the example in your book about adding 1. Lina has 3 toffees and Pa gives her 1 more. How many does she have now?

MUST DO
15 MIN.

Teacher: Yes, 3 + 1 = 4. When we add 1 to a number, we get the next number.

Adding 1 means moving to the next number.

Example: 2 + 1 = 3, 7 + 1 = 8.



Teacher: Let us try another one.

Teacher: If we have 5 pencils and add 1 more, how many do we have now?

Teacher: Yes, 6!

Teacher: Now, solve these:

- 8 + 1 = ?
- 4 + 1 = ?
- 9 + 1 = ?

Teacher: Excellent work! Let us move to the exercise.

Teacher: Open your books to exercise 3. Let us solve the first question together.

MUST DO
5 MIN.

Teacher: The first question is 7 + 0 = ?

Teacher: What happens when we add 0 to any number?

Teacher: Yes, the number stays the same. So, 7 + 0 = 7. Write your answer.

(Guide the students to solve other questions in similar way.)

Differentiated Activities

110 km/hr

Add 1 more year to your present age. How old will you be next year?

80 km/hr

Count how many school bags are in the classroom. If we add 1 more, how many will there be?

40 km/hr

Count 2 steps forward. Now, add 1 more step. What number do you reach?

Home Task

Look around your home and find any object. Write its name and the number you counted. Then, add 1 more and write the new total

Period 5

Teacher: Today, we will try a magic trick with numbers!

SHOULD DO
5 MIN.

Teacher: Think of any small number in your mind but do not say it aloud.

Teacher: Now, add 2 to your number.

Teacher: Now, add 3 more to the total.

Teacher: Finally, subtract the number you first thought of.

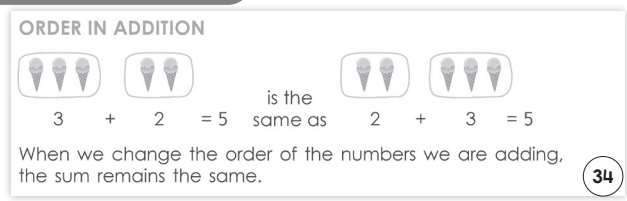
Teacher: What number do you have now?

Students: 5!

Teacher: Amazing! No matter what number you started with, the total is always 5. That is the magic of addition!

Teacher: Today, we will learn something interesting—what happens when we change the order of numbers in addition. Let us find out!

Order In Addition



Teacher: Take 3 pencils and place them on the desk. Now, add 2 more erasers. Count all the objects.

MUST DO
15 MIN.

Teacher: Now, take 2 erasers first and then add 3 pencils. The total remains the same.

Teacher: When adding, the order of numbers does not change the sum.

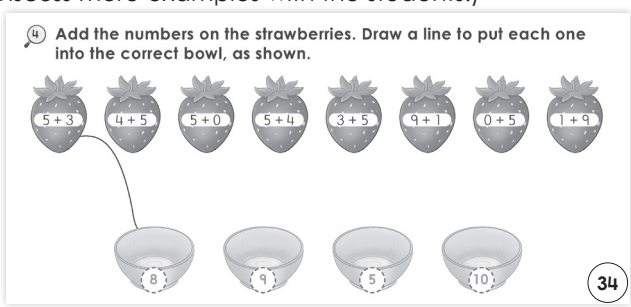
Teacher: Now, let us try this with numbers. 4 + 2 gives the same total as 2 + 4.

Teacher: This means that when numbers are added in any order, the sum remains unchanged.

Teacher: Hold up 5 fingers on one hand and 3 on the other. Count them.

Teacher: Now, switch hands and count again. The total does not change. That is what makes addition special.

(Discuss more examples with the students.)



Teacher: Open the book to exercise 4. Let us solve the first one together.

MUST DO
15 MIN.

Teacher: The first sum is 5 + 3. Adding these numbers gives 8. Now, reversing it, 3 + 5 also equals 8.

Teacher: Another one — 4 + 5 equals 9. Now, reversing it, 5 + 4 also equals 9.

Teacher: Solve the next three sums independently and match them to the correct bowl.

Teacher: Well done! Now, check the answers with a partner

You may show the **Animated Activities** given on digital platform to practise the concepts.

Teacher: Let us end the class with a short meditation.

COULD DO — 5 MIN.

Teacher: Sit comfortably, close the eyes and take a deep breath in... and out.

Teacher: Think about how numbers stay the same no matter the order.

Teacher: Take another deep breath in and out.

Teacher: That was an amazing class! See you next time!

Differentiated Activities

110 km/hr

Write any two numbers on the board. Swap their order and add them again. Does the sum remain the same?

Try with three numbers (e.g., 2 + 4 + 3 = ?, 3 + 2 + 4 = ?).

80 km/hr

Roll two dice, note the numbers and add them. Now, swap the numbers and add again. Did the total change? Try with three dice.

40 km/hr

Jump 4 times, then 3 more. Now, reverse it—jump 3 times first, then 4. Compare the total jumps in both cases.

Home Task

Write two different addition sums, reverse the order and check if the total remains the same.

Period 6

SHOULD DO — 5 MIN.

Teacher: Good morning, students! How are you today?

Teacher: Let us begin with a quick recall of what we learned about the order of addition.

Teacher: I will write two numbers on the board—4 and 2.

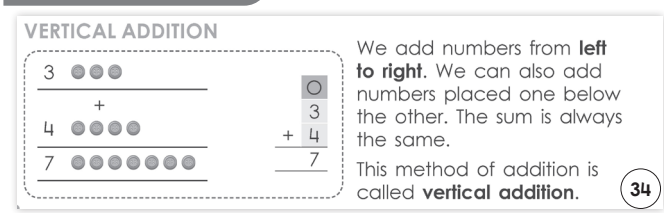
Teacher: First, add them as 4 + 2. Now, reverse them and add as 2 + 4.

Teacher: Did the sum change? No! The order does not affect the total.

Teacher: The sum remains the same. This happens even when we add numbers in a different way, like stacking them on top of each other.

Teacher: Today, we will learn about vertical addition!

Vertical Addition



Teacher: Addition can be done from left to right, but we can also write numbers one below the other to add them.

MUST DO — 15 MIN.

Teacher: This is called vertical addition.

Teacher: Look at the example on the board. If we write 3 + 4 as:

$$\begin{array}{r} 3 \\ +\,4 \\ \hline 7 \end{array}$$

(Write the sum on board and explain.)

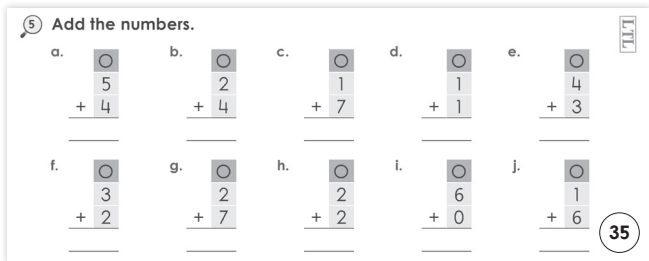
Teacher: Let us try another one together.

(Give one more sum on board.)

Teacher: Now, I will write a few sums on the board. Come and solve them one by one!

(Give more sums and scaffold students to solve them.)

Teacher: Well done students, let us solve sums given in your book.



Teacher: Open your books to Exercise 5 on page 34. Let us solve the first one together.

MUST DO — 20 MIN.

(Discuss the sums and guide students in finding the answers of questions (a) to (g) of Exercise 5.

Teacher: That was a great class! Let us all give a huge round of applause for everyone's effort today. See you next time!

Differentiated Activities

110 km/hr

Solve five vertical addition sums in four minutes.

80 km/hr

Solve three vertical addition sums in five minutes.

40 km/hr

Place 4 crayons in one row and 2 more below them. Count the total. Now, reverse and check if the total is still the same.

Home Task

Solve questions (h) to (j) of Exercise 5 given on page 35. Write the answers neatly in your book using vertical addition.

Period 7

SHOULD DO
5 MIN.

Teacher: Good morning, students! How are you today?

Teacher: Let us begin with an exciting addition relay game.

Teacher: I will say a number and you must quickly add another number to make 10.

Teacher: For example, if I say 3, what will you add to make 10?

Teacher: Yes, 7! Now, let us try a few more.

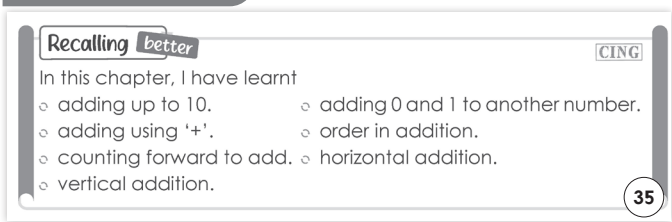
Teacher: 6?

Teacher: 2?

(Give more questions to students.)

Teacher: That was fun! Now, let us move on to our lesson.

Recalling better


Recalling better

In this chapter, I have learnt

- adding up to 10.
- adding using '+'.
- counting forward to add.
- vertical addition.
- adding 0 and 1 to another number.
- order in addition.
- horizontal addition.

35

MUST DO
10 MIN.

Teacher: Let us recall what we already know about addition.

Teacher: What happens when we add 0 to any number?

Teacher: Yes, the number stays the same!

Teacher: What about adding 1? If I have 6 apples and add 1 more, how many do I have?

Teacher: Yes, 7! Adding 1 moves us to the next number.

Teacher: Now, let us think about pairs of numbers that make 10.

Teacher: If I say 4, what number should I add to make 10?

Teacher: Yes, 6! And if I say 2, what will you add?

Teacher: 8, correct!

Teacher: Can we change the order of numbers while adding? Let us try:

Teacher: What is 7 + 3?

Teacher: Yes, 10! Now, what about 3 + 7?

Teacher: Still 10! That means the order does not change the sum.

Teacher: Let us play a quick think-and-solve round. Answer as fast as you can!

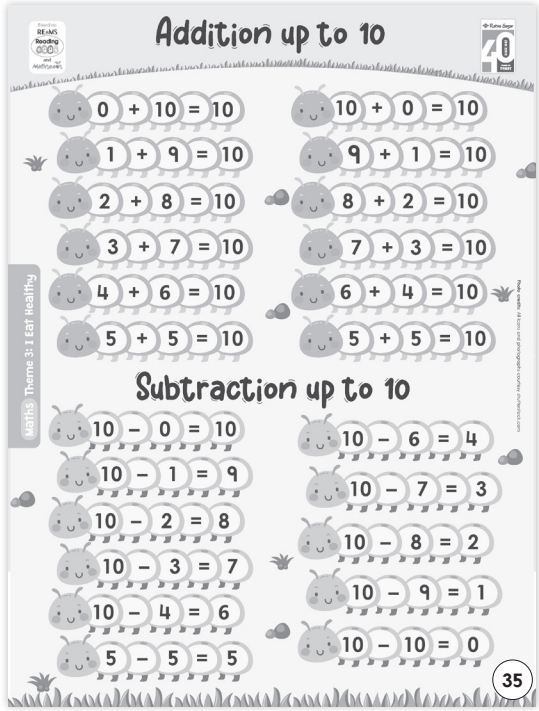
Teacher: 5 + 5?

Teacher: 8 + 2?

Teacher: 6 + 4?

Teacher: Great! You all remember addition so well. Now, let us explore this in a fun way using a poster.

Poster



MUST DO
10 MIN.

Teacher: Look at the poster in your book. It shows different ways to make 10.

Teacher: What do you see on the poster?

Teacher: Yes! There are caterpillars with number sentences on them.

Teacher: Let us read the first one together. 0 + 10 = 10.

Teacher: Now, look at the next one. 1 + 9 = 10. What happens if we swap the numbers?

Teacher: Does 9 + 1 still give 10? Yes! That is the order property of addition.

Teacher: Look at the next caterpillar. What two numbers are being added?

Teacher: 2 + 8 = 10. If we change the order, what will it be?

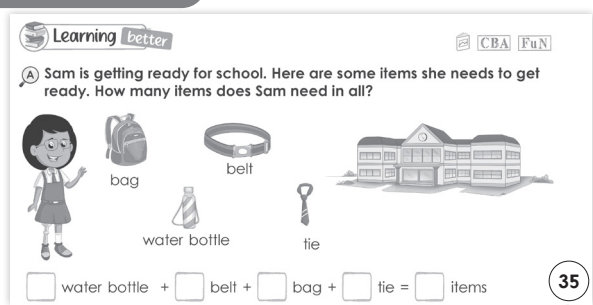
Teacher: 8 + 2 = 10.

Teacher: Look for the sum 5 + 5 on the poster. Do we still get 10?

Teacher: Yes! This means there are many ways to make 10.

Teacher: Let us take turns reading and finding different sums that make 10. Who can find another one?

Learning better



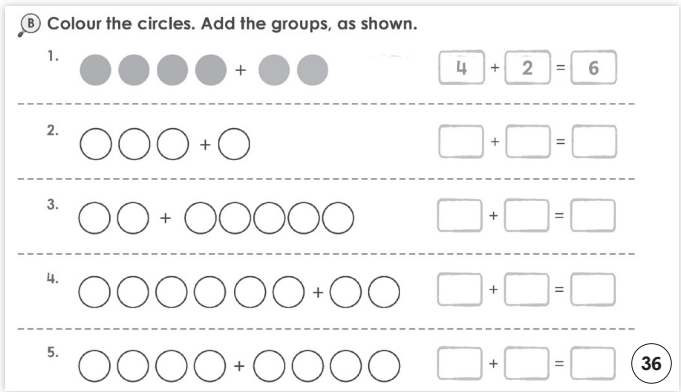
Teacher: Open Exercise A. Look at the school items. Count each item and write the number in the blank.

MUST DO
10 MIN.

Teacher: Add the numbers together and find the total.

Teacher: Now, move to Exercise B. Look at the circles. Count how many are in each group and write the numbers.

Teacher: Add the groups and write the total in the box. (Guide the student to complete 2nd and 3rd question of Exercise B.)



You may show the **Mental Maths** given on the digital platform to practise the concepts.

Doubt session

COULD DO
5 MIN.

Teacher: If anyone has doubts, ask now.

Teacher: Let us discuss some tricky sums.

Teacher: Do you have difficulty counting objects?

Teacher: Are there any sums where you are unsure about the total?

Teacher: Does the order of numbers confuse anyone?

Teacher: That was an excellent discussion! Well done today! Give yourselves a huge round of applause. See you next time!

Differentiated Activities

110 km/hr

Solve 5 sums that add up to 10 as quickly as possible.

80 km/hr

Write different pairs of numbers that add up to 10.

40 km/hr

Draw 5 red circles and 5 blue circles. Add and write the total.

Home Task

Complete question 4 and 5 of Exercise B in your book by adding the numbers and colouring the circles correctly.

Period 8

SHOULD DO
5 MIN.

Teacher: Good morning, students! Let us start with a fun clapping game.

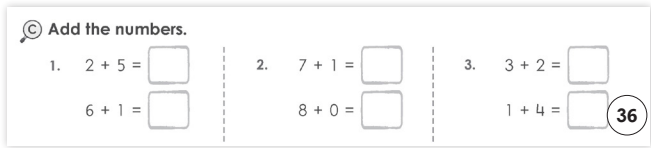
Teacher: I will say an addition sum and you must clap the total number of times.

Teacher: Listen carefully! 2 + 5 = ? Clap the total number of times.

Teacher: Let us try a few more:

- 3 + 4 = ? (Students clap 7 times)
- 6 + 2 = ? (Students clap 8 times)
- 1 + 5 = ? (Students clap 6 times)
- 4 + 4 = ? (Students clap 8 times)

Teacher: Well done! Now, let us move on to our exercises.



Teacher: Open your books to Exercise C on page 36.

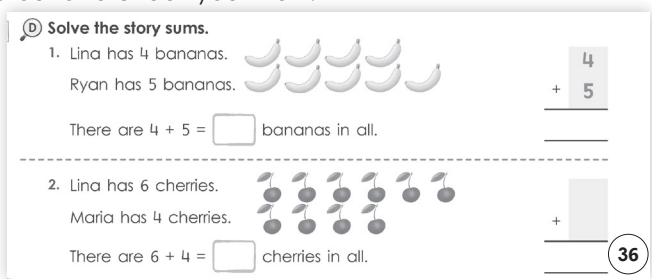
MUST DO
10 MIN.

Teacher: Look at the first sum: 2 + 5 = ?

Teacher: Start by counting 2, then add 5 more. What is the total?

Teacher: Now, solve the next sums using the same method.

Teacher: Work on each sum carefully and I will walk around to check your work.



Teacher: Now, let us solve story sums in Exercise D.

MUST DO
15 MIN.

Teacher: Look at the first story. Lina has 4 bananas and Ryan has 5.

Teacher: How do we find the total? Yes, by adding 4 + 5.

Teacher: Write the answer in the box.

Teacher: Now, look at the second story. Lina has 6 cherries and Maria has 4.

Teacher: Count the cherries in both groups and write the sum.

Teacher: In the third story, Sam has 2 coconuts and Lina has 1.

Teacher: How many coconuts do they have together?

Teacher: Solve each question and check your answers once finished.

COULD DO
10 MIN.

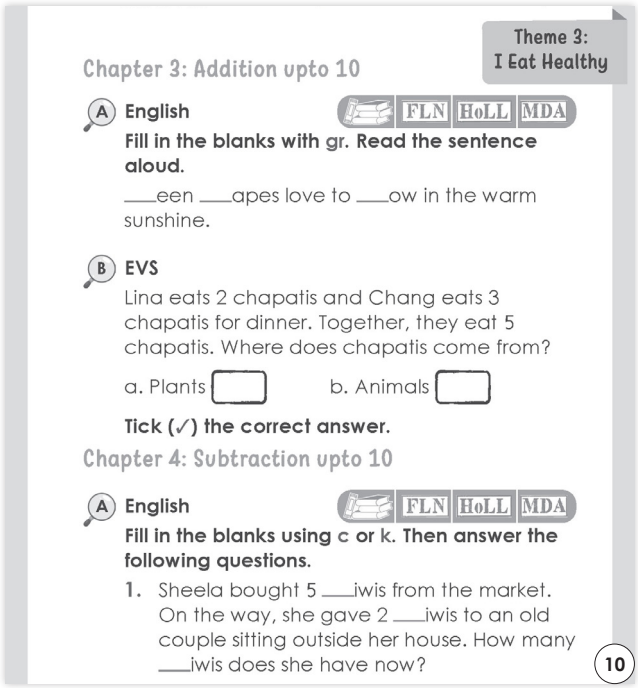
Teacher: Let us play an object hunt game.

Teacher: Find 3 objects around you and count them. Now, find 2 more and add them.

Teacher: How many do you have in total?

Teacher: Try with different numbers and write them as addition sums.

Book of Holistic Teaching



Theme 3: I Eat Healthy

Chapter 3: Addition upto 10

A English — FLN HoLL MDA

Fill in the blanks with gr. Read the sentence aloud.

___een ___apes love to ___ow in the warm sunshine.

B EVS

Lina eats 2 chapatis and Chang eats 3 chapatis for dinner. Together, they eat 5 chapatis. Where does chapatis come from?

a. Plants ☐ b. Animals ☐

Tick (✓) the correct answer.

Chapter 4: Subtraction upto 10

A English — FLN HoLL MDA

Fill in the blanks using c or k. Then answer the following questions.

1. Sheela bought 5 ___iwis from the market. On the way, she gave 2 ___iwis to an old couple sitting outside her house. How many ___iwis does she have now?

10

(Refer to the Book of Holistic Teaching, page number 10 under the title 'Addition up to 10.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

Teacher: That was a great class. Let us give a huge round of applause for everyone's effort today. See you next time!

Differentiated Activities

110 km/hr

Create your own short story with an addition sum and share it with the class.

80 km/hr

Find pairs of objects in the classroom that add up to 10.

40 km/hr

Draw two groups of objects, count and write an addition sentence.

Home Task

Complete question 4 of Exercise D given on page 36 in the Main Course Book.

Period 9

SHOULD DO — 5 MIN.

Teacher: Good morning, students! How are you?

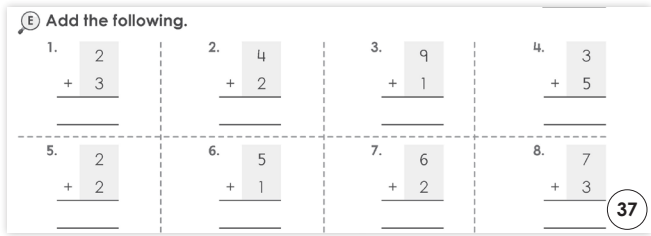
Teacher: Let us start with an active warm-up.

Teacher: I will say an addition sum and if the sum is correct, you will stand up. If it is incorrect, stay seated.

Teacher: Let us begin:

- 3 + 4 = 7
- 6 + 2 = 9
- 5 + 5 = 10
- 2 + 3 = 6
- 7 + 3 = 10

Teacher: Well done! Now, let us move on to our exercises.



E Add the following.

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

37

MUST DO — 15 MIN.

Teacher: Open your books to Exercise E.

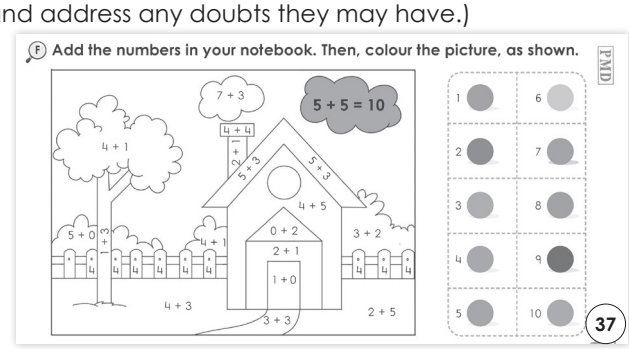
Teacher: Look at the first sum: 2 + 3 = ?

Teacher: Add the numbers and write the answer in the box.

Teacher: Solve the next sums one by one and be careful with your calculations.

Teacher: Once finished, check your answers before moving to the next activity.

(Guide students through completing questions (1) to (6) and address any doubts they may have.)



F Add the numbers in your notebook. Then, colour the picture, as shown.

PMD

5 + 5 = 10

37

MUST DO — 15 MIN.

Teacher: Now, let us move to Exercise F.

Teacher: Look at the picture. There are different addition sums inside it.

Teacher: Solve each sum in your notebook and match the total to the colour code.

Teacher: Colour the sections correctly based on your answers.

Teacher: Take your time and enjoy the activity.

You may show the **HOTS** given on digital platform to practise the concepts.

COULD DO
5 MIN.

Teacher: Now, let us relax for a few minutes.

Teacher: Close your eyes and take a deep breath in... and out.

Teacher: Think about what we learned today and how addition helps us in daily life.

Teacher: Take another deep breath in... and out.

Teacher: Well done, everyone! That was a fantastic class! Let us give a huge round of applause for everyone's hard work today. See you next time!

Differentiated Activities

110 km/hr

Roll two dice, add the numbers and write them in vertical format. Repeat five times.

80 km/hr

Draw a number line from 0 to 10 and practise jumping to find sums.

40 km/hr

Pick two different coloured crayons, draw sets of dots and add them.

Home Task

Solve questions 7 and 8 of Exercise E given on page 37 in the Main Course Book.

Bring 10 large beads in three different colours and a thread for the next period's Creating Better activity.

Period 10

SHOULD DO
5 MIN.

Teacher: Good morning, students! Let us start with a number riddle.

Teacher: I am thinking of a number that is more than 3 but less than 6. What number is it?

Teacher: Let us try another one. What number is 2 more than 5?

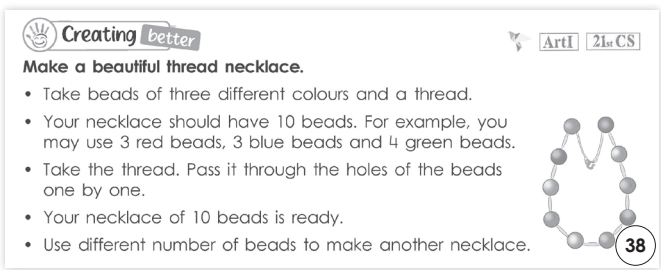
Teacher: If you add 4 to 3, what number do you get?

Teacher: Great thinking! Now, let us move on to a fun activity.

Creating better

MUST DO
20 MIN.

Teacher: We are going to make a beautiful thread necklace using beads. Everyone please open page 38 in the Main course book.



Teacher: Take 10 beads of three different colours. For example, 3 red beads, 3 blue beads and 4 green beads.

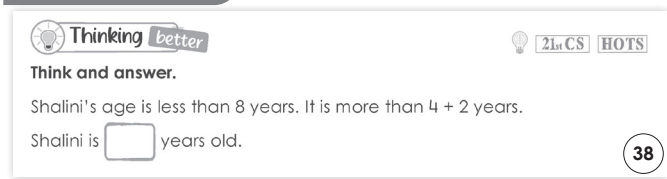
Teacher: Pass the thread through the beads one by one.

Teacher: Once done, count the beads and check if they total 10.

Teacher: You can change the number of beads and make another necklace.

Note for the Teacher: Supervise students closely while using beads, buttons or small objects. Ensure they handle them safely and do not put them in their mouths.

Thinking better



MUST DO
5 MIN.

Teacher: Shalini's age is less than 8 years. It is more than 4 + 2.

Teacher: What number is more than 4 + 2 but still less than 8?

Teacher: Think carefully and write your answer in the box.

Teacher: Well done! Now, let us make a choice based on what we have learned.

You may show the **I Explain** given on the digital platform.

Choosing better

MUST DO
10 MIN.

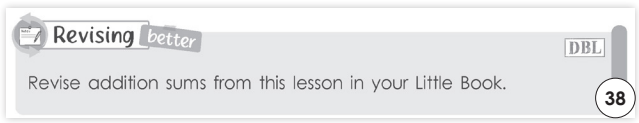
Teacher: We make choices every day. Some choices help us stay healthy.

Teacher: Look at the two options given in your book:

- Fruits and vegetables
- Candies and chips

Teacher: Tick the one you think is the better choice and explain why.

Teacher: Think about which option gives energy and keeps us strong.



Teacher: Today, I will give you a special homework task to revise addition sums at home.

Teacher: At home, you will write and solve addition sums in your Little Book. What kind of sums can you include?

Teacher: Yes, you can write small number sums, big number sums or even story sums. Why do you think practising at home is important?

Teacher: That is right! It helps you remember and become faster at solving sums. So, for homework, revise addition sums from today's lesson in your Little Book and bring it tomorrow. Let us see who completes it neatly!

Teacher: That was a fantastic class! You all did an amazing work today. Let us give a huge round of applause for our wonderful learning. See you in the next class!

You may show the **Quiz** given on the digital platform to practise the concepts.

Differentiated Activities

110 km/hr

Create a pattern with beads and write an addition sum for the total.

80 km/hr

Use small items like buttons or stickers to show different ways to add to 10.

40 km/hr

Draw different shapes, count them and make an addition sum.

Home Task

Revising better

Revise addition sums from this lesson in your Little Book.

Period 11

Teacher: Good morning, students! Let us start with a quick true or false round.

SHOULD DO
10 MIN.

Teacher: I will say a statement and you must answer true or false as quickly as possible.

- Adding two numbers together is called subtraction.
- The sign for addition is +.
- The sum of 3 and 2 is 6.
- When we add 0 to a number, the number stays the same.
- 5 + 4 is the same as 4 + 5.

Teacher: Well done! Now, let us move on to our worksheet. (Discuss each question with students.)

You may show the **infographic** given on digital platform.

Worksheet 1

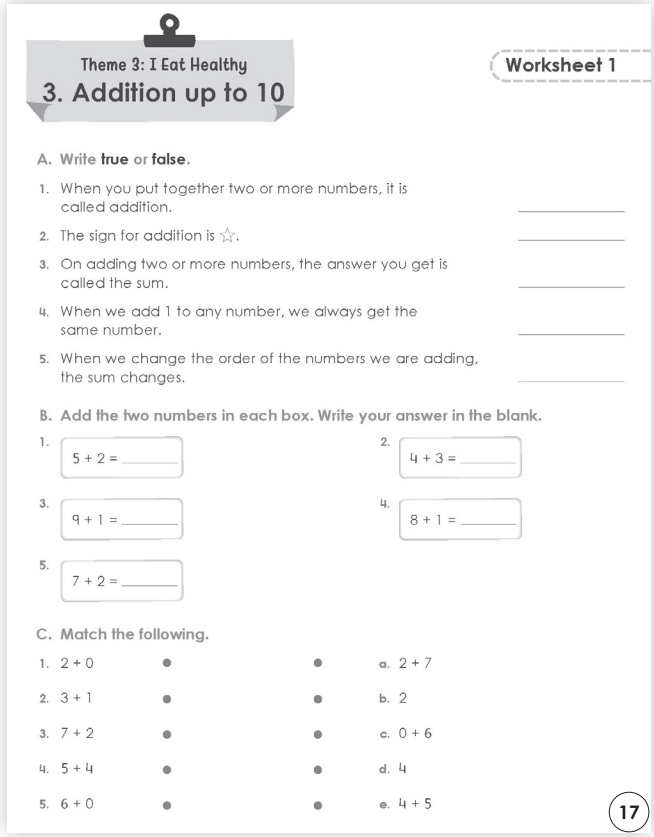
Teacher: Open Worksheet 1 in your workbook on page 17. Let us complete each section step by step.

MUST DO
20 MIN.

(Discuss the worksheet with students. You may take the worksheet as revision or assessment.)

You may show the **Slideshow** given on digital platform to revisit the concepts.

SHOULD DO
10 MIN.



Theme 3: I Eat Healthy

3. Addition up to 10

Worksheet 1

A. Write **true** or **false**.

1. When you put together two or more numbers, it is called addition. _____
2. The sign for addition is ☆. _____
3. On adding two or more numbers, the answer you get is called the sum. _____
4. When we add 1 to any number, we always get the same number. _____
5. When we change the order of the numbers we are adding, the sum changes. _____

B. Add the two numbers in each box. Write your answer in the blank.

1. 5 + 2 = _____
2. 4 + 3 = _____
3. 9 + 1 = _____
4. 8 + 1 = _____
5. 7 + 2 = _____

C. Match the following.

1. 2 + 0	●	●	a. 2 + 7
2. 3 + 1	●	●	b. 2
3. 7 + 2	●	●	c. 0 + 6
4. 5 + 4	●	●	d. 4
5. 6 + 0	●	●	e. 4 + 5

17

Doubt session

Teacher: If anyone has any doubts, now is the time to ask.

Teacher: Do you need help with true or false questions?

Teacher: Is there any confusion in adding numbers?

Teacher: Are you sure about how to match sums correctly?

Teacher: Let us clear up any confusion before we move ahead.

Teacher: That was a great class! Let us all give a huge round of applause for everyone's hard work today. See you next time!

Differentiated Activities

110 km/hr

Create three true or false questions about addition and exchange them with a partner

80 km/hr

Write five addition sums where the total is always 10.

40 km/hr

Find two groups of objects in the classroom and count their total.

Home Task

Create one matching activity by writing an addition sum and its correct answer in different columns.

Period 12

Teacher: Good morning, students! Let us begin with a quick matching activity based on your homework.

SHOULD DO — 5 MIN.

Teacher: Exchange your matching activity with a partner and solve it.

Teacher: Once you have solved it, return it to the creator and check if the answers match.

Teacher: Great effort! Now, let us move on to our worksheets.

Worksheet 2

Worksheet 2

A. Colour the box of the correct option green.

1. Putting together two or more numbers is called _____.
   a. addition ☐ b. subtraction ☐ c. revision ☐
2. _____ is the sign for addition.
   a. = ☐ b. + ☐ c. > ☐
3. When we add two or more numbers, the answer we get is called the _____.
   a. plus ☐ b. sum ☐ c. addition ☐
4. When we add _____ to any number, we always get the same number.
   a. 1 ☐ b. any number ☐ c. 0 ☐
5. When we add _____ to a number, the sum we get is always the number that comes after it.
   a. 1 ☐ b. any number ☐ c. 0 ☐

B. Find the sum.

1. 2 + 6 = _____
2. 7 + 3 = _____
3. 2 + 4 = _____
4. 4 + 5 = _____
5. 5 + 5 = _____

C. Match the following.

1. 8 + 1	●	●	a. 2
2. 1 + 4	●	●	b. 10
3. 7 + 0	●	●	c. 1 + 8
4. 10 + 0	●	●	d. 4 + 1
5. 1 + 1	●	●	e. 7

18

Teacher: Open Worksheet 2 on page 18 in workbook and start with Section A.

MUST DO — 15 MIN.

Teacher: Read the questions carefully and colour the correct option.

Teacher: Move to Section B, where you need to add the numbers and write the sum.

Teacher: Finally, complete Section C by matching the sums with their correct answers.

Teacher: Work carefully and I will walk around to check your answers.

Worksheet 3

Teacher: Now, open Worksheet 3 on page 19.

MUST DO — 15 MIN.

Teacher: In Section A, fill in the blanks by choosing the correct words from the given options.

Teacher: In Section B, solve the given addition sums and write the correct answer.

Teacher: In Section C, fill in the missing numbers to complete the equations.

COULD DO — 5 MIN.

Teacher: Take your time and let us discuss any doubts once you finish.

Worksheet 3

A. Fill in the blanks by choosing the correct options.

1. When you put _____ two or more numbers, it is called addition. (together/away)
2. The sign for _____ is + (plus). (subtraction/addition)
3. On _____, the answer you get is called the sum. (addition/subtraction)
4. When we add _____ to any number, we always get the same number. (1/0)
5. When we change the order of the numbers we are adding, the _____ remains the same. (sum/addition)

B. Add the following numbers.

1. 6 + 1 = _____
2. 4 + 4 = _____
3. 0 + 3 = _____
4. 2 + 6 = _____
5. 3 + 2 = _____

C. Fill in the missing numbers.

1. 1 + 0 = _____
2. 5 + _____ = 6
3. 8 + _____ = 9
4. _____ + 1 = 1 + 6
5. 8 + _____ = 8

19

Teacher: Let us end today's class with an exciting relay game.

Teacher: Let us play a fun addition game called Pass the Number. Are you all ready

Teacher: I will start by saying a number and each of you will add 2 to it and say the new number aloud. We will keep going until we reach 30. Let us begin

Teacher: The first number is 2. Who will add 2 and say the next number

Teacher: Great Now, the next person will add 2 and continue

Teacher: Well done Let us keep going. Listen carefully and do not miss your turn

Teacher: Fantastic work, everyone You all did a great work with addition. Give yourselves a big round of applause

Teacher: Great teamwork! That was a wonderful class! Let us give a huge round of applause for everyone's hard work today. See you next time!

Differentiated Activities

110 km/hr

Write a short word problem based on addition and share it with the class.

80 km/hr

Draw two sets of objects and count their total.

40 km/hr

Use small items like pencils or counters to create and solve an addition sum.

Home Task

Practise the concepts discussed in the class.

Period 13

SHOULD DO 5 MIN.

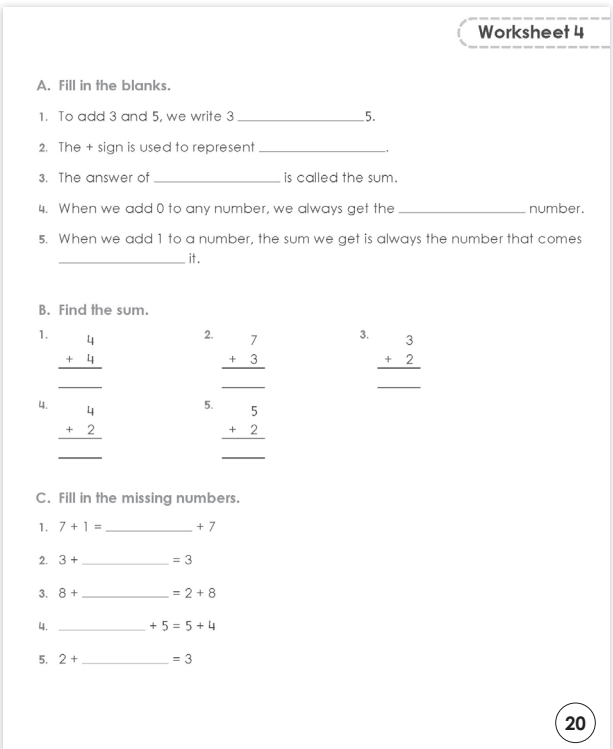
Teacher: Good morning, students! Let us begin with a quick recall challenge.

Teacher: I will say an addition fact and you must complete it as fast as possible.

- 3 + _____ = 10
- _____ + 4 = 10
- 7 + _____ = 10
- 5 + _____ = 10

Teacher: Well done! Now, let us move on to today's worksheet.

Worksheet 4



Worksheet 4

A. Fill in the blanks.

1. To add 3 and 5, we write 3 _____ 5.
2. The + sign is used to represent _____.
3. The answer of _____ is called the sum.
4. When we add 0 to any number, we always get the _____ number.
5. When we add 1 to a number, the sum we get is always the number that comes _____ it.

B. Find the sum.

1. 4 + 4 = _____
2. 7 + 3 = _____
3. 3 + 2 = _____
4. 4 + 2 = _____
5. 5 + 2 = _____

C. Fill in the missing numbers.

1. 7 + 1 = _____ + 7
2. 3 + _____ = 3
3. 8 + _____ = 2 + 8
4. _____ + 5 = 5 + 4
5. 2 + _____ = 3

20

Teacher: Open Worksheet 4 in your workbook on page 20. Let us complete each section step by step.

MUST DO 20 MIN.

(Discuss the worksheet with students. You may take the worksheet as revision or assessment.)

You may show the **Mental Maths** given on digital platform.

Doubt session

COULD DO 10 MIN.

Teacher: If anyone has any doubts, this is your time to ask.

Teacher: Do you need help with choosing the correct options?

Teacher: Are you confused about solving any addition sum?

Teacher: Let us clarify everything before we complete our KWL chart.

SHOULD DO 5 MIN.

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column we will write what we have learned in this chapter.

Teacher: Think about the topics, we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr

Create a short riddle using an addition sum (e.g., 'I have 3 apples, my friend gives me 5 more. How many do I have? '). Solve and share with a partner

80 km/hr

Draw a simple scene (e.g., a park, classroom) and label different sets of objects, then add them together.

40 km/hr

Use building blocks or beads to create two small groups, count and write an addition sum.

Home Task

Practise the concepts discussed in the class.

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills through writing numbers and engaging in addition activities.
Socio-Emotional and Ethical Development	• foster teamwork and cooperation through group-based problem-solving activities.
Cognitive Development	• enhance logical reasoning by applying different addition strategies, such as skip counting and number lines.
Language and Literacy Development	• improve mathematical vocabulary by using terms like sum, add and total in discussions and exercises.
Aesthetic and Cultural Development	• encourage creativity through visual learning tools like number strips, posters and interactive activities.
Positive Learning Habits	• develop perseverance and confidence by practising addition concepts through structured exercises.

Starry Knights

How did the lesson go? How well could you connect with your students?

Mention an anecdote that turned out to be the most enjoyable experience for you.

Kudos to you!! Give yourself a STAR.

Lesson-4: Subtraction up to 10

13 Periods (40 minutes each)

Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, CRM signs, Posters

Animation, Animated Activities, Dictionary, eBook, Explainer Video, HOTS, I Explain, Infographic, Mental Maths, Quiz, Slideshow

Affirming better: I enjoy eating fruits and vegetables.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand subtraction as taking away or finding the difference.
- to strengthen number sense using visual aids, number lines and concrete objects.
- to apply subtraction in problem-solving and comparisons.
- to enhance mental arithmetic through quick strategies.
- to reinforce learning through interactive activities.

Methodology

Period 1

SHOULD DO 5 MIN.

Teacher: Good morning, students! How are you today?

Teacher: Let us start with a fun movement activity. Stand up and stretch your arms wide. Now, touch your toes and count to five.

Teacher: Let us play a quick number jump game! When I say a number, you will jump that many times. Ready?

- Jump 4 times.
- Now, jump 6 times.
- Can you jump 3 more times?

Teacher: Excellent! Now, take a deep breath in and out. We are ready to learn.

Affirming better

SHOULD DO 5 MIN.

Teacher: Today, let us begin with Affirming better Exercise given on page 39. Read with me: I enjoy eating fruits and vegetables.

Teacher: Why do you think eating fruits and vegetables is good for us?

Teacher: Yes, they make us strong, keep us healthy and give us energy.

Teacher: Wonderful. Eating fresh fruits and vegetables helps our body grow. Now, repeat after me.

Teacher: I enjoy eating fruits and vegetables.

Teacher: Fantastic. Now, let us begin our subtraction activities with fun learning.

Teacher: We will begin a new chapter: Subtraction up to 10. We are going to use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

SHOULD DO 10 MIN.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what do you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill in the end.

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

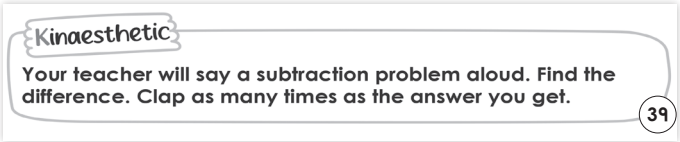
Teacher: You all did an amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

MUST DO
5 MIN.

Teacher: Everybody please open page 39 in your Main Course Book. Who will read and explain the activity?

Teacher: I will say a subtraction problem aloud. Find the difference and clap as many times as the answer.



Teacher: For example, if I say 5 – 2, you will clap 3 times.

Teacher: Now, let us try: 7 – 3.

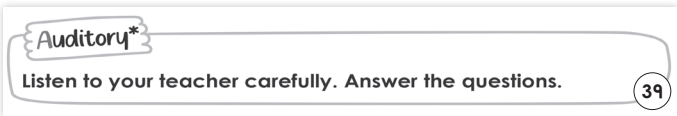
Teacher: Excellent! Let us try another one: 9 – 6.

Teacher: Great work! Movement helps us learn better.

Auditory

MUST DO
5 MIN.

Teacher: Listen carefully as I read the questions aloud. Think and answer.



Teacher: There are 5 friends playing in a park. Two friends decide to go home. Answer the following questions.

1. How many friends are left in the park?
2. If one more friend leaves, how many friends will be there?

Teacher: Great effort, everyone. Now, let us explore the pictorial activity.

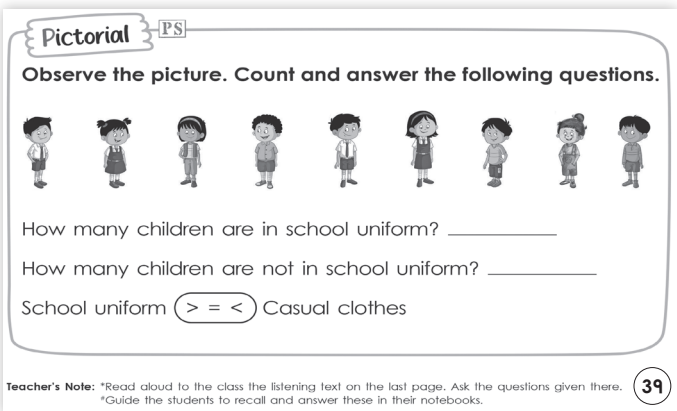
Pictorial

MUST DO
5 MIN.

Teacher: Now, look at the picture in your books and answer the questions.

(Discuss the question with students.)

Teacher: That was an amazing session. You all participated so well today.



Teacher: Let us all give a huge round of applause for everyone's effort. See you next time.

Differentiated Activities

110 km/hr

Take 9 small objects like crayons or blocks. Remove 4. How many are left?

80 km/hr

Take 6 small objects like pencils or erasers. Remove 3. How many are left?

40 km/hr

Show 5 fingers on one hand. Now, fold 2 fingers. How many are left? Try with different numbers.

Home Task

Count different 5 items in your home, such as curtains, bowls and chairs. Write the number of each item in your notebook.

Period 2

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you today?

Teacher: Let us begin with a quick counting activity. I will say a number and you will count backward from that number.

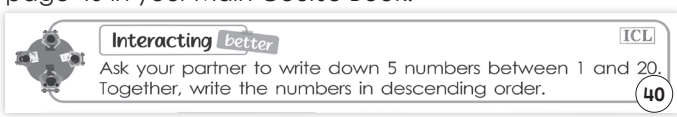
- Start from 10 and count backwards to 1.
- Now, start from 7 and count backwards to 1.
- Let us try 5 this time.

Teacher: Well done. Counting backward helps us understand subtraction better.

Interacting better

MUST DO
10 MIN.

Teacher: Everybody please open page 40 in your Main Course Book.



Teacher: Let us do an activity from your book under 'Interacting better'. Ask your partner to write down 5 numbers between 1 and 20. Together, arrange the numbers in descending order.

Teacher: Great effort, everyone. Now, let us read a story about subtraction.

MUST DO
20 MIN.

You may show the **Animation** of the story given on digital platform.

Teacher: Now, let us read the story from your book. Who would like to start reading?

Teacher: As you read, think about what is happening in the story.

Teacher: Wonderful reading. Now, who can explain what happened in the story?

Teacher: Well done. Now, let us discuss.

- How many biscuits were there at first?

- How many biscuits were eaten?
- How many biscuits are left?

Teacher: Yes, 10 minus 7 equals 3. This is subtraction, where we take away a number from another to find how many are left.

Teacher: Now, let us act out the story using small objects like erasers or pencils. Start with 5 objects and give 2 away. How many are left?

Teacher: Fantastic. Subtraction is all about finding what remains after taking some away.

You may show the **Dictionary** given on digital platform.

Teacher: Now, we will explore some new words that are important for this chapter. Let us go through the words given in the dictionary section on the digital platform.

(Explain the words mentioned in the dictionary section on the digital platform. Or write it down on the blackboard and explain it to the students)

COULD DO
5 MIN.

Teacher: That was an amazing session. You all participated so well today.

Teacher: Let us all give a huge round of applause for everyone's effort. See you next time.

Differentiated Activities

110 km/hr

Start with 10 small objects. Remove 4 and count how many are left.

80 km/hr

Take 6 pencils. Remove 2 and count how many remain.

40 km/hr

Show 5 fingers. Fold 3 fingers. How many are still up?

Home Task

Find any 5 objects at home, like pencils, spoons or toys. Take some away and count how many are left. Share what you observed in the next class.

Period 3

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you today?

Teacher: Let us play a quick number game. I will say a number and you will take that many steps forward. Then, I will say another number and you will take that many steps backward.

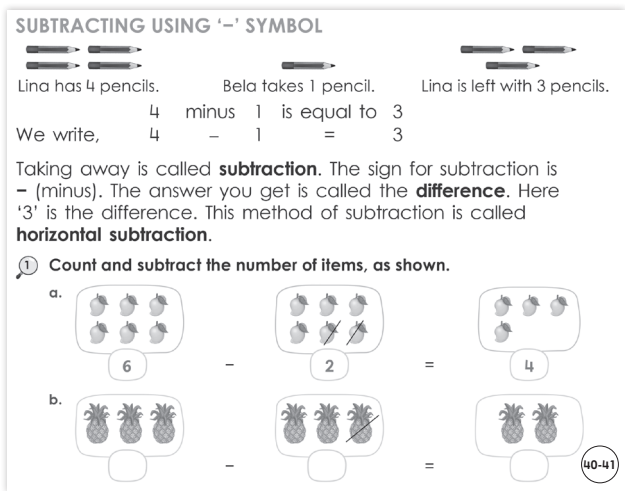
- Take 6 steps forward. Now, take 2 steps backwards. How many steps did you move in total?
- Take 5 steps forward. Now, take 3 steps backwards. How many steps are left?
- Take 8 steps forward. Now, take 4 steps backwards. Where are you now?

MUST DO
10 MIN.

Teacher: Well done students! Let us have huge round of applause. See you in the next class.

Teacher: Today, we will learn about subtraction. Everybody please open page 41 in your Main Course Book.

Subtraction Using '–' Symbol



Teacher: Subtraction means taking away something from a group. It helps us find out how many are left after removing some. The sign for subtraction is (-).

Teacher: The answer we get after subtracting is called the difference.

Teacher: Look at the example in your book. 6 pineapples minus 2 pineapples equals 4 pineapples. The answer is 4.

Teacher: Let us practise some subtraction sentences.

Teacher: Everybody please open page 41.

We will do Exercise 1.

Write the answer in your book.

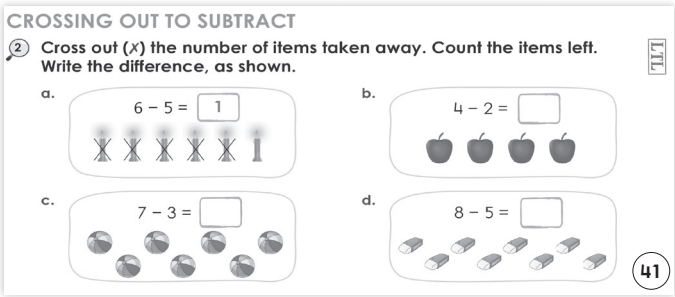
Teacher: What is 3 minus 1?

Teacher: Excellent. Now, let us learn about horizontal subtraction.

MUST DO
15 MIN.

Crossing Out to Subtract

Teacher: Sometimes, we can subtract by crossing out objects. Look at the example in your book in Exercise 2.



Teacher: There were 6 sticks. We crossed out 5. Now, only 1 stick is left.

Teacher: Now, turn to Exercise 2. We are going to practise crossing out to subtract.

Teacher: Look at the first question. How many objects are there at the start?

Students: 6 objects.

Teacher: Good. Now, the problem says to take away 5. Cross out 5 objects with your pencil. How many are left after crossing out?

Students: 1 object.

Teacher: Excellent. We write it like this: 6 – 5 = 1. The difference is 1. Let us try the next one. How many apples do you see?

Students: 4 apples.

Teacher: The question asks us to take away 2 apples. Cross out 2 apples. How many apples are left?

Students: 2 apples.

Teacher: Great work. We write it as 4 – 2 = 2.

Teacher: Let us try more questions.

- Draw 7 circles in your notebook. Cross out 3. How many are left?
- Draw 4 apples. Cross out 2. How many are left?
- Draw 8 balls. Cross out 5. How many are left?

Teacher: Well done. Crossing out helps us subtract in an easy way.

SHOULD DO
10 MIN.

Teacher: Now, let us practise subtraction using objects.

Teacher: Take 10 notebooks and remove 4. How many are left?

Teacher: Take 7 erasers and give away 2. How many are remaining?

Teacher: Show 9 fingers and fold down 3. How many are still up?

Teacher: That was a fantastic session. You all learned subtraction very well today.

Teacher: Let us all give a huge round of applause for everyone's effort. See you next time.

Differentiated Activities

110 km/hr

Solve five horizontal subtraction problems using numbers between 1 and 10.

80 km/hr

Take 8 small objects like erasers or pencils. Remove 3 and count how many are left.

40 km/hr

Draw 6 circles in your notebook. Cross out 2 How many are left?

Home Task

Complete questions (c) and (d) of Exercise 2 given on page 41 in Main Course Book.

Period 4

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you today?

Teacher: Let us begin with a fun counting activity. We will count forward first, then count backward.

Teacher: Start counting forward from 1 to 10.

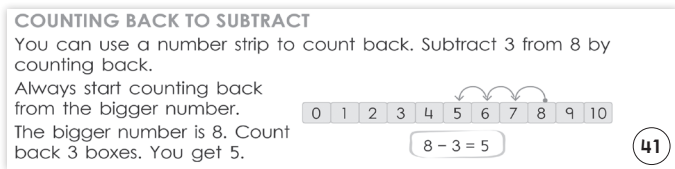
Teacher: Now, let us count backwards from 10 to 1.

Teacher: Well done. Counting backwards helps us understand subtraction better. Now, let us learn how to subtract by counting back.

MUST DO
20 MIN.

Counting Back To Subtract

Teacher: Look at the number strip on the board. A number strip helps us subtract by counting back.



Teacher: Let us look at this example: 8 – 3. We start at 8 and count back 3 steps: 7, 6, 5. So, 8 – 3 = 5.

Teacher: Always remember to start counting from the bigger number and move backward.

(A large number line can be drawn on the floor (or a printed number strip).)

Teacher: Now, let us try a fun game to understand this better.

Teacher: One student will stand on number 8. Now, take 3 steps backward. Where did you land?

Teacher: Yes, at number 5. So, 8 – 3 = 5.

Teacher: Another student will stand at 7. Now, step back 2 times. What number do you reach?

Teacher: Great. This is how we subtract by counting back.

Teacher: Let us solve some more problems on the board using the number strip.

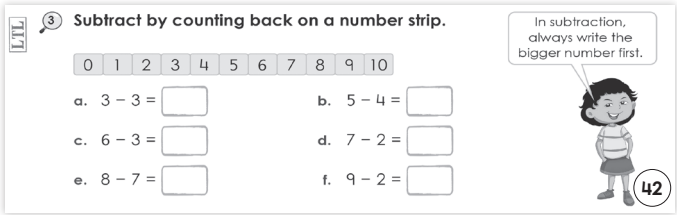
Teacher: What is 9 – 4? Start at 9 and count back 4 steps. The answer is 5.

Teacher: What is 7 – 2? Start at 7 and count back 2 steps. The answer is 5.

Teacher: Excellent. Counting back helps us subtract easily. Now, let us move to Exercise 3.

MUST DO
10 MIN.

Teacher: Now, let us solve some subtraction problems using the number strip in Exercise 3.


LTL
3 Subtract by counting back on a number strip.
In subtraction, always write the bigger number first.
0 1 2 3 4 5 6 7 8 9 10
a. 3 – 3 =
b. 5 – 4 =
c. 6 – 3 =
d. 7 – 2 =
e. 8 – 7 =
f. 9 – 2 =
42

Teacher: Look at question (a). 3 – 3. Find 3 on the number strip. Now, count back 3 steps. The answer is 0.

Teacher: Now, let us do question (b). 5 – 4 . Start at 5 on the number strip. Count back 4 steps. The answer is 1.

Teacher: Next, 8 – 7. Start at 8 and count back 7 steps. The answer is 1.

Teacher: Now, try question (d) on your own. 7 – 2. Find 7 on the number strip and count back 2 steps.

Teacher: Now, let us close our eyes and take a deep breath.

COULD DO
5 MIN.

Teacher: Breathe in while counting forward in your mind from 1 to 5. Now, breathe out slowly while counting backwards from 5 to 1.

Teacher: Let us repeat it one more time. Breathe in from 1 to 5 and breathe out from 5 to 1.

Teacher: Let us all give a huge round of applause for everyone's effort. See you next time.

Differentiated Activities

110 km/hr

Use a number strip from 0 to 10. Solve five subtraction problems where the minuend is between 5 and 10.

Example: 15 – 7 = ?, 18 – 9 = ?. Start at the bigger number and count back to find the answer.

80 km/hr

Use a number strip from 0 to 10. Solve four subtraction problems where the minuend is between 5 and 10.

Example: 9 – 4 = ?, 7 – 3 = ?. Use your finger to count back step by step.

40 km/hr

Use a number strip from 0 to 5. Solve three simple subtraction problems such as 5 – 2 = ?, 4 – 1 = ?. Start from the given number and count back using small jumps to find the answer.

Home Task

Complete questions (e) and (f) of Exercise 3 given on page 42 in Main Course Book.

Period 5

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you today?

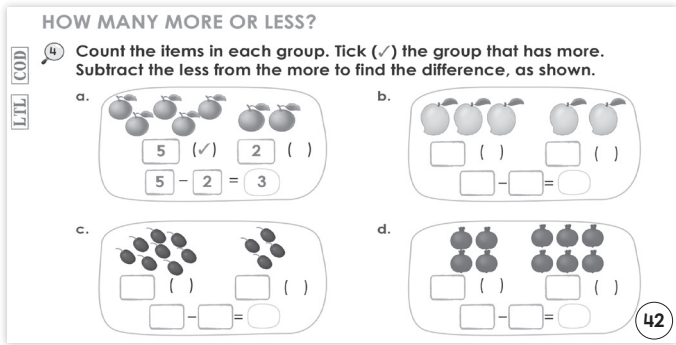
Teacher: Let us begin with a quick counting activity. I will show two groups of objects on the board. You will tell me which group has more and which has less.

Teacher: Look at these apples. One group has 4 apples and the other has 7. Which group has more?

Teacher: Yes, the group with 7 apples. Which group has fewer apples?

Teacher: Great. We will now learn how to compare numbers using subtraction

MUST DO
10 MIN.


HOW MANY MORE OR LESS?
COD
LTL
4 Count the items in each group. Tick (✓) the group that has more. Subtract the less from the more to find the difference, as shown.
a. 5 (✓) 2 ( )
5 – 2 = 3
b. ( ) ( )
c. ( ) ( )
d. ( ) ( )
42

How Many More Or Less

Teacher: Open page 42 in your Main Course Book.

Teacher: Look at the first question. We have two groups of oranges. One group has 5 and the other has 2.

Teacher: First, tick the group that has more. Now, subtract the smaller number from the bigger number: 5 – 2. What is the answer?

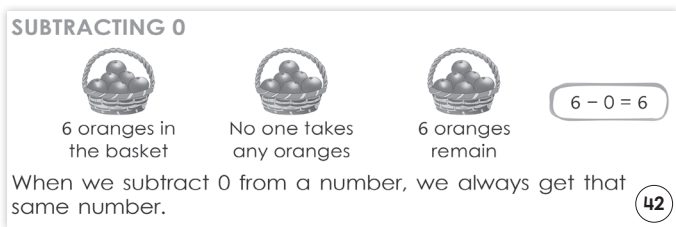
Teacher: Yes, 3. That means the bigger group has 3 more oranges than the smaller group.

Teacher: Let us do another one together. Look at question (b). Count both groups and write the numbers in the boxes.

Teacher: Now, subtract to find how many more one group has.

Teacher: Complete the rest of the questions in this Exercise. Remember to count, compare and subtract.

MUST DO
20 MIN.


SUBTRACTING 0
6 oranges in the basket
No one takes any oranges
6 oranges remain
6 – 0 = 6
When we subtract 0 from a number, we always get that same number.
42

Subtracting 0

Teacher: Look at the example in your book. There are 6 oranges in a basket. No one takes any oranges. How many are left?

Teacher: Yes, all 6 remain. We write it as 6 – 0 = 6.
Teacher: When we subtract 0 from a number, the number stays the same.
Teacher: Let us practise with some numbers. What is 9 – 0?
Teacher: Yes, 9. What is 4 – 0?
Teacher: Great. Now, let us move to some fun activities to understand this better.
Teacher: Take 5 objects and place them on your desk.
Teacher: Now, do not take anything away. How many are still there?
Teacher: Yes, all 5. That is because we subtracted 0.
Teacher: Try again with 8 objects. Remove 0. How many are left?
Teacher: Well done. This means when we subtract 0, the number does not change.
Teacher: Now, let us solve some subtraction problems using the rule we just learned.
Teacher: Look at question (a). 5 – 0. If we have 5 objects and take away nothing, how many are left?
Teacher: Yes, 5. Now, try question (b) on your own.
Teacher: Well done. When we subtract 0, the number does not change.

You may show the **Mental Maths** given on digital platform to practise the concepts.

COULD DO
5 MIN.

Teacher: You all worked very well today. Let us give ourselves a big round of applause.
Teacher: Before we end, tell me what happens when we subtract 0 from any number.
Teacher: Yes, the number stays the same. See you next time.

Differentiated Activities

110 km/hr

Solve five subtraction problems where one of the numbers is 0, such as 10 – 0, 7 – 0.

80 km/hr

Use objects to subtract. Take 6 objects, remove 0 and count how many are left.

40 km/hr

Use fingers to show 5. Do not fold any fingers. How many are still up?

Home Task

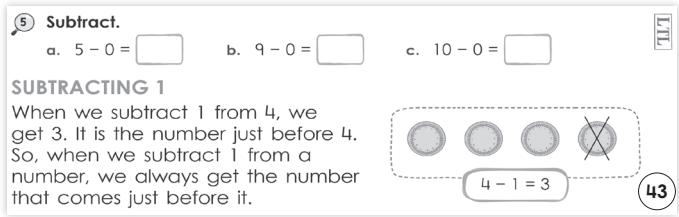
Complete question (c) of Exercise 5 given on page 43 in Main Course Book.

Period 6

SHOULD DO
5 MIN.

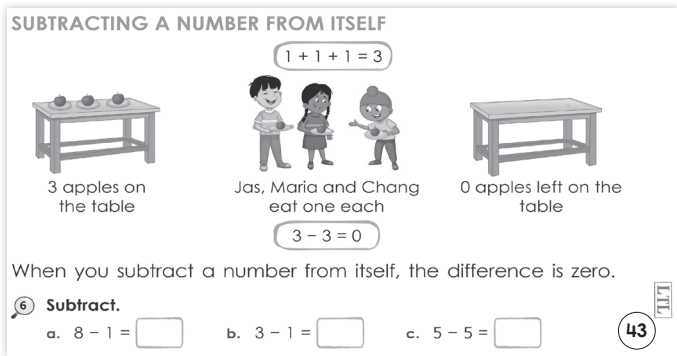
Teacher: Good morning, students. How are you today?
Teacher: Let us begin with a quick number activity. I will say a number and you will tell me what number comes just before it.
Teacher: What comes before 6?
Teacher: Yes, 5. What comes before 9?
Teacher: Great! Now, let us use this idea to learn subtraction.

MUST DO
5 MIN.


5 Subtract.
a. 5 – 0 = b. 9 – 0 = c. 10 – 0 =
SUBTRACTING 1
When we subtract 1 from 4, we get 3. It is the number just before 4. So, when we subtract 1 from a number, we always get the number that comes just before it.
4 – 1 = 3
43

Subtracting 1

Teacher: Open page 43 in your Main Course Book.
Teacher: Look at the example in your book. If we subtract 1 from 4, we get 3.
Teacher: When we subtract 1 from a number, we get the number just before it.

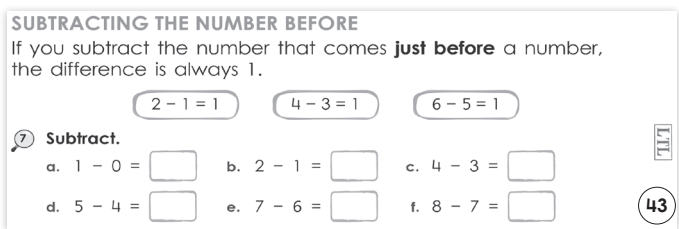


Teacher: Let us practise together. What is 7 – 1?
Teacher: Yes, 6. Now, what is 9 – 1?
Teacher: Great! Subtracting 1 means finding the previous number.

MUST DO
10 MIN.

Subtracting A Number From Itself

Teacher: Now, let us learn what happens when we subtract a number from itself.
Teacher: Look at the example in your book. There are 3 apples. If all 3 are eaten, how many are left?
Teacher: Yes, 0. This means when we subtract a number from itself, the answer is always 0.
Teacher: Let us practise with some numbers. What is 5 – 5?



Teacher: Yes, 0. What is 2 – 2? Everyone try Exercise 6 given on page 43.
Teacher: Great work! Let us move to next concept.

MUST DO
10 MIN.

Subtracting The Number Before

Teacher: Open Exercise 7 in your book on page 43.

Teacher: If we subtract the number just before a number, the answer is always 1.

Teacher: Look at the example in your book. If we subtract 2 – 1, we get 1.

Teacher: Let us practise some together.

Teacher: What is 6 – 5?

Teacher: Yes, 1. What is 4 – 3?

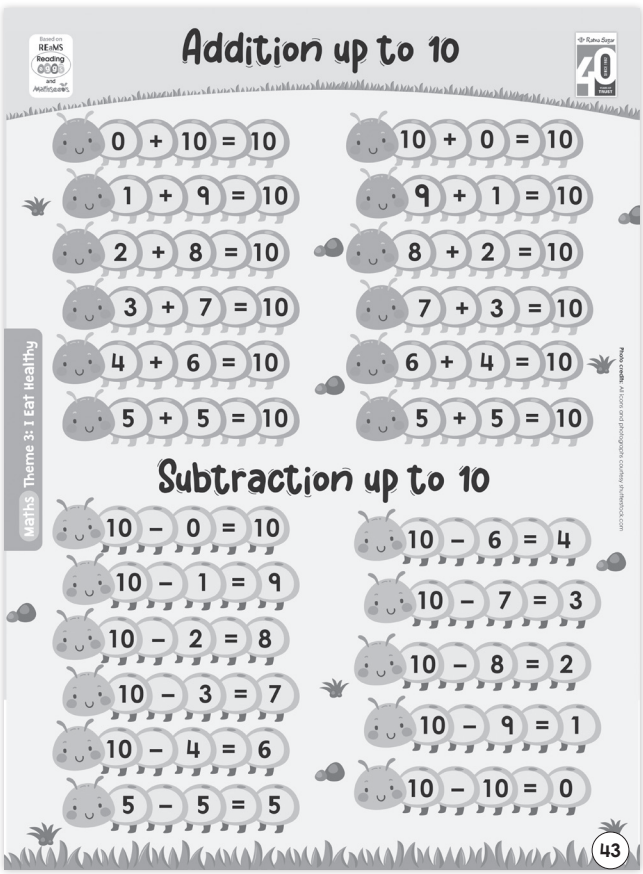
Teacher: Great! Now, complete questions (a) to (c) in your book.

You may show the **Quick Maths** given on digital platform to practise the concepts.

MUST DO

10 MIN.

Poster



Teacher: Now, let us create a subtraction poster for our classroom!

Teacher: Look at this poster. It shows how numbers reduce when we subtract.

(Discuss the poster with the students.)

Teacher: I will divide you into small groups. Each group will create a mini subtraction poster using numbers from 1 to 10.

Teacher: You can draw pictures, write subtraction facts or use stickers.

Teacher: Once done, we will display them on the board.

Teacher: That was a fantastic session. You all participated very well today.

Teacher: Let us all give a huge round of applause for everyone's effort. See you in the next period.

Differentiated Activities

110 km/hr

Solve five subtraction problems where a number is subtracted from itself, such as 10 – 10, 7 – 7.

80 km/hr

Use objects to subtract. Take 5 pencils, remove 1 and count how many are left.

40 km/hr

Use fingers to show 4. Fold down 1 finger. How many are still up?

Home Task

Complete questions (d) to (f) of Exercise 7 given on page 43 in Main Course Book.

Period 7

SHOULD DO

5 MIN.

Teacher: Good morning, students. How are you today?

Teacher: Let us begin with a quick subtraction game. I will say a number and you will subtract 1 from it in your mind and say the answer aloud.

Teacher: If I say 8, what is 8 – 1?

Teacher: Yes, 7. Now, what is 5 – 1?

Teacher: Great! Now, let us learn vertical subtraction.

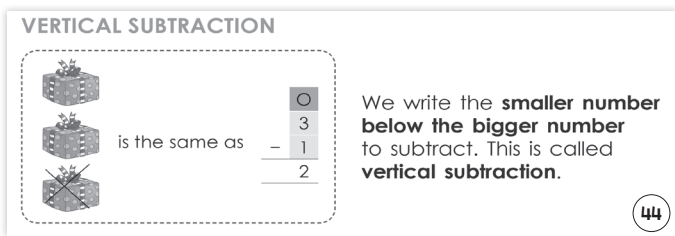
MUST DO

20 MIN.

Vertical Subtraction

You may show the **Explainer video** given on digital platform to learn the concept.

Teacher: Open page 44 in your Main Course Book.



Teacher: Look at the example in your book. We have 3 gift boxes and we take away 1. We will left with only 2 gift boxes.

Teacher: In vertical subtraction, we write the smaller number below the bigger number and subtract column-wise.

Teacher: Let us solve one together.

Teacher: Write 4 on top and 2 below it, like this:

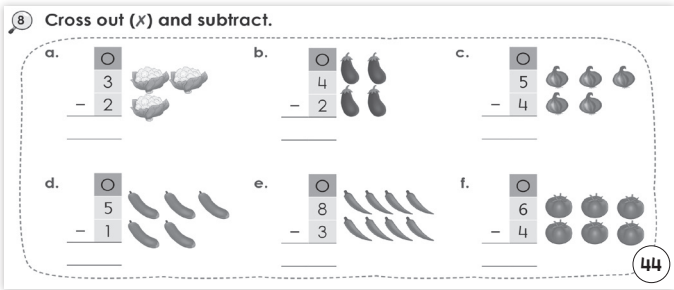
(Solve the question on board.)

Teacher: What is 7 – 3? Write 7 on top and 3 below. Now, subtract.

Teacher: Great work. Now, let us move to Exercise 8.

You may show the **I Explain** given on digital platform to learn the concept.

MUST DO
10 MIN.



Teacher: Now, let us solve some subtraction problems using vertical subtraction.

Teacher: Look at question (a). We have 3 – 2. Cross out two vegetables in the picture. Now, subtract. What is the answer?

Teacher: Yes, 1. Now, write it in the blank space.

Teacher: Let us do question (b). We have 4 – 2. Cross out two vegetables. How many are left?

Teacher: Good. Now, complete question (c) on your own. Remember to cross out and subtract.

Teacher: Well done. You are now doing vertical subtraction!

COULD DO
5 MIN.

Doubt session

Teacher: Now, if anyone has any doubts, raise your hand. I will explain again.

Teacher: If you are done, try solving another subtraction problem on your own.

Teacher: Remember, always write the bigger number on top and subtract column-wise.

Differentiated Activities

110 km/hr

Solve five vertical addition problems independently within 5 min. Example: 6 + 3 =

80 km/hr

Solve three vertical addition problems independently Example: 3 + 2 =

40 km/hr

Work with a partner to solve three vertical addition problems using objects like counters or pencils. Example: 2 + 1 =

Home Task

Complete questions (d) to (f) of Exercise 8 given on page 44 in Main Course Book.

Period 8

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you today?

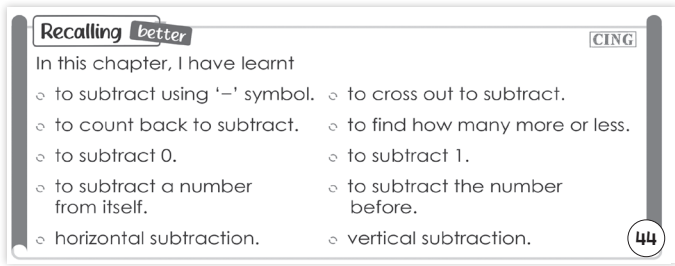
Teacher: Let us begin with a quick subtraction challenge. I will say a number and you will subtract a given number from it and say the answer aloud.

Teacher: If I say 9 – 2, what is the answer?

Teacher: Yes, 7. Now, what is 6 – 3?

Teacher: Great! Now, let us recall everything we have learned about subtraction.

MUST DO
10 MIN.



Recalling better

Teacher: Open page 44 in your Main Course Book.

Teacher: Today, we will recall what we have learned about subtraction. I will ask some questions and you will answer them.

Teacher: What is the symbol for subtraction?

Teacher: What happens when we subtract 0 from a number?

Teacher: How do we count back to subtract?

Teacher: What happens when we subtract a number from itself?

Teacher: How do we do vertical subtraction?

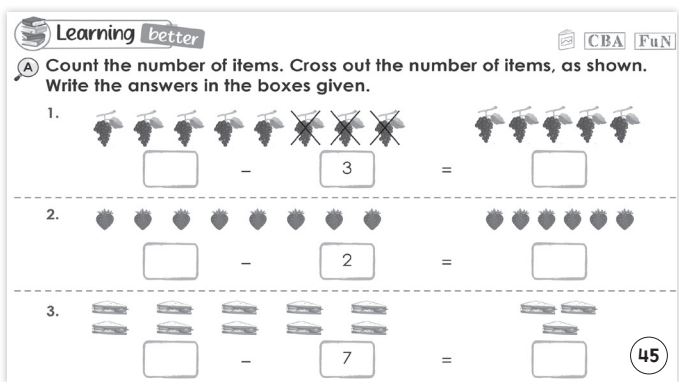
Teacher: Well done. Let us now practise questions.

You may show the **Infographic** and **Slideshow** given on digital platform to recapitulate the concepts.

MUST DO
10 MIN.

Learning better

Teacher: Look at Exercise 1, given on page 45 in your Main Course Book. Count the number of items in the picture.



Teacher: Now, cross out the number given and subtract. Write the answer in the blank space.

Teacher: Let us solve the first one together.

(Solve the question on board with students.)

Teacher: Now, write your answer in the space provided.

COULD DO
10 MIN.

Teacher: Great work! The remaining two questions will be your homework.

(Refer to the Book of Holistic Teaching, page number 10 under the title 'Subtraction up to 10' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

COULD DO
5 MIN.

Teacher: Close your eyes and take a deep breath.

Teacher: Think about what you have learned today. Slowly breathe out.

Teacher: Open your eyes. You all did a great work today!

Differentiated Activities

110 km/hr

Solve five subtraction problems within four minutes by crossing out objects drawn on a sheet.

80 km/hr

Solve five subtraction problems by crossing out the correct number of items in each problem and writing the answer.

40 km/hr

Work with a partner using real objects to practise crossing out subtraction.

Home Task

Complete questions (2) and (3) of Exercise A given on page 44 in Main Course Book.

Period 9

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you today?

Teacher: Let us begin with a quick guess-the-number activity. I will give you a subtraction clue and you will tell me the missing number.

Teacher: I had 8 apples. I gave away 3. How many do I have now?

Teacher: Yes, 5. Now, I had 6 pencils. I lost 2. How many are left?

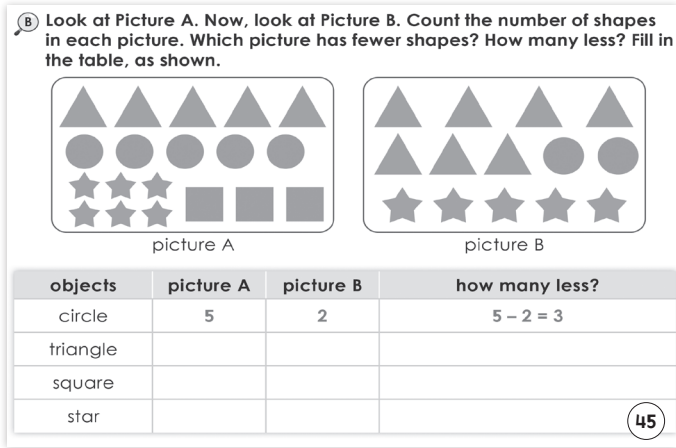
Teacher: Great! Now, let us move on to some Exercises.

MUST DO
10 MIN.

Learning better

Teacher: Open page 45, Exercise B in your Main Course Book.

Teacher: Look at the table in your book. Count the number of each shape in Picture A and Picture B.



B Look at Picture A. Now, look at Picture B. Count the number of shapes in each picture. Which picture has fewer shapes? How many less? Fill in the table, as shown.

picture A

picture B

objects	picture A	picture B	how many less?
circle	5	2	5 – 2 = 3
triangle			
square			
star			

45

Teacher: Which picture has fewer shapes?

(Solve the question on board with students.)

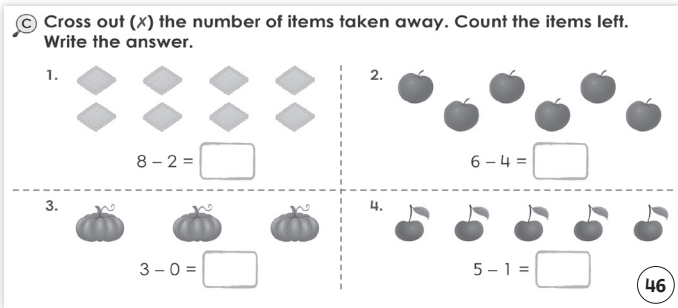
Teacher: Now, subtract the smaller number from the bigger number and write your answer in the last column.

Teacher: Let us fill in the first row together.

MUST DO
10 MIN.

Teacher: Now, complete the rest on your own.

Teacher: Now, let us practise crossing out to subtract in Exercise C.



C Cross out (*X*) the number of items taken away. Count the items left. Write the answer.

1. 8 – 2 =

2. 6 – 4 =

3. 3 – 0 =

4. 5 – 1 =

46

Teacher: Look at the first question. Count the total number of items in the picture.

Teacher: Now, cross out the number given and count what is left.

Teacher: Let us solve the first one together.

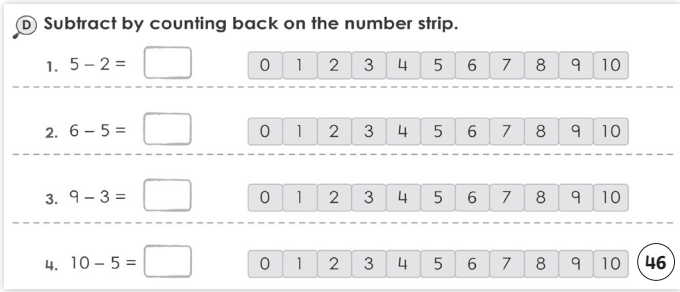
(Solve the question on board with students.)

Teacher: Now, complete the rest of the questions in this Exercise on your own.

MUST DO
10 MIN.

Teacher: Open Exercise D given on page 46 in your book.

Teacher: In this activity, we will subtract using a number strip.



Teacher: Look at question 1. Start at 5 and count back 2 steps. What number do you land on?

Teacher: Yes, 3. Now, let us do question 2. Start at 6 and count back 5 steps. What number do you reach?

Teacher: Complete these two questions. We will do the remaining ones as homework.

Teacher: That was an amazing session. You all practised subtraction very well today.

Teacher: Let us all give a huge round of applause for everyone's effort.

COULD DO 5 MIN.

Teacher: See you next time.

Doubt session

Teacher: If you have any doubts about today's Exercises, raise your hand and ask.

Teacher: If you are done, try solving another subtraction problem on your own.

Teacher: Remember, when subtracting, always start with the bigger number and count back.

Differentiated Activities

110 km/hr

Write two subtraction problems that give 5 as an answer. Create a vertical subtraction problem for 3 as an answer.

80 km/hr

Solve five subtraction problems using a number strip. Example: 9 – 4, 8 – 2.

40 km/hr

There are 6 apples, 2 are eaten. How many remain? 7 birds are on a tree, 3 fly away. How many are left?

Home Task

Complete questions (3) and (4) of Exercise D given on page 46 in Main Course Book.

Period 10

SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you today?

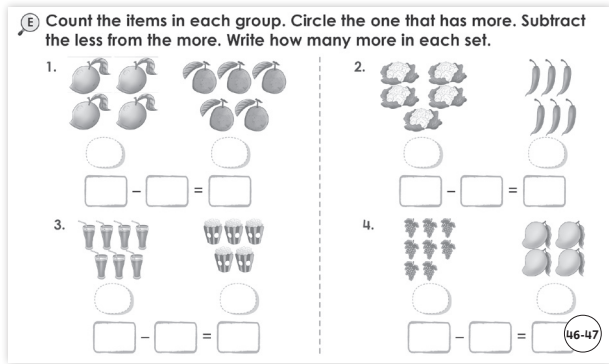
Teacher: Let us start with a fun quick-thinking subtraction game. I will say a number and you will subtract a smaller number from it in your mind and say the answer aloud.

Teacher: What is 10 – 3?

Teacher: Yes, 7. What is 8 – 5?

MUST DO 10 MIN.

Teacher: Good thinking! Now, let us move on to the Exercises.



Teacher: Open page 46 in your Main Course Book. Let us do Exercise E.

Teacher: Look at the first question. Count the items in each group and circle the one that has more.

Teacher: Now, subtract the smaller number from the bigger number and write the answer.

Teacher: Let us solve the first one together.

(Solve the question on board with students.)

Teacher: Now, complete the rest of the exercise on your own.

SHOULD DO 10 MIN.

Teacher: Now, let us do an interactive activity to reinforce subtraction in a fun way.

Teacher: Everyone, stand in a straight line. I will call out a number and you will take that many steps forward.

Teacher: Take 8 steps forward.

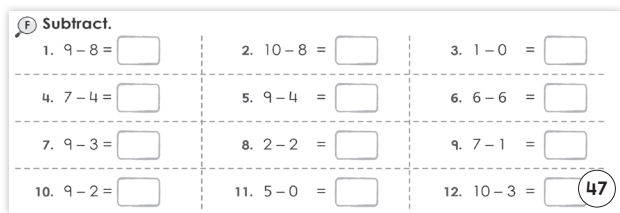
Teacher: Now, I will say a smaller number and you will take that many steps backward. Take 3 steps back.

Teacher: How many steps are you left with?

Teacher: Yes, 5. That means 8 – 3 = 5.

Teacher: Let us try another one. Take 10 steps forward.

Teacher: Now, take 6 steps back. How many steps are left?



Teacher: Yes, 4. That means 10 – 6 = 4.

MUST DO 15 MIN.

Teacher: Well done! Now, let us move to our next exercise.

Teacher: Now, let us practise subtraction with numbers.

Teacher: Look at the first question of Exercise F. Subtract the numbers and write the answer in the blank space.

Teacher: Let us solve the first one together.

(Solve the question on board with students.)

Teacher: Now, complete questions 1 to 8 on your own.

You may show the **Quiz** given on digital platform to practise the concepts.

Teacher: That was an exciting session. You all practised subtraction very well today.

Teacher: Let us all give a big round of applause for everyone's effort. See you next time.

Differentiated Activities

110 km/hr

Create your own subtraction word problems and share with your partners to solve. Example: There were 8 birds on a tree. 3 flew away. How many are still on the tree?

80 km/hr

Use classroom objects (pencils, erasers, books) to create subtraction problems.

Example: Place 6 pencils on the desk. Remove 2. How many are left?

40 km/hr

Draw a number grid from 1 to 10 on the floor. Start on a given number, hop backward by the subtracted number and say the answer aloud. What number do you land on?

Home Task

Complete questions (9) to (12) of Exercise F given on page 46 in Main Course Book.

For the Creating Better activity, bring a small piece of cardboard, a plain sheet of paper, glue, a ruler, a pencil, two dice (if available) and four small objects as player markers. These will be used to create a subtraction board game in class.

Period 11

SHOULD DO — 5 MIN.

Teacher: Good morning, students. How are you today?

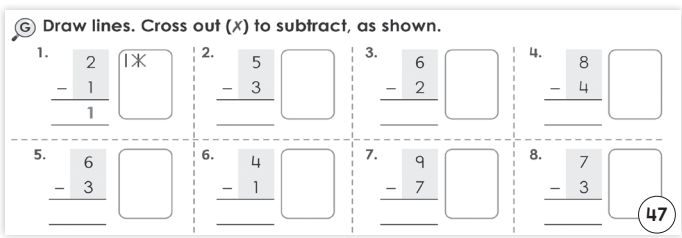
Teacher: Let us start with a quick subtraction puzzle. I will say a number and you will tell me what number needs to be subtracted to get the given answer.

Teacher: If the total is 8 and the answer is 5, what was subtracted?

Teacher: Yes, 3. Now, if the total is 10 and the answer is 6, what was subtracted?

MUST DO — 10 MIN.

Teacher: Great thinking! Now, let us move on to our exercises.



Teacher: Open page 47 of your Main Course Book. We will solve Exercise G.

Teacher: Look at question 1. Read the problem carefully and think about how to subtract.

Teacher: Let us solve the first one together.

(Solve the question on board with students.)

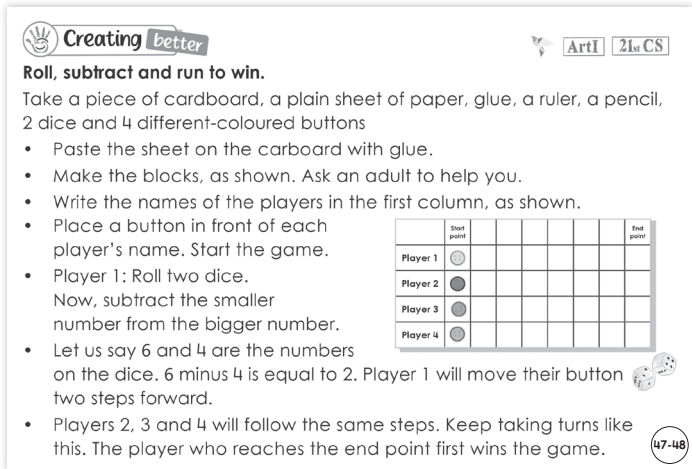
Teacher: Now, complete questions 2 to 5 on your own.

MUST DO — 15 MIN.

Creating better

Teacher: Let us create and play an exciting board game. Are you ready?

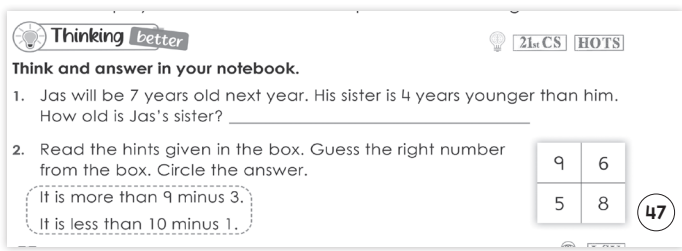
(Guide the students to complete the creating better activity given on page 47.)



Thinking better

MUST DO — 10 MIN.

Teacher: Now, let us solve some subtraction problems. Everybody please open page 48 in your book and look at 'Thinking better' section.



Teacher: Look at the first question in your book. Jas is 7 years old next year and his sister is 4 years younger. How old is his sister now?

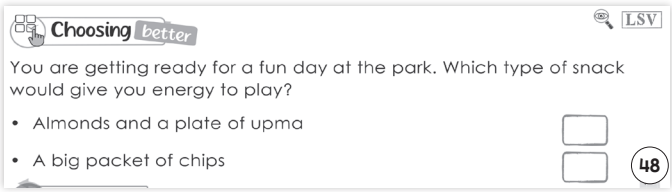
Teacher: Yes, 7 – 4 = 3. His sister is 3 years old.

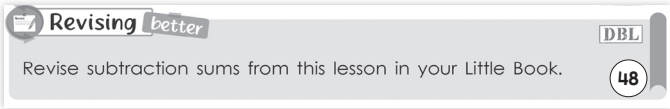
Teacher: Now, try solving the next question using the hints in the box.

Teacher: Let us do a simple decision-making activity. Open page 48 in your Main Course Book and look at the Choosing better section.

Choosing better

Teacher: Read the question carefully. You are getting ready for a fun day at the park. Which type of snack would give you the energy to play?





Teacher: Think carefully. Which option will keep you energetic for a longer time? Discuss with your partner if needed.

Teacher: Now, mark your answer in the book by ticking (✓) the correct option.

Teacher: That was an exciting session. You all practised subtraction very well today. Let us all give a big round of applause for everyone's effort. See you next time.

Differentiated Activities

110 km/hr

Play a subtraction board game using a timer. Each player rolls the dice, subtracts the numbers and moves their piece within 40 seconds.

80 km/hr

Roll the dice twice, choose two numbers and create a subtraction equation. And subtract.

40 km/hr

Play in pairs, where one student rolls the dice and the other helps with the subtraction, then switch places.

Home Task

Complete questions (6) to (8) of Exercise F given on page 47 in Main Course Book.

Revise subtraction sums from this lesson in your 'Little Book'

Period 12

Teacher: Good morning, students. Let us start with a quick subtraction game to wake up our minds. I will say a number, and you will subtract another number from it and tell me the answer. Are you ready?

SHOULD DO
10 MIN.

Teacher: What is 9 minus 2?

Teacher: Yes, the answer is 7.

Teacher: Good. Now, what is 6 minus 4?

Teacher: Correct, the answer is 2.

Teacher: Great work! Let us try a trickier one. What is 8 minus 5?

Teacher: Yes, the answer is 3.

Teacher: Excellent. Now, if you have 10 apples and you give 6 away, how many do you have left?

Teacher: That is right, 4 apples are left.

Teacher: Fantastic work, everyone. Now that our brains are warmed up, let us begin today's lesson.

You may show the **HOTS** given digital platform.

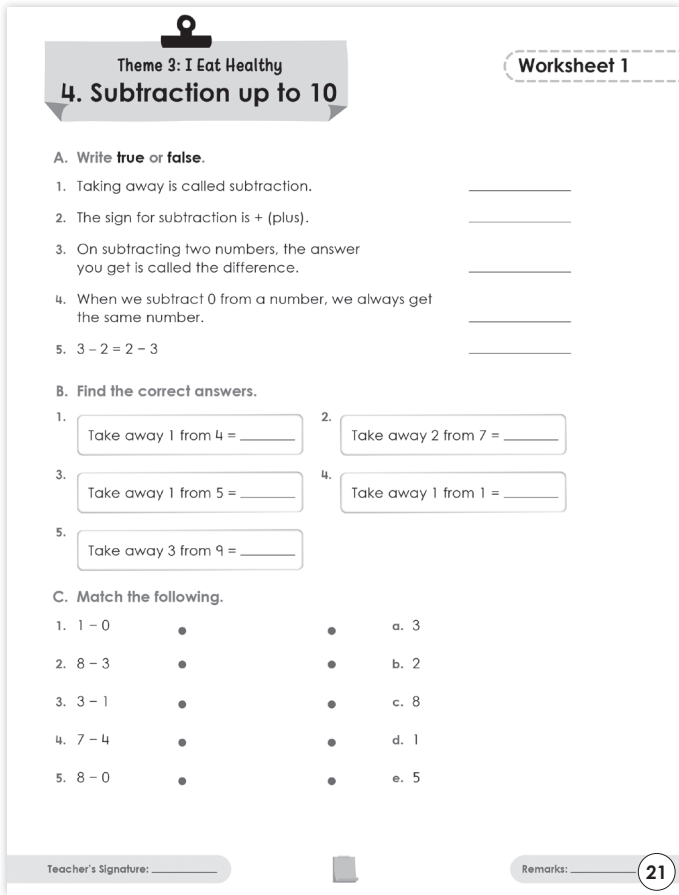
MUST DO
20 MIN.

Worksheet 1

Teacher: Open page 21 in your Workbook and look at Worksheet 1.

Teacher: Start with Exercise A. Read each statement carefully and write true or false.

Teacher: Let us solve the first one together. Taking away is called subtraction. Is this true or false?


Theme 3: I Eat Healthy

4. Subtraction up to 10

Worksheet 1

A. Write **true** or **false**.

1. Taking away is called subtraction. _____
2. The sign for subtraction is + (plus). _____
3. On subtracting two numbers, the answer you get is called the difference. _____
4. When we subtract 0 from a number, we always get the same number. _____
5. 3 – 2 = 2 – 3 _____

B. Find the correct answers.

1. Take away 1 from 4 = _____
2. Take away 2 from 7 = _____
3. Take away 1 from 5 = _____
4. Take away 1 from 1 = _____
5. Take away 3 from 9 = _____

C. Match the following.

1. 1 – 0	•	•	a. 3
2. 8 – 3	•	•	b. 2
3. 3 – 1	•	•	c. 8
4. 7 – 4	•	•	d. 1
5. 8 – 0	•	•	e. 5

Teacher's Signature: _____ Remarks: _____ 21

Teacher: Yes, it is true. Now, complete the rest of the Exercise in your book.

Teacher: Now, move to Exercise B. Solve the subtraction problems by writing the answers in the blanks.

Teacher: In Exercise C, match the subtraction problems with their correct answers by drawing a line between them.

Teacher: Complete all the questions in your book and I will check your answers.

SHOULD DO
10 MIN.

Doubt session

Teacher: If you have any doubts, raise your hand and ask. I will help you understand subtraction better.

Teacher: If you have finished your worksheet and have no doubts, try solving another subtraction problem of your choice.

Teacher: Remember, subtraction means taking away to find how many are left.

Revising better

Teacher: We have learned many things about subtraction today. Now, for your home task, I want you to open your Little Book.

Teacher: Write the important points from today's lesson and what you have learned in your own words.

Teacher: Try to include examples of subtraction sums and explain how you solved them.

Teacher: This will help you remember subtraction better. Bring your Little Book to class tomorrow so we can discuss your learning.

Teacher: You all did a great work today. Let us give a big round of applause for our hard work. See you in the next class!

Differentiated Activities

110 km/hr

Solve five subtraction word problems and explain your reasoning. Example: I had 9 apples. I gave 5 to my friend. How many are left?

80 km/hr

Work in teams. One student writes a subtraction problem, the next solves it and the next checks it in time time-bound way.

40 km/hr

Work in teams. One student writes a subtraction problem, the next solves it and the next checks it.

Home Task

Revising better

Practise the worksheets done in the class.

Period 13

SHOULD DO

5 MIN.

Teacher: Let us begin with a quick subtraction challenge. I will say a number and you will tell me what number needs to be subtracted to get the given answer.

Teacher: If the total is 7 and the answer is 4, what was subtracted?

Teacher: Yes, 3. Now, if the total is 9 and the answer is 6, what was subtracted?

Teacher: Great thinking. Now, Show me your work in the Little Book.

Teacher: Well done students, You very creatively summarized the chapter. Now, let us move on to our worksheets. You may show the **Animated Activities** given on digital platform.

MUST DO

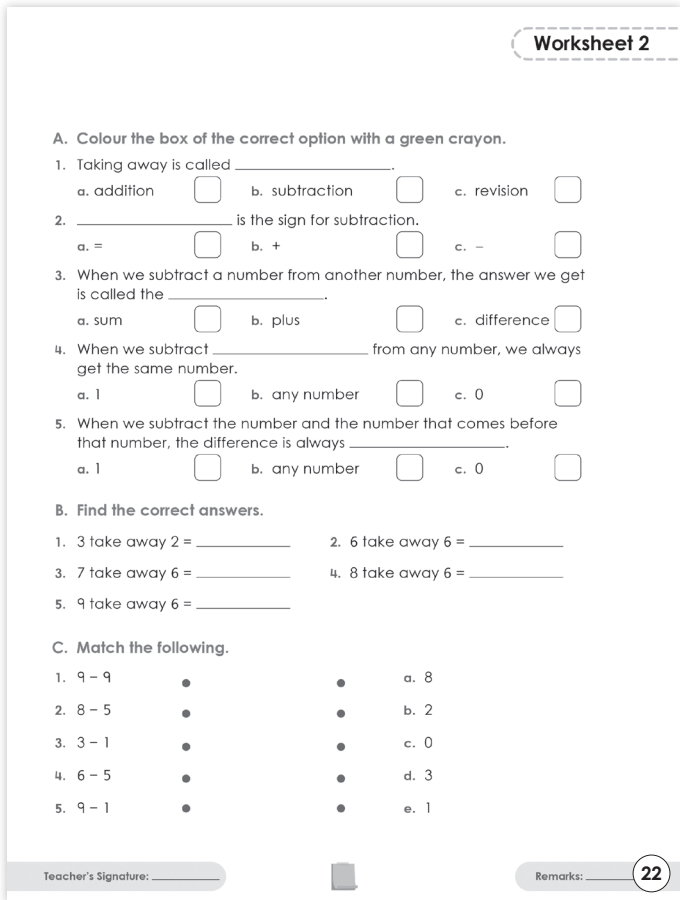
15 MIN.

Worksheet 2

Teacher: Open page 22 in your Workook and look at Worksheet 2.

Teacher: Start with Exercise A. Read each question carefully and color the correct answer with a green crayon.

Teacher: Let us solve the first one together. Taking away is called ___. What is the correct answer?



Worksheet 2

A. Colour the box of the correct option with a green crayon.

1. Taking away is called _____.
   a. addition ☐ b. subtraction ☐ c. revision ☐
2. _____ is the sign for subtraction.
   a. = ☐ b. + ☐ c. – ☐
3. When we subtract a number from another number, the answer we get is called the _____.
   a. sum ☐ b. plus ☐ c. difference ☐
4. When we subtract _____ from any number, we always get the same number.
   a. 1 ☐ b. any number ☐ c. 0 ☐
5. When we subtract the number and the number that comes before that number, the difference is always _____.
   a. 1 ☐ b. any number ☐ c. 0 ☐

B. Find the correct answers.

1. 3 take away 2 = _____
2. 6 take away 6 = _____
3. 7 take away 6 = _____
4. 8 take away 6 = _____
5. 9 take away 6 = _____

C. Match the following.

1. 9 – 9	•	•	a. 8
2. 8 – 5	•	•	b. 2
3. 3 – 1	•	•	c. 0
4. 6 – 5	•	•	d. 3
5. 9 – 1	•	•	e. 1

Teacher's Signature: _____ Remarks: _____ 22

Teacher: Yes, subtraction. Now, complete the rest of Exercise A on your own.

Teacher: Move to Exercise B. Solve the subtraction problems by writing the answers in the blanks.

Teacher: In Exercise C, match the subtraction problems with their correct answers by drawing a line between them.

Teacher: Complete all the questions in your book and I will check your answers.

MUST DO

15 MIN.

Worksheet 3

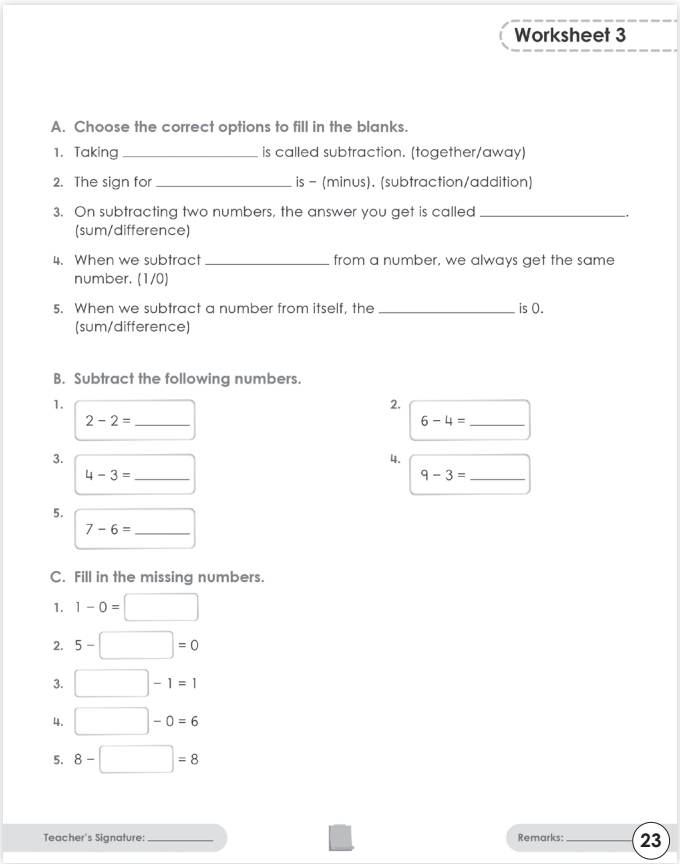
Teacher: Open page 23 in your Main Course Book and look at Worksheet 3.

Teacher: In Exercise A, read each sentence carefully and fill in the blanks with the correct word from the options given in brackets.

Teacher: Let us do the first one together. Taking ___ is called subtraction. What is the correct answer?

SHOULD DO

5 MIN.



Worksheet 3

A. Choose the correct options to fill in the blanks.

1. Taking _____ is called subtraction. (together/away)
2. The sign for _____ is − (minus). (subtraction/addition)
3. On subtracting two numbers, the answer you get is called _____. (sum/difference)
4. When we subtract _____ from a number, we always get the same number. (1/0)
5. When we subtract a number from itself, the _____ is 0. (sum/difference)

B. Subtract the following numbers.

1. 2 − 2 = _____
2. 6 − 4 = _____
3. 4 − 3 = _____
4. 9 − 3 = _____
5. 7 − 6 = _____

C. Fill in the missing numbers.

1. 1 − 0 = ☐
2. 5 − ☐ = 0
3. ☐ − 1 = 1
4. ☐ − 0 = 6
5. 8 − ☐ = 8

Teacher's Signature: _____ Remarks: _____ 23

Teacher: Yes, away. Now, complete the rest of Exercise A on your own.

Teacher: In Exercise B, solve the subtraction problems and write the answers in the boxes provided.

Teacher: Now, move to Exercise C. Fill in the missing numbers to complete the subtraction equations.

Teacher: Make sure you check your answers once you finish. You all worked very well today. Let us give a big round of applause for everyone's effort. See you next time.

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column we will write what we have learned in this chapter.

Teacher: Think about the topics, we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.

Differentiated Activities

110 km/hr

Create a short subtraction word problem using classroom objects.

80 km/hr

Find two objects in the classroom (books, pencils, erasers). Count them, subtract a given number and write the subtraction equation.

40 km/hr

Act out subtraction problems using real-life scenarios. Example There are 5 chairs and 2 students sit down. How many chairs are empty?

Home Task

Practise the questions discussed in this chapter.

Learning Outcomes

The students will:

Physical Development	• enhance fine motor skills by using objects, number strips and manipulatives for subtraction activities.
Socio-Emotional and Ethical Development	• develop cooperation and teamwork by engaging in group activities, interactive games and storytelling exercises.
Cognitive Development	• apply subtraction strategies to solve problems efficiently
Language and Literacy Development	• improve mathematical vocabulary by using terms like 'subtract,' 'difference,' and 'take away' in discussions and problem-solving.
Aesthetic and Cultural Development	• explore subtraction through creative activities like drawing, storytelling and making visual representations of word problems.
Positive Learning Habits	• develop confidence in mathematical thinking by engaging in fun, hands-on learning experiences and practising subtraction in daily activities.

Starry Knights

List the strategies you used to engage the learners in this unit. Mention here.

Appreciable!!! Give yourself a STAR.