12 Periods (40 minutes each)

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

Animated Activities, Dictionary, eBook, Explainer Video, HOTS, I Explain, Infographic, Mental Maths, Quiz, Quick Maths, Slideshow, Test Generator

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to recognise, count, compare and order numbers up to 100.
- to add and subtract numbers up to 100.
- to add and subtract numbers using a number strip.
- add numbers making groups of ten.
- to apply the concepts in real-life situations.
- to compare lengths, weights, capacities and time.
- to enjoy learning concepts through activities and games.

Methodology

Period 1

Teacher: Good morning students. How are you today?

Teacher: Let us start with a quick warm-up activity. I will say a number and you will count forward from that number up to 10.

Teacher: Start from 3 and count up to 10.

Teacher: Now, start from 5 and count up to 15.

Teacher: Well done. Now, let us start our new chapter

'Addition and Subtraction up to 100' **Teacher**: Everybody open page 68 in the Main Coursebook.

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Confirming better I listen carefully to my teachers.)

Teacher: Today, let us discuss an important habit - 'I listen carefully to my teachers.'

Teacher: Why is it important to listen carefully in class? Teacher: Yes, it helps us understand what is being taught. Teacher: What happens when we do not listen carefully? Teacher: Correct, we might miss important instructions.

Teacher: From now on, let us promise to listen carefully to our teachers so that we can learn better.



Teacher: We will begin a new chapter, Addition and Subtraction up to 100. 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 in your notebooks.

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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.







Teacher: Everybody, please open page 68 in your Main Coursebook. Who will read and explain the activity?



Theme 5:

I Learn Well



(Scaffold the students to complete the activity.)

Teacher: Excellent teamwork.

This activity helped us understand subtraction through movement.

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EAuditory*		
Listen to your tea notebook.	cher carefully. Answe	r the question in your 68

Teacher: Now, listen carefully as I read out a set of questions.

Teacher: Tom had 50 marbles. He found 20 more marbles under a tree, making it 70. Later, he gave 30 marbles to his friend, so now Tom has 40 marbles left to play with. Answer the following questions.

- 1. How many marbles did Tom find?
- 2. How many marbles does Tom have now?

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





Teacher: Look at the picture in your books. Jas is packing his bag. He has notebooks, books, pencils, crayons, an eraser and a sharpener.

Teacher: Let us count the items and solve the questions. (Scaffold the students to complete the activity.)

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



Poster



Teacher: Now, let us look at this poster on Addition and Subtraction.

Teacher: What words do you see around the plus sign? **Teacher**: Yes, words like add, join, in all, more, plus sign, all together. These words tell us about addition.

Teacher: What words do you see around the minus sign? **Teacher**: Yes, words like less than, take away, remain, how many more, minus sign, fewer, left. These words tell us about subtraction.

Teacher: We will use all these words throughout the chapter. These key terms will help us understand when to add and when to subtract. Keep looking at the poster whenever you need help remembering the words.

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

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

Differentiated Activities

110 km/hr



Use number cards: Pick any two numbers between 1 and 10, add them and subtract a smaller number from the sum. Write your answer.

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 for different numbers.

Home Task

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

Period 2

Teacher: Good morning students. How are you?



Teacher: Good morning students. How are you today? **Teacher**: Let us start with a quick warm-up activity to recall addition.

Teacher: I will say an addition problem and you will answer quickly.

- 1. What is 2 + 3? (5)
- 2. What is 4 + 4? (8)
- 3. What is 5 + 2? (7)
- If I have 3 apples and get 2 more, how many do I have? (5)
- 5. If I have 6 pencils and find 3 more, how many in total? (9)

Teacher: Well done. Addition helps us count things together. Let us move forward.



Interacting better



Interacting better

ICL

Count the number of crayons in your box. How many

crayons does your partner have? Add and write down the total number of crayons you both have together. 69

Teacher: Open page 69 in your Main Coursebook. Let us read and understand the activity together.

Teacher: Look at the question. Count the number of crayons in your box. How many crayons does your partner have? Add and write down the total number of crayons you both have together.

(Scaffold the students to complete the activity.)

Teacher: Excellent. Addition helps us combine numbers to find a total. Teacher: Let us move on to read a story.



Mama, Pa, can I please buy these books for Chana and myself?



(I) You may show the Animation given on the digital platform.

Teacher: Today's story is about Lina and her father at a bookstore. Before we begin, let us think about something important.

- Why do we need education?
- What do we learn in school besides reading and writing?
- How does education help us in daily life?

Teacher: Education is very important because it helps us read, write, count and solve problems. It also helps us make good choices in life. Today's story will help us see how education helps us in everyday activities.

Teacher: Open your books to page 69 and follow along as I read aloud.

Teacher: Let us discuss what we learnt from the story.

- How did Lina use addition in real life?
- Why is learning to count and add important?
- What would happen if Lina did not know how to add?
- How does education help us in real-life situations like shopping, cooking and playing?

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Adding 1 digit Numbers

Making 10 to add



Teacher: Now, let us learn how to make 10 to add.

- There are 8 story books and 4 colouring books. How many books in total? 8 + 4 = 12
- To solve this, we first make 10 and then add the remaining part.

Think: 8 + 2 = 10, then 10 + 2 = 12

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9 + 9 =

Teacher: This method makes adding bigger numbers easier. Let us try more examples.



Of course, Lina!

Teacher: Let us solve Exercise 1. Look at question (a). How many objects are in each group? (9) What is the sum? (9 + 9 = 18) Well done.

7 + 4 =

Teacher: Now, question (b). How many objects are there in the first group? (7) How many in the second? (4) Let us make 10 first. How many more do we need? (3) Now, add the remaining. What is the sum? (10 + 1 = 11) Great work.

Teacher: Complete the rest on your own. I will check your work.



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Teacher: Now, let us move to Exercise 2.

Teacher: Look at the first question. It shows how to count and add using drawn lines.

Teacher: Let us do one together:

• 7 + 5 =

Step 1: Make 10 (7 + 2 = 10).

Step 2: Add the remaining 3 (10 + 2 = 12).

Teacher: Now, complete the other sums in your books. **Teacher**: Well done, everyone. You all participated

actively today. Let us have a huge round of applause for our hard work. See you in the next class.

Differentiated Activities

110 km/hr

Solve mentally: 9 + 4, 8 + 6, 7 + 5.

80 km/hr

Count the number of books in your bag and add 3 more to find the total.

40 km/hr

Draw 5 stars, then add 4 more stars. How many in total?

Home Task

Period 3

Draw lines to add sums such as 7 + 5 and 8 + 4, then write the total

Teacher: Good morning students. How are you today?

Teacher: Let us recall what we learnt in the last class. I will say an addition problem and you will answer quickly.

- 1. What is 8 + 4? (12)
- 2. What is 9 + 3? (12)
- 3. What is 7 + 5? (12)
- If I have 6 crayons and find 5 more, how many do I have? (11)
- 5. If there are 10 apples in a basket and I add 7 more, how many in total? (17)

Teacher: Well done. Let us move forward to learn addition using number strip.



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Adding Using a Number Strip



Teacher: Open your books to page 70. Look at the number strip.

Teacher: Imagine you are a frog. The frog starts at number 5 and jumps 6 times forward. Where does the frog land? (11)

Teacher: This is how we use a number strip to add. Now, try the next question in your books by tracing the jumps with your finger.



3 Add the numbers using the number strip.



Teacher: Now, let us play a 'Hop on the Number Line' game.

(Draw a number strip on the floor with chalk or tape.) **Teacher**: I will say a sum and you will hop forward the correct number of times.

- 1. Start at 7, hop 6 times forward. Where are you? (13)
- 2. Start at 6, hop 5 times forward. Where are you? (11)

Teacher: Fantastic. Now, complete Exercise 3 in your books.

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



Adding a 2-Digit Number and a 1-Digit Number



Teacher: Let us learn how to add a 2-digit number and a 1-digit number using a short story.

Teacher: Ryan has 21 crayons in a box. Maria gives him 7 more crayons. Now, Ryan wants to find out how many crayons he has in total.

Teacher: Let us break this into simple steps:

- 1. First, we add the ones. Look at the ones column: 1 + 7 = 8.
- 2. Now, we add the tens. There is only 2 tens, so it remains the same.

Teacher: What is the final total? (28) Yes, Ryan now has 28 crayons in his box.

Teacher: Now, let us try solving another example together using the same method.

You may show the I Explain given SHOULD DO



Teacher: Let us do a role-play.

on the digital platform.



Imagine you are in a bookstore. You buy 14 books and your friend gives you

3 more.

- One student will be the shopkeeper.
- One student will be the buyer.
- The buyer will add the books together and tell the total.

Making 10 and counting the ones

MUST DO 5 MIN



Teacher: Now, let us learn a shortcut for adding numbers. Instead of counting one by one, we can 'Make 10' first.

Teacher: Look at the picture in your book. How many footballs are in the first group? (13)

Teacher: How many footballs are in the second group? (6) Teacher: Now, let us add them step by step.

- 1. First, break 13 into 10 and 3.
- 2. Add the ones: 3 + 6 = 9.
- 3. Now, add the ten back: 10 + 9 = 19.

Teacher: So, the total number of

footballs are 19.



Teacher: Let us see the sum on the number strip.



Teacher: Let us solve Exercise 4 together in pairs. One partner will explain while the other writes the answer. Teacher: Let us do the first one together: 12 + 3

- Break 12 into 10 and 2.
- Add 2 + 3 = 5
- Add 10 + 5 = 15

Teacher: Now, work with your partner to complete questions (b) and (c).



LTL	5 Add the numbers using the number strip.																				
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Teacher: Now, let us use a number strip to add.

Teacher: Place your finger on the first number and count forward to find the total.

Teacher: Let us do one together: 12 + 3

- Start at 12 and move 3 steps forward.
- What is the sum?(15)

Teacher: Now, complete the next two questions in pairs. Teacher: Well done, everyone. Let us have a huge round of applause. Keep practising and see you in the next class.

Differentiated Activities

110 km/hr



80 km/hr



Solve: 11 + 4, 13 + 3, 17 + 2. Use a number strip to check your answers.

40 km/hr



Count 6 fingers and add 4 more. How many in total?

Home Task

Solve question (d) of Exercise 4 and questions (d) and (e) of Exercise 5 given on page 72 in the Main Coursebook.

Period 4

Teacher: Good morning students. How are you today?



Teacher: Let us begin with a quick warm-up to recall what we learnt in the last class.

- 1. Start at 10 and move 4 steps forward on the number strip. Where do you land? (14)
- 2. If I have 21 crayons and get 7 more, how many in total? (28)

(Ask more questions in a similar manner Teacher: Well done. Now, let us move on to solve questions.





Teacher: Open page 72 in your Main Coursebook. Look at Exercise 6.

Teacher: You will solve the sums and based on your answer, colour the notebook:

- If the sum is 15, colour it yellow.
- If the sum is 18, colour it red.

Teacher: Let us do the first one together. 12 + 3 = ? Yes, it is (15). So, we colour this notebook yellow. Now, complete the remaining ones.





Teacher: Open page 72 in your Main Coursebook. Look at Exercise 7.

Teacher: Let us solve the first sum together: 37 + 5.

- 1. Add the ones: 7 + 5 = 12.
- 2. Write 2 in the ones place and carry 1 to the tens place.
- 3. Add the tens: 3 + 1 = 4.
- 4. The final sum is 42.

Teacher: Now, solve the next sums in your notebooks.

Adding Two 2-Digit Numbers



Teacher: Open page 73 in your Main Coursebook. Let us look at the example of adding two-digit numbers.

Teacher: Maria has 36 stamps and Lina has 23 stamps. Let us find the total.

- 1. First, add the ones: 6 + 3 = 9.
- **2.** Then, add the tens: 3 + 2 = 5.
- 3. So, the total number of stamps is 59.

Teacher: Now, try solving another sum on your own.



Teacher: Open your books to page 73. Look at Exercise 8. You will work in pairs to solve these problems.

Teacher: Partner 1, read the first sum: 25 + 12.

Teacher: Partner 2, break the numbers into tens and ones. First, add the ones: 5 + 2 = 7.

Teacher: Partner 1, now add the tens: 2 + 1 = 3.

Teacher: So, what is the total? (37)

Teacher: Now, switch roles and solve the next sum: 54 + 33. Teacher: Partner 2, break the tens and ones and add.

Teacher: Partner 1, check the total and make sure the answer is correct.

Teacher: Continue working together to solve all the sums in Exercise 8. Once you are done, raise your hand so I can check your work.

Teacher: Great teamwork. Keep practising.

Adding Tens



Teacher: Open page 73 in your Main Coursebook. Let us learn how to add tens quickly.

Teacher: Lina has 20 nuts and Chang has 30 nuts. How many do they have together?

- 1. Add the tens: 2 tens + 3 tens = 5 tens.
- 2. The total is 50 nuts.

Teacher: This method helps us add MUST DO quickly without counting ones. Try the next example in your book.



Teacher: Open page 73 in your Main Coursebook. Let us practise adding tens. Look at the first sum: 10 + 50. Add

the tens: 1 + 5 = 6. The total is 60. MUST DO Teacher: Now, complete the 5 MIN remaining sums in your books.

10 Solve these story sums in your notebook, as shown.

a. There are 21 adults and 33 children at the food fair. How many people are there in all?

21 + 33 = 54 people in all.

- b. A fruit seller has 12 yellow mangoes and 15 green mangoes. How many mangoes are there in all?
- A nursery has 34 small plants and 22 big plants. How many plants (73-74) are there in all?



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5 4 **Teacher**: Let us look at Exercise 10 on page 73. We will solve word problems together.

Teacher: Imagine you are at a food fair. There are 21 adults and 33 children. How many people are there in total? Start by adding the ones first: 1 + 3 = 4, then add the tens: 2 + 3 = 5. The total is 54. You can use a number line to visualise the addition.

Teacher: Let us do another one. A fruit seller has 12 yellow mangoes and 15 green mangoes. How many mangoes does he have in total? Start with 12 and add 15. Break it into tens first: 10 + 10 = 20, then add the remaining 2 and 5. The total is 27.

Teacher: Now, work in pairs to solve the rest of the word problem. Discuss your answer with your partner.

Teacher: For homework, solve question (c) of Exercise 10 on page 73 in your Main Coursebook.

Teacher: Well done today. Keep practising and I will see you in the next class.

Differentiated Activities

110 km/hr

Create your own word problem using addition and exchange it with your classmate. Solve the word problem in your notebook.

80 km/hr



Solve: 30 + 20, 41 + 32, 56 + 14. Use a place value chart to break the numbers before adding.

40 km/hr



Count 20 sticks and add 10 more. How many now?

Home Task

Solve question (c) of Exercise 10 given on page 73 in the Main Coursebook. Write the answer neatly in your notebook.

Period 5

Teacher: Good morning students. How are you today?

Teacher: Let us start with a quick warm-up to recall what we learnt in the last class.

Teacher: I will say a subtraction problem and you will answer quickly.

- 1. What is 10 3? (7)
- 2. What is 12 5? (7)
- 3. If I have 14 apples and I eat 4, how many apples are left? (10)
- 4. If I start with 7 pencils and give away 4, how many pencils are remaining? (13)

Teacher: Well done. Let us move forward with today's lesson.



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Subtracting a 1-Digit Number from a 2-Digit Number



Teacher: Open page 74 in your Main Coursebook. Let us look at the first word problem.

Teacher: Sam has 16 grapes in her tiffin. She gives 4 grapes to Jas. How many grapes are left with Sam?

Teacher: Let us break it down. Start with 16 grapes. Now, if Sam gives 4 grapes to Jas, we need to subtract.

Teacher: 16 – 4 = 12.

Teacher: So, Sam has 12 grapes left.

Teacher: Now, look at the next problems in your book.

Cross out the number of grapes each child asks for and count how many are left. Work with your partner to solve these.





Teacher: Open page 74 in your Main Coursebook. Let us solve Exercise 11 together.

Teacher: The first problem is 16 – 5.

Teacher: Let us use the number strip to count back. Start at 16 and count back 5 steps. Where do we land? (11)



Count back on a number strip to get the difference. Start from 13. Count back 2 boxes.

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Teacher: Open page 74 in your Main Coursebook again. Look at the number strip. We will use this to subtract.



Teacher: There are 13 fries on a plate. Chang takes 2 fries. How many fries are left on the plate?

Teacher: Start at 13 on the number strip.

Teacher: Now, count back 2 steps. Where do we land? (11)

Teacher: So, there are 11 fries left.

Teacher: Now, let us use the number strip to solve the next problems. Work in pairs and solve them using the same method.



Teacher: Open page 74 in your Main Coursebook. Let us solve Exercise 12 together.

Teacher: The first sum is 27 – 3.

Teacher: Start at 27 on the number strip. Now, count back 3 steps. Where do you land? (24)

Teacher: Now, try the next problem in your books using the number strip.



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Teacher: Today, we are going to play a game where we will practise subtraction. You will be shopping in the store.

Teacher: One of you will be the shopkeeper and the other will be the customer. The customer will start with some items and the shopkeeper will take some away. You will then subtract to see how many are left.

Teacher: You have 10 apples in your basket. I will take 3 apples from you. How many apples do you have left?

Student: Let me think... 10 apples – 3 apples = 7 apples left.

Teacher:Great. Now, you have 7 apples left. What if I take 2 more apples from you? How many apples will you have left?

Student: 7 apples – 2 apples = 5 apples left.

Teacher: Perfect. Now, let us try another item. You start with 8 pencils, and I will take 4 pencils from you. How many pencils do you have left?"

Student: 8 pencils – 4 pencils = 4 pencils left.

Teacher: Well done, everyone. You all did fantastic work today. Keep practising and I will see you in the next class. Let us have a huge round of applause for all your hard work.

Differentiated Activities

110 km/hr



The customer has 20 coins and buys 3 items, each costing 4 coins. How many coins are left?

80 km/hr



The customer has 15 coins and buys 2 items, each costing 5 coins. How many coins are left?

40 km/hr



The customer has 10 coins and buys 1 pen costing 4 coins. How many coins are left after the purchase?

Home Task

Practise subtraction using a number strip. Subtract 4 from 17 and subtract 9 from 18.

Period 6

Teacher: Good morning students. How are you?



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Teacher: Let us start with a quick warm-up to recall what we learnt in the last class.

Teacher: I will give you a subtraction problem and you will answer quickly:

- 1. What is 15 5? (10)
- 2. What is 10 3? (7)
- 3. If I have 50 coins and spend 20, how many coins are left? (30)

Teacher: Well done. Let us move on to today's lesson.

Subtracting tens and ones



Teacher: Open page 75 in your Main Coursebook. Let us start with subtracting tens and ones.

Teacher: Lina has 36 biscuits. She eats 2 biscuits. How many biscuits are left?

Teacher: Step 1: Subtract the ones: 6 - 2 = 4.

Teacher: Step 2: Subtract the tens: 3 - 0 = 3.

Teacher: So, Lina has 34 biscuits left.

Teacher: Now, solve the next problems in Exercise 13 in your books.

Teacher: Open page 75 in your Main Coursebook. Let us solve the first question in Exercise 13.





Teacher: The first problem is 33 – 3.

Teacher: Subtract the ones: 3 - 3 = 0.

Teacher: So, the answer is 30.

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



Subtracting Two 2-Digit Numbers

SUBTRACTING TWO 2-DIGIT NUMBERS

There are 48 logs of woods. A carpenter uses 33 logs to make a bed. How many logs are left? Subtract 33 from 48.



Teacher: Open page 76 in your Main Coursebook. Let us look at the example of subtracting two 2-digit numbers.

Teacher: There are 48 logs. A carpenter uses 33 logs to make a bed. How many logs are left?

Teacher: Step 1: Subtract the ones: 8 - 3 = 5.

Teacher: Step 2: Subtract the tens: 4 - 3 = 1.

Teacher: So, there are 15 logs left.

Teacher: Now, solve the next questions in Exercise 14 in your books.





Teacher: Let us practise subtraction with a fun partner activity.

Teacher: In your pairs, one student will SHOULD DO be the customer and the other will be the shopkeeper. The shopkeeper will



start with a number of items and the customer will take some items away.

Teacher: For example, the customer has 49 items. The shopkeeper will take 17 items. How many items does the customer have left? (49 - 17 = 32)

Teacher: Work together to solve the next few problems. Teacher: Well done, everyone. Keep practising and I will see you in the next class.

Differentiated Activities

110 km/hr

A teacher had 75 pencils. She gave 5 to her students. How many pencils are remaining?

80 km/hr



Solve: 58 - 5, 64 - 3, 42 - 9.

40 km/hr



Use the number line to subtract to subtract 6 from 12 and 4 from 10.

Home Task

Draw 2 sets of objects. One set has 54 items and the other has 23 items. Cross out the second set from the first. How many items are left?

Period 7

Teacher: Good morning students. How are you today?



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Teacher: Let us start with a guick warm-up to recall what we learnt in the last class.

Teacher: I will give you a subtraction problem and you will answer quickly:

- 1. What is 20 5? (15)
- 2. What is 40 10? (30)
- 3. If I have 50 pencils and give away 20, how many do I have left? (30)
- 4. If there are 60 apples and if I eat 10, how many apples are left? (50)
- 5. If I have 70 coins and spend 30, how many coins are left? (40)

Teacher: Well done. Let us move on to learn new concepts.

Subtracting Tens

SUBTRACTING TENS	4-2=2	
Jas has 40 rupees. He spends 20 rupees. Now, he has 40 - 20 = 20 rupees. (76)	So, 4 tens – 2 tens	T O 4 0 - 2 0 2 0

Teacher: Open page 75 in your Main Coursebook. Let us practise subtracting tens.

Teacher: Jas has 60 biscuits. She decided to eat 20 biscuits. How many biscuits do Jas have left?

Teacher: To subtract tens, we look at the tens column.

Teacher: So, 6 tens minus 2 tens equals 4 tens.

Teacher: Jas has 40 biscuits left. Teacher: Now, solve the next few problems in Exercise 15 in your books.





Teacher: Let us solve Exercise 15 together.

Teacher: The first problem is 90 - 60. Let us subtract the tens first.

Teacher: 9 tens – 6 tens = 3 tens. The answer is 30.

Teacher: Now, let us work through the rest of the problems

in this exercise on your own. Imagine



you're subtracting from a large basket of apples, candies or toys.

16 Solve these story sums in your notebook.

- a. There are 46 mangoes in a juice stall. 22 are used for making mango shake. How many mangoes are left?
- b. There are 57 slices of bread in a food stall. 24 slices are used for making sandwiches. How many slices are left?

Teacher: Open page 76. Let us look at the story problems in Exercise 16.

Teacher: Let us begin with the first one. Who will read and explain the question?

Teacher: There were 46 mangoes. Let us subtract 20 first (which is part of 22).

Teacher: 4 tens – 2 tens = 2 tens. Then, subtract 6 ones – 2 ones = 4 ones.

Teacher: So, there are 24 mangoes left.

Teacher: Now, complete the second problem with your partner.

Recalling better

Recalling better

- In this chapter, I have learnt

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- how to add 1-digit numbers.
- $_{\circ}\,$ how to add a 2-digit number and a 1-digit number.
- how to add two 2-digit numbers.
- $_{\circ}\,$ how to add tens.
- how to subtract a 1-digit number from a 2-digit number.
- how to subtract tens and ones.
- $_{\circ}\,$ how to subtract two 2-digit numbers.
- how to subtract tens.

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

Teacher: Let us recall everything we have learnt so far. I will ask some questions, and you will answer them. Let us think about everything we have learnt about subtraction. **Teacher**: What is 20 – 10?

Teacher: You are right, the answer is 10. Great work.

Teacher: If we have 72 and subtract 30, what is the result? **Teacher**: Yes, the answer is 42. Well done.

Teacher: What is 90 - 60?

Teacher: That's correct. The answer is 30. Well done, everyone.

Teacher: How do we subtract a 1-digit number from a 2-digit number?

Teacher: You are right. First, subtract the ones digit and then subtract the tens digit. Keep practising, you are doing great.

(Give more questions in a similar manner.)

Teacher: Excellent work, everyone. Let us have a huge round of applause. See you in the next class.

Differentiated Activities

110 km/hr



Create your own story problem using subtraction. Solve and explain to a classmate.

80 km/hr



There are 30 balloons in a basket. 15 balloons are taken out. How many balloons are left?

40 km/hr



If you have 10 marbles and give 3 marbles to your friend, how many marbles are left?

Home Task

Subtract your age from your family members' age. Write down the subtraction equation. For example, if your age is 7 and your sibling's age is 10, the equation will be 10 - 7 = 3.

Period 8

Teacher: Good morning students. How are you today?



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Teacher: Let us start with a quick warm-up to practise addition. I will give you some questions and I want you to answer quickly. Ready?

- 1. What is 6 + 4?
- 2. What is 9 + 3?
- 3. What is 5 + 7?
- 4. What is 8 + 2?
- 5. What is 4 + 6?

Teacher: Great work, everyone. Now, let us solve some sums.

Learning better



Teacher: Open page 77 in your Main Coursebook. Let us start with Exercise A where we will practise making 10 to add.

Teacher: Let us look at the first example: 9 + 4 = ?

Teacher: Here we have 9 blocks. How many more blocks do we need to make 10 blocks?

Teacher: Yes, we need 1 more block. Now, we add the remaining 3 blocks.

Teacher: The answer is 13.



Teacher: Now, try the next ones on your own. You will

see images to help make groups of 10 and then you can count the extra ones.





Teacher: Now, open Exercise B. We will make 10 and count the ones to add.

Teacher: The first question is 10 + 7.

Teacher: You can use these groups of 10 and then count the extra 7 blocks.

Teacher: You will now count forward from 10 using the images.

Teacher: Complete the rest of the questions, making 10 and counting the extra ones.





Teacher: Let us look at Exercise C. We will solve the first 5 questions.

Teacher: In these problems, we will be using the number strip to help us add.

Teacher: For example, 6 + 7. Start at 6 and count forward 7 spaces on the number strip. The answer is 13.

Teacher: Now, complete the next questions using the same method.

Teacher: Let us look at the Exercise D. Who will come to board solve the sum?





Teacher: First question: 24 + 3.

Teacher: We will start by adding the ones. What is 4 + 3? **Teacher**: Yes, 7. **Teacher**: Now, we add the tens. Since there are only 2 tens in 24 and no tens in 3, it stays as 2.

Teacher: So, 24 + 3 = 27.

(Discuss the first four questions with students.)

Teacher: Great work. You can now move on to the next questions in the exercise.



Doubt Session

Teacher: Does anyone have any questions?

Teacher: If something is unclear, raise your hand and I will help you.

Teacher: Any problems with counting on the number strip? **Teacher**: No worries. Let me know if you need help with any exercise.

Teacher: Well done, everyone. Let us have a huge round of applause. Keep practising and I will see you in the next class.

Differentiated Activities

110 km/hr



Create your own story problem using number strips or objects for addition and subtraction.

80 km/hr



Solve the following problems using the number strip: 6 + 7, 9 + 3, 5 + 5.

40 km/hr



Use counting objects or the number strip to solve the following problems: 3 + 4, 5 + 6, 7 + 2. W o r k with a partner if you need help.

Home Task

Solve questions 5 to 8 of Exercises C and D given on page 78 in the Main Coursebook.

Period 9



Teacher: Good morning students. How are you today?

Teacher: Let us start with a quick warm-up to practise addition and subtraction. I will give you some questions and I want you to answer quickly. Ready?

- 1. What is 9 + 3?
- 2. What is 7 + 2?
- 3. What is 6 + 4?
- What is 10 3?
- 5. What is 8 2?

Teacher: Great work, everyone. Now, let us move on to solve questions.

Teacher: Open page 78 in your Main

Coursebook and let us start with Exercise E. In this exercise, we will add the ones first and then add the tens.



E Add) Add the ones. Then, add the tens.												
1.	T O 6 4 + 3 4	2. T O 4 2 + 3 7	3. T O 2 7 + 1 1	4. T O 7 3 + 1 4									
5. (78) -	T O 3 3 + 6 6	6. T O 3 0 + 5 8	7. T O 7 0 + 2 0	8. T O 3 0 + 4 5									

Teacher: For example, the first question is 64 + 34. **Teacher**: Let us start with the ones. What is 4 + 4? **Teacher:** Correct, 8. Now, we move on to the tens. What

is 6 + 3?

Teacher: Yes, 9. So, the answer is 64 + 34 = 98.

Teacher: Now, I would like you to work with your partner on the next few questions. Help each other out as you add the ones and tens.





Teacher: Now, open Exercise F. In this exercise, we will cross out the number of crayons each child asks for. Each box has 10 crayons. Let us find out how many crayons are left.

Teacher: For example, in question 1. Ryan is asking for 4 crayons.

Teacher: Box has 17 crayons and we cross out 4, how many crayons are left?

Teacher: Yes, we are left with 13 crayons.

Teacher: Now, complete the rest of the questions with your partner.



crayons each child asks for and find out how many are left.

© Subtract using the number strip.



Teacher: Now, let us move to Exercise G. In this exercise, we will subtract using the number strip. Teacher: For example, 12 – 1.

Teacher: Start at 12 and count back 1 box. The answer is 11.

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Teacher: Now, complete the rest of the

questions with the help of your partner

using the number strip.

(I) You may show the Quick Maths given on the digital platform.



Teacher: Let us now move to Exercise H.

Teacher: Let us do the first one together. 11 - 1.

Teacher: Work with your partner. What is 1 - 1?

Teacher: Correct, 0. Now, what is the answer?

Teacher: Yes, 10. Well done.

Teacher: Now, try 36 – 4 with your partner.

Teacher: What is 6 – 4?

Teacher: Yes.2. Now subtract the tens.

Teacher: Correct, the answer is 32.

Teacher: Continue with the rest with your partner. Help each other out.

Teacher: Well done, everyone. Let us have a huge round of applause. Keep practising and I will see you in the next class.

Differentiated Activities

110 km/hr



Create a story problem for addition or subtraction. Solve the problem and explain your solution to a classmate with the help of your partner.

80 km/hr



Sara has 22 apples. She gives 8 apples to her friend. How many apples does Sara have left? 40 km/hr



Jack has 15 pencils. He gives 3 pencils to his friend. How many pencils does Jack have left?

Home Task

Solve questions 1 to 4 of Exercise H given on page 79 in the Main Coursebook.

Period 10

100

Teacher: Good morning students. How are you today?



Teacher: Let us start with a fun and engaging warm-up today. We will play a number challenge game.

Teacher: I will call out a number and I want you to think about how many ways you can subtract or add numbers to reach that number. For example, if I say 10, you can say

5 + 5 or 12 - 2 or 6 + 4. Are you ready? Let Us go.

- 1. What can you add or subtract to get 12?
- 2. What can you add or subtract to get 8?
- 3. What can you add or subtract to get 15?

Teacher: Great work, everyone. This is an excellent way to practise our addition and subtraction skills. Let us now move on to today's lesson.



① Subtract the ones. Then, subtract the tens.



Teacher: Open page 80 in your Main Coursebook and let us start with Exercise I. In this exercise, we will subtract the ones and then subtract the tens.

Teacher: Let us look at the first question, 36 - 14.

Teacher: First, subtract the ones. What is 6 – 4?

Teacher: Correct, 2. Now, subtract the tens. What is 3 - 1? **Teacher**: Yes, 2. So, the final answer is 36 - 14 = 22.

Teacher: Now, complete the rest of the questions in this exercise and remember to subtract the ones first and then the tens.

J Solve these story sums.

- 1. Lina buys a crayon box for 30 rupees. She also buys a glue stick for 15 rupees. How much does she spend in all?
- 2. There are 33 red tulips and 46 yellow tulips in a garden. How many tulips are there in all?
- 3. There are 37 apples in a basket. Lina's mother bought 5 apples. How many apples are left in the basket?





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desks are left in the class room?

Teacher: Now, let us move to Exercise J, where we will solve questions 1 and 2.

Teacher: Who will read and explain the first question? (Discuss the question)

Teacher: Now, let us move to Exercise J, where we will solve questions 1 and 2.

Teacher: In the first question, we are adding 30 + 15.

Teacher: Let us break it down. First, we add the ones. We have 0 + 5, which gives us 5.

Teacher: Now, we add the tens. We have 3 + 1, which gives us 4.

Teacher: So, the final answer is 45. (Discuss the question 2 in the similar manner.)



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Creating better

🛞 Creating better

Making a number strip.

- You will need a sheet of paper, a pair of scissors, marker or pen.
- Take a sheet of paper and a marker.
- Draw a rectangular box of any length across the paper to make a strip.
- · Cut the strip along the edges.
- On one side of the strip, write numbers 1 to 10 in order by drawing small boxes of equal size.
- On the other side of the strip, write numbers 11 to 20 in order.
- · Check with an adult to make sure the numbers are correct. • Use your numbered strip to practise counting and learn the order of
- numbers from 1 to 20. 1 2 3 4 Ask an adult to laminate the number strip to save 13 14 15 16 11 12 for later use.

Teacher: Now, let us focus on 'Creating better'. Here, we will make a number strip to help us practise counting.

5 6 7

(Guide the students as per the

instructions given on page 80 and 81 in the Main Coursebook.)



8 9 10

17 18 19 20 (80)

Thinking better



Teacher: Now, think and answer this:

Teacher: There are 44 girls and 45 boys at a food fair. 63 children went home. How many children are left at the food fair?

Teacher: Discuss the answer with your partner and let us work together to solve it

Choosing better



Teacher: You are working on a difficult maths problem in class and you are confused about something. What will you do?

Teacher: Think carefully. What do you think would be the best choice to make? If you keep trying, you might get stuck. But if you ask for help, you can get the guidance you need and move forward.

Teacher: Let us discuss this together. Sometimes, it is good to try on your own, but if you feel stuck, asking for help can make things easier and help you learn better.



Teacher: So, who thinks asking for help is the right choice?

Whv?

(I) You may show the Quiz given on the digital platform.



Revising better

Revising better

DBL Revise addition and subtraction sums from this lesson in your Little Book. (81)

Teacher: Now, let us move to 'Revising better' section. Teacher: Everyone, please open your Little Book. Let us

work through an addition problem together. Teacher: I will write the sum on the board:

30 + 15

Teacher: Who can help me with the first step? What should we do first?

Teacher: Yes, we add the ones first. Let us look at the ones in 30 and 15. What are the ones?

Teacher: That is right, the ones are 0 and 5. Now, what is 0 + 5?

Teacher: Yes, it is 5. So, we write 5 in the ones place.

Teacher: Now, let us move to the tens. What are the tens in 30 and 15?

Teacher: Yes, the tens are 3 and 1. Now, let us add 3 + 1. Teacher: What is 3 + 1?

Teacher: Correct. It is 4. So, we write 4 in the tens place.

Teacher: Now, we can put it all together. 30 + 15 = 45. Well done.

Teacher: Let us move to a subtraction problem together. I will write the sum:

45 - 20

Teacher: What do we do first in subtraction?

Teacher: Correct, we subtract the ones. In 45, the ones are 5. In 20, the ones are 0.

Teacher: So, what is 5 - 0? Yes, 5. So, we write 5 in the ones place.

Teacher: Now, let us subtract the tens. What are the tens in 45 and 20?

Teacher: Yes, the tens are 4 and 2. Now, what is 4 - 2? Teacher: Correct, it is 2. So, we write 2 in the tens place. **Teacher**: Now, we can put it all together. 45 - 20 = 25. Great work, everyone.

Teacher: Well done, everyone. Let us have a huge round of applause for our hard work today. You all did fantastic work.

Differentiated Activities

110 km/hr

Create your own number line from 1 to 20 and solve a subtraction problem by counting backwards. For example, 15 – 7 and explain how you arrived at the answer to your partner.

80 km/hr



Draw 20 apples on a piece of paper. Subtract 5 apples from the drawing and count how many apples are left. Write the sum and the answer.

40 km/hr



Use your fingers to show a subtraction. Start with 10 fingers, subtract 4 fingers and count how many are left. Write the subtraction sum.

Home Task

Solve questions 3 and 4 of Exercise J given in the Main Coursebook. Write the answers neatly in the notebook.

Period 11

Teacher: Good morning students. How are you today?



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Teacher: Let us start with a fun warm-up activity based on subtraction.

Teacher: I will give you a number and we will subtract 10 from it. Are you ready?

Teacher: Let us start with 70. If we subtract 10, what do we get? (60)

Teacher: Yes, great work. Now, let us try 50. If we subtract 10, what do we get? (40)

Teacher: Well done. Let us continue with 60. If we subtract 10, what do we get? (50)

Teacher: Excellent. Now, let us try 30. If we subtract 10, what do we get? (20)

Teacher: Yes, you all are doing fantastic work.





Teacher: Now, let us move to solve the worksheets. Please open your workbook to page 27.

Teacher: In Exercise A, we will state that the given statements are true or false questions.

Teacher: Let us read the first question: Taking away is called subtraction.

Teacher: Is this sentence true or false? (True)

Teacher: Open your notebook. Now, let us move on to Exercise B: Write the numbers in columns and then add.

Teacher: Let us look at the first question: 20 + 4.What is the sum? (24)

(Guide students to complete the questions.)

Teacher: Now, we move to Exercise C: Add and match the answer.

Teacher: I will read the first question: 10 + 3.

Teacher: What is the sum? (13)

Teacher: Yes, great. Now, let us match it with d.

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

Teacher: You are all doing fantastic work. Keep going strong.

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

Doubt session

Teacher: Now, we will have a doubt session. If anyone has any questions or is unsure about any problems, please raise your hand. We will work together to clear up any confusion.

Teacher: Who would like to ask the first question?



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Book of Holistic Teaching



(Refer to the Book of Holistic Teaching, page 11 under the title 'Addition and Subtraction up to 100.' 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.)

Differentiated Activities

110 km/hr



Work in pairs to create a subtraction story problem. For example, I have 18 fruit candies and gave 6 to my friend. How many fruit candies do I have left?

Solve it together using a number line or mental math.

80 km/hr



Write 10 subtraction problems on the board using numbers up to 20. Solve them by subtracting the ones first and then tens. Discuss the method you

use to solve each problem. 40 km/hr



Using 10 objects (such as pencils or erasers),

count them and then subtract 3 from the total.

Write down your subtraction sum and the remaining number of objects.

Home Task

Practise the questions discussed in the worksheet.

Period 12

Teacher: Good morning students. How are you today?



Teacher: Let us do a fun warm-up today where we will add 10 to different numbers.

Teacher: I will say a number and you will add 10 to it. Are you ready?

Teacher: Let us start with 15. If we add 10, what do we get? (25)

Teacher: Yes, great work. Now, let us take number 30. If we add 10 to 30, what do we get? (40)

Teacher: Well done. Now, let us try 50. If we add 10, what do we get? (60)

Teacher: Excellent. Now, let us try 70. If we add 10, what do we get? (80)

Teacher: Wonderful. You are all doing great. Now that we are warmed up, we are ready for today's lesson.

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



Worksheet 2

					Worksheet 2
A.	Colour the bo	ox of the	correct option wi	th a gree	en crayon.
1.	Finding sum is	called _			
	a. addition		b. subtraction		c. revision
2.		_ is the s	ign for addition.	_	_
	a. =		b. +		c. –
3.	When we put	two num	bers together, the	answer	we get is called the
	a. sum		b. plus		c. difference
4.	When we sub	tract 0 fro	om any number, w	ve alway	s get
	α. 1		b. same number	r 🗌	c. 0
5.	When we sub always	tract the	same number fror 	m the giv	ren number, the difference is
	a. 1		b. same number	r 🗌	c. 0
Β.	Write in colur	nns in yo	ur notebook and	then ad	d.
1.	70 + 14		2. 16 + 23	3.	5 + 83
4.	81 + 12		5. 90 + 10		
4. C.	81 + 12 Add and mat	ch the a	5. 90 + 10 nswer.		
4. C. 1.	81 + 12 Add and mat	ch the a	5. 90 + 10 nswer.	• a.	16
4. C. 1.	81 + 12 Add and mat	ch the a	5. 90 + 10 nswer.	• α.	16
4. C. 1. 2.	81 + 12 Add and mat 11 + 4 15 + 3	e e	5. 90 + 10 nswer.	• a. (• b. (16 22
4. C. 1. 2. 3.	81 + 12 Add and mat 11 + 4 15 + 3 10 + 6	ich the a o o	5. 90 + 10 nswer.	 a. b. c. 	16 22 19
4. C. 1. 2. 3. 4.	81 + 12 Add and mat 11 + 4 15 + 3 10 + 6 15 + 7	ich the a o o o	5. 90 + 10 nswer.	 a. b. c. d. 	16 22 19 15
4. C. 1. 2. 3. 4.	81 + 12 Add and mat 11 + 4 15 + 3 10 + 6 15 + 7 17 + 2	ich the a	5. 90 + 10 nswer.	 a. b. c. d. e. 	16 22 19 15 18

Teacher: Let us work on Worksheet 2, which is on page 28 in the Workbook. Let us begin with Exercise A. Who will read and explain the first exercise?

Teacher: Yes, colour the correct option with green.

Teacher: Look at question 1. What is finding the sums called? Or What do we call finding the sums? Is it addition, subtraction or revision? Yes, it is addition. Colour the correct box with a green crayon.

Teacher: Now, look at question 2. What is the sign for addition? Is it =, + or -? Yes, it is +. Well done.

(Guide students to complete the questions in the similar manner.)

Teacher: Now, in Exercise B, you need to write the sums in columns and solve them. Everyone, please open your notebooks and solve them.

Teacher: Let us do the question 1 together. 70 + 14. First, we write them in columns. Add the ones, then the tens. What is the answer? Yes, it is 84. Complete the rest of the questions of Exercise B in your notebook.

Teacher: In Exercise C, we will match the correct sum with its answer. Let us solve question 1 together. 11 + 4. What is the sum? Yes, 15. So we match it with option d. Now, complete the rest of the questions.

Teacher: Well done, everyone. You worked very well today. Keep practising addition and subtraction.

You may generate additional practice worksheets using the **Test Generator** given on digital platform.



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Worksheet 3

A.	Choose the correct opti	ions to fill in the blar	nks.	
1.	Putting	is called ac	ddition. (togethe	r/away)
2.	The sign for	is + (plu	us). (subtraction/	addition)
3.	On adding numbers, the (sum/difference)	answer you get is c	alled the	
4.	When we add number after it. (1/0)	to a	number, we alw	vays get the
5.	When we subtract 1 from number before it. (sum/c	n the number, the difference)		is the
Β.	Write in columns and the	en subtract.		
1.	42 - 21 2	2. 63 - 42	3. 49 - 39	
4.	99 - 23 5	5. 70 - 70		
C.	Fill in the missing number	ers.		
1.	15 - 0 =			
2.	55 - = 0			
3.	- 10 = 1			
4.	- 0 = 96			
5.	88 = 88			

Teacher: Let us begin with Worksheet 3 and practise addition and subtraction sums.

Teacher: Let us start with Exercise A, where we choose the correct option to complete the sentences.

Teacher: Look at the first question. Putting what is called addition? Together or away? Yes, the correct answer is together.

Teacher: Now, in question 2. Identify the given + (plus) sign? Is it a subtraction sign or an addition sign? Yes, it is an additional sign. Now try the next questions by your own.

Teacher: Well done. Now, let us move to Exercise B, where we write the numbers in columns and subtract.

Teacher: Let us solve the first one together. 42 - 21. First, write them in columns. Subtract the ones, then the tens. What is the answer? Yes, it is 21.

Teacher: Now, complete the remaining sums in your book. If you need help, raise your hand.

Teacher: Now, let us move to Exercise C, where we fill in the missing numbers.

Teacher: Let us try the question 1 together. 15 – 0. What is the answer? Yes, it is 15.

Teacher: Now, 55 - ? = 0. What number should we fill in the blank? Yes, it is 55.

Teacher: Great work so far. Continue solving the remaining questions on your own.

Teacher: Well done students. Let us have a huge round of applause to everyone.



Teacher: Now, let us fill in the last column of the KWL chart. **Teacher**: In this column we will write what we have learnt in this chapter.

Teacher: Think about the topics, have we learnt and write them 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 'subtraction maze' on paper. Start at 20, subtract 5, and then subtract 3 and then find your way to the final number. Write down the steps and answer.

80 km/hr

Using a number line from 1 to 20, solve a subtraction problem by jumping backwards. For example, start at 14 and subtract 6 by jumping back six steps. Write the subtraction problem and the answer.

40 km/hr



Collect 15 objects such as pencils or erasers.

Subtract 2 objects and count how many are left. Write down the subtraction problem and share it with a partner.

Home Task

Practise the questions discussed in this chapter.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	 demonstrate the ability to count, sort and arrange objects up to 100 using hands-on activities.
Socio-Emotional and Ethical Development	 participate in group math activities, taking turns and sharing materials with peers.
Cognitive Development	 solve addition and subtraction problems up to 100 using objects, number strip and mental strategies.
Language and Literacy Development	 explain concepts using simple words, numbers and symbols in discussions and activities.
Aesthetic and Cultural Development	create a visual representation to illustrate addition and subtraction concepts and explain their work.
Positive Learning Habits	• attempt tasks independently, persist in problem-solving and ask for help when needed.

Starry Knights

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

Give yourself a STAR.

Answers }

	(Cha	Th pter-6	em 5: A	e 5 ddi up	: I I itio to	Lea n a 10(rn nd)	We Sul	ll otra	ction
Μ	ain	Cou	rsebool								
Aud	dito	ory									
	1.	20				2.	40				
Pic	lori	al									
	1.	3; 4;	7			2.	12;	3; 9	1		
1.	а.	18				b.	11				
2.	а.	12		b.	13			c.	16		
3.	13	; 11;	17; 15								
4.	a.	15	b.	19		c.	16		d.	17	
5.	a.	15		b.	19			c.	18		
	d.	13		e.	17						
6.	Ac	ссер	t all rele	eva	nt re	espo	onse	s.			
7.	α.	39	b. 4	8	c.	34	d	. 6	8		
8.	a.	37		b.	87			c.	57		
	d.	89		e.	75						
٩.	α.	60		b.	80			c.	90		
	d.	30		e.	50			f.	40		
10.	b.	2/	с.	56			01.			1.1	
11.	а.		b.	24		c.	34		d.	41	
12.	a.	24 31	D.	43		6	80		d	Q 1	
15.	a.	32	b.	22		с.	113		d.	11	
15	a.	30	b.	10		с.	50		u.	-0	
16.	a.	24	b.	33							
A.	1.	13	2.	17		3.	10		4.	12	
B.	1.	17	2.	19		3.	18		4.	17	
C.	1.	13	2.	18		3.	11		4.	15	
	5.	12	6.	16		7.	17		8.	19	
	۹.	15	10.	18							
D.	1.	27	2.	56		3.	66		4.	49	
	5.	74	6.	38		7.	89		8.	97	
E.	1.	98	2.	79		3.	38		4.	87	
	5.	99	6.	88		7.	90		8.	75	
F.	1.	13	2.	10		3.	15		4.	13	

• • •	G.	1.	11	2.	14		3.	15		4.	11
•		5.	12								
•	Н.	1.	10	2.	32		3.	52		4.	43
•		5.	24	6.	52		7.	80		8.	31
•	١.	1.	22		2.	3			3.	50	
		4.	33		5.	52					
•		6.	53 7	3	3	8.	51				
•	J.	1.	45 2	. 7	٩	3.	32	4	. 3	3	
	Think and answer										
•	26										
•	Choosing better										
•	Accept all relevant responses.										
•	Worksheets										
	Wo	rks	heet 1								
•	A.	1.	true		2.	true	e		3.	true	Э
•		4.	true		5.	true	÷				
•	B.	1.	24		2.	73			3.	58	
•		4.	62		5.	93					
•	C.	1.	- d.		2.	- a.			3.	- e	
•		4.	- b.		5.	- C.					
•	Worksheet 2										
•	Α.	1.	a		2.	b			3.	а	
		4.	b		5.	С					
•	Β.	1.	84		2.	39			3.	98	
•		4.	93		5.	100)				
•	C.	1.	- d.		2.	- e.			3.	- a	
•		4.	- b.		5.	- C.					
•	Wo	rks	heet 3								
•	Α.	. 1. togethe		r	2.	addition			3.	sum	
•		4.	1		5.	diff	erer	nce			
•	Β.	1.	21		2.	21			3.	10	
•		4.	76		5.	0					
•	C.	1.	15		2.	55			3.	11	
•		4.	96		5.	0					
	Book of Holistic Teaching										

A. <u>c</u>rown; <u>c</u>rane; <u>c</u>rab; <u>c</u>rayons

B. The Moon

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