Lesson-3: Addition

10 Periods (40 minutes each)

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

Animated activities, Dictionary, eBook, Explainer video, Hots, I Explain, Infographic, Mental Maths, Quiz

Confirming better
I can ask questions when I do not understand.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to develop fluency in addition using mental maths, number lines, and regrouping.
- to learn addition in real-life situations for better problem-solving.
- to collaborate and communicate through group activities.
- to strengthen number sense by understanding addition properties.
- to engage in diverse learning methods for a deeper understanding of addition.

Methodology

Period 1

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

Teacher: Let us start today's lesson with a quick mental maths activity called 'Add the same number.' Please listen carefully to the instructions.

SHOULD DO
10 MIN.

Teacher: I will say a number and your task is to add the same number in it in your mind. Once you know the answer, raise your hand. Let us start with a simple example. The first number is 5.

(Give new numbers in a similar way.)

Confirming better

Teacher: Before we begin our lesson, let us talk about something important. Sometimes, when we are learning new things, we do not always understand everything immediately. Have you ever had a question or felt unsure about something in class? How did you feel in that moment?

Teacher: It is completely acceptable to have questions or feel unsure. What is important is that we ask questions to understand better. Today, let us remember that asking questions is part of learning.

Teacher: Let us say this together. I can ask questions when I do not understand.

Teacher: We will begin a new chapter Addition. 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.

K	W	L

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

Teacher: You all did an amazing job 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

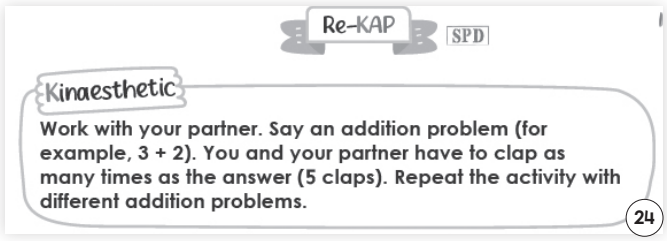
Teacher: Who will read and explain the activity?

Teacher: Yes, in this activity, we will work in pairs. Quickly form pairs with your classmates.

Teacher: In your pairs, one of you will say a simple addition problem, for example, 3 + 2 and you will both clap as

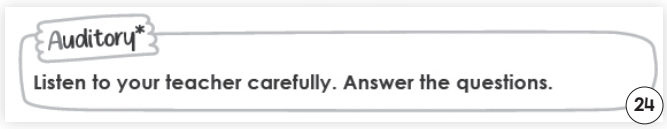
many times as the answer. Then switch roles and take turns. (Give students time to perform the activity and provide assistance as needed.)

MUST DO
10 MIN.



Teacher: Well done, everyone. Great teamwork.

Auditory



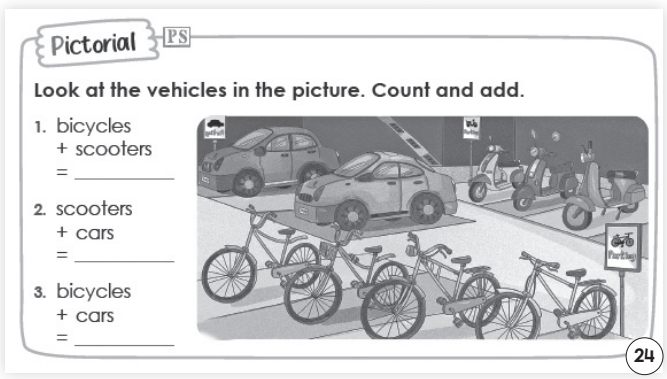
Teacher: Now, let us move to the auditory activity. Listen carefully to the following questions and solve the addition problems.

Teacher: Use addition to fill the missing words in the poem. One plus one is ___, New shoes for me and you, Two plus two is ____ , I tap them on the floor, Three plus three is____, Let us pick up some sticks. Four plus four is ____, Yummy food on my plate, Five plus five is ___, Let us play and sing again.

MUST DO
10 MIN.

Teacher: Great work. Now, let us check our answers together.

Pictorial



Teacher: Now, let us move on to pictorial activity.

Teacher: Take your time to carefully count and write your answers.

Teacher: Let us have a huge round of applause. I will see you in the next class.

Home Task

Find five objects at home (e.g., pencils, books, fruits). Write addition problems using these objects (e.g., pencils + books) and solve them in your notebook.

Differentiated Activities

110 km/hr

Solve addition problems involving three numbers, for example, 12 + 13.

80 km/hr

Solve addition problems involving two numbers for example 12 + 7.

40 km/hr

Solve basic single-digit addition, for example, 3 + 2.

Period 2

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

Teacher: That is wonderful to hear. Let us start with something fun. Are you ready for a quick game?

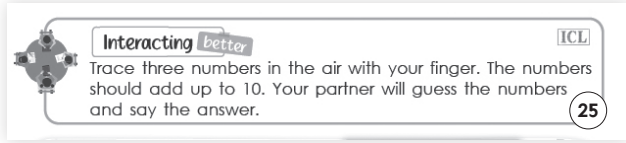
SHOULD DO
5 MIN.

Teacher: Let us warm up. Clap your hands three times.

Teacher: Now touch your toes and jump up high.

Teacher: Great. Now spin around once and give your neighbour a high-five.

Teacher: Fantastic. Now let us dive into today's lesson.



Interacting better

Teacher: Let us play a fun finger game.

Teacher: Trace three numbers in the air with your finger. The numbers should add up to 10. Your partner will guess the numbers and say the answer.

MUST DO
5 MIN.

Teacher: For example, if you trace 3, 4 and 3, your partner will guess and say 10.

(Allow students to play in pairs and guide them as needed.)

Poster

Teacher: Look at the Ten Point Circle on the poster. These pairs of numbers add up to 10. Can anyone tell me what these pairs of numbers are called? (Encourage responses and introduce the term 'complements of 10.)

MUST DO
10 MIN.

Teacher: These are complements of 10. Let us practise finding these complements.

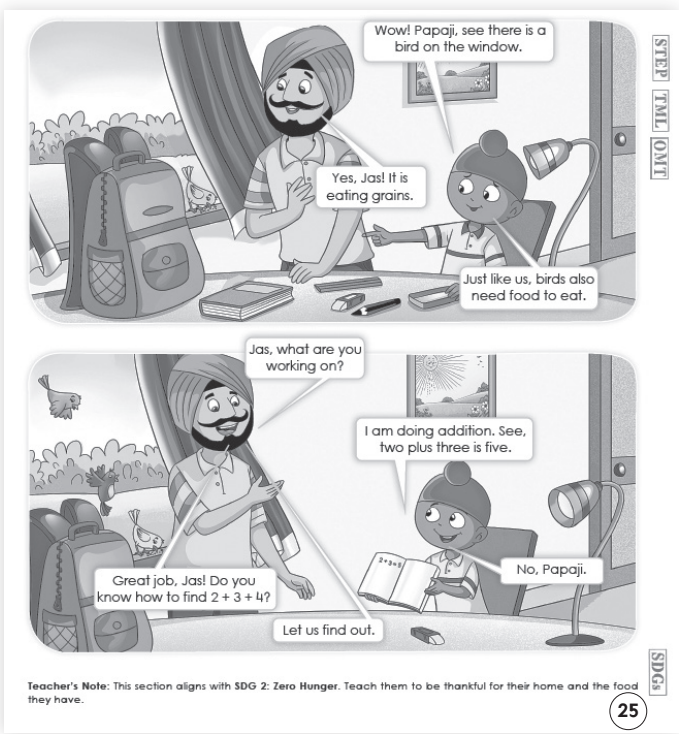
Teacher: I will point to a number on the circle and you will tell me the number that completes it to 10. For example, if I point to 6, what is the complement?

(Students respond: 4.)

Teacher: Great. Let us try a few more. (Point to other numbers like 1, 9, 7, etc. and ask for their complements.)

Teacher: Wonderful. Now let us write these complements in your notebooks.

MUST DO 20 MIN.



Teacher: Who likes to listen stories?

Teacher: Great. Let us read the story. Everyone please open page 25 in your Main Course Book.

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

Teacher: Who would like to read?

(Guide students to read and explain the story.)

Teacher: What did Jas's father asked him to do?

Teacher: Very good. Do you know how to add three numbers?

(Students respond.)

Teacher: Do not worry if you do not know how to add three numbers yet. We will learn that in the coming classes.

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

Differentiated Activity

110 km/hr

Pick three different numbers between 1 and 9 (e.g., 7, 2 and 1). Add all three numbers and write the total.

80 km/hr

Pick two different numbers between 1 and 9 (e.g., 6 and 4). Add the two numbers and write the total.

40 km/hr

Draw the numbers as dots (e.g., draw three dots and seven dots). Count the total and write the answer.

Home Task

Add the number of notebooks and textbooks in your bag. Write the total in your notebook.

Note for the teacher: Cut small pieces of paper or cardboard and write single-digit numbers (0 to 9) on them, one number per card. These number cards will be used in the following periods.

Period 3

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

SHOULD DO 5 MIN.

Teacher: That is wonderful to hear. Let us start with a quick activity.

Teacher: Jas wants to buy a glue stick. Let us help him figure out if he has enough money. Are you ready?

MUST DO 10 MIN.

Adding three 1-digit number

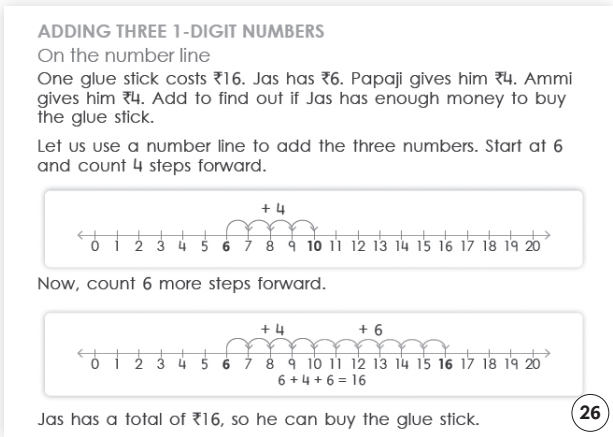
On the number line

Teacher: Everybody please open page 26 in your Main Course Book.

Teacher: Jas wants to buy a glue stick that costs ₹16. He has ₹6. His Papaji gave him ₹4 and his Ammi gave him ₹6. Let us find out if he has enough money to buy the glue stick.

Teacher: Look at the number line. Start from 6 and move 4 steps to the right. Where do we land?

(Students respond: 10.)


ADDING THREE 1-DIGIT NUMBERS

On the number line

One glue stick costs ₹16. Jas has ₹6. Papaji gives him ₹4. Ammi gives him ₹4. Add to find out if Jas has enough money to buy the glue stick.

Let us use a number line to add the three numbers. Start at 6 and count 4 steps forward.

Now, count 6 more steps forward.

Jas has a total of ₹16, so he can buy the glue stick.

26

Teacher: Now move 6 more steps forward. What number do we reach?

(Students respond: 16.)

Teacher: Excellent. This is how we can add three numbers on the number line.

Teacher: Let us practise more. Draw a number line in your notebook. Start from the first number and jump forward to add the next two numbers.

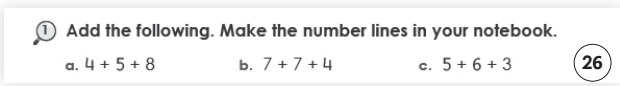
Examples:

- 2 + 8 + 5
- 3 + 7 + 9

(You may make the number line in ground and ask students to jump on number to move forward.)

MUST DO

5 MIN.


① Add the following. Make the number lines in your notebook.

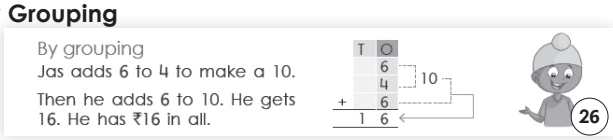
a. 4 + 5 + 8 b. 7 + 7 + 4 c. 5 + 6 + 3

26

Teacher: Everybody please open page 26, Let us do Exercise 1.

(Guide learners to complete question (a) and (b) of Exercise 1.)

By Grouping


By grouping

Jas adds 6 to 4 to make a 10.

Then he adds 6 to 10. He gets 16. He has ₹16 in all.

26

Teacher: Jas added 4 and 6 to make 10 and then added the last number to 10. This is called grouping. Let us practise grouping numbers to make addition easier.

MUST DO

10 MIN.

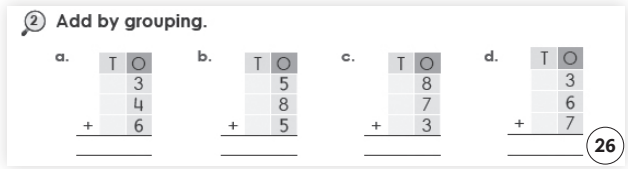
Teacher: I will give each group three number cards. Look for two numbers that add up to 10 first. Then add the remaining number.

Examples:

- 4 + 6 + 3
- 5 + 5 + 7
- 7 + 3 + 8

(Encourage groups to practise and discuss their answers with peers.)

Teacher: Everybody please open page 26, Let us do Exercise 2.


② Add by grouping.

a. T O: 3, 4, + 6

b. T O: 5, 8, + 5

c. T O: 8, 7, + 3

d. T O: 3, 6, + 7

26

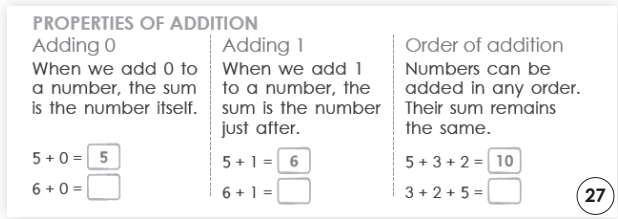
(Guide learners to complete question a and b of Exercise 2.)

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

SHOULD DO

10 MIN.

Properties of Addition


PROPERTIES OF ADDITION

Adding 0

When we add 0 to a number, the sum is the number itself.

5 + 0 = 5

6 + 0 = ☐

Adding 1

When we add 1 to a number, the sum is the number just after.

5 + 1 = 6

6 + 1 = ☐

Order of addition

Numbers can be added in any order. Their sum remains the same.

5 + 3 + 2 = 10

3 + 2 + 5 = ☐

27

Teacher: Adding 0: If we add 0 to a number, the sum remains the same.

Teacher: Look at this bowl with 2 beads. If we add nothing, how many beads do we have?

Teacher: That is correct. 2 + 0 = 2.

Teacher: Order of Addition: Numbers can be added in any order and the sum remains the same.

Teacher: Let us check if 5 + 3 + 2 gives the same total as 3 + 5 + 2. (Write on the board and solve with students.)

Teacher: Adding 1: If we add 1 to a number, we get the next number.

Teacher: Let us see. What is 6 + 1? What is 9 + 1?

Teacher: Well done students. Let us have a huge round of applause. I will see you in the next class.

Differentiated Activity

(Before starting the activities, prepare small number cards with digits 1 to 9. Hide them around the classroom for students to find during the activity.)

110 km/hr

Students will find three hidden number cards in the classroom and add them using a number line. Rearrange the numbers to confirm the sum stays the same.

80 km/hr

Students find three hidden number cards, group two numbers that make 10 and then add the remaining number. Represent the numbers with objects for visual learning.

40 km/hr

Students find two hidden number cards and add them using dots or small objects as visual aids. Alternatively, use the number line to find the sum

Home Task

Solve Exercise 1 (c) and Exercise 2 (c) and (d) from the Main Course Book in your notebook.

Period 4

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

Teacher: That is wonderful to hear. Let us start with a quick activity to freshen up. Are you ready?

SHOULD DO — 5 MIN.

Teacher: Let us play 'Math Jumps.' I will say a number or a simple addition problem and you will jump that many times.

Jump 3 times.

What is 2 + 3?

(Students respond: 5. Then jump 5 times.)

What is 4 + 2?

Teacher: Great job, everyone. Now that we are active and energised, let us begin today's lesson.

MUST DO — 10 MIN.

Properties of Addition (Revision)

Adding 0

Teacher: Let us learn what happens when we add zero to a number.

Teacher: I need a volunteer to hold the number card '5.' Now, let us add 0 to 5. What is the answer?

Students: 5.

Teacher: Great. When we add 0 to a number, the sum remains the same. Let us write this on the board: 5 + 0 = 5.

Adding 1

Teacher: I need a volunteer to hold the number card '5.' Now, add 1 to 5. What is the answer?

Teacher: Great. Now add 1 to 6. What do we get?

Teacher: Excellent. When we add 1 to a number, we get the number that comes right after it. Let us write 5 + 1 = 6 and 6 + 1 = 7 on the board.

Order of Addition

Teacher: I need three volunteers to hold the number cards 5, 3 and 2.

Teacher: First, let us add 3 to 5. What is the sum?

Students: 8.

Teacher: Now, add 2 to 8. What is the total?

Students: 10.

Teacher: Great. Let us change the order. Add 2 + 3 + 5. What is the total?

Students: 10.

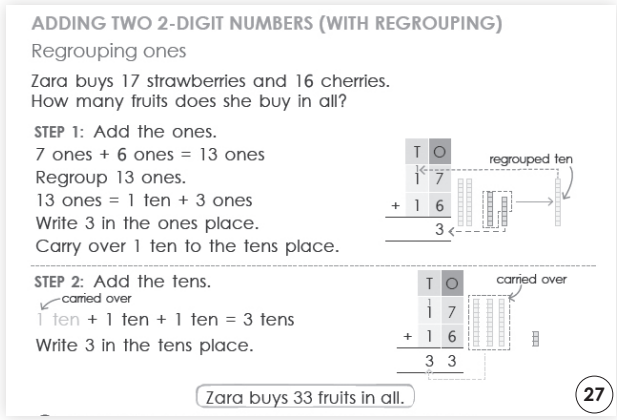
Teacher: Excellent. Now, let us try one more order: 3 + 2 + 5. What is the sum?

Students: 10.

Teacher: Wonderful. Numbers can be added in any order and the sum remains the same. Let us write these addition statements on the board.

MUST DO — 10 MIN.

Adding Two 2-Digit Numbers (With Regrouping)



Teacher: Let us solve a fun problem together. Open your Main Course Book to page 27.

Teacher: Zara bought 17 strawberries and 16 cherries. Can someone tell me how many fruits Zara bought in total?

Teacher: Let us solve it step by step. First, add the ones. What is 7 + 6?

(Discuss all the steps given in the Main Course Book on page 27.)

Teacher: Let us use ice cream sticks and straws to add.

Teacher: Each pair will take 17 ice cream sticks and 16 straws. Count them and write the total.

MUST DO — 10 MIN.

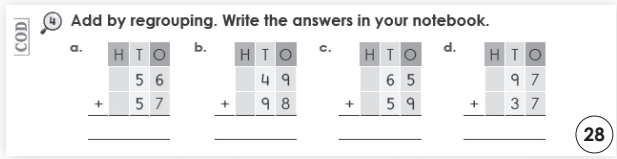
Teacher: Group the ones: Combine 7 sticks and 6 straws to make 13. Write 3 in the ones place and carry over 1 to the tens place. Add the tens: 1 + 1 + 1 = 3.

Teacher: Write your answers in your notebook.

(You may use another material as per the availability.)

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

MUST DO — 5 MIN.



Teacher: Everybody please open page 28. Let us solve Exercise 4.

(Guide the students in solving the sums.)

Teacher: Wonderful job, everyone. You worked very hard today. Let us end the session with a huge round of applause for all of you.

Differentiated Activity

The teacher prepares small slips with addition problems and places them in a box. Students pick a slip, solve the sum and check their answers with a partner. Students with the most correct answers win.

110 km/hr

Example - (78 + 56 + 45).

80 km/hr

Example - (34 + 23 + 15).

40 km/hr

Example - (10 + 5 + 4).

Home Task

Solve Exercise 3, given in the Main Course Book. Write the answers in your notebook.

Period 5

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

SHOULD DO
5 MIN.

Teacher: Let us start with a fun addition game! I will give you a number and you have to find two numbers around you that add up to it. You can look at objects, books or even the numbers on the board.

Teacher: Let us try! Your target number is 10. Look around and find two numbers that add up to 10.

Teacher: Who found 6 and 4? What about 7 and 3?

Teacher: Great! Now, let us try with 15. Can you find two numbers that make 15?

Teacher: Fantastic thinking! Addition is everywhere. Keep looking for numbers around you!

MUST DO
15 MIN.

Adding three 2-digit number (With regrouping)

ADDING THREE 2-DIGIT NUMBERS (WITH REGROUPING)
We follow the same steps while adding three 2-digit numbers as we followed for adding 2-digit numbers.
28

Teacher: Today, we will learn how to add three 2-digit numbers with regrouping. I will show you using some objects.

Teacher: Imagine there are 25 women, 19 men and 17 children in a park. Let us count how many people are there in total.

Teacher: First, take 5 white beads, 9 red beads and 7 blue beads. Count them together.

Students: 5 + 9 + 7 = 21.

Teacher: Excellent. Now, since we have 21 ones, we regroup them into 2 tens and 1 one. We write 1 in the ones place and carry over 2 to the tens place.

Teacher: Let us now add the tens. What do we get?

Students: 2 + 2 + 1+ 1 = 6 tens.

Teacher: So, the total number of people in the park is 61. Great job. Let us try a few more examples together.

Note for Teachers: Alternative materials such as pencils or other readily available classroom items may be used in place of beads to facilitate the activity effectively.

Teacher: Now, let us add larger numbers and regroup both ones and tens. I will give you three numbers: 36, 25 and 62.

Teacher: First, let us add the ones place. What is 6 + 5 + 2?

Students: 13.

Teacher: Correct. 13 ones mean 1 ten and 3 ones. We write 3 in the ones place and carry over 1 ten.

Teacher: Now, let us add the tens: 1 + 3 + 2 + 6. What do we get?

Students: 12.

Teacher: Wonderful. 12 tens mean 1 hundred and 2 tens. Write 2 in the tens place and carry over 1 to the hundreds place.

Teacher: Our final total is 123. Well done.

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

MUST DO
10 MIN.

COD

5 **Add by regrouping. Write the answers in your notebook.**

a.	T	O
	2	4
	1	2
+	1	8

b.	T	O
	1	6
	3	5
+	2	9

c.	H	T	O
		4	7
		2	9
+		3	4

d.	H	T	O
		3	4
		9	6
+		4	2

28

Teacher: Now, let us practise what we have learned by solving some problems together.

Teacher: Open your books to page 28 and complete question (a) and (b) of Exercise 5.

Teacher: Work with your partner to solve the problems and verify your answers together. The pair that completes the exercise correctly and the fastest will receive a round of applause from the class.

You may show the **Infographic**, given on digital platform to revisit the addition strategies.

MUST DO
10 MIN.

6 **Solve the following story sums in your notebook, as shown.**

LTL SP

On a dining table, there are 18 oranges, 22 plums and 15 biscuits. How many food items are there in all on the table?

	T	O
Number of oranges	1	8
Number of plums	2	2
Number of biscuits +	1	5
	5	5

There are 55 food items on the dining table.

a. Roshan buys 18 tomatoes, 24 cucumbers and 13 onions for a party. How many vegetables does he buy in all?

b. Maria makes 26 cards, Jas makes 22 cards and Ryan makes 32 cards for their classmates. How many cards do they make in all?

29

Teacher: Let us open our books to page 29 and look at the first example of a story sum.

Teacher: Let us read it together:

Teacher: First, let us identify the numbers we need to add:
Number of oranges = 18
Number of plums = 22
Number of biscuits = 15

Teacher: Now, let us add them step by step using place value.

Teacher: What do we get when we add the ones place?
Students: 8 + 2 + 5 = 15.
Teacher: Good. Since 15 has two digits, we write 5 in the ones place and carry over 1 to the tens place.
Teacher: Now, let us add the tens place:
Students: 1 + 1 + 2 + 1 = 5.
Teacher: Excellent. Our final statement is:
Total number of food items = 55
Teacher: Now, let us try another question. Everybody open page 29 in your Main Course Book.
(Guide the students to complete Exercise 6.)
Teacher: Fantastic work today, everyone. Can someone tell me the steps we followed to solve story sums?
Students: Read the problem, find the numbers, add step by step and write the final answer with a statement.
Teacher: That is correct. Story sums become easy when we follow these steps.
Teacher: Let us end with a big round of applause for your hard work.

Differentiated Activity

110 km/hr

Create their own story sums using real-life scenarios and exchange with a partner to solve.

80 km/hr

Break down the problem into steps and discuss each step before writing the final answer.

40 km/hr

Use physical objects such as blocks or drawn visuals to represent the numbers in the story sum.

Home Task

Complete part (c) and (d) of Exercise 5 given on page 28 in your Main Course Book. Write the answers neatly in your notebook.

Period 6

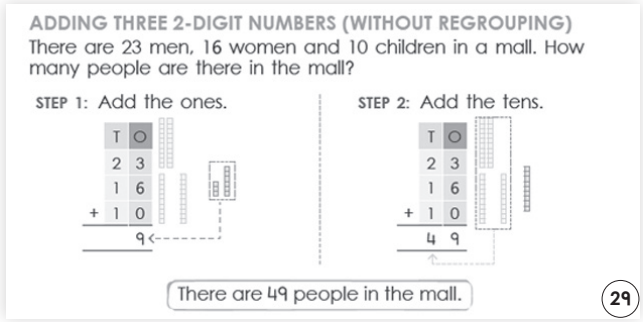
SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you all today?
Teacher: Let us start with a fun exercise. Follow my instructions carefully

1. Stretch your arms up and count to 5.
2. Touch your toes and count to 8.
3. Hop on one foot 4 times and switch to the other foot for 4 more hops.
4. Move your arms in circles and count to 10.
5. Take deep breaths in and out while counting to 6.

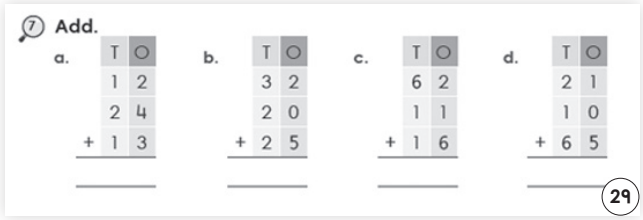
MUST DO 05 MIN.

Teacher: Today, we will learn how to add three 2-digit numbers without regrouping. Open your books to page 29.



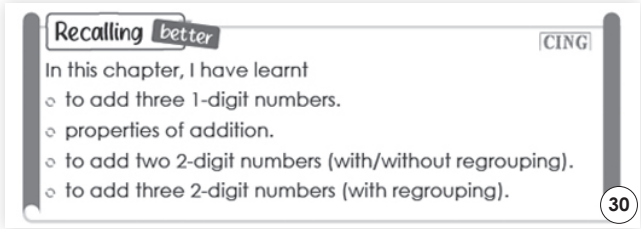
Teacher: Look at the problem in the book: There are 23 men, 16 women and 10 children in a mall. How many people are there in total
(Refer to the explanation given on page 29 to discuss the question.)
Teacher: Great. The total number of people in the mall is 49. Let us try solving another question.

MUST DO 15 MIN.



Teacher: Let us solve some more questions. Open your books to page 29, Exercise 7.
(Guide the students to solve Exercise 7.)
You may show the **HOTS**, given on digital platform to practise the concept.

MUST DO 10 MIN.



Recalling better

Teacher: Now, let us have a quick recap of what we have learned. I will write some addition sums and word problems on the board for you to solve in teams.
Teacher: Each team will take turns solving a sum on the board. The team that answers correctly first will win a smiley on the board.
(Examples to write on the board:

1. Number Sums: 24 + 12 + 30
2. Word Problems: Maria has 23 pencils, David has 19 pencils and Sam has 12 pencils. How many pencils do they have in total?)

Teacher: Let us end today's class with a short meditation session. Sit comfortably, close your eyes and take deep breaths.

Teacher: Inhale deeply through your nose and exhale slowly through your mouth. Let us count to 10 while breathing deeply.

COULD DO
5 MIN.

Teacher: Relax and clear your mind. Think about the fun learning we did today. Well done, everyone.

Differentiated Activity

Divide students into small teams. Each team member will solve a question of an addition problem, then pass it to the next teammate to continue. The first team to solve all steps correctly wins the challenge. This activity encourages teamwork, critical thinking and speed in solving addition sums.

110 km/hr

25 + 0 + 14, 36 + 1 + 18, 42 + 0 + 11, 50 + 1 + 9, 60 + 0 + 8

80 km/hr

10 + 5 + 0, 8 + 1 + 7, 12 + 0 + 6, 15 + 1 + 4, 9 + 3 + 1

40 km/hr

2 + 0 + 1, 3 + 1 + 0, 5 + 0 + 1, 4 + 1 + 0, 6 + 0 + 1

Home Task

Create your own word problem using three 2-digit numbers and solve it. Write it neatly in your notebook.

Period 7

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

Teacher: Let us play an Addition Hopscotch game! I will say two numbers, and you will hop forward the total number of times.

SHOULD DO
05 MIN.

4 + 3 → Hop 7 times

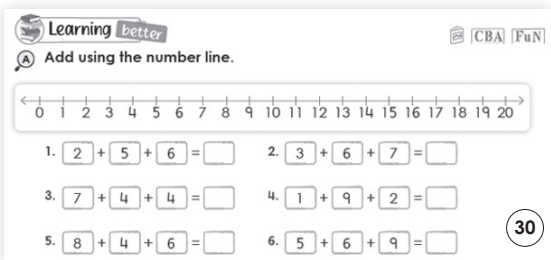
6 + 2 → Hop 8 times

5 + 5 → Hop 10 times

3 + 6 → Hop 9 times

Teacher: Great job! Addition helps us find the total. Now, let us begin our

Learning better


Learning better
CBA FuN
A Add using the number line.
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
1. 2 + 5 + 6 = ☐
2. 3 + 6 + 7 = ☐
3. 7 + 4 + 4 = ☐
4. 1 + 9 + 2 = ☐
5. 8 + 4 + 6 = ☐
6. 5 + 6 + 9 = ☐
30

Teacher: Today, we will practise adding numbers using the number line. Open your books to page 30.

Teacher: Look at the first sum: Start from 2, take 5 jumps forward and circle the number you reach.

MUST DO
5 MIN.

Students: 7.

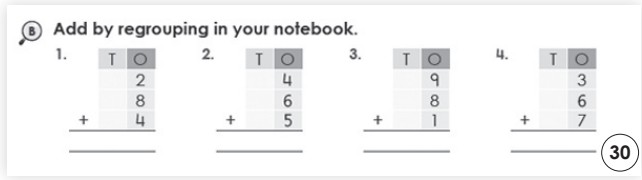
Teacher: Now, jump 6 more steps. What number do you reach?

Students: 13.

Teacher: Good. Work in pairs and complete the remaining sums. Once done, check your answers with your partner.

(Similarly do the other questions.)

MUST DO
5 MIN.

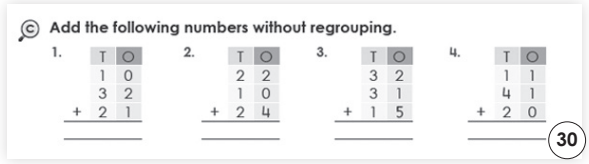

B Add by regrouping in your notebook.
1. T O: 2, 8 + 4
2. T O: 4, 6 + 5
3. T O: 9, 8 + 1
4. T O: 3, 6 + 7
30

Teacher: Let us move to Exercise B. Quickly complete the exercise then we will check the answers together.

Teacher: If you find any difficulty, raise your hand. I will come and help you.

(You may show the answers on screen and discuss the problematic area.)

MUST DO
05 MIN.


C Add the following numbers without regrouping.
1. T O: 1 0, 3 2, + 2 1
2. T O: 2 2, 1 0, + 2 4
3. T O: 3 2, 3 1, + 1 5
4. T O: 1 1, 4 1, + 2 0
30

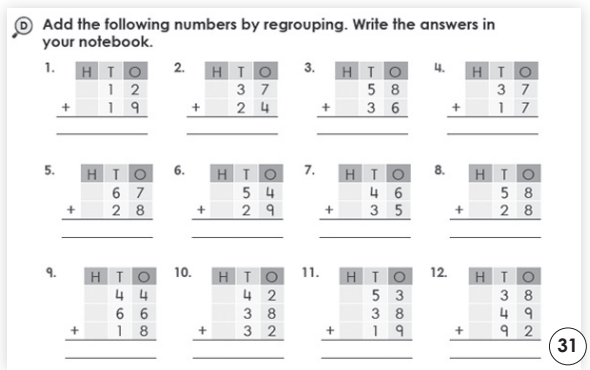
Teacher: Now, let us add numbers without regrouping, in Exercise C. I will divide you into groups of four. Each learner will solve one sum.

Teacher: The group that finishes first with correct answers will win a smiley.

Teacher: Each student solves one sum. The team checks their answers together. The fastest and most accurate team wins.

MUST DO
15 MIN.

Teacher: Fantastic work. You all showed great teamwork.


D Add the following numbers by regrouping. Write the answers in your notebook.
1. H T O: 1 2, + 1 9
2. H T O: 3 7, + 2 4
3. H T O: 5 8, + 3 6
4. H T O: 3 7, + 1 7
5. H T O: 6 7, + 2 8
6. H T O: 5 4, + 2 9
7. H T O: 4 6, + 3 5
8. H T O: 5 8, + 2 8
9. H T O: 4 4, 6 6, + 1 8
10. H T O: 4 2, 3 8, + 3 2
11. H T O: 5 3, 3 8, + 1 9
12. H T O: 3 8, 4 9, + 9 2
31

Teacher: Let us now try adding numbers with regrouping. I will divide you into groups of four again. Each of you will solve two sums of Exercise D.

Teacher: After completing your sums, exchange your notebooks with a partner and check each other's answers., then do next 2 questions.

(Students will review their partner's work and discuss any errors.)

Teacher: Fantastic work. Now, solve the remaining sums at home for practise.

(Discuss 1, 2, 3, 4, 9, 10, 11 and 12 questions of Exercise D with students.)

You may show the **Mental Maths**, given on digital platform to practise the concept Addition.

Teacher: Well done, everyone. Can someone share what they learned today?

COULD DO
05 MIN.

Students: We learned to add numbers using the number line and regrouping.

Teacher: We will do a creative activity in the next activity. We will be making a bird water pot craft. Please bring the following materials to class tomorrow:

1. An earthen pot
2. Paints and paintbrushes
3. A damp cloth to clean the pot

Teacher: Excellent. Keep practicing addition and it will become easier. Let us end with a big round of applause.

Differentiated Activity

Roll the dice three times and note the numbers. Form numbers and add based on the given examples. Write your answers in your notebook. Check your answers with a partner. The fastest and most accurate group wins.

110 km/hr

Form three 2-digit numbers and add. Example: Numbers Appeared: 4, 6, 2→46 + 64 + 26 =?

80 km/hr

Form two 2-digit numbers and add. Example: Numbers Appeared: 3, 5, 1→35 + 51= ?

40 km/hr

Add single-digit numbers.
Example: Numbers Appeared: 2, 4, 6→2 + 4 + 6=?

Home Task

Practise question 5,6,7 and 8 of Exercise D given on page 31 of your Main Course Book. Write the answers neatly in your notebook.

To make a bird water pot craft, please bring an earthen pot, paints, a paintbrush and a damp cloth.

Period 8

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

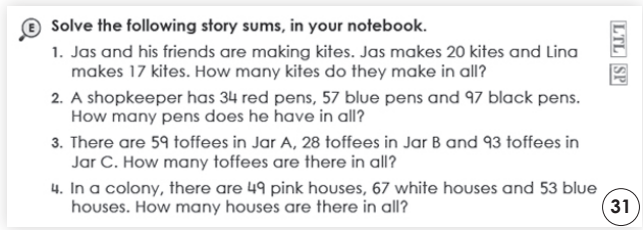
Teacher: Let us start with a fun number puzzle to warm up our minds. I will give you a number puzzle to solve. Listen carefully. I will say a number and you have to think of two smaller numbers that add up to that number. Raise your hand when you find the answer.

SHOULD DO
5 MIN.

Teacher: The number is 10. What two numbers add up to 10?

Teacher: The number is 15. What two numbers add up to 15?

Teacher: The number is 20. What three numbers add up to 20?



E Solve the following story sums, in your notebook.

1. Jas and his friends are making kites. Jas makes 20 kites and Lina makes 17 kites. How many kites do they make in all?
2. A shopkeeper has 34 red pens, 57 blue pens and 97 black pens. How many pens does he have in all?
3. There are 59 toffees in Jar A, 28 toffees in Jar B and 93 toffees in Jar C. How many toffees are there in all?
4. In a colony, there are 49 pink houses, 67 white houses and 53 blue houses. How many houses are there in all?

31

Teacher: I will read each sum aloud and you will solve it step by step. Take a chit with a question and solve it with your partner. Once done, compare your answers with another pair. If you need help, raise your hand and I will guide you. After completing, check the answers displayed on the board.

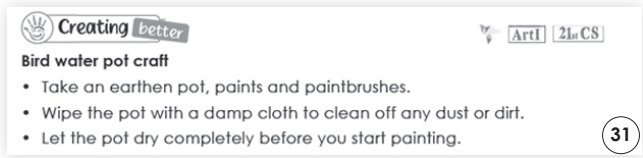
MUST DO
20 MIN.

(Guide students to complete questions (1) to (4) of Exercise E.)

Teacher: If you need any help, raise your hand and I will come to assist you.

MUST DO
10 MIN.

Creating better



Creating better

Bird water pot craft

- Take an earthen pot, paints and paintbrushes.
- Wipe the pot with a damp cloth to clean off any dust or dirt.
- Let the pot dry completely before you start painting.

31

(Guide the students to complete the activity as per steps given on page 31 in Main Course Book.)

COULD DO
5 MIN.

Book Of Holistic Teaching

A English

Underline the naming words.

1. Jas likes to do addition sums.
2. Priya says, "any number added to 1 is just after the number."

B EVS

Seema went for shopping. She picked up 4 colorful t-shirts, 2 for herself and 2 for her grandfather. Then she found 3 pairs of cotton socks. She bought 7 items from the store.

In which season we wear cotton clothes?

10

(Refer to the Book of Holistic Teaching, page number 10 under the title 'Addition' 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 Activity

Write the sums on the board with missing numbers. Students will work in pairs to find the missing number. The pair that find all correct answers first will win.

110 km/hr

Example: (? + 45 = 78)

80 km/hr

Example: (? + 26 = 50)

40 km/hr

Example: (? + 7 = 12)

Home Task

Practise question 4 of Exercise E given on page 31 in the Main Course Book.

Period 9

Teacher: Good morning, students. How are you all today? Let us start with a fun movement game. I will give you a number and you will take that many steps forward, then solve an addition sum I call out.

SHOULD DO

10 MIN.

Teacher:

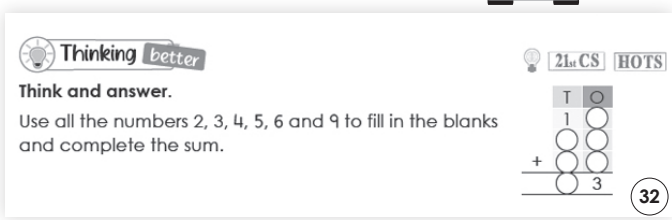
1. Take 5 steps forward, then solve 2 + 3.
2. Take 7 steps forward, then solve 4 + 4.
3. Take 3 steps forward, then solve 6 + 1.

(You may ask students to clap instead of walking, if there is limited space in the class.)

MUST DO

5 MIN.

Thinking better



Teacher: Open your books to page 32. Look at the sum given. Use all the numbers 2, 3, 4, 5, 6 and 9 to fill in the blanks and complete the sum.

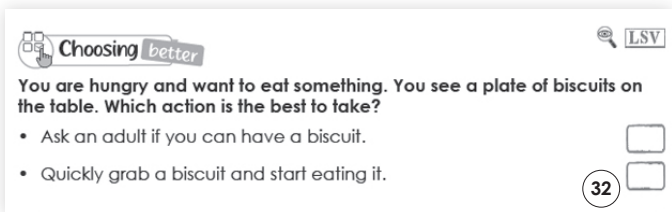
Teacher: Think carefully and try different combinations to solve the problem. Write your answers in your notebooks. Compare your answers with a partner and discuss your solution.

Teacher: Great effort. Let us now check the correct answer together.

MUST DO

5 MIN.

Choosing better



Teacher: Read the situation about choosing the best action when you are hungry and see biscuits on the table.

Teacher: Think about what would be the right thing to do.

Teacher: Discuss with your partner and circle the correct answer. Share your reasoning with the class.

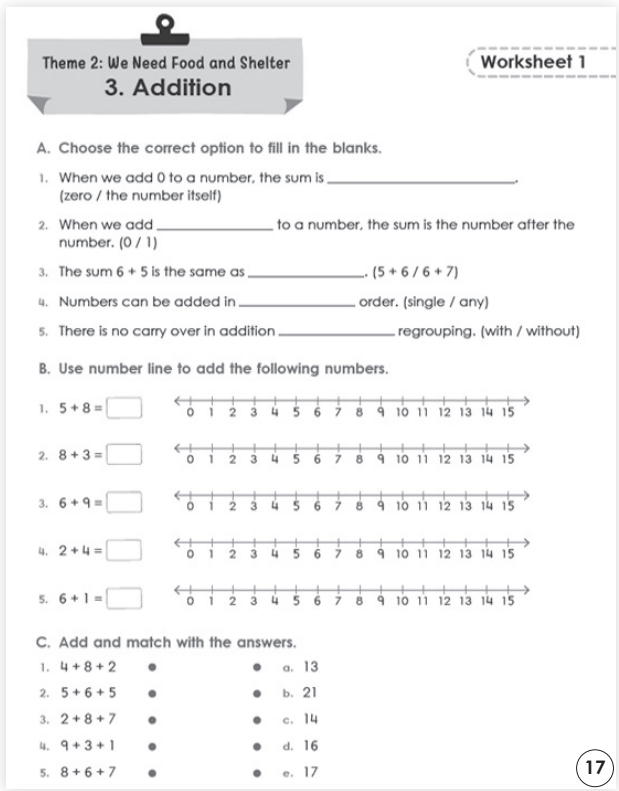
Teacher: Making thoughtful choices helps us be responsible and respectful.

You may show the **Quiz**, given on digital platform to practise the concept Addition.

MUST DO

20 MIN.

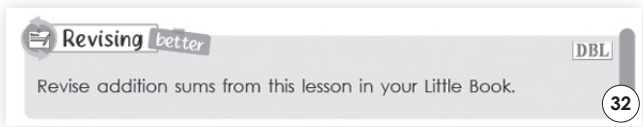
Worksheet 1



Teacher: Let us solve a worksheet. Everybody please open page 17 of your workbook.

(Discuss the worksheet with students. Guide them as required.)

Revising better



Teacher: Your home task is to revise the content which we have discuss in the class in your little book of Revision. Bring the book in the next period.

Teacher: Let us end the session with a huge round of applause for everyone

Differentiated Activity

Let us practise addition using number lines. Draw a number line up to 20 and solve the sums based on your level.

110 km/hr

Solve sums with larger numbers. Example: 14 + 5, 12 + 8, 10 + 9.

80 km/hr

Solve sums with moderate numbers. Example: 9 + 6, 7 + 8, 11 + 4.

40 km/hr

Solve sums with smaller numbers. Example: 3 + 2, 5 + 4, 6 + 3.

Home Task

Revising better DBL

Revise addition sums from this lesson in your Little Book.

32

Revising better

Revise addition sums from this chapter in your Little Book.

Period 10

Teacher: Good morning students. How are you?

Teacher: Today, let us play a quick game to wake up our minds. It is called Magic Numbers.

SHOULD DO — 5 MIN.

Teacher: I will write a magic number on the board. You will think of two numbers that add up to the magic number.

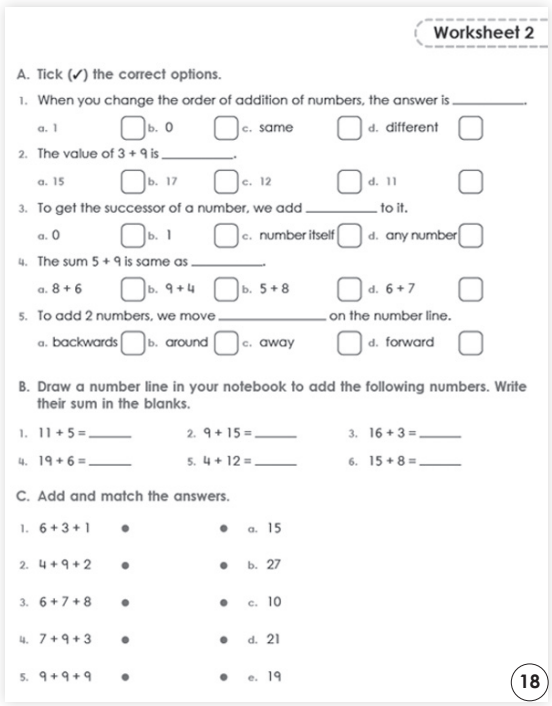
Teacher: The magic number is 10. Can you find two numbers that add up to 10? (e.g., 7 + 3, 6 + 4)

Teacher: Great job. Now let us try a larger magic number, like 20. How many pairs can we find in one minute?

Teacher: To make it more exciting, let us divide the class into two teams. The team with the most correct pairs wins a round of applause.

MUST DO — 15 MIN.

Worksheet 2



Worksheet 2

A. Tick (✓) the correct options.

1. When you change the order of addition of numbers, the answer is _____.
   a. 1 ☐ b. 0 ☐ c. same ☐ d. different ☐
2. The value of 3 + 9 is _____.
   a. 15 ☐ b. 17 ☐ c. 12 ☐ d. 11 ☐
3. To get the successor of a number, we add _____ to it.
   a. 0 ☐ b. 1 ☐ c. number itself ☐ d. any number ☐
4. The sum 5 + 9 is same as _____.
   a. 8 + 6 ☐ b. 9 + 4 ☐ b. 5 + 8 ☐ d. 6 + 7 ☐
5. To add 2 numbers, we move _____ on the number line.
   a. backwards ☐ b. around ☐ c. away ☐ d. forward ☐

B. Draw a number line in your notebook to add the following numbers. Write their sum in the blanks.

1. 11 + 5 = _____ 2. 9 + 15 = _____ 3. 16 + 3 = _____
4. 19 + 6 = _____ 5. 4 + 12 = _____ 6. 15 + 8 = _____

C. Add and match the answers.

1. 6 + 3 + 1	●	●	a. 15
2. 4 + 9 + 2	●	●	b. 27
3. 6 + 7 + 8	●	●	c. 10
4. 7 + 9 + 3	●	●	d. 21
5. 9 + 9 + 9	●	●	e. 19

18

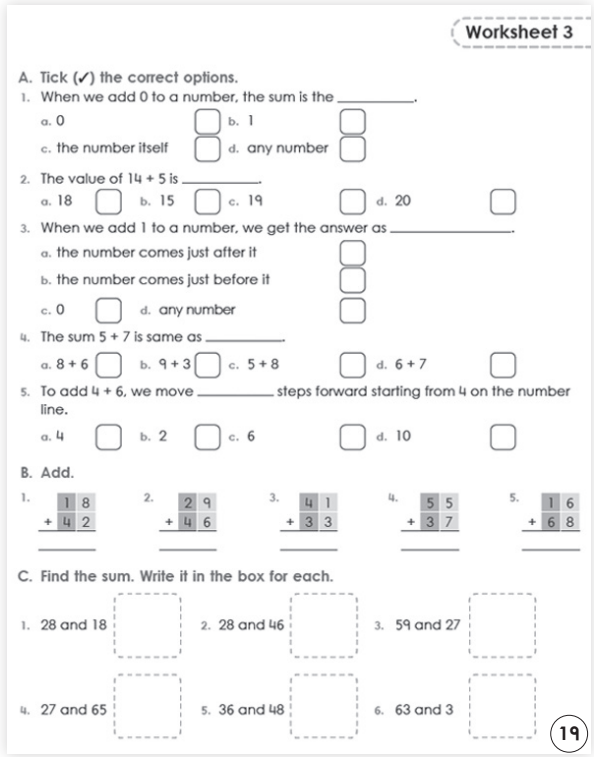
Teacher: Let us solve a worksheet. Everybody please open page 18 of your workbook.

(Discuss the worksheet with students. Guide them as required.)

MUST DO — 15 MIN.

Worksheet 3

Teacher: Let us solve a worksheet. Everybody please open page 19 of your workbook.



Worksheet 3

A. Tick (✓) the correct options.

1. When we add 0 to a number, the sum is the _____.
   a. 0 ☐ b. 1 ☐ c. the number itself ☐ d. any number ☐
2. The value of 14 + 5 is _____.
   a. 18 ☐ b. 15 ☐ c. 19 ☐ d. 20 ☐
3. When we add 1 to a number, we get the answer as _____.
   a. the number comes just after it ☐
   b. the number comes just before it ☐
   c. 0 ☐ d. any number ☐
4. The sum 5 + 7 is same as _____.
   a. 8 + 6 ☐ b. 9 + 3 ☐ c. 5 + 8 ☐ d. 6 + 7 ☐
5. To add 4 + 6, we move _____ steps forward starting from 4 on the number line.
   a. 4 ☐ b. 2 ☐ c. 6 ☐ d. 10 ☐

B. Add.

1.	2.	3.	4.	5.
18 + 42 =	29 + 46 =	41 + 33 =	55 + 37 =	16 + 68 =

C. Find the sum. Write it in the box for each.

1. 28 and 18 ☐ 2. 28 and 46 ☐ 3. 59 and 27 ☐
4. 27 and 65 ☐ 5. 36 and 48 ☐ 6. 63 and 3 ☐

19

(Discuss the worksheet with students. Guide them as required.)

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

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

(Wait for students to fill in the chart.)

COULD DO — 5 MIN.

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

Differentiated Activity

Draw a 3 × 3 Bingo grid in your notebook. Solve the given sums using a number line and write the answers in the boxes. The first to complete a row (horizontal, vertical, or diagonal) calls out Bingo.

110 km/hr

14 + 5, 12 + 8, 10 + 9, 16 + 3, 11 + 7, 15 + 4, 19 + 1, 13 + 6, 17 + 2.

80 km/hr

9 + 6, 7 + 8, 11 + 4, 5 + 9, 8 + 7, 6 + 10, 4 + 11, 12 + 3, 10 + 5.

40 km/hr

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

Home Task

Practise the concepts we have discussed in the class.

Learning Outcomes

The students will:

Physical Development	• enhance motor skills through kinaesthetic activities like clapping, jumping and using learning materials for hands-on learning.
Socio-Emotional and Ethical Development	• foster teamwork, cooperation and communication through peer discussions, group problem-solving and collaborative activities.
Cognitive Development	• develop fluency in addition using number lines, regrouping, estimation and real-world problem-solving scenarios.
Language and Literacy Development	• improve mathematical vocabulary, comprehension and expression through storytelling, discussions and structured explanations.
Aesthetic and Cultural Development	• appreciate the relevance of mathematics in daily life by applying addition concepts in real-life situations like shopping, measuring and organising.
Positive Learning Habits	• encourage self-assessment, curiosity and a growth mindset by reflecting on learning progress through KWL charts and peer feedback.

Starry Knights

Was it an easy topic to teach with activities?

Do you know your learners well? Have you discovered their special talents and strengths?

Give yourself a STAR.

Lesson-4: Subtraction

10 Periods (40 minutes each)

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

Animated activities, Dictionary, eBook, Explainer video, Hots, I Explain, Infographic, Mental Maths, Quick Maths, Quiz, Slideshow

Confirming better
I focus and pay attention in class.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to enable the students to develop fluency in addition and subtraction.
- to enable the students to engage in mental maths, number lines, and regrouping activities.
- to enable the students to apply subtraction to real-life situations and word problems.
- to enable the students to improve problem-solving and critical thinking skills.
- to enable the students to collaborate through peer discussions and teamwork.
- to enable the students to explore properties of subtraction.
- to enable the students to build confidence in mathematics through interactive exercises.

Methodology

Period 1

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

Teacher: Let us begin with a fun game called 'Show Me the Number.'

SHOULD DO
5 MIN.

Teacher: I will say a number and you will show me that number using your fingers. For example, if I say 5, show me 5 fingers.

Teacher: Now, I will say 'Take away' or 'Subtract' a smaller number. Put down that many fingers and tell me how many are left.

Teacher: Show me 7 fingers. Now, take away 3 fingers. How many are left? (Students respond: 4.)

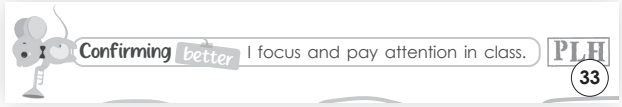
Teacher: Show me 5 fingers. Now, take away 2 fingers. How many are left? (Students respond: 3.)

Teacher: Great job. Subtraction means taking away or finding how many are left. Let us learn more about subtraction in today's class.

Confirming better

Teacher: Before we begin today's lesson, let us take a moment to talk about something important—focusing and paying attention in class.

SHOULD DO
5 MIN.



Teacher: Can anyone tell me why it is important to focus during a lesson? (Encourage a few students to share their thoughts. Responses might include: So we can understand better, so we can learn new things, etc.)

Teacher: That is absolutely correct. When we focus, we understand the topic better and it becomes easier to complete our work. But sometimes, we might get distracted. Can you think of things that might distract you in class?

(Students may say: Talking to friends, thinking about games, etc.)

Teacher: Great observations. Now, let us think of ways we can stay focused. For example:

1. Sit up straight and listen carefully.
2. Keep your books and notebooks organised.
3. If you do not understand something, raise your hand and ask questions.

Teacher: Let us repeat this affirmation together. I focus and pay attention in class.

Teacher: Excellent. When we focus and participate, learning becomes fun and meaningful. Are you ready to focus on today's lesson?

KWL chart

Teacher: We will begin a new chapter Addition. 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.

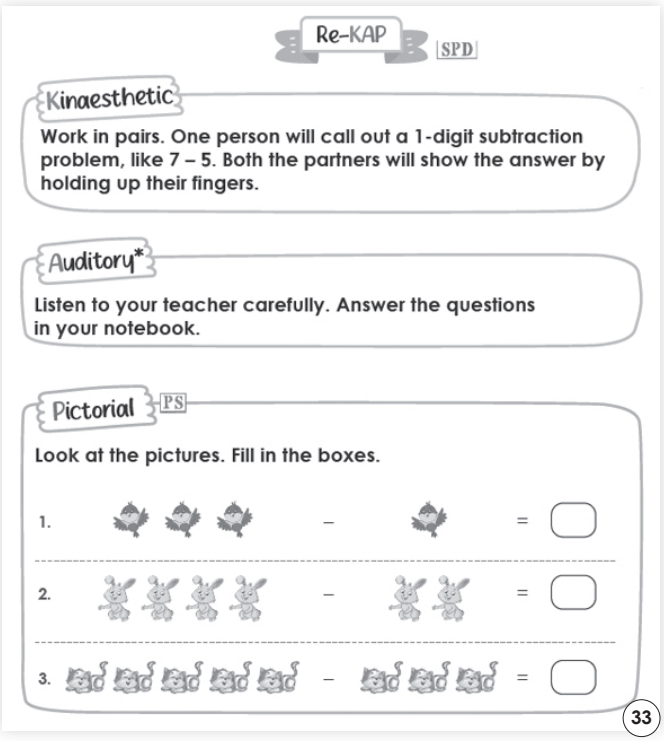
SHOULD DO
5 MIN.

K	W	L

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

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

Kinaesthetic


Re-KAP SPD

Kinaesthetic

Work in pairs. One person will call out a 1-digit subtraction problem, like 7 – 5. Both the partners will show the answer by holding up their fingers.

Auditory*

Listen to your teacher carefully. Answer the questions in your notebook.

Pictorial PS

Look at the pictures. Fill in the boxes.

1. – =

2. – =

3. – =

33

Teacher: Everybody please open page 33 in your Main Course Book.

MUST DO
10 MIN.

Teacher: Who will read and explain this activity?

Teacher: a. Lina had 5 crayons. She gave 2 crayons to Sam. How many crayons are left with Lina?

b. There are 6 books on a shelf. 4 books are taken away. How many books are left on the shelf?

Teacher: Yes, you have to pair up with the person next to you. One of you will call out a subtraction problem, like 7 – 5 and your partner will show the answer using their fingers.

Teacher: Great job. I saw excellent teamwork. Let us clap for each other.

Auditory

Teacher: Now, let us move to the auditory activity. Listen carefully to the following questions and solve the addition problems in your notebook:

MUST DO
10 MIN.

Teacher: a. Lina had 5 crayons. She gave 2 crayons to Sam. How many crayons are left with Lina?

b. There are 6 books on a shelf. 4 books are taken away. How many books are left on the shelf?

Teacher: Great work. Now, let us check our answers together.

Pictorial

Teacher: Look at the pictures in your workbook. Count the objects, subtract and write the answer in the box.

MUST DO
5 MIN.

Teacher: Great work. Subtraction becomes fun when we use pictures. Well done, everyone.

Differentiated Activities

Count the objects and subtract the ones taken away.

110 km/hr

You have 10 pencils. If 3 are taken away, how many are left?

80 km/hr

There are 8 toys. If 2 are taken, how many toys are left?

40 km/hr

You have 5 apples. If you eat 1, how many apples are left?

Home Task

Count the total number of objects (e.g., pencils, books, toys) in your room. Subtract the number of objects you use daily from the total and write the remaining number in your notebook.

Period 2

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

Teacher: Let us start with a simple stretching game to warm up our minds and bodies.

SHOULD DO
10 MIN.

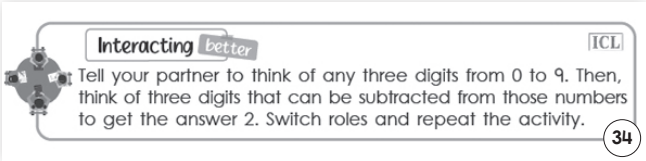
Teacher: I will say a number and you will count aloud while doing an action. Let us begin.

Examples:

1. Stretch your hands up and count to 5.
2. Touch your toes and count to 8.
3. Clap your hands and count to 10.

Teacher: Great job. Now let us get ready to learn subtraction with focus and energy.

Interacting better



Teacher: Let us practise subtraction in pairs.

Teacher: Pair up with the person sitting next to you. Think of any number between 10 and 20 and find different ways to subtract smaller numbers to get an answer of 5.

MUST DO
5 MIN.

Example:

- 15 – 10 = 5
- 12 – 7 = 5

Teacher: Write as many combinations as you can in three minutes.

Teacher: Now, let us discuss your answers together.

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

Teacher: Who would like to read? (Scaffold learners to read and explain the story.)

MUST DO
20 MIN.

Teacher: In the story, Jas and Papaji went to buy a pencil box. What did Jas ask about the price?

Teacher: Yes, he asked how much the pencil box costs. Let us see how they calculated the amount.

Teacher: Let us understand subtraction by using objects and counting.

Teacher: I will place 10 objects on the table and we will count them together.

SHOULD DO
15 MIN.

Teacher: Now, I will remove some objects. Let us count how many are left.

Teacher: If I take away 3 objects, how many are left? (Students respond.)

Teacher: Great. Let us try again with different numbers and see what happens.

Teacher: Remember, subtraction means taking away and finding out how many remain.

You may show the **Dictionary** on digital platform to discuss the key terms of this chapter.

Teacher: Well done, everyone. Let us end with a big round of applause for your hard work. See you next class.

Differentiated Activities

Walk forward that many steps based on the answer to the subtraction problem.

110 km/hr

You have 15 apples. If 7 apples are eaten, how many apples are left? (Walk 8 steps forward to show the answer.)

80 km/hr

You have 10 pencils. If 3 pencils are taken away, how many pencils are left? Walk 7 steps forward to show the answer.

40 km/hr

You have 6 bananas. If 2 bananas are eaten, how many bananas are left? (Walk 4 steps forward to show the answer.)

Home Task

Count the total number of items in your school bag (e.g., pencils, erasers, books). Subtract the items you use in a day and write how many are left

Period 3

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

Teacher: Let us start today's lesson with a fun 'Take Away' game to get us thinking about subtraction.

SHOULD DO
10 MIN.

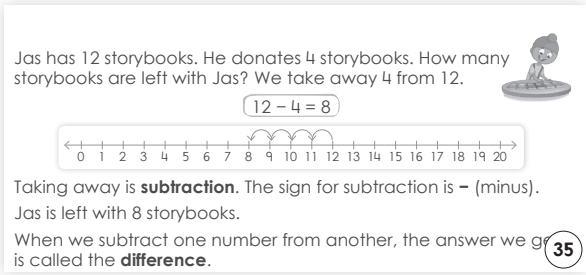
Teacher: I will say a number and you will count that many steps forward. Then, I will ask you to 'take away' or subtract a smaller number and tell me where you land.

Example:

1. Start at 8. Take away 3. Where do we land? (Students respond: 5.)
2. Start at 10. Take away 4. Where do we land? (Students respond: 6.)

Teacher: Great job. Subtraction means taking away. Now that you are ready, let us begin today's lesson.

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



Teacher: Today, we will learn about subtraction using stories. Jas has 12 storybooks. He donates 4 storybooks. How many storybooks are left?

MUST DO
10 MIN.

Students: 8.

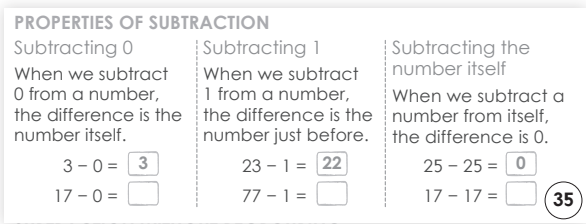
Teacher: Great. Now, let us show this on a number line. Start at 12 and move 4 steps back. What number do we land on?

Students: 8.

Teacher: Excellent. This is subtraction. The sign we use is minus (–) and the answer is called the difference When we subtract one number from another, the answer we get is called the difference

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

Properties Of Subtraction



Subtracting 0

Teacher: Let us understand what happens when we subtract 0.

MUST DO
15 MIN.

Teacher: Two students, please come forward and take 3 storybooks each. Now, do not give any storybooks to each other.

Teacher: How many storybooks are left?

Students: 3.

Teacher: Good. When we subtract 0 from any number, the answer is the number itself. Let us all try subtracting 0 from 17 in our notebooks. Answer the question 17 – 0 = ? in your book.

Subtracting 1

Teacher: Now, let us see what happens when we subtract 1.

Teacher: One student, please take 23 storybooks. Another student, take 1 storybook away.

Teacher: How many are left?

Students: 22.

Teacher: Correct. When we subtract 1, the difference is the number just before it. Let us try subtracting 1 from 77 in our books.

Subtracting the number itself.

Teacher: Let us try subtracting a number from itself.

Teacher: Two students, please take 10 storybooks and give all to your partner. How many are left?

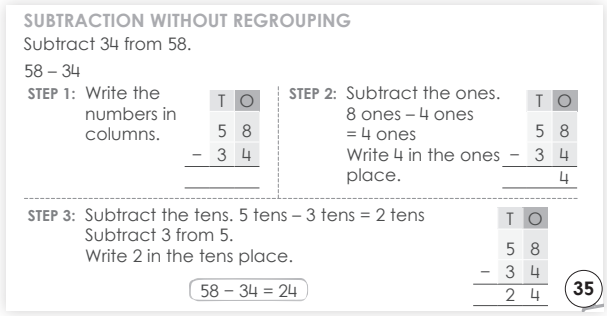
Students: 0.

Teacher: Exactly.

When we subtract a number from itself, we always get 0. Now, let us try solving 17 − 17 in our books.

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

Subtraction Without Regrouping



Teacher: Let us learn subtraction without regrouping. Imagine you have 58 pencils and give 34 to your friend. How many are left? Let us solve step by step.

MUST DO
5 MIN.

(Explain with the reference of given explanation given on page 35.)

Teacher: Great work, everyone. Give yourselves a huge round of applause. Keep practising subtraction at home. See you next time.

Differentiated Activities

Walk along the number line to find the answer.

(You may draw the number line in the classroom or ground.)

110 km/hr
What is 12 – 5?

80 km/hr
What is 8 – 4?

40 km/hr
What is 6 – 4?

Home Task

Subtract your age from your mother's age and write it in the notebook. The number you get is the age difference.

Note for the teacher: Arrange bundles of Ice cream sticks and beads for the next period activity.

Period 4

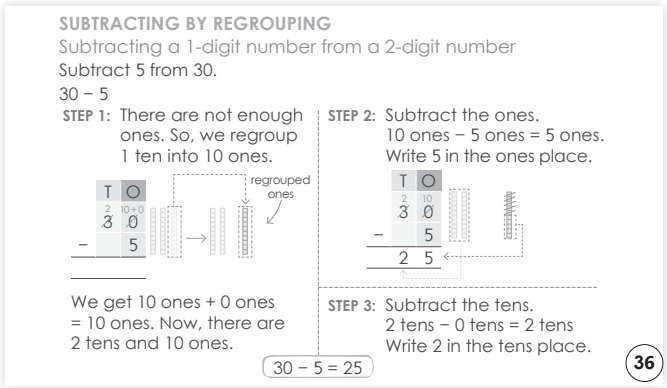
Teacher: Good morning, everyone. How are you?

Teacher: Wonderful. let us begin our day with a refreshing stretch to energise our minds and bodies. Reach up high, touch your toes and take a deep breath in... and out. Feeling awake? Great.

MUST DO
5 MIN.

Teacher: Excellent. Now that our minds are ready, let us dive into today's lesson on subtraction by regrouping.

Subtraction By Regrouping



Subtracting a 1-digit number from a 2-digit number

MUST DO
10 MIN.

Teacher: We will begin with an interesting activity I will divide you into groups Each group will receive 30 ice-cream sticks Please take away 8 sticks and count how many are left

Students: 22

Teacher: Great Let us write this subtraction sum on the board 30 - 8 Can we take 8 from 0

Students: No

Teacher: That is right When there are not enough ones we regroup 1 ten into 10 ones Now subtract 10 - 8 What is the answer

Students: 2 ones

Teacher: Perfect Now let us move to the tens How many tens are left

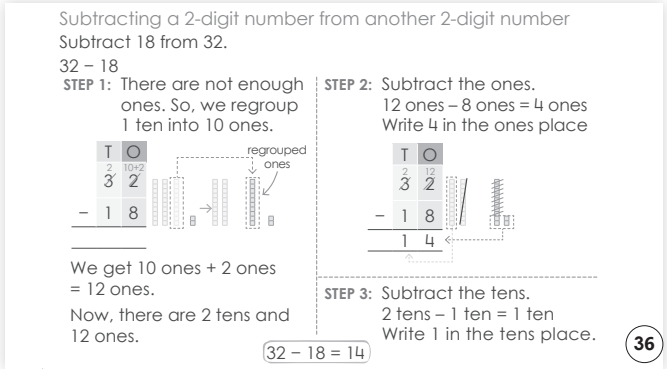
Students: 2 tens

Teacher: Good job the answer is 22 Let us see on board, how can we solve it.

(Explain with the reference of page 36 given in Main Course Book.)

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

Subtracting a 2-digit number from another 2-digit number



Teacher: I will now give each group 32 beads Please take away 18 beads and count the remaining beads

MUST DO
10 MIN.

Teacher: Well done Let us write this subtraction 32 − 18 Can we take 8 from 2

Teacher: Right We regroup 1 ten into 10 ones Now subtract 12 − 8 What is the answer

Students: 4 ones

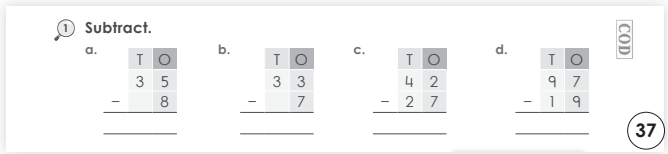
Teacher: Great Now subtract the tens How many tens are left

Students: 1 ten

Teacher: Excellent, the answer is 14. Let us see on board, how can we solve it.

(Explain with the reference of page 36 given in Main Course Book.)

MUST DO
10 MIN.



Teacher: Everybody please open page 37. We will solve Exercise 1.

Teacher: Work with your partner to solve questions (a), (b) and (c) in your Main Course Book Once done check your answers together.

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

Teacher: Let us end our lesson with a short meditation. Sit comfortably and close your eyes.

SHOULD DO
05 MIN.

Teacher: Take a deep breath in. Now slowly breathe out.

Teacher: Focus on your breathing. Feel your body relax.

Teacher: Imagine you are in a peaceful place. Stay still and enjoy the calmness. Now slowly open your eyes.

Teacher: How do you feel? Relaxed?

Teacher: Great. Always take a moment to relax when you feel tired. See you in the next period.

Differentiated Activities

Look at pictures and solve the subtraction problem.

110 km/hr

There are 15 birds on a tree. 7 birds fly away. How many birds are left?

80 km/hr

There are 10 oranges in the basket. 3 oranges are eaten. How many oranges are left?

40 km/hr

You have 8 toys. If 2 toys are given away, how many toys are left?

Home Task

Solve question (d) of Exercise 1 given on page 37 in Main Course Book. Write the answers neatly in the notebook.

Period 5

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

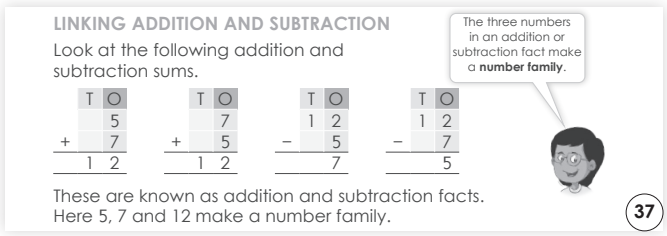
Teacher: Let us start with a fun number puzzle to warm up our minds. I will say a number and you will tell me two smaller numbers that add up to it. Are you ready? Examples:

SHOULD DO — 5 MIN.

- The number is 12. What two numbers make 12?
- The number is 18. What two numbers make 18?
- The number is 20. What three numbers add up to 20?

Teacher: Great job. Now let us begin our lesson on linking addition and subtraction.

Linking Addition And Subtraction



Teacher: Today, we will learn how addition and subtraction are connected. Look at the sums in your books on page 37.

MUST DO — 10 MIN.

Teacher: If we add 14 + ? = 25, how can we find the missing number?

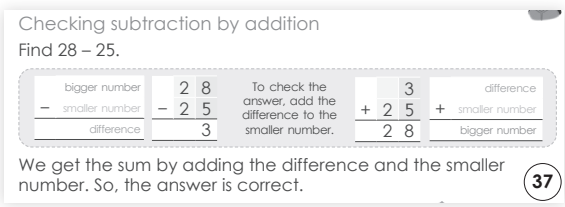
Students: Subtract 14 from 25.

Teacher: Exactly. 25 - 14 = 11. Let us check: 14 + 11 = 25.

Teacher: When we subtract the given number from the sum, we find the missing number.

(Explain using the examples of 14 + 11 = 25 and checking by subtracting as shown on page 38.)

Checking Subtraction by Addition



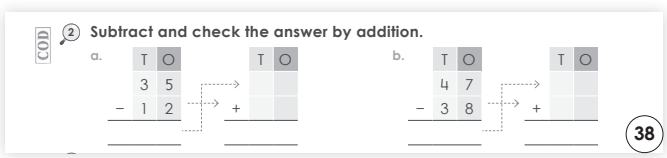
Teacher: Let us now check our subtraction by addition. Look at the example in your books.

MUST DO — 5 MIN.

Teacher: When we subtract 25 from 28, we get 3. To check, we add the difference to the smaller number: 3 + 25. What is the answer?

Students: 28.

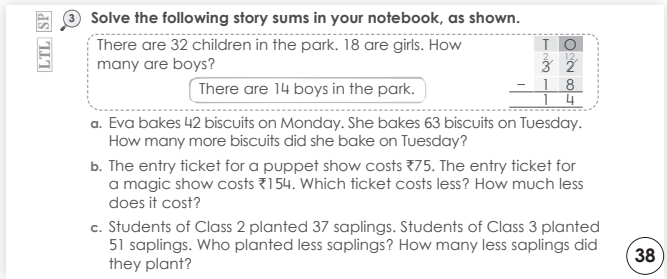
Teacher: Correct. This shows our subtraction was correct.



Teacher: Open your books to page 38, Exercise 2. Let us solve the subtraction sums and check the answers by addition.

MUST DO — 5 MIN.

Teacher: Well done. Let us try the next sum together. (Continue guiding students through questions (a) and (b), allowing them to work independently and check their answers.)



Teacher: Open your books to page 38 and look at the story sums.

MUST DO — 10 MIN.

Teacher: Let us read the first sum together: There are 32 children in the park. 18 are girls. How many are boys?

Teacher: What information do we have?

Students: There are 32 children in total and 18 girls.

Teacher: Good. What do we need to find?

Students: The number of boys.

Teacher: Correct. To find the number of boys, we subtract 18 from 32. Let us solve it step by step. (Guide students through the subtraction and check by addition.)

Teacher: Let us try another story sum together. Work in pairs and solve the remaining story sums in your notebooks. Raise your hand if you need help.

(Continue guiding students through questions (a) and (b), allowing them to work independently and check their answers.)

Teacher: Let us close today's lesson with a short relaxation. Sit comfortably, close your eyes and take deep breaths in and out.

COULD DO — 5 MIN.

Teacher: Think about what you have learned today and how you will use it in daily life.

Teacher: Well done, everyone. Let us end with a big round of applause for your hard work. See you next class

Differentiated Activities

Students will work in pairs. The teacher will give each pair a set of subtraction problems. The first student will solve the problem and pass it to the next student. The process continues and the team that answers all problems correctly and the fastest wins.

110 km/hr

25 – 10, 47 – 29, 63 – 45, 81 - 56

80 km/hr

16 – 8, 34 – 17, 50 – 23, 42 – 19

40 km/hr

10 – 3, 7 – 4, 9 – 5, 6 – 2

Home Task

Solve question (c) of Exercise 2 given on page 38 in Main Course Book. Write the answers neatly in the notebook.

Period 6

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

Teacher: Let us start with a quick mental math challenge to warm up. I will say a number and you will tell me what needs to be subtracted to make it equal to a given number.

SHOULD DO

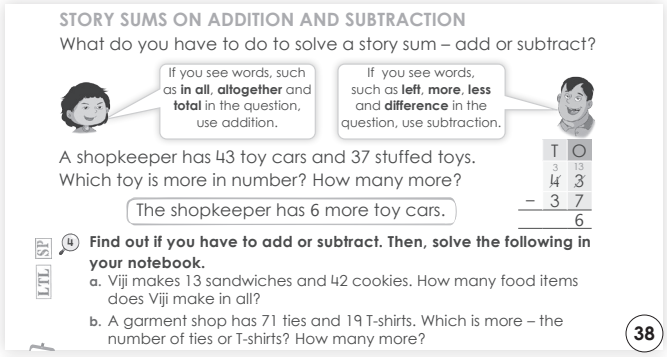
05 MIN.

Teacher: If I say 15, what do you subtract to get 10?

Teacher: If I say 20, what do you subtract to get 12?

Teacher: Great job. Now let us begin today's lesson on solving story sums with subtraction.

Story Sums On Addition and Subtraction



STORY SUMS ON ADDITION AND SUBTRACTION

What do you have to do to solve a story sum – add or subtract?

If you see words, such as **in all**, **altogether** and **total** in the question, use addition.

If you see words, such as **left**, **more**, **less** and **difference** in the question, use subtraction.

A shopkeeper has 43 toy cars and 37 stuffed toys. Which toy is more in number? How many more?

The shopkeeper has 6 more toy cars.

T	O
3	13
4	3
– 3	7
	6

SP LTL 4 **Find out if you have to add or subtract. Then, solve the following in your notebook.**

a. Viji makes 13 sandwiches and 42 cookies. How many food items does Viji make in all?

b. A garment shop has 71 ties and 19 T-shirts. Which is more – the number of ties or T-shirts? How many more?

38

c. There are 60 people in a bus. 12 get off at the first stop. How many people are left in the bus?

d. There are 75 seats in a cinema hall. 31 seats are empty. How many seats are full?

39

Teacher: Today, we will solve story sums. Who will read the addition and Subtraction words from the book.

Teacher: Open your books to page 38 and look at the questions.

MUST DO

15 MIN.

Teacher: Let us read the first question together: A shopkeeper has 43 toy cars and 37 stuffed toys. Which is more in number? How many more? (Guide students step by step to solve it.)

Teacher: Write 43 and 37 in columns and subtract. What is the difference?

Students: 6.

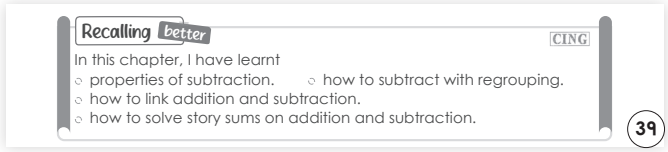
Teacher: Correct. The shopkeeper has 6 more toy cars. Let us try the next one. (Discuss and guide students to do the remaining questions of the Exercise. You may ask students to make do the activity in groups.)

Recalling better

Teacher: I will ask some quick questions. Think carefully and answer aloud. What do we call the result of subtraction?

MUST DO

10 MIN.



Recalling better

CING

In this chapter, I have learnt

- properties of subtraction.
- how to subtract with regrouping.
- how to link addition and subtraction.
- how to solve story sums on addition and subtraction.

39

Students: Difference.

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

Students: The number stays the same.

Teacher: If we subtract a number from itself, what is the answer?

Students: Zero.

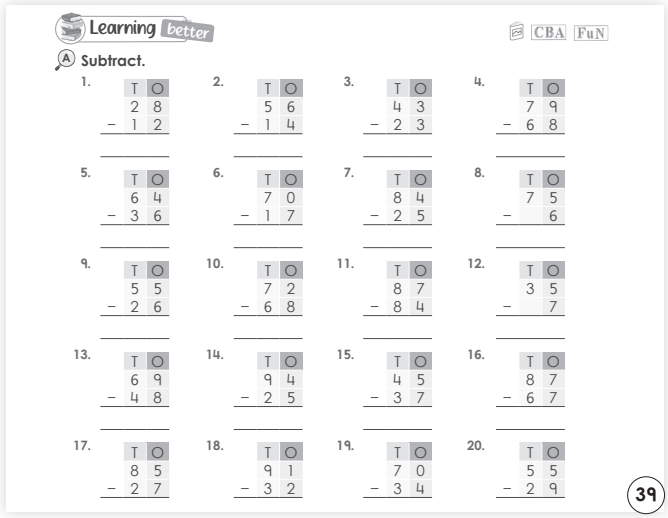
(Ask more questions in similar way.)

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

MUST DO

10 MIN.

Learning better



Learning better

CBA FuN

A Subtract.

1. T O 2 8 – 1 2	2. T O 5 6 – 1 4	3. T O 4 3 – 2 3	4. T O 7 9 – 6 8
5. T O 6 4 – 3 6	6. T O 7 0 – 1 7	7. T O 8 4 – 2 5	8. T O 7 5 – 6
9. T O 5 5 – 2 6	10. T O 7 2 – 6 8	11. T O 8 7 – 8 4	12. T O 3 5 – 7
13. T O 6 9 – 4 8	14. T O 9 4 – 2 5	15. T O 4 5 – 3 7	16. T O 8 7 – 6 7
17. T O 8 5 – 2 7	18. T O 9 1 – 3 2	19. T O 7 0 – 3 4	20. T O 5 5 – 2 9

39

Teacher: Everybody please open page 39. Let us solve Exercise A.

Teacher: I will divide you into small groups. Each student in the group will solve every question individually first and then discuss the answers with their group members.

Teacher: Make sure all of your group members solve the questions and help each other if needed. If your group faces any difficulties, raise your hand and I will assist you. We will review the answers together as a class after everyone has completed.

(Guide students to complete question (1) to (15) of Exercise A.)

Teacher: Great teamwork, everyone. Let us go through the answers and clear any doubts together.

Teacher: Wonderful effort. Let us end by thinking about what was easy and what was challenging.

Teacher: You all did a fantastic job today. Keep practising and subtraction will become easier.

Teacher: Well done, everyone. Let us end with a big round of applause for your hard work. See you next class

Differentiated Activities

Solve the given questions in your notebook. Show your work step by step and ensure your answers are accurate. Review your solutions carefully before submitting.

110 km/hr

A shopkeeper has 75 apples. He sells 34 apples. How many apples are left?

- A library had 120 books. 47 books were borrowed. How many books are left

80 km/hr:

A basket has 50 oranges. 20 oranges are taken out. How many are left?

- There were 45 pencils. 18 were given to students. How many are left?

40 km/hr

There were 20 balloons. 10 flew away. How many are left?

- There were 25 chairs. 5 were broken. How many are left?

Home Task

Solve questions (16) to (20) of Exercise A given on page 39 of Main Course Book. Write the answers neatly in the book.

Period 7

Teacher: Good morning, students. How are you all today? Let us start with a fun activity called 'Number Hunt. '

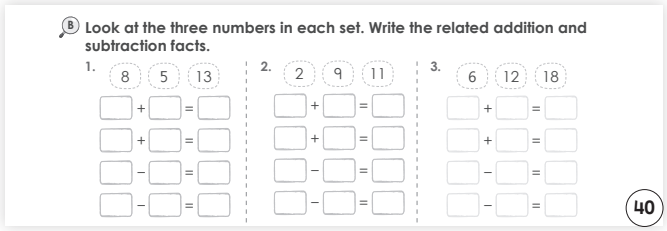
SHOULD DO
5 MIN.

Teacher: I will call out a number and you have to quickly find that many objects around you, like pencils, erasers, or books.

1. Find 3 objects and show them to me.
2. Find 5 objects and place them on your desk.
3. Find 7 objects and count them aloud.

Teacher: Well done, everyone. This activity helps us understand numbers better. Now, let us begin today's lesson.

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



Teacher: Open your books to page 40 and look at Exercise B. We have three numbers in each set.

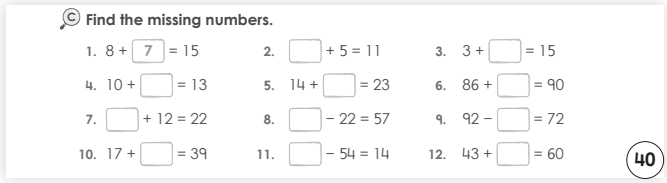
MUST DO
15 MIN.

Teacher: Write all possible addition and subtraction facts using these numbers in your notebooks.

Teacher: Let us solve the first one together. If we have the numbers 8, 5' and 13, we can write:

- 8 + 5 = 13
- 5 + 8 = 13
- 13 - 5 = 8
- 13 - 8 = 5

Teacher: Now, complete the remaining questions on your own. I will walk around to help if needed.



Teacher: Now let us practise finding missing numbers. Look at the Exercise C on page 40.

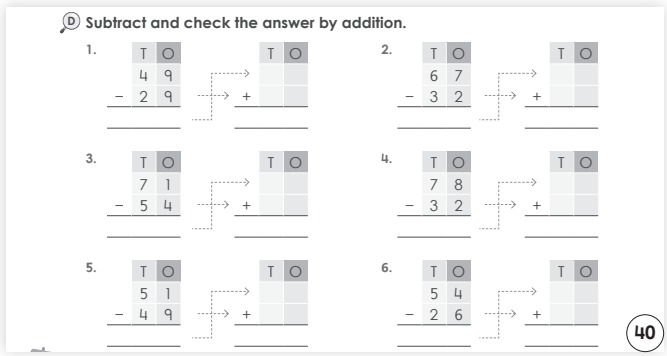
MUST DO
10 MIN.

Teacher: Who will read the questions aloud and explain.

Teacher: What should we add in 8 to get 15.

Teacher: Great. Now, complete the remaining questions in your books. Check your answers with your partner.

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



Teacher: We will now learn how to check subtraction using addition. Open Exercise D on page 40.

Teacher: Let us solve the first one together. Subtract the ones first, then the tens. Once you have the answer, add it back to check.

MUST DO
10 MIN.

Teacher: Solve the next questions on your own and check your answers by adding the numbers back. Raise your hand if you need any help?

Teacher: Dear students, for our next class, we will be doing a fun activity called French Fry Subtraction Craft. Please bring the following materials to class:

- Coloured sheets (blue, yellow and red), glue stick, a pencil and an eraser

Make sure you have all the materials ready so that we can enjoy learning subtraction creatively in our next lesson.

Teacher: Well done today. Let us end with a big round of applause. See you in the next class.

Differentiated Activities

Start from a higher number and count backwards to solve the subtraction.

110 km/hr

Start from 18 and count back 6. What is the answer?

80 km/hr

Start from 15 and count back 4. What is the answer?

40 km/hr

Start from 10 and count back 3. What is the answer?

Home Task

Complete Exercise D questions (4), to (6) given on page 40 in Main Course Book.

Bring coloured sheets (blue, yellow, red), glue stick, pencil and eraser for the French Fry Subtraction Craft activity.

Period 8

Teacher: Good morning students.

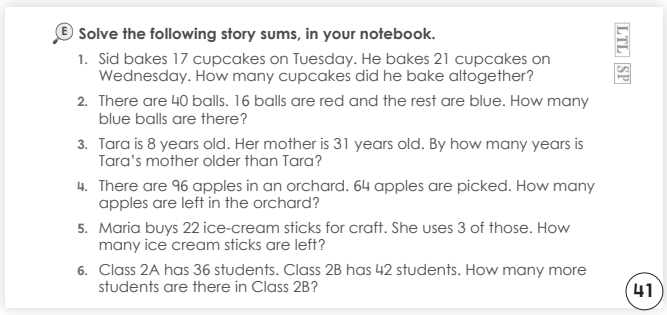
SHOULD DO — 5 MIN.

Teacher: How are you all today? Let us start with a fun movement activity to warm up.

Stretch your arms up and count to 5. Touch your shoulders and count to 8. March in place and count to 10.

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

Learning better



Solve the following story sums, in your notebook.

1. Sid bakes 17 cupcakes on Tuesday. He bakes 21 cupcakes on Wednesday. How many cupcakes did he bake altogether?
2. There are 40 balls. 16 balls are red and the rest are blue. How many blue balls are there?
3. Tara is 8 years old. Her mother is 31 years old. By how many years is Tara's mother older than Tara?
4. There are 96 apples in an orchard. 64 apples are picked. How many apples are left in the orchard?
5. Maria buys 22 ice-cream sticks for craft. She uses 3 of those. How many ice cream sticks are left?
6. Class 2A has 36 students. Class 2B has 42 students. How many more students are there in Class 2B?

41

Teacher: Today, we will solve some story sums together. Open your Main coursebook to page 40. Let us read the first problem of Exercise D together.

MUST DO — 15 MIN.

Teacher: Great job. How may cupcakes did he bake altogether?

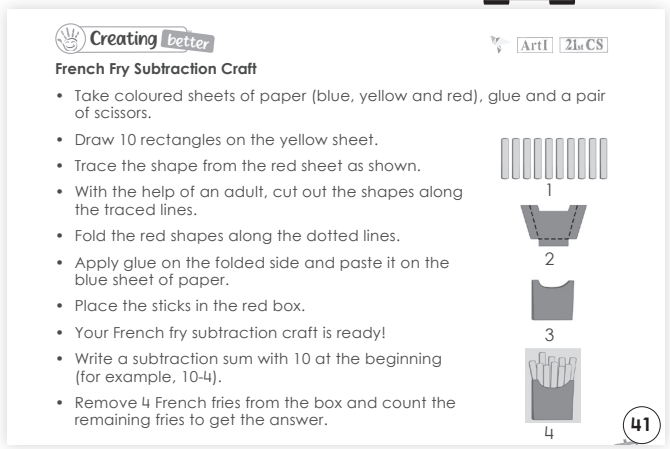
Teacher: Yes, we will add both the numbers. 17 + 21 = 38, Sid baked 38 cakes altogether.

(Continue with the questions (1) to (4) in a similar way, guiding students step by step and ensuring they understand how to identify whether to add or subtract.)

Teacher: Now, solve the remaining story sums in pairs and compare your answers. If you need any help, raise your hand.

Creating better

MUST DO — 15 MIN.



Creating better

French Fry Subtraction Craft

- Take coloured sheets of paper (blue, yellow and red), glue and a pair of scissors.
- Draw 10 rectangles on the yellow sheet.
- Trace the shape from the red sheet as shown.
- With the help of an adult, cut out the shapes along the traced lines.
- Fold the red shapes along the dotted lines.
- Apply glue on the folded side and paste it on the blue sheet of paper.
- Place the sticks in the red box.
- Your French fry subtraction craft is ready!
- Write a subtraction sum with 10 at the beginning (for example, 10-4).
- Remove 4 French fries from the box and count the remaining fries to get the answer.

1 2 3 4

41

Teacher: Let us do a fun craft activity to learn subtraction. Please take out your coloured sheets and scissors.

(Guide the students as per the steps given on page 41 in Main Course Book.)

Teacher: Let us end today's session with a quick subtraction challenge.

COULD DO — 5 MIN.

Teacher: I will say a number and you will quickly subtract a smaller number from it in your mind. Raise your hand when you have the answer.

1. What is 15 − 7?
2. What is 22 − 9?
3. What is 30 − 12?

Teacher: Fantastic work, everyone. Remember, subtraction is all about taking away.

Teacher: Well done, everyone. You all did a fantastic job today. Let us have a huge round of applause for your hard work. See you in the next period.

Differentiated Activities

Draw a picture and write the subtraction number sentence based on the story.

110 km/hr

There are 18 flowers in the garden. If 9 flowers are picked, how many flowers are left?

80 km/hr

There were 12 chairs in the room. 5 chairs were taken out. How many chairs are left?

40 km/hr

You have 10 apples. If you eat 4 apples, how many cookies are left?

Home Task

Complete questions (5) and (6) of Exercise D given on page 40 of your Main Course Book. Write the answers neatly in the notebook.

Period 9

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

Teacher: Let us begin with a fun game to warm up our minds. I will say a number and you will show that many fingers. Then I will ask you to subtract a smaller number by folding your fingers.

SHOULD DO
5 MIN.

Teacher: Show 7 fingers. Now subtract 3. How many fingers are left?

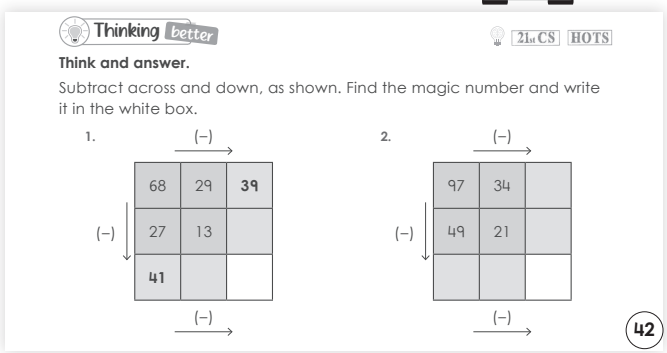
Teacher: Show 9 fingers. Now subtract 5. What is the answer?

Teacher: Show 6 fingers. Now subtract 2. How many remain?

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

Thinking better

MUST DO
10 MIN.


Thinking better

21st CS HOTS

Think and answer.

Subtract across and down, as shown. Find the magic number and write it in the white box.

1.

	(–) →	
(–) ↓	68	29	39
	27	13	
	41		

(–) →

2.

	(–) →	
(–) ↓	97	34	
	49	21	

(–) →

42

Teacher: Open your books to page 42. Look at the grid of numbers.

Teacher: Subtract across and down to find the missing number and write it in the white box.

Teacher: Let us solve the first one together.

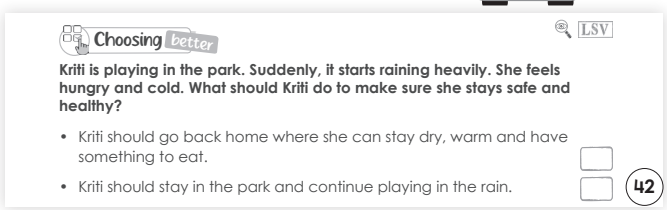
Teacher: What is 68 minus 39?

Teacher: Great. Now subtract 27 from 29. What do we get?

Teacher: Good. Now complete the remaining sums in your books and check with your partner.

Choosing better

MUST DO
5 MIN.


Choosing better

LSV

Kriti is playing in the park. Suddenly, it starts raining heavily. She feels hungry and cold. What should Kriti do to make sure she stays safe and healthy?

- Kriti should go back home where she can stay dry, warm and have something to eat.
- Kriti should stay in the park and continue playing in the rain.

42

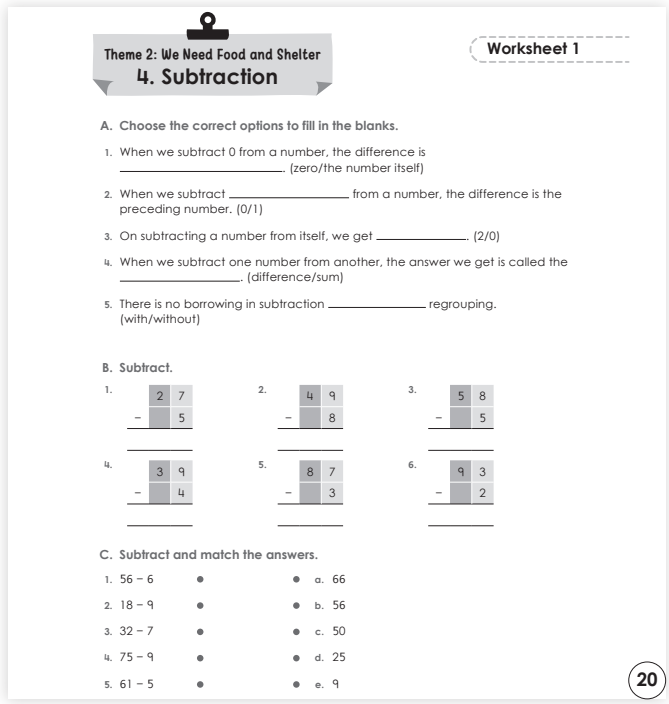
Teacher: Read the situation given about Kriti playing in the park.

Teacher: Think about what the right thing to do would be.

Teacher: Discuss with your partner and circle the correct answer. Who would like to share their choice?

Teacher: Making the right choices helps us stay safe and healthy

Worksheet 1


Theme 2: We Need Food and Shelter

4. Subtraction

Worksheet 1

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

1. When we subtract 0 from a number, the difference is _____. (zero/the number itself)
2. When we subtract _____ from a number, the difference is the preceding number. (0/1)
3. On subtracting a number from itself, we get _____. (2/0)
4. When we subtract one number from another, the answer we get is called the _____. (difference/sum)
5. There is no borrowing in subtraction _____ regrouping. (with/without)

B. Subtract.

1. 27 − 5 = _____
2. 49 − 8 = _____
3. 58 − 5 = _____
4. 39 − 4 = _____
5. 87 − 3 = _____
6. 93 − 2 = _____

C. Subtract and match the answers.

1. 56 − 6	a. 66
2. 18 − 9	b. 56
3. 32 − 7	c. 50
4. 75 − 9	d. 25
5. 61 − 5	e. 9

20

Teacher: Open your workbooks to page 20. Let us solve subtraction sums together.

(Guide the students to solve the worksheet. You may take this worksheet as revision.)

MUST DO
15 MIN.

Teacher: Complete the sums on your own and check your answers with your partner. Raise your hand if you need help.

Teacher: Great effort, everyone. Keep practising.

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

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

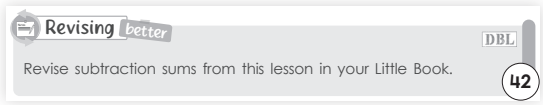
Teacher: In this column we will write what we have learned in this chapter.

SHOULD DO
5 MIN.

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

(Wait for students to fill in the chart.)

Revising better


Revising better

DBL

Revise subtraction sums from this lesson in your Little Book.

42

Teacher: Your home task is to revise the content which we have discussed in the class in your little book of Revision. Bring the book in the next period.

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

Differentiated Activities

Listen to the story and draw a picture to represent the subtraction.

110 km/hr

There were 15 apples on the tree. 5 apples fell down. How many apples are left?

80 km/hr

There were 10 cars on the road. 3 cars left. How many cars are left?

40 km/hr

There were 8 birds on the tree. 2 birds flew away. How many birds are left?

Home Task

Revise subtraction sums from this chapter in your Little Book.

Period 10

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

Teacher: Let us start with a quick mental maths warm-up to refresh our subtraction skills.

SHOULD DO
05 MIN.

Teacher: I will say a number and you will quickly subtract 2 from it. Let us start with 10.

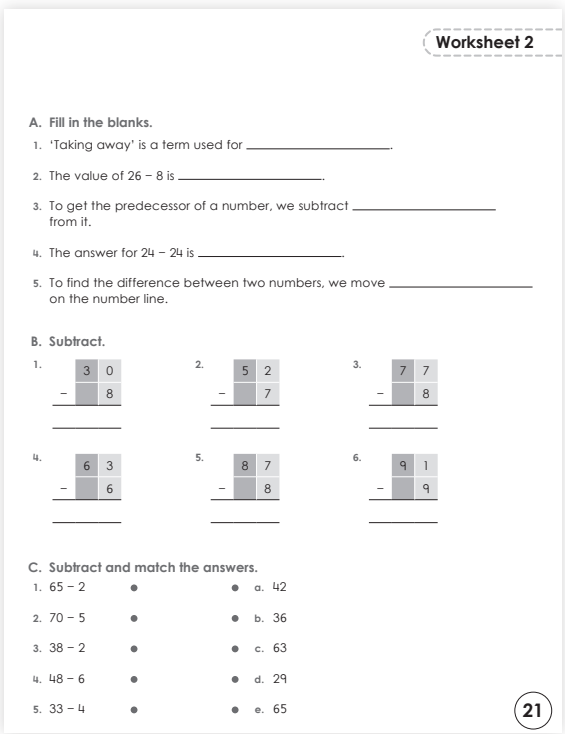
Teacher: Now, subtract 3 from 15.

Teacher: Subtract 4 from 20.

Teacher: Excellent. Well done everyone.

Worksheet 2

MUST DO
15 MIN.



Worksheet 2

A. Fill in the blanks.

1. 'Taking away' is a term used for _____.
2. The value of 26 − 8 is _____.
3. To get the predecessor of a number, we subtract _____ from it.
4. The answer for 24 − 24 is _____.
5. To find the difference between two numbers, we move _____ on the number line.

B. Subtract.

1. 30 − 8 = _____
2. 52 − 7 = _____
3. 77 − 8 = _____
4. 63 − 6 = _____
5. 87 − 8 = _____
6. 91 − 9 = _____

C. Subtract and match the answers.

1. 65 − 2	●	●	a. 42
2. 70 − 5	●	●	b. 36
3. 38 − 2	●	●	c. 63
4. 48 − 6	●	●	d. 29
5. 33 − 4	●	●	e. 65

21

Teacher: Open your workbooks to page 21 and complete Worksheet 2.

Teacher: Solve the fill-in-the-blanks, subtraction problems and matching exercises carefully.

Teacher: Work individually and I will walk around to assist you if you have any questions.

Teacher: Once done, check your answers with a partner.

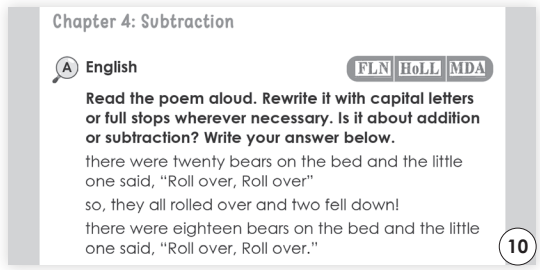
Doubt Session

Teacher: Let us discuss any difficulties you faced while solving the worksheet. Raise your hand if you need help with any question.

COULD DO
10 MIN.

Teacher: Let us go through some of the challenging problems together and clarify them.

Book of Holistic Development



Chapter 4: Subtraction

A English FLN HoLL MDA

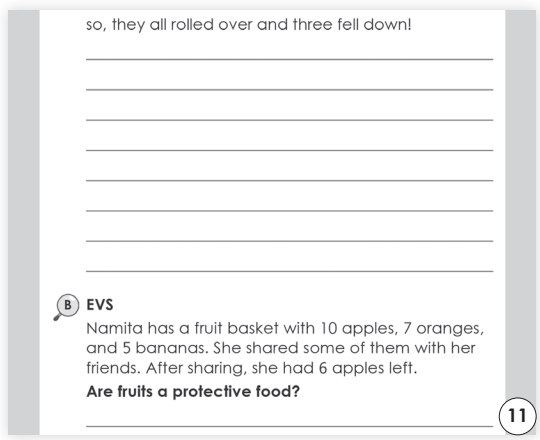
Read the poem aloud. Rewrite it with capital letters or full stops wherever necessary. Is it about addition or subtraction? Write your answer below.

there were twenty bears on the bed and the little one said, "Roll over, Roll over"

so, they all rolled over and two fell down!

there were eighteen bears on the bed and the little one said, "Roll over, Roll over."

10



so, they all rolled over and three fell down!

B EVS

Namita has a fruit basket with 10 apples, 7 oranges, and 5 bananas. She shared some of them with her friends. After sharing, she had 6 apples left.

Are fruits a protective food?

11

(Refer to the Book of Holistic Teaching, page number 09 under the title 'Subtraction.' 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
10 MIN.

Teacher: Great effort, everyone. Let us end with a quick reflection.

Teacher: What did you find easy today? What was challenging?

Teacher: Wonderful job today. Let us have a huge round of applause for everyone's hard work. See you in the next class.

Home Task

Complete worksheet 3 given on page 22 in your workbook.

Differentiated Activities

Use manipulatives (such as buttons or blocks) to solve subtraction problems.

110 km/hr

You have 20 blocks. If 8 are taken away, how many blocks are left?

80 km/hr

You have 12 pencils. If 4 are lost, how many pencils are left?

40 km/hr

You have 6 toys. If you give away 2 toys, how many toys are left?

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills through kinaesthetic activities such as finger counting and object handling.
Socio-Emotional and Ethical Development	• build confidence and teamwork by participating in paired and group activities, fostering collaboration.
Cognitive Development	• strengthen problem-solving and critical thinking skills by applying subtraction in real-life scenarios.
Language and Literacy Development	• enhance mathematical vocabulary and comprehension through discussion and written exercises.
Aesthetic and Cultural Development	• appreciate mathematical concepts through creative activities like storytelling and visual representations.
Positive Learning Habits	• develop focus and perseverance by following structured learning routines and self-assessment tools.

Starry Knights

Was it an easy topic to teach with activities?

Do you know your learners well? Have you discovered their special talents and strengths?

Give yourself a STAR.