# Lesson-5: Addition of Bigger Numbers

Theme 3: We Live with Others

11 Periods (40 minutes each)

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

Animation, Infographics, Animated Activities, Dictionary, eBook, Explainer Video, I Explain, Slideshow, Quiz

Confirming better

I am a good friend.

## Curricular Goals and Objectives (NCF-FS)

**To enable the students:**

- to understand and apply the concept of addition in daily life situations.
- to develop confidence in solving addition problems involving bigger numbers.
- to use regrouping strategies effectively while adding three-digit numbers.
- to strengthen peer learning through collaborative activities and discussions.
- to develop logical reasoning by solving real-life word problems using addition.
- to enhance number sense through interactive and kinaesthetic learning activities.
- to relate addition concepts to real-world applications such as money, distance, and objects counted in groups.
- to foster teamwork and appreciation for others' problem-solving approaches through partner and group activities.

## Methodology

### Period 1

SHOULD DO 05 MIN.

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

**Teacher:** Let us start with a fun warm-up. Stand up and march in place while counting from 1 to 10.

**Teacher:** Now, let us clap and count by 2s up to 20. Ready? 2, 4, 6…

**Teacher:** Well done. Now, let us begin today's lesson.

#### Confirming better

SHOULD DO 05 MIN.

**Teacher:** Today, let us talk about being a good friend. What do you think makes someone a good friend?

**Teacher:** Yes, sharing, helping and being kind are important. If your friend forgets a pencil, what will you do?

**Teacher:** Right, sharing is a great way to show kindness. What if your friend is sad?

**Teacher:** Yes, listening and comforting them is a sign of a good friend. How should we behave while playing games?

**Teacher:** Taking turns and playing fairly keeps friendships strong. What should we do if a friend makes a mistake?

**Teacher:** Encouraging them instead of laughing shows kindness. Let us all say together: 'I am a good friend.'

**Teacher:** Great. Keep being kind and helpful. Let us move to our next activity.

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

SHOULD DO 10 MIN.

**Teacher:** We will begin a new chapter Addition of Bigger numbers. 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 work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity

Must do 10 min

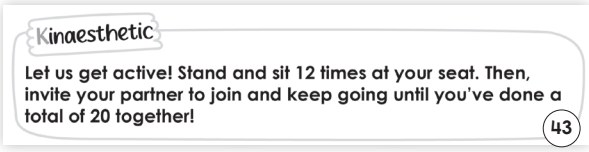
#### Kinaesthetic

MUST DO 10 MIN.

**Teacher:** Who will read and explain the activity?

**Teacher:** Let us get active. Stand and sit 12 times at your seat. Then, invite your partner to join and keep going until you have done a total of 20 together.

(Give students time to perform the activity and provide assistance if needed.)



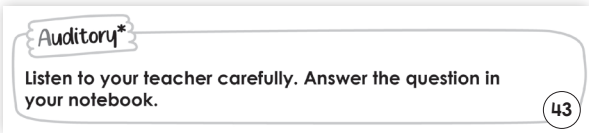

**Teacher:** Well done, everyone.

## 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
05 MIN.

(Refer to the listening text Pause for students to solve the problems.)



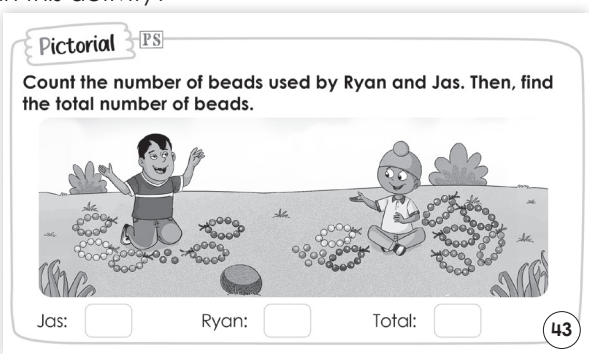

**Teacher:** Great work. Now, let us check our answers together.

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

## Pictorial

**Teacher:** Now, let us look at this picture of our friends. Who will tell me what to do in this activity?

MUST DO
05 MIN.




**Teacher:** Yes, quickly count and write.

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

## Differentiated Activities

**110 km/hr**

Solve two-digit addition sums with regrouping: 56 + 47, 89 + 23.

**80 km/hr**

Solve two-digit addition sums without regrouping: 34 + 21, 62 + 14.

**40 km/hr**

Solve single-digit addition sums: 7 + 5, 9 + 4.

## Home Task

Observe your daily activities and find three moments where you used addition. It could be counting your toys, books or snacks. Write down the numbers you added and the total. Share your examples in the next class.

# Period 2

SHOULD DO
05 MIN.

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

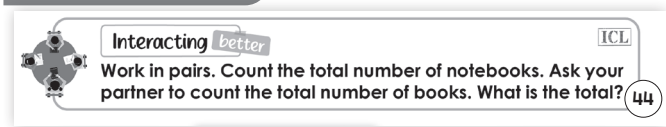
**Teacher:** Let us start with a quick counting game. I will say a number and you will say the number that comes after it. Ready?

**Teacher:** 24… (Students respond) 25.

**Teacher:** 47… (Students respond) 48.

**Teacher:** Well done. Let us move to the next activity.

## Interacting better




**Teacher:** Open your books to the 'Interacting better' section.

MUST DO
05 MIN.

**Teacher:** Work in pairs. Count the total number of notebooks you both have.

**Teacher:** Now, ask your partner to count the total number of books.

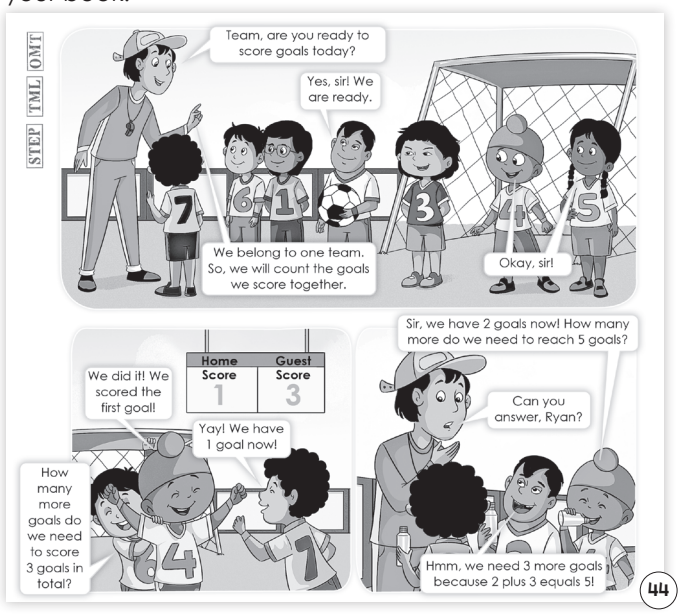
**Teacher:** Add both numbers together and find the total.

**Teacher:** Well done. Now, let us move to the story.

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

**Teacher:** Everyone please open page 44 in your Main course book. Look at the picture of the football match in your book.

MUST DO
15 MIN.



**Teacher:** Who will read and explain the story from the book?

**Teacher:** Yes, please start reading the first part.

**Teacher:** Great. Now, can you explain what is happening in the story?

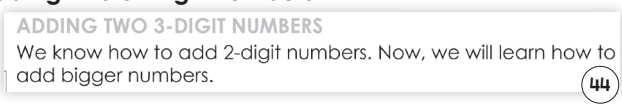
**Teacher:** Good. Now, who would like to read the next part?

**Teacher:** Well done. Can someone tell me how the characters in the story are using addition?

**Teacher:** Excellent. Addition is useful in many real-life situations, just like in the story. Let us move to the next activity.

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

**Adding Two 3- Digit Numbers**




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

MUST DO
15 MIN.

**Teacher:** We know how to add 2-digit numbers. Now, let us learn how and why to add bigger numbers.

**Teacher:** Why do we add 3-digit numbers? Can you think of real-life situations?

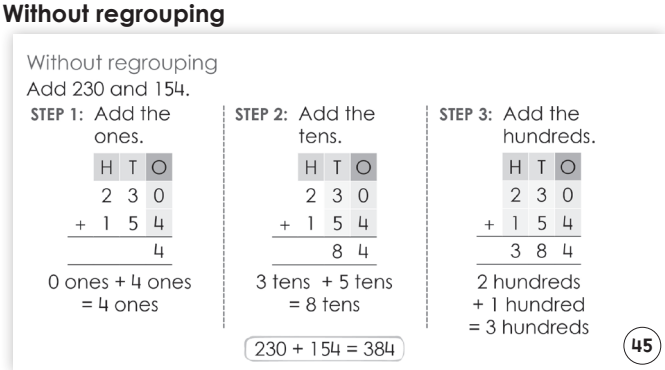
**Teacher:** Yes. We add when counting money. If you have ₹250 and get ₹130 more, how much do you have?

**Teacher:** Right, ₹250 + ₹130 = ₹380. When else do we add big numbers?

**Teacher:** Distance. If a bus travels 325 km on one day and 214 km the next, what is the total distance?

**Teacher:** Good thinking. We add 3-digit numbers when dealing with large values in daily life. Now, let us practise with large numbers.

**Without regrouping**




**Teacher:** Look at the sum 230 + 154 in your book. We will add step by step.

1. Step 1 – Add the ones (0 ones + 4 ones = 4 ones)
2. Step 2 – Add the tens (3 tens + 5 tens = 8 tens)
3. Step 3 – Add the hundreds (2 hundreds + 1 hundred = 3 hundreds)

**Teacher:** What is the final answer? Yes, 384. Well done.

**Teacher:** Now, solve these sums in your notebook:

- 312 + 421
- 520 + 143

**Teacher:** Raise your hand if you need help.

(Solve the example on the board.)

**Teacher:** That was a wonderful session. You all did amazing work learning about addition today.

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

**Teacher:** Keep practising and I will see you in the next class.

## Differentiated Activities

**110 km/hr**

Solve these sums in 2 minutes: 47 + 36, 58 + 29, 65 + 24.

**80 km/hr**

Add the following numbers using vertical addition: 32 + 41, 56 + 23, 71 + 12.

**40 km/hr**

Draw and colour two groups of objects, then count and add them together.

## Home Task

Find two 3-digit numbers around you, add them, and write the sum in your notebook.

# Period 3

**Teacher:** Good morning, students. Let us begin with a quick counting activity.

SHOULD DO
05 MIN.

**Teacher:** I will say a number and you will add 10 to it. Ready?

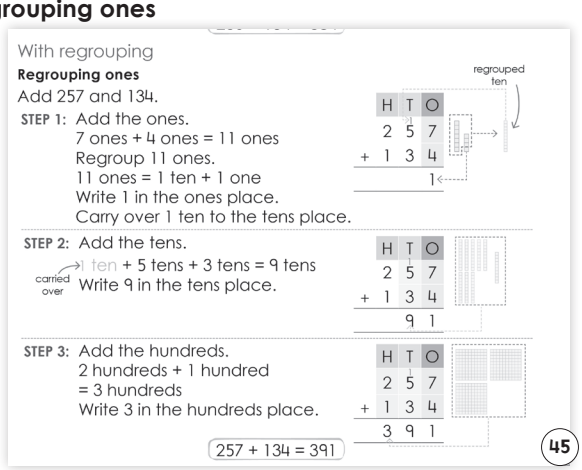
**Teacher:** 25... (Students respond) 35.

**Teacher:** 48... (Students respond) 58.

**Teacher:** Well done. Now, let us move to today's topic.

**Adding Two 3-digit numbers (With regrouping)**

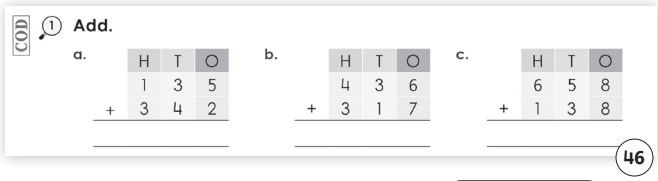
**Regrouping ones**




**Teacher:** Sometimes, when we add numbers, we get a sum greater than 9 in a place value. We need to regroup. Let us add 257 + 134 step by step.

MUST DO
10 MIN.

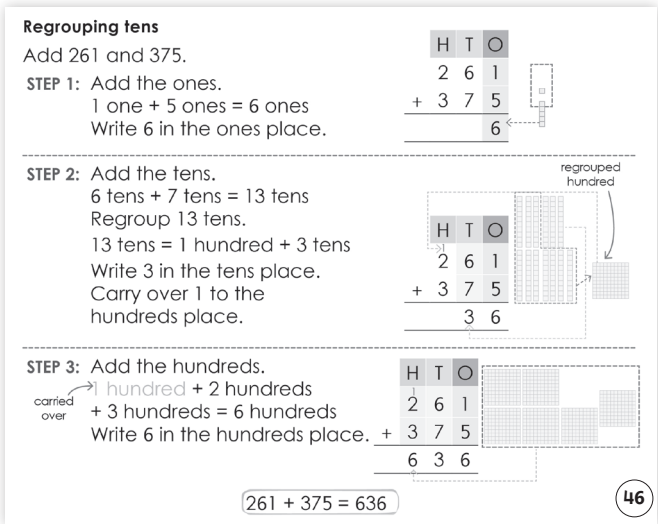
**Teacher:** Step 1 – Add the ones: 7 + 4 = 11 (Regroup 11 as 1 in the ones place and carry over 1 to the tens place.)
**Teacher:** Step 2 – Add the tens: 1 (carry) + 5 + 3 = 9
**Teacher:** Step 3 – Add the hundreds: 2 + 1 = 3
**Teacher:** The total is 391. Now, let us practise a sum together.




**Teacher:** Open your books to Exercise 1 on page 46 and solve the question (a).
**Teacher:** Remember to regroup the ones and carry over if needed.

MUST DO
05 MIN.

**Regrouping tens**

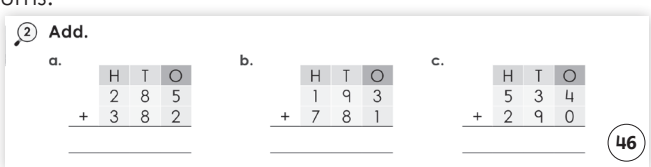



**Teacher:** Sometimes, when we add numbers, we get a sum greater than 9 in a place value. We need to regroup. Let us add 257 + 134 step by step.

MUST DO
10 MIN.

**Teacher:** Step 1 – Add the ones: 7 + 4 = 11 (Regroup 11 as 1 in the ones place and carry over 1 to the tens place.)
**Teacher:** Step 2 – Add the tens: 1 (carry) + 5 + 3 = 9
**Teacher:** Step 3 – Add the hundreds: 2 + 1 = 3
**Teacher:** The total is 391. Now, let us practise a sum together
**Teacher:** Open your books to Exercise 2 on page 47 and solve the given sums.

MUST DO
10 MIN.




**Teacher:** Pay attention to carrying over when needed.
**Teacher:** That was a great session. Let us give a huge round of applause for everyone's effort today. See you next time.

## Differentiated Activities

**110 km/hr**

Solve sums with regrouping: 168 + 537, 726 + 189, 594 + 437.

**80 km/hr**

Solve sums with regrouping: 312 + 428, 237 + 569.

**40 km/hr**

Solve sums with regrouping: 320 + 280, 450 + 290.

## Home Task

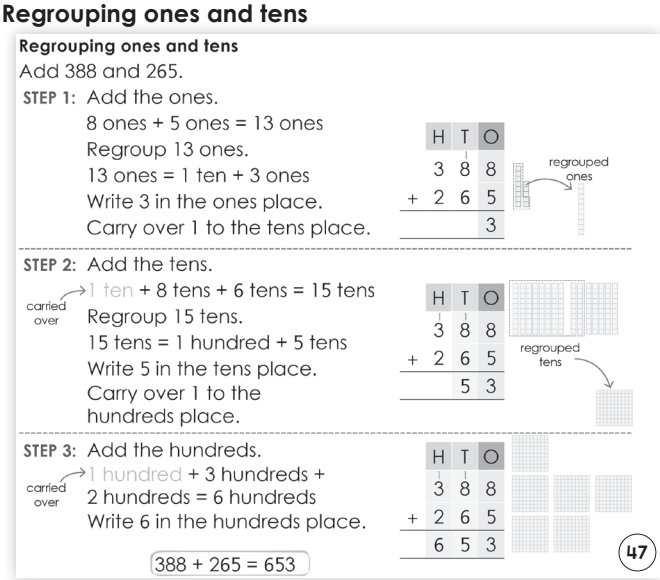
Complete questions (b) and (c) of Exercise 1 given on page 46 in the Main course book.

# Period 4

SHOULD DO
05 MIN.

**Teacher:** Good morning, students. Let us begin with a quick number game.
**Teacher:** I will say a number and you will add 5 to it. Ready?
**Teacher:** 32... (Students respond) 37.
**Teacher:** 48... (Students respond) 53.
**Teacher:** Well done. Now, let us move to today's topic.

**Regrouping ones and tens**




**Teacher:** Today, we will learn how to regroup ones and tens while adding. Let us add 388 + 265 step by step.

MUST DO
10 MIN.

**Teacher:** Step 1 – Add the ones: 8 + 5 = 13 (Regroup 13 as 1 ten and 3 ones. Write 3 in the ones place and carry over 1 to the tens place.)
**Teacher:** Step 2 – Add the tens: 1 (carry) + 8 + 6 = 15 (Regroup 15 as 1 hundred and 5 tens. Write 5 in the tens place and carry over 1 to the hundreds place.)

**Teacher:** Step 3 – Add the hundreds: 1 (carry) + 3 + 2 = 6

**Teacher:** The total is 653. Let us solve one more together on the board.

(Discuss them and demonstrate the steps on board)

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

**Teacher:** I will write a sum on the board: 476 + 289. Let us solve it together step by step.

SHOULD DO
10 MIN.

**Teacher:** Who will add the ones place?

**Teacher:** Who will add the tens place?

**Teacher:** Who will add the hundreds place?

**Teacher:** Excellent. Now, let us move to more exercise.

(Similarly, do more questions on board.)

**Teacher:** Open your books to Exercise 3 and solve questions (a) and (b) with your partner.

MUST DO
10 MIN.


**Teacher:** Discuss your steps and check each other's answers.

**Teacher:** Raise your hand if you need help.

**Teacher:** Let us take a short relaxation break.

COULD DO
05 MIN.

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

**Teacher:** Think about how we regroup numbers while adding.

**Teacher:** Open your eyes and smile. Great work today.

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

## Differentiated Activities

**110 km/hr**

Solve sums with regrouping: 284 + 479, 625 + 348, 739 + 256.

**80 km/hr**

Solve sums with regrouping: 412 + 385, 528 + 269.

**40 km/hr**

Solve sums with regrouping: 340 + 470, 215 + 380

## Home Task

Complete question (c) of Exercise 3 given on page 47 in your Main Course Book.

# Period 5

**Teacher:** Good morning, students. Let us start with a quick counting challenge.

SHOULD DO
05 MIN.

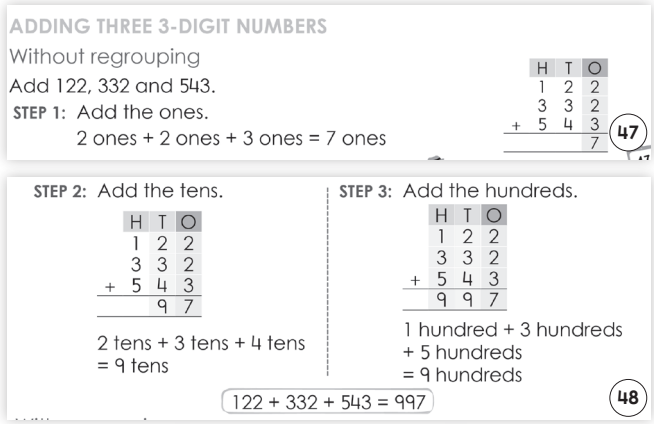
**Teacher:** I will say a number and you will add 20 to it. Ready?

**Teacher:** 150… (Students respond) 170.

**Teacher:** 275… (Students respond) 295.

**Teacher:** Well done. Now, let us learn how to add three 3-digit numbers.

**Adding Three 3 – Digit Number (Without regrouping)**




**Teacher:** Sometimes, we add three numbers together and there is no need to regroup. Let us solve 122 + 332 + 543 step by step.

MUST DO
10 MIN.

**Teacher:** Step 1 – Add the ones: 2 + 2 + 3 = 7

**Teacher:** Step 2 – Add the tens: 2 + 3 + 4 = 9

**Teacher:** Step 3 – Add the hundreds: 1 + 3 + 5 = 9

**Teacher:** The total is 997. Now, let us try another sum together.

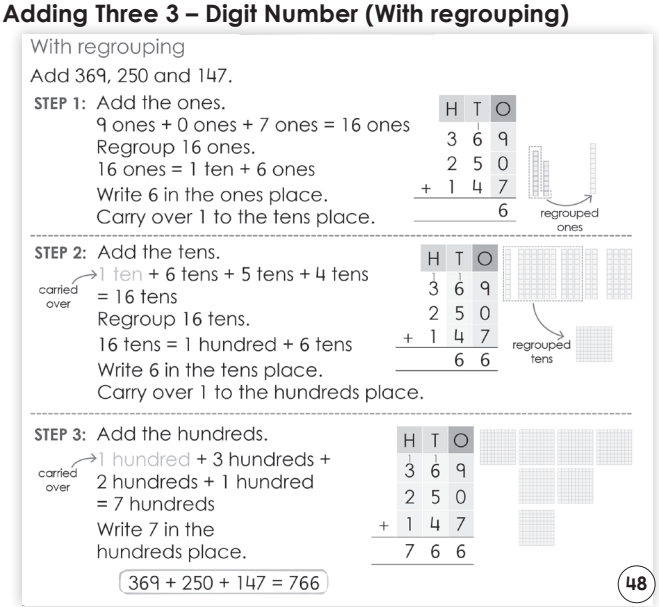
**Activity: Roll and Add**

**Teacher:** I will roll three dice. The numbers on the dice will be the ones, tens and hundreds of a new sum. We will add them together.

(Teacher rolls dice, students write the numbers and add them.)

**Teacher:** Who can tell me the final sum? Excellent.

**Adding Three 3 – Digit Number (With regrouping)**



**Teacher:** When we add three 3-digit numbers, sometimes we need to regroup. Let us solve 369 + 250 + 147.

MUST DO 15 MIN.

**Teacher:** Step 1 – Add the ones: 9 + 0 + 7 = 16 (Regroup 16 as 1 ten and 6 ones. Write 6 in the ones place and carry over 1 to the tens place.)

**Teacher:** Step 2 – Add the tens: 1 (carry) + 6 + 5 + 4 = 16 (Regroup 16 as 1 hundred and 6 tens. Write 6 in the tens place and carry over 1 to the hundreds place.)

**Teacher:** Step 3 – Add the hundreds: 1 (carry) + 3 + 2 + 1 = 7

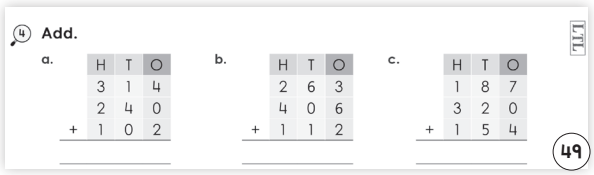
**Teacher:** The total is 766. Now, solve a similar sum in your notebook.

**Teacher:** Look around the classroom. Find three numbers from books, posters or objects. Write them down and add them together.

**Teacher:** Who found the biggest sum?

**Teacher:** Who found the smallest sum? Great work.

**Teacher:** Open your books to page 49. Solve Exercise 4 and solve questions (a) and (b).


4 Add.

a.

| H | T | O |
|---|---|---|
| 3 | 1 | 4 |
| 2 | 4 | 0 |
| + 1 | 0 | 2 |

b.

| H | T | O |
|---|---|---|
| 2 | 6 | 3 |
| 4 | 0 | 6 |
| + 1 | 1 | 2 |

c.

| H | T | O |
|---|---|---|
| 1 | 8 | 7 |
| 3 | 2 | 0 |
| + 1 | 5 | 4 |

49

**Teacher:** Work carefully and check your carry-over values.

MUST DO 10 MIN.

**Teacher:** If you need help, raise your hand.

**Teacher:** That was a fantastic session. Let us all clap three times to celebrate our learning today. See you in the next period.

## Differentiated Activities

**110 km/hr**

Roll three dice to get three numbers. Multiply each by 1000 to create three-digit numbers, then add them together. Solve two more sums in the same way.

**80 km/hr**

Roll three dice to get three numbers. Multiply each by 100 to create three-digit numbers, then add them together. Solve two more sums in the same way.

**40 km/hr**

Roll three dice to get three numbers. Multiply each by 10 to create three-digit numbers, then add them together. Solve two more sums in the same way.

## Home Task

Complete question (c) of Exercise 4 given on page 49 in your Main Course Book.

# Period 6

**Teacher:** Good morning, students. Let us begin with a quick Think and Guess game.

SHOULD DO 05 MIN.

**Teacher:** I am thinking of a number. If I add 200 to it, the total is 675. What is my number?

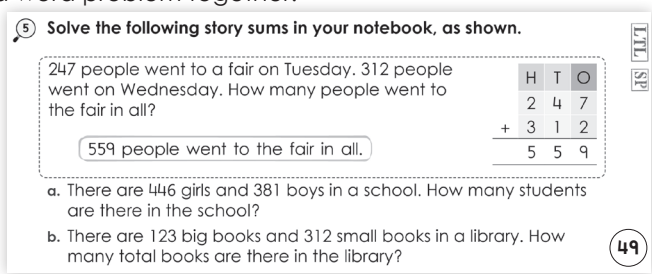
(Students think and respond.)

**Teacher:** Well done. Let us try another one. If I add 150 to my number, I get 489. What is my number?

**Teacher:** Excellent. Now, let us move to solving word problems.

**Teacher:** Addition is used in real-life situations like counting people, money or things in school. Let us solve a word problem together.

MUST DO 10 MIN.


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

247 people went to a fair on Tuesday. 312 people went on Wednesday. How many people went to the fair in all?

559 people went to the fair in all.

| H | T | O |
|---|---|---|
| 2 | 4 | 7 |
| + 3 | 1 | 2 |
| 5 | 5 | 9 |

a. There are 446 girls and 381 boys in a school. How many students are there in the school?

b. There are 123 big books and 312 small books in a library. How many total books are there in the library?

49

**Teacher:** Read this problem first from the book

**Teacher:** Step 1 – Add the ones: 7 + 2 = 9

**Teacher:** Step 2 – Add the tens: 4 + 1 = 5

**Teacher:** Step 3 – Add the hundreds: 2 + 3 = 5

**Teacher:** The total is 559. Now, let us try solving another problem independently.

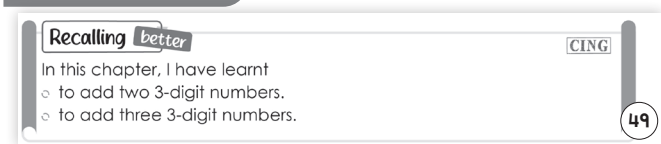
**Teacher:** Open your books to Exercise 5 on page 49. Solve question (a) independently in your notebooks.

MUST DO 10 MIN.

**Teacher:** Once you have finished, discuss your answer with a friend and check if you got the same total.

**Teacher:** If you have different answers, go step by step and find the mistake.

## Recalling better


Recalling better

In this chapter, I have learnt

- to add two 3-digit numbers.
- to add three 3-digit numbers.

49

**Teacher:** Let us recall what we have learnt in this chapter. I will ask questions and you will answer.

MUST DO 10 MIN.

**Teacher:** What happens when we add 9 + 8 in the ones place?

**Teacher:** Yes, we regroup because the total is greater than 9.

**Teacher:** What is the first step when solving a word problem?

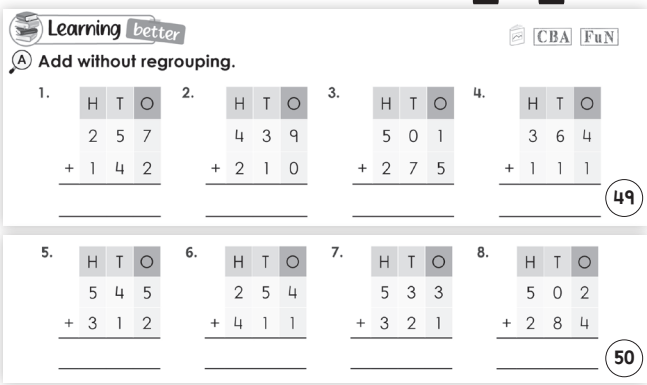
**Teacher:** Yes, read carefully, identify numbers and decide if we need to add.

**Teacher:** If we have three 3-digit numbers, what do we add first?

**Teacher:** Yes, we always start with the ones, then tens, then hundreds.

**Teacher:** Everyone please open page 50 in your Main Course Book. Let us solve Exercise A.

MUST DO
05 MIN.




**Teacher:** Work with a partner to complete all the sums.

**Teacher:** Once you have solved the sum, check your partner's solution and correct any mistakes together.

**Teacher:** If you and your partner get different answers, discuss the steps and find the mistake together.

**Teacher:** That was an amazing session. Let us have a huge round of applause. See you in the next period.

## Differentiated Activities

**110 km/hr**

A shop sold 368 toys in the morning and 529 toys in the evening. How many toys were sold in total?

**80 km/hr**

There are 246 students in Grade 2 and 375 students in Grade 3. How many students are there in total?

**40 km/hr**

A bus travels 320 km on the first day and 280 km on the second day. How many kilometers did the bus travel in total?

## Home Task

Complete question (b) of Exercise 5 given on page 49 in the Main Course Book.

# Period 7

SHOULD DO
05 MIN.

**Teacher:** Let us start with a fun Number Relay Game.

**Teacher:** I will say a 3-digit number and you must quickly add 100 to it.

**Teacher:** 245… (Students respond) 345.

**Teacher:** 398… (Students respond) 498.

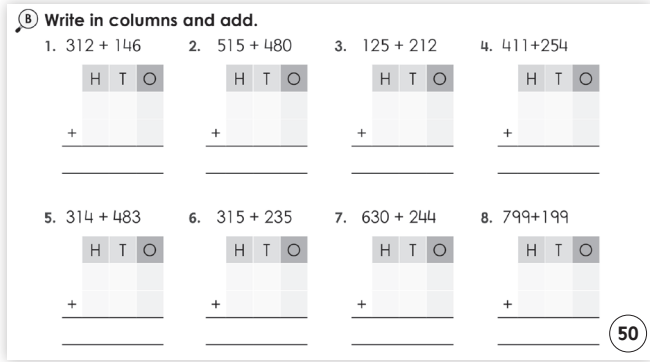
**Teacher:** Now, I will say a number and you will add 200 to it.

**Teacher:** 150… (Students respond) 350.

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

**Teacher:** Open your books to Exercise B on page 50 You will work with a partner to complete all the sums.

MUST DO
20 MIN.



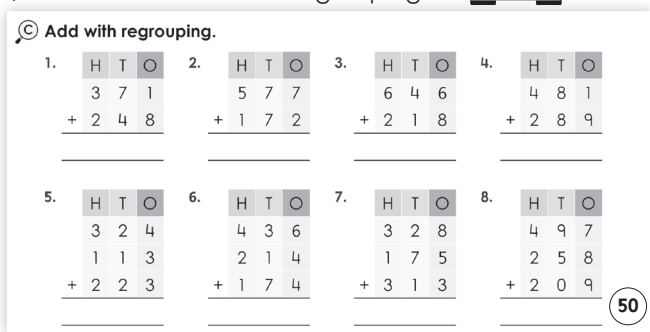

**Teacher:** Once you have solved the sum, check your partner's solution and correct any mistakes together.

**Teacher:** If you and your partner get different answers, discuss the steps and find where the mistake is.

**Teacher:** I will walk around to check your progress. Work together and help each other.

**Teacher:** Now, let us move to Exercise C, where we will add with regrouping.

MUST DO
10 MIN.




**Teacher:** Solve only questions 1 to 5 in your books.

**Teacher:** If you need help, discuss the steps with your partner before asking me.

**Teacher:** After finishing, swap notebooks and check each other's answers.

**Teacher:** If you and your partner get different answers, go step by step and find the mistake together.

**Teacher:** This is your time to ask any doubts.

COULD DO
05 MIN.

**Teacher:** Do you need help with regrouping?

**Teacher:** Are you aligning the numbers correctly before adding?

**Teacher:** Are you carrying over correctly when needed?

**Teacher:** That was a fantastic session. Give your partner a high five for great teamwork today. See you next time.

## Differentiated Activities

**110 km/hr**

Write a real-life word problem using two 3-digit numbers related to a shopping bill, school supplies or sports scores. Solve it and exchange it with a friend to check.

**80 km/hr**

Think about two real-life objects that have numbers, such as students in two classes or pages in two books. Write a word problem and solve it.

**40 km/hr**

hink of two 3-digit numbers of your choice and create a simple word problem using them. Solve it and check your answer with a friend.

## Home Task

Complete questions 6 to 8 of Exercise C given on page 50 in the Main Course Book.

# Period 8

SHOULD DO 05 MIN.

**Teacher:** Let us begin with a **Quick Addition Challenge**.

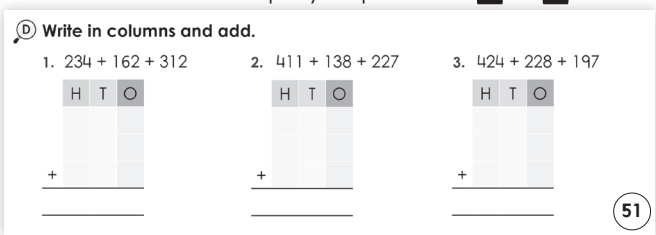
**Teacher:** Pair up with a partner. One of you will say a 3-digit number and the other will add 100 to it mentally.

**Teacher:** Now, switch roles. This time, add 150 instead of 100.

**Teacher:** If you finish early, challenge each other with different numbers.

MUST DO 10 MIN.

**Teacher:** Open your books to Exercise D on page 51. You will write each sum in columns and add step by step.


D Write in columns and add.

1. 234 + 162 + 312
2. 411 + 138 + 227
3. 424 + 228 + 197

H T O

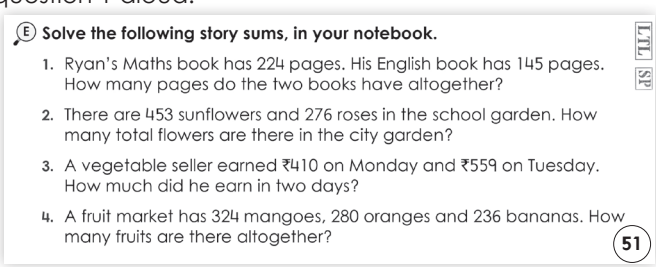
51

**Teacher:** Remember to align the ones, tens and hundreds correctly before adding.

**Teacher:** Solve each question carefully. If you finish early, double-check your answers.

MUST DO 20 MIN.

**Teacher:** Now, let us move to word problems given in Exercise E. Read question 1 aloud.


E Solve the following story sums, in your notebook.

LTL SP

1. Ryan's Maths book has 224 pages. His English book has 145 pages. How many pages do the two books have altogether?
2. There are 453 sunflowers and 276 roses in the school garden. How many total flowers are there in the city garden?
3. A vegetable seller earned ₹410 on Monday and ₹559 on Tuesday. How much did he earn in two days?
4. A fruit market has 324 mangoes, 280 oranges and 236 bananas. How many fruits are there altogether?

51

**Teacher:** What numbers do we need to add?

**Students:** 224 and 145.

**Teacher:** What is the total? Solve step by step.

**Teacher:** Great. Now, work on questions 2 and 3 in your notebooks.

**Teacher:** If you finish early, check your work with a friend before moving on.

COULD DO 05 MIN.

**Teacher:** Let us play 'Addition Ladder' to test our speed and accuracy in addition.

**Teacher:** I will say a 3-digit number. The first student will add 50 to it, the next student will add 100 to the new total and the third will add 150. We will keep going and see how high we can climb the ladder.

**Teacher:** Let us begin with 225. What is the next number?

**Teacher:** Great. Now keep adding and let us see who reaches the highest number before time runs out.

**Teacher:** That was a great session. See you next time.

## Differentiated Activities

**110 km/hr**

Assign a 3-digit number to each letter (A = 101, B = 205, C = 317, etc.). Write a short word using these codes and add the numbers to find the total. Give your coded word to a friend to solve.

**80 km/hr**

Solve a given secret code puzzle by adding the numbers assigned to letters and matching them to their correct letters. Once done, create a simple code for a two-letter word and swap it with a partner.

**40 km/hr**

Look at a set of numbers given for each letter and match them to form a word. Add the assigned numbers together and write the final total. Then, try making a simple 3-letter coded word and share it with a friend.

## Home Task

Complete question 4 of Exercise E given on page 51 in your Main Course Book.

Bring coloured paper (red, black, green), scissors, glue stick, black marker and black bindis or paper circles for the Creating better activity.

# Period 9

SHOULD DO 05 MIN.

**Teacher:** Let us begin with a Stretch and Count activity to wake up our bodies and minds.

**Teacher:** Stand up and stretch your arms high above your head. Count to 10 while holding the stretch.

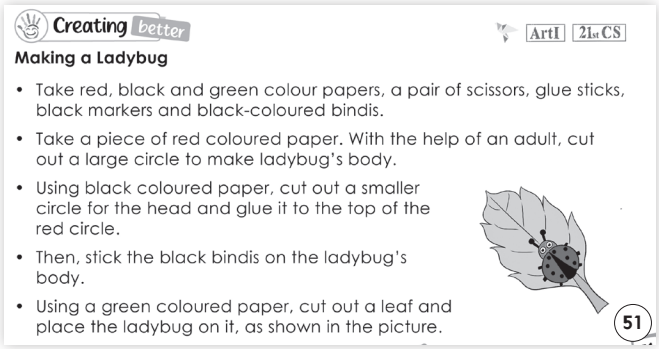
**Teacher:** Now, bend forward and try to touch your toes. Hold for 10 counts.

**Teacher:** Stand back up and move your shoulders in circles 5 times forward and 5 times backward while counting.

**Teacher:** Now, take a deep breath in and raise your arms. Slowly breathe out while lowering your arms. Let us do this 3 times.

**Teacher:** Great work. Now, we are ready to begin today's lesson.

## Creating better


Creating better

ArtI 2ndCS

**Making a Ladybug**

- Take red, black and green colour papers, a pair of scissors, glue sticks, black markers and black-coloured bindis.
- Take a piece of red coloured paper. With the help of an adult, cut out a large circle to make ladybug's body.
- Using black coloured paper, cut out a smaller circle for the head and glue it to the top of the red circle.
- Then, stick the black bindis on the ladybug's body.
- Using a green coloured paper, cut out a leaf and place the ladybug on it, as shown in the picture.

51

**Teacher:** Open your books to page 51 and read the 'Creating better' section.

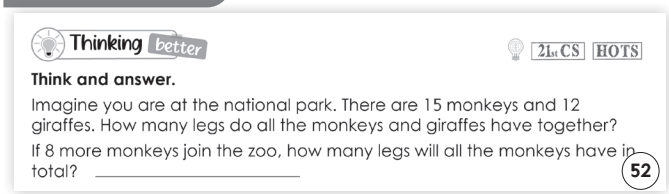
MUST DO 20 MIN.

**Teacher:** Today, we will make a ladybug using coloured paper. Follow these steps carefully.

(Guide the students as per instructions given on [Page 51 in 'Creating better')

**Teacher:** Once finished, show your ladybug to your friend and discuss what other insects you can create with the same method.

## Thinking better


Thinking better

2ndCS HOTS

**Think and answer.**

Imagine you are at the national park. There are 15 monkeys and 12 giraffes. How many legs do all the monkeys and giraffes have together?

If 8 more monkeys join the zoo, how many legs will all the monkeys have in total? _____

52

**Teacher:** Open your books to page 52 and read the 'Thinking better'section.

SHOULD DO 05 MIN.

**Teacher:** Imagine you are at a national park. There are 15 monkeys and 12 giraffes.

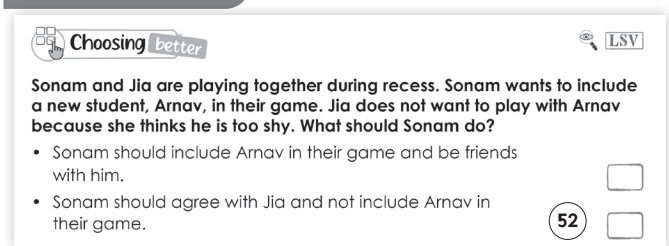
**Teacher:** How many legs do they have in total?

**Teacher:** If **8 more monkeys** join, how many monkey legs are there now?

**Teacher:** Solve the problem in your notebook and check with a friend,then write the answer in your book.

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

## Choosing better


Choosing better

LSV

**Sonam and Jia are playing together during recess. Sonam wants to include a new student, Arnav, in their game. Jia does not want to play with Arnav because she thinks he is too shy. What should Sonam do?**

- Sonam should include Arnav in their game and be friends with him. ☐
- Sonam should agree with Jia and not include Arnav in their game. ☐

52

**Teacher:** Open your books to page 52 and read the 'Choosing better' section.

SHOULD DO 05 MIN.

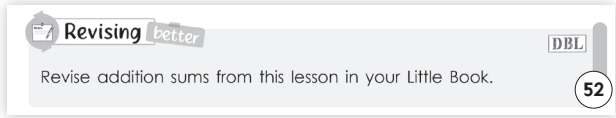
**Teacher:** What should Sonam do?

**Teacher:** Discuss with your partner. Should Sonam include Arnav in the game or leave him out?

**Teacher:** Share your thoughts with the class.

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

## Revising better


Revising better

DBL

Revise addition sums from this lesson in your Little Book.

52

**Teacher:** Now, everyone please take out your Little book.

MUST DO 05 MIN.

**Teacher:** We will revise addition sums from this chapter in your Little Book.

**Teacher:** Close your books and take three deep breaths.

**Teacher:** Think about a time when someone made you feel welcome in a game or activity.

**Teacher:** Open your eyes and smile at the person next to you. Being kind makes everyone feel included. That was a fun session. Show your ladybug to your friends and give each other a round of applause. See you next time.

## Differentiated Activities

**110 km/hr**

Design your own insect using different shapes. Write down the shapes and colours you used.

**80 km/hr**

Think of a different insect and describe how you would make it using coloured paper.

**40 km/hr**

Draw a ladybug and colour it. Count and write how many spots it has.

## Home Task

Practise the concepts discussed in the class.

# Period 10

SHOULD DO 05 MIN.

**Teacher:** Let us begin with a Step and Count game.

**Teacher:** Stand up and walk in place. Each step you take, count forward by 50 - 50, 100, 150, 200... until we reach 500.

**Teacher:** Now, switch to side steps and count backward from 500 in 50s—500, 450, 400... until we reach 50.

**Teacher:** Lastly, clap and tap your knees alternately while skip counting by 100s—100, 200, 300... up to 1000.

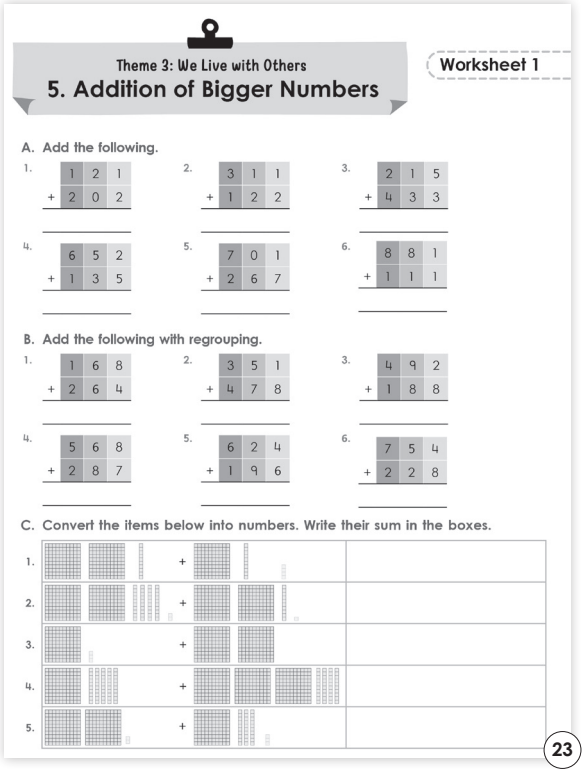
**Teacher:** Well done. Now, let us open our books and begin.

**Worksheet 1**

MUST DO 15 MIN.

**Teacher:** Open worksheet 1 on page 23 and start with Exercise A: Add the following.

**Teacher:** Align your numbers correctly and solve each question step by step.



Theme 3: We Live with Others

Worksheet 1

5. Addition of Bigger Numbers

A. Add the following.

1. 121 + 202 =
2. 311 + 122 =
3. 215 + 433 =
4. 652 + 135 =
5. 701 + 267 =
6. 881 + 111 =

B. Add the following with regrouping.

1. 168 + 264 =
2. 351 + 478 =
3. 492 + 188 =
4. 568 + 287 =
5. 624 + 196 =
6. 754 + 228 =

C. Convert the items below into numbers. Write their sum in the boxes.

1. +
2. +
3. +
4. +
5. +

23

**Teacher:** Now, move to Exercise B: Add with regrouping. Be careful while carrying over.

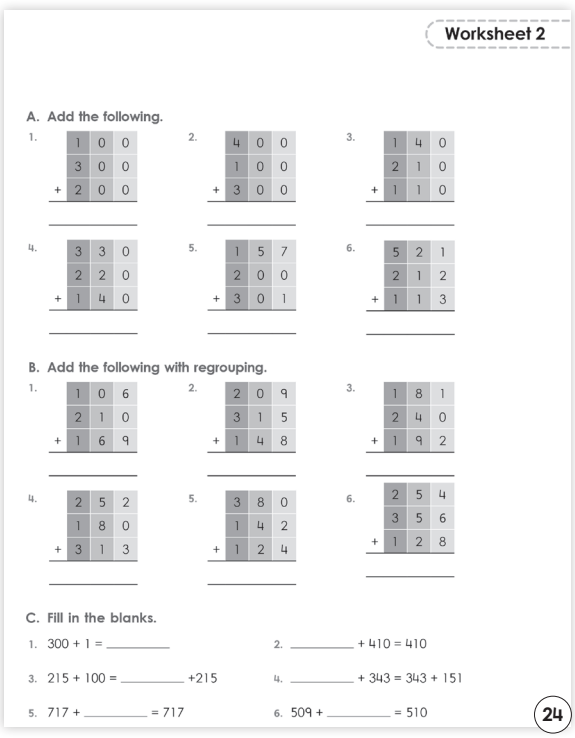
**Teacher:** Work independently and check your answers with a partner when finished.

(Guide the students to solve the whole worksheet.)

**Worksheet 2**

**Teacher:** Open worksheet 2 on page 24 and begin Exercise A: Add the following.

**MUST DO** 15 MIN.



Worksheet 2

A. Add the following.

1. 100 + 300 + 200 =
2. 400 + 100 + 300 =
3. 140 + 210 + 110 =
4. 330 + 220 + 140 =
5. 157 + 200 + 301 =
6. 521 + 212 + 113 =

B. Add the following with regrouping.

1. 106 + 210 + 169 =
2. 209 + 315 + 148 =
3. 181 + 240 + 192 =
4. 252 + 180 + 313 =
5. 380 + 142 + 124 =
6. 254 + 356 + 128 =

C. Fill in the blanks.

1. 300 + 1 = _____
2. _____ + 410 = 410
3. 215 + 100 = _____ +215
4. _____ + 343 = 343 + 151
5. 717 + _____ = 717
6. 509 + _____ = 510

24

**Teacher:** Solve each sum carefully, ensuring correct number alignment.

**Teacher:** Now, complete Exercise B: Add with regrouping. Double-check your carryovers.

**Teacher:** Raise your hand if you need help.

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

**Teacher:** This is your time to ask any doubts or questions about today's worksheet.

**COULD DO** 05 MIN.

**Teacher:** Do you need help with regrouping in addition?

**Teacher:** Are you aligning the numbers correctly before adding?

**Teacher:** Are you carrying over correctly when needed?

**Teacher:** Discuss with a friend first. If you are still unsure, raise your hand and I will assist you.

**Teacher:** Well done students, complete the Exercise C of Worksheet 2 as a home task. See you in the next class.

## Differentiated Activities

**110 km/hr**

Write your own three-digit addition word problem and swap it with a friend to solve.

**80 km/hr**

Match cut-out puzzle pieces where one side has an addition sum and the other side has the correct answer.

**40 km/hr**

Draw objects (e.g., balloons, stars) to represent an addition sum. Count and add them to find the total.

## Home Task

Complete Exercise C of worksheet 2 given on page 24 in the Workbook.

# Period 11

**Teacher** Let us begin with a activity.

**SHOULD DO** 05 MIN.

**Teacher** Pair up with a friend. Each of you will think of a 3-digit number and write it down.

**Teacher** Swap your numbers with your partner and add 50 to your partner's number.

**Teacher** Check each other's answers to see if they are correct.

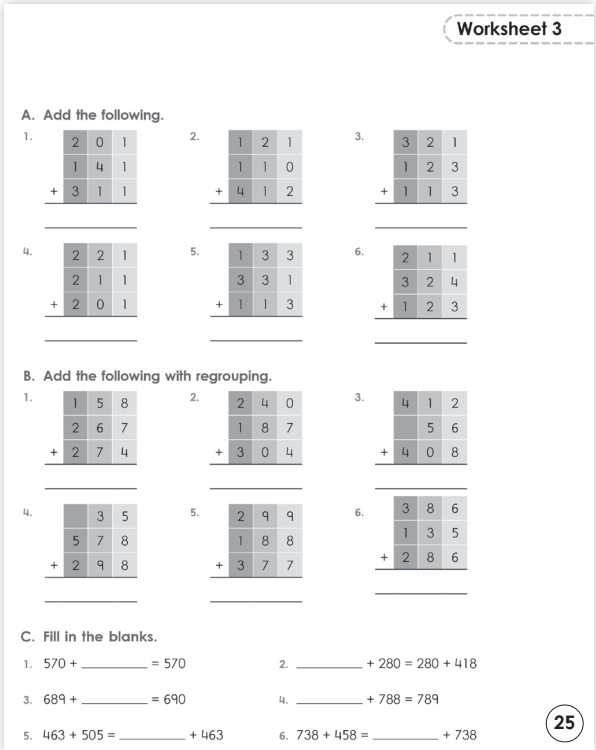
**Teacher** Now, switch and add 100 to your partner's new number.

**Teacher** Great work. If you finish quickly, try adding 150 instead of 100. Now, let us begin today's worksheet.

**Worksheet 3**

**Teacher** Open your books to worksheet 3 on page 25 and begin Exercise A: Add the following.

**MUST DO** 15 MIN.



Worksheet 3

A. Add the following.

| | | | |
|---|---|---|---|
| 1. | 201 + 311 | 2. | 121 + 412 |
| 3. | 321 + 113 | 4. | 221 + 201 |
| 5. | 133 + 113 | 6. | 211 + 123 |

B. Add the following with regrouping.

| | | | |
|---|---|---|---|
| 1. | 158 + 267 + 274 | 2. | 240 + 187 + 304 |
| 3. | 412 + 056 + 408 | 4. | 035 + 578 + 298 |
| 5. | 299 + 188 + 377 | 6. | 386 + 135 + 286 |

C. Fill in the blanks.

1. 570 + _____ = 570
2. _____ + 280 = 280 + 418
3. 689 + _____ = 690
4. _____ + 788 = 789
5. 463 + 505 = _____ + 463
6. 738 + 458 = _____ + 738

25

**Teacher** Solve each sum carefully, making sure numbers are aligned properly in the ones, tens and hundreds places.

**Teacher** Now, complete Exercise B: Add with regrouping and be mindful of carrying over.

**Teacher** Finish with C: Fill in the blanks by logically finding the missing numbers.

**Teacher** If you finish early, check your answers with a friend.

**Teacher** Let us play a team relay race to practise addition quickly.

SHOULD DO

10 MIN.

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

**Teacher** I will give each team a set of addition sums. The first student solves the first step, then passes it to the next team member to continue.

**Teacher** The team that correctly solves all the sums first wins.

**Teacher** Here are your sums:

1. 265 + 347 = ___
2. 502 + 194 = ___
3. 629 + 238 = ___
4. 412 + 359 = ___
5. 780 + 125 = ___

(You may give more sums in a similar way.)

**Teacher** Ready? Let us begin.

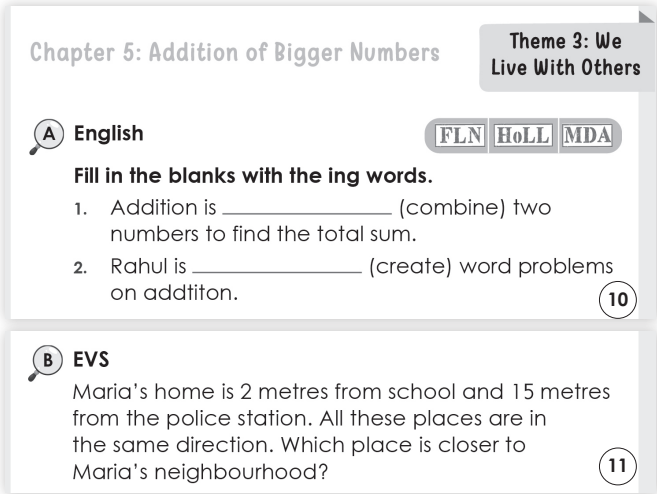
(Guide the students to complete the activity.)

## Book of Holistic Teaching

(Refer to the Book of Holistic Teaching, page number 10, 11 under the title 'Addition of bigger numbers.' 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

05 MIN.



Chapter 5: Addition of Bigger Numbers

Theme 3: We Live With Others

A English

FLN HoLL MDA

**Fill in the blanks with the ing words.**

1. Addition is _____ (combine) two numbers to find the total sum.
2. Rahul is _____ (create) word problems on addtiton.

10

B EVS

Maria's home is 2 metres from school and 15 metres from the police station. All these places are in the same direction. Which place is closer to Maria's neighbourhood?

11

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

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

SHOULD DO

05 MIN.

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

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

(Wait for students to fill in the chart.)

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

## Differentiated Activities

**110 km/hr**

Create and Solve a Secret Code – Assign a 3-digit number to each letter (A = 120, B = 245, C = 365). Write a short word using these numbers, add them together and give it to a friend to decode.

**80 km/hr**

Continue a number pattern where each step increases by a given amount (e.g., 245, 345, 445, ___, ___). Complete the sequence and explain your pattern.

**40 km/hr**

Draw a picture representing an addition problem (e.g., a basket with apples and oranges). Write the sum and solve it.

## Home Task

Practise the questions discussed in class.

## Learning Outcomes

**The students will:**

| | |
|---|---|
| **Physical Development** | • use base-ten blocks or number charts to correctly add two- and three-digit numbers.<br>• write and arrange numbers up to three digits correctly. |
| **Socio-Emotional and Ethical Development** | • work collaboratively in pairs or groups to solve at least 3 addition problems.<br>• express encouragement and appreciation for peers. |
| **Cognitive Development** | • solve two-digit and three-digit addition problems correctly, with and without regrouping.<br>• identify and apply the correct regrouping strategies while adding three-digit numbers. |
| **Language and Literacy Development** | • verbally explain the process of adding numbers using correct mathematical terms.<br>• read and interpret word problems independently, extracting key numerical information. |
| **Aesthetic and Cultural Development** | • represent real-world applications of addition (e.g., shopping, measuring distance, counting objects) using pictorial aids or drawings.<br>• compare and apply different addition strategies in classroom exercises. |
| **Positive Learning Habits** | • show perseverance and enthusiasm by actively participating in interactive maths activities. |

**Starry Knights**

What are your strongest points as a teacher? What are the weakest? How can you improve your weak points? Mention here.

Give yourself a STAR for being a fabulous teacher!

# Answers

## Theme 3: We Live with Others
## Chapter-5: Addition of Bigger Numbers

### Main Coursebook

**Auditory**

334

**Pictorial**

Jas – 77; Ryan – 54; Total – 131

1. a. 477 b. 753 c. 796
2. a. 667 b. 974 c. 824
3. a. 831 b. 741 c. 712
4. a. 656 b. 781 c. 661
5. b. 827 c. 435

A. 1. 399 2. 649 3. 776 4. 475 5. 857
6. 665 7. 854 8. 786

B. 1. 458 2. 995 3. 337 4. 665 5. 797
6. 874 7. 854 8. 998

C. 1. 619 2. 749 3. 864 4. 770 5. 660
6. 824 7. 816 8. 964

D. 1. 708 2. 776 3. 849

E. 1. 369 2. 729 3. 969 4. 840

**Think and answer**

108 legs; 140 legs

**Choosing better**

- Sonam should include Arnav in their game and be friends with him. ☑

### Worksheets

**Worksheet 1**

A. 1. 323 2. 433 3. 648 4. 787
5. 698 6. 992

B. 1. 432 2. 829 3. 680 4. 855
5. 820 6. 982

C. 1. 324 2. 453 3. 303 4. 490
5. 335

**Worksheet 2**

A. 1. 600 2. 800 3. 460 4. 690
5. 658 6. 846

B. 1. 485 2. 672 3. 613 4. 745
5. 646 6. 738

C. 1. 301 2. 0 3. 100 4. 151
5. 0 6. 1

**Worksheet 3**

A. 1. 653 2. 643 3. 557 4. 633
5. 577 6. 658

B. 1. 699 2. 731 3. 876 4. 911
5. 864 6. 807

C. 1. 0 2. 418 3. 1 4. 1
5. 505 6. 458

### Book of Holistic Teaching

A. 1. combining 2. creating

B. school

# Lesson-6: Subtraction of Bigger Numbers



11 Periods (40 minutes each)

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

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

Confirming better: I am valued and important in my class.

## Curricular Goals and Objectives (NCF-FS)

**To enable the students:**

- to apply subtraction in daily life situations
- to understand subtraction using different strategies such as regrouping
- to develop problem-solving skills through real-life subtraction scenarios
- to strengthen peer learning by discussing and verifying answers
- to build confidence in mental subtraction and estimation
- to use subtraction vocabulary effectively in mathematical discussions
- to enhance logical reasoning through hands-on subtraction activities

## Methodology

### Period 1

SHOULD DO 05 MIN.

**Teacher:** Good morning students. How are you?

**Teacher:** Let us think about what happens when we take numbers away instead of adding them.

- If I have 10 pencils and give 4 to my friend, how many are left?
- If a bus starts with 25 passengers and 10 get off at the next stop, how many are still inside the bus?

**Teacher:** Yes, you are correct. This process of taking away is called subtraction. It helps us find how much is left. Now, let us apply this idea to an exciting story.

#### Confirming better


SHOULD DO 05 MIN.

**Teacher:** Before we begin, let us say a positive affirmation together.

**Teacher:** Repeat after me – I am valued and important in my class.

**Teacher:** Why do you think this is important?

**Teacher:** Yes, you are correct. We all matter in this class.

**Teacher:** That is right. Each of us brings something special.

**Teacher:** Yes, some of us are good at solving problems.

**Teacher:** You are right. Some of us are great at drawing.

**Teacher:** Absolutely. Some of us explain ideas very well.

**Teacher:** How can we make others feel valued?

**Teacher:** Yes, you are correct. We can make others feel valued by helping each other.

**Teacher:** That is a great answer. We can make others feel valued by listening when someone is speaking.

**Teacher:** Well said. We can make others feel valued by using kind words.

**Teacher:** That is a thoughtful response. We can make others feel valued by appreciating others' efforts.

**Teacher:** Wonderful. Now, let us begin today's learning with an exciting activity.

SHOULD DO 10 MIN.

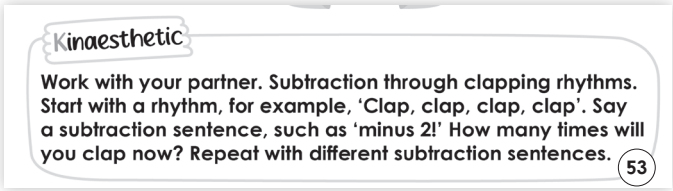
**Teacher:** We will begin a new chapter, Subtraction of Bigger Numbers. We are going to use a 'KWL' chart to help us organise our thoughts and learning. I have made a 'KWL' format on the blackboard. Please take out your notebooks and draw the same format in your notebooks.

| 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 work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

## Kinaesthetic




**Teacher:** Who will read and explain the activity?

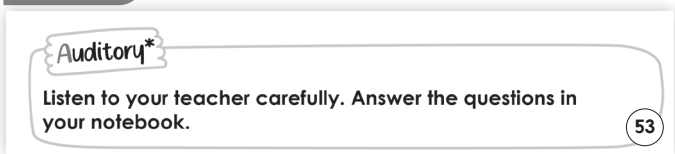
MUST DO 10 MIN.

(Give students time to perform the activity and provide assistance as needed.)

**Teacher:** Well done, everyone.

Must do 05 min

## Auditory




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

MUST DO 05 MIN.

**Teacher:** Riya has 20 apples. She gives 5 apples to her friend.

1. How many apples are left with Riya?
2. A book has 35 pages. Mohit has read 20 pages of the book.
3. How many pages has Mohit not read yet?

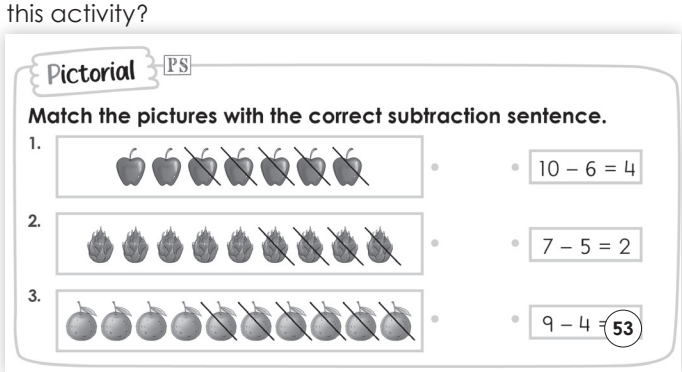
**Teacher:** Great work. Now, let us check our answers together.

Must do 05 min

## Pictorial

**Teacher:** Now, let us look at this picture. Who will tell me what to do in this activity?

MUST DO 05 MIN.




**Teacher:** Yes, quickly count and match.

(Guide the students to complete the matching activity.)

**Teacher:** Wonderful work students, Let us have a huge round of applause. I will see you in the next period.

## Differentiated Activities

**110 km/hr**

Use 10 pencils, remove 4 and write a subtraction sentence.

**80 km/hr**

Use 6 counters, remove 2 and say how many are left.

**40 km/hr**

Use fingers, fold 3 down and count how many remain.

## Home Task

Subtract your current age from the year you were born or vice versa, if the year is larger than your age. (e.g., 28 – 7 = 21). Write your answer in your notebook.

# Period 2

**Teacher:** Let us play a quick subtraction game called 'Find the Missing Number.'

SHOULD DO 05 MIN.

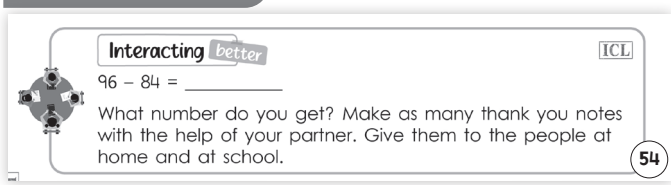
- I will give you a subtraction equation with a missing number and you have to find it.
- You can use your fingers, mental math or even write it down if needed.

**Teacher:** Let us begin.

1. __ – 5 = 10 (What number should be in the blank?)
2. 20 – __ = 12
3. __ – 8 = 25
4. 50 – __ = 30

**Teacher:** Fantastic. You all are thinking well. Subtraction helps us find missing values and compare numbers. Now, let us explore a real-life subtraction situation in our story today.

## Interacting better




**Teacher:** Let us solve this subtraction: 96 – 84. What number do we get?

SHOULD DO 05 MIN.

**Teacher:** That is correct. Now, with the help of your partner, write as many thank-you notes as this number and give them to people at home and in school.

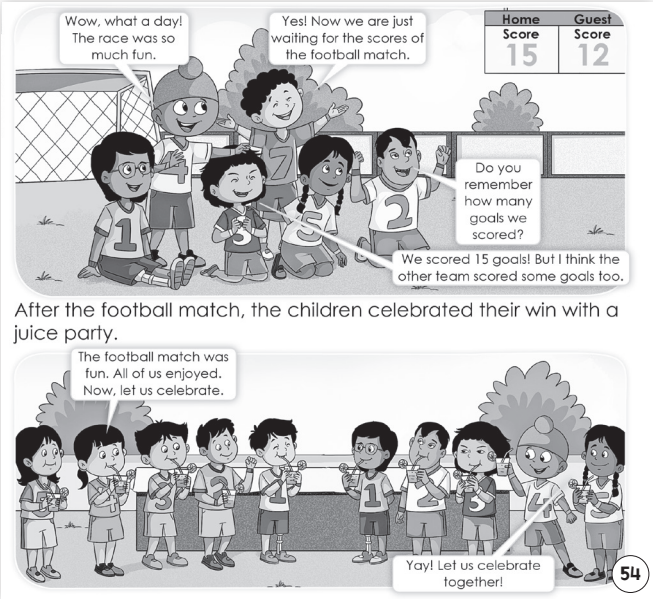
(Use CRM signs to settle down the class.)

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

**Teacher**: Who likes to listen to story?

**Teacher:** Open your Main course book to page 54. We will read the story turn by turn. Each student will read a few lines, then explain what they understood.

MUST DO 20 MIN.




**Teacher:** Who would like to start?

(Student reads a few lines.)

**Teacher:** Great reading. Can you explain what just happened in the story?

(Let the student explain.)

**Teacher:** That is correct. Now, let us continue with the next part. Who will read next?

(Continue the process with different students.)

**Teacher:** Wonderful. Now, let us answer some questions about the story.

**Teacher:** What was the final score of the match?

**Teacher:** Yes, you are correct. The home team scored 15 goals and the other team scored 12 goals.

**Teacher:** How many more goals did the home team score?

**Teacher:** That is right. We subtract 12 from 15, so the difference is 3 goals.

**Teacher:** Why did the children celebrate after the match?

**Teacher:** Yes, you are correct. They were happy about their win and wanted to enjoy the moment together.

**Teacher:** Well done. Understanding a story is easier when we read, explain and discuss it together.

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

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

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

**Teacher:** We just saw how the football teams compared their scores. Let us play a similar game.

SHOULD DO

05 MIN.

- I will give you two scores and you will find the difference using subtraction.
- Try to solve it as quickly as possible.

Teacher:

1. Team A: 21, Team B: 14 → What is the difference?
2. Team X: 30, Team Y: 22 → What is the difference?

(Let students respond.)

**Teacher:** Excellent work. Subtraction helps us find how much more one number is than another. Now, let us take a short moment to relax before we end our lesson.

**Teacher:** Take a deep breath in... and slowly breathe out.

COULD DO

05 MIN.

**Teacher:** Close your eyes and think of a time when you achieved something maybe when you finished a puzzle, won a game or completed a drawing.

**Teacher:** Feel proud of yourself and smile. Now, slowly open your eyes and stretch your hands.

**Teacher:** Just like in football, every effort counts. You all did an amazing work today. See you in next period.

## Differentiated Activities

**110 km/hr**

Draw 10 balloons, cross out 5 and write the equation.

**80 km/hr**

Draw 6 apples, cross out 3 and say how many remain.

**40 km/hr**

Draw 4 stars, cross out 2 and count what is left.

## Home Task

Watch a game you like. Write two scores for two teams and subtract them to find the goal difference. Write the subtraction equation in your notebook.

# Period 3

SHOULD DO

05 MIN.

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

**Teacher**: Yesterday, we learnt about subtraction. Today, we will build on that. Let us start with a quick subtraction challenge.

**Teacher**: I will say a number and you will subtract a smaller number from it. Listen carefully and answer quickly.

**Teacher**: Let us begin. Start with 100, subtract 25. What is the answer?

**Teacher**: Yes, you are correct. It is 75.

**Teacher**: Now, subtract 100 from 250.

**Teacher**: Good work. The answer is 150.

**Teacher**: A shop has 500 chocolates. If they sell 200, how many are left?

**Teacher**: Well done. The answer is 300.

**Teacher**: Fantastic. Subtraction helps us find how much is left in different situations. Now, let us look at the different words we use for subtraction.

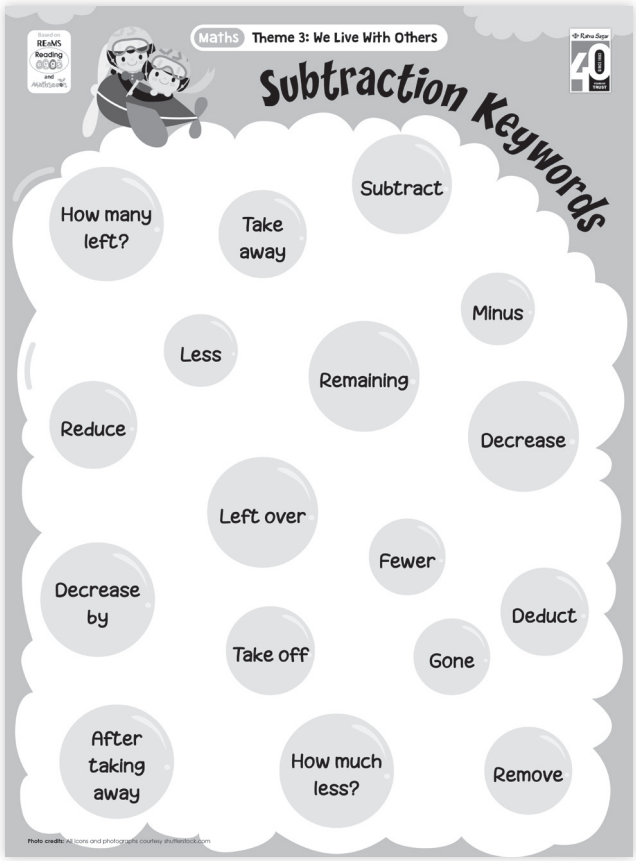
(Use **CRM signs** to settle down the class.)

## Poster

MUST DO

10 MIN.

**Teacher**: Look at the Subtraction Keywords Poster.




**Teacher**: This poster has many words that mean subtraction. Let us discuss them together.

**Teacher**: What does 'Take away' mean?

**Teacher**: Yes, you are correct. When we take something away, we are subtracting.

**Teacher**: What about 'How many left?'

**Teacher**: That is right. We use this when we want to know what remains after taking something away.

**Teacher**: Can anyone find a word that means 'reduce'?

**Teacher**: Yes, 'decrease' means the same as reduce.

**Teacher**: Who can find 'deduct' and tell me where we use it?

**Teacher**: That is correct. We often use 'deduct' when talking about money, like when a shop gives a discount. (Discuss all the words with students in similar way.)

**Teacher**: Excellent. These words help us understand subtraction in different ways. Now, let us apply subtraction to numbers.

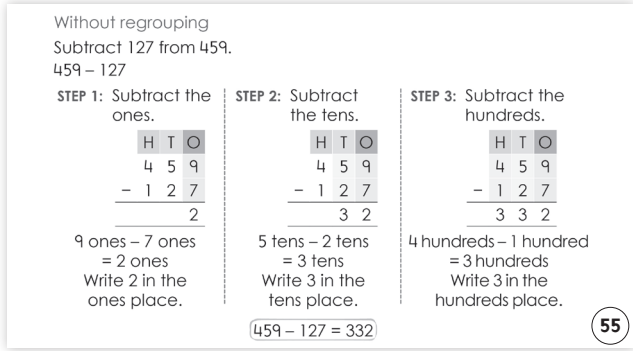
**Teacher**: Open your Main Course Book to page 54.

**Subtracting 3 – Digit Numbers (Without regrouping)**

MUST DO

15 MIN.

**Teacher**: We have seen how to subtract 2-digit numbers. Now, let us try 3-digit subtraction.


Without regrouping

Subtract 127 from 459.

459 – 127

**STEP 1:** Subtract the ones.

| H | T | O |
|---|---|---|
| 4 | 5 | 9 |
| – 1 | 2 | 7 |
| | | 2 |

9 ones – 7 ones = 2 ones
Write 2 in the ones place.

**STEP 2:** Subtract the tens.

| H | T | O |
|---|---|---|
| 4 | 5 | 9 |
| – 1 | 2 | 7 |
| | 3 | 2 |

5 tens – 2 tens = 3 tens
Write 3 in the tens place.

**STEP 3:** Subtract the hundreds.

| H | T | O |
|---|---|---|
| 4 | 5 | 9 |
| – 1 | 2 | 7 |
| 3 | 3 | 2 |

4 hundreds – 1 hundred = 3 hundreds
Write 3 in the hundreds place.

459 – 127 = 332

55

**Teacher**: Look at the example in your book. We are subtracting 127 from 459.

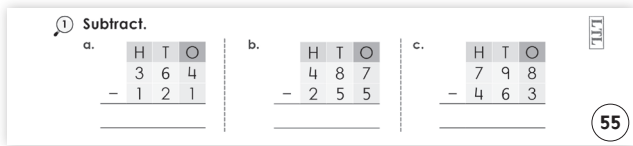
**Teacher**: Let us break it down into steps.

- First, subtract the ones place: 9 – 7 = 2.
- Next, subtract the tens place: 5 – 2 = 3.
- Finally, subtract the hundreds place: 4 – 1 = 3.

**Teacher**: The final answer is 332. Let us try to solve questions.

You may show the **I Explain** from digital platform.

**Teacher**: Open Exercise 1 on page 54 in Main course book.


① Subtract.

a.

| H | T | O |
|---|---|---|
| 3 | 6 | 4 |
| – 1 | 2 | 1 |

b.

| H | T | O |
|---|---|---|
| 4 | 8 | 7 |
| – 2 | 5 | 5 |

c.

| H | T | O |
|---|---|---|
| 7 | 9 | 8 |
| – 4 | 6 | 3 |

55

**Teacher**: Solve questions (a) and (b) in your books.

MUST DO

10 MIN.

**Teacher**: Follow the steps we just practised.

**Teacher**: I will walk around and check your work. If you need help, raise your hand.

**Teacher**: Well done, everyone. You all did a wonderful work today. Let us all give a huge round of applause for everyone's hard work and effort. See you in the next period.

## Differentiated Activities

**110 km/hr**

Solve the following 3-digit subtraction problems without regrouping and explain your steps: 765 – 432, 894 – 563, 658 – 214

**80 km/hr**

Solve the following 3-digit subtraction problems and write the steps clearly: 542 – 321, 789 – 456

**40 km/hr**

Solve the following 2-digit subtraction problem: 85 – 42, 98 – 23

## Home Task

Solve question (c) of Exercise 1 given on page 55 in Main course book.

## Period 4

SHOULD DO
05 MIN.

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

**Teacher**: Before we start learning about subtraction with regrouping, let us warm up with some quick mental subtraction.

**Teacher**: I will say a number and you will subtract a smaller number from it. Listen carefully and answer quickly.

**Teacher**: Subtract 15 from 60.

**Teacher**: Yes, the answer is 45.

**Teacher**: Now, subtract 28 from 90.

**Teacher**: Good work. The answer is 62.

**Teacher**: Let us try a bigger number. Subtract 125 from 300.

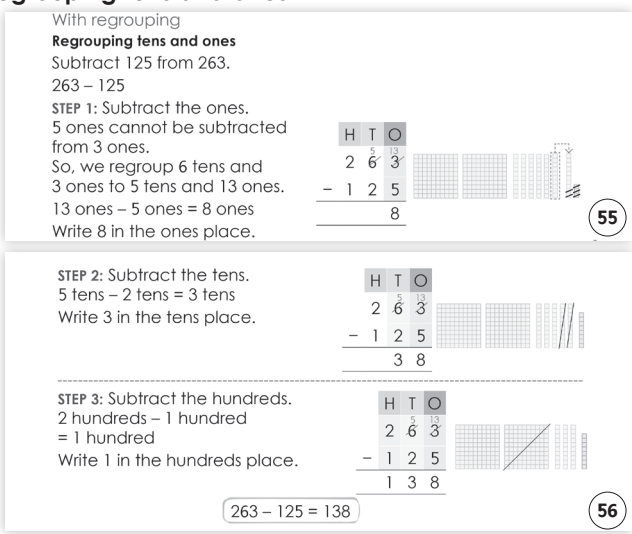
**Teacher**: That is correct. The answer is 175.

**Teacher**: Well done, everyone. Now, let us move on to learning how to subtract 3-digit numbers with regrouping.

**Teacher**: Open your Main Course Book to page 55.

**Subtracting 3 – Digit Numbers (With regrouping)**

**Regrouping tens and ones**


With regrouping

**Regrouping tens and ones**

Subtract 125 from 263.

263 – 125

**STEP 1:** Subtract the ones.
5 ones cannot be subtracted from 3 ones.
So, we regroup 6 tens and 3 ones to 5 tens and 13 ones.
13 ones – 5 ones = 8 ones
Write 8 in the ones place.

| H | T | O |
|---|---|---|
| 2 | 6 | 3 |
| – 1 | 2 | 5 |
| | | 8 |

55

**STEP 2:** Subtract the tens.
5 tens – 2 tens = 3 tens
Write 3 in the tens place.

| H | T | O |
|---|---|---|
| 2 | 6 | 3 |
| – 1 | 2 | 5 |
| | 3 | 8 |

**STEP 3:** Subtract the hundreds.
2 hundreds – 1 hundred
= 1 hundred
Write 1 in the hundreds place.

| H | T | O |
|---|---|---|
| 2 | 6 | 3 |
| – 1 | 2 | 5 |
| 1 | 3 | 8 |

263 – 125 = 138

56

MUST DO
10 MIN.

**Teacher**: Sometimes, subtraction requires regrouping. Let us look at an example from your book.

**Teacher**: We are subtracting 125 from 263. Can we subtract 5 from 3?

**Teacher**: No, we cannot. So, we regroup 1 ten from the tens column.

**Teacher**: Now, we have 13 ones instead of 3 ones. Let us subtract:

- 13 – 5 = 8 (ones place)
- 5 – 2 = 3 (tens place)
- 2 – 1 = 1 (hundreds place)

**Teacher**: What is the final answer?

**Teacher**: Yes, 263 – 125 = 138.

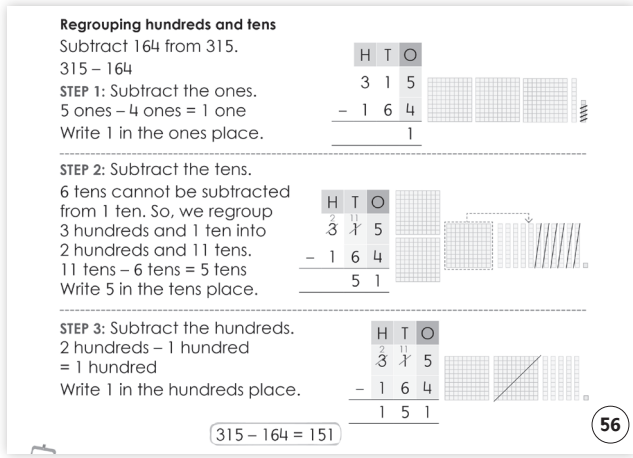
**Teacher**: Now, let us try another

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

**Regrouping hundreds and tens**

MUST DO
10 MIN.

**Teacher**: Open your Main Course Book to page 56. Look at the example 315 – 164.


**Regrouping hundreds and tens**

Subtract 164 from 315.

315 – 164

**STEP 1:** Subtract the ones.
5 ones – 4 ones = 1 one
Write 1 in the ones place.

| H | T | O |
|---|---|---|
| 3 | 1 | 5 |
| – 1 | 6 | 4 |
| | | 1 |

**STEP 2:** Subtract the tens.
6 tens cannot be subtracted from 1 ten. So, we regroup 3 hundreds and 1 ten into 2 hundreds and 11 tens.
11 tens – 6 tens = 5 tens
Write 5 in the tens place.

| H | T | O |
|---|---|---|
| 2 | 11 | |
| 3 | 1 | 5 |
| – 1 | 6 | 4 |
| | 5 | 1 |

**STEP 3:** Subtract the hundreds.
2 hundreds – 1 hundred
= 1 hundred
Write 1 in the hundreds place.

| H | T | O |
|---|---|---|
| 2 | 11 | |
| 3 | 1 | 5 |
| – 1 | 6 | 4 |
| 1 | 5 | 1 |

315 – 164 = 151

56

**Teacher**: Let us solve it step by step.

- Can we subtract 4 from 5 in the ones place?
- Yes, we can. So, 5 – 4 = 1.

**Teacher**: What about the tens place? Can we subtract 6 from 1?

**Teacher**: No, we cannot. So, we regroup 1 hundred into 10 tens. Now, we have 11 tens instead of 1 ten.

**Teacher**: Let us subtract:

- 11 – 6 = 5 (tens place)
- 2 – 1 = 1 (hundreds place)

**Teacher**: What is the final answer?

**Teacher**: Yes, 315 – 164 = 151.

**Teacher**: Now, let us apply what we have learnt in an exciting activity.

SHOULD DO
15 MIN.

**Teacher**: Let us practise subtraction with regrouping in a fun way.

**Teacher**: I will give you subtraction problems, but you have to find where regrouping is needed before solving them.

**Teacher**: Solve the following:

1. 472 – 358
2. 625 – 439
3. 731 – 284

**Teacher**: Work in pairs and discuss how you will regroup before solving.

**Teacher**: Once done, explain your method to your partner.

**Teacher**: Great teamwork. You all did a fantastic work today. Let us give a huge round of applause for everyone's hard work and effort. See you in the next period.

## Differentiated Activities

**110 km/hr**

You have ₹500. You buy a book for ₹270. How much is left?

**80 km/hr**

You have ₹300. You buy a toy for ₹120. What is your remaining

**40 km/hr**

You have ₹100. You buy a pencil for ₹50. What is left?

## Home Task

Solve question (c) of Exercise 1 given on page 55 in Main course book.

**Note for the teacher:** Arrange bundles of straw or blocks to discuss the regrouping with students.

# Period 5

SHOULD DO — 05 MIN.

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

**Teacher:** Let us begin with a quick mental maths challenge. I will say a number and you will subtract another number mentally and tell me the answer.

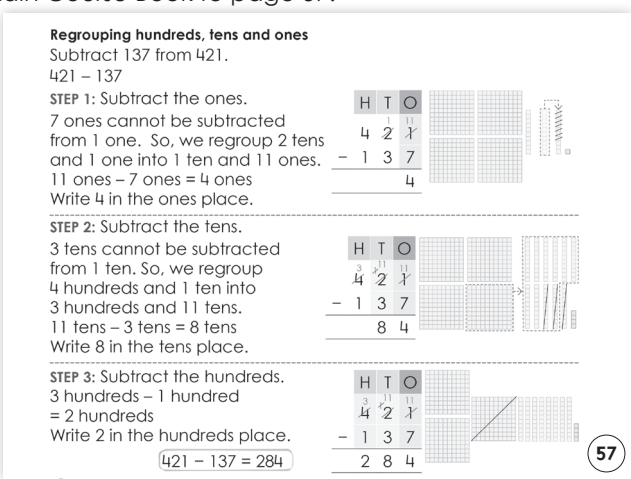
- What is 50 – 30?
- What is 100 – 45?
- What is 75 – 20?

**Teacher:** Well done, everyone. Now, let us move on to our main topic.

**Regrouping hundreds, tens and ones**

MUST DO — 10 MIN.

**Teacher:** Today, we will learn how to subtract numbers by regrouping hundreds, tens and ones. Open your Main Course Book to page 57.



**Regrouping hundreds, tens and ones**

Subtract 137 from 421.

421 – 137

**STEP 1:** Subtract the ones.

7 ones cannot be subtracted from 1 one. So, we regroup 2 tens and 1 one into 1 ten and 11 ones.

11 ones – 7 ones = 4 ones

Write 4 in the ones place.

| H | T | O |
|---|---|---|
| 4 | 2 | 1 |
| – 1 | 3 | 7 |
| | | 4 |

**STEP 2:** Subtract the tens.

3 tens cannot be subtracted from 1 ten. So, we regroup 4 hundreds and 1 ten into 3 hundreds and 11 tens.

11 tens – 3 tens = 8 tens

Write 8 in the tens place.

| H | T | O |
|---|---|---|
| 3 | 11 | 11 |
| 4 | 2 | 1 |
| – 1 | 3 | 7 |
| | 8 | 4 |

**STEP 3:** Subtract the hundreds.

3 hundreds – 1 hundred = 2 hundreds

Write 2 in the hundreds place.

421 – 137 = 284

| H | T | O |
|---|---|---|
| 3 | 11 | 11 |
| 4 | 2 | 1 |
| – 1 | 3 | 7 |
| 2 | 8 | 4 |

57

**Teacher:** Let us look at the example of 421 – 137. What happens when we cannot subtract in the ones place? (Guide students step by step, explaining how to borrow from the tens and hundreds, ensuring they understand the concept of regrouping.)

**Teacher:** Now, try solving the next question in your book using the same method.

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

SHOULD DO — 10 MIN.

**Teacher:** Now, let us do a fun hands-on activity to understand regrouping better. I will give each group some base ten blocks (or straws tied in bundles of 10).

- You will take 4 hundred blocks, 2 ten blocks and 1 one block to represent 421.
- Now, try subtracting 137 using these blocks. Remember, if you cannot subtract in one place, you will need to break apart or regroup.
- Work as a team and write down the subtraction sentence once you have the final answer.

**Teacher:** After finishing, discuss with your group if you all got the same answer.

MUST DO — 10 MIN.

**Teacher:** Now, let us apply what we have learnt by solving Exercise 2, questions (a) and (b) in your Main Course Book.

② Subtract the following.

a.

| H | T | O |
|---|---|---|
| 2 | 3 | 2 |
| – 1 | 1 | 7 |

b.

| H | T | O |
|---|---|---|
| 4 | 0 | 9 |
| – 2 | 1 | 5 |

c.

| H | T | O |
|---|---|---|
| 9 | 4 | 0 |
| – 5 | 6 | 4 |

57

**Teacher:** Look at question (a). Can we subtract directly or do we need to regroup? Discuss with your partner and solve it step by step.

**Teacher:** Once you are done, check your answers with a classmate. If you have different answers, go back and check your regrouping steps.

COULD DO — 05 MIN.

**Teacher:** Close your eyes gently. Take a deep breath in, hold it, now breathe out slowly.

**Teacher:** Feel the ground beneath you. It is holding you up. With each breath out, let go of any worries.

**Teacher:** Keep breathing in and out. Feel yourself relax more and more.

**Teacher:** Now, think of a place you love. Imagine you are there, feeling happy and calm.

**Teacher:** Take another deep breath, hold it, and let it all out.

**Teacher:** Start to wiggle your fingers and toes. When you are ready, open your eyes slowly.

**Teacher:** How do we feel? Nice and relaxed? Great.

**Teacher**: You all did a wonderful work today. Let us give a huge round of applause for everyone's hard work and effort. See you in the next period.

## Differentiated Activities

**110 km/hr**

- You had 900 apples in the morning. 350 were sold. How many are left?
- You received 750 mangoes. 425 were sold. What is the remaining stock?

**80 km/hr**

- The shop started with 600 oranges. 250 were sold. How many remain?
- There were 500 grapes in stock. 275 were sold. What is the new total?

**40 km/hr**

- You buy 300 apples from a total of 800. How many apples remain?
- A vendor had 600 bananas and sold 250. How many bananas are left?

## Home Task-

Solve question (c) of Exercise 2 given on page 28 in the Main Course Book. Write the answers neatly in your notebook.

# Period 6

SHOULD DO
10 MIN.

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

**Teacher:** Before we begin today's lesson, let us recall what we already know about subtraction.

**Teacher:** Imagine you have 50 rupees and you buy a notebook for 35 rupees. How will you find out how much money is left?

**Teacher:** Yes, we subtract. What is 50 – 35? That is correct, 15 rupees are left.

**Teacher:** Now, let us think of another real-life situation. A fruit vendor has 85 apples. He sells 47 apples in the morning.

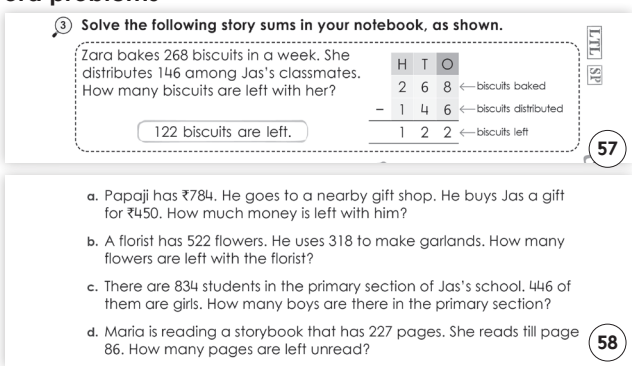
**Teacher:** How can we find out how many apples are left? Yes, we subtract 47 from 85.

**Teacher:** Let us solve it step by step. Look at the ones place first. Can we subtract 7 from 5?

**Teacher:** No, so what do we do? Yes, we borrow from the tens place.

**Teacher:** Now, what is 15 – 7? Correct, 8. Now, moving to the tens place, what is 7 – 4? Yes, 3. So, 85 – 47 = 38 apples left. Let us see more examples.

**Word problems**




MUST DO
15 MIN.

**Teacher:** Read the first question of Exercise 3 given on page 58 and 59.

**Teacher:** What should we do to find out how many flowers are left? Yes, we subtract.

**Teacher:** Let us set up the subtraction: 522 – 318. Look at the ones place first. Can we subtract 8 from 2? No. What do we do? Yes, we take 1 ten from the tens place. Now, let us subtract. What do we get?

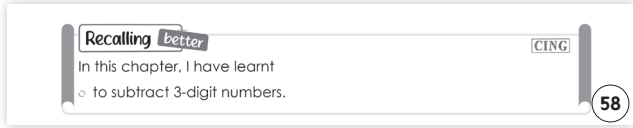
**Teacher:** Good. Now, try next question by your own.

**Teacher:** Discuss your answers and check if your partner got the same result.

## Recalling better

MUST DO
15 MIN.

**Teacher:** Let us recall what we have learnt in this chapter.




What do we do when we cannot subtract in the ones place?

**Teacher:** Yes, we regroup from the tens place. And if we cannot subtract in the tens place? That is right, we regroup from the hundreds place.

**Teacher:** Why do we need to regroup?

**Teacher:** Yes, sometimes the number we are subtracting from is smaller, so we borrow from the next place value to make subtraction possible.

**Teacher:** Can you think of a situation in daily life where you use subtraction?

**Teacher:** Yes, when calculating change while shopping, when finding how much time is left in a game and when checking how many pages are left in a book.

**Teacher**: You all did a wonderful work today. Let us give a huge round of applause for everyone's hard work and effort. See you in the next period.

## Differentiated Activities

**110 km/hr**

Roll three dice, form a 3-digit number, subtract a 2-digit number from it and solve.

**80 km/hr**

Roll two dice, form a 2-digit number, subtract a smaller number and find the difference.

**40 km/hr**

Roll two dice, subtract the smaller number from the larger and say the answer.

## Home Task

Solve question (c) of Exercise 3 given on page 28 in the Main Course Book. Write the answers neatly in your notebook.

# Period 7

SHOULD DO
05 MIN.

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

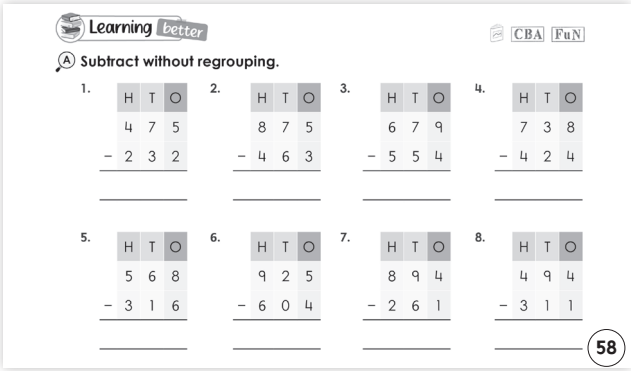
**Teacher**: I will say a subtraction problem and if the answer is less than 50, clap once. If it is more than 50, stomp your feet.

- 85 – 32 (Clap)
- 120 – 45 (Stomp)
- 60 – 30 (Clap)
- 200 – 125 (Stomp)

## Learning better

MUST DO
15 MIN.

**Teacher:** Open your Main course book to page 58, where we will solve Exercise A on subtraction without regrouping.


Learning better

CBA FuN

Ⓐ Subtract without regrouping.

1. H T O: 4 7 5 − 2 3 2 =
2. H T O: 8 7 5 − 4 6 3 =
3. H T O: 6 7 9 − 5 5 4 =
4. H T O: 7 3 8 − 4 2 4 =
5. H T O: 5 6 8 − 3 1 6 =
6. H T O: 9 2 5 − 6 0 4 =
7. H T O: 8 9 4 − 2 6 1 =
8. H T O: 4 9 4 − 3 1 1 =

58

**Teacher:** Look at question 1. Let us solve it together. Who can tell me, can we subtract each digit directly? Yes, we can, since no digit in the top number is smaller than the bottom number. Now, let us solve it step by step.

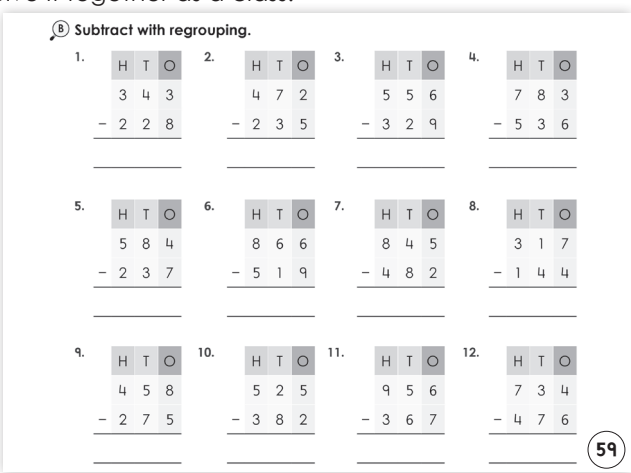
**Teacher:** Excellent. Now, in your groups, solve the remaining questions. Each member of the group must explain and understand each question before moving forward. Take turns solving and help each other where needed.

**Teacher:** I will walk around and check how you are solving. If you have a doubt, raise your hand.

**Teacher:** Now, let us move to Exercise B, where we will subtract with regrouping. Look at question 1. Let us solve it together as a class.

**MUST DO**

20 MIN.


Ⓑ Subtract with regrouping.

1. H T O: 3 4 3 − 2 2 8 =
2. H T O: 4 7 2 − 2 3 5 =
3. H T O: 5 5 6 − 3 2 9 =
4. H T O: 7 8 3 − 5 3 6 =
5. H T O: 5 8 4 − 2 3 7 =
6. H T O: 8 6 6 − 5 1 9 =
7. H T O: 8 4 5 − 4 8 2 =
8. H T O: 3 1 7 − 1 4 4 =
9. H T O: 4 5 8 − 2 7 5 =
10. H T O: 5 2 5 − 3 8 2 =
11. H T O: 9 5 6 − 3 6 7 =
12. H T O: 7 3 4 − 4 7 6 =

59

**Teacher:** Can we subtract 8 from 2? No. What should we do? Yes, we borrow from the tens place. Now, let us continue step by step.

**Teacher:** Now, in your groups, solve questions 2 to 8. Remember, each member must explain their steps and ensure that everyone understands how to regroup correctly.

**Teacher:** I will come around and listen to your discussions. If you are stuck, ask your group first and then call me if needed.

**Teacher:** You all did a fantastic work today. Let us give a huge round of applause for everyone's hard work and effort. See you in the next period.

## Differentiated Activities

**110 km/hr**

A rope is 875 cm long. A piece of 439 cm is cut. How much is left?

**80 km/hr**

A ribbon is 350 cm long. A 125 cm piece is cut. What is the remaining length?

**40 km/hr**

A stick is 200 cm long. A 75 cm piece is cut. How much is left?

## Home Task

Solve questions (9) to (12) of Exercise B given on page 58 in the Main Course Book.

Bring an A4 sheet, paint, a paintbrush and a marker for the 'Creating better' activity in the next period.

# Period 8

**Teacher:** Good morning, students. How are you today? Let us begin with a quick subtraction challenge.

**SHOULD DO**

05 MIN.

**Teacher:** I will say a subtraction problem and you will answer as quickly as possible. Let us start:

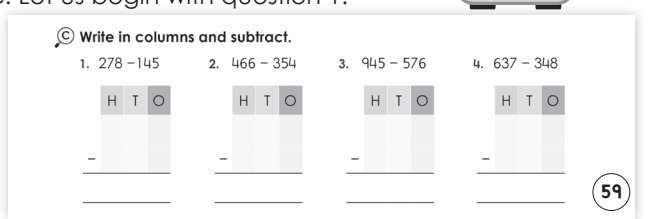
- 500 – 250
- 825 – 600
- 950 – 475
- 300 – 125

**Teacher:** Well done, everyone. Now, let us move on to today's exercises

**Teacher:** Open your Main course book to page 59 and look at Exercise C. Let us begin with question 1.

**MUST DO**

10 MIN.


Ⓒ Write in columns and subtract.

1. 278 − 145
2. 466 − 354
3. 945 − 576
4. 637 − 348

H T O

59

**Teacher:** Look at the numbers given: 278 – 145. Can we subtract the ones place directly? Yes, 8 – 5 is 3. Now, move to the tens place. Can we subtract 4 from 7? Yes, so we get 3. Finally, subtract in the hundreds place. What is 2 – 1? Yes, 1.

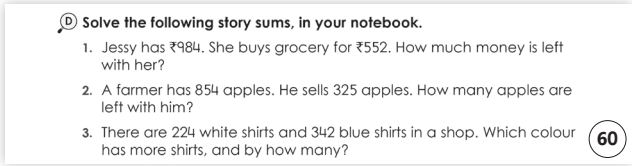
**Teacher:** Now, let us solve question 2: 466 – 354. Start with the ones place. What is 6 – 4? Yes, 2. Now move to the tens place. Can we subtract 5 from 6? Yes, so we get 1. Finally, in the hundreds place, subtract 3 from 4. What do we get? Yes, 1.

**Teacher:** Great work. Now, solve the next two questions in your notebook using the same method.

**Teacher:** Now, let us solve the story problems in Exercise D. Read the first question carefully.

**MUST DO**

10 MIN.



Solve the following story sums, in your notebook.

1. Jessy has ₹984. She buys grocery for ₹552. How much money is left with her?
2. A farmer has 854 apples. He sells 325 apples. How many apples are left with him?
3. There are 224 white shirts and 342 blue shirts in a shop. Which colour has more shirts, and by how many?

60

**Teacher:** Jessy has ₹984. She buys groceries for ₹552. How much money is left with her?

**Teacher:** What do we need to do?

**Teacher:** Yes, we subtract ₹552 from ₹984. Let us solve it step by step. Start with the ones place. Can we subtract 2 from 4? Yes. Continue with the tens and hundreds places, ensuring that you regroup where necessary.

**Teacher:** Now, move to the next question

(Discuss the question with students.)

**Teacher:** Now, try solving the next question on your own. If you need help, discuss it with your partner. Once finished, share your answers with the class.

## Creating better

**Teacher:** Now, let us take a creative break and do the Friendship Hands Craft activity.

MUST DO

10 MIN.

Creating better

ArtI 21st CS

**Friendship Hands Craft**

- Take an A4 sized sheet of paper, paints, paintbrushes and a marker.
- Choose a friend. You both will pick a different paint colour.
- Paint your hand with your colour. Spread the paint well.
- Press your hand onto one side of the white sheet. Your friend will press their hand on the other side.
- Let the paint dry.
- Write your name next to your handprint using a marker. Your friend will do the same.
- Write 'Friendship Hands' at the top of the paper.
- Display your craft in the classroom or at home.

Friendship Hands

Sam Jas

60

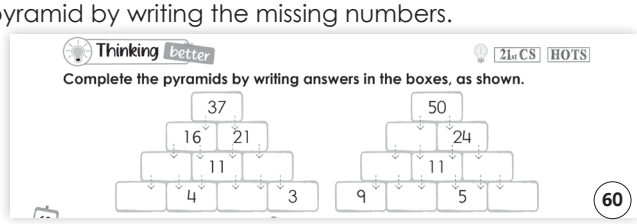
(Guide the students as per the instructions given in the 'Creating better' activity on page 60.)

## Thinking better

**Teacher:** Open your Main Course Book to page 35 and look at the Thinking better section. We will complete the pyramid by writing the missing numbers.

MUST DO

05 MIN.



Thinking better

21st CS HOTS

**Complete the pyramids by writing answers in the boxes, as shown.**

37, 16, 21, 11, 4, 3

50, 24, 11, 9, 5

60

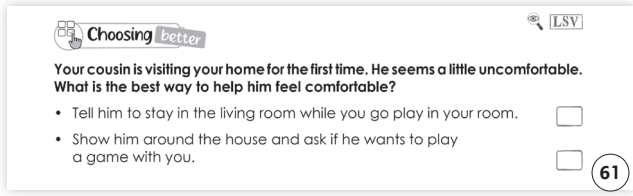
**Teacher:** Look at the first pyramid. What do we do to find the missing number? Yes, we subtract the lower two numbers to get the one above. Let us complete one together.

**Teacher:** Now, try solving the next pyramid on your own. Think carefully and check your answers.

(Show **eBook** to check the answers)

## Choosing better

**Teacher:** Turn to page 35 and look at the 'Choosing better'. Read the scenario carefully.



Choosing better

LSV

**Your cousin is visiting your home for the first time. He seems a little uncomfortable. What is the best way to help him feel comfortable?**

- Tell him to stay in the living room while you go play in your room. ☐
- Show him around the house and ask if he wants to play a game with you. ☐

61

**Teacher:** Your cousin is visiting your home for the first time and feels uncomfortable. What would be the best way to make him feel comfortable?

**Teacher:** Look at the given options. Which one shows kindness and helps your cousin feel included? Yes, showing him around the house and asking if he wants to play a game with you is the best choice.

**Teacher:** Think about why this is the best option. Discuss with your partner.

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

**Teacher:** You all did a fantastic work today. Let us give a huge round of applause for everyone's hard work and effort. See you in the next class.

## Differentiated Activities

**110 km/hr**

A farmer has 875 apples. He sells 436. How many are left?

**80 km/hr**

A shopkeeper has 350 chocolates. He sells 125. How many remain?

**40 km/hr**

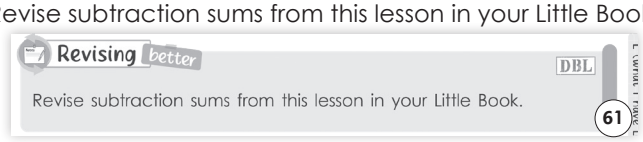
There are 120 students in a school. 45 go home early. How many are still in school?

## Home Task

Solve questions (3) and (4) of Exercise C given on page 59 in the Main Course Book.

## Revising better

Revise subtraction sums from this lesson in your Little Book.



Revising better

DBL

Revise subtraction sums from this lesson in your Little Book.

61

# Period 9

**Teacher:** Good morning, students. Let us begin with a quick subtraction challenge.

SHOULD DO

10 MIN.

**Teacher:** I will say a number and you will think of another number that should be subtracted from it to get **45** as the answer. Let us begin:

- 90 – ? = 45
- 100 – ? = 45
- 75 – ? = 45
- 150 – ? = 45

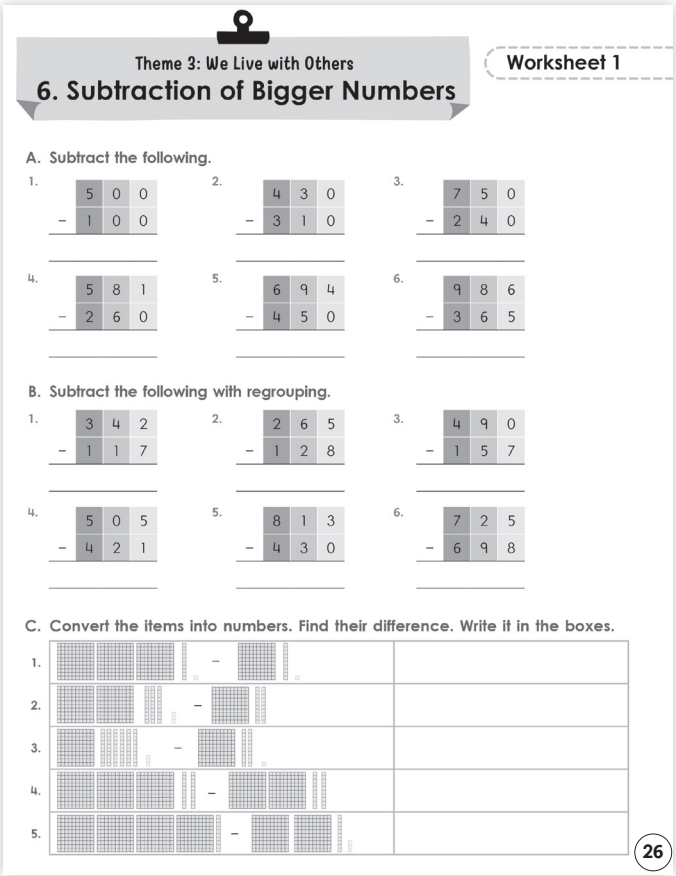
**Teacher:** Great thinking, everyone. Now, let us move on to today's exercises.

**Worksheet 1**

**Teacher:** Now, open Worksheet 1 on page 26. Let us complete the subtraction exercises.

MUST DO

25 MIN.



Theme 3: We Live with Others

6. Subtraction of Bigger Numbers

Worksheet 1

A. Subtract the following.

1. 500 − 100 =
2. 430 − 310 =
3. 750 − 240 =
4. 581 − 260 =
5. 694 − 450 =
6. 986 − 365 =

B. Subtract the following with regrouping.

1. 342 − 117 =
2. 265 − 128 =
3. 490 − 157 =
4. 505 − 421 =
5. 813 − 430 =
6. 725 − 698 =

C. Convert the items into numbers. Find their difference. Write it in the boxes.

1. – =
2. – =
3. – =
4. – =
5. – =

26

**Teacher:** Look at Exercise A. Can we subtract directly or do we need regrouping?

**Teacher:** Yes, in these questions, no regrouping is needed. Solve them one by one.

**Teacher:** Move to Exercise B. Here, we need to regroup. Look at question 1. Can we subtract the ones directly?

**Teacher:** No. What should we do? Yes, borrow from the tens place. Solve step by step.

**Teacher:** Now, in Exercise C, we will convert the items into numbers and find their difference. What do these blocks represent? Yes, each large block represents 100, each strip represents 10 and each small square represents 1. Count the numbers and subtract them.

**Teacher:** Complete all exercises and I will check your work.

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

**Teacher:** You all did a great work today. Let us give a huge round of applause for everyone's hard work and effort. See you in the next period.

## Differentiated Activities

**110 km/hr**

Solve a 3-digit subtraction problem on the board and pass the turn to the next student.

**80 km/hr**

Work in pairs to solve a 3-digit subtraction problem and pass it to another group.

**40 km/hr**

Solve a 2-digit subtraction problem and pass it to another group.

## Home Task

Practise the questions discussed in the class.

# Period 10

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

SHOULD DO

05 MIN.

**Teacher:** I will say a number and you will subtract 15 from it mentally and tell me the answer. Let us start:

- 60 – ?
- 85 – ?
- 100 – ?
- 125 – ?

**Teacher:** Well done. Now, let us make it more challenging. I will give you the number 45 and you will think of two numbers that, when subtracted, give this answer.

- ___ – ___ = 45
- ___ – ___ = 45

(Similarly, give more questions,.)

**Teacher:** Great thinking, everyone. Now, let us move on to today's exercises.

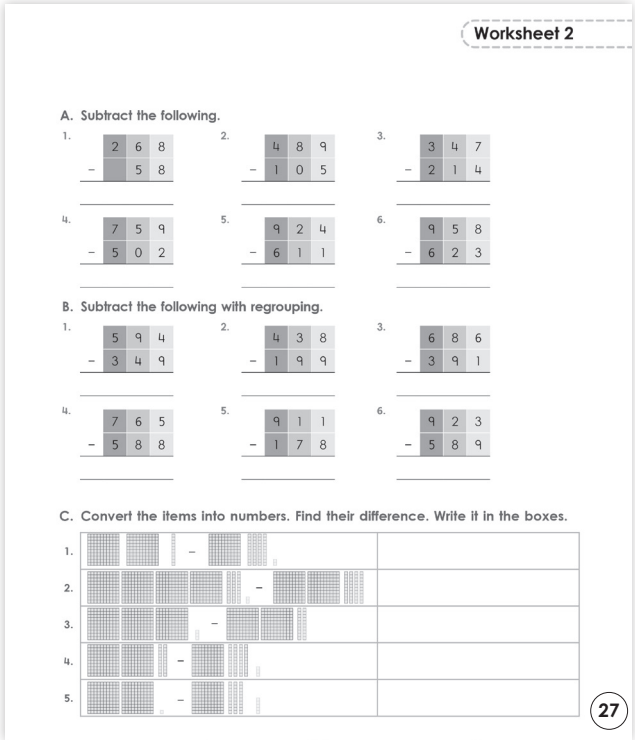
You may show the **Animated Activities** from digital platform.

**Worksheet 2**

**Teacher:** Open your Workbook to page 27 and look at Worksheet 2. We will solve subtraction problems step by step.

MUST DO

25 MIN.


Worksheet 2

A. Subtract the following.

1. 268 − 58
2. 489 − 105
3. 347 − 214
4. 759 − 502
5. 924 − 611
6. 958 − 623

B. Subtract the following with regrouping.

1. 594 − 349
2. 438 − 199
3. 686 − 391
4. 765 − 588
5. 911 − 178
6. 923 − 589

C. Convert the items into numbers. Find their difference. Write it in the boxes.

1.
2.
3.
4.
5.

27

**Teacher:** Look at the first set of problems. Can we subtract directly or do we need regrouping? Yes, some of these require regrouping. Let us solve the first question together.

**Teacher:** Now, move on to the next set of problems. Check your answers with your partner and ensure your steps are correct. If you get different answers, discuss where the mistake might be.

**Teacher:** Continue solving the rest of the worksheet. I will come around to check your work and help where needed You may show the **Quiz** from digital platform.

**Doubt session**

**Teacher:** Now, let us take time to clear any doubts you have. If you found any question difficult, raise your hand and we will solve it together on the board.

COULD DO
10 MIN.

**Teacher:** If your question is already solved, try explaining it to a friend who needs help. This way, we learn better together.

**Teacher:** You all did a fantastic work today. Let us give a huge round of applause for everyone's hard work and effort. See you in the next class.

## Differentiated Activities

**110 km/hr**

If a holiday starts on the 25th and lasts for 12 days, what date will it end?

**80 km/hr**

If a school trip is on the 18th and today is the 10th, how many days are left?

**40 km/hr**

If today is the 15th and the exam is on the 22nd, how many days are remaining?

## Home Task

Practise the concepts discussed in class.

# Period 11

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

SHOULD DO
05 MIN.

**Teacher:** I will say an answer and you will think of two numbers that can be subtracted to get that answer. Let us start:

- __ – __ = 75
- __ – __ = 120
- __ – __ = 95
- __ – __ = 150

**Teacher:** Well done. Now, let us increase the challenge. Think of a subtraction sentence where the answer is 200.

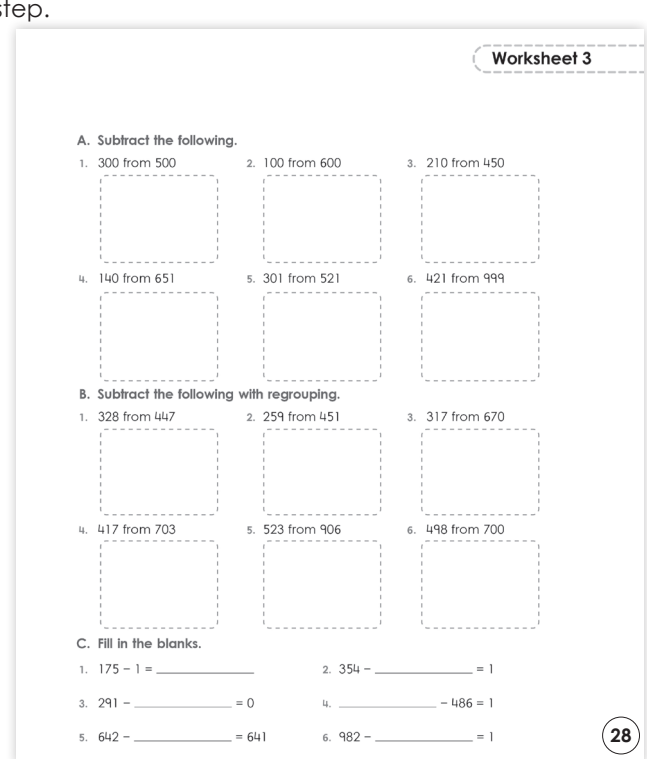
- __ – __ = 200

**Teacher:** Great thinking, everyone. Now, let us move on to today's exercises.

**Worksheet 3**

**Teacher:** Open your Workbook to page 28 and look at Workbook 3. We will solve subtraction problems step by step.

MUST DO
20 MIN.


Worksheet 3

A. Subtract the following.

1. 300 from 500
2. 100 from 600
3. 210 from 450
4. 140 from 651
5. 301 from 521
6. 421 from 999

B. Subtract the following with regrouping.

1. 328 from 447
2. 259 from 451
3. 317 from 670
4. 417 from 703
5. 523 from 906
6. 498 from 700

C. Fill in the blanks.

1. 175 − 1 = _____
2. 354 − _____ = 1
3. 291 − _____ = 0
4. _____ − 486 = 1
5. 642 − _____ = 641
6. 982 − _____ = 1

28

**Teacher:** Look at Exercise A. Read the first question: Subtract 300 from 500. Can we subtract directly? Yes, because no regrouping is needed. Solve this question and move to the next.

**Teacher:** Move to Exercise B. These problems require regrouping. Let us solve the first one together: Subtract 328 from 447. Can we subtract 8 from 7? No, so we need

to regroup from the tens place. Solve step by step and check your answers.

**Teacher:** Now, in Exercise C, we will fill in the blanks with the correct numbers to complete the subtraction sentences. Think carefully and solve each question.

**Teacher:** Complete all exercises and I will check your work.

You may show **Infographic** given on digital platform.

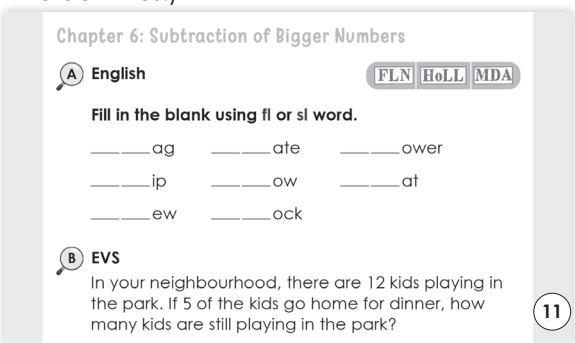
(Use **CRM signs** to settle down the class.)

## Book of Holistic Teaching

COULD DO

10 MIN.

(Refer to the Book of Holistic Teaching, page 11 under the title 'Subtraction of Bigger numbers.' 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.)



Chapter 6: Subtraction of Bigger Numbers

A English

FLN HoLL MDA

Fill in the blank using fl or sl word.

___ag ___ate ___ower

___ip ___ow ___at

___ew ___ock

B EVS

In your neighbourhood, there are 12 kids playing in the park. If 5 of the kids go home for dinner, how many kids are still playing in the park?

11

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

SHOULD DO

05 MIN.

**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

The classroom transforms into a fruit market where students take on different roles: Shopkeepers, Assistants and Customers. Each group will use subtraction to manage stock, calculate remaining items and check their budget. Manage fruit stall and update stock as customers make purchases. The fruit market opens with the following stock:

- Apples: 950
- Bananas: 780
- Mangoes: 650
- Grapes: 500
- Oranges: 820
- Watermelons: 400

**110 km/hr**

A customer buys 374 apples in the morning. How many apples are left? By noon, another customer buys 256 mangoes. What is the remaining stock of mangoes? A restaurant orders 412 bananas. How many bananas are left?

**80 km/hr**

A customer purchases 215 grapes. How many grapes remain? A juice shop buys 389 oranges. What is the remaining stock of oranges? By afternoon, another 146 watermelons are sold. How many watermelons remain?

**40 km/hr**

A customer purchases 132 apples. How many apples remain? A family buys 218 bananas. What is the remaining stock of bananas? By evening, another 175 mangoes are sold. How many mangoes are left?

## Home Task

Practise the concepts discussed in class.

## Learning Outcomes

**The students will:**

| | |
|---|---|
| **Physical Development** | • write and arrange numbers correctly while performing subtraction operations.<br>• use hands-on activities, such as manipulatives and base-ten blocks, to demonstrate subtraction strategies. |
| **Socio-Emotional and Ethical Development** | • work collaboratively with peers to solve subtraction problems and verify answers.<br>• express encouragement and appreciation for classmates' efforts in discussions and group tasks. |
| **Cognitive Development** | • solve subtraction problems, including three-digit numbers with and without regrouping.<br>• apply subtraction strategies in real-life situations, such as calculating remaining amounts in transactions. |
| **Language and Literacy Development** | • explain subtraction processes using correct mathematical vocabulary in oral and written discussions.<br>• read and interpret subtraction word problems, extracting relevant numerical information. |
| **Aesthetic and Cultural Development** | • represent subtraction concepts visually using number charts, pictorial aids, and real-life scenarios.<br>• relate subtraction to cultural contexts, such as shopping or sports scores. |
| **Positive Learning Habits** | • independently complete subtraction exercises with confidence and accuracy.<br>• participate actively in mental maths and interactive subtraction activities to build fluency. |

**Starry Knights**

Have you achieved your goal you planned for this term?

If yes, give yourself a STAR.