

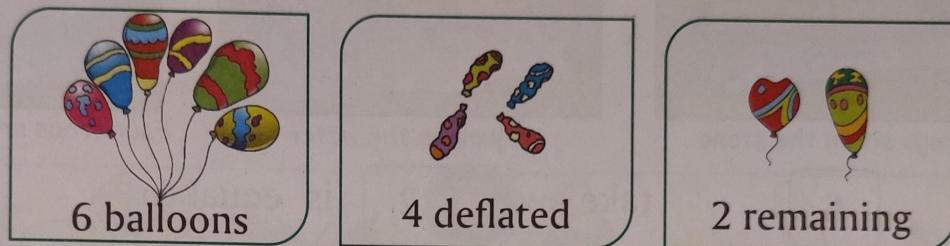


Lesson 5

Subtraction up to 10

Subtraction means to “take away” and find how many are left.

Example 1 : I have 6 balloons but my brother deflates 4 of them. How many balloons do I have now?

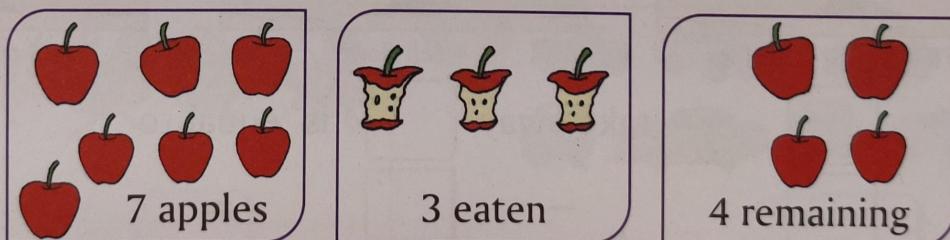


We write it as 6 minus 4 is equal to 2.

$$6 - 4 = 2$$

2 is the difference between 6 and 4.

Example 2 :



We write it as 7 minus 3 is equal to 4.

$$7 - 3 = 4$$

4 is the difference between 7 and 3.

Teacher Tip:

Emphasise on the concept of ‘take away’. Also stress on the fact that an answer in subtraction is always smaller than the greater of the two given numbers. Use only the word ‘minus’ in all the statements to avoid confusion.

Subtraction as Taking Away

Activity-1

Write the subtraction fact for each of the following :

The first one has been done for you.



6 frogs sit on the stone



2 jump in the water



Four frogs are left on the ston

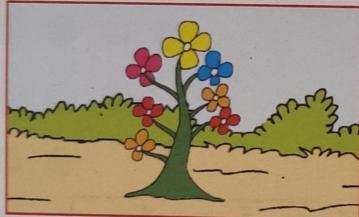
$$\begin{array}{|c|} \hline 6 \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 6 \\ \hline \end{array}$$

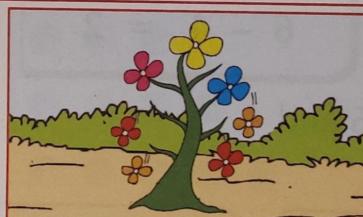
take away $\begin{array}{|c|} \hline 2 \\ \hline \end{array}$ is equal to $\begin{array}{|c|} \hline 4 \\ \hline \end{array}$

-

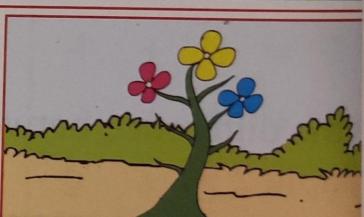
$$\begin{array}{|c|} \hline 2 \\ \hline \end{array}$$



7 flowers on the plant



4 fall down



How many are left?

$$\begin{array}{|c|} \hline \quad \\ \hline \end{array}$$

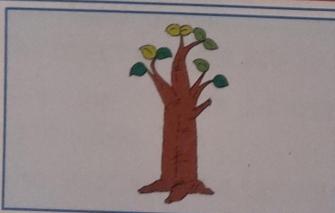
$$\begin{array}{|c|} \hline \quad \\ \hline \end{array}$$

take away $\begin{array}{|c|} \hline \quad \\ \hline \end{array}$ is equal to $\begin{array}{|c|} \hline \quad \\ \hline \end{array}$

-

$$\begin{array}{|c|} \hline \quad \\ \hline \end{array}$$

=



9 leaves on the tree



4 fall down



How many are left?

$$\begin{array}{|c|} \hline \quad \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \quad \\ \hline \end{array}$$

take away $\begin{array}{|c|} \hline \quad \\ \hline \end{array}$ is equal to $\begin{array}{|c|} \hline \quad \\ \hline \end{array}$

-

$$\begin{array}{|c|} \hline \quad \\ \hline \end{array}$$

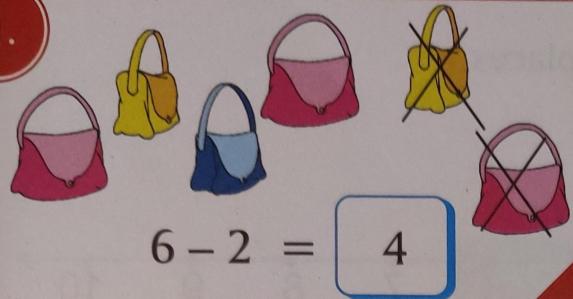
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Activity-2

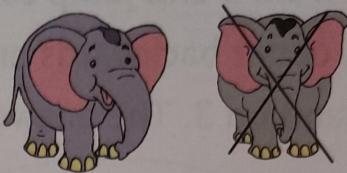
Subtract :

The first one has been done for you.

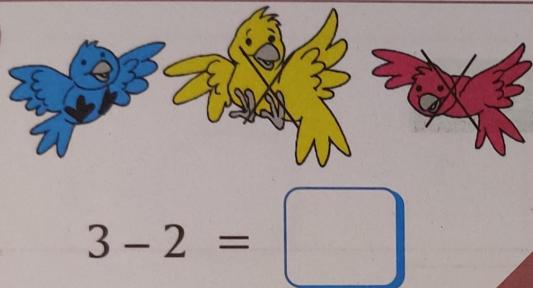
1.



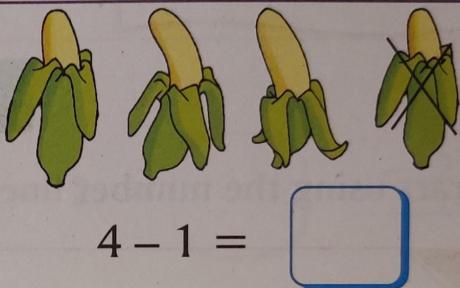
2.



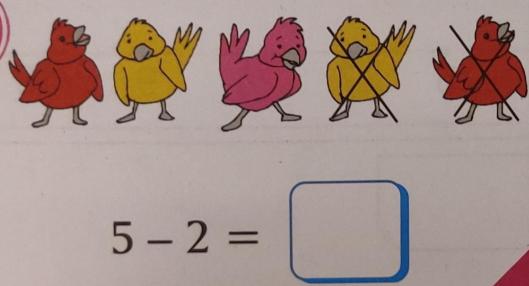
3.



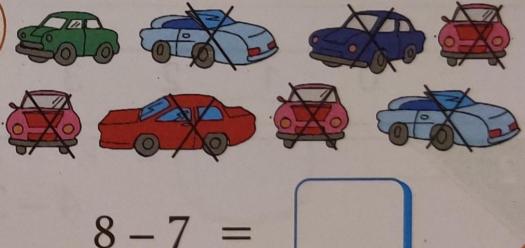
4.



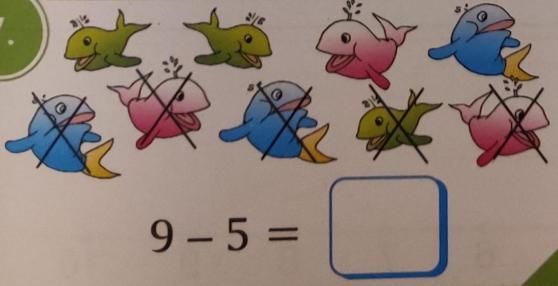
5.



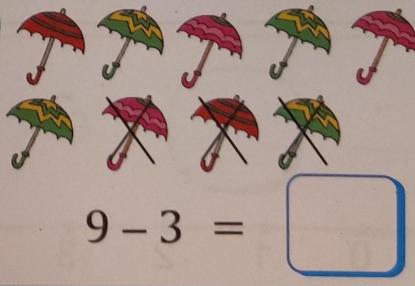
6.



7.



8.

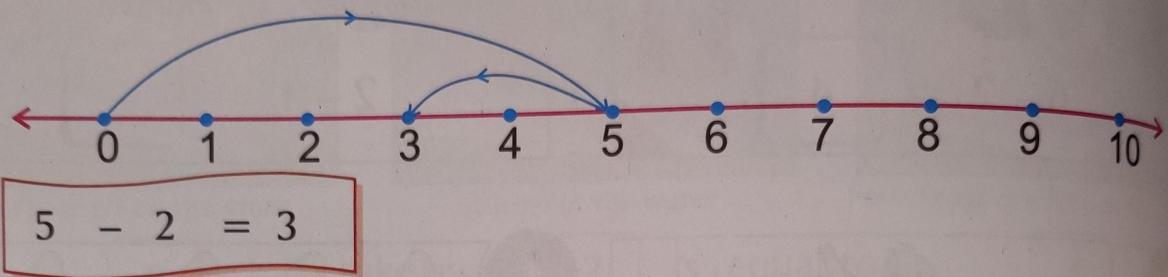


Subtraction on the Number Line

The number line can be used to subtract numbers.

Example : Let us subtract 2 from 5.

- (a) Start from 0 and jump to 5.
- (b) Now, count backwards and jump 2 places.
- (c) You land on 3. The answer is 3.

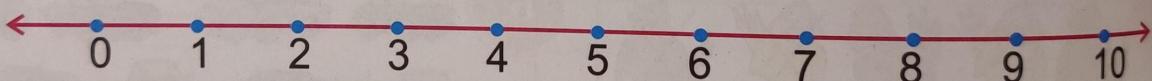


Activity-3

Subtract using the number line :

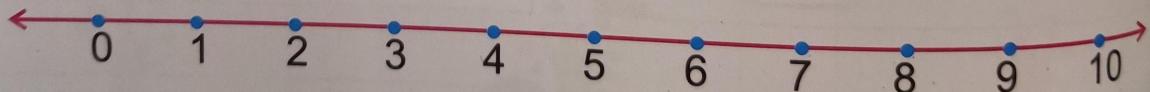
1.

$$5 - 1 =$$



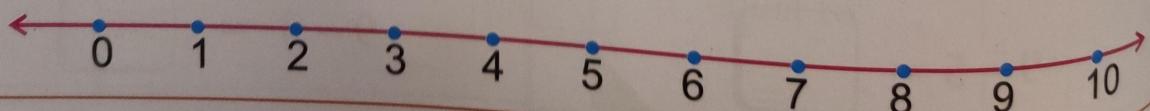
2.

$$4 - 3 =$$



3.

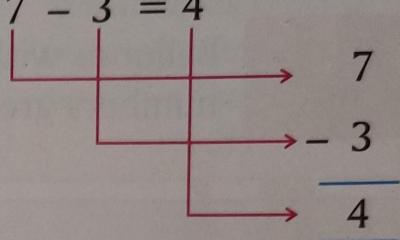
$$7 - 2 =$$



Subtraction in Columns

Subtraction is done horizontally as well as vertically. The answer is same in both the cases.

$$7 - 3 = 4$$



Activity-4

Subtract :

1.

$$5 - 3 = \boxed{} \quad \begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

2.

$$3 - 2 = \boxed{} \quad \begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

3.

$$9 - 3 = \boxed{} \quad \begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

4.

$$9 - 8 = \boxed{} \quad \begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

5.

$$4 - 3 = \boxed{} \quad \begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

6.

$$6 - 3 = \boxed{} \quad \begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

Activity-5

Subtract and colour the balloons as directed :

Balloons with
numbers greater than 5

Balloons with numbers
less than 5

$5 - 4 = \dots\dots$

$6 - 6 = \dots\dots$

$9 - 1 = \dots\dots$

$7 - 4 = \dots\dots$

$8 - 0 = \dots\dots$

$3 - 2 = \dots\dots$

Properties of Subtraction

Subtracting Zero

1.


$$- \quad = \quad$$


seven balls - zero balls = seven balls

When we subtract 0 from any number, the answer is the number itself.

2.


$$- \quad = \quad$$


five dolls - zero dolls = five dolls



Subtracting the Same Number

1.


$$- \quad = \quad$$


seven bats - seven bats = zero bats

When a number is subtracted from itself, the answer is zero.

2.


$$- \quad = \quad$$


four cakes - four cakes = zero cakes



Subtracting One

1.


$$- \quad = \quad$$


six balls - one ball = five balls

When we subtract 1 from any number, the answer is a number just before the given number.

2.


$$- \quad = \quad$$


four hats - one hat = three hats



Activity-6

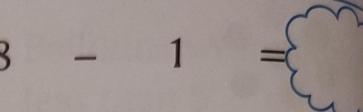
Fill in the blanks :

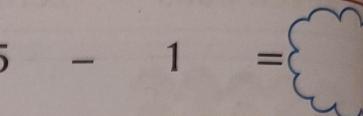
1. $9 - 0 =$ 

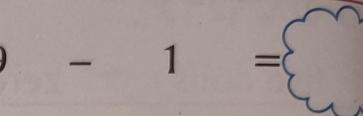
2. $8 - 8 =$ 

3. $8 - 0 =$ 

4. $3 - 0 =$ 

5. $8 - 1 =$ 

6. $5 - 1 =$ 

7. $9 - 1 =$ 

8. $6 -$  $= 6$

Fun Time

Consecutive numbers are numbers those come one after the other on the number line.

For example : 2 and 3 .

The difference between any two consecutive numbers is always 1.

Examples :

$$10 - 9 = 1$$

$$7 - 6 = 1$$

Fill in the blanks :

1. $3 - 2 =$ 

2. $8 - 7 =$ 

3. $5 - 4 =$ 

4. $9 - 8 =$ 

Teacher Tip:

Encourage the students to use concrete objects such as books, pencils, crayons, toffees, chalk pieces etc. for subtraction.

Activity-7

Story Sums

1.



Sunita has 6 apples. She eats 2 of them. How many apples are left?

Ans. apples are left.

6

- 2

2



6 birds sit on a tree. 4 fly away. How many birds are left on the tree?

Ans. birds are left on the tree.

6

- 4

3



There are 9 green leaves on a tree. 6 leaves fall down. How many leaves are left on the tree?

Ans. leaves are left.

9

- 6

4



Rajeev has 6 kites while Deepak has 8. How many more kites does Deepak have?

Ans. Deepak has kites more.

Oral

1. What are consecutive numbers?
2. When we subtract a number from itself, what do we get?
3. What is $5 - 0$?



Review Exercise

1. Subtract :

a	8
-	1

b	7
-	3

c	6
-	0

d	9
-	4

2. Fill in the blanks :

$$(a) \quad 8 - 7 = \boxed{}$$

$$(b) \quad 6 - 0 = \boxed{}$$

$$(c) \quad 5 - 1 = \boxed{}$$

$$(d) \quad 4 - \boxed{} = 0$$

3. Subtract on the number line :

$$9 - 2 = \boxed{}$$



4. Payal invites 8 friends for lunch. 5 of her friends agree to come. How many friends cannot come?

Ans.

5. Tina buys 8 balloons and gives 4 to her sister. How many balloons is she left with? Do you also share your things with your friends and brother/sister?
(Value Corner)



Maths Lab Activity

Number Families

1. Divide the class into groups of 4-5 students and give each group some counters or beads.
2. Each group has to create a group of three numbers that belong to the same number family.

For example :

This is a number family. The family members are



They combine with each other in the following ways :

$$\begin{array}{c} \bullet \bullet \bullet \bullet \\ 4 + 2 = 6 \end{array}$$

$$\begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 2 + 4 = 6 \end{array}$$

$$\begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 6 - 2 = 4 \end{array}$$

$$\begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 6 - 4 = 2 \end{array}$$

Teacher Tip:

The objective of this activity is to find numbers belonging to the same number family.

Addition and subtraction facts can be reinforced using this activity.

To start the activity, the teacher is required to prepare cards with three numbers written on them. After giving one example, the students can be asked to create their own number family.





Lesson 6

Numbers 11 to 20

Shyam collects some sticks from the garden. He wants to count them. But he knows numbers upto 10 only. Punit helps him to count the sticks. First he counts 10 sticks and makes a bundle of them. See how!

$$| + | + | + | + | + | + | + | + | = \text{bundle}$$



Activity-1

Now, he starts to count the remaining sticks. Help him to fill in the blank

- | | | |
|---|---|--|
| 1 ten and 1 one = eleven | = | |
| 1 ten and 2 ones = twelve | = | |
| 1 ten and 3 ones = thirteen | = | |
| 1 ten and 4 ones = fourteen | = | |
| 1 ten and <input type="text"/> ones = fifteen | = | |
| 1 ten and <input type="text"/> ones = sixteen | = | |
| 1 ten and <input type="text"/> ones = seventeen | = | |
| 1 ten and <input type="text"/> ones = eighteen | = | |
| 1 ten and <input type="text"/> ones = nineteen | = | |
| 1 ten and <input type="text"/> ones = twenty | = | |

$$1 \text{ ten and } 10 \text{ ones} = 2 \text{ tens} = 20$$

Activity-2

1. Match the following. The first one has been done for you.



20

15

13

10

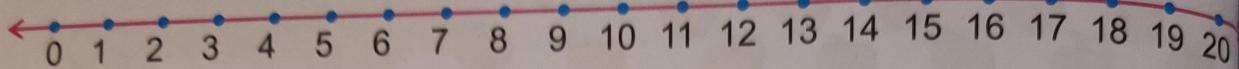
18

2. Complete the table.

1 ten and 7 ones	seventeen
	19	nineteen
1 ten and 4 ones	fourteen
1 ten and 5 ones	15

Comparison of Numbers up to Twenty

Activity-3



1. Use $>$ or $<$.

(a) 17 12 17 is greater than 12.

(b) 20 19 20 is than 19.

(c) 15 18 15 is than 18.

$>$ greater than
 $<$ smaller than



2. Circle the largest number :

(a) 17 12 15

(b) 9 12 14

(c) 20 17 11

(d) 12 19 10



The number that is away from zero on the number line is greater.

3. Circle the smallest number :

(a) 17 18 19

(b) 12 11 10

(c) 20 18 19

(d) 17 15 8



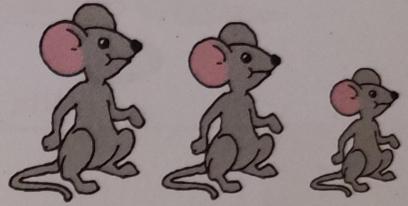
The number closer to zero on the number line is smaller.

Ascending and Descending Order

Ascending means
smallest to biggest. →



Descending means biggest to smallest. →



Activity-4

1. Arrange in ascending order :

The first one has been done for you.

- (a) 8 9 11 15 12 8 9 11 12 15

- (b) 17 10 11 12 19

- (c) 9 7 6 15 16

2. Arrange in descending order :

The first one has been done for you.

- (a) 12 11 10 17 19 19 17 12 11 10

- (b) 8 11 10 12 13

- (c) 19 17 10 12 18

Before -Between -After



Activity-5

1. Write the number that comes just before.

.....	19
.....	7

.....	11
.....	12

.....	18
.....	15

2. Write the number that comes in between.

12	14
15	17

8	10
13	15

3. Write the number that comes just after.

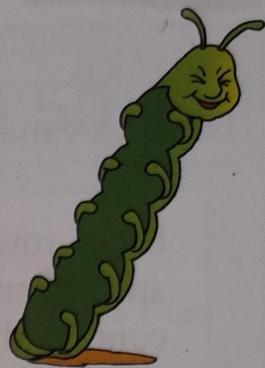
13	
17	

8	
5	

14	
16	

Oral

- What comes just before 15?
- What comes just after 19?
- Which is the largest 1-digit number?
- Which is the smallest 2-digit number?



Review Exercise

Fill in the missing numbers :

9	10		12				16
---	----	--	----	--	--	--	----

Circle the largest number :

(a) 12 16 14 18 10

(b) 11 9 20 15 18

Use $>$, $<$ or $=$:

(a) 16 13

(b) 11 11

(c) 19 20

Write true (T) or false (F).

(a) 12 comes after 13.



(b) 18 is greater than 15.



(c) 1 ten 5 ones = 51.



(d) 17 comes after 18.



Arrange in ascending order.

12 17 13 19

Arrange in descending order.

20 11 14 16

Fun Time

Sudoku

Fill in this magic box.

Every row, every column and the smaller box should contain the numbers 1 to 4 without repeating the numbers in the same row or column.

	2		4
	3	2	
	1	4	
3			1

Maths Lab Activity

Understanding Tens and Ones

1. Divide the class into groups of 4-5 students.
2. Distribute a bowl of pencils or erasers to each group.
3. Ask the students to count the pencils/erasers.

Instruction for counting :

- (a) The students have to count in tens.

As they count ten, they have to put it separately and resume counting again from one.

- (b) Once all pencils/erasers are over, they have to write the number of the pencils they have as

$$1 \text{ ten and } 3 \text{ ones} = 13$$

Teacher Tip:

This exercise will reinforce the concept of tens and ones.