Addition & Subtraction up to 9

LESSON PLAN

SPECIFIC OBJECTIVES

The students will
- ❍ know the meaning of addition as 'putting things together'.
- ❍ be able to do addition up to 9 by forward counting.
- ❍ be able to do addition up to 9 using number line.
- ❍ be able to do addition up to 9 by drawing lines.
- ❍ know the application of addition in day-to-day life.
- ❍ learn adding 0 with other numbers.
- ❍ know the meaning of subtraction as 'taking away' the things.
- ❍ be able to do subtraction up to 9 by crossing out.
- ❍ be able to do subtraction up to 9 by backward counting.
- ❍ be able to do subtraction up to 9 using number line.
- ❍ be able to do subtraction up to 9 by drawing lines.
- ❍ know the application of subtraction in day-to-day life.
- ❍ learn subtracting 0 from any number.

CONTENTS EXPLAINED INSIDE THE CHAPTER

TEACHING AIDS

Different types of small things like marbles, beads, pebbles, buttons, seeds, bottle caps, etc., chalk and blackboard or marker and white board

TEACHING STRATEGY

❍ The teacher should keep some materials on the table and invite the students in a groups of 2–3 students.

Ask one student to pick up some concrete objects once and count them. Also, ask second student to do the same. Now, ask the two students to give their items to the third student and then ask him/her to count all the items together. Now, the teacher should express this outcome as follows on the blackboard.

First student	Second student	Third student
☺	☺	☺
Let 4 beads	and 3 beads	make 7 beads

Further, she should insert the symbol '+' in place of 'and' and the symbol '=' in place of 'make' to express the situation as below:

$$4 \text{ beads} \quad + \quad 3 \text{ beads} \quad = \quad 7 \text{ beads}$$
$$\downarrow$$
$$\text{Sum}$$

The above expression is read as 4 beads plus 3 beads is equal to 7 beads.

Then, go through the page 74 involving the whole class.

❍ Further the teacher should perform few classroom activities to assist the students in doing addition by forward counting, addition using number line and addition by drawing lines as given on pages 75–77.

❍ Now discuss some situations involving addition and thereafter go through the page 78.

❍ Then, she explains the fact to the students that when we add zero to a number, we add nothing to that number and the number remains same, by giving a suitable real-life example as given on page 79.

❍ As subtraction is the inverse process of addition. So, the teacher should perform few class room activities of 'taking away' for the students which will give them the idea of subtraction. Thereafter, go through the page 80 for providing practice to the students.

❍ Further the teacher should assist the students in doing subtraction by crossing out, subtraction by backward counting, subtraction on number line and subtraction by drawing lines as given on pages 81–84.

❍ Again teacher should discuss some other situations from daily life for word problems involving subtraction and ask the students to do the word problems given in subtraction stories on page 85.

❍ Further, she explains the fact to the students that when we subtract zero from a number, we subtract nothing from that number and the number remains some by giving a suitable real life example as given on page 86.

EXPECTED LEARNING OUTCOMES

Students are able to

○ understand 'Putting together' means addition.
○ do addition by forward counting.
○ do addition using number line and by drawing lines.
○ apply addition in daily life activities.
○ understand the addition property of zero.
○ understand 'taking away' means subtraction.
○ do subtraction by crossing out and by backward counting.
○ do subtraction on number line and by drawing lines.
○ apply subtraction to tackle the daily life problems.
○ understand the subtraction property of zero.