

## More on Addition and Subtraction

### LESSON PLAN

#### SPECIFIC OBJECTIVES

The students will

- be able to do addition by regrouping tens and ones.
- be able to do vertical addition (without carrying).
- be able to do vertical addition (with carrying).
- apply the addition concept for handling everyday life problems.
- be able to do subtraction by regrouping tens and ones.
- be able to do vertical subtraction (without borrowing).
- be able to do vertical subtraction (with borrowing).
- understand the application of subtraction in daily life.

#### CONTENTS EXPLAINED INSIDE THE CHAPTER

- Addition by Regrouping Tens and Ones (page 77)
- Vertical Addition (Without Carrying) (page 78)
- Adding Ones (Preparing to Carry) (page 79)
- Vertical Addition (With Carrying) (page 80)
- Adding Three One Digit Numbers (Preparing to Carry) (page 81)
- More Addition (page 82)
- Addition Stories (page 83)
- Subtraction by Regrouping Tens and Ones (page 85)
- Vertical Subtraction (Without Borrowing) (page 86)
- Subtracting Ones (Preparing to Borrow) (page 87)
- Vertical Subtraction (With Borrowing) (page 88)
- More Subtraction (With Borrowing) (page 89)
- Subtraction Stories (page 90)

## TEACHING AIDS

Bundles of tens and few items in loose, blocks, sticker of bindis, tens and ones paper slips, few concrete objects, etc.

## TEACHING STRATEGY

- The teacher should recall the students about simple addition sums and then, she should go through “Let us Recall”.
- Using bundles of tens and ones, the teacher should assist the students in doing addition by regrouping tens and ones as given on page 77.
- Further, the teacher should move on to solving the addition of two 2-digit numbers (without carrying) on the blackboard and then go through the page 78 for providing more practice to the students.
- Again, the teacher should help the students in adding ones (preparing to carry) with the help of blocks and then she should move on to add a 1-digit number to a 2-digit number (with carrying) and two 2-digit numbers (with carrying). Thereafter, she should go through the pages 79–82 for text and exercises.
- Now, the teacher should discuss some situations from day-to-day life where addition is being used with the help of posters. Then she should go through the addition stories given on page 83.
- The teacher should recall the concept of subtraction to the students that they have learnt earlier. After giving practiced examples, she should ask them to do ‘Let Us Recall’ exercise.
- Thereafter the teacher should involve the students in the subtraction by regrouping tens and ones, using bundles or stickers of bindis in tens and ones. Then she should go to the text and exercise given on page 85 for practising.
- Further, the teacher should move on to solving the subtraction of two 2-digit numbers (without borrowing) on the blackboard and then go through the page 86 for providing more practice to the students.
- Similarly, as in case of doing addition, the teacher should help the students in subtracting ones (preparing to borrow) and then she should move on to subtract a 1-digit number from a 2-digit number (with borrowing) and two 2-digit numbers (with borrowing). Thereafter, she should go through the pages 87–89 for text and exercises.
- Further, the teacher should discuss some events from daily life in which subtraction can be used. Then, she should go through the subtraction stories given on page–90.

## EXPECTED LEARNING OUTCOMES

Students are able to

- add and subtract 2-digit numbers by regrouping tens and ones.
- do vertical addition (without and with carrying).
- do vertical subtraction (without and with borrowing).
- tackle everyday life problems involving addition and subtraction.