

Let's learn

Properties of Addition - Subtraction

Let's do

By adding 1 we get the next (successor) number.

$1 + 1 = 2$

$8 + 1 = 9$

$5 + 1 = \square$

$4 + 1 = \square$

Addition of digits in any order, gives the same result.

$2 + 3 = \square = 3 + 2$

$1 + 2 = \square = 2 + 1$

$3 + 4 = \square = 4 + 3$

When we add 0 in any number, we always get the same number.

$1 + 0 = 1$

$8 + 0 = 8$

$5 + 0 = \square$

$4 + 0 = \square$

When we subtract any number by 1, then we get previous (predecessor) of the number.

$2 - 1 = 1$

$8 - 1 = 7$

$5 - 1 = \square$

$4 - 1 = \square$

When we subtract the two same numbers, then we get 0.

$9 - 9 = 0$

$8 - 8 = 0$

$5 - 5 = \square$

$4 - 4 = \square$

When we or subtract zero from any number, then we get the same number.

$2 - 0 = 2$

$8 - 0 = 8$

$5 - 0 = \square$

$3 - 0 = \square$

If we add or subtract zero from a number.
We get the same number.

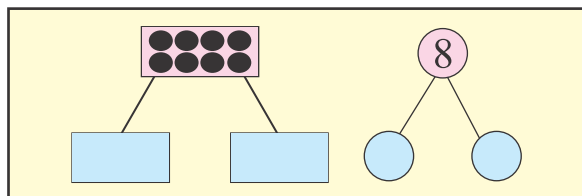
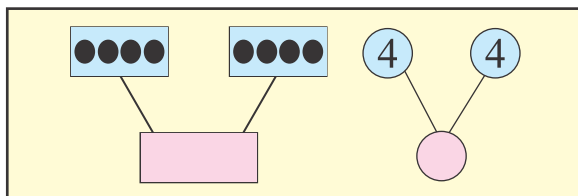
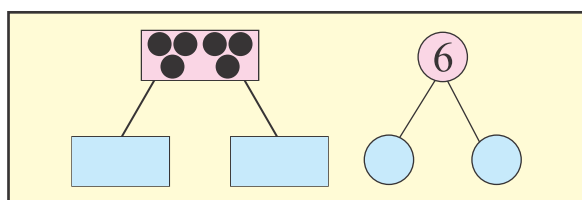
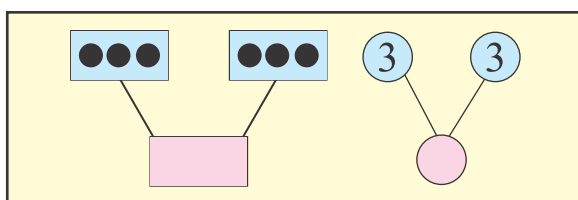
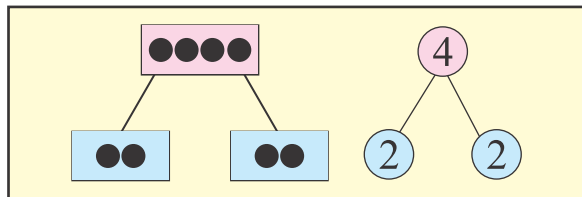
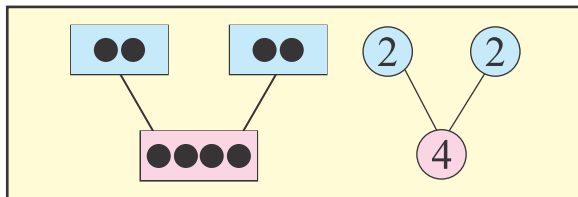
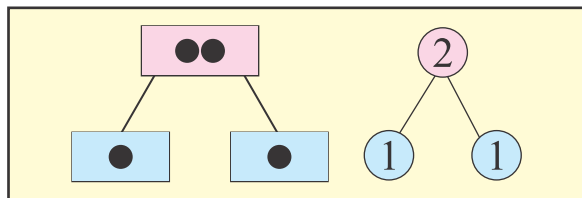
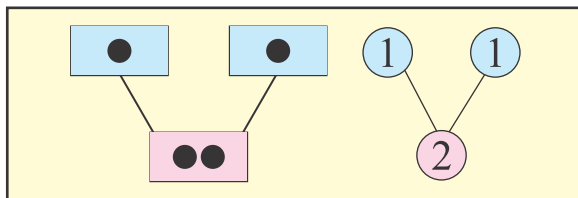


Let's learn



As many eaten by Aman,
same will be eaten by Raman.
Tell how many will,
be taken by Daman.

Anything fetched by Daman,
Divide in parts of two.
Raman also gets equal parts,
by making equal queue.



Note

The teacher will make the students learn how to double any number and how to divide a number into two equal parts with the help of solid objects and a story.

Magical Game

- Objective** : Recognition of numbers.
- Material** : Marker, Chart.
- Method** : 1. Write as demonstrate below.

2	9	5	7	7	8
3	6		8	4	9
	8	7	9		7
7		4	1	6	8
	9		8		8
5		3	6	9	5
9	8			9	9
4	7	5	8	3	7

2. Ask the child to think any number upto 9.
3. Ask the child to find in how many boxes have that number.
4. Then answer the question.
5. It is magic for child.



Note

Count the boxes in which number comes. The number of boxes will be the answer.

Worksheet

Add :

$$3 + 2 =$$

$$5 + 0 =$$

$$4 + 1 =$$

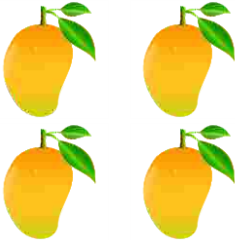
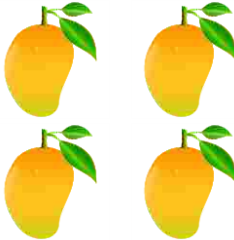


Subtract :

$$5 - 2 =$$

$$5 - 0 =$$

$$3 - 1 =$$

Encircle the correct answer :

 $+$  $=$	<p>6</p> <p>7</p> <p>8</p>
 $-$  $=$	<p>4</p> <p>2</p> <p>3</p>

Fill in the blanks :

$$1 + \square = 5$$

$$\square + 2 = 3$$

$$1 + \square = 2$$

$$4 - \square = 3$$

$$3 - 1 = \square$$

$$5 - \square = 4$$

Think and do :

$5 + 1 =$		$6 + 2 =$	
$6 - 1 =$	$6 - 5 =$	$8 - 2 =$	$8 - 6 =$

Things to Remember

- Smallest number of 1 digit = 1
- Greatest number of 1 digit = 9
- Sign of Addition '+'
- Sign of Subtraction '-'

We have learnt

Counting of numbers 1 to 9
(With solid objects and with fingers)



Reading, Counting,
Writing of numbers, forward/backward
counting, comparison of numbers
(Using fingers, sliding card,
solid objects and maan card)



Forward Counting, Backward
Counting and in between of numbers
(By activities)



Comparison of numbers
(With solid objects)



Addition - Subtraction upto 9



Addition - Subtraction of 1 digit numbers



Estimate, oral type, word type problems using a number strip.

Objectives

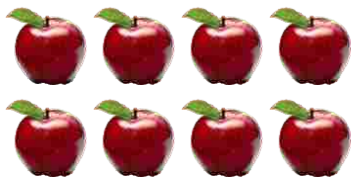
- To enable the students to understand the counting of numbers 10 to 20.
- To enable the students to write numbers in serial order.
- Understanding of before, after and in between the numbers.
- Comparison of numbers upto 20.
- To count the objects with the help of these numbers.
- To collect the objects in groups of 10 and consider it a group.
- To develop the vocabulary of tens and ones.
- To show the group of tens and ones by picture.
- To count the number of tens and ones in the given number.
- To write the numbers 10 to 20 in words.

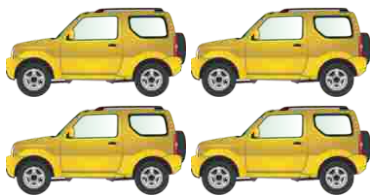
Do you remember?

a. Write counting from 1 to 9 :



b. Count and write :





c. Encircle the smaller number : **d. Encircle the greater number :**

4	7
1	2
3	5

8	7
3	5
9	4

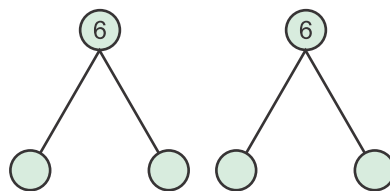
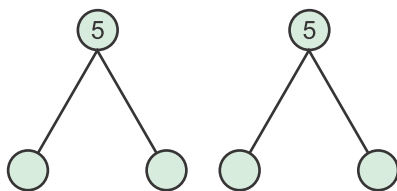
e. Fill in the blanks :

_____	7
_____	5
_____	9

6	_____
8	_____
7	_____

4	_____	6
3	_____	5
1	_____	2

f. Fill in the blanks :



g. Solve with the help of a number strip :

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

$3 + 2 = \square$

$5 - 2 = \square$

$5 + 0 = \square$

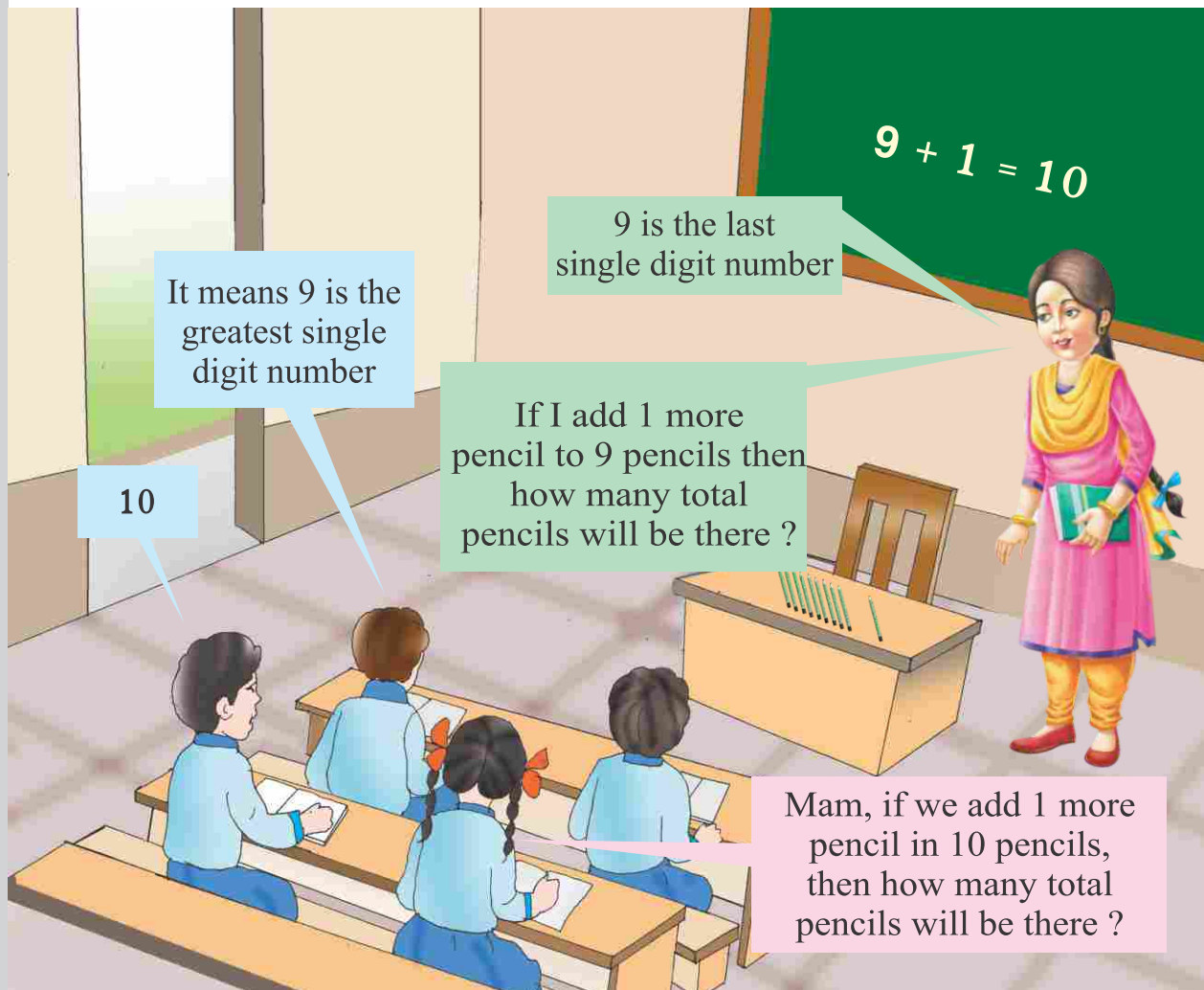
$9 - 6 = \square$

h. Write Dodging counting :



Let's learn

First step towards 10 to 20



Let us try to know about it with pencils, currency notes, abacus and maan card.



Writing of numbers 10 to 20 in serial order and count them with the help of objects :

Dots	Objects	Maan Cards	
		10	
		10	1
		10	2
		10	3
		10	4
		10	5
		10	6
		10	7
		10	8
		10	9



Note

The teacher will make understand his students the concept of 10 to 20 with objects, dots and maan card.

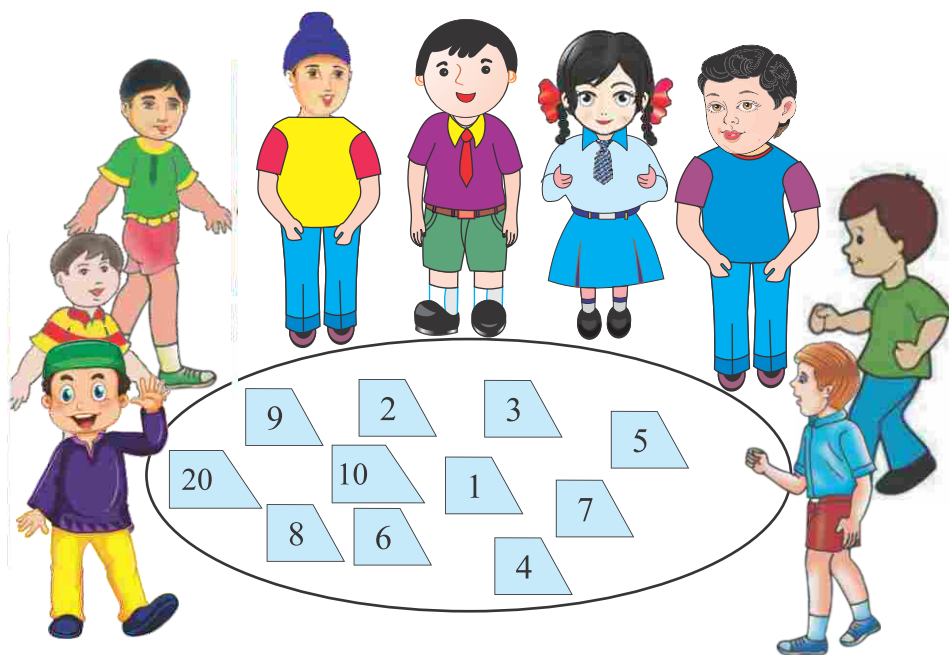


Make a jump



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

Make a jump and bring the card



Stand up in serial order

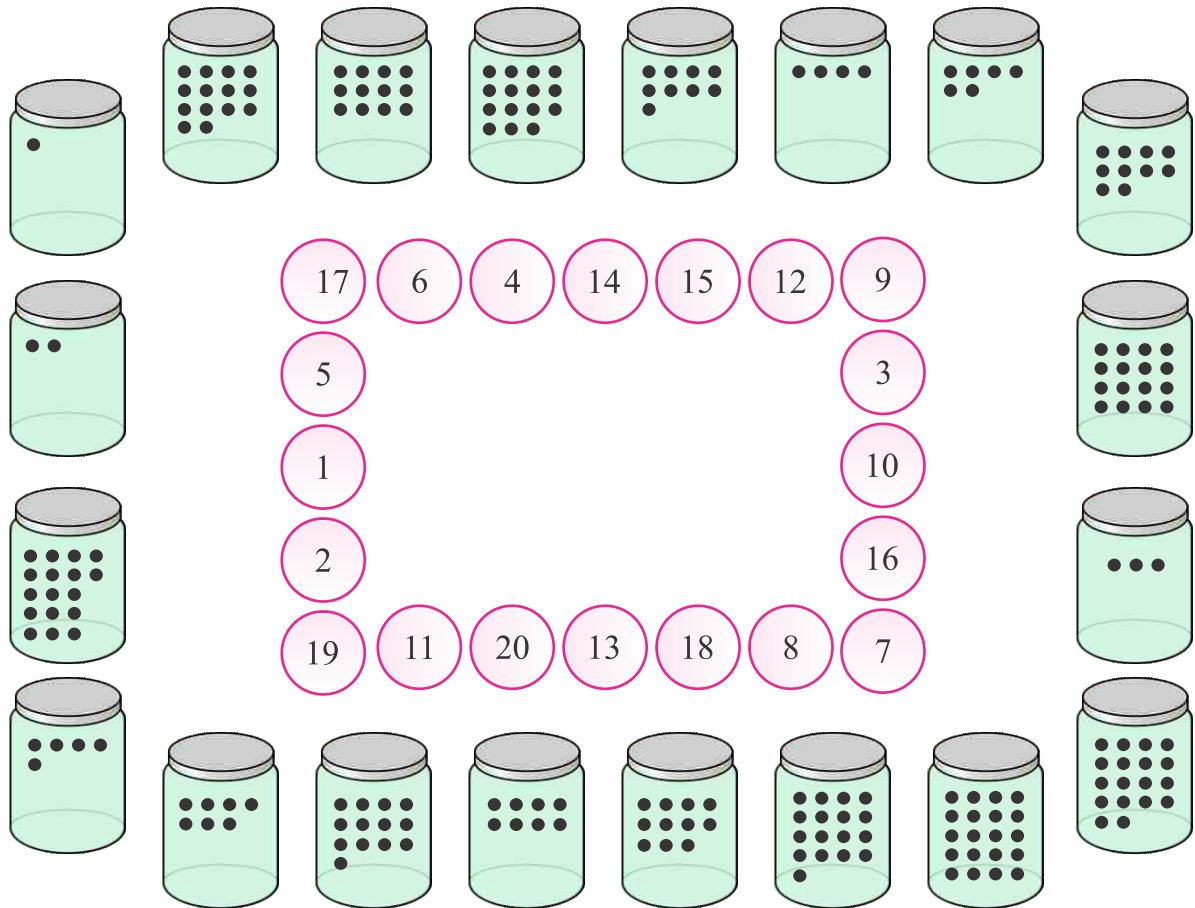


Note

- The teacher will count upto 20 with the help of solid objects, and then write 1 to 20 on earth and ask the children to make a jump on the given number.
- The teacher will ask the children to stand in circle and place maan cards at the center and then ask the children to make a said number with the help of these cards.



Count and match :



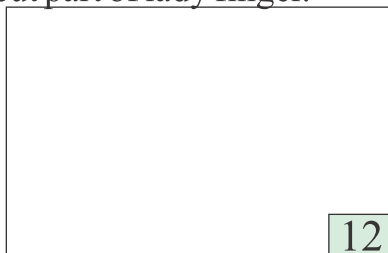
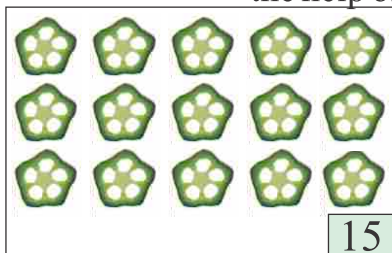
Practical activity

Objective : Understanding count the given objects

Material : Lady finger, colours.

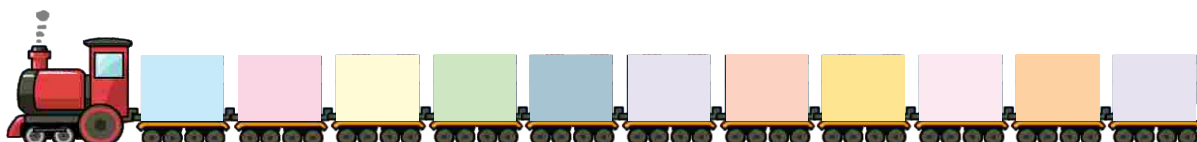
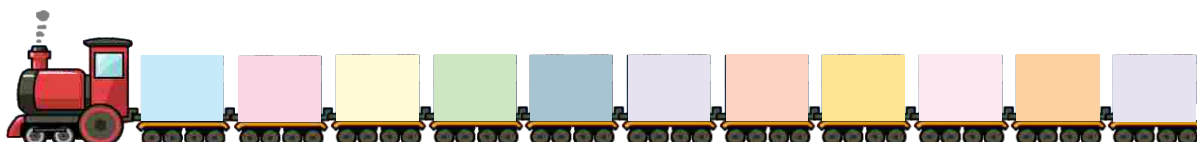
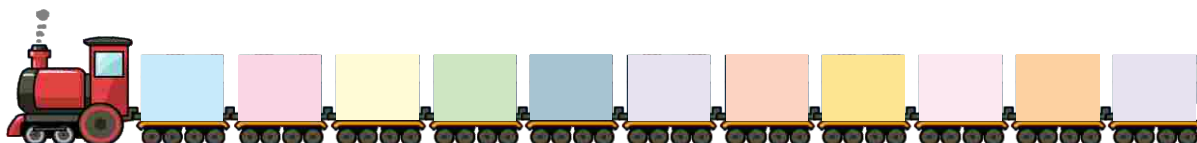
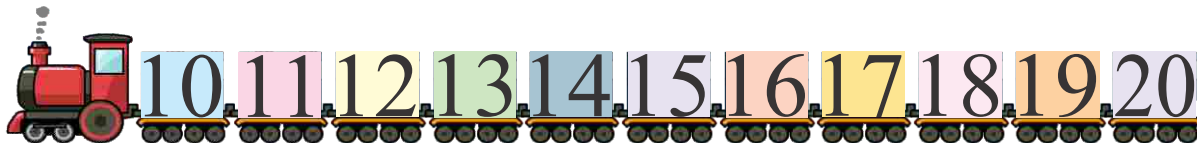
Procedure :

1. Cut the lady finger in 2 parts and give to children.
2. Dip the cut part of lady finger in colour and make impression in the given space.
3. Make the flowers according to the number given in the boxes with the help of cut part of lady finger.

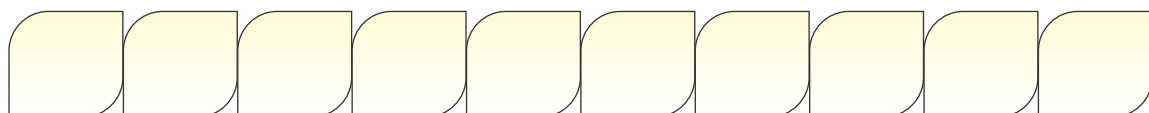




Write numbers 10 to 20.



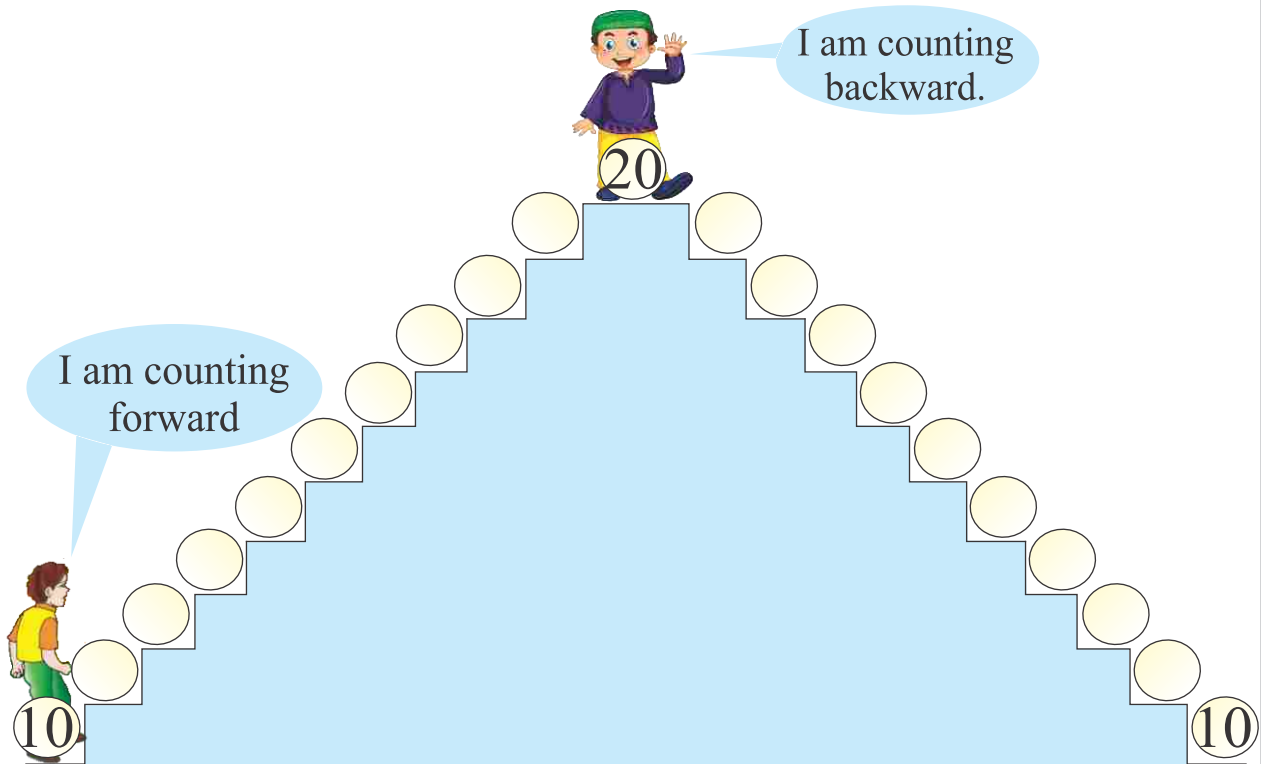
Write numbers 1 to 20.



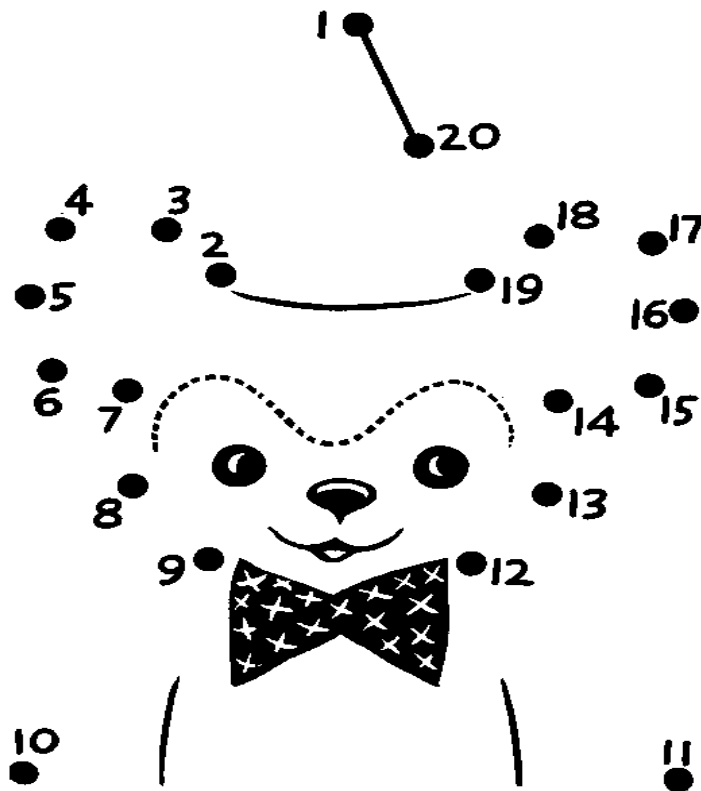
Note

The teacher will ask the students to write counting as shown in boxes.

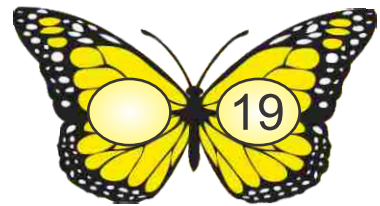
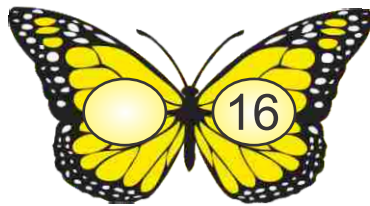
Write forward and backward counting of 10 to 20.



Join the numbers 1 to 20 in serial order and colour it.



Write the number that comes just before :



Write the number that comes just after :

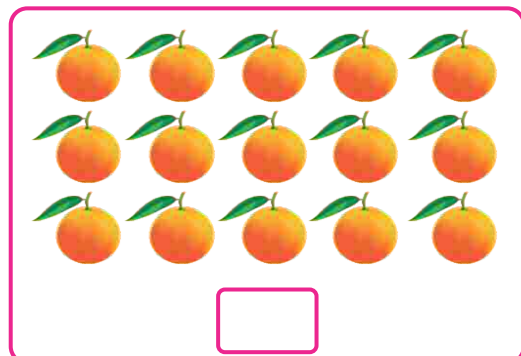
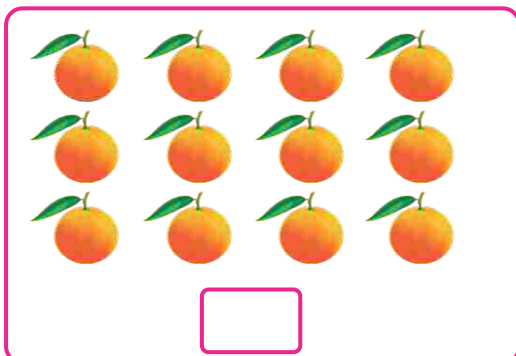
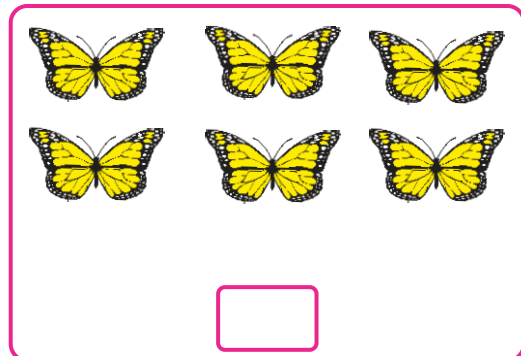
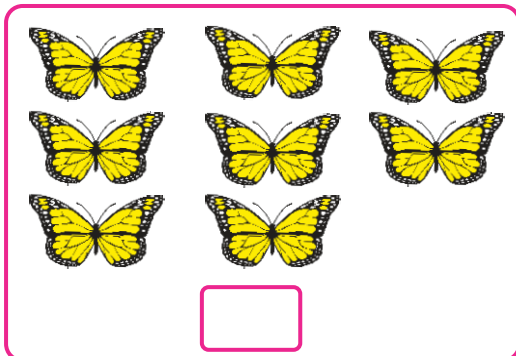
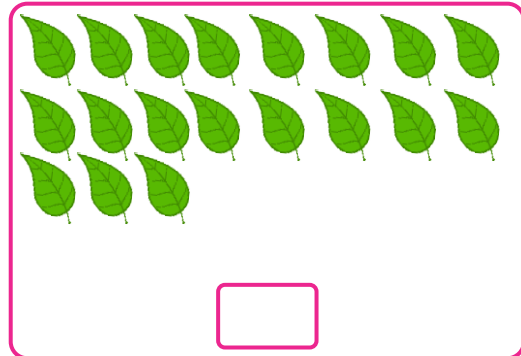
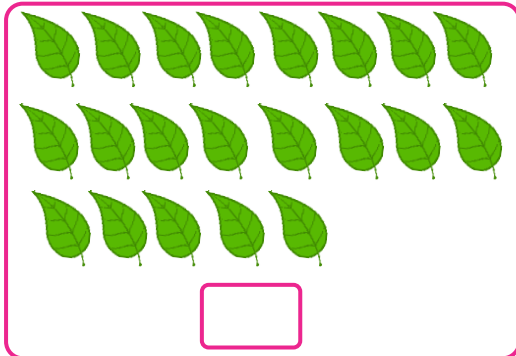


Write the number in between :



Comparison of numbers

Put a tick (✓) on more objects and cross (×) on less objects :



Comparison with the help of number strip

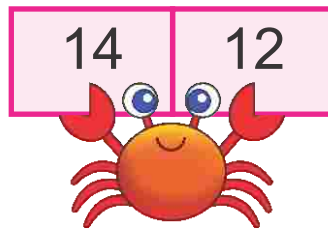
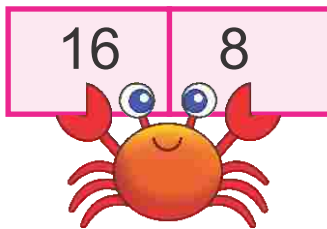
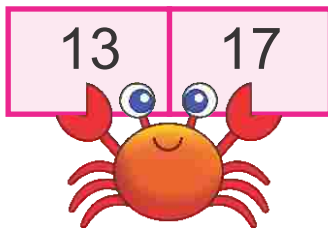


The number nearer to 0 is smaller than the other number.

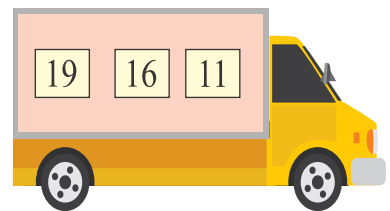
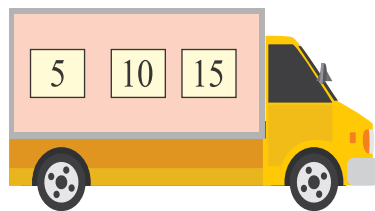
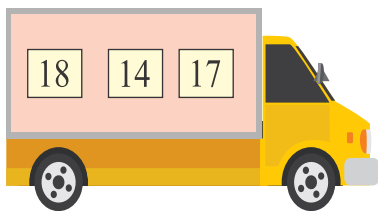
The number far from 0 is greater than the other number.



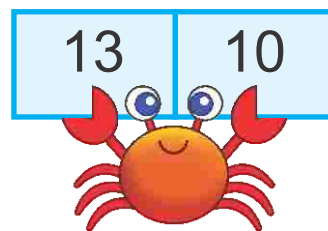
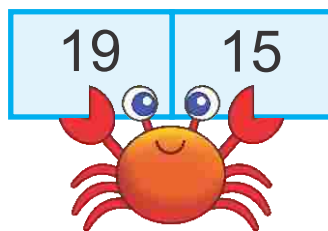
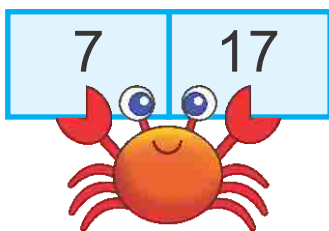
Encircle the smaller number :



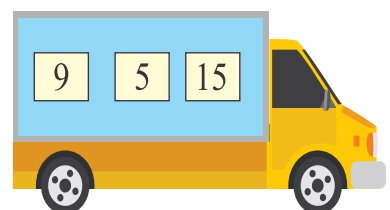
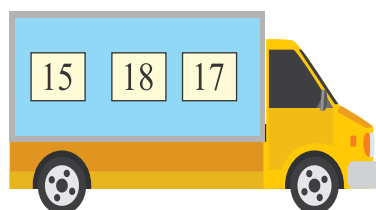
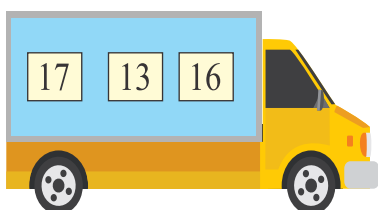
Encircle the smallest number :



Encircle the greater number :



Encircle the greatest number :



To move towards smaller to greater number

I am the youngest.
I am at first position.



Harpreet



Anshika



Vishal



Aslam

I am the
eldest.
I am at last
positon.



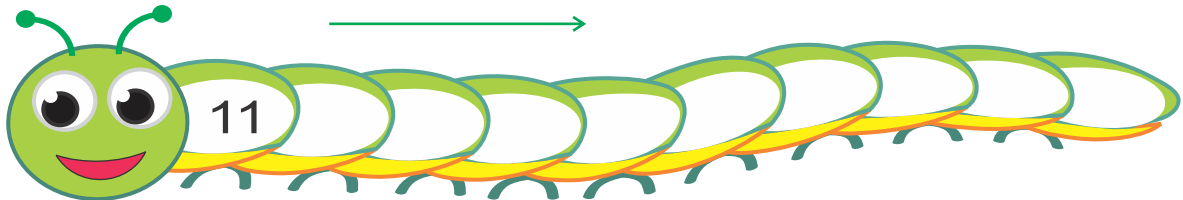
Look, Harpreet is of 6 years old. He is the youngest, so stood at 1st positon. Look, Aslam is of 10 years old. He is eldest, so stood at last position.

Now you write these given numbers from smaller to greater.

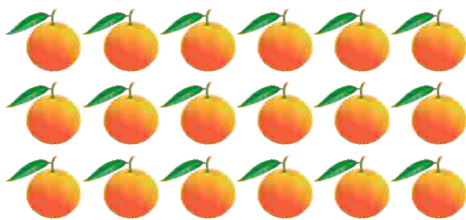


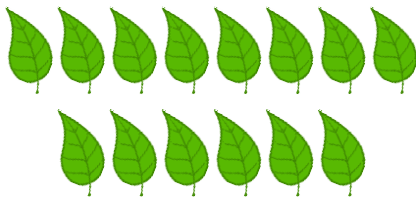
Worksheet

1. Write forward counting 11 to 20 :



2. Count and Write :





3. Write just before, just after and in between numbers :

___	10
___	12
___	18

11	___
15	___
19	___

10	___	12
13	___	15
18	___	20

4. Encircle the greatest number :

11	12	15
13	10	8

18	14	17
11	9	8

10	13	16
14	17	9

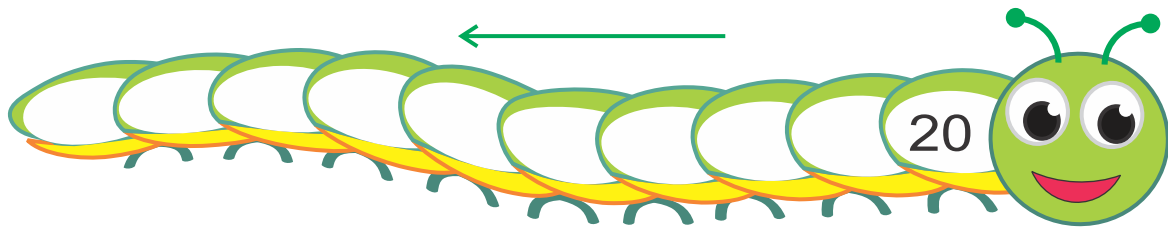
5. Encircle the smallest number :

15	12	10
17	14	16

11	14	15
18	11	19

9	8	16
7	15	5

6. Write backward counting :



7. Draw your favourite objects according to the given number below :

12	
16	

8. Write from smaller to greater number :

12	9	13	17	→				
18	6	15	9	→				

9. Write dodging counting :

--	--	--	--	--	--	--	--

Activity

Jorh-Torh of 10 with fingers

How many fingers are there of my both hands.

Now how many fingers of my both hands are raised and folded.



6 raised

4 folded



Let's do

Count and write the fingers as given below by folding then write by counting raised and folded fingers.



Raised Folded



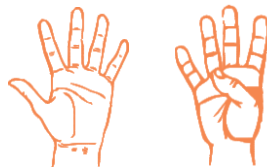
Raised Folded



Raised Folded



Raised Folded



Raised Folded



Raised Folded



Note

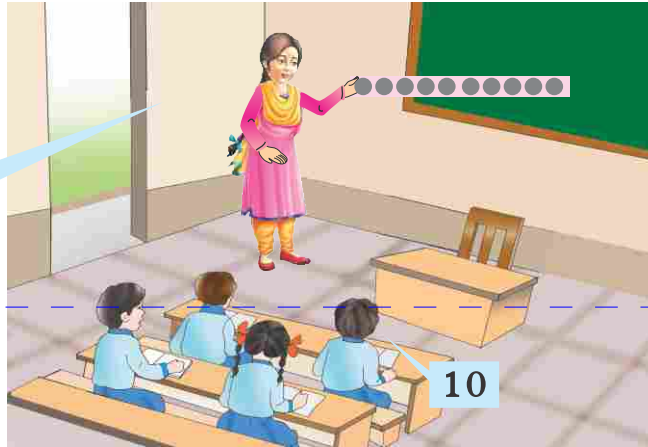
The teacher will raise the fingers of one hand according to different number and ask from students about raised and folded fingers. The teacher will practise it many times and again with sliding card. By doing so make them to do jorh-torh of 10 and upto ten.

Activity

Understanding of 10 with sliding card

How many dots can you see ?

Now, how many dots can you see on card ?



How many dots are there below the card ?

7

3



	Below the card	Outside the card



The teacher will hide the dots on slider card of 10 dots given at the end of the book and ask the students to count these dots. In this way they will complete the activity.

Practical activity

Jorh-Torh of 10 with solid objects :

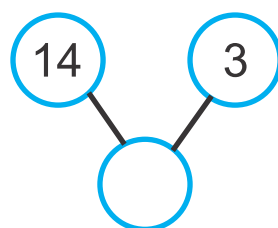
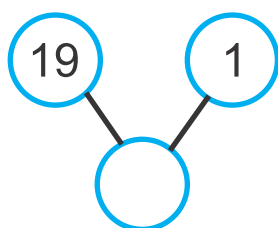
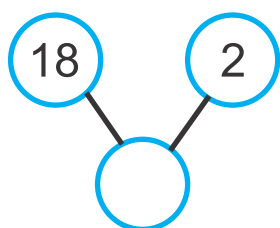
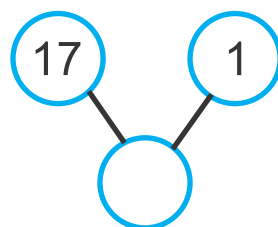
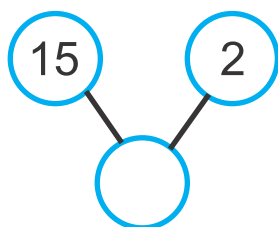
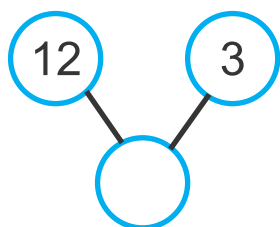
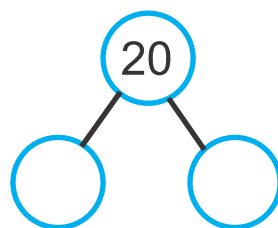
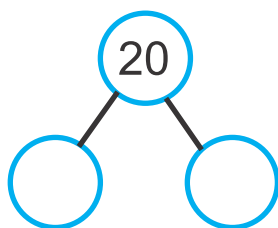
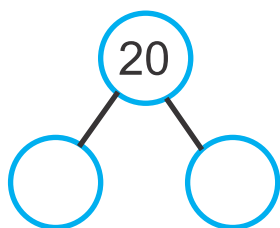
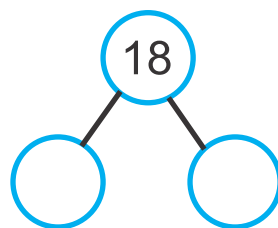
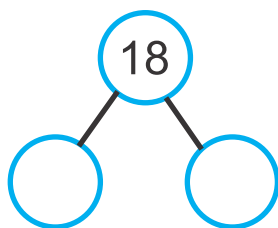
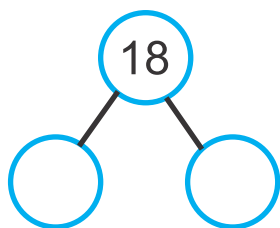
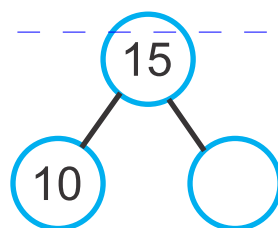
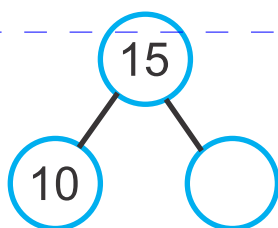
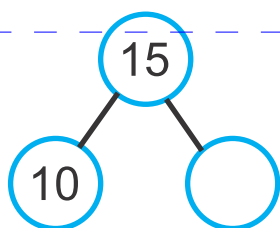
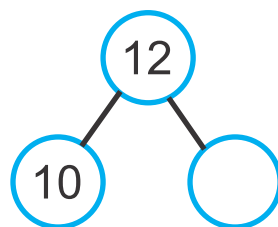
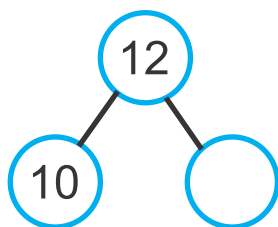
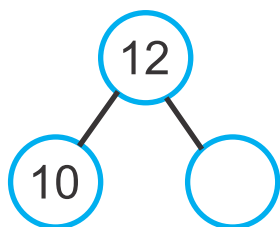


Note

The teacher will divide 10 solid objects in both of their hands and will ask students to do the same and write it on blackboard.



Jorh-Torh of numbers



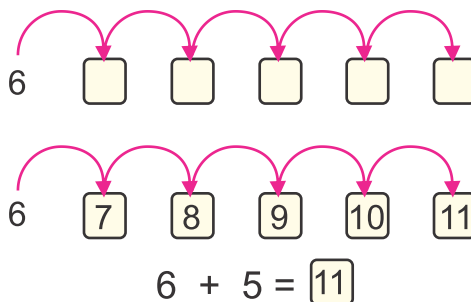
Let's learn

Addition on number strip

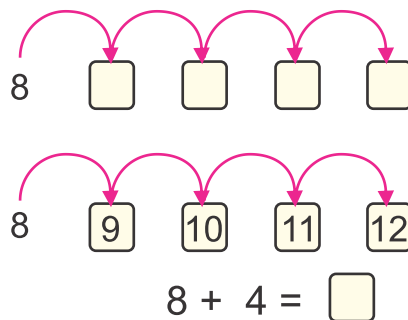
Addition on number strip by moving forward

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

Rohit has 6 pencils. His father gave him 5 more pencils. How many total pencils he has now ?



Deepika's 8 books are on the table and 4 books are in her school bag. How many total books Deepika has ?



Parneet has 9 toffees and Tarleen has 6 toffees. How many toffees both of them have ?

Supreet has 7 pencils. His mother gave him 5 more pencils. How many total pencils he has now ?

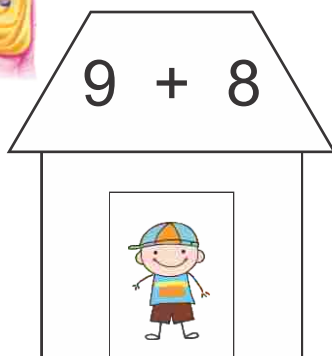
$$6 + 6 =$$

$$9 + 3 =$$

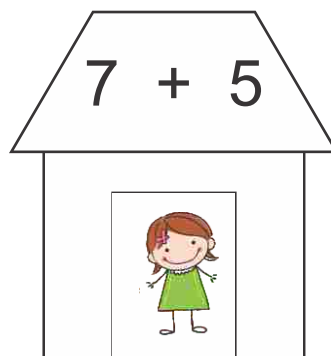
In our daily life



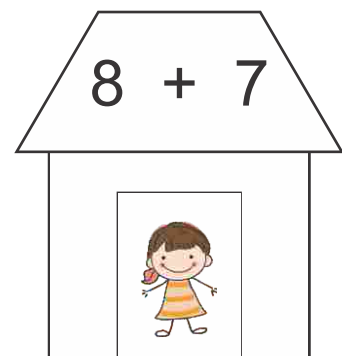
Add the numbers and tell who live in which house ? Also colour the houses.



Peter



Tanisha



Anmol

_____ has house number 12, fill it with blue colour.

_____ has house number 15, fill it with red colour.

_____ has house number 17, fill it with green colour.

Add with the help of number strip

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

$9 + 8 =$

	9
+	8
1	7

$9 + 8 = 17$

$7 + 8 =$

$7 + 8 =$

$6 + 4 =$

$6 + 4 =$

$8 + 8 =$

$8 + 8 =$

$7 + 6 =$

$7 + 6 =$

$9 + 4 =$

$9 + 4 =$

$9 + 5 =$

$9 + 5 =$

$6 + 6 =$

$6 + 6 =$

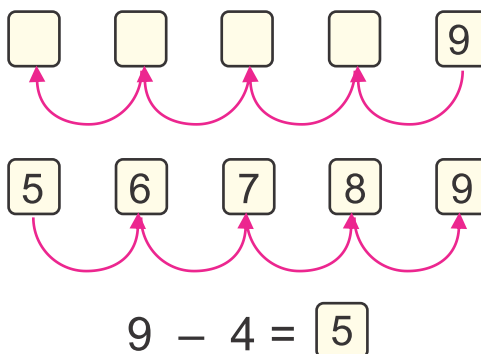


Subtract by moving backward

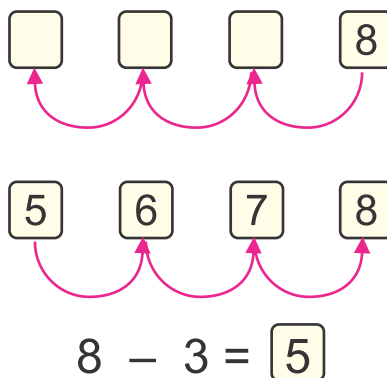
Subtract with the help of number strip by moving backward.



Vishal had 9 pencils. He gave 4 pencils to Aslam. How many pencils are left with Vishal ?



Manveet had 8 balloons. He left 3 balloons in air. How many balloons are left with him ?



Priyanka had 7 flowers and she gave 3 flowers to Shalini. How many flowers are left with Priyanka ?

Supreet had 7 balloons. He left 3 balloons in air. How many balloons are left with him ?

$$9 - 6 =$$

$$8 - 3 =$$

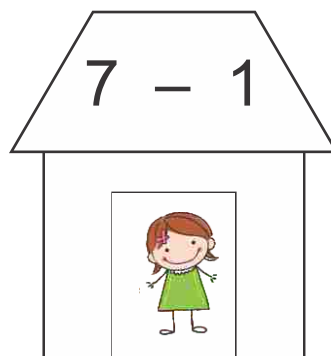
In our daily life



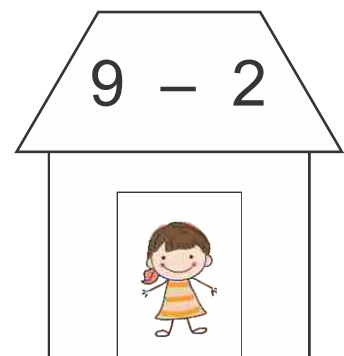
Subtract the numbers and tell who lives in which house ?
Also colour the houses.



Peter



Tanisha



Anmol

_____ has house number 5, and fill it with blue colour.

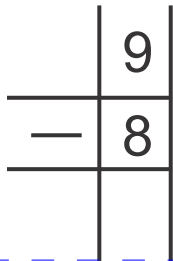
_____ has house number 6, and fill it with red colour.

_____ has house number 7, and fill it with green colour.

Subtract with the help of number strip

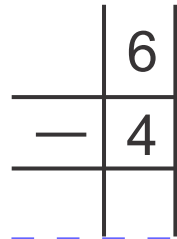
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

$9 - 8 =$



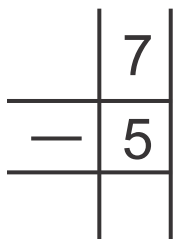
$9 - 8 = \square$

$6 - 4 =$



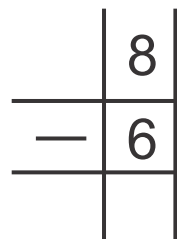
$6 - 4 = \square$

$7 - 5 =$



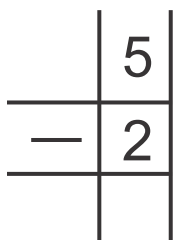
$7 - 5 = \square$

$8 - 6 =$



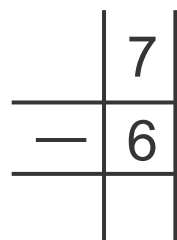
$8 - 6 = \square$

$5 - 2 =$



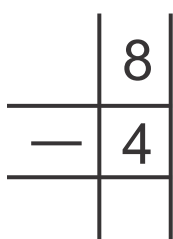
$5 - 2 = \square$

$7 - 6 =$



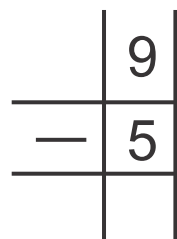
$7 - 6 = \square$

$8 - 4 =$



$8 - 4 = \square$

$9 - 5 =$



$9 - 5 = \square$

Statement sums

Solve with the help of number strip.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

We have to put 20 beads in a necklace. We put 16 beads in that necklace. How many beads now we have to put so that they become 20 ?

Rosy had 9 pencils. She lost 3 pencils. How many pencils she has now ?


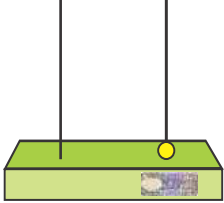

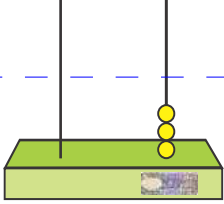

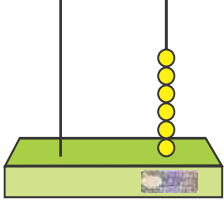

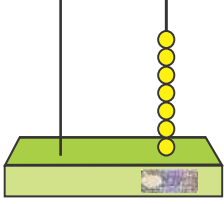

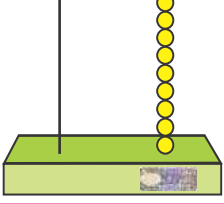
Harjeet had 9 toffees. He gave 4 toffees to Ashok. How many toffees he has left now ?

There are 5 members in Anmol's family. Two guests joins their family. How many members they have in their family now ?

Let's learn

Let's count 1 to 9 with currency notes, abacus and maan card.



		1
		3
		6
		8
		9



When we add one more note in 9 notes then what will it make ?



Now we will take one note of ₹10 in the place of 10 notes of ₹1 and will write in ones and tens.

10



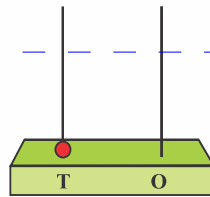
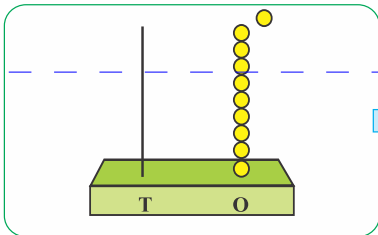
1	2	3	4	5	6	7	8	9
One	Two	Three	Four	Five	Six	Seven	Eight	Nine

Let's learn

Club the objects in the groups of 10



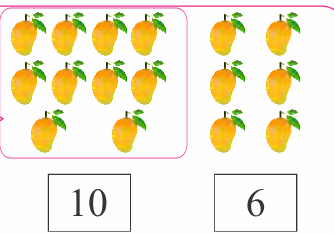
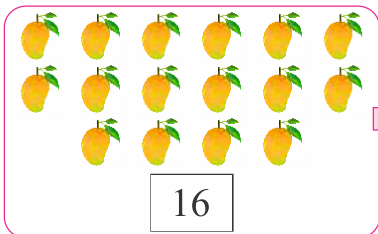
Tens	Ones
1	0



Tens	Ones
1	0

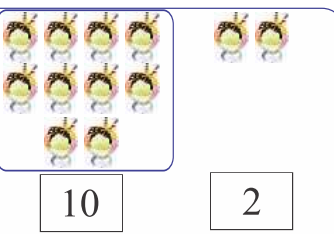
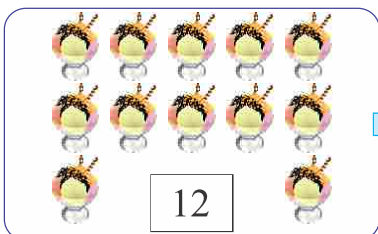
10 Ones = 1 Tens

To make groups of ones, tens



Tens	Ones
1	0

10 and 6 = 16



Tens	Ones
1	2

10 and 2 = 12



Note

We can put only 9 beads in the rod of abacus. Thus, the teachers will tell the students about putting one bead in tens rod in place of putting 10 beads in ones rod.

Let's learn

Let's count 10 to 19 with currency notes, abacus and maan card.



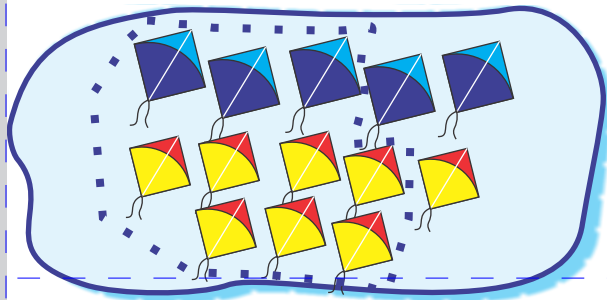
		<div>10</div> <div>1</div> <div>↓</div> <div>11</div>
		<div>10</div> <div>3</div> <div>↓</div> <div>13</div>
		<div>10</div> <div>6</div> <div>↓</div> <div>16</div>
		<div>10</div> <div>7</div> <div>↓</div> <div>17</div>
		<div>10</div> <div>8</div> <div>↓</div> <div>18</div>
		<div>10</div> <div>9</div> <div>↓</div> <div>19</div>

10	11	12	13	14	15	16	17	18	19
Ten	Eleven	Twelve	Thirteen	Fourteen	Fifteen	Sixteen	Seventeen	Eighteen	Nineteen

Let's learn

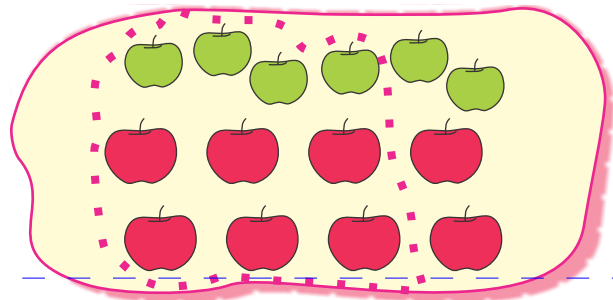
Making groups of 10 and add

$$5 + 8 =$$



$$10 + 3 = 13$$

$$6 + 8 =$$

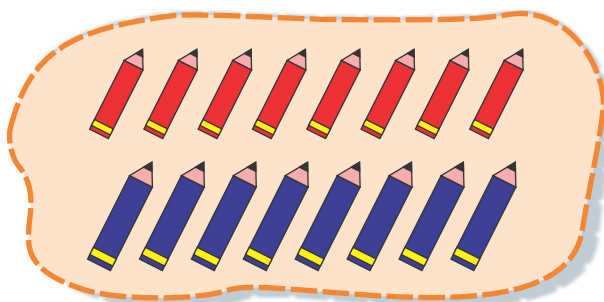


$$10 + 4 = 14$$



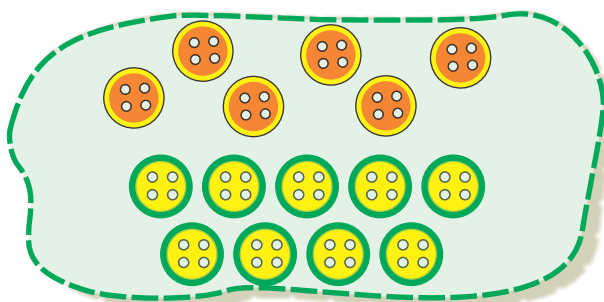
Let's do

$$8 + 8 = \square$$



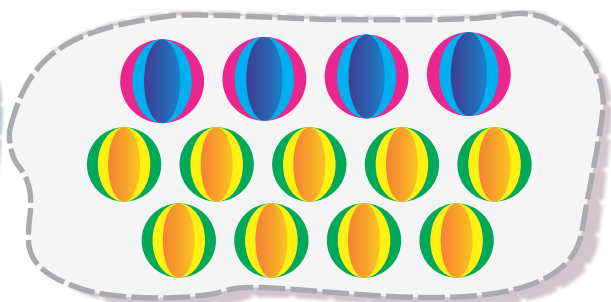
$$\square$$

$$6 + 9 = \square$$



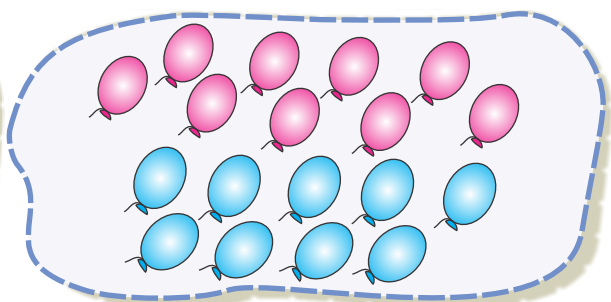
$$\square$$

$$4 + 9 = \square$$



$$\square$$

$$9 + 9 = \square$$



$$\square$$



Note

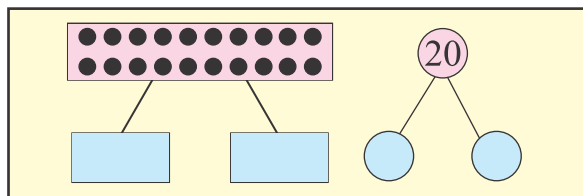
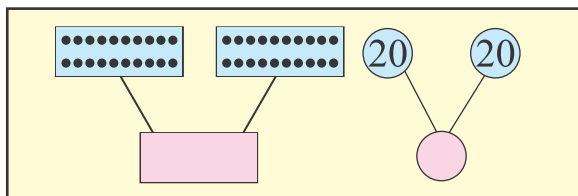
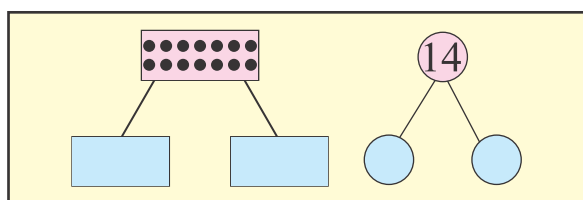
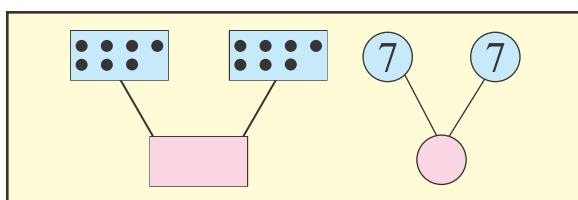
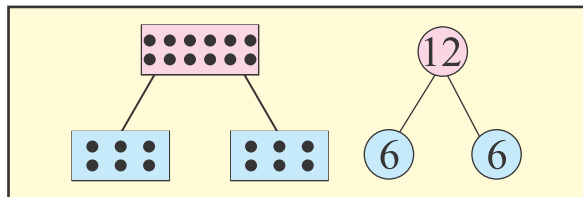
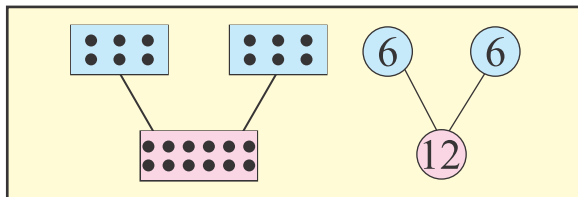
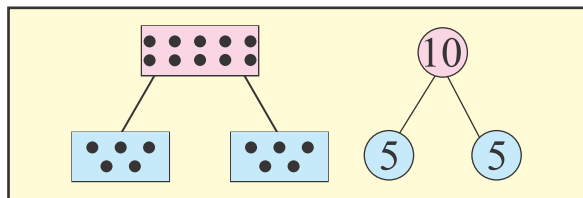
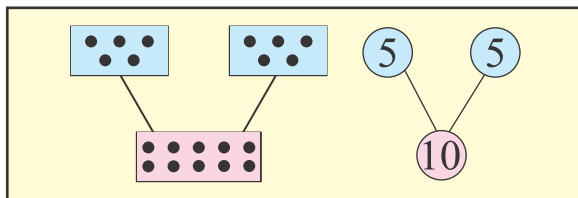
To understand the concept of addition by changing ones into tens in the above questions.

Let's Learn



As many eaten by Aman,
same will be eaten by Raman.
tell how many will be
taken by Daman.

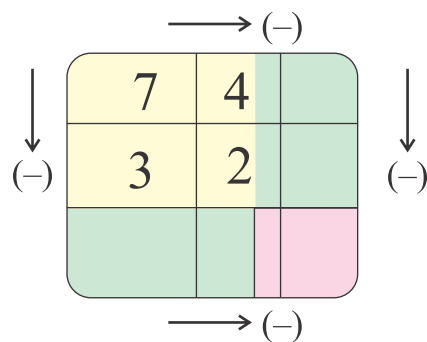
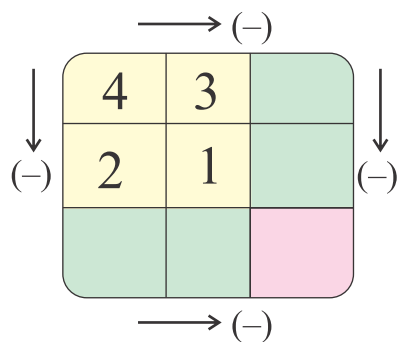
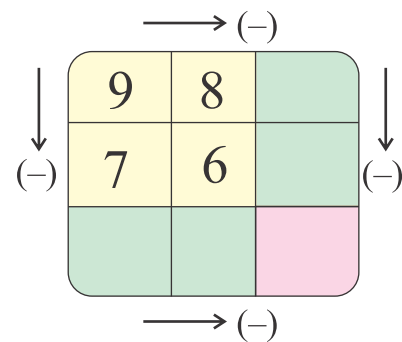
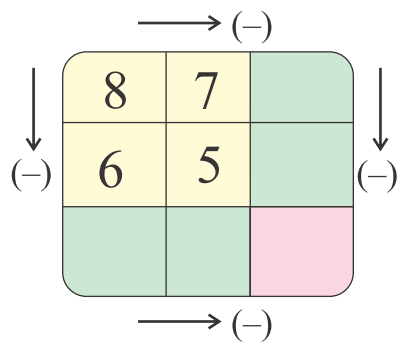
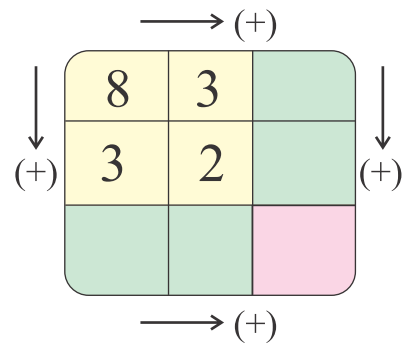
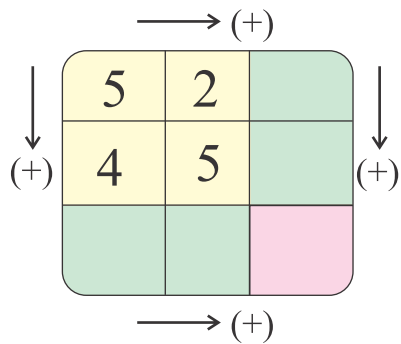
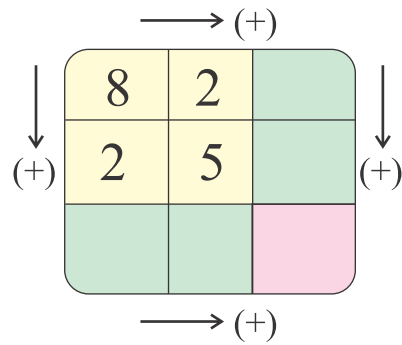
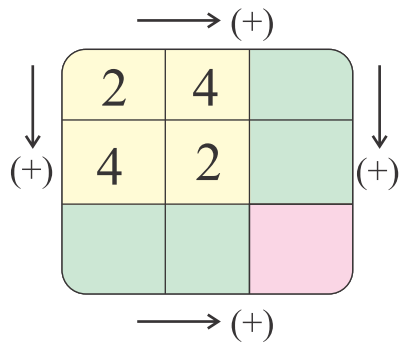
Anything fetched by Daman
Divide in parts of two.
Raman also gets equal part,
By making equal queue.



Note

The teacher will teach his students to make double and to make half with solid objects and through a story.

Mental Exercise



Worksheet

1. Write the number made by adding maan cards.

$$\begin{array}{|c|} \hline 10 \\ \hline \end{array} \quad \begin{array}{|c|} \hline 4 \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline 10 \\ \hline \end{array} \quad \begin{array}{|c|} \hline 7 \\ \hline \end{array} = \square$$

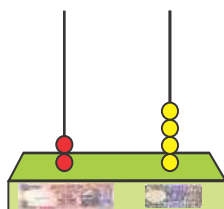
2. Add-subtract as given below.

$$9 + 4 = \square \quad 8 - 2 = \square$$

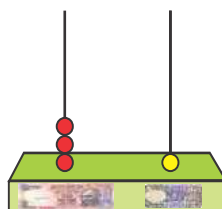
$$5 + 3 = \square \quad 8 - 4 = \square$$

$$8 + 0 = \square \quad 7 - 0 = \square$$

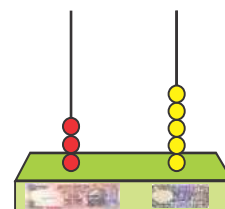
3. Write the number by counting beads in abacus.



\square

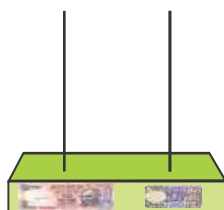


\square

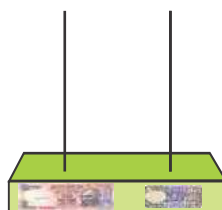


\square

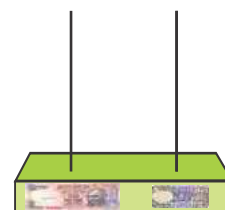
4. Put beads in the abacus as per given number.



10



14



19