CHAPTER: Subtraction

Grade: **1**
Board: **CBSE**
Book: **NCERT**

1.

Chapter Summary and Placement

<Read through the following to understand how this chapter is connected with the previous and next grades and also the important concepts covered in it.>

1. Knowledge of this chapter is very important to understand the concept of taking a number or an amount away from another number or amount.

2.

LEARNING OUTCOMES

<On completion of the chapter, students will be able to:>

1. Use objects and pictures to represent situations that involve subtraction.
2. Subtract numbers using symbol ‘-’

3. TEACHING PLAN

Follow this section for getting ideas on teaching the content covered in the chapter. The subtopic given in the first column with the matching learning outcome can be explained using instructions and resources listed subsequently

Subtopic and Learning Objective #1

Subtopic: LET US COUNT

LO:

Use objects and pictures to represent situations that involve subtraction.

1. To make student count the collection of objects, the collection taken away and collection left.

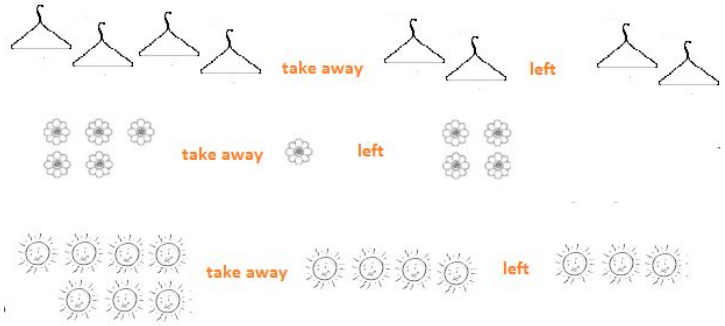
Teacher Activity

1. Keep 5 pencils on the table.
2. Ask the students to count and write the number on the board.
3. Now pick up 3 pencils from the table and again ask the students to count them. Write the number on the board.
4. Ask the students to count the number of pencils left on the table. Write on the board.

5 take away 3 left 2

Check for understanding:

Draw the following and ask the students to count and answer



Teacher Activity

Activity 1 can be performed to make the class count and do single digit subtraction

Check for understanding:
Show the children different sets of objects and ask them to count and subtract
5 chalk pieces take away 3 chalk pieces
6 notebooks take way 2 notebooks
1 duster take away 1 duster
8 water bottles and 5 water bottles
7 pens and 6 pens

Resources Suggested

Blackboard, pen and paper

Activity 1

LYRICS	MOVEMENTS
Hey kids, don't forget to stay in school because school is cool.	Have the children march around in a big circle to the beat throughout entire song.
I have **TEN** pennies in my pocket, I have **TEN** pennies, yes I do. And if I take one penny away, There will be less, yes it's true. Because **TEN** take away **ONE . . . is NINE**. And **NINE** take away **ONE . . . is EIGHT**.	Hold out 10 fingers. Hold out 9 fingers. Hold out 8 fingers.
I have **EIGHT** pennies in my pocket, I have **EIGHT** pennies, yes I do. And if I take one penny away, There will be less, yes it's true. Because **EIGHT** take away **ONE . . . is SEVEN**. And **SEVEN** take away **ONE . . . is SIX**.	Hold out 8 fingers. Hold out 7 fingers. Hold out 6 fingers.
I have **SIX** pennies in my pocket, I have **SIX** pennies, yes I do. And if I take one penny away, There will be less, yes it's true. Because **SIX** take away **ONE . . . is FIVE**. And **FIVE** take away **ONE . . . is FOUR**. *Instrumental . . .*	Hold out 6 fingers. Hold out 5 fingers. Hold out 4 fingers. March around in circle clapping to beat.
I have **FOUR** pennies in my pocket, I have **FOUR** pennies, yes I do. And if I take one penny away, There will be less, yes it's true. Because **FOUR** take away **ONE . . . is THREE**. And **THREE** take away **ONE . . . is TWO**.	Hold out 4 fingers. Hold out 3 fingers. Hold out 2 fingers.
I have **TWO** pennies in my pocket, I have **TWO** pennies, yes I do. And if I take one penny away, There will be less, yes it's true. Because **TWO** take away **ONE . . . is ONE**. And **ONE** take away **ONE is ZERO**. *Yeah!*	Hold out 2 fingers. Hold out 1 finger. Hold out 2 fists. Strike a cool pose and freeze!

Subtopic and Learning Objective #2

Subtopic: LET US COUNT

LO:

Use objects and pictures to represent situations that involve subtraction.

1. To make student count the collection of objects, the collection taken away and collection left.

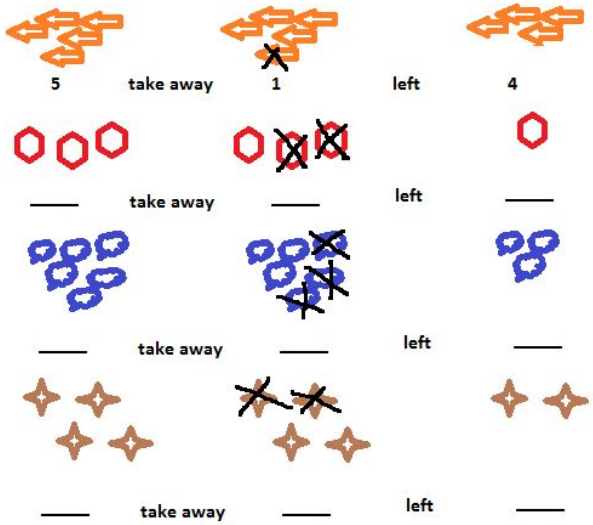
Teacher Activity

1. Draw 5 circles on one side of the board and draw 3 circles at a little distance.
2. Ask the students to count and take away.
3. Write on the board

   5 take away 3 left 2

Check for understanding:

Draw the following on board and ask students to count and subtract



Teacher Activity

1. Using the cloud example above, explain that it can also be written as **5 - 3 = 2**

Check for understanding:

Draw the following on board and ask students to count and subtract

a. 8 lines - 1 line =
b. 6 trees - 2 trees =
c. 7 birds - 3 birds =

Subtopic and Learning Objective #1

Subtopic: LET US COUNT
LO:
Use objects and pictures to represent situations that involve subtraction.

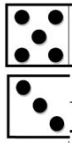
2 To make students understand vertical subtraction

Teacher Activity

1. Draw the following on the board and subtract

 -. =

5 5 - 3 = 2



$$\begin{array}{r} 5 \\ -\ 3 \\ \hline 2 \end{array}$$

Check for understanding:

Count and add

$$\begin{array}{r} 8 \\ -\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -\ 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} \mathbf{5} \\ -\ 2 \\ \hline \end{array}$$

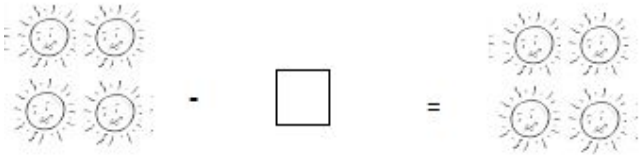
Subtopic and Learning Objective #1

Subtopic: LET US COUNT
LO:
Use objects and pictures to represent situations that involve subtraction.

3 To make the students understand subtraction with 0

Teacher Activity

1. Draw the following on the board and subtract.



1. Explain that subtracting 0 from a number always gives the same number. Write the following on the board.

4 - 0 = 4

Check for understanding:

How many?

9 - 0 = 5 - 0 = 3 - 0 =

Subtopic and Learning Objective #1

Subtopic: LET US COUNT
LO:
Use objects and pictures to represent situations that involve subtraction.

4.To make the students understand how the missing number can be found by subtraction or addition

Teacher Activity

1. Write 6 - ___ = 4

Explain that in such questions we subtract to find the answer like this:

6 – 4 = 2

Now fill in the blank:

6 – **2** = 4

2. Similarly if the question is ___ - 5 = 3

Explain that we add to get the answer like this:

3 + 5 = 8

Now fill in the blank:

8 – 5 = 3

Check for understanding:
Solve the following:

Teacher Activity

6 - ___ = 5

5 - ___ = 2

___ - 2 = 2

___ - 1 = 7

Activity 2 can be performed to make class understand subtraction.

Activity 2

Name of the activity- Let's subtract
Type of activity – Group
Use it for – Learning to do single digit subtraction
Materials – Chits of paper with numbers 0 to 9, '-'and '='
Procedure:
Instructions to the teacher:

1. Take the children to the playground.
2. Make chits such that each child has one chit with a digit 0-9 written on it or the symbols '=' or '-'.
3. The children with same chits form groups.
4. The teacher calls out a number and children come together from different groups to show subtraction in order to get the called out number.
5. For example 7; the children can make the following combinations:

8 – 1 = 7
7 – 0 = 7
9 – 2 = 7

6. Repeat till all numbers have been called out and every student has got a chance to come forward.

4. WORKSHEETS

Print or copy the worksheet questions on the blackboard and ask the students to attempt them. They can be given as homework or a class test as well.

Worksheet 1

Subtract and Match:-

8 -- 0	2	9 -- 1
7 -- 3	3	8 -- 3
6 -- 4	8	7 -- 4
8 -- 5	5	5 -- 3
2 -- 1	4	6 -- 2
5 -- 0	6	4 -- 3
7 -- 1	1	9 -- 3

Worksheet 2

Calculate and fill in the blanks

1. 9 – 6 = _____
2. _____ - 3 = 3
3. 7 - _____ = 5
4. 8 – 0 = _____
5. 6 - _____ = 4
6. _____ - 1 = 8

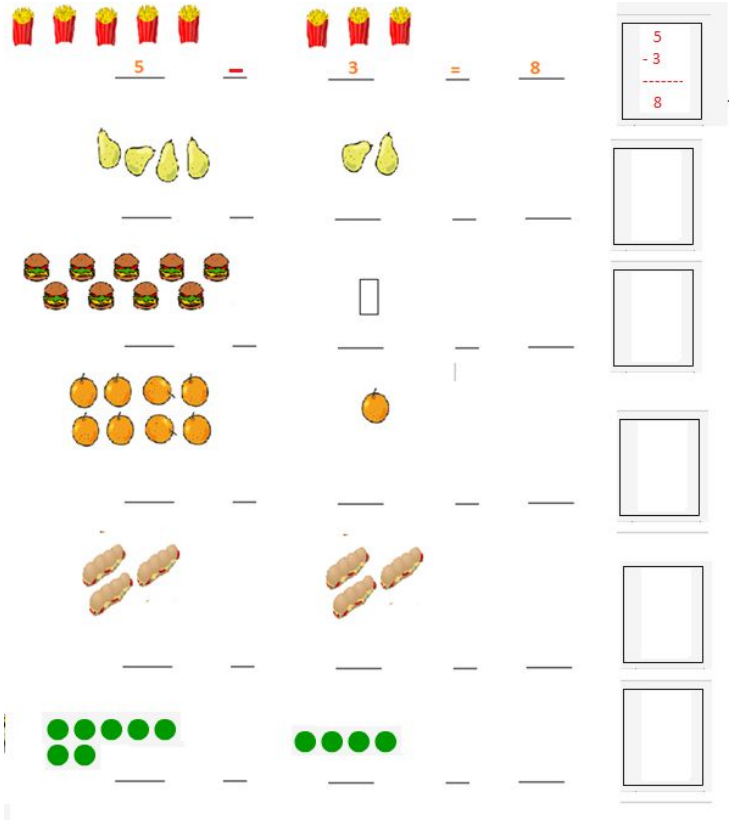
Worksheet 3

Find each difference.

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -5 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ -0 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ -4 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -7 \\ \hline \end{array}$$

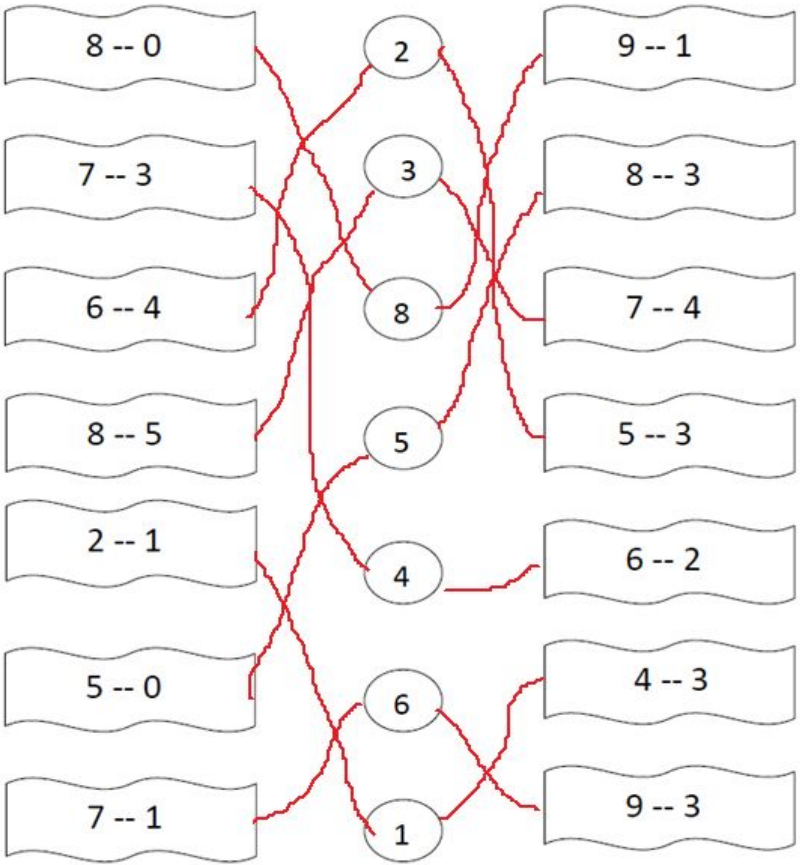
Worksheet 4



5. SOLUTIONS

This section gives you sample answers for activities and questions listed above.

Worksheet 1



Worksheet 2

1. 9 – 6 = **3**
2. **6** - 3 = 3
3. 7 - **2** = 5
4. 8 – 0 = **8**
5. 6 - **2** = 4
6. **9** - 1 = 8

Worksheet 3

$$\begin{array}{r} 7 \\ -1 \\ \hline 6 \end{array} \qquad \begin{array}{r} 8 \\ -5 \\ \hline 3 \end{array} \qquad \begin{array}{r} 6 \\ -3 \\ \hline 3 \end{array} \qquad \begin{array}{r} 9 \\ -5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 3 \\ -3 \\ \hline 0 \end{array} \qquad \begin{array}{r} 4 \\ -0 \\ \hline 4 \end{array} \qquad \begin{array}{r} 5 \\ -4 \\ \hline 1 \end{array} \qquad \begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array}$$

Worksheet 4

4 - 2 = 2

9 - 0 = 9

8 - 1 = 7

3 - 3 = 0

7 - 4 = 3

6. EXTRA RESOURCES

Carry out the following suggested activities/ tasks if you have the time and resources to do them

Teacher can use these videos if time and facilities permit:

1. https://www.youtube.com/watch?v=KAFd2wVtAa4
2. https://www.youtube.com/watch?v=LJccMY5_YN4