

## Grade 2 - Give and take

**Lesson concept:** Addition and subtraction of two-digit numbers

**Bridging:** Before beginning concept of this lesson, the teacher should introduce bridging activities for the following concepts

- Place value
- Addition of single-digit numbers
- Subtraction of single-digit numbers

### Overview of lesson concepts:

Days 1 and 2: Bridging (Page no. 90)

Day 3: Addition of two-digit numbers without involving carry over (Page nos. 91 to 92)

Day 4: Subtraction of two-digit numbers without involving borrowing (Page no. 95)

Days 5 and 6: Addition of two-digit numbers involving carry over (Page nos. 93 to 94)

Days 7 and 8: Subtraction of two-digit numbers involving borrowing (Page nos. 96 to 97)

Days 9 and 10: Word problems on real-life situations, e.g., Money transaction (Page nos. 98 to 103)

*Note: The number of days mentioned for teaching each concept is only a model and can be customized and extended by teacher as per the responses of the students.*

### Day 1

#### Learning Objectives:

1. Recalling the numbers of tens and ones
2. Grouping of numbers as tens and ones

#### Activities:

1. **Kinaesthetic activity:** The students should be given some cues, such as jump, clap, keep hands on the hips, while counting the numbers. They will count the numbers and carry out the cues simultaneously(5 mins).
2. **Story on place value:** (10 mins). This [Story](#) can be narrated to initiate place value and should be concluded according to achieve our learning objective through using board and discussion
3. **Bundling activity:** The students should be placed in groups. Ice-cream sticks or beads should be given to them. The students shall be required to bundle the items in groups as tens and ones according to the number card given to the team. They should then write it down on the worksheet (20 min).
4. **Assessment** (10 mins). The main objective of assessment is that whether each student understand the learning objectives of the day. Teacher can design other assessment sheet if it needs.

## Discussion

1. In 25, how many tens are there in the tens' place and how many ones are there in the ones' place?
2. In 60, how many tens are there in the tens' place and how many ones are there in the ones' place?

**Resources:** Worksheet, beads or ice-cream sticks

**Teacher's Note:** After each activity, the teacher can check whether each of the students were able to accomplish the necessary objective. When writing numbers, we use the place value system. Each place, or spot, in a number has its own meaning. As for example, in 25, there are 25 individual ones. According to the place value system, there are 2 tens and 5 ones. The teacher should ensure that the students are able to understand this difference.

## Day 2

### Learning Objectives:

1. Adding/subtracting single-digit numbers (row and column)
2. Understanding the commutative properties of addition (extension)
3. Finding the addend/subtrahend in a problem

### Activity:

1. Recap of the concept that was done in the previous lesson (5 mins).
2. **Activity for Addition:** Some students can be called in front of class and giving some concrete materials initially and then giving some more for each one. Here teachers need to elicit the single digit addition of concrete, representation and abstract form. At the same time, Commutative and addend property can be inculcated through real life word problems.  
**Activity for subtraction:** While narrating the [story](#) with pictures in the case of subtraction, the board and students' drama could be used to ensure students' understanding. Here teachers need to elicit the single digit addition of concrete, representation and abstract form. At the same time, Commutative and addend property can be inculcated through real life word problems. (25 mins).
3. **Assessment:** The main objective of assessment is that whether each student understand the learning objectives of the day. Teacher can design other assessment sheet if it needs.

### Discussion:

1. Zero emphasis with addition and subtraction. E.g.  $2+0=2$ ,  $3-0=3$
2. Introduction of the symbols for addition and subtraction.
3. Commutative properties of addition could be explained with word problems and real-life examples.

**Resources:** Story picture, Assessment sheets