



G3.23 | RELATION BETWEEN ADDITION & SUBTRACTION

Number Operations Concepts - NCERT Chapter 6: Fun with Give and Take (sum upto 999)

Students will recognize and use the inverse relationship between addition and subtraction to check calculations

40- 50 min

PRE REQUISITES:

G3.21 Know how to subtract no.s with regrouping

TLM

20

One set of 3 number slips: 4 students

MISCONCEPTIONS

None

KEY VOCABULARY

None

PLAY



Make addition and subtraction number statements using 3 number slips

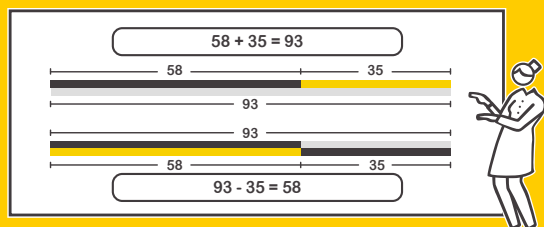
Prepare sets of number slips as shown. Each set should have 3 numbers such that the bigger number is the sum of the other two numbers

Divide students in groups of 4. Distribute 1 set of number slips to each group

Ask each group to use the numbers and write as many number statements as they can

Ensure that the students use addition as well as subtraction number statements

PROCESS



Diagrammatically represent the inverse relationship between addition and subtraction

Draw a number line & mark 93 on it. Explain that you can reach 93 by taking 35 steps & then taking another 58 steps

Write $35 + 58 = 93$ and $58 + 35 = 93$
Explain that when you go back 35 steps from 93 you reach 58. Write $93 - 35 = 58$

Explain similarly, $93 - 58 = 35$
Explain all addition no. sentences can similarly be written as subtraction no. sentences

Explain minuend(93) is the biggest no. Its equal to the sum of smaller no.s (subtrahend & difference)

Tell when 1 smaller no.(difference or subtrahend) is subtracted from minuend(the bigger no.) we get other smaller no.

Explain that this rule can be used to find missing numbers from a number sentence

Write $__ - 29 = 12$ and recall that the minuend is the sum of subtrahend and difference(the smaller numbers)

Write $29 + 12 = 41$ and tell that 41 is the missing number

PRACTICE

Bigger number = smaller number + smaller number
(Minuend) = (subtrahend) + (difference)
 $126 = 116 + 10$

Write the question on the black board and help the students solve

Help the students solve question 2 from the worksheet. Ask the students to fill the blanks

Since $17 + 17 = 34$
Then $34 - 17 = __$

Since $64 + 18 = 82$
Then $64 - 18 = __$

Emphasize that addition is the inverse of subtraction. One can check their addition sums using this relationship. Subtracting one of the addends from the sum should always give the other addend

Help the students solve question 4 from the worksheet. Ask the students to find the missing number

$__ - 116 = 10$

QUESTION

Without calculating can you tell if the missing minuend will be greater than or less than 116? How do you know?



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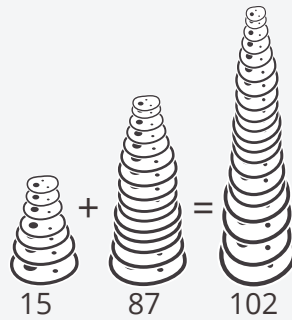
WORKSHEET: NUMBER OPERATIONS CONCEPTS - NCERT CHAPTER 6: FUN WITH GIVE AND TAKE (SUM UPTO 999)

- ① SOLVED EXAMPLE : There are 15 red stones and 87 blue stones. The stones were pooled together, to get 102 stones. If 87 stones are now removed from the collection how many stones will remain

$$15 + 87 = 102$$

$$102 - 87 = ?$$

Ans.: 15 



- ② Fill the blanks

Since $17 + 17 = 34$

Then $34 - 17 = \underline{\quad}$

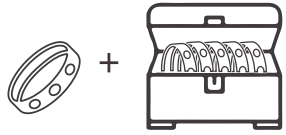
Since $64 + 18 = 82$

Then $64 - 8 = \underline{\quad}$

- ③ Zoya has 30 bangles. Malini has 120 bangles. They have 150 bangles in all. Without calculating can you tell if 30 bangles are broken, how many bangles will be left?

$30 + 120 = 150$

$150 - 30 = ?$



- ④ Fill the boxes using numbers 116, 126, and 10

$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$

$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

- ⑤ Find the missing number

$$\underline{\quad} - 116 = 10$$



Write a set of 3 numbers such that the two smaller numbers make the sum of 100. When one smaller number is removed from 100 34 is left.