Oxford INSPIRE

Maths

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FOUNDATIONAL LEVEL

Class 1

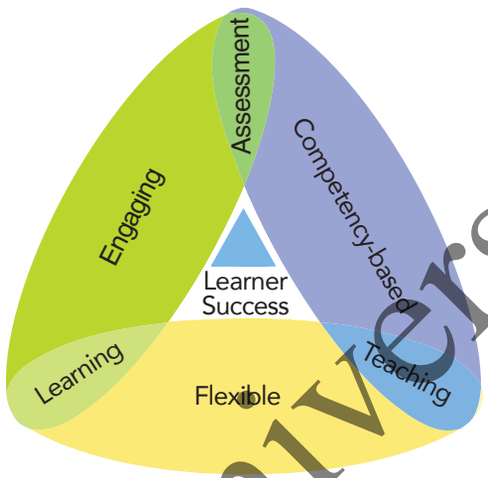
OXFORD
UNIVERSITY PRESS

Oxford INSPIRE

Welcome to Oxford Inspire, an NEP-aligned blended, competency-based programme with learner success at its heart

Key Pillars

High learner engagement using game-based concepts like rewards, competition, and visible achievement through leaderboards



Progress is determined by demonstration of mastery or competence (knowledge, abilities, and skills)

Focus on outcomes and real-world application, and meaningful data on learner progress for all stakeholders

Easily move back and forth between the textbook and MyInspire

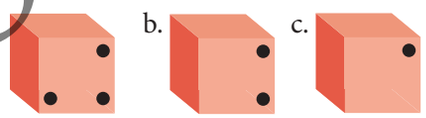
Continue learning at home with anytime, anywhere access

NEP Focus

Development of higher-order thinking skills and application of mathematical skills to real-world situations

HOTS Questions

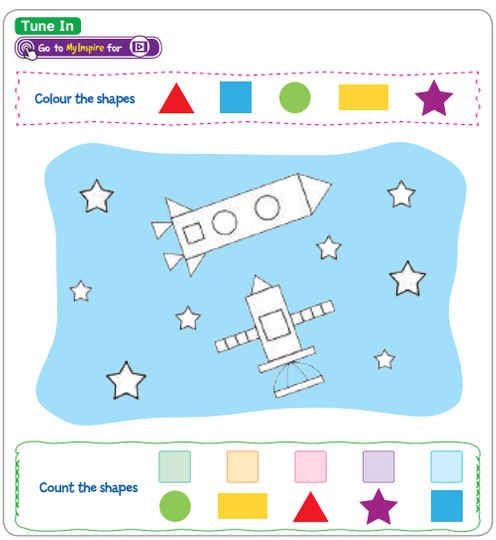
1. Draw more dots in blue to make 5 dots in
   a. b. c.



Everyday Maths

Pranav walks to his school daily. He and his f
count the cars on their way to school and wh
returning home.

Art Integration



Unique Learn Journey

I am the Red Panda, and I will be your Learn Buddy in this journey.

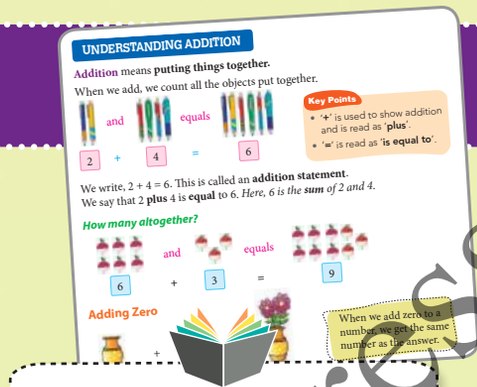
MyInspire

Tune In Go through introductory or recap content and attempt practice questions

Tune In

Go to MyInspire for

1

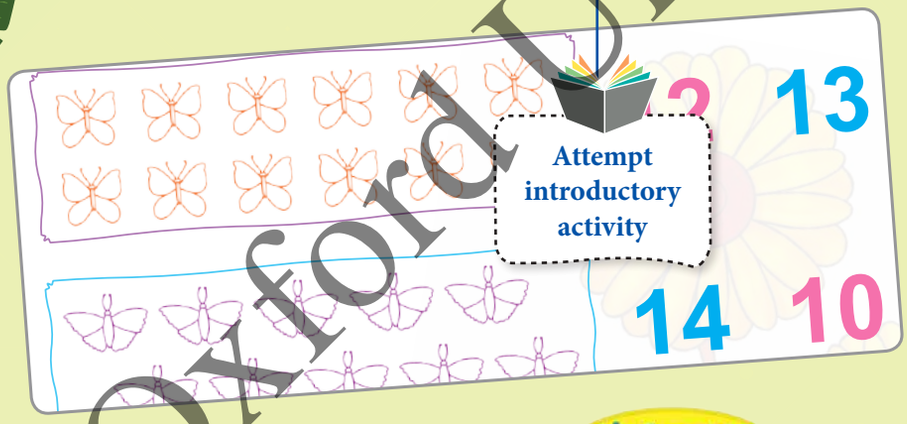


Go through concept explanation and solved examples

3

2

4



Attempt introductory activity

MyInspire

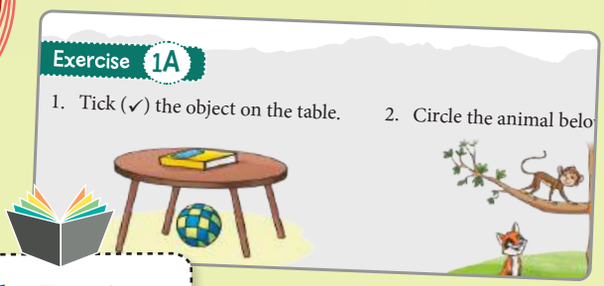
Go through learning and practice content in the form of concept videos, interactivities, or Maths tools.

MyInspire

- Concept videos
- Interactivities
- Maths tools
- Mental Maths
- Maths lab activities
- Let's Recall (Chapter summary)
- PDFs
- Chapter-end quizzes

MyInspire

Climb the class leaderboard and unlock exciting achievements!



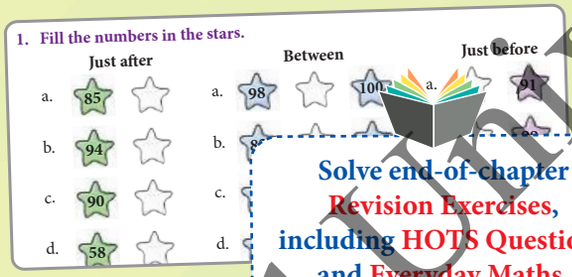
Solve Exercise questions

5

MyInspire

View Chapter Summary, attempt Mental Maths questions, or perform Maths Lab Activity.

6



Solve end-of-chapter Revision Exercises, including HOTS Questions and Everyday Maths.

MyInspire

Attempt and submit assignments

7

MyInspire

Attempt chapter-end quizzes

8

MyInspire

Competencies Achieved
Proceed to learn new concepts

MyInspire

Competencies not achieved
Review learning content and re-attempt quizzes

MyInspire

View detailed reports

3 Addition and Subtraction up to 9

Tune In

Go to MyInspire for

Join the dots in order from 1 to 9 and then colour the picture.

UNDERSTANDING ADDITION

Addition means **putting things together.**

When we add, we count all the objects put together.

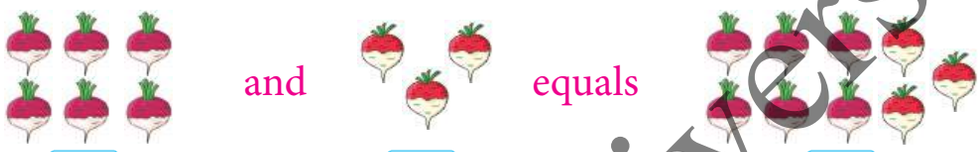
2 + 4 = 6

Key Points

- '**+**' is used to show addition and is read as '**plus**'.
- '**=**' is read as '**is equal to**'.

We write, 2 + 4 = 6. This is called an **addition statement**.
We say that 2 **plus** 4 is **equal** to 6. *Here, 6 is the **sum** of 2 and 4.*

How many altogether?



6 + 3 = 9

Adding Zero

No flowers in the vase

2 flowers are put in the vase

So, 0 + 2 = 2.
There are 2 flowers in all.

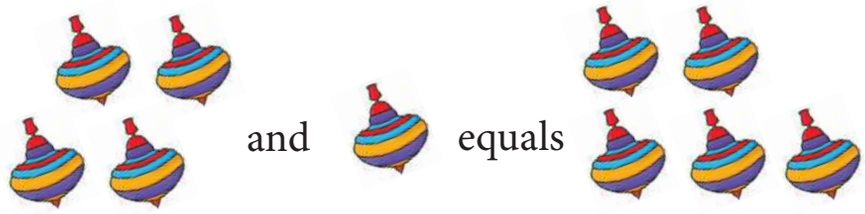
When we add zero to a number, we get the same number as the answer.

Let's Try! 1

Fill the boxes to make correct addition statement.

4 + ☐ = ☐

Adding One



and equals

We write, 4 + 1 = 5

Adding 1 to a number gives the number 'just after'.

Let's Try! 2

a. 5 + 1 = ☐

b. 8 + 1 = ☐

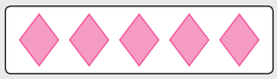
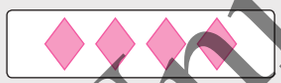
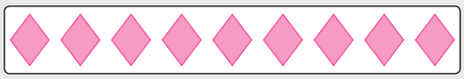
Go to MyInspire for

Exercise 3A C-8.4

1. Count and add.

a.  and  equals 

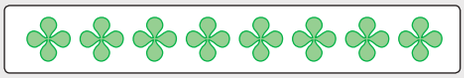
☐ + ☐ = ☐

b.  and  equals 

☐ + ☐ = ☐

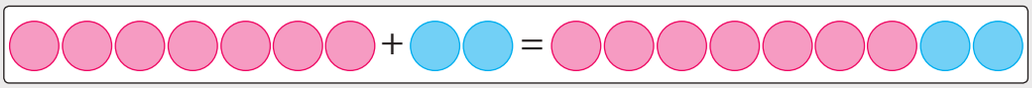
c.  and ☐ equals 

☐ + ☐ = ☐

d.  and  equals 

☐ + ☐ = ☐

2. Draw circles for the following addition statements.

a. 7 + 2 = 9 

b. 2 + 3 = 5

c. 0 + 4 = 4

d. 6 + 1 = 7

ADDITION ON A NUMBER LINE

Example 1: Add 7 and 2.

Solution: To add 7 and 2 we can use forward counting.

Step 1: Think 7.

Step 2: Count forward 2, that is, 8 9

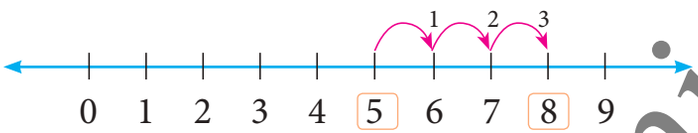
We get 9, so adding 7 and 2 equals 9.

$7 + 2 = 9$

Let us now forward count and add using a number line.

Example 2: Add 5 and 3.

Solution: To add 5 and 3 on a number line, start from 5 and take **3 jumps forward** as shown. That is, we start from 5 and count forward by 3.



We reach 8.

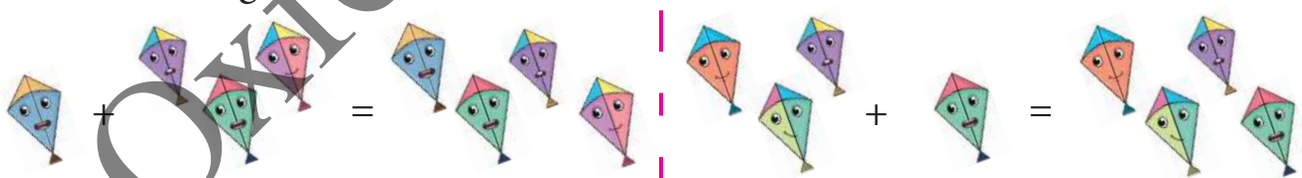
We will write, $5 + 3 = 8$

Key Point

While adding two numbers we count forward or move to the right on a number line.

Order in Addition

While doing addition, even if we change the order of numbers, the answer does not change.



$1 + 3 = 4$ $3 + 1 = 4$

There are 4 kites in all.

We see that: $1 + 3 = 4 = 3 + 1$

Go to MyInspire for

Exercise 3B

1. Add by counting forward.

   a. $1 + 8 =$ ☐ b. $0 + 3 =$ ☐ c. $7 + 0 =$ ☐

   d. $2 + 5 =$ ☐ e. $6 + 2 =$ ☐ f. $4 + 4 =$ ☐

2. Count and add. Also show the addition on the number line.

   a.

   ☐ + ☐ = ☐

   There are _____ oranges in all.

   b.

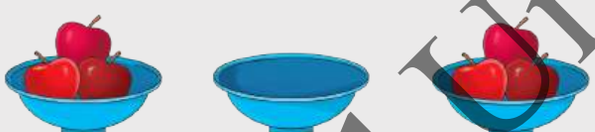
   

   ☐ + ☐ = ☐

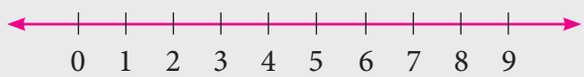
   

   There are _____ strawberries in all.

   c.

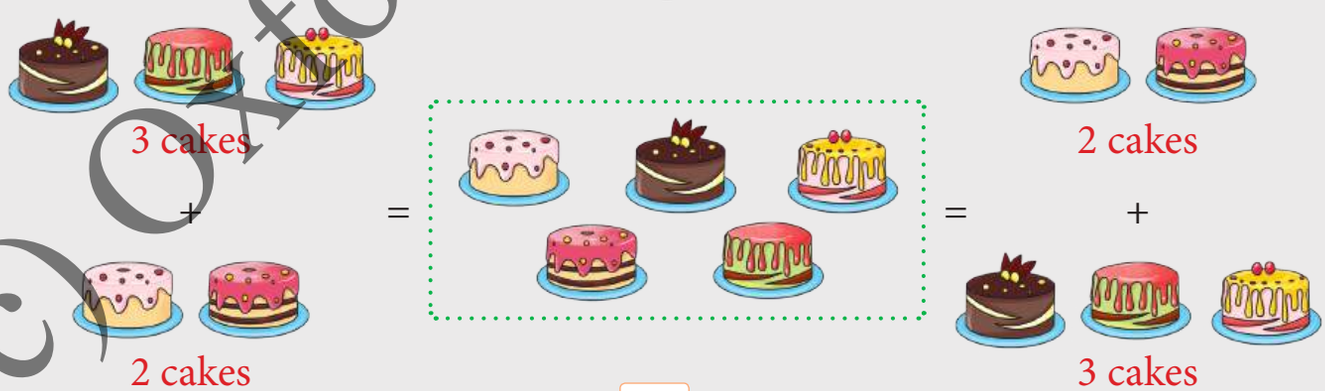
   

   ☐ + ☐ = ☐

   There are _____ apples in all.

3. Count and add. Fill the boxes to complete the addition statements.

   There are ☐ cakes in all.

   We see that, ☐ + ☐ = ☐ = ☐ + ☐

ADDITION BY DRAWING LINES

First, we draw standing lines to show each number.
Then, we count the total number of standing lines to find the sum.

Example 3: Add 4 and 3.

Solution: To find 4 + 3,

Step 1: Draw standing lines to show the numbers.

4 + 3 = |||| + |||

Step 2: Then count all the lines together.

||||||| There are 7 lines in all.

So, 4 + 3 = 7.

Vertical Addition

We can also add two numbers by writing them one below the other.

Example 4: Add 5 and 4.

Solution: To add 5 and 4:

Step 1: Write the numbers one below the other.

Step 2: Draw standing lines to show 5 and then 4.

Step 3: Count all the standing lines and write the sum.

	5						
+	4	||||
	9	

So, 5 + 4 = 9.

Example 5: Riya had 5 pencils and she got 3 more pencils from her brother. How many pencils does she have in all?

Solution:

Riya had	5	|||||
She got from her brother +	3	|||
Pencils in all	8	

Riya has 8 pencils in all.

Let's Try! 3

Add.

a.

	4
+	2

b.

	3
+	6

Go to MyInspire for

Exercise 3C C-8.13

1. Add by drawing lines.

a. $\begin{array}{r} 1 \\ +\ 3 \\ \hline \square \end{array}$ b. $\begin{array}{r} 0 \\ +\ 5 \\ \hline \square \end{array}$ c. $\begin{array}{r} 3 \\ +\ 3 \\ \hline \square \end{array}$ d. $\begin{array}{r} 4 \\ +\ 3 \\ \hline \square \end{array}$ e. $\begin{array}{r} 2 \\ +\ 7 \\ \hline \square \end{array}$

2. There are 5 birds on a branch of a tree. There are 4 birds on another branch of the tree. How many birds are there in all?

$\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$

$\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$

3. Ritesh had 6 toffees. His grandmother gave him 2 more. How many toffees does he have now?

4. Banu read 2 comic books on Saturday and 7 on Sunday. Find the total number of comic books she read on these two days.

$\begin{array}{r} \square \\ +\ \square \\ \hline \square \end{array}$

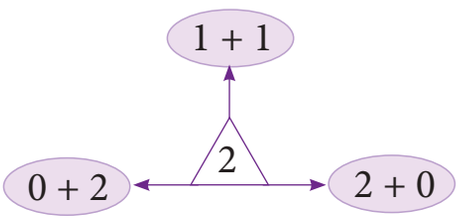
NUMBER COMBINATIONS

Can you show **1** as the sum of two numbers? $1 + 0 = 1$ $0 + 1 = 1$

Now let us write other numbers as combination of different numbers.

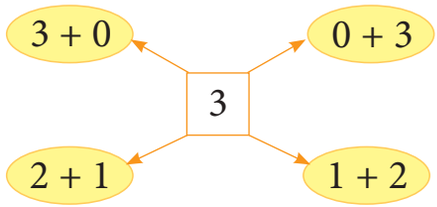
- The number **2** can be written as the sum of two numbers.

$2 + 0 = 2$ $1 + 1 = 2$ $0 + 2 = 2$



Teacher's Note

Use concrete objects (like an eraser) to make a number using different combinations. Encourage students to try and make a number in as many different ways as possible.

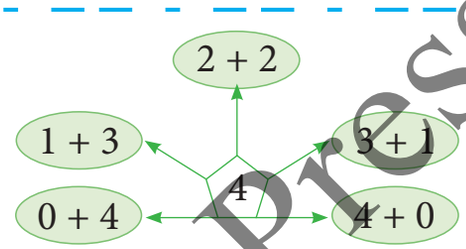
- 

The number **3** can be written as:

$3 + 0 = 3$ $2 + 1 = 3$

$1 + 2 = 3$ $0 + 3 = 3$

- The number **4** can be written as the sum of two numbers in five different ways.



Go to MyInspire for

ADDING THREE NUMBERS

Example 6: Add 4, 1, and 2.

Solution:

$4 + 1 + 2$

$5 + 2 = 7$

So, $4 + 1 + 2 = 7$.

Vertical addition

$$\begin{array}{r} 4 \\ 1 \\ +\ 2 \\ \hline ? \end{array} \qquad \begin{array}{r} 5 \\ +\ 2 \\ \hline 7 \end{array}$$

While adding three numbers, even if we change the order of adding numbers, the answer remains the same.

Now, if we add $4 + 1 + 2$, then we have $4 + 3 = 7$.

> Addition of 3 numbers can also be done by drawing standing lines and counting them.

Example 7: Add: $5 + 3 + 0$

Solution: $5 + 3 + 0$

$8 + 0 = 8$

So, $5 + 3 + 0 = 8$.

Now, if we add $5 + 3 + 0$, then we have $5 + 3 = 8$.

$$\begin{array}{r} 5 \\ 3 \\ +\ 0 \\ \hline ? \end{array} \qquad \begin{array}{r} 8 \\ +\ 0 \\ \hline 8 \end{array}$$

Go to MyInspire for

Exercise 3D

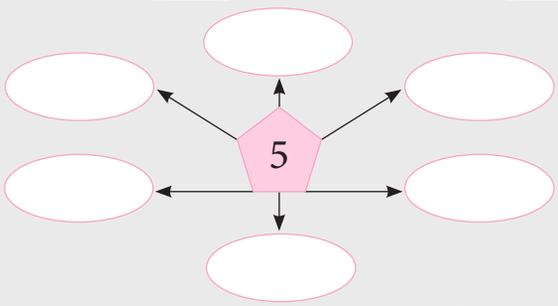
1. Add the numbers.

a.
$$\begin{array}{r} 5 \\ 2 \\ +\ 2 \\ \hline \square \end{array}$$

b.
$$\begin{array}{r} 4 \\ 3 \\ +\ 1 \\ \hline \square \end{array}$$

c.
$$\begin{array}{r} 3 \\ 4 \\ +\ 0 \\ \hline \square \end{array}$$

d.
$$\begin{array}{r} 2 \\ 6 \\ +\ 1 \\ \hline \square \end{array}$$



2. Write 5 as the combination of two numbers.

3. Draw more triangles (△) in the blank box to make the number 6.

a. △ △ + ☐ = ☐

b. △ + ☐ = ☐

c. △ △ △ + ☐ = ☐

d. △ △ △ △ + ☐ = ☐

4. Add.

a. 1, 2, and 3

$$\begin{array}{r} \square \\ \square \\ +\ \square \\ \hline \square \end{array}$$

b. 7, 0, and 2

$$\begin{array}{r} \square \\ \square \\ +\ \square \\ \hline \square \end{array}$$

c. 5, 1, and 2

$$\begin{array}{r} \square \\ \square \\ +\ \square \\ \hline \square \end{array}$$

5. Niya planted 2 saplings, Ayush planted 3 saplings, and Sara planted 4 saplings in the school garden. How many new saplings did they plant in all?

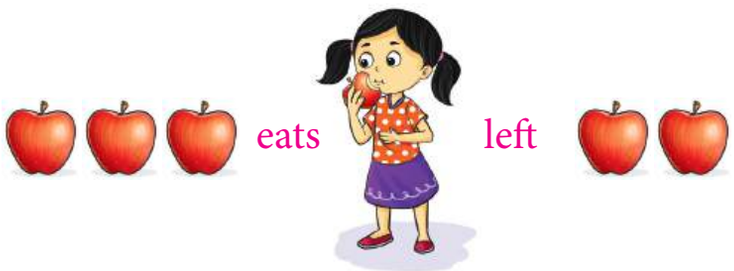
Niya ☐
Ayush ☐
Sara + ☐
New saplings planted in all ☐

UNDERSTANDING SUBTRACTION C-8.13

Subtraction means **taking away**.

There are 3 apples. Simar eats 1 apple.

How many apples are left?



3 apples – 1 apple = 2 apples

We write 3 – 1 = 2. This is called a **subtraction statement**.
We read the statement as 3 **minus** 1 is equal to 2.
Here, 2 is the **difference** of 3 and 1.

Key Point

'–' is used to show subtraction and is called **minus**.

Example 8: A necklace has 7 beads. 2 beads are removed. How many beads remain in the necklace?

Solution: There are 7 beads.

2 beads are removed.

We write, 7 – 2 = 5.

We say, 7 minus 2 is equal to 5.

So, 5 beads remain in the necklace.

7 beads – 2 beads = 5 beads

2 less than 7 is 5.

Go to MyInspire for

SUBTRACTION BY CROSSING OUT OBJECTS

There are 9 squares.

5 squares are **taken away**.

Now we have 4 squares.

So, 9 minus 5 is 4.

We can write, 9 – 5 = 4.

Key Point

Always cross out smaller number of objects from the bigger number of objects.

Example 9: What is 8 – 3?

Solution: Let there be 8 stars.

Cross out 3 stars from 8 stars.

5 stars are left.

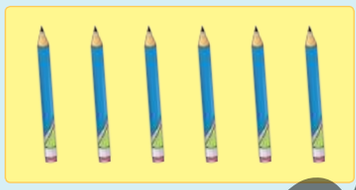
We can write this as 8 – 3 = 5.

So, 8 minus 3 is equal to 5.

Go to MyInspire for

Let's Try! 4

1. Arun had 6 pencils. He lost 2 of them. How many pencils does he have now?



6 – 2 = ☐

2. Remove 3 circles from 6 circles and write the subtraction statement.

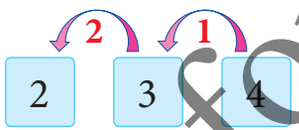
☐ – ☐ = ☐

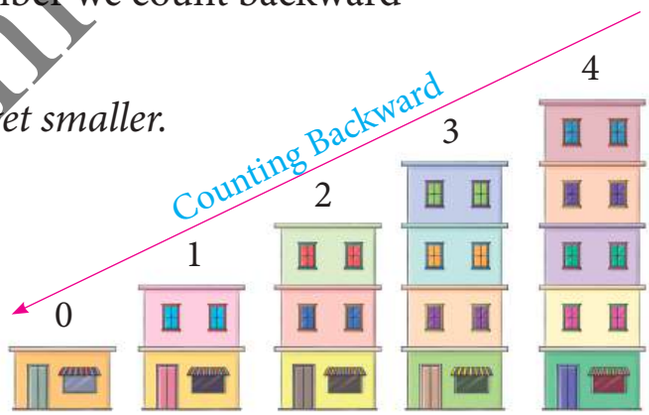
SUBTRACTION ON THE NUMBER LINE

To subtract a number from another number we count backward from the bigger number.

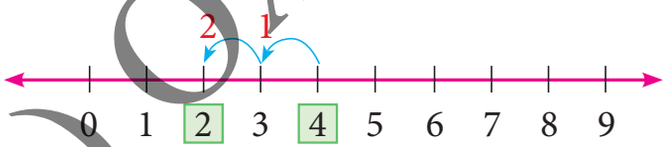
When we count backward, the numbers get smaller.

To subtract 2 from 4, we start from 4 and count 2 numbers backward.





Let us see this on a number line.



We start from 4 and jump two numbers to the left. We reach 2.

The subtraction statement is 4 – 2 = 2.

Go to MyInspire for

Key Point

While subtracting one number from another on the number line, we count backward or move to the left.

SUBTRACTION BY DRAWING LINES

C-8.13

Example 10: Manisha bought 8 eggs. Of these, 3 eggs fell and broke. How many eggs are left with Manisha?

Solution: To subtract the given numbers by drawing lines:

- Place the smaller number below the bigger number.
- Use standing lines to show the bigger number.
- Then cross out as many lines as the smaller number.
- The number of standing lines left gives us the answer.

We have to find the number of eggs left.

Eggs bought		8
Eggs fell	–	3
Eggs left		5

Cross out 3 lines

Count the remaining lines.

5 standing lines are left. So, 8 – 3 = 5.

We can also say, *3 less than 8 is 5.*

So, 5 eggs are left with Manisha.

Subtracting a number from itself

5	
– 5	No lines are left out
0	So, 5 – 5 = 0.

Subtracting zero from a number

4	
– 0	No lines to cross.
4	So, 4 – 0 = 4.

Key Points

- Any number subtracted from itself gives 0.
- Zero subtracted from any number gives the number itself.

Let's Try! 5

Find.

a. 6 – 2 = ☐

b. 7 – 4 = ☐

Go to MyInspire for

Exercise 3E

1. Subtract the following by crossing out.

a. 

9 – 6 = ☐

b. 

6 – 6 = ☐

c. 

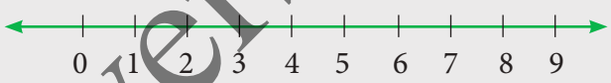
5 – 1 = ☐

2. Subtract 3 from 5 on the number line and complete the subtraction statement.

5 – ☐ = ☐

3. Subtract 2 from 7 on the number line and write the subtraction statement.

☐ – ☐ = ☐



4. Subtract the following using standing lines.

a. 9 – 8 = ☐ 

b. 7 – 3 = ☐ 

c. 8 – 4 = ☐ 

d. 6 – 0 = ☐ 

5. Write the missing numbers.

a. 4 – ☐ = 0

b. ☐ – 6 = 1

c. 8 – ☐ = 8

d. ☐ – 3 = 6

6. Meena has 6 candies. She eats 3 candies. How many candies are left with her?

– ☐ = ☐

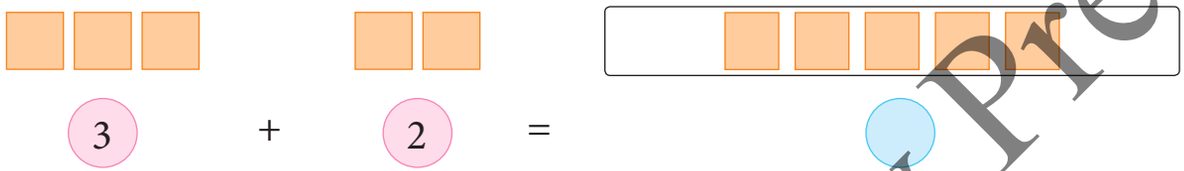
7. There are 9 parrots on a tree. After some time, 5 of them fly away. How many parrots remain on the tree?

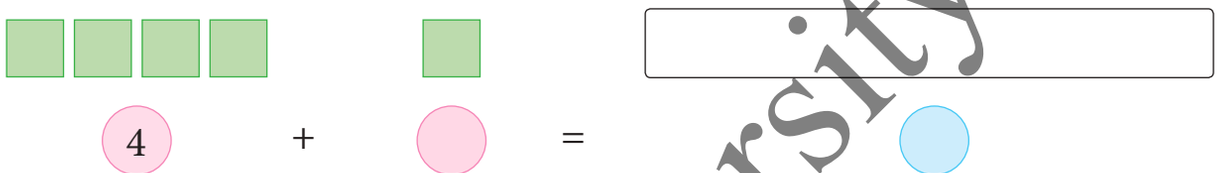
– ☐ = ☐

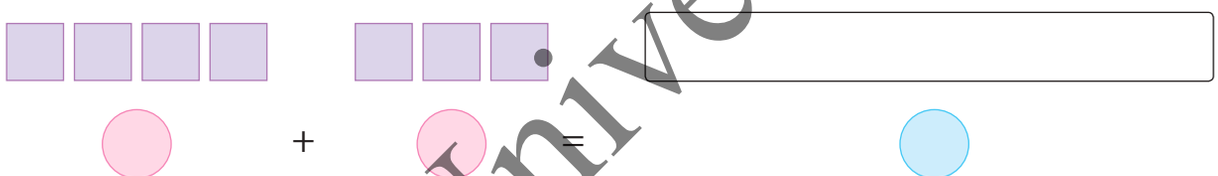
Revision Exercises

Go to MyInspire for

1. Count and fill the circles to complete the addition statements. Draw as many squares as the answer in the empty box.

a. 

b. 

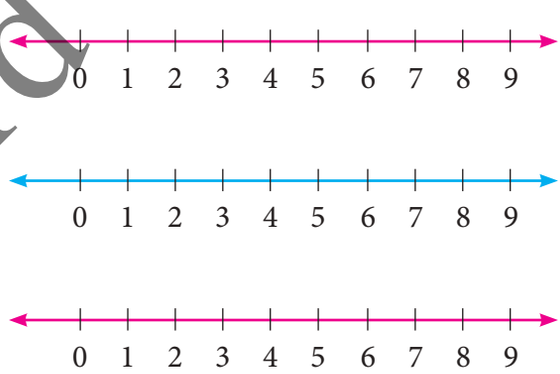
c. 

2. Find the answer using a number line.

a. $5 + 2 =$ ☐

b. $8 - 7 =$ ☐

c. $6 - 5 =$ ☐



3. Find the answer using standing lines.

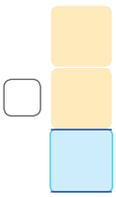
a. $\begin{array}{r} 4 \\ +\ 4 \\ \hline \square \end{array}$

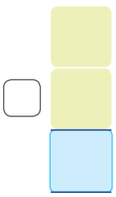
b. $\begin{array}{r} 7 \\ -\ 2 \\ \hline \square \end{array}$

c. $\begin{array}{r} 1 \\ +\ 3 \\ \hline \square \end{array}$

d. $\begin{array}{r} 9 \\ -\ 3 \\ \hline \square \end{array}$

4. **Soni had 9 strawberries with her. She gave 4 to Shilpi. How many are left with Soni?**



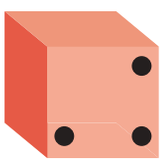


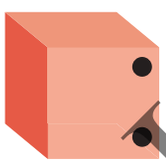
5. **There were 3 birds sitting on a tree. 1 bird flew away. How many birds are left on the tree.**

6. **Sudhir has 2 pencils, 1 eraser, and 1 sharpener in his pencil box. Find the total number of things in his pencil box.**

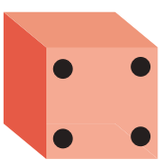
HOTS Questions

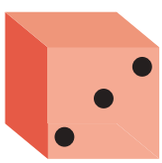
1. Draw more dots in blue to make 5 dots in all on visible face of the dice.

a. 

b. 

c. 

d. 

e. 

2. Take away 6 glasses and write the subtraction statement.

Everyday Maths C-8.13

Sunny is going on a road trip with his family. He saw two cars on the road.

1. Number of wheels in two cars is _____ . (4 / 8)
2. One of the wheels of a car bursts. _____ (4 / 3) wheels are left on the car.
3. He saw a car in the garage with all wheels removed. There were _____ (3 / 0) wheels on that car.