

Where are they now?

Students:

- understand and demonstrate the meaning of subtraction by taking an object, or a group of objects, from a group of objects.
- are able to count in a backward number word sequence from twenty.

Where to next?

Students are able to use addition or to count down from a number to find the answer to a subtraction problem.



A full explanation of the strategies of *Counting down to* and *Counting down from* appear on the opposite page.

Outcomes

These activities provide opportunities for students to demonstrate progress towards the following outcomes: A student

- NS1.2 Uses a range of mental strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers
- WMS1.3 Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
- WMS1.4 Supports conclusions by explaining or demonstrating how answers were obtained.

LFN reference

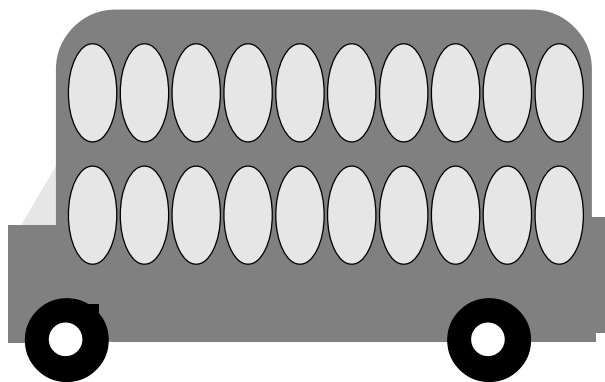
Figurative counting

How?

Subtraction teddies



Provide each student with twenty plastic teddies, a “double decker bus” baseboard (see BLM) and a strip of paper. Have the students place the twenty teddies on the bus baseboard. Instruct the students to take turns to roll a die and subtract the corresponding number of teddies from the collection of teddies on the bus. The student then records the number of remaining teddies on the strip of paper. The activity continues until one student reaches zero.



Counting down to

The student counts backwards from the larger number when solving subtraction problems where the problem involves a missing addend. For example, when solving $9 - () = 6$, the students would count backwards from nine knowing they are counting to the number six and say “eight, seven, six.” Students typically hold up fingers as they count and recognise three as the answer.

Counting down from

The student counts backwards from the larger number when solving subtraction problems. For example, when solving $9 - 3$, the student counts backwards from nine saying “eight, seven, six...six!”

Why?

This activity is designed to develop students’ knowledge of subtraction facts. Automatic recall of addition and subtraction facts allows students to attend to other features when solving problems.

Bus

FIGURATIVE BLM

