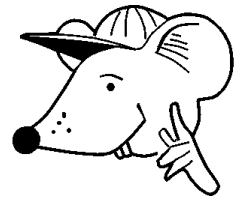


# MATHEMATICS



**N.S. Yr. 1 P.28**

**Understand subtraction**

## Equipment

Paper and pencil.  
Number line.  
0 - 9 cards.

# MathSphere

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## Concepts

Much of the basic vocabulary involved with subtraction is introduced in year 1, including these terms:

*take away, subtract, how many are left, less than, what is the difference between, more than.*

The minus (-) sign is also introduced.

As with addition, at this age most of the work will be done orally. All kinds of opportunities arise where simple subtraction questions can be posed.

A number line is useful so that children can see the movement down the line as numbers are subtracted.

Coins, counters or cubes are also excellent resources for practical subtraction exercises.

The idea that subtracting 0 leaves a number unchanged can also be introduced.

Most of this module involves written answers, although the next page gives some examples of the type of question to ask. Keep the numbers simple, up to 5 to begin with, until the child is confident.

## **Oral Questions**

Examples of the types of question to ask include:

1. Take away 3 from 5.
2. Take 4 from 5.
3. 4 subtract 1.
4. Subtract 2 from 4.
5. What is 3 less than 6 ?
6. What number must be taken from 6 to leave 4 ?
7. What is the difference between 6 and 3 ?
8. How many more than 2 is 6 ?
9. How many less than 6 is 2 ?
10. What must I add to 3 to make 7 ?
11. 2 taken from a number leaves 4. What is the number ?
12. Find two numbers that have a difference of 3.
13. I am thinking of a number. If I take away 2 my answer is 4. What is my number?

## Subtraction

Take 3 from 8. Start at 8 and take 3 hops back.



You reach 5. So, take 3 from 8 leaves **5**

Use the number line to hop back for these questions:

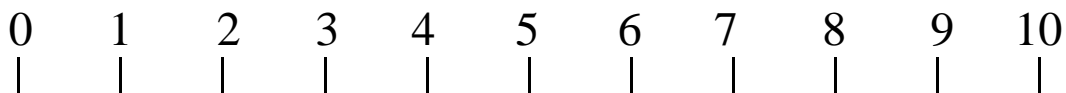
1. Take 2 from 6.



2. Take 3 from 5

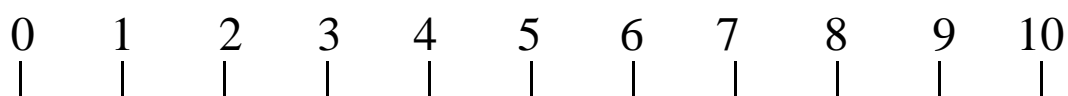


3. Take 4 from 9

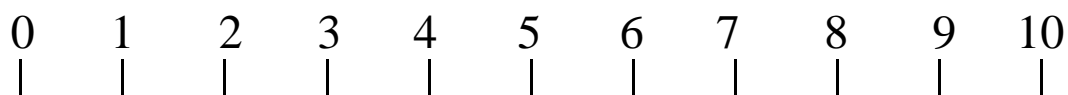


## Subtraction

1. Take 4 from 5



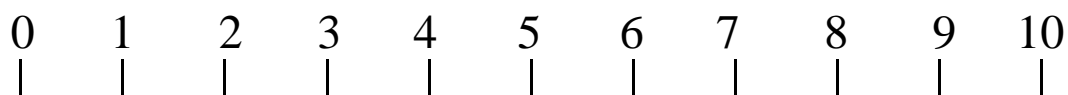
2. Take 0 from 3



3. Take 2 from 9

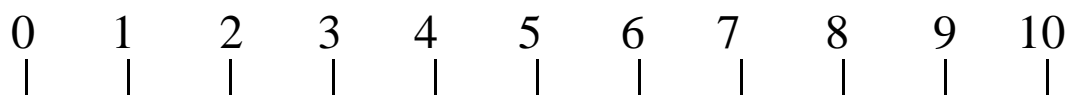


4. Take 5 from 6



5. Take 3 from 7



Subtraction

1.  $9 - 4 =$

2.  $6 - 3 =$

3.  $7 - 2 =$

4.  $5 - 4 =$

5.  $5 - 0 =$

6.  $8 - 4 =$



Hello!

Look. I can count down from 10.

**10 9 8 7 6 5 4 3 2 1 0**

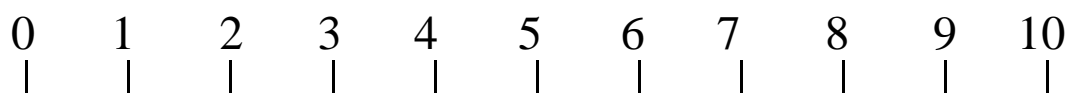
7.  $4 - 1 =$

8.  $9 - 3 =$

9.  $7 - 6 =$

10.  $6 - 1 =$

## Subtraction



1.  $8 - 5 =$

2.  $5 - 2 =$

3.  $6 - 2 =$

4.  $4 - 3 =$

5.  $8 - 2 =$

6.  $8 - 7 =$



Counting down again!

10 9 8 7 6 5 4 3 2 1 0

7.  $4 - 0 =$

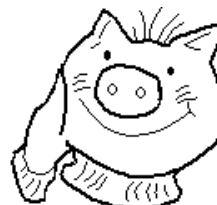
8.  $9 - 4 =$

9.  $7 - 1 =$

10.  $5 - 5 =$

Subtraction

Try these.



1.  $\square - 2 = 5$

2.  $\square - 3 = 1$

3.  $\square - 1 = 3$

4.  $\square - 4 = 3$

5.  $\square - 2 = 2$

6.  $\square - 3 = 3$

7.  $4 - \square = 1$

8.  $7 - \square = 5$

9.  $\square - \bigcirc = 2$

10.  $\square - \bigcirc = 4$

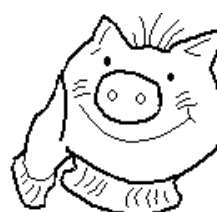
How well did  
you do on these?





Subtraction

Try these.



1.  $\square - 1 = 4$

2.  $\square - 2 = 3$

3.  $\square - 3 = 4$

4.  $\square - 4 = 2$

5.  $\square - 2 = 6$

6.  $\square - 3 = 1$

7.  $5 - \square = 2$

8.  $6 - \square = 1$

9.  $\square - \bigcirc = 3$

10.  $\square - \bigcirc = 5$

Getting better,  
eh!



Subtraction

1.  $6 - 6 =$

$6 - 5 =$

$6 - 4 =$

$6 - 3 =$

$6 - 2 =$

$6 - 1 =$

$6 - 0 =$

Can you  
see a  
pattern?



2.  $7 - 0 =$

$7 - 1 =$

$7 - 2 =$

$7 - 3 =$

$7 - 4 =$

$7 - 5 =$

$7 - 6 =$

$7 - 7 =$

**Subtraction**

1.  $4 - 4 =$

$4 - 3 =$

$4 - 2 =$

$4 - 1 =$

$4 - 0 =$

$3 - 3 =$

$3 - 2 =$

$3 - 1 =$

$3 - 0 =$

2.  $8 - 0 =$

$8 - 1 =$

$8 - 2 =$

$8 - 3 =$

$8 - 4 =$

$8 - 5 =$

$8 - 6 =$

$8 - 7 =$

$8 - 8 =$