1. Foster your students’ number sense, by counting, reviewing the mathematical operation symbols (+, −, <, >, =), and making reference to “more than,” “less than,” “take-away,” and “fewer,” when comparing sets of items.

2. Provide students with real-life examples of addition and subtraction (“If we have four library books checked-out, and we return two of them, how many library books are left?”). Invite your students to think of ways subtraction could be useful in daily life, or interview their classmates, parents, or friends, and draw pictures of Subtraction In Action to post in your classroom.

3. Start to explore the language of subtraction by comparing terms like minus, less than, and take-away to terms of addition (plus, more than, add). By using concepts that are familiar to your students as a point of comparison to new concepts, you will boost their mathematical confidence and help them transfer their knowledge easily.

4. Assess each student’s familiarity with addition and subtraction by asking students to demonstrate a range of adding and subtracting tasks using counters, as you observe their techniques and accuracy. Keep the evaluation informal by using instances such as, “My dog has six bones, and buries two of them in the yard. How many bones is my dog left with?”.

Notes about the book:

1. All of the addition activities in this book are written using small, simple numbers. To boost the difficulty level of the exercises, substitute more challenging numbers.

2. Three sets of the numeral cards (0-9) included in this book have the same numeral printed on the front and back side, so a situation does not arise causing you to need the number that appears on both the front and the back side of a card. A fourth and fifth set of number cards are printed with different numbers on the front and back of each card. Be aware that you may find it easier to do most activities with the first three sets of number cards, but can use the fourth and fifth sets to supplement the number cards as much as possible.
Teaching Notes:
Addition Review and Subtraction Terminology

Cards needed: (red ★)

Presenting the concept:
Conduct a simple review of addition using the bird cards and the numerals 1-10. Place a few horizontal addition problems in the pocket chart (1 + 2 =, 5 + 0 =, 4 + 6 = will work nicely) and place the appropriate number of bird counting cards below each numeral (for example, for the first problem, place one bird card below the 1, and two bird cards below the 2). Ask students to count the birds to figure out the sum in each addition problem, and place the appropriate numeral card in the sum position after the equals sign. Ask students to read each number sentence aloud for their classmates to hear. Then repeat this activity using vertical addition problems (place the bird cards next to the numerals for vertical addition problems in a pocket chart).

Note: You will need to create an “equals bar” (the horizontal line that separates the addends from the sum in a vertical addition problem). Using a recipe card or piece of poster board, cut narrow rectangles in two sizes: 0.5” x 5.5” and 0.5” x 8.5”. The longer cards will be used as the “equals bar” in two-digit vertical addition or subtraction problems, and the shorter bar will be used with single-digit vertical addition or subtraction problems. Color your equals bars so they are visible in the pocket chart.

Because vertical addition problems do not read from left to right, it may be more difficult for children to “read” the problems as number sentences, as they did with the horizontal problems. Build a simple vertical addition problem in the pocket chart, positioning an equals bar under the second addend (in the same pocket). Explain that the equals bar is the same as the equals sign or the words “is equal to” or “equals.” Show students where to put their answer (under the equals bar) in a vertical addition problem.

Extending the activity:
Preface your lesson by explaining that subtraction means taking numbers away. Place the – symbol card in the pocket chart, and ask students to describe what they see (many of them may recognize this mathematical sign). Explain that the – is called a minus sign, and place the minus word card in the chart near the –. Tell students that when we subtract a number from another, we place the – between the two numbers. Demonstrate this concept by placing number cards on either side of the – (for example, 3 – 1). Say the words: “three minus one,” to represent the numbers you have displayed in the pocket chart.

Place the – behind the number sentence you created earlier (3 – 1 =), and read the sentence to the students: “three minus one equals.” Can anyone fill in the answer? Explain that the answer (2) is called the difference. Build additional horizontal and vertical subtraction sentences for the students to practice reading aloud. (Vertical subtraction problems may be more difficult for students to “read”.)

Note to teachers: Because many of your students may be non-readers, you may need to read the instructions on each activity sheet aloud and explain the activities clearly.
Start Subtracting

Directions: Count the bikes in each group. Cross some out to find the difference. Write the answer in the box, and read each number sentence aloud.

1. $5 - 2 = \square$

2. $3 - 2 = \square$

3. $9 - 4 = \square$

4. $2 - 0 = \square$

5. $8 - 7 = \square$

6. $6 - 2 = \square$
Activity 2B

Keep Subtracting

Directions: Subtract the numbers in each number sentence. Write the difference on the line, and read each number sentence aloud. Use counters to help you subtract, if you need to.

1. $3 - 1 = \underline{\hspace{2cm}}$
2. $9 - 7 = \underline{\hspace{2cm}}$
3. $8 - 0 = \underline{\hspace{2cm}}$
4. $5 - 4 = \underline{\hspace{2cm}}$
5. $2 - 2 = \underline{\hspace{2cm}}$
6. $6 - 5 = \underline{\hspace{2cm}}$
7. $4 - 2 = \underline{\hspace{2cm}}$
8. $7 - 2 = \underline{\hspace{2cm}}$
9. $9 - 6 = \underline{\hspace{2cm}}$
10. $1 - 0 = \underline{\hspace{2cm}}$
11. $5 - 2 = \underline{\hspace{2cm}}$
12. $8 - 3 = \underline{\hspace{2cm}}$
13. $4 - 1 = \underline{\hspace{2cm}}$
14. $7 - 6 = \underline{\hspace{2cm}}$
15. $3 - 3 = \underline{\hspace{2cm}}$
16. $10 - 8 = \underline{\hspace{2cm}}$