

Numeracy Skill – Week 2

WEEK 2 – Understanding Subtraction (1–10)

Day 5 – What is Subtraction?

30-Minute Plan Summary

Focus: Children will learn that subtraction means taking away something and finding out how many are left.

Class Size: 30 children

0–5 minutes

Oral Introduction (Story Time)

Teacher says:

“Today we are going to learn something new called subtraction. Subtraction means taking away or having less.”

Tell a short, fun story using real objects or picture cards:

“You have 5 candies. You eat 2 candies.
How many candies are left?”

Children count on fingers or aloud with you:

“1, 2, 3! Three candies are left!”

Then write on the board and say:

$$5 - 2 = 3$$

Read together: “Five take away two equals three.”

Repeat with another example:

“There are 4 apples. You give 1 to your friend.

How many apples do you still have?”

Answer: “Three apples left!”

Write: $4 - 1 = 3$

5–15 minutes

Main Activity (Hands-On Learning)

Activity Name: “Take Away with Blocks”

Materials Needed:

- Counting blocks, buttons, bottle caps, or marbles (10 per child)
- Small bowls or trays
- Number cards (1–10)

Step-by-Step:

1. Give each child 5 blocks.
2. Say: “Show me 5 blocks.”
3. Now say: “Take away 2 blocks and put them in the tray.”
4. Ask: “How many blocks are left?”
Children count aloud — “1, 2, 3... 3 blocks left!”

Write on the board: $5 - 2 = 3$

Repeat the activity with different numbers:

$$6 - 3 = ?$$

$$7 - 2 = ?$$

$$4 - 1 = ?$$

Encourage children to answer loudly:

“6 take away 3 equals 3!”

“4 take away 1 equals 3!”

Reinforce concept:

“When we take away, we have fewer things left.”

15–25 minutes

Writing Practice (Worksheet or Notebook Work)

Goal: Help children connect visual subtraction to written equations.

Teacher does:

Write the minus sign (–) on the board.

Say: “This is the minus sign. It means take away.”

Children trace and write “–” multiple times.

Worksheet Ideas:

Picture-based subtraction:

- 5 apples – take away 2 = 3
Write: $5 - 2 = 3$
- 4 toys – take away 1 = 3
Write: $4 - 1 = 3$

Trace and write section:

Trace: - - - -

Write: $5 - 2 = 3$

Encourage neat writing and correct number formation.

25–30 minutes

Review & Recap

Ask quick oral questions using daily-life examples:

Teacher says:

“You had 4 biscuits. You ate 2. How many are left?”

“There were 6 crayons. You gave 3 to your friend. How many do you have now?”

“There were 5 balloons. 1 burst. How many balloons are left?”

Children respond aloud.

Show actions with real or drawn objects to help visual learners.

Teacher Tip:

- Use snack-based examples — candies, biscuits, fruits — to make subtraction real and fun.
 - Emphasize words like *less*, *take away*, and *left* throughout the session.
 - Praise every child’s effort: say, “Good job counting!” or “You found how many are left!”
 - Use colorful visuals and real objects to make the idea of “taking away” easy to understand.
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Day 6 – Subtracting with Objects

Focus: Learning subtraction by taking away real objects.

Duration: 30 minutes

Class Size: 30 children

Time: 0–5 minutes

Introduction: What is Subtraction?

Teacher says:

“Yesterday, we learned how to add — we put things together to make more.

Today, we will learn something new — Subtraction! Subtraction means taking away to find how many are left.”

Example story:

“I have 5 candies. I eat 2. How many are left?”

Children count and reply: “3 candies left!”

Write on the board:

$$5 - 2 = 3$$

Read aloud together:

“Five minus two equals three.”

Explain:

“When we take things away, the number becomes smaller. That is called subtraction.”

Time: 5–15 minutes

Oral Practice & Activity

Step 1: Hands-On Practice with Objects

Give each child 5 blocks (or buttons, crayons, or counters).

Say: “Show me 5 blocks.”

Then say: “Take away 2 blocks.”

Children count what’s left: “1, 2, 3.”

Say together:

“5 minus 2 equals 3.”

Step 2: 'Take Away' Game (Group Practice)

Place 6 toy animals or pictures in front of the class.

Ask: "If 2 go away, how many are left?"

Let children come up one by one to remove objects.

Repeat with simple numbers (up to 10):

7 - 4, 6 - 1, 8 - 3, etc.

Encourage children to use fingers to show subtraction (for example, hold up 5 fingers and fold down 2).

Time: 15–25 minutes

Writing Practice

Children open their notebooks or worksheets.

Task:

- Trace and write the minus (-) sign.
- Write and solve subtraction sentences:

$$5 - 2 = 3$$

$$4 - 1 = 3$$

$$6 - 3 = 3$$

$$7 - 2 = 5$$

After writing each, have them read aloud:

"Five minus two equals three."

Encourage correct number formation and neatness.

Time: 25–30 minutes

Fun Review Game**Game: 'Take Away Train'**

Draw 6 train boxes on the board.

Erase 2 boxes and ask: "How many boxes are left?"

Children shout the answer together.

Repeat with different examples such as fruits, stars, or cars.

Quick Oral Review:

Ask 3–4 quick questions:

- “If you have 4 apples and eat 1, how many are left?”
- “If 6 birds fly away from 10, how many are left?”

Teacher Tip:

- Use real or familiar objects — crayons, snacks, toys — to keep it fun.
 - Praise students for effort, not just correct answers: “Good try!”
 - Keep repeating the words “take away” and “less” to strengthen understanding.
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Day 7 – Using Number Line for Subtraction

Focus: Learning to subtract by counting backward using a number line.

Duration: 30 minutes

Class Size: 30 children

Time: 0–5 minutes

Introduction: Counting Backward

Teacher says:

“Today we will learn how to subtract using a number line! When we subtract, we move backward — the number gets smaller.”

Ask:

“Can you all count backward from 10 to 1?”

Children respond together:

“10, 9, 8, 7, 6, 5, 4, 3, 2, 1!”

Explain:

“Great job! When we count backward, we are taking away numbers — that’s subtraction!”

Write on the board:

$7 - 2 = ?$

Point to a drawn number line from 0 to 10.

Show:

“Start at 7... move 2 steps backward... where do we land?”

Children reply: “At 5!”

Say together: “Seven minus two equals five!”

Time: 5–15 minutes

Oral Practice & Movement Activity

Step 1: Floor Number Line Jump Game

Make a large number line on the floor (using tape or chalk) from 0–10.

Ask one student to stand at 9.

Say: “Subtract 3!”

The child jumps backward 3 steps — and says where they land.

Class claps and counts along: “9... 8, 7, 6 — landed on 6!”

Repeat with different children and numbers (for example, $8 - 2$, $6 - 4$, $10 - 5$). Encourage the whole class to count backward together while the child jumps.

Step 2: Group Practice with Finger Number Line

Show your fingers (10).

Say: "Show me 6 fingers. Now take away 2."

Ask: "How many left?"

Children answer and say the full sentence:

"Six minus two equals four!"

Time: 15–25 minutes

Writing Practice

Distribute worksheets or use notebooks.

Task:

- Trace and write backward counting from 10–1.
- Practice subtraction on a number line.

Example problems:

$$9 - 2 = 7$$

$$8 - 3 = 5$$

$$6 - 1 = 5$$

$$10 - 4 = 6$$

Children use arrows on printed number lines to move backward and circle the answer. Encourage neat tracing and correct direction (leftward movement = subtraction).

Time: 25–30 minutes

Fun Revision Game

Game: "Back Jump Challenge"

Divide the class into two teams.

Teacher says an equation: " $8 - 3$!"

One student from each team jumps backward 3 times on the floor number line.

The first to land on the correct answer wins a star.

Quick Oral Review:

Ask:

- “What happens when we subtract?”
- “Do we move forward or backward on the number line?”
- “Does the number get bigger or smaller?”

Children answer enthusiastically:

“We move backward! It gets smaller!”

Teacher Tip:

- Combine movement and math for active learning — children remember better when they move.
 - Use colorful tape or chalk to make a fun number line on the floor.
 - Keep repeating “move backward to take away.”
 - Praise teamwork and correct backward counting.
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Day 8 – Picture Subtraction

Focus: Understanding subtraction through pictures and visual representation.

Duration: 30 minutes

Class Size: 30 children

Time: 0–5 minutes

Oral Introduction

Teacher says:

“Today we will learn how to subtract by looking at pictures! When we take away something in a picture, we can see how many are left.”

Example story:

“There were 6 birds on a tree. 2 birds flew away. How many are left?”

Children count and reply: “4 birds left!”

Write on the board:

$$6 - 2 = 4$$

Say together:

“Six minus two equals four.”

Explain:

“When we cross out or take away things from a picture, we are doing subtraction.”

Time: 5–15 minutes

Activity: Draw and Cross Out

Activity Name: Picture Subtraction

Materials Needed:

- Drawing sheets or worksheets
- Crayons or pencils

Instructions:

1. Teacher draws 6 apples on the board.
2. Say: “If I eat 2 apples, how many are left?”

3. Cross out 2 apples and ask children to count what's left.
"1, 2, 3, 4 — 4 apples left!"
4. Write the subtraction sentence: $6 - 2 = 4$

Repeat with other examples:

- 5 stars, cross out 1 → $5 - 1 = 4$
- 8 balloons, cross out 3 → $8 - 3 = 5$
- 4 fish, cross out 2 → $4 - 2 = 2$

Let children do the same in their notebooks or worksheets — draw and cross out to find how many are left.




Encourage them to say the full sentence:
"Six minus two equals four."

Time: 15–25 minutes

Writing Practice

Children write subtraction sentences based on pictures.

Worksheet examples:

-  → Cross out 2 = $6 - 2 = \underline{\quad}$
-  → Cross out 1 = $4 - 1 = \underline{\quad}$
-  → Cross out 3 = $8 - 3 = \underline{\quad}$

Children fill in the blanks and write the correct answer.
Teacher moves around, checking their counting and neatness.

Time: 25–30 minutes

Review and Discussion

Ask the class a few oral questions:

- "There were 7 flowers. 3 were picked. How many are left?"
- "There were 5 ice creams. 2 melted. How many are left?"

Encourage children to explain their answers aloud, not just say the number.

Example:

“There were 7 flowers. 3 were picked. Now 4 are left.”

Teacher Tip:

- Allow children to explain *how* they got their answers — this builds confidence and understanding.
 - Use colorful pictures or real-life examples for better engagement.
 - Praise every effort: “You counted carefully!” or “Good job crossing out correctly!”
 - Keep repeating key words — *take away*, *left*, and *minus* — to strengthen vocabulary.
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