

Numeracy Skill – Week 3

WEEK 3 – Mixed Practice (Addition & Subtraction)

Day 9 – Add and Subtract with Real-Life Items

Focus: Recognizing when to use addition (more) and subtraction (less) in real-life situations.

Duration: 30 minutes

Class Size: 30 children

Time: 0–5 minutes

Introduction: What Happens When We Add or Subtract?

Teacher says:

“Today, we’ll learn to decide when we need to add and when we need to take away.”

Give simple examples using real objects or gestures:

“I have 2 apples. My friend gives me 3 more. What happens?”

(Children: “You have more — Add!”)

“I have 5 candies. I eat 2. What happens?”

(Children: “You have less — Subtract!”)

Write on the board:

Add (+) → More things

Subtract (–) → Less things

Say together:

“Plus means more, minus means less!”

Time: 5–15 minutes

Oral & Activity Practice

Step 1: Real-Life Word Problems (Oral Practice)

Teacher tells short, simple stories:

“There are 4 birds on a tree. 2 more come. What do we do?”

(Children: “Add!”)

“There are 6 balloons. 3 fly away. What do we do?”

(Children: “Subtract!”)

Write them on the board while saying aloud:

$$4 + 2 = 6$$

$$6 - 3 = 3$$

Children repeat together after each example.

Step 2: Sorting Game – Add or Take Away?

Materials:

Prepare 8–10 picture cards showing everyday scenes (e.g., adding toys, eating apples, balloons flying away).

Instructions:

Place two baskets or boards labeled “+” and “–”.

Show one picture at a time and ask, “Should we add or take away?”

A volunteer child places the picture in the correct basket.

Example:

Picture of 2 apples and 3 more apples → Add basket.

Picture of 5 candies and 2 eaten → Subtract basket.

Children chant after each turn:

“Add for more! Subtract for less!”

Time: 15–25 minutes

Writing Practice

Distribute a simple worksheet or notebook task.

Worksheet Example:

Story**Choose (+) or(-)**

2 cats came, 1 more joined. + -

5 apples, 2 eaten. + -

3 toys, got 2 more. + -

6 pencils, gave 3 to a friend. + -

Follow-Up Exercise:

Write and solve:

$2 + 1 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

Children read each aloud after writing.

Time: 25–30 minutes

Fun Revision Activity: Math Actions**Instructions:**

Teacher says an equation aloud, for example, “2 + 1”.

If it's addition, children stretch arms wide (for more).

If it's subtraction, children curl arms close (for less).

Repeat quickly for rhythm learning:

“3 + 2” → stretch

“5 - 1” → curl

“4 + 1” → stretch

Quick Recap Questions:

- Which sign means more? (Children: +)
- Which sign means less? (Children: -)
- When do we add?
- When do we subtract?

Children chant together:

"Plus means more, minus means less!"

Teacher Tip:

- Use real-life objects such as crayons, toys, or fruits to make examples meaningful.
 - Keep switching between addition and subtraction so children can recognize both easily.
 - Reinforce the meaning of each symbol daily with gestures or wall flashcards.
 - Praise correct answers and confidence more than speed.
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Day 10 – Fun with Pictures

Focus: Understanding addition and subtraction through visual counting.

Duration: 30 minutes

Class Size: 30 children

Time: 0–5 minutes

Introduction: Counting with Pictures

Teacher says:

“Today, we will learn how to use pictures to solve sums! Pictures help us see what’s happening — if we are adding or taking away.”

Show flashcards or draw simple pictures on the board:

(Example) Two apples + Four apples

Ask: “How many apples are there in total?”

(Children count aloud: “One, two, three, four, five, six!”)

Say together:

“Two plus four equals six!”

Then draw another example:

Five balloons – Three balloons

Ask: “How many balloons are left?”

(Children count: “Two!”)

Say together:

“Five minus three equals two!”

Write both examples on the board:

$$2 + 4 = 6$$

$$5 - 3 = 2$$

Time: 5–15 minutes

Oral & Activity Practice

Step 1: Picture Story Practice (Oral)

Show a few picture cards or drawings:

- 3 cats + 2 cats → children say “Five cats!”
- 6 candies – 2 eaten → children say “Four candies left!”
- 1 bird + 3 birds → children say “Four birds!”

After each example, ask:

“Are we adding or taking away?”

Children respond aloud: “Adding!” or “Subtracting!”

Step 2: Coloring Activity – ‘Add or Subtract and Color’

Materials: Worksheets with simple picture sums.

Example:

Two apples + Three apples = ____

Four balloons – One balloon = ____

Instructions:

Children count and write the total.

Then color all the objects in the picture after solving.

Encourage them to say each equation aloud as they color:

“Two plus three equals five!”

“Four minus one equals three!”

Variation:

Teacher shows one picture on board and asks,

“How many did we add? How many are left?”

Children answer in groups.

Time: 15–25 minutes

Writing Practice

Task 1 – Fill the Blanks:

$2 + 4 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$1 + 5 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

Task 2 – Match the Picture to the Equation:

Picture**Equation**

Two apples + Three apples $2 + 3 = 5$

Four balloons - Two balloons $4 - 2 = 2$

Two fish + One fish $2 + 1 = 3$

Encourage neat writing and correct number formation.
Ask them to read each equation aloud after writing.

Time: 25–30 minutes

Fun Revision Game: “Picture Puzzle Board”**Instructions:**

Draw a few addition and subtraction pictures on the board.
Children come one by one to complete the missing numbers or signs.

Examples:

$2 + 1 = \underline{\quad}$

$3 - 1 = \underline{\quad}$

$5 \underline{\quad} 2 = 3$ (child chooses + or -)

Each correct answer gets a star mark on the board.
Encourage teamwork — clap for every correct logic!

Teacher Tip:

- Use bright and colorful visuals to hold attention.
 - Let children count loudly while solving — it builds number confidence.
 - Always appreciate reasoning, not just answers:
“Great job! You used your brain to think and count!”
 - Give small star stickers or stamps for correct logic and effort.
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Day 11 – Equation Practice

Focus: Understanding and creating addition and subtraction equations independently.

Duration: 30 minutes

Class Size: 30 children

Time: 0–5 minutes

Introduction: What Is an Equation?

Teacher says:

“Today, we’ll learn how to make our own number sentences — these are called equations!”

Write on the board:

$$2 + 3 = 5$$

$$5 - 2 = 3$$

Explain slowly:

“Each number sentence tells a story.

When we put things together, we use the plus sign (+).

When we take things away, we use the minus sign (-).

The equal sign (=) shows the answer — how many in total or how many left.”

Say together with the class:

“Plus adds, minus takes away, equal shows the answer!”

Time: 5–15 minutes

Oral & Activity Practice

Step 1: Reading Equations Aloud (Oral Practice)

Write a few examples on the board:

$$1 + 2 = 3$$

$$4 - 1 = 3$$

$$2 + 3 = 5$$

$$6 - 2 = 4$$

Ask the class to read aloud together:

“One plus two equals three.”

“Four minus one equals three.”

Repeat several times with different small numbers.
Encourage them to use fingers or count objects if needed.

Step 2: Hands-On Activity – Build Equations Using Counters

Materials: Counters, buttons, or colored blocks.

Instructions:

Give each child 10 counters.

Say an equation aloud, for example, “ $2 + 3 = ?$ ”

Children make two groups (2 and 3), then count all together and say the answer aloud.

Repeat with subtraction: “ $6 - 2 = ?$ ” (Children remove counters to find how many are left.)

Variation – Create Your Own Equation:

Invite children to make their own equation with the counters and say it aloud to the class.

Example: “I made $3 + 2 = 5$.”

Praise their effort and creativity.

Time: 15–25 minutes

Writing Practice

Children open notebooks or worksheets.

Task 1 – Copy & Complete Equations:

$$3 + 1 = \underline{\quad}$$

$$5 - 2 = \underline{\quad}$$

$$4 + 2 = \underline{\quad}$$

$$6 - 3 = \underline{\quad}$$

Task 2 – Create Your Own Equations:

Ask children to think of their own examples and write them.

Example:

“My sum: $2 + 2 = 4$ ”

“My subtraction: $5 - 1 = 4$ ”

Encourage children to draw small pictures beside each equation if they wish — for example, 2 apples + 3 apples.

Teacher walks around checking equations and praising effort.

Say: “You made your own math story — great job!”

Time: 25–30 minutes

Fun Revision Game: “Equation Builder Challenge”

Instructions:

Divide the class into two groups — Adders and Subtractors.

Show a number card (like 4).

Ask Adders to make an addition that equals 4 (for example, $2 + 2$).

Ask Subtractors to make a subtraction that equals 4 (for example, $6 - 2$).

Children come up and write their equations on the board.

Give claps or stars for correct answers.

End with a cheer:

“We can make and read equations!”

Teacher Tip:

- Encourage children to think and create — let them invent their own number stories.
 - Reinforce that every equation has a beginning, an operation (+ or -), and an answer (=).
 - Use real items if they struggle to visualize.
 - Celebrate creativity with star stickers or “Math Star” badges.
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Day 12 – Story Problem Day

Focus: Understanding and solving addition and subtraction through real-life stories

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Warm-Up Talk: “Math in Our Stories!”

Start with a fun discussion.

Teacher says:

“Today, we are going to tell math stories! When something is added or taken away in our story — we’ll use math to find the answer!”

Give a simple example with action and props (like toys, pencils, or candies):

“I had 3 red pencils. My friend gave me 2 more. How many pencils do I have now?”

Children respond: “5 pencils!”

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

Repeat with a subtraction example:

“I had 5 candies. I ate 2. How many are left?”

Write: $5 - 2 = 3$

Time: 5–15 minutes

Oral Activity: Solve Mini Story Sums

Use short, relatable examples and let children answer together.

Examples:

- “There are 4 apples on the table. Mom adds 3 more. How many apples now?”
- “Ria had 6 balloons. 2 flew away. How many left?”
- “There are 5 birds sitting. 3 fly away. How many stay?”
- “A bus had 2 children. 4 more get in. How many now?”

Encourage them to say the number sentence after solving:

“ $4 + 3 = 7$ ”, “ $6 - 2 = 4$ ”, and so on.

Teacher Tip (during oral): Praise loudly — “Great thinking! You made a math story come alive!”

Time: 15–25 minutes

Activity: Role Play – Act Out Stories

Divide students into small groups (4–5 per group).

Give each group simple story cards or props like toy fruits, pencils, or blocks.

Examples for role play:

- Group 1: “2 boys are playing. 3 more join.” (Act addition)
- Group 2: “5 students are drawing. 2 go for water.” (Act subtraction)
- Group 3: “3 dolls are on a shelf. 2 are added.” (Act addition)

Let them act it out and the class will guess the story equation.

Encourage teamwork and let everyone participate.

Time: 25–30 minutes – Writing: Draw and Write Number Sentences

Distribute a worksheet or notebook page.

Ask students to:

- Draw one addition story (for example, apples, toys, flowers).
- Draw one subtraction story.
- Write matching number sentences below each drawing.

Example:

Picture: 3 balloons + 2 balloons = 5 balloons

Picture: 5 chocolates – 2 eaten = 3 left

Teacher Tip:

- Encourage teamwork and creativity — let students share their stories aloud.
- Appreciate clear thinking and confidence.
- End with a round of applause for their imagination and math storytelling skills.