



Subtraction Within 20: Take, Compare & Think

LEARNING GOAL

Interpret subtraction as taking away, finding a difference and finding a missing part.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Interpret subtraction as taking away, finding a difference and finding a missing part.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Subtract

Use it in your own sentence or explanation.

Difference

Use it in your own sentence or explanation.

Take Away

Use it in your own sentence or explanation.

Missing Part

Use it in your own sentence or explanation.

Count Back

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to subtraction strategies.

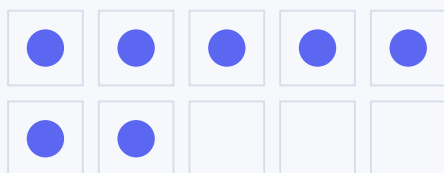
1

15-6 can mean take 6 from 15 or find the difference between 15 and 6.

2

Addition can check subtraction: if $15-6=9$, then $9+6=15$.

SHOW IT ANOTHER WAY



Use counters, drawings, words and symbols. Strong maths moves between representations.

Adult: model the first item. Child: explain what you notice or how you know.

1 Solve $14-5$ with a drawing.

2 What is the difference between 12 and 8?

3 ____ + 7 = 16. Find the missing part.

4 Check $13-4$ using addition.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Solve $14-5$ with a drawing.

2 What is the difference between 12 and 8?

3 $\underline{\quad} + 7 = 16$. Find the missing part.

4 Check $13-4$ using addition.

5 Which equation matches: 17 birds, 9 fly away?

SHOW YOUR THINKING

Work carefully. Draw, mark, build or write when that helps your thinking.

1 $\underline{\quad} + 7 = 16$. Find the missing part.

2 Check $13-4$ using addition.

3 Which equation matches: 17 birds, 9 fly away?

4 Explain why $15-7$ and $15-8$ have answers one apart.

5 Solve $14-5$ with a drawing.

SHOW YOUR THINKING

Talk 1 Which equation matches: 17 birds, 9 fly away?

Talk 2 Explain why $15-7$ and $15-8$ have answers one apart.

Talk 3 What strategy, clue or observation helped you most with subtraction strategies?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Line up two rows of objects with different lengths. Match pairs to see the difference without taking objects away.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Create a "subtraction story" picture and label the starting amount, change and amount left.

Use this space to draw, label, plan or draft.

Independent challenge

MATHEMATICS

Try without help first. Then explain or check your work with a grown-up.

- 1 Which equation matches: 17 birds, 9 fly away?
- 2 Explain why $15-7$ and $15-8$ have answers one apart.
- 3 Create one new example that would help another Grade 1 learner practise subtraction strategies.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- $17-9=8$.
- The subtrahends differ by one, so the remaining amounts differ by one.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.