

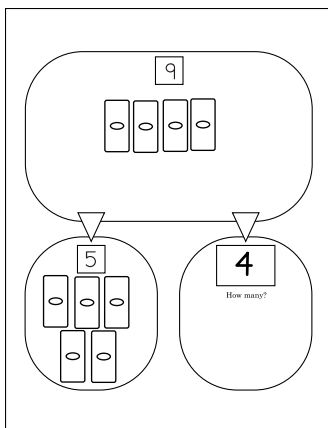
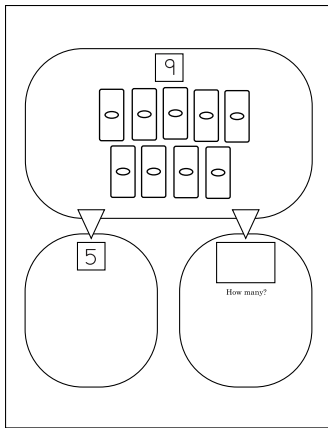
# 18. Introduction to Subtraction

- INTRODUCE STUDENTS TO THE BASIC OPERATION OF SUBTRACTION
- INTRODUCE THE “-” SIGN AS AN INSTRUCTION TO SEPARATE SETS
- INTRODUCE STUDENTS TO THE WORD DIFFERENCE
- LEARN THAT SUBTRACTION UNDOES ADDITION

## STUDENT NEEDS:

single blocks  
worksheets

30 minutes



## GROUP INTRODUCTION:

1. Begin by showing the “-” sign and asking students if they know what it is.
2. Explain that it is also an instruction like the plus sign is an instruction. The minus sign is an instruction to subtract or separate.
3. Write  $5 - 3$  on the board.
4. Explain that the minus sign tells us to separate or take 3 away from 5.
5. Take five blocks and remove three from the group.
6. Add the “=” sign and ask what  $5 - 3$  equals.
7. Write the 2 after the equal sign explaining that  $5 - 3$  is the same as 2 and we call 2 the **difference**.
8. Demonstrate the steps for the activity by doing two or three examples.

## GROUP ACTIVITY:

Using the first worksheet:

1. Students put the blocks for the first and largest number, the minuend (9), in the rectangular box at the top of their paper.
2. Students take away the blocks indicated by the second number, the subtrahend (5), from the big box and put them in the box on the lower left side of their paper.
3. Students find the difference by counting the blocks that are left in the big box and record that in the box on the lower right side of their paper.
4. To check their work, students put the two sets of blocks back together and combine them.
5. Students see that when we subtract we start with the largest number, the sum, and we separate into two parts, the addends.

INDEPENDENT WORK:

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1. Teacher fills out sets of worksheets using the blank worksheet for each student to complete individually.

*Assessment:*

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DOES THE STUDENT:

- count out the blocks for each minuend correctly
- count out the blocks for each subtrahend correctly
- manipulate the blocks to find the difference for each correctly
- write the correct numbers

*Differentiation:*

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REINFORCEMENT:

- Use smaller/larger numbers to vary the activity according to student ability.