















Subtraction – Fingers II

Math Concepts: Add / Subtract numbers 1 - 9
Materials: None
Players: 1+

– FINGER SUBTRACTION THE EASY WAY –

Two methods: Subtraction can be thought of as 'take away' or 'difference.' Both models are essential to a complete understanding of subtraction. Have your students practice both ways of thinking of subtraction using these finger subtraction methods.

We'll use 11 - 3 for our examples.

11		Take Away (on the left): Start with a closed fist and say '11.' Then, lifting one more finger each time, count '10, 9, 8.' When your student sees 3 fingers raised, the counting stops. You now have the result that taking 3 away from 11 leaves 8.			3
10		Difference (on the right): This uses 'counting on,' much as we did for Easy Way Finger Addition. What we are doing is finding out which number we need to add to 3 to get 11.			4
9					10
8		Have your student make a closed fist and say '3.' Then, lifting one more finger each time, count '4, 5, 6, 7, 8, 9, 10, 11.' When your student says '11,' there are 8 fingers raised – the difference between 3 and 11 is 8.			11

