

Take-away sentences: the whole story

CURRICULUM ALIGNMENT

ALG.EXP.2 interpret the meaning of symbols or pictures in number sentences.

INTERACTIVES Ten Frame · challenge, display, explore

WHAT THIS LESSON TEACHES

A take-away sentence tells the whole maths story: the start number, how many are taken away, and what is left, joined with – and =.

→ $8 - 3 = 5$ means eight, take away three, is the same as five.

→ In $7 - 2 = 5$ the start is 7, the take is 2 and what is left is 5.

MODEL THIS ON THE BOARD

PEGS ON THE COAT HANGER

- ① Eight pegs hang on a coat hanger: the start is 8.
- ② Three pegs slide off: the take is 3.
- ③ What is left on the hanger is 5.
- ④ The whole take-away sentence is $8 - 3 = 5$.

LESSON ARC

Open with the coat-hanger image (or real pegs): eight pegs, three slide off — hold out for the whole story, not just five. Walk six ten-frame snapshots naming start, take and what is left, reading each sentence two ways. Pupils build four classroom stories together on the ten-frame interactive. One careful copybook sentence with its three labels, then Class Challenge turns at the board. Student Activity Book practice follows.

TEACHING MOVES

1. **Getting Started.** Show the coat-hanger image. Take three hands-up answers only — no open call-outs. Listen for start 8, take 3, left 5. If a pupil only says five, hold out: ‘tell the whole maths story of what just happened.’
2. **Watch and Notice.** Reveal one ten-frame snapshot at a time. On each start frame ask ‘how many do we begin with?’ Point to start, take and what is left as you name them. Read $8 - 3 = 5$ both ways: take away and is the same as. After $8 - 3 = 5$ and $7 - 2 = 5$, ask what changed and what stayed.
3. **Try It Together.** Work one story at a time on the ten-frame. Rotate four pupils at the board; the class agrees or corrects out loud. Write each full sentence as they say it. If someone only names what is left, prompt: ‘what was the start, and how many left?’
4. **Write your best sentence.** Leave $8 - 3 = 5$ on the board. Pupils write that sentence once in best handwriting and label start, take and what is left underneath. Walk the row glancing at – and = — whole-class copybook practice, not marking.
5. **Class Challenge.** Brisk turns at the board: $5 - 4$, $7 - 3$, $9 - 6$, $10 - 8$. Each turn needs the full story before Check — start named, take named, leftover shown, sentence said. Class reads the whole sentence aloud after each Check. On a miss, revoice start and take before they try again.

6. **What Did We Notice?** Keep $8 - 3 = 5$ with the three labels visible. Ask which number we began with, which left, which stayed, and what $-$ tells us to do. Revoice: '8 is where we begin, 3 leave, 5 stays' and ' $-$ means take away.' Nudge anyone treating $=$ as an answer sign back to is the same as.

COMMON MISCONCEPTIONS

⚠ A pupil answers only with what is left — 'five' — and treats that as the whole story.

Hold the coat-hanger or ten-frame still and ask again for start and take before accepting the leftover. Revoice the full sentence: 'eight take away three is the same as five.'

⚠ A pupil builds the take on the ten-frame first instead of the start, so the story runs backwards.

Send them back to the first number in the classroom story. 'Build how many we begin with — then take some away.' Point to the start frame before any counters leave.

⚠ A pupil reads $=$ as 'the answer is' rather than 'is the same as', so the sentence feels like a one-way sum.

Revoice every check as 'is the same as' and point both ways across the equals sign. Keep the two readings side by side: take away, and is the same as.

DIFFERENTIATION

EMERGING

- Stay with the coat-hanger or a pre-built start on the ten-frame so the pupil only removes the take and names what is left, then echo the full sentence with you.
- Give the three labels (start, take, what is left) already written under the copybook sentence so they match numbers to jobs rather than invent the structure.

DEVELOPING

- After a correct Class Challenge turn, ask what changed between $8 - 3 = 5$ and $7 - 2 = 5$ — same left, different start and take.
- Cover the leftover on the board and ask them to predict what is left before the ten-frame shows it, then check.

PROFICIENT

- On a finished turn, hide the start and show only the take and what is left — can they name the missing start and justify it from the ten-frame?
- Ask them to read the same sentence both ways without looking at the board prompts, then invent one new classroom story that fits $10 - 8 = 2$.

✍ **Cross-curricular:** Use the real coat-hanger and pegs from the art corner as a live SESE/art link when three pegs clatter off.

ANSWER KEY

Q1: $9 - 6 = 3$

Q2: $6 - 1 = 5$

Q3: $7 - 3 = 4$

Q4: $10 - 4 = 6$

Q5: $5 - 4 = 1$

Q6: $10 - 8 = 2$

a) **Always** : The first number in a take-away sentence is always the start.

b) **Never** : The take is the middle number 3, not what is left.

c) **Always** : In every take-away sentence $-$ tells us to take away.

d) **Never** : What is left comes after the $=$ sign, never first.

EXTENSION SHEET · STRETCH ANSWERS

S1: 4

S2: 6

S3: 6

S4: 2