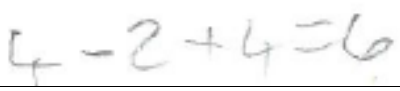
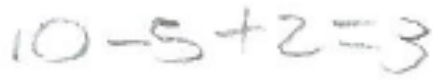
SUBTRACTION: SAMPLE LEARNER WORKINGS AND EARLY ARITHMETIC STRATEGIES[1]

Stage Number	Stage Descriptor	Characteristics (representing increasing levels of sophistication)
0	Emergent counting	**Cannot count visible items**. The child might not know the number words or might not coordinate the number words with the items
1	Perceptual counting	Can count only **visible** items starting from 1. Including seeing, hearing and feeling
2	Figurative counting	Can count **concealed items** but the learner will 'count all' rather than 'count on'.
3	Initial number sequence	Initial number sequence. The child can **count on** rather than counting from one, to solve + or missing addends. May use the **counting down** to solve removed items. (count-back-from)
4	Intermediate number sequence	**Count-down-to** to solve missing subtrahend (e.g. 17-3 as 16, 15 and 14 as an answer. The child is able to use a more **efficient** way to count down-from and count down-to strategies (count-back-to)
5	Facile number sequence	Uses of range of **non-count-by one strategies**. These strategies such as compensation, using a known result, adding to 10. Commutativity, subtraction as the inverse of addition, awareness of the 10 in a teen.

ITEM 2.1 **8 - 2**



ITEM 2.2 **12 - 7**



ITEM 2.3 **23 – 18**

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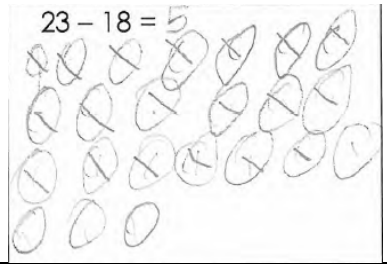

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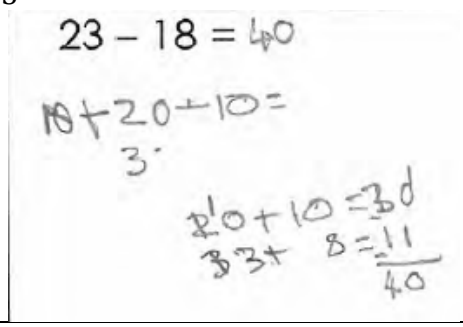

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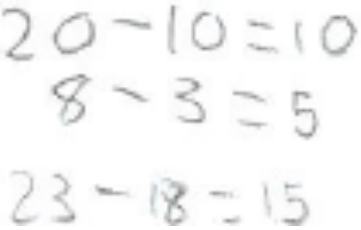

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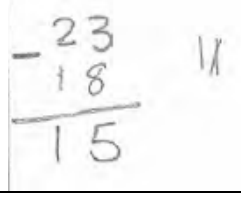

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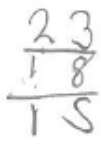

[1] **Source**: Wright, R. J., Martland, J., & Stafford, A. K. (2006). *Early numeracy: assessment for teaching and intervention*. London: Sage Publications Ltd. p.22

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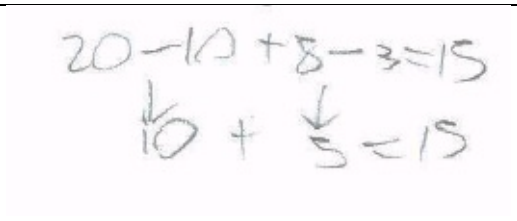

ITEM 2.4 467 – 43

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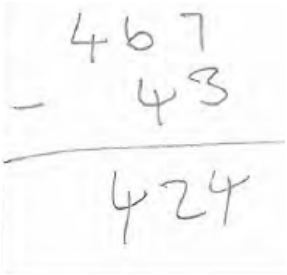

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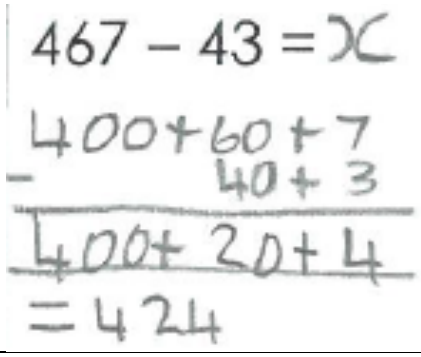

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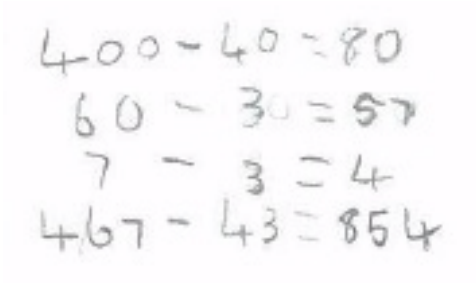

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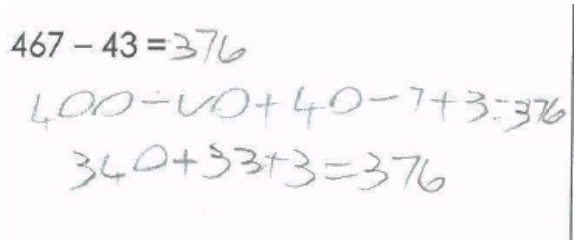

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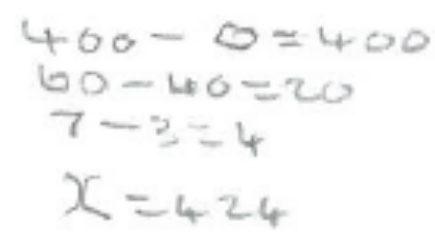

ITEM 2.5 305 – 97

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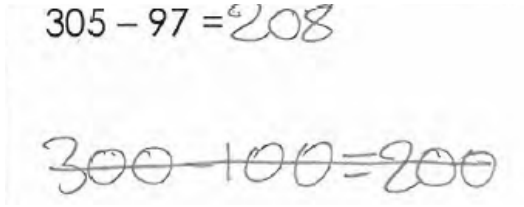

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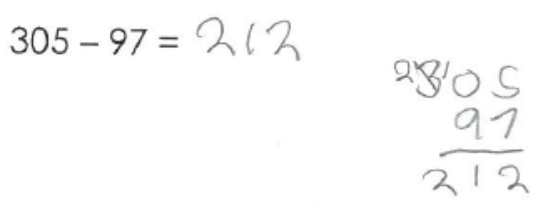

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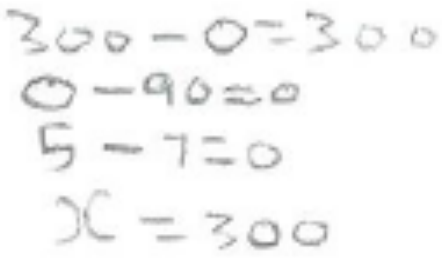

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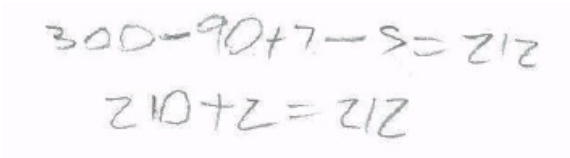

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