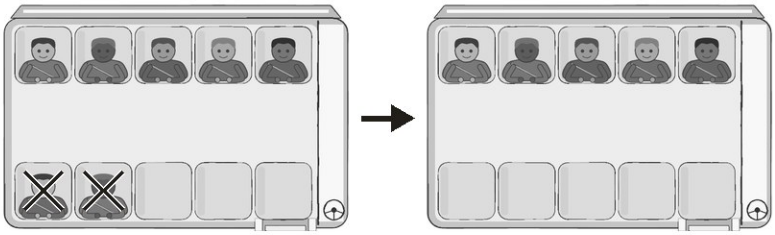
7 passengers, 2 get off: how many now? Helping your child act out the scene

Parent page · ages 5–6 · goes with the video "Understand the concept"

A logical answer

Does your child say "9" when 2 of 7 passengers get off? They hear two numbers and put the two groups together, which they know well. To find the answer, they have to picture the scene: the start, what changes at the stop, what's there afterward. It's not necessarily carelessness.

The key idea



7 passengers, 2 get off: take away 2 — Count who is left: 5

At each stop, one change only: some passengers get on, or some passengers get off. "How many now?" asks how many are on the bus after the stop. You act out the scene: put down the starting passengers, take some away (getting off) or add some (getting on), then count who is on the bus. When passengers get off, there are fewer than before; when they get on, there are more. That check helps you see that an answer is off, but it doesn't tell you the right one. No need to rush into written signs: the meaning comes from the scene first.

Questions instead of corrections

- "How many were there at the start?"
- "What happens at the stop?"
- "Are there more or fewer than before?"

If they say "9," suggest playing out the scene to check. If they say "2" (the ones who got off): "Yes, 2 got off. And on the bus, how many now?" Then: "Tell me how you did it."

Safety

Use small figures and cars too large to fit in a child's mouth; keep small objects out of reach of toddlers. Dish-towel game: nothing breakable or sharp on the rug or under the towel.

Page 2, to do together (no reading needed)

- At the top: the Ten-Seater Bus at a stop, and the two actions. You cross out a passenger who gets off; for each passenger who gets on, you color the first empty seat; then you count the passengers on the bus and circle the number on the 1-to-10 strip.
- For each picture, tell the story once out loud (for example: "There are 7 passengers on the bus. At the stop, 2 get off. How many now?"), then let your child act. Say the story again if needed.
- 1. 7 passengers, 2 get off. 2. 4 passengers, 3 get on. 3. 6 passengers, 2 get off. 4. 5 passengers, 4 get on.
- If they don't recognize the numerals yet, they say the number out loud and you circle it for them.

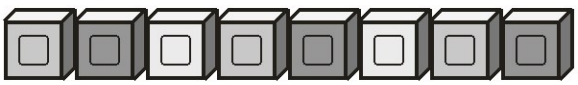
Start with one or two pictures and cover the others with a sheet of paper. Keep this page out of view until after the activity.

For you, after your child has played out the scene

- 1. 7 passengers, 2 get off: 5. 2. 4 passengers, 3 get on: 7.
- 3. 6 passengers, 2 get off: 4. 4. 5 passengers, 4 get on: 9. Cutout: 8 passengers (blocks), 3 get off: 5.

A good sign: they cross out or color before answering, and say what happened at the stop. It's a sign, not proof; if they count again, they may simply be checking: let them. If they still make mistakes, play the bus-on-the-table game again (video, activity 1).

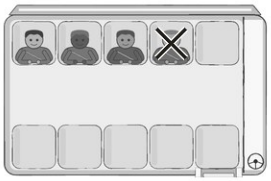
A few days later, without making a big deal of it (adult cuts out)



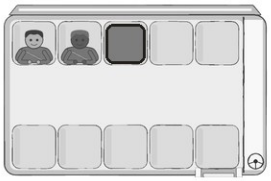
8 passengers, 3 get off

Put 8 blocks on the table and say: "8 passengers, 3 get off." Let them choose their own way to do it (blocks, fingers, or a drawing). Ask: "How many now?" Then: "What happened at the stop?" If they count again, let them check.



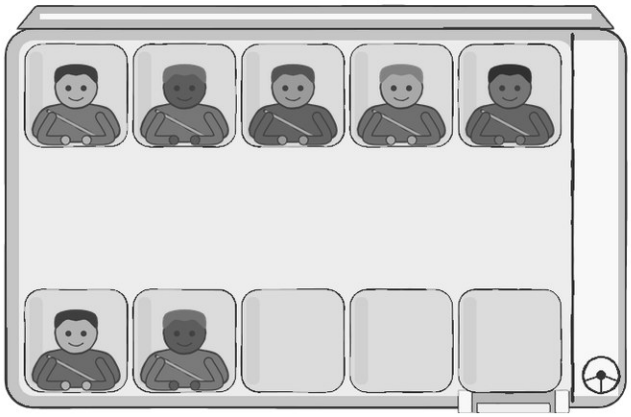


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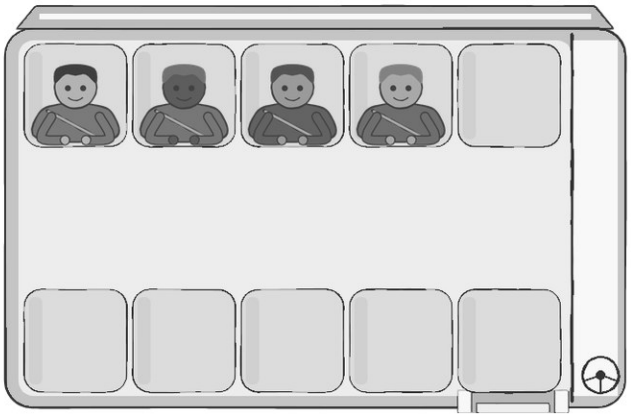
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1



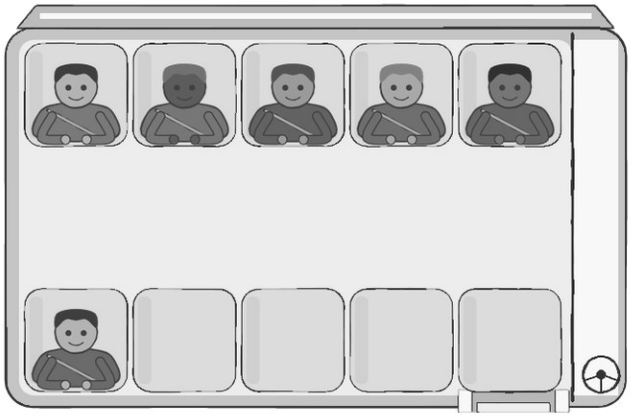
1	2	3	4	5	6	7	8	9	10

2



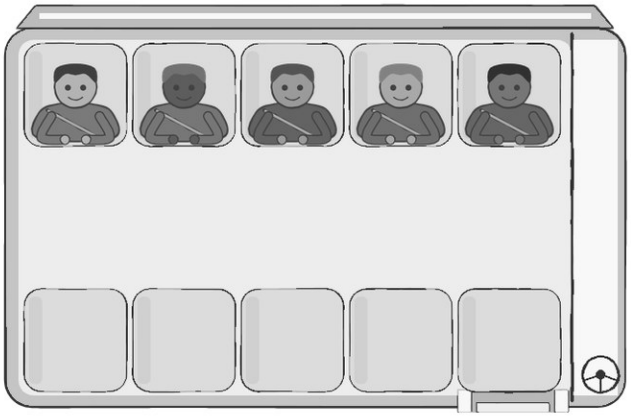
1	2	3	4	5	6	7	8	9	10

3



1	2	3	4	5	6	7	8	9	10

4



1	2	3	4	5	6	7	8	9	10