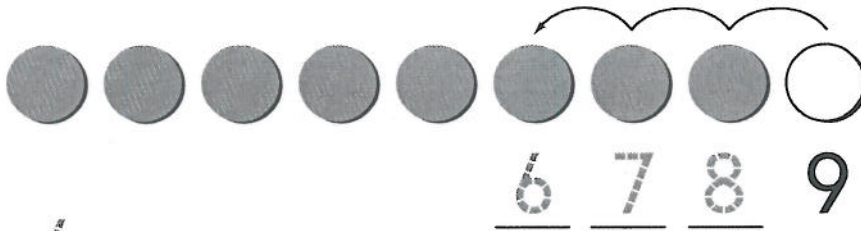


Count Back

Count back to subtract.

Use 9 ●. Count back 3.

This shows counting back 3 from 9.

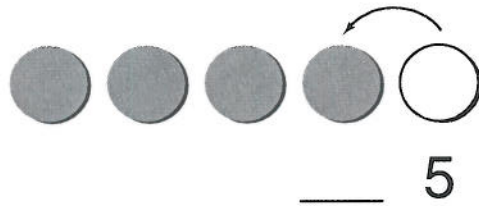


$9 - 3 = \underline{6}$

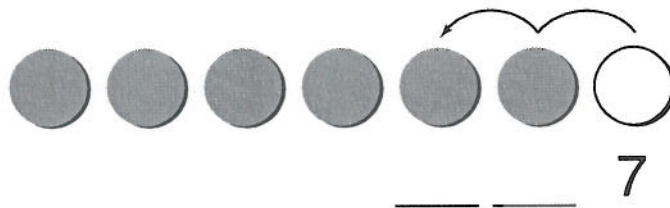
Use ●. Count back 1, 2, or 3.

Write the difference.

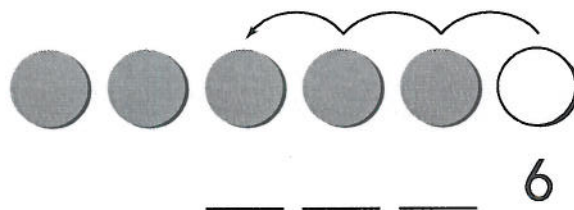
1. $5 - 1 = \underline{\quad}$



2. $7 - 2 = \underline{\quad}$



3. $6 - 3 = \underline{\quad}$



Think Addition to Subtract

COMMON CORE STANDARD CC.1.OA.4

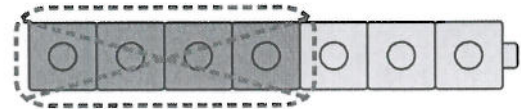
Understand and apply properties of operations and the relationship between addition and subtraction.

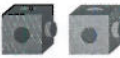

What is $7 - 4$?

Think $4 + \underline{3} = 7$



So $7 - 4 = \underline{3}$



Use  to model the number sentences.
Draw  to show your work.

1. What is $11 - 2$?

Think $2 + \underline{\quad} = 11$

So $11 - 2 = \underline{\quad}$

2. What is $10 - 6$?

Think $6 + \underline{\quad} = 10$

So $10 - 6 = \underline{\quad}$

3. What is $6 - 1$?

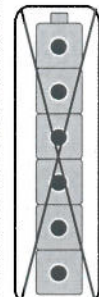
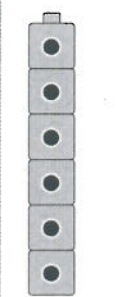
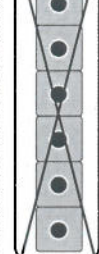
Think $1 + \underline{\quad} = 6$

So $6 - 1 = \underline{\quad}$

Use Think Addition to Subtract

COMMON CORE STANDARD CC.1.OA.4

Understand and apply properties of operations and the relationship between addition and subtraction.

Think of an addition fact to help you subtract.	Think	
$11 - 6 = \underline{\quad ? \quad}$		
$11 - 6 = \underline{\quad ? \quad}$	$6 + \underline{5} = 11$	$11 - 6 = \underline{5}$

Use an addition fact to help you subtract.

1. What is $9 - 4$?

Use $4 + \underline{\quad} = 9$

So $9 - 4 = \underline{\quad}$

2. What is $10 - 6$?

Use $6 + \underline{\quad} = 10$

So $10 - 6 = \underline{\quad}$

3. What is $12 - 5$?

Use $5 + \underline{\quad} = 12$

So $12 - 5 = \underline{\quad}$

4. What is $8 - 5$?

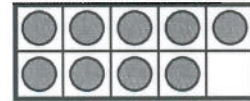
Use $5 + \underline{\quad} = 8$

So $8 - 5 = \underline{\quad}$

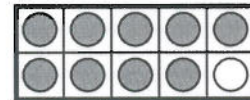
Use 10 to Subtract

Find $14 - 9$.

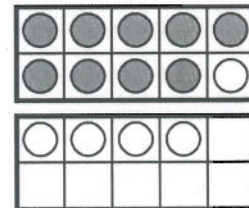
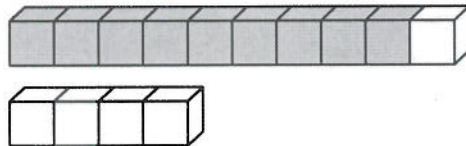
Start with 9 cubes.



Make a 10.



Add cubes to make 14.



Count what you added.

You added 5.

So, $14 - 9 = \underline{5}$.

Use . Make a ten to subtract.

Draw to show your work.

1. $12 - 8 = \underline{\quad?}$

2. $15 - 9 = \underline{\quad?}$

$12 - 8 = \underline{\quad}$

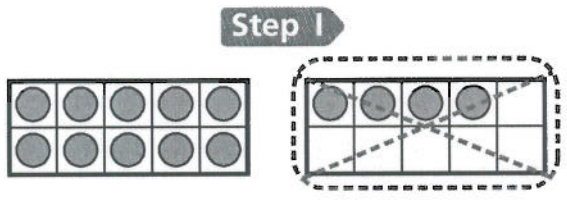
$15 - 9 = \underline{\quad}$

Break Apart to Subtract

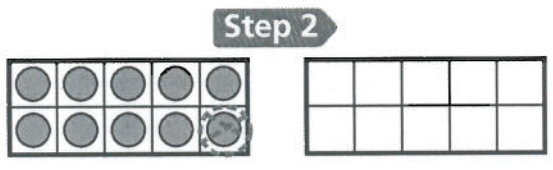
What is $14 - 5$?

Start with 14. Make a ten.

Take $\overset{4}{\text{4}}$ from 14.
 $\underline{14} - \underline{4} = \underline{10}$



Then take $\overset{1}{1}$ more.
 $\underline{10} - \underline{1} = \underline{9}$



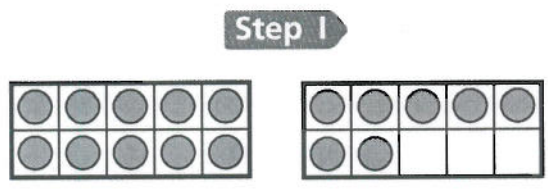
So, $14 - 5 = \underline{9}$

Subtract.

1. What is $17 - 9$?

Take 7 counters from 17.

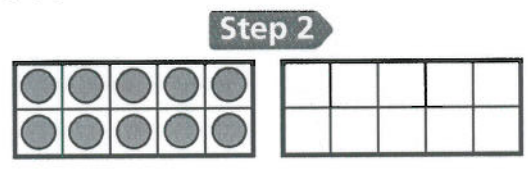
$17 - 7 = \underline{\quad}$



Then take _____ counters from 10.

_____ - _____ = _____

So, $17 - 9 = \underline{\quad}$



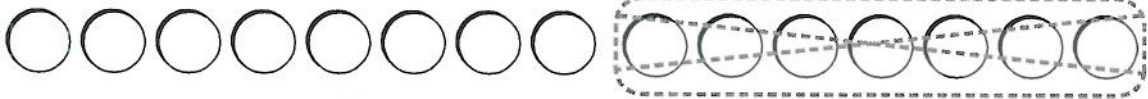
COMMON CORE STANDARD CC.1.OA.1
Represent and solve problems involving addition and subtraction.

Problem Solving • Use Subtraction Strategies

Lara has 15 crackers. She gives some of them away. She has 8 left.

How many crackers does she give away?

Unlock the Problem

<p>What do I need to find?</p> <p>how many <u>crackers</u></p> <p>Lara gives away _____</p>	<p>What information do I need to use?</p> <p>Lara has <u>15</u> crackers.</p> <p>Lara has <u>8</u> crackers left.</p>
<p>Show how to solve the problem.</p> <p></p> <p>Lara gives away <u>7</u> crackers.</p>	

Act it out to solve. Draw to show your work.

- Min has 13 marbles.
She gives some away.
She has 5 left.
How many marbles does she give away?

Min gives away _____ marbles.