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Teacher's Guide to Using the  
*Chapter 3 Resource Masters* iv

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<tr>
<th>Reteach</th>
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<tbody>
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<tr>
<td>Homework Practice</td>
<td>8</td>
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<tr>
<td>Enrich</td>
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### Lesson 3-2 Modeling Subtraction

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<tr>
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### Lesson 3-3 Subtraction Sentences

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### Lesson 3-4 Subtract Zero and All

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### Lesson 3-6 Subtract from 4, 5, and 6

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<td>Homework Practice</td>
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<td>Homework Practice</td>
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<td>Problem-Solving Practice</td>
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<td>Homework Practice</td>
<td>48</td>
</tr>
<tr>
<td>Problem-Solving Practice</td>
<td>49</td>
</tr>
<tr>
<td>Enrich</td>
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</tbody>
</table>

### Lesson 3-10 Vertical Subtraction

<table>
<thead>
<tr>
<th>Reteach</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Homework Practice</td>
<td>53</td>
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<tr>
<td>Problem-Solving Practice</td>
<td>54</td>
</tr>
<tr>
<td>Enrich</td>
<td>55</td>
</tr>
</tbody>
</table>

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### Answers

A1–A35
Teacher’s Guide to Using the
Chapter 3 Resource Masters

The Chapter 3 Resource Masters includes the core materials needed for Chapter 3. These materials include worksheets, extensions, and assessment options. The answers for these pages appear at the back of this booklet.

All of the materials found in this booklet are included for viewing and printing on the TeacherWorks Plus™ CD-ROM.

Chapter Resources

**Graphic Organizer** (page 2) This master is a tool designed to assist students with comprehension of grade-level concepts. You can use this graphic organizer in coordination with the appropriate lesson. While the content and layout of these tools vary, their goal is to assist students by providing a visual representation from which they can learn new concepts.

**Student Glossary** (page 3) This master is a study tool that presents the key vocabulary terms from the chapter. You may suggest that students highlight or star the terms they do not understand. Give this list to students before beginning Lesson 3-1. Remind them to add these pages to their mathematics study notebooks.

**Anticipation Guide** (page 4) This is a survey designed for use before beginning the chapter. You can use this survey to highlight what students may or may not know about the concepts in the chapter. If feasible, interview students in small groups, asking them the questions in the guide. There is space for recording how well students answer the questions before they complete the chapter. You may find it helpful to interview students a second time, after completing the chapter, to determine their progress.

**Chapter Game** (page 5) A game is provided to reinforce chapter concepts and may be used at appropriate times throughout the chapter.

Resources for Lessons

**Reteach** Each lesson has an associated Reteach worksheet. In general, the Reteach worksheet focuses on the same lesson content but uses a different approach, learning style, or modality than that used in the Student Edition. The Reteach worksheet closes with computational practice.

**Skills Practice** The Skills Practice worksheet for each lesson focuses on the computational aspect of the lesson. The Skills Practice worksheet may be helpful in providing additional practice of the skill taught in the lesson. It also contains word problems that cover the skill. Spaces for students’ answers are provided on the worksheet.

**Homework Practice** The Homework Practice worksheet provides an opportunity for additional computational practice. The Homework Practice worksheet includes word problems that address the skill taught in the lesson. Spaces for students’ answers are provided on the worksheet.

**Problem Solving Practice** The Problem Solving Practice worksheet presents additional reinforcement in solving word problems that applies both the concepts of the lesson and some review.

**Enrich** The Enrich worksheet presents activities that extend the concepts of the lesson or offer a historical or multicultural look at the lesson’s concepts. Some enrichment materials are designed to widen students’ perspectives on the mathematics they are learning.

**Resources for Problem Solving Lessons** In recognition of the importance of problem-solving strategies, worksheets for problem-solving lessons follow a slightly different format. For problem-solving lessons, a two-page Reteach worksheet offers...
a complete model for choosing a strategy. For each Problem Solving Strategy lesson, Reteach and Skills Practice worksheets offer reinforcement of the strategy taught in the lesson. In contrast, the Problem Solving Investigation worksheets include a model strategy on the Reteach worksheets and provide problems requiring several alternate strategies on the practice worksheets.

Assessment Options

The assessment masters in the Chapter 3 Resource Masters offer a wide variety of assessment tools for monitoring progress as well as final assessment.

**Individual Progress Checklist** This checklist explains the chapter’s goals or objectives. Teachers can record whether a student’s mastery of each objective is beginning (B), developing (D), or mastered (M). The checklist includes space to record notes to parents as well as other pertinent observations.

**Chapter Diagnostic Test** This one-page test assesses students’ grasp of skills that are needed for success in the chapter.

**Chapter Pretest** This one-page quick check of the chapter’s concepts is useful for determining pacing. Performance on the pretest can help you determine which concepts can be covered quickly and which specific concepts may need additional time.

**Mid-Chapter Test** This one-page chapter test provides an option to assess the first half of the chapter. It includes both multiple-choice and free-response questions.

**Vocabulary Test** This one-page test focuses on chapter vocabulary. It is suitable for all students. It includes a list of vocabulary words and questions to assess students’ knowledge of the words.

**Oral Assessment** This two-page test consists of one page for teacher directions and questions and a second page for recording responses. Although this assessment is designed to be used with all students, the interview format focuses on assessing chapter content assimilated by ELL students. The variety of approaches includes solving problems using manipulatives as well as pencil and paper.

**Listening Assessment** This two-page assessment contains one page for teacher directions and one page for responses/recordings. This assessment, too, is suitable for all students but is designed primarily for use with students who may have difficulty reading test materials. The assessment directions progress in difficulty from simple at the beginning of the year to more extensive at the end of the year.

**Chapter Project Rubric** This one-page rubric is designed for use in assessing the chapter project. You may want to distribute copies of the rubric when you assign the project and use the rubric to record each student’s chapter project score.

**Chapter Foldables Rubric** This one-page rubric is designed to assess the chapter Foldable. It is written to the students, telling them what you will be looking for as you evaluate their completed Foldable.

**Leveled Chapter Tests**

- **Form 1** assesses basic chapter concepts through multiple-choice questions and is designed for use with below-level students.
- **Form 2A** is designed for on-level students and is primarily for those who may have missed the Form 1 test. It may be used as a retest for students who received additional instruction following the Form 1 test.
- **Form 2B** is designed for students with a below-level command of the English language.
- **Form 2C** is a free-response test designed for on-level students.
- **Form 2D** is written for students with a below-level command of the English language.

**Cumulative Standardized Test Practice**

This two-page test, aimed at on-level students, offers a page of multiple-choice questions and a page of free-response questions.

**Answers**

The answers for the Anticipation Guide and Lesson Resources are provided as reduced pages with answers appearing in black. Full size line-up answer keys are provided for the Assessment Masters.
Graphic Organizer

*Cause and Effect Chart*

A suggestion for how to complete this graphic organizer can be found in the answer pages at the back of this book.

**Cause and Effect of Subtraction**

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tell a friend what you learned.
<table>
<thead>
<tr>
<th>Vocabulary Term</th>
<th>Definition/Description/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>difference</td>
<td>The answer to a subtraction problem</td>
</tr>
<tr>
<td></td>
<td>![Example](3 - 1 = 2)</td>
</tr>
<tr>
<td>equals (=)</td>
<td>Having the same value</td>
</tr>
<tr>
<td></td>
<td>![Example](2 + 4 = 6)</td>
</tr>
<tr>
<td>minus (−)</td>
<td>The sign used to show subtraction</td>
</tr>
<tr>
<td></td>
<td>![Example](Lesson 3.3)</td>
</tr>
<tr>
<td>subtraction (subtract)</td>
<td>To take away, take apart, separate, or find the difference between two sets; The opposite of</td>
</tr>
<tr>
<td></td>
<td>addition</td>
</tr>
<tr>
<td></td>
<td>![Example](4 − 1 = 3)</td>
</tr>
</tbody>
</table>
Anticipation Guide

Before you begin Chapter 3, ask students the following questions. You may want to ask the same questions after students complete the chapter.

<table>
<thead>
<tr>
<th>Before Chapter</th>
<th>After Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> There are 7 bugs on a leaf. 4 bugs jump away. How many are left?</td>
<td></td>
</tr>
<tr>
<td>______</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> What does “–” mean?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> What does “=” mean?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Write the subtraction sentence. [Image of bugs and crosses]</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td><strong>5.</strong> When you subtract, do you have more or less at the end?</td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>6.</strong> Subtract.</td>
<td></td>
</tr>
<tr>
<td>5 – 3 = ____</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong> Subtract.</td>
<td></td>
</tr>
<tr>
<td>7 – 6 = ____</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong> In the subtraction sentence 9 – 4 = 5, what is the “difference”?</td>
<td></td>
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<tr>
<td>____</td>
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</tbody>
</table>
Name ____________________________

Chapter 3 Game

Follow the Arrow

Ready

You will need:
- game pieces
- 5 index cards
- marker

Set

Number index cards 1 through 5. Mix the cards and stack them face down next to the game board.

GO!

1. Place game pieces in the “Start” square.
2. Have players pick cards from the stack, move that many spaces, and solve the subtraction problem.
   If correct, they remain on the new square. If incorrect, they return to the square they left.
3. Take turns. The player who finishes first wins.
**Preparation:** Connecting cubes are needed for this activity. You can use ◯ to show number stories.

<table>
<thead>
<tr>
<th>Read the number story.</th>
<th>Use ◯. Solve.</th>
</tr>
</thead>
</table>
| 1. 3 dogs bark.  
1 dog stops barking.  
How many dogs are still barking? | Show ____.  
Take ____ away.  
There are ____ left.  |
| 2. 4 dogs bark.  
2 dogs stop barking.  
How many dogs are still barking? | Show ____.  
Take ____ away.  
There are ____ left.  |
| 3. 5 dogs bark.  
2 dogs stop barking.  
How many dogs are still barking? | Show ____.  
Take ____ away.  
There are ____ left.  |
Skills Practice

Subtraction Stories

Preparation: Counters are needed for this activity.
Tell a number story. Use ● ○.
Write how many are left.

1. Show 5.
   Take 1 away.
   How many are left?
   _____

2. Show 4.
   Take 4 away.
   How many now?
   _____

   Put 4 away.
   How many are still there?
   _____

   Take 4 away.
   How many are left?
   _____

5. Show 4.
   Take 1 away.
   How many are left?
   _____

   Take 2 away.
   How many now?
   _____
Homework Practice
Subtraction Stories

Preparation: Coins can be used instead of counters.
Tell a number story. Use ● O. Write how many are left.

1. How many tops are still spinning? _____

2. How many butterflies are flying now? _____

3. How many bees are flying? _____

4. How many dogs are still running? _____

5. How many butterflies are left? _____

6. How many bees are left? _____

7. How many dogs are left? _____

8. How many tops fell down? _____
Preparation: Counters are needed for this activity.

Tell a number story.
Use ● ○. Write how many are left.

1. There were 5 balls. We lost 2. How many are left?
   ———

2. Show 6 balls. Take away 2. How many are left?
   ———

3. Sam’s cat had 6 kittens. He gave away 4. How many now?
   ———

4. The dog has 7 bones. He eats 3 bones. How many are left?
   ———

5. Doug, Mike, Paul, and Anna play catch. Then Paul and Anna went home. How many children are left?
   ———

6. 9 children come to the party. 3 children leave. How many children are left at the party?
   ———
Read the story. Check the answer. Circle yes if it is correct. If not, circle no and draw the correct answer.

1. Saul has 6. He shoots 3 into the . How many are left?
   yes no
2. Nick has 4. He kicks 2 into the . How many are left?
   yes no
3. Kit has 6. She catches 4 in her . How many are left?
   yes no
4. Julie has 3. She bumps 2 past the . How many are left?
   yes no
Reteach

Modeling Subtraction

Preparation: Counters are needed for this activity.

8 take away 3 is _____.

There are 8 counters in all.
Take away 3 of them.
How many counters are left?

Use ●. Put an X on the ones you take away.
Write how many are left.

1. 9 take away 4 is _____.

2. 6 take away 5 is _____.

3. 8 take away 6 is _____.

4. 7 take away 3 is _____.

5. 10 take away 7 is _____.

6. 5 take away 4 is _____.
Use WorkMat 3 and  to subtract.

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<table>
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<td>7</td>
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<td>8</td>
<td></td>
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<tr>
<td></td>
<td>9</td>
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</tbody>
</table>
Use coins, buttons, or dry pasta for counters. Subtract.

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<th></th>
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<tbody>
<tr>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td>Whole 10</td>
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<p>| | |</p>
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<tr>
<td>4</td>
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<tr>
<td></td>
<td>Whole 8</td>
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<tr>
<td>6</td>
<td></td>
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<tr>
<td></td>
<td>Whole 7</td>
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<td>8</td>
<td></td>
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<td></td>
<td>Whole 10</td>
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<p>| | |</p>
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<td>6</td>
<td></td>
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<td></td>
<td>Whole 8</td>
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<p>| | |</p>
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<tbody>
<tr>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>Whole 9</td>
</tr>
</tbody>
</table>
Use WorkMat 3 and ● ○ to subtract. Write how many are left.

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| **1.** Show 10 cubes.  
  Take away 7.  
  How many are left?  
   | **2.** Show 4 cubes.  
  Take away 3.  
  How many now?  
   |
|   |   |
|   |   |
| 10 take away 7 is _____. | 4 take away 3 is _____. |

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
</table>
| **3.** There are 9 cubes in all.  
  Take away 1.  
  How many cubes now?  
   | **4.** There are 7 cubes in all.  
  Take away 1.  
  How many cubes are left?  
   |
|   |   |
|   |   |
| 9 take away 1 is _____. | 7 take away 1 is _____. |

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
</table>
| **5.** Jess has 7 tickets.  
  She sells 2.  
  How many tickets does she have left?  
   | **6.** Lou has 10 stickers.  
  He puts 2 on his door.  
  How many stickers now?  
   |
|   |   |
|   |   |
| 7 take away 2 is _____. | 10 take away 2 is _____. |
Enrich
Sneaky Subtraction

Preparation: Counters are needed for this activity.

Sneaks the Cat is at it again!
Use ♦ ○ to solve. Draw the answer.

1. You had 7 ♦.
   4 are left.
   How many did Sneaks take away?

2. You had 8 ♦.
   2 are left.
   How many did Sneaks take away?

3. You had 12 ♦.
   3 are left.
   How many did Sneaks take away?

4. You had 5 ♦.
   0 are left.
   How many did Sneaks take away?

5. You had 6 ♦.
   2 are left.
   How many did Sneaks take away?

   8 are left.
   How many did Sneaks take away?
Write the subtraction sentence.

1. \[ \Box \Box \]
   2 take away 1 equals 1.
   \[ \Box - \Box = \Box \]

2. \[ \Box \Box \Box \Box \]
   3 take away 2 equals __.
   \[ \Box \Box \Box - \Box = \Box \]

3. \[ \Box \Box \Box \Box \Box \]
   ___ take away ___ equals __.
   \[ \Box \Box \Box \Box - \Box = \Box \]

4. \[ \Box \Box \Box \Box \Box \Box \]
   ___ take away ___ equals __.
   \[ \Box \Box \Box \Box \Box - \Box = \Box \]

5. \[ \Box \Box \Box \Box \Box \Box \Box \Box \]
   ___ take away ___ equals ___.
   \[ \Box \Box \Box \Box \Box \Box - \Box = \Box \]

6. \[ \Box \Box \Box \Box \Box \]
   ___ take away ___ equals ___.
   \[ \Box \Box \Box \Box - \Box = \Box \]

7. \[ \Box \Box \Box \Box \Box \Box \Box \Box \Box \]
   ___ take away ___ equals ___.
   \[ \Box \Box \Box \Box \Box \Box - \Box = \Box \]

8. \[ \Box \Box \Box \Box \Box \Box \Box \Box \Box \Box \]
   ___ take away ___ equals ___.
   \[ \Box \Box \Box \Box \Box \Box - \Box = \Box \]
Name __________________________

Skills Practice

Subtraction Sentences

Write the subtraction sentence.

1. ☐ ☐ ☐
   3 take away 1 equals ___.
   ___ ☐ ☐ ☐

2. ☐ ☐ ☐ ☐
   ___ take away ___ equals ___.
   ___ ☐ ☐ ☐

3. ☐ ☐ ☐
   ___ ☐ ☐ ☐

4. ☐ ☐ ○ ○ ○
   ___ ☐ ☐ ☐

5. ☐ ☐ ☐ ☐ ☐
   ___ ☐ ☐ ☐

6. ☐ ☐ ☐ ☐
   ___ ☐ ☐ ☐

7. There are 6 cats in a tree.
   1 cat runs away.
   How many cats are left?
   ___ ☐ ☐ ☐

8. There are 6 cats playing.
   3 cats run away.
   How many cats are left?
   ___ ☐ ☐ ☐
Write the subtraction sentence.

1. [Illustration with 10 circles and 3 crossed out]
   ___  ___  ___  ___

2. [Illustration with 5 circles and 2 crossed out]
   ___  ___  ___  ___

3. [Illustration with 8 circles and 4 crossed out]
   ___  ___  ___  ___

4. [Illustration with 5 baseball bats and 2 crossed out]
   ___  ___  ___  ___

5. [Illustration with 7 bowls and 3 crossed out]
   ___  ___  ___  ___

6. [Illustration with 9 bowls and 3 crossed out]
   ___  ___  ___  ___

7. 10 dogs are playing.
   2 dogs run away.
   How many dogs are left?
   ___  ___  ___  ___

8. 8 dogs are playing.
   3 dogs run away.
   How many dogs are left?
   ___  ___  ___  ___
Write the subtraction sentence.

1. 9 take away 2 is ___.
   ___  ___  ___  ___

2. 5 take away 3 is ___.
   ___  ___  ___  ___

3. 6 take away 2 is ___.
   ___  ___  ___  ___

4. 5 take away 1 is ___.
   ___  ___  ___  ___

5. 10 take away 5 is ___.
   ___  ___  ___  ___

6. 9 take away 6 is ___.
   ___  ___  ___  ___

7. Kay sees 10 ducks. 7 ducks fly away. How many ducks are left? 10 take away 7 is ___.
   ___  ___  ___  ___

8. There are 7 cows. 2 cows are brown. How many cows are not brown? 7 take away 2 is ___.
   ___  ___  ___  ___
Look at the pictures.
Write a subtraction sentence.

1. **Produce**
   - Apples

2. **Dairy**
   - Milk

3. **Seafood**
   - Fish

4. **Grains**
   - Bread

5. Draw your own picture.
   Write the subtraction sentence.
When you subtract 0 from a number, the answer is the number you started with.

6 - 0 = 6 6 muffins.
You don’t eat any.
You have 6 muffins left.

When you subtract a number from itself, the answer is 0.

6 - 6 = 0 6 muffins.
You eat all 6.
You have 0 muffins left.

Cross out to subtract.

1. ○○○○○ ○ 5 - 5 = _____

2. ○○○○○○○○○ ○ 8 - 0 = _____

3. ○○○○○○○○○ ○ 7 - 7 = _____

4. ○○○○○○○○○ ○ 6 - 0 = _____
Find the difference. Use ⬜️ ⬜️ if needed.

1. 8 − 0 = ⬜️
2. 9 − 9 = ⬜️
3. 7 − 0 = ⬜️
4. 5 − 5 = ⬜️
5. 6 − 0 = ⬜️
6. 4 − 4 = ⬜️
7. 3 − 3 = ⬜️
8. 9 − 0 = ⬜️
9. 7 − 7 = ⬜️

10. 4 - 0 = ⬜️
11. 6 - 6 = ⬜️
12. 8 - 8 = ⬜️
13. 3 - 0 = ⬜️
14. 5 - 0 = ⬜️

15. 2 - 2 = ⬜️
16. 9 - 9 = ⬜️
17. 6 - 0 = ⬜️
18. 2 - 0 = ⬜️
19. 5 - 5 = ⬜️

Solve.

20. Dan has 4 🌽.
    All 4 🌽 get stuck in a tree.
    How many 🌽 does Dan have left?

    She puts 8 🍎 in a basket and gives them to her dad.
    How many 🍎 does Jeri have?
Homework Practice

Subtract Zero and All

Find the difference. Write the subtraction sentence.

1. \[\boxed{\text{X}} \boxed{\text{X}} \boxed{\text{X}} \boxed{\text{X}}\]

2. \[\boxed{\text{Helmets}}\]

3. \[\boxed{\text{Caps}}\]

4. \[\boxed{\text{Rugby balls}}\]

Find the difference. Use \(\bullet\) \(\bigcirc\) if needed.

5. \(7 - 0 = \)____
6. \(6 - 6 = \)____
7. \(8 - 8 = \)____
8. \(2 - 0 = \)____
9. \(5 - 0 = \)____
10. \(9 - 9 = \)____
11. \(1 - 1 = \)____
12. \(4 - 4 = \)____
13. \(10 - 0 = \)____

Write the subtraction sentence.

14. 9 students are playing soccer. 9 students stop to rest. How many students are still playing?

15. 6 students are playing soccer. All 6 stop to rest. How many students are still playing?
Find the difference. Use □ ○ if needed.

1. Mindy has 3 🍪. She eats them all. How many 🍪 does she have left?
   $3 - 3 = _____ 🍪$

2. Kyle has 10 🍎. He does not eat any of them. How many 🍎 does he have left?
   $10 - 0 = _____$

3. There are six cows in the pen. Zero cows went in the barn. How many cows are in the pen?
   $6 - 0 = _____$

4. Tanya has 10 crayons. She gives some to Kim. Tanya has no more crayons. How many crayons did Tanya give to Kim?
   $10 - _____ = 0$

Write the number sentence.

5. I ate all the brownies. There were 7 in all. How many brownies do I have now?

6. I cut 8 pieces of cheese. No one ate them. How many pieces of cheese do I have left?
Juan made a puzzle with number cards. It shows subtraction sentences. The puzzle fell on the floor. Some numbers fell off. Help John put the numbers back in the table.
### Reteach (1)

**Problem-Solving Strategy: Draw a Picture**

Andrea has 8 stamps. She gives Lee 1. How many stamps does Andrea have now?

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Understand</th>
<th>What do I know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Andrea has 8 stamps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She gives 1 away.</td>
</tr>
</tbody>
</table>

**What do I need to find out?**

How many stamps Andrea has now.

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Plan</th>
<th>How will I find how many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I can draw a __________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Solve</th>
<th>How many are left? ______ stamps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>[Diagram of 7 stamps and 1 crossed out stamp]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Check</th>
<th>Look back.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Does my picture fit the problem? _____</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does my picture show how many are left? _____</td>
</tr>
</tbody>
</table>
Use a picture to solve.

1. Jim has 7 kittens.
   He gives 5 away.
   How many are left?

   Jim has ____ kittens left.

2. Tim has 4 peas on his plate. He eats 2 peas.
   How many peas does he have left to eat?

   Tim has ____ peas left.

Draw a picture to solve.

3. There were 9 snakes in the pet store. 7 were sold.
   How many snakes are left to be sold?

   There are _____ snakes left to be sold.

4. Niko buys 3 pears at the store. He eats 1.
   How many does he have left?

   Niko has _____ pears left.
1. Bob had 8 bananas. He ate 2. How many does he have left?
   _______ bananas

2. Jill had 10 apples. She ate 0. How many does she have now?
   _______ apples

3. Sue had 5 carrots. She gave 4 away. How many does she still have?
   _______ carrot

4. Tom had 9 cherries. He ate 6. How many does he have left to eat?
   _______ cherries

5. 9 toys are in a box. David takes 4 toys out of the box. How many toys are left in the box?
   _______ toys

6. There are 6 birds in a tree. Two of the birds fly away. How many birds are still in the tree?
   _______ birds
Draw a picture to solve.

   Mark read 3 📖.
   How many more 📖 did Kay read? ____ 📖

   She gives Lewis 2 🍒.
   How many 🍒 does Ann have now? ____ 🍒

   Then 5 🦚 fly away.
   How many 🦚 are left? ____ 🦚

4. 6 🐥 are in a nest.
   1 🐥 flies away.
   How many 🐥 are in the nest? ____
Follow the directions.

1. Cross out 1 🍎.  
   How many 🍎 did you cross out? ____

2. Cross out 3 more 🍊 than you crossed out 🍎.  
   How many 🍊 did you cross out? ____

3. Cross out 1 more 🍇 than you crossed out 🍌.  
   How many 🍇 did you cross out? ____

4. Cross out 1 more 🍊 than you crossed out 🍎.  
   How many 🍊 did you cross out? ____

5. How much fruit is left? ____ pieces
Reteach

Subtract From 4, 5, and 6

Use ● ● ● ● ● to subtract from 4.

How many ● to start? ___
Cross out ____.
How many are left? ___
Use the numbers to write a subtraction sentence.

4 − 1 = ___

   Write the numbers.
   How many to start? ____
   Cross out ____.
   How many are left? ____
   Use the numbers to write a subtraction sentence.
   ____ − ____ = ____

2. Start with 5 ●. Cross out some.
   Write the numbers.
   How many to start? ____
   Cross out ____.
   How many are left? ____
   Use the numbers to write a subtraction sentence.
   ____ − ____ = ____
**Skills Practice**

*Subtract From 4, 5, and 6*

**Preparation:** Cubes are needed for this activity.

Use 🎈. Write the numbers.

<table>
<thead>
<tr>
<th></th>
<th>minus</th>
<th>equals</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4</td>
<td>3</td>
<td>=</td>
</tr>
<tr>
<td>2.</td>
<td>4</td>
<td>2</td>
<td>=</td>
</tr>
<tr>
<td>3.</td>
<td>4</td>
<td>1</td>
<td>=</td>
</tr>
<tr>
<td>4.</td>
<td>5</td>
<td>4</td>
<td>=</td>
</tr>
<tr>
<td>5.</td>
<td>5</td>
<td>3</td>
<td>=</td>
</tr>
<tr>
<td>6.</td>
<td>5</td>
<td>2</td>
<td>=</td>
</tr>
<tr>
<td>7.</td>
<td>5</td>
<td>1</td>
<td>=</td>
</tr>
<tr>
<td>8.</td>
<td>6</td>
<td>5</td>
<td>=</td>
</tr>
<tr>
<td>9.</td>
<td>6</td>
<td>4</td>
<td>=</td>
</tr>
<tr>
<td>10.</td>
<td>6</td>
<td>3</td>
<td>=</td>
</tr>
<tr>
<td>11.</td>
<td>6</td>
<td>2</td>
<td>=</td>
</tr>
<tr>
<td>12.</td>
<td>6</td>
<td>1</td>
<td>=</td>
</tr>
</tbody>
</table>
Homework Practice

Subtract from 4, 5, and 6

Use coins or buttons for counters. Write the difference.

<table>
<thead>
<tr>
<th></th>
<th>minus</th>
<th></th>
<th>equals</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>-</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>-</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>-</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Find the difference.

4. $4 - 0 = \underline{\hspace{2cm}}$
5. $6 - 3 = \underline{\hspace{2cm}}$
6. $5 - 1 = \underline{\hspace{2cm}}$
7. $6 - 2 = \underline{\hspace{2cm}}$
8. $5 - 5 = \underline{\hspace{2cm}}$
9. $4 - 3 = \underline{\hspace{2cm}}$
10. $5 - 2 = \underline{\hspace{2cm}}$
11. $4 - 2 = \underline{\hspace{2cm}}$
12. $6 - 5 = \underline{\hspace{2cm}}$

Solve.

13. Judy has 6 trading cards. She gives 4 to her friend. How many cards does she have left? _______________

14. Chad has 5 muffins. He eats 2 muffins. How many muffins are left to eat? _______________
Problem-Solving Practice

Subtract from 4, 5, and 6

Find the difference. Write the numbers.

   Cross out 4.
   Write the numbers.
   \[6 - \_\_\_ = \_\_\_\]

2. Draw 5 😊.
   Cross out 2.
   Write the numbers.
   \[5 - \_\_\_ = \_\_\_\]

3. Phil draws 5 😊.
   He erases 1.
   How many are left?
   \[5 - \_\_\_ = \_\_\_ 😊\]

   She crosses out 2.
   How many are there now?
   \[7 - \_\_\_ = \_\_\_\]

   She erases 2.
   How many are left?
   \[\_\_\_ - \_\_\_ = \_\_\_\]

   He crosses out 1.
   How many are there now?
   \[6 - \_\_\_ = \_\_\_\]
# Enrich

## Subtracting with Shapes

Start with these 5 shapes each time.
Read the directions. Write a number sentence.

<table>
<thead>
<tr>
<th>Subtract from 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Take away all ♦.</td>
</tr>
<tr>
<td>2. Take away all △.</td>
</tr>
<tr>
<td>3. Take away all ♦ and ○.</td>
</tr>
</tbody>
</table>

Start with these 6 shapes each time.
Read the directions. Write a number sentence.

<table>
<thead>
<tr>
<th>Subtract from 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Take away all □.</td>
</tr>
<tr>
<td>5. Take away all ★.</td>
</tr>
<tr>
<td>6. Take away all ★ and □.</td>
</tr>
</tbody>
</table>
Reteach

Subtract From 7, 8, and 9

Use ⬜ ⬜ to subtract from 7.

How many ⬜ to start? 7
Cross out 1.
How many are left? 6
Use the numbers to write a subtraction sentence.

7 - 1 = 6

   Write the numbers.
   How many to start? 7
   Cross out 1.
   How many are left? 6
   Use the numbers to write a subtraction sentence.
   _____ - _____ = _____

   Write the numbers.
   How many to start? 8
   Cross out 1.
   How many are left? 7
   Use the numbers to write a subtraction sentence.
   _____ - _____ = _____
Skills Practice

Subtract From 7, 8, and 9

Preparation: Cubes are needed for this activity. Use 🧀. Write the numbers.

<table>
<thead>
<tr>
<th>Subtract from 4, 5, and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>🧀</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
</tbody>
</table>
**Homework Practice**

*Subtract from 7, 8, and 9*

Use coins or buttons for counters.
Write the difference.

<table>
<thead>
<tr>
<th>Subtract from 7, 8, and 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>● minus ● equals difference</td>
</tr>
<tr>
<td>1. 7 – 5 = 2. 8 – 5 = 3. 9 – 5 =</td>
</tr>
</tbody>
</table>

Find the difference.

4. 9 – 1 = 5. 8 – 4 = 6. 7 – 5 =
7. 8 – 7 = 8. 9 – 6 = 9. 8 – 2 =
10. 7 – 6 = 11. 9 – 4 = 12. 7 – 4 =

Solve.

13. Rachel had 8 marbles. She lost 7 of them. How many does Rachel have now?
14. Byron had 9 toy planes. Two broke. How many toy planes are left?

_________________________

_________________________
Problem-Solving Practice

Subtract from 7, 8, and 9

Find the difference. Write the numbers.

1. 

   7 − 2 = _____

2. 

   9 − 4 = _____

Write the subtraction sentence.

3. Jorge puts 9 shirts in a box. He takes out 3. How many shirts are still in the box?

   9 − _____ = _____ shirts

4. Maria puts 7 books in her desk. She takes out 3. How many books are left in her desk?

   7 − _____ = _____ books

5. Maria has 9 pennies. She uses 5 to buy a piece of gum. How many pennies does Maria have left?

   _____ − _____ = _____

6. It is 9 miles to the airport. Dad drives 3. How many more miles does Dad have to drive?

   _____ − _____ = _____
Follow the directions. Write two subtraction sentences that use the same numbers.

1. There are 7 leaves. Color some red. Color the rest green.

   7 – _____ red = _____ green

   7 – _____ green = _____ red

2. There are 8 leaves. Color some blue. Color the rest yellow.

   8 – _____ blue = _____ yellow

   7 – _____ yellow = _____ blue

3. There are 9 leaves. Color some red. Color the rest brown.

   9 – _____ red = _____ brown

   9 – _____ brown = _____ red


   _____ – _____ = _____ yellow

   _____ – _____ = _____ red
Rich has some marbles. He lets Anna play with 3 of them. He now has 5 marbles. How many marbles did Rich have at the start?

<table>
<thead>
<tr>
<th>Step 1</th>
<th>What do I know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand</td>
<td>Rich gives Anna 3 marbles. He now has 5 marbles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>How will I find how many marbles there were?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>I can ______________________________________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Solve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve</td>
<td>Anna _____ Rich _____</td>
</tr>
<tr>
<td>Solve</td>
<td>Count the number of marbles in all. Rich had _____ marbles at the start.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Look back.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check</td>
<td>Did I use a model for the marbles? _____</td>
</tr>
<tr>
<td>Check</td>
<td>Does my model show how many marbles there were at the start? _____</td>
</tr>
</tbody>
</table>
Problem-Solving Investigation: Choose a Strategy

Problem Solving Strategies

• Act it out
• Draw a picture

Solve.

1. Jack has 10 apples. He gives 5 apples to friends. How many does he have now?
   _____ apples

2. Beth takes 12 photos with her camera. She deletes 7 of them. How many photos are left on the camera?
   _____ photos

3. Holly has some markers. She gives 4 to her brother. Now she has 3. How many markers did she have to start with?
   _____ markers
Choose a strategy.

Solve.

1. Ted has 9 cars.  
   Dick has 4 cars.  
   How many more cars does Ted have?  
   \[ \bigcirc \bigcirc = \text{ cars} \]

2. Heidi has 10 toy trucks.  
   Mark has 7 toy trucks.  
   How many more toy trucks does Heidi have?  
   \[ \bigcirc \bigcirc = \text{ toy trucks} \]

3. Sue and Beth jump rope.  
   Sue jumps 10 times.  
   Beth jumps 8 times.  
   How many more times does Sue jump?  
   \[ \bigcirc \bigcirc = \text{ jumps} \]

4. Grandma and Evan bake muffins.  
   They make 9 blueberry muffins.  
   They make 6 banana muffins.  
   How many more blueberry muffins did they make?  
   \[ \bigcirc \bigcirc = \text{ muffins} \]

5. Allison had 10 crayons.  
   Now she has 7 crayons.  
   How many crayons did she give away?  
   \[ \text{ crayons} \]

   Now he has 10.  
   How many markers did he already have?  
   \[ \text{ marker} \]
Choose a strategy. Solve.

1. 10 🐝 are by the flower. 8 fly away. How many 🐝 are left by the flower?

2. 6 🐝 are in the garden. Some fly away. There is one 🐝 left in the garden. How many flew away?

3. Matt counts 7 🐝 on a plant. He puts 4 in a jar to show Mom. How many 🐝 are still on the plant?

4. 10 🦗 chirp at night. 4 🦗 stop chirping. How many 🦗 are still chirping?
### Enrich

Is it Equal?

Subtract. Are the math sentences equal? Write **T** for true if they are equal. Write **F** for false if they are not equal.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$4 - 1 = \underline{\hspace{2cm}}$</td>
<td>$4 - 1 = 7 - 0$</td>
</tr>
<tr>
<td></td>
<td>$7 - 0 = \underline{\hspace{2cm}}$</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>$3 - 1 = \underline{\hspace{2cm}}$</td>
<td>$3 - 1 = 2 - 1$</td>
</tr>
<tr>
<td></td>
<td>$2 - 1 = \underline{\hspace{2cm}}$</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>$6 - 2 = \underline{\hspace{2cm}}$</td>
<td>$6 - 2 = 7 - 3$</td>
</tr>
<tr>
<td></td>
<td>$7 - 3 = \underline{\hspace{2cm}}$</td>
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</tr>
<tr>
<td>4.</td>
<td>$7 - 5 = \underline{\hspace{2cm}}$</td>
<td>$7 - 5 = 4 - 2$</td>
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<tr>
<td></td>
<td>$4 - 2 = \underline{\hspace{2cm}}$</td>
<td></td>
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<tr>
<td>5.</td>
<td>$3 - 2 = \underline{\hspace{2cm}}$</td>
<td>$3 - 2 = 6 - 3$</td>
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<td>$6 - 3 = \underline{\hspace{2cm}}$</td>
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</tr>
<tr>
<td>6.</td>
<td>$4 - 3 = \underline{\hspace{2cm}}$</td>
<td>$4 - 3 = 3 - 2$</td>
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<td>$3 - 2 = \underline{\hspace{2cm}}$</td>
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<tr>
<td>7.</td>
<td>$3 - 3 = \underline{\hspace{2cm}}$</td>
<td>$3 - 3 = 3 - 1$</td>
</tr>
<tr>
<td></td>
<td>$3 - 1 = \underline{\hspace{2cm}}$</td>
<td></td>
</tr>
</tbody>
</table>
Reteach

Subtract from 10, 11, and 12

Preparation: Cubes are needed for this activity.

Use $\square$ to subtract.

1. $\square \square$
   Count 10 cubes. Take away 2.
   $$10 - 2 = \_\_\_$$

Count 11 cubes. Take away 4.

2. $\square \square \square \square$
   $$11 - 4 = \_\_\_$$

Use $\square$. Write a number sentence to solve.
Possible answers given.

3. $\square \square \square \square \square \square$
   ____ – ____ = ____

4. $\square$
   ____ – ____ = ____

5. $\square \square \square \square \square \square \square \square$
   ____ – ____ = ____

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Skills Practice

Subtract from 10, 11, and 12

Use □□□ to subtract.

1.  
   \[10 - 3 = \]  
   \[10 - 7 = \]

2.  
   \[11 - 2 = \]  
   \[11 - 9 = \]

3.  
   \[12 - 4 = \]  
   \[12 - 8 = \]

4.  
   \[11 - 5 = \]  
   \[11 - 6 = \]

Fill in the ten frame and solve.

5.  
   Lisa had 10 ice cubes in a glass. 9 of the ice cubes melted.  
   How many cubes are left?  
   _____ ice cubes

6.  
   Carol had 12 pennies.  
   She spent 3 pennies.  
   How many pennies does Carol have now?  
   _____ pennies
Use ☐☐☐☐ to subtract.

1. ⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜
   10 – 4 = 
   10 – 6 = 

2. ⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜
   11 – 4 = 
   11 – 7 = 

3. ⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜
   12 – 6 = 
   12 – 6 = 

4. ⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜
   12 – 5 = 
   12 – 7 = 

Fill in the ten frame and solve.

5. ⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜
   Marcus has 12 bouncy balls. He loses some. He still has 8. How many balls did he lose? 
   _____ balls

6. ⬜⬜⬜⬜⬜⬜⬜⬜⬜⬜
   10 deer are in the woods. 2 walk to the field. How many deer are still in the woods? 
   _____ deer
Name _____________________________

3-9

Problem-Solving Practice

Subtract from 10, 11, and 12

Draw a picture. Find the difference.

1. Draw 10 △. Take away 2. The difference is _____

2. Draw 12 ☐. Take away 4. The difference is _____

Solve.

3. 11 children wait in line. 5 children get on the ride. How many children are still waiting?
   11 − 5 = _____ children

4. Jody has 10 chances to hit the bell. She has tried 7 times. How many chances does she have?
   10 − 7 = _____ chances

Write a subtraction sentence.

5. Mrs. Jones has 12 tickets. She gives some away. Mrs. Jones still has 6 tickets. How many did she give away?
   _____ − _____ = _____

6. There are 11 children sitting on a bench. 3 go home. How many children are still on the bench?
   _____ − _____ = _____
Enrich

Vegetable Subtraction

Color to show the subtraction sentence. Then show another way to subtract the same numbers.

1. 

\[ 10 - 6 = \underline{4} \quad 10 - \underline{5} = \underline{5} \]

2. 

\[ 10 - 8 = \underline{2} \quad 10 - \underline{9} = \underline{1} \]

3. 

\[ 10 - 3 = \underline{7} \quad 10 - \underline{7} = \underline{3} \]

4. 

\[ 10 - 7 = \underline{3} \quad 10 - \underline{6} = \underline{4} \]

5. 

\[ 10 - 1 = \underline{9} \quad 10 - \underline{1} = \underline{9} \]
You can write the same subtraction sentence two ways. The difference is the same.

\[ 8 - 2 = 6 \]

Cross out to subtract.

1. \[ 7 - 2 = \_\_\_ \]

2. \[ 8 - 6 = \_\_\_ \]

3. \[ 8 - 3 = \_\_\_ \]

4. \[ 7 - 6 = \_\_\_ \]

5. \[ 6 - 3 = \_\_\_ \]

6. \[ 8 - 4 = \_\_\_ \]
Skills Practice
Vertical Subtraction

Cross out to subtract.

1. \[ 9 - 3 = \]

2. \[ 6 - 2 = \]

3. \[ 6 - 1 = \]

4. \[ 8 - 2 = \]

Write two subtraction sentences.
One across ↔ and one down ↑.

5. Rory’s mom buys 7 apples. Alfonso eats some of them. There are 5 left. How many did Rory eat?

6. Mia had 9 marbles. She lost 7 of them. How many does she have now?
Vertical Subtraction

1. $4 - 2 = ___$
2. $9 - 4 = ___$
3. $8 - 3 = ___$
4. $7 - 2 = ___$

Write two subtraction sentences.
One across ↔ and one down ↑.

5. Seth had some baseball cards. He gave 2 to Jose. Then Seth had 2 cards left. How many did Seth have at the start?

6. Eve has 6 blank sheets of paper. She draws on 3 of them. How many blank sheets does she have now?
Write two subtraction sentences. Solve.

1. 7 penguins are on the ice. 4 jump in the water. How many penguins are left on the ice? __ penguins

2. There are 10 pieces of pizza. Lara eats 2 pieces. How many pieces are left? __ - __ = __

3. Sela has 9 cookies. She gives 4 cookies to Raul. How many cookies does Sela have left? __ - __ = __

Solve.

4. Yoko has 8 books. She gives 2 books to her brother and 3 books to her sister. How many books does she have left? __ books

5. Jen has 5 apples. 3 apples are green. How many apples are not green? __ apples
**Enrich**

**Amazing Subtraction**

Solve the problems. Use the answers to go through the maze.

1. \(12 - \_
2. \(11 - 3 = \_
3. \_
4. \(12 - 5 = \_
5. \(12 - 9 = \_
6. \(11 - \_
7. \(12 - 6 = \_
8. \(12 - \_
9. \(11 - 3 = \_
10. \(11 - \_

**Start**

\[\begin{array}{cccc}
8 & 8 & 11 \\
9 & 10 & 6 & 11 \\
10 & & & 7 \\
2 & 6 & 7 & 5 \\
6 & 8 & 6 & 9 \\
6 & 8 & 9 & 7 \\
\end{array}\]
# Individual Progress Checklist

<table>
<thead>
<tr>
<th>Mastery Level</th>
<th>Learning Goals</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B D M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-1</td>
<td>Use counters to show subtraction stories.</td>
<td></td>
</tr>
<tr>
<td>3-2</td>
<td>Use counters to subtract and show how many are left.</td>
<td></td>
</tr>
<tr>
<td>3-3</td>
<td>Write subtraction sentences.</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Subtract zero and all.</td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td>Draw a picture to solve problems.</td>
<td></td>
</tr>
<tr>
<td>3-6</td>
<td>Use cubes to subtract from numbers through 6.</td>
<td></td>
</tr>
<tr>
<td>3-7</td>
<td>Use cubes to subtract from numbers through 9.</td>
<td></td>
</tr>
<tr>
<td>3-8</td>
<td>Choose a strategy to solve problems.</td>
<td></td>
</tr>
<tr>
<td>3-9</td>
<td>Use a ten-frame and cubes to subtract from 10, 11, and 12.</td>
<td></td>
</tr>
<tr>
<td>3-10</td>
<td>Write subtraction facts vertically.</td>
<td></td>
</tr>
</tbody>
</table>

**B = Beginning; D = Developing; M = Mastered**

**Note to Parents**

___________________________________________________________________________________

___________________________________________________________________________________
Diagnostic Test
Are You Ready for Chapter 3?

Write how many.

1. ______ butterflies

2. ______ pencils

Draw dots to show how many.

3. 8

4. 5

5. 7

Put an X on 3 lizards. How many lizards do not have an X?

6. ______
Chapter Pretest

Read the directions. Give the answer.

1. How many butterflies are left on the branch?

Subtract. Write the subtraction sentence.

2. Subtract.


4. Subtract.

5. 9 − 7 =

6. 10 − 6 =

7.

8.
Name ____________________________

**Mid-Chapter Test**

**Fill in the circle for the correct answer.**

1. How many birds are on the beach? [Lesson 3.1]
   - [ ] 1
   - [ ] 3
   - [ ] 5
   - [ ] 6

2. Which sentence is shown? [Lesson 3.3]
   - [ ] $7 + 2 = 9$
   - [ ] $5 - 2 = 3$
   - [ ] $7 - 2 = 5$
   - [ ] $9 - 7 = 2$

3. Which sentence is shown? [Lesson 3.3]
   - [X] $5 - 4 = 1$
   - [X] $5 - 1 = 4$
   - [ ] $1 + 4 = 5$
   - [ ] $4 + 1 = 5$

4. Which sentence is shown? [Lesson 3.4]
   - [X] $9 - 9 = 9$
   - [X] $9 + 9 = 9$
   - [ ] $9 - 0 = 9$
   - [X] $9 - 9 = 0$

**Solve.**

5. Meredith puts 8 strawberries in a bowl. She eats 4. How many does she have left to eat? Draw a picture to solve. [Lesson 3.5]
   - Meredith has ______ strawberries left.
Name ____________________________

3

Vocabulary Test

Draw a line to the picture that matches.

1. minus

2. equals

3. subtraction sentence

Use the words in the box. Write the correct word on the line.

difference
equals
minus
subtract
subtraction sentence

4. The ________________ is the answer to a subtraction problem.

5. You ________________ when you take away from a number.

6. One number sentence ________________ another if they have the same value.

7. A ________________ sign shows that you are taking away part of a number.

8. $5 - 3 = 2$ is an example of a ________________.
Oral Assessment

Directions: This test targets those students who have developing verbal skills—both oral and written. Ask the questions below and have students record their answers, or record the answers they supply.

Preparation: A set of connecting cubes and board access are needed for this assessment.

1. Read this number story: 6 birds were outside the window. 2 flew away. Ask, How many birds are still outside the window?

2. Show 8 connecting cubes. Then take 5 of the cubes away. Ask, How many cubes will be left if you take away 5 from 8?

3. On the board or a piece of paper, draw 7 circles. Then, cross out 4 circles. Ask, How many circles did I draw? Ask, How many circles did I put an X through? How many circles don’t have an X? Draw ___ ○ ___ ○ ___ on the board. Have the student write a subtraction sentence.

4. On the board or a piece of paper, draw 9 squares. Then cross out all of the squares. Ask, What is 9 minus 9?

5. Have the student draw a picture to solve 6 − 5.

6. Ask, What is 9 − 4?

7. Ask, What is 8 − 6?

8. Ask, What is 10 − 7?

9. Ask, What is 11 − 8?

10. Ask, What are two different ways to write 6 − 5 = 1?

Notes and comments
Oral Assessment Response Sheet

1. ____________________  2. ____________________

3. _____ _____ _____  4. ____________________

5. ____________________  6. ____________________

7. ____________________  8. ____________________

9. ____________________  10. ____________________
Directions: Ask student to complete each of the following groups of tasks.

1. Draw a group of 8 circles.
   Color 2 circles.
   Count the total number of circles.
   Write the number of circles that are not colored.

2. Draw 7 stars.
   Color 5 stars yellow.
   Count the number of stars that are not yellow.

3. Draw 9 squares.
   Draw Xs through 3 squares.
   Write a subtraction sentence.

4. Draw a picture to show $6 - 1$.
   Write a subtraction sentence to show the difference.

5. Draw a picture to show $11 - 4$.
   Write a subtraction sentence to show the difference.

6. Draw a picture to show $12 - 7$.
   Write a subtraction sentence to show the difference.

7. Draw a domino with 6 dots and 4 dots.
   Write the equation up and down, $10 - 4$. 

Listening Assessment

Directions:
Ask student to complete each of the following groups of tasks.
Listening Assessment Response Sheet

1. 
2. 
3. 
4. 
5. 
6. 
7. 

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# Chapter Project Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>Student successfully participated in writing subtraction number storybook. Student wrote a creative number story 3 sentences long, a corresponding number sentence, and an illustration. After compiling 5 stories, student organized the stories into a book, complete with cover art. Student was capable of solving all the problems he or she created.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Student successfully participated in writing a subtraction number storybook. Student wrote a number story 3 sentences long and a corresponding number sentence. Student organized the stories into a book, complete with cover art.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Student participated in writing subtraction number stories. Student wrote number stories with a corresponding number sentence.</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>Student did not successfully participate in this project. Student’s story was either incomplete or incorrect. Student’s story did not match the number sentence. Student was unable to solve the problems.</td>
</tr>
</tbody>
</table>
## Chapter Foldables Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student successfully used 2 pocket Foldables. Student dictated and recorded facts involving subtraction with “0.” Student used subtraction flashcards using the numbers 4–10. Student correctly stored the flashcards in their proper foldable. Student used subtraction flashcards with the numbers 11 and 12. Student correctly stored these flashcards in the proper foldable.</td>
</tr>
<tr>
<td>2</td>
<td>Student successfully used 2 pocket Foldables. Student dictated and recorded facts involving subtraction with “0.” Student used subtraction flashcards using the numbers 4–10. Student correctly stored the flashcards in their proper foldable.</td>
</tr>
<tr>
<td>1</td>
<td>Student successfully used 2 pocket Foldables. Student dictated and recorded facts involving subtraction with “0.”</td>
</tr>
<tr>
<td>0</td>
<td>Student did not use Foldables correctly. Student recorded incorrect subtraction facts and was not able to organize flashcards.</td>
</tr>
</tbody>
</table>
Name ____________________________

Chapter Test, Form I

Read each question. Fill in the circle for the correct answer.

1. Ann has 6 buckets. 5 have sand in them. How many buckets are empty?

   ○ 1
   ○ 6
   ○ 7
   ○ 4

2. 4 take away 1 is _____.

   ○ 3
   ○ 5
   ○ 6
   ○ 7

3. 7 take away 3 is _____.

   ○ 4
   ○ 5
   ○ 11
   ○ 10

4. 3 take away 1 is _____.

   ○ 3 + 1 = 4
   ○ 1 + 3 = 4
   ○ 3 – 2 = 1
   ○ 3 – 1 = 2

5. 10 – 0 = _____.

   ○ 10
   ○ 8
   ○ 5
   ○ 0
Name

Chapter Test, Form I (continued)

6. \(4 - 3 = \)  
   - 0
   - 1
   - 2
   - 7

7. \(8 - 1 = \)  
   - 6
   - 7
   - 8
   - 9

8. \(9 - 4 = \)  
   - 4
   - 5
   - 6
   - 13

9. \(10 - 3 = \)  
   - 7
   - 10 - 4 = 6
   - 7 + 1 = 8
   - 7 + 3 = 10

10. \(11 - 5 = \)  
    - 6
    - 7
    - 8
    - 16
Read each question. Fill in the circle for the correct answer.

1. There are 5 birds. 1 flies away. How many birds are left?

- 1
- 6
- 5
- 4

2. 6 take away 4 is _____?

- 1
- 2
- 6
- 10

3. 8 take away 1 is _____?

- 1
- 3
- 7
- 9

4. 5 take away 3 is _____?

- 2 + 3 = 5
- 3 + 2 = 5
- 5 − 3 = 2
- 5 − 2 = 3

5. 8 − 3 = _____

- 4
- 5
- 6
- 11
Name ____________________________  

Chapter Test, Form 2A  (continued)

6. \[9 - 9 = \]  
   - 0  
   - 1  
   - 9  
   - 18

7. \[7 - 5 = \]  
   - 0  
   - 2  
   - 5  
   - 12

8. \[9 - 2 = \]  
   - 2  
   - 6  
   - 7  
   - 11

9. \[\begin{array}{|c|c|}
   \hline
   \times & \times \\
   \hline
   \times & \times \\
   \hline
   \times & \times \\
   \hline
\end{array}\]  
   - \[2 + 8 = 10\]  
   - \[8 + 2 = 10\]  
   - \[10 - 8 = 2\]  
   - \[10 - 2 = 8\]

10. \[\begin{array}{|c|c|}
   \hline
   \times & \times \\
   \hline
   \times & \times \\
   \hline
\end{array}\]  
   \[6 - 2 = \]  
   - 1  
   - 4  
   - 5  
   - 8
Chapter Test, Form 2B

Read each question. Fill in the circle for the correct answer.

1. There are 6 cats.
   I runs away.
   How many are left?
   - 1
   - 5
   - 7

2. 5 take away 2 is _____?
   - 0
   - 2
   - 3

3. 9 take away 8 is _____?
   - 1
   - 8
   - 10

4. 4 take away 3 is _____?
   - 2 + 2 = 4
   - 4 − 3 = 1
   - 4 − 1 = 3

5. 8 − 8 = _____
   - 0
   - 4
   - 8
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>6 - 5 =</td>
<td>7.</td>
<td>8 - 4 =</td>
</tr>
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<tr>
<td>8.</td>
<td>9 - 5 =</td>
<td>9.</td>
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<tr>
<td>10.</td>
<td>Mike has 12 oranges. He uses 9 to make juice. How many oranges does he have left?</td>
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</tbody>
</table>
Chapter Test, Form 2C

Read each question. Write the correct answer.

1. There are 5 butterflies. 3 fly away. How many butterflies are left?  
   [Image of butterflies]  
   _____ butterflies

2. 7 take away 1 is _____?  
   [Crosses]  
   _____

3. 8 take away 2 is _____?  
   [Crosses]  
   _____

4. 6 take away 3 is _____?  
   Write the subtraction sentence.  
   [Crosses]  
   _____

5. 9 − 0 = _____
6. \(5 - 4 = \) ____

7. \(7 - 3 = \) ____

8. \(9 - 6 = \) ____

9. Write the subtraction sentence.

10. Georgia made 12 bracelets. She gave 8 of them away. How many bracelets does she have left? Write the subtraction problem up and down. Solve.
Chapter Test, Form 2D

1. There are 4 birds.  
   1 flies away.  
   How many are there now?  
   
   _______ birds

2. 4 take away 2 is ______?  
   Write the subtraction sentence.  
   
   _______

3. 9 take away 4 is ______?  
   
   ______

4. 8 – 0 = ______

5. 6 take away 4 is ______?  
   
   ______
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.</strong> $5 - 1 = \underline{\hspace{2cm}}$</td>
<td><strong>7.</strong> $8 - 4 = \underline{\hspace{2cm}}$</td>
</tr>
</tbody>
</table>
| **8.** Write the subtraction sentence. | **9.** Lee had 11 pencils. He broke 2 of them. How many total pencils does he have left?  
\underline{\hspace{2cm}} pencils |
| [Diagram: 10 circles, 2 crossed out] | |
| **10.** John plays catch with his dad. His dad threw the ball 10 times. John catches it 8 times. How many times did John drop it? Write a number sentence and solve. |
|   |   |
Read each question carefully.
Fill in the circle for the correct answer.

1. Find the next shape.
   [Lesson 1.1]
   \[ \triangle \square \triangle \square \triangle \square \square \]
   \[ \bigcirc \square \bigcirc \triangle \bigcirc \square \bigcirc \bigcirc \]

2. What is the missing number? [Lesson 1.9]
   \[ \begin{array}{c}
   \bigcirc 18 \bigcirc 19 \\
   \bigcirc 16 \bigcirc 17 \\
   \bigcirc 19 \bigcirc 20 \\
   \end{array} \]

3. There are 5 squirrels in the yard. 3 more squirrels join them. How many are there now? [Lesson 2.1]
   \[ \begin{array}{c}
   \bigcirc 2 \bigcirc 5 \\
   \bigcirc 8 \bigcirc 13 \\
   \end{array} \]

4. 4 take away 3 is _____? [Lesson 3.2]
   \[ \begin{array}{c}
   \bigcirc 4 + 1 = 5 \\
   \bigcirc 4 + 4 = 8 \\
   \bigcirc 4 - 3 = 1 \\
   \bigcirc 5 - 1 = 4 \\
   \end{array} \]

5. 6 + 5 = _____ [Lesson 2.8]
   \[ \begin{array}{c}
   \bigcirc 1 \bigcirc 8 \\
   \bigcirc 10 \bigcirc 11 \\
   \end{array} \]
Name ____________________________________

Cumulative Standardized Test Practice
(continued)

6. What is the pattern unit? Circle it. [Lesson 1.3]

7. Write the subtraction sentence. [Lesson 3.2]

8. \(8 + 4 = \) _____ [Lesson 2.8]

9. \(6 + 3 = \) _____ [Lesson 2.7]

10. \(8 \text{ take away } 6 \text{ is } \) _____? [Lesson 3.7]

11. \(10 - 4 = \) _____ [Lesson 3.9]

12. Gabe has 12 postcards. He mails 10 of them. How many postcards does he have left to mail? [Lesson 3.9]

_____
### Anticipation Guide

**Before Chapter 3:** Ask students the following questions. You may want to ask the same questions after students complete the chapter.

<table>
<thead>
<tr>
<th>Before Chapter</th>
<th>After Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are 7 bugs on a leaf. 4 bugs jump away. How many are left?</td>
<td></td>
</tr>
<tr>
<td>2. What does &quot;-&quot; mean?</td>
<td></td>
</tr>
<tr>
<td>3. What does &quot;=&quot; mean?</td>
<td></td>
</tr>
<tr>
<td>4. Write the subtraction sentence.</td>
<td></td>
</tr>
<tr>
<td>5. When you subtract, do you have more or less at the end?</td>
<td></td>
</tr>
<tr>
<td>7. Subtract.</td>
<td></td>
</tr>
<tr>
<td>8. In the subtraction sentence 9 - 4 = 5, what is the &quot;difference&quot;?</td>
<td></td>
</tr>
</tbody>
</table>

### Cause and Effect of Subtraction

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>had: 5 marbles</td>
<td>left: 2 marbles</td>
</tr>
<tr>
<td>take away: 3 marbles</td>
<td>had: 4 pens</td>
</tr>
<tr>
<td>take away: 1 pen</td>
<td>left: 3 pens</td>
</tr>
</tbody>
</table>

### Note to Teacher:

You can use this chart to show subtraction stories in a logical way. Under "Cause," have students write what they know about the problem. Under "Effect," have students write the result of the problem.

### Tell a friend what you learned.

A suggestion for how to complete this graphic organizer can be found in the answer pages at the back of this book.
### Reteach

**Subtraction Stories**

**Preparation:** Connecting cubes are needed for this activity. You can use $\square$ to show number stories.

<table>
<thead>
<tr>
<th>Read the number story.</th>
<th>Use $\square$. Solve.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3 dogs bark.</td>
<td>Show 3.</td>
</tr>
<tr>
<td></td>
<td>Take 1 away.</td>
</tr>
<tr>
<td></td>
<td>There are 2 left.</td>
</tr>
<tr>
<td>2. 4 dogs bark.</td>
<td>Show 4.</td>
</tr>
<tr>
<td></td>
<td>Take 2 away.</td>
</tr>
<tr>
<td></td>
<td>There are 2 left.</td>
</tr>
<tr>
<td>3. 5 dogs bark.</td>
<td>Show 5.</td>
</tr>
<tr>
<td></td>
<td>Take 2 away.</td>
</tr>
<tr>
<td></td>
<td>There are 3 left.</td>
</tr>
</tbody>
</table>

### Skills Practice

**Subtraction Stories**

**Preparation:** Counters are needed for this activity. Tell a number story. Use $\bigcirc$. Write how many are left.

1. Show 5. Take 1 away. How many are left? 4
2. Show 4. Take 4 away. How many now? 0
4. Show 6. Take 4 away. How many are left? 2
5. Show 4. Take 1 away. How many are left? 3
Answers (Lesson 3-1)

Preparation: Counters are needed for this activity.
Tell a number story. Use ✓. Write how many are left.

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There were 5 balls. We lost 2. How many are left?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Show 6 balls. Take away 2. How many are left?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Sam’s cat had 6 kittens. He gave away 4. How many now?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>The dog has 7 bones. He eats 3 bones. How many are left?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Doug, Mike, Paul, and Anna play catch. Then Paul and Anna went home. How many children are left?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>9 children come to the party. 3 children leave. How many children are left at the party?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>How many tops are still spinning?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>How many tops fell down?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>How many butterflies are left?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Preparation: Coins can be used instead of counters.
Tell a number story. Use ✓. Write how many are left.

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
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<td>1.</td>
<td>There were 5 balls. We lost 2. How many are left?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Show 6 balls. Take away 2. How many are left?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Answers (Lessons 3-1 and 3-2)

Reteach

**Modeling Subtraction**

Preparation: Counters are needed for this activity.

Use ● Put an X on the ones you take away.

1. 9 take away 4 is ___
   - Yes
   - No

2. 6 take away 5 is ___
   - Yes
   - No

3. 8 take away 6 is ___
   - Yes
   - No

4. 7 take away 3 is ___
   - Yes
   - No

5. 10 take away 7 is ___
   - Yes
   - No

6. 5 take away 4 is ___
   - Yes
   - No

There are 8 counters in all. Take away 3 of them. How many counters are left?

- Yes
- No

Enrich

**Sporty Subtraction**

Read the story. Check the answer. Circle yes if it is correct. If not, circle no and draw the correct answer.

1. Saul has 6. He shoots 3 into the hole. How many are left?
   - Yes
   - No

2. Nick has 4. He kicks 2 into the hole. How many are left?
   - Yes
   - No

3. Kit has 6. She catches 4 in her net. How many are left?
   - Yes
   - No

4. Julie has 3. She bumps 2 past the hole. How many are left?
   - Yes
   - No

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Skills Practice
Modeling Subtraction

Use WorkMat 3 and \( \bigcirc, \bigotimes \) to subtract.

1. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    7 & 1 \\
    \text{Whole} & 8
  \end{array} \]

2. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    1 & 4 \\
    \text{Whole} & 5
  \end{array} \]

3. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    2 & 8 \\
    \text{Whole} & 10
  \end{array} \]

4. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    1 & 5 \\
    \text{Whole} & 10
  \end{array} \]

5. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    6 & 3 \\
    \text{Whole} & 9
  \end{array} \]

6. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    9 & 1 \\
    \text{Whole} & 10
  \end{array} \]

7. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    4 & 6 \\
    \text{Whole} & 10
  \end{array} \]

8. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    8 & 1 \\
    \text{Whole} & 9
  \end{array} \]

Homework Practice
Modeling Subtraction

Use coins, buttons, or dry pasta for counters. Subtract.

1. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    5 & 5 \\
    \text{Whole} & 10
  \end{array} \]

2. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    4 & 4 \\
    \text{Whole} & 8
  \end{array} \]

3. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    6 & 1 \\
    \text{Whole} & 7
  \end{array} \]

4. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    8 & 2 \\
    \text{Whole} & 10
  \end{array} \]

5. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    6 & 2 \\
    \text{Whole} & 8
  \end{array} \]

6. \[ \begin{array}{c|c|c}
    \text{Part} & \text{Part} \\
    \hline
    4 & 5 \\
    \text{Whole} & 9
  \end{array} \]
Answers (Lesson 3-2)

Name: __________

**Enrich**

**Sneaky Subtraction**

Sneaks the Cat is back! Use \( \bigcirc \) to solve. Draw the answer.

1. You had 7 \( \bigcirc \). 2 are left. How many did Sneaks take away? \( \bigcirc \)
2. You had 8 \( \bigcirc \). 4 are left. How many did Sneaks take away? \( \bigcirc \)
3. You had 12 \( \bigcirc \). 3 are left. How many did Sneaks take away? \( \bigcirc \)
4. You had 5 \( \bigcirc \). 0 are left. How many did Sneaks take away? \( \bigcirc \)
5. You had 6 \( \bigcirc \). 2 are left. How many did Sneaks take away? \( \bigcirc \)
6. You had 9 \( \bigcirc \). 8 are left. How many did Sneaks take away? \( \bigcirc \)

**Problem-Solving Practice**

Use WorkMat 3 and \( \bigcirc \) to subtract. Write how many are left.

1. Show 10 cubes. Take away 7. How many are left? 10 take away 7 is __________
2. Show 4 cubes. Take away 3. How many now? 4 take away 3 is __________
3. There are 9 cubes in all. Take away 1. How many cubes are left? 9 take away 1 is __________
4. There are 7 cubes in all. Take away 1. How many cubes are left? 7 take away 1 is __________
5. Lou has 10 stickers. He puts 2 on his door. How many stickers now? 10 take away 2 is __________
6. Jess has 7 tickets. She sells 2. How many tickets does she have left? 7 take away 2 is __________
## Skills Practice

### Subtraction Sentences

<table>
<thead>
<tr>
<th>Problem</th>
<th>Equation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3 take away 1 equals 2.</td>
<td>[3 - 1 = 2]</td>
<td>2</td>
</tr>
<tr>
<td>2. 4 take away 2 equals 2.</td>
<td>[4 - 2 = 2]</td>
<td>2</td>
</tr>
<tr>
<td>3. 5 take away 2 equals 1.</td>
<td>[5 - 2 = 1]</td>
<td>1</td>
</tr>
<tr>
<td>4. 6 take away 4 equals 2.</td>
<td>[6 - 4 = 2]</td>
<td>2</td>
</tr>
<tr>
<td>5. 7 take away 6 equals 1.</td>
<td>[7 - 6 = 1]</td>
<td>1</td>
</tr>
<tr>
<td>6. There are 6 cats playing. 3 cats run away. How many cats are left?</td>
<td>6 - 3 = 3</td>
<td>3</td>
</tr>
<tr>
<td>7. There are 6 cats in a tree. 1 cat runs away. How many cats are left?</td>
<td>6 - 1 = 5</td>
<td>5</td>
</tr>
<tr>
<td>8. There are 6 cats in a tree. 3 cats run away. How many cats are left?</td>
<td>6 - 3 = 3</td>
<td>3</td>
</tr>
</tbody>
</table>

---

## Reteach

### Subtraction Sentences

<table>
<thead>
<tr>
<th>Problem</th>
<th>Equation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3 take away 1 equals 2.</td>
<td>[3 - 1 = 2]</td>
<td>2</td>
</tr>
<tr>
<td>2. 2 take away 1 equals 1.</td>
<td>[2 - 1 = 1]</td>
<td>1</td>
</tr>
<tr>
<td>3. 4 take away 2 equals 2.</td>
<td>[4 - 2 = 2]</td>
<td>2</td>
</tr>
<tr>
<td>4. 5 take away 3 equals 2.</td>
<td>[5 - 3 = 2]</td>
<td>2</td>
</tr>
<tr>
<td>5. 6 take away 5 equals 1.</td>
<td>[6 - 5 = 1]</td>
<td>1</td>
</tr>
<tr>
<td>6. 6 take away 3 equals 3.</td>
<td>[6 - 3 = 3]</td>
<td>3</td>
</tr>
</tbody>
</table>
### Homework Practice

**Subtraction Sentences**

Write the subtraction sentence.

1. 10 - 3 = __

2. 9 - 4 = __

3. 8 - 4 = __

4. 6 - 3 = __

5. 7 - 5 = __

6. 10 - 9 = __

7. 10 dogs are playing. 2 dogs run away. How many dogs are left? 10 - 2 = __

8. 8 dogs are playing. 3 dogs run away. How many dogs are left? 8 - 3 = __

### Problem-Solving Practice

**Subtraction Sentences**

Write the subtraction sentence.

1. 9 - 2 = __

2. 5 - 3 = __

3. 6 - 2 = __

4. 5 - 1 = __

5. 10 - 5 = __

6. 9 - 6 = __

7. Kay sees 10 ducks. 7 ducks fly away. How many ducks are left? 10 - 7 = __

8. There are 7 cows. 2 cows are brown. How many cows are not brown? 7 - 2 = __
Answers (Lessons 3-3 and 3-4)

Reteach
Subtract Zero and All

When you subtract 0 from a number, the answer is the number you started with.

When you subtract a number from itself, the answer is 0.

Cross out to subtract.

1. \(5 - 5 = \boxed{0}\)
2. \(8 - 0 = \boxed{8}\)
3. \(7 - 7 = \boxed{0}\)
4. \(6 - 0 = \boxed{6}\)

Look at the pictures.
Write a subtraction sentence.

1. Produce
   \(6 - 2 = \boxed{4}\)

2. Dairy
   \(5 - 2 = \boxed{3}\)

3. Seafood
   \(6 - 3 = \boxed{3}\)

4. Grains
   \(4\)

5. Draw your own picture.
   Write the subtraction sentence.

See student’s work.
Skills Practice
Subtract Zero and All

Find the difference. Use ● ○ if needed.

1. 8 – 0 = 8 2. 9 – 9 = 0 3. 7 – 0 = 7
4. 5 – 5 = 0 5. 6 – 0 = 6 6. 4 – 4 = 0
7. 3 – 3 = 0 8. 9 – 0 = 9 9. 7 – 7 = 0
10. 4 – 0 = 4 11. 6 – 0 = 6 12. 8 – 0 = 8 13. 3 – 0 = 3 14. 5 – 0 = 5
15. 2 – 2 = 0 16. 9 – 9 = 0 17. 6 – 6 = 0 18. 2 – 2 = 0 19. 5 – 5 = 0
20. Dan has 4 .
   All 4 get stuck in a tree.
   How many does Dan have left?

   She puts 8 in a basket and gives them to her dad.
   How many does Jeri have?

Homework Practice
Subtract Zero and All

Find the difference. Write the subtraction sentence.

1. 4 – 4 = 0
2. 5 – 0 = 5
3. 3 – 0 = 3
4. 8 – 8 = 0

Find the difference. Use ● ○ if needed.

5. 7 – 0 = 7 6. 6 – 6 = 0 7. 8 – 8 = 0
8. 2 – 0 = 2 9. 5 – 0 = 5 10. 9 – 9 = 0
11. 1 – 1 = 0 12. 4 – 4 = 0 13. 10 – 0 = 10

Write the subtraction sentence.

14. 9 students are playing soccer. 9 students stop to rest. How many students are still playing?
   9 – 9 = 0

15. 6 students are playing soccer. All 6 stop to rest. How many students are still playing?
   6 – 6 = 0
Juan made a puzzle with number cards. It shows subtraction sentences. The puzzle fell on the floor. Some numbers fell off. Help John put the numbers back in the table.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name

Enrich
Puzzle Mix-Up

Juan made a puzzle with number cards.

3. There are six cows in the pen. Zero cows went in the barn. How many cows are in the pen?

4. Tanya has 10 crayons. She gives some to Kim. Tanya has no more crayons. How many crayons did Tanya give to Kim?

Write the number sentence.

- 3 - 3 = 0
- 10 - 0 = 10
- 6 - 0 = 6
- 10 - 10 = 0

Problem-Solving Practice

Subtract Zero and All

1. Mindy has 3 brownies. She eats them all. How many does she have left?

2. Kyle has 10 oranges. He does not eat any of them. How many does he have left?

3. There are 7 pieces of cheese. No one ate them. How many pieces of cheese do I have left?

4. I ate all the brownies. There were 7 in all. How many brownies do I have now?

Write the number sentence.

- 3 - 3 = 0
- 10 - 0 = 10
- 6 - 0 = 6
- 10 - 10 = 0
- 7 - 7 = 0
- 8 - 0 = 8
Use a picture to solve.

1. Jim has 7 kittens. He gives 5 away. How many are left?
   - Jim has 2 kittens left.

2. Tim has 4 peas on his plate. He eats 2 peas. How many peas does he have left to eat?
   - Tim has 2 peas left.

Draw a picture to solve.

3. There were 9 snakes in the pet store. 7 were sold. How many snakes are left to be sold?
   - There are 2 snakes left to be sold.

4. Niko buys 3 pears at the store. He eats 1. How many does he have left?
   - Niko has 2 pears left.

Name: 

Reteach (2)

Problem-Solving Strategy: Draw a Picture

Andrea has 8 stamps. She gives Lee 1. How many stamps does Andrea have now?

Step 1 What do I know?
- Andrea has 8 stamps.
- She gives 1 away.

What do I need to find out?
- How many stamps Andrea has now.

Step 2 How will I find how many are left?
- I can draw a picture.

Step 3 How many stamps Andrea has now.
- Andrea has 7 stamps.

Step 4 Look back.
- Does my picture fit the problem?
- Yes.
- Does my picture show how many are left?
- Yes.
Answers (Lesson 3-5)

Homework Practice

Problem-Solving Strategy: Draw a Picture

Draw a picture to solve.

1. Kay read 4. Mark read 3. How many more did Kay read?

2. Ann finds 4. She gives Lewis 2. How many does Ann have now?

3. Jane counts 8. Then 5 fly away. How many are left?

4. 6 are in a nest. 1 flies away. How many are in the nest now?

Name

Skills Practice

Problem-Solving Strategy: Draw a Picture

1. Bob had 8 bananas. He ate 2. How many does he have left?

2. Jill had 10 apples. She ate 0. How many does she have now?

3. Sue had 5 carrots. She gave 4 away. How many does she still have?

4. Tom had 9 cherries. He ate 6. How many does he have left to eat?

5. 9 toys are in a box. David takes 4 toys out of the box. How many toys are left in the box?

6. There are 6 birds in a tree. Two of the birds fly away. How many birds are still in the tree?
**Reteach**

Subtract From 4, 5, and 6

Use $\bigcirc$ to subtract from 4.

How many $\bigcirc$ to start? __________

Cross out __________.

How many are left? __________

Use the numbers to write a subtraction sentence.

$\bigcirc - \bigcirc = \bigcirc$

1. Start with 4 $\bigcirc$. Cross out some.
   Write the numbers.
   How many to start? __________
   Cross out __________.
   How many are left? __________
   Use the numbers to write a subtraction sentence.
   $\bigcirc - \bigcirc = \bigcirc$

2. Start with 5 $\bigcirc$. Cross out some.
   Write the numbers.
   How many to start? __________
   Cross out __________.
   How many are left? __________
   Use the numbers to write a subtraction sentence.
   $\bigcirc - \bigcirc = \bigcirc$

---

**Enrich**

Fruit Subtraction

Follow the directions.

1. Cross out 1 $\bigcirc$.
   How many $\bigcirc$ did you cross out? __________

2. Cross out 3 more $\bigcirc$ than you crossed out $\bigcirc$.
   How many $\bigcirc$ did you cross out? __________

3. Cross out 1 more $\bigcirc$ than you crossed out $\bigcirc$.
   How many $\bigcirc$ did you cross out? __________

4. Cross out 1 more $\bigcirc$ than you crossed out $\bigcirc$.
   How many $\bigcirc$ did you cross out? __________

5. How much fruit is left? __________ pieces
**Skills Practice**

**Subtract From 4, 5, and 6**

**Preparation:** Cubes are needed for this activity. Use [ ] . Write the numbers.

<table>
<thead>
<tr>
<th>Subtract from 4, 5, and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>minus</strong></td>
</tr>
<tr>
<td>1. 4</td>
</tr>
<tr>
<td>2. 4</td>
</tr>
<tr>
<td>3. 4</td>
</tr>
<tr>
<td>4. 5</td>
</tr>
<tr>
<td>5. 5</td>
</tr>
<tr>
<td>6. 5</td>
</tr>
<tr>
<td>7. 5</td>
</tr>
<tr>
<td>8. 6</td>
</tr>
<tr>
<td>9. 6</td>
</tr>
<tr>
<td>10. 6</td>
</tr>
<tr>
<td>11. 6</td>
</tr>
<tr>
<td>12. 6</td>
</tr>
</tbody>
</table>

**Homework Practice**

**Subtract from 4, 5, and 6**

Use coins or buttons for counters. Write the difference.

<table>
<thead>
<tr>
<th>Subtract from 4, 5, and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>minus</strong></td>
</tr>
<tr>
<td>1. 4</td>
</tr>
<tr>
<td>2. 5</td>
</tr>
<tr>
<td>3. 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Find the difference.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. 4 – 0 =</td>
</tr>
<tr>
<td>7. 6 – 2 =</td>
</tr>
<tr>
<td>10. 5 – 2 =</td>
</tr>
</tbody>
</table>

**Solve.**

13. Judy has 6 trading cards. She gives 4 to her friend. How many cards does she have left?

   _2 cards_

14. Chad has 5 muffins. He eats 2 muffins. How many muffins are left to eat?

   _3 muffins_
Problem-Solving Practice

Subtract from 4, 5, and 6

Find the difference. Write the numbers.

1. Draw 6笑脸.
   Cross out 4.
   Write the numbers.
   \[ 6 - 4 = 2 \]

2. Draw 5笑脸.
   Cross out 2.
   Write the numbers.
   \[ 5 - 2 = 3 \]

3. Phil draws 5笑脸.
   He erases 1.
   How many are left?
   \[ 5 - 1 = 4 \]

4. Abby draws 7笑脸.
   She crosses out 2.
   How many are there now?
   \[ 7 - 2 = 5 \]

5. Josie draws 6笑脸.
   She erases 2.
   How many are left?
   \[ 6 - 2 = 4 \]

6. Billy draws 6笑脸.
   He crosses out 1.
   How many are there now?
   \[ 6 - 1 = 5 \]

Enrich

Subtracting with Shapes

Start with these 5 shapes each time.
Read the directions. Write a number sentence.

<table>
<thead>
<tr>
<th>Subtract from 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Take away all ◊.</td>
</tr>
<tr>
<td>2. Take away all △.</td>
</tr>
<tr>
<td>3. Take away ◊ and ○.</td>
</tr>
</tbody>
</table>

Start with these 6 shapes each time.
Read the directions. Write a number sentence.

<table>
<thead>
<tr>
<th>Subtract from 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Take away all □.</td>
</tr>
<tr>
<td>5. Take away all ∗.</td>
</tr>
<tr>
<td>6. Take away ∗ and □</td>
</tr>
</tbody>
</table>
## Answers (Lesson 3-7)

### Skills Practice

**Subtract From 7, 8, and 9**

**Use the numbers.**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>minus</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>equals</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>difference</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

1. \(7 - 6 = 1\)
2. \(7 - 5 = 2\)
3. \(7 - 4 = 3\)
4. \(7 - 3 = 4\)
5. \(8 - 7 = 1\)
6. \(8 - 6 = 2\)
7. \(8 - 5 = 3\)
8. \(8 - 4 = 4\)
9. \(9 - 8 = 1\)
10. \(9 - 7 = 2\)
11. \(9 - 6 = 3\)
12. \(9 - 5 = 4\)

### Reteach

**Subtract From 7, 8, and 9**

Use \(\bigcirc\) to subtract from 7.

   - How many \(\bigcirc\) to start? 7
   - Cross out \(\bigcirc\) to start.
   - How many are left? 6
   - Use the numbers to write a subtraction sentence.

2. Start with 8.
   - How many \(\bigcirc\) to start? 8
   - Cross out some.
   - How many are left? 6
   - Use the numbers to write a subtraction sentence.

Possible answers:

- \(7 - 3 = 4\)
- \(8 - 6 = 2\)
**Homework Practice**

Subtract from 7, 8, and 9

Use coins or buttons for counters. Write the difference.

<table>
<thead>
<tr>
<th></th>
<th>minus</th>
<th></th>
<th>equals</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>7</td>
<td>–</td>
<td>5</td>
<td>=</td>
</tr>
<tr>
<td>2.</td>
<td>8</td>
<td>–</td>
<td>5</td>
<td>=</td>
</tr>
<tr>
<td>3.</td>
<td>9</td>
<td>–</td>
<td>5</td>
<td>=</td>
</tr>
</tbody>
</table>

Find the difference.

4. $9 - 1 = \underline{8}$
5. $8 - 4 = \underline{4}$
6. $7 - 5 = \underline{2}$
7. $8 - 7 = \underline{1}$
8. $9 - 6 = \underline{3}$
9. $8 - 2 = \underline{6}$
10. $7 - 6 = \underline{1}$
11. $9 - 4 = \underline{5}$
12. $7 - 4 = \underline{3}$

Write the subtraction sentence.

3. Jorge puts 9 shirts in a box. He takes out 3. How many shirts are still in the box?

   $9 - \underline{3} = \underline{6}$ shirts

4. Maria puts 7 books in her desk. She takes out 3. How many books are left in her desk?

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

5. Maria has 9 pennies. She uses 5 to buy a piece of gum. How many pennies does Maria have left?

   $9 - \underline{5} = \underline{4}$ pennies

6. It is 9 miles to the airport. Dad drives 3. How many more miles does Dad have to drive?

   $9 - \underline{3} = \underline{6}$ miles
41

Enrich

Follow the directions. Write two subtraction sentences that use the same numbers.

1. There are 7 leaves. Color some red. Color the rest green.
   
   7 − _____ red = _____ green
   7 − _____ green = _____ red

2. There are 8 leaves. Color some blue. Color the rest yellow.
   
   8 − _____ blue = _____ yellow
   7 − _____ yellow = _____ blue

3. There are 9 leaves. Color some red. Color the rest brown.
   
   9 − _____ red = _____ brown
   9 − _____ brown = _____ red

   
   _____ − _____ = _____ yellow
   _____ − _____ = _____ red

Reteach (1)

Problem-Solving Investigation: Choose a Strategy

Rich has some marbles. He lets Anna play with 3 of them. He now has 5 marbles. How many marbles did Rich have at the start?

Step 1: What do I know?
Rich gives Anna 3 marbles. He now has 5 marbles.

Step 2: How will I find how many marbles there were?
I can use a model.

Step 3: How will I find how many marbles there were?
I can use a model.

Step 4: Look back.
Anna has 3 marbles. Rich has 5 marbles. Count the number of marbles in all. Rich had 8 marbles at the start.

Did I use a model for the marbles? Yes
Does my model show how many marbles there were at the start? Yes
### Problem-Solving Strategies

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jack has 10 apples. He gives 5 apples to his friends. How many does he have now?</td>
<td>10 - 5 = 5 apples</td>
</tr>
<tr>
<td>2. Beth takes 12 photos with her camera. She deletes 7 of them. How many photos are left on the camera?</td>
<td>12 - 7 = 5 photos</td>
</tr>
<tr>
<td>3. Holly has some markers. She gives 4 to her brother. Now she has 3. How many markers did she have to start with?</td>
<td>3 + 4 = 7 markers</td>
</tr>
<tr>
<td>4. Grandma and Evan bake muffins. They make 9 blueberry muffins. How many more blueberry muffins did they make?</td>
<td>9 - 6 = 3 muffins</td>
</tr>
<tr>
<td>5. Paul got 9 new markers. Now he has 10. How many markers did he already have?</td>
<td>10 - 9 = 1 marker</td>
</tr>
</tbody>
</table>

### Skills Practice

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ted has 9 cars. Dick has 4 cars. How many more cars does Ted have?</td>
<td>9 - 4 = 5 cars</td>
</tr>
<tr>
<td>2. Heidi has 10 toy trucks. How many more toy trucks does Heidi have?</td>
<td>10 - 7 = 3 toy trucks</td>
</tr>
<tr>
<td>3. Sue and Beth jump rope. Sue jumps 10 times. Beth jumps 8 times. How many more times does Sue jump?</td>
<td>10 - 8 = 2 jumps</td>
</tr>
<tr>
<td>4. Grandma and Evan bake muffins. They make 9 blueberry muffins. How many more blueberry muffins did they make?</td>
<td>9 - 6 = 3 muffins</td>
</tr>
<tr>
<td>5. Allison had 10 crayons. Now she has 7. How many crayons did she give away?</td>
<td>10 - 7 = 3 crayons</td>
</tr>
</tbody>
</table>
Homework Practice
Problem-Solving Investigation: Choose a Strategy

Choose a strategy. Solve.

1. 10  are by the flower. 8 fly away. How many  are left by the flower? \[10 - 8 = 2\]

2. 6  are in the garden. Some fly away. There is one  left in the garden. How many flew away? \[6 - 1 = 5\]

3. Matt counts 7  on a plant. He puts 4 in a jar to show Mom. How many  are still on the plant? \[7 - 4 = 3\]

4. 10  chirp at night. 4  stop chirping. How many  are still chirping? \[10 - 4 = 6\]

Enrich
Is it Equal?
Subtract. Are the math sentences equal? Write T for true if they are equal. Write F for false if they are not equal.

1. \[4 - 1 = 3\]  \[4 - 1 = 7 - 0\]  \[F\]
   \[7 - 0 = 7\]

2. \[3 - 1 = 2\]  \[3 - 1 = 2 - 1\]  \[F\]
   \[2 - 1 = 1\]

3. \[6 - 2 = 4\]  \[6 - 2 = 7 - 3\]  \[T\]
   \[7 - 3 = 4\]

4. \[7 - 5 = 2\]  \[7 - 5 = 4 - 2\]  \[T\]
   \[4 - 2 = 2\]

5. \[3 - 2 = 1\]  \[3 - 2 = 6 - 3\]  \[F\]
   \[6 - 3 = 3\]

6. \[4 - 3 = 1\]  \[4 - 3 = 3 - 2\]  \[T\]
   \[3 - 2 = 1\]

7. \[3 - 3 = 0\]  \[3 - 3 = 3 - 1\]  \[F\]
   \[3 - 1 = 2\]
**Preparation:** Cubes are needed for this activity.

**Use ☐ to subtract.**

1. Use the cubes to subtract.
   - Count 10 cubes. Take away 2.
   - \[10 - 2 = \square\]
   - Count 11 cubes. Take away 4.
   - \[11 - 4 = \square\]

**Use ☐. Write a number sentence to solve.** Possible answers given.

3. Use the cubes to subtract.
   - \[12 - 6 = \square\]
   - \[10 - 1 = \square\]
   - \[11 - 8 = \square\]

**Fill in the ten frame and solve.**

5. Lisa had 10 ice cubes in a glass. 9 of the ice cubes melted.
   - How many cubes are left?
   - \[\square\] ice cubes

6. Carol had 12 pennies. She spent 3 pennies.
   - How many pennies does Carol have now?
   - \[\square\] pennies
Homework Practice
Subtract from 10, 11, and 12

Use □□□□□ to subtract.

1. □□□□□
   10 - 4 = 6
   10 - 6 = 4

2. □□□□□
   11 - 4 = 7
   11 - 7 = 4

3. □□□□□
   12 - 6 = 6
   12 - 6 = 6

4. □□□□□
   12 - 5 = 7
   12 - 7 = 5

Fill in the ten frame and solve.

5. Marcus has 12 bouncy balls. He loses some. He still has 8. How many balls did he lose? 4 balls

6. 10 deer are in the woods. 2 walk to the field. How many deer are still in the woods? 8 deer

Problem-Solving Practice
Subtract from 10, 11, and 12

Draw a picture. Find the difference.

1. Draw △ △ △ △ △. Take away 2. The difference is 8.

2. Draw □□□□□. Take away 4. The difference is 8.

Solve.

3. 11 children wait in line. 5 children get on the ride. How many children are still waiting?
   11 - 5 = 6 children

4. Jody has 10 chances to hit the bell. She has tried 7 times. How many chances does she have?
   10 - 7 = 3 chances

Write a subtraction sentence.

5. Mrs. Jones has 12 tickets. She gives some away. Mrs. Jones still has 6 tickets. How many did she give away?
   12 - 6 = 6

6. There are 11 children sitting on a bench. 3 go home. How many children are still on the bench?
   11 - 3 = 8
**Answers (Lessons 3-9 and 3-10)**

### Reteach: Vertical Subtraction

You can write the same subtraction sentence two ways. The difference is the same.

1. \[ 8 - 2 = 6 \]
   \[ \underline{8} - \underline{2} = \underline{6} \]

2. \[ 7 - 2 = 5 \]
   \[ \underline{7} - \underline{2} = \underline{5} \]

3. \[ 8 - 3 = 5 \]
   \[ \underline{8} - \underline{3} = \underline{5} \]

4. \[ 7 - 6 = 1 \]
   \[ \underline{7} - \underline{6} = \underline{1} \]

5. \[ 6 - 3 = 3 \]
   \[ \underline{6} - \underline{3} = \underline{3} \]

### Enrich: Vegetable Subtraction

Color to show the subtraction sentence. Then show another way to subtract the same numbers.

1. \[ 10 - 6 = 4 \]
   \[ \underline{10} - \underline{6} = \underline{4} \]

2. \[ 10 - 2 = 8 \]
   \[ \underline{10} - \underline{2} = \underline{8} \]

3. \[ 10 - 7 = 3 \]
   \[ \underline{10} - \underline{7} = \underline{3} \]

4. \[ 10 - 9 = 1 \]
   \[ \underline{10} - \underline{9} = \underline{1} \]
Skills Practice
Vertical Subtraction

Cross out to subtract.

1. $9 - 3 = 6$

2. $6 - 2 = 4$

3. $6 - 1 = 5$

4. $8 - 2 = 6$

Write two subtraction sentences.
One across $\leftrightarrow$ and one down $\uparrow\downarrow$

5. Rory’s mom buys 7 apples. Alfonso eats some of them. There are 5 left. How many did Rory eat?

6. Mia had 9 marbles. She lost 7 of them. How many does she have now?

Homework Practice
Vertical Subtraction

Cross out to subtract.

1. $4 - 2 = 2$

2. $9 - 4 = 5$

3. $8 - 3 = 5$

4. $7 - 2 = 5$

Write two subtraction sentences.
One across $\leftrightarrow$ and one down $\uparrow\downarrow$

5. Seth had some baseball cards. He gave 2 to Jose. Then Seth had 2 cards left. How many did Seth have at the start?

6. Eve has 6 blank sheets of paper. She draws on 3 of them. How many blank sheets does she have now?
Answers (Lesson 3-10)

Problem-Solving Practice

1. There are 10 pieces of pizza. Lora eats 2 pieces. How many pieces are left? 8 pieces.

2. There are 7 penguins on the ice. 4 jump in the water. How many penguins are left on the ice? 3 penguins.

3. Sela has 9 cookies. She gives 4 cookies to Raul. How many cookies does Sela have left? 5 cookies.

4. Yoko has 8 books. She gives 2 books to her brother and 3 books to her sister. How many books does she have left? 3 books.

5. Jen has 5 apples. 3 apples are green. How many apples are not green? 2 apples.

Enrich: Amazing Subtraction

Solve the problems. Use the answers to go through the maze.

1. 12 - 8 = 4
2. 11 - 7 = 4
3. 11 - 7 = 4

4. 12 - 5 = 7
5. 12 - 4 = 8
6. 11 - 5 = 6

7. 12 - 6 = 6
8. 11 - 3 = 8

9. 11 - 2 = 9
10. 11 - 1 = 10

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Diagnostic Test
Are You Ready for Chapter 3?

1. How many butterflies are left on the branch?
   - 4 butterflies

2. Draw dots to show how many.
   - 6 butterflies

3. Draw dots to show how many.
   - 3, 8

4. Subtract. Write the subtraction sentence.
   - 5 - 2 = 3
   - 4 - 4 = 0

5. Subtract.
   - 9 - 7 = 2

6. 10 - 6 = 4

7. 6 - \_
   - 4

Chapter Resources

Chapter Pretest

1. How many butterflies are left on the branch?
   - 4 butterflies

2. Read the directions. Give the answer.
   - 3

3. Subtract. Write the subtraction sentence.
   - 11 - 6 = 5

4. Subtract.
   - 8

5. 6 - \_
   - 4

6. 4 butterflies

7. 440 - \_
   - 523

8. 45

Put an X on 3 lizards. How many lizards do not have an X?
   - 4
Answers (Mid-Chapter Test and Vocabulary Test)

Mid-Chapter Test

1. How many birds are on the beach? [Lesson 3.1]  
   - Circle the correct number: 3, 5, 6

2. Which sentence is shown? [Lesson 3.3]  
   - Circle the correct option:
     - 7 + 2 = 9
     - 5 - 2 = 3
     - 7 - 2 = 5
     - 9 - 7 = 2

3. Which sentence is shown? [Lesson 3.3]  
   - Circle the correct option:
     - 5 - 4 = 1
     - 5 + 4 = 9
     - 1 + 4 = 5
     - 5 - 1 = 4

Solve.

4. Meredith puts 8 strawberries in a bowl. She eats 4. How many does she have left to eat? [Lesson 3.3]  
   - Draw a picture to solve.

5. Meredith has 4 strawberries left. [Lesson 3.3]

Vocabulary Test

1. minus  
2. equals  
3. subtraction sentence

Use the words in the box. Write the correct word on the line.

4. The subtraction sentence is the answer to a subtraction problem.  
5. You subtract when you take away from a number.  
6. One number sentence equals another if they have the same value.  
7. A minus sign shows that you are taking away part of a number.  
8. 5 - 3 = 2 is an example of a subtraction sentence.
Answers (Oral and Listening Assessment Response Sheets)

Listening Assessment Response Sheet

1. 8
2. 2
3. 6
4. 6
5. 6
6. 6
7. 10
8. 4
9. 6

Oral Assessment Response Sheet

1. 4 birds
2. 3
3. 0
4. 5
5. 3
6. 1
7. 2
8. 3
9. 6
10. 6 - 5 = 1, and 1
Read each question. Fill in the circle for the correct answer.

1. Ann has 6 buckets. 5 have sand in them. How many buckets are empty?
   - 1 correct
   - 6 guess
   - 7 guess
   - 4 conceptual error

2. 4 take away 1 is ______.
   - 3 correct
   - 5 conceptual error
   - 2 procedural error
   - 7 conceptual error

3. 7 take away 3 is ______.
   - 11 guess
   - 10 conceptual error
   - 5 procedural error
   - 4 correct

4. 3 take away 1 is ______.
   - 3 + 1 = 4 conceptual error
   - 1 + 3 = 4 conceptual error
   - 3 − 2 = 1 procedural error
   - 3 − 1 = 2 correct

5. 10 − 0 = ______.
   - 10 correct
   - 8 guess
   - 5 guess
   - 0 conceptual error

6. 4 − 3 = ______
   - 0 guess
   - 1 correct
   - 2 procedural error
   - 7 conceptual error

7. 8 − 1 = ______
   - 6 procedural error
   - 7 correct
   - 8 guess
   - 9 conceptual error

8. 9 − 4 = ______
   - 4 procedural error
   - 5 correct
   - 6 procedural error
   - 13 conceptual error

9. ______
   - 10 − 3 = 7 correct
   - 10 − 4 = 6 conceptual error
   - 7 + 1 = 8 conceptual error
   - 7 + 3 = 10 conceptual error

10. 11 − 5 = ______
    - 6 correct
    - 7 procedural error
    - 8 guess
    - 16 conceptual error
Name

Chapter Test, Form 2A (continued)

1. There are 5 birds. 1 flies away. How many birds are left?

2. 6 take away 4 is ___.

3. 8 take away 3 is ___.

4. 5 take away 3 is ___.

5. 8 - 3 = ___.

6. 9 - 9 = ___.

7. 7 - 5 = ___.

8. 9 - 2 = ___.

9. 8 - 2 = ___.

10. 6 - 2 = ___.

Read each question. Fill in the circle for the correct answer.

1. There are 5 birds. 1 flies away. How many birds are left?

2. 6 take away 4 is ___.

3. 8 take away 3 is ___.

4. 5 take away 3 is ___.

5. 8 - 3 = ___.

conceptual error
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**Answers (Chapter Test, Form 2B)**

**Chapter Test, Form 2B**

**Name**

**1.** There are 6 cats. 1 runs away. How many are left?

- 1
- 5
- 7
- 10

- correct
- conceptual error
- procedure error

**2.** Mike has 12 oranges. He uses 9 to make juice. How many does he have left?

- 3
- 6
- 9

- correct
- conceptual error
- procedure error

**3.** 8 - 4 =

- 1
- 4
- 7

- guess
- correct
- conceptual error

**4.** 4 + 6 =

- 10
- 6
- 4

- procedure error
- correct
- procedure error

**5.** 10 - 4 =

- 6
- 0
- 3

- procedure error
- correct
- procedure error

**6.** 6 - 5 =

- 1
- 4
- 7

- correct
- guess
- conceptual error

**7.** 8 - 4 =

- 1
- 4
- 7

- guess
- correct
- conceptual error

**8.** 8 - 5 =

- 3
- 4
- 5

- correct
- conceptual error
- procedure error

**9.** 4 + 6 =

- 10
- 6
- 4

- procedure error
- correct
- procedure error

**10.** 10 - 6 =

- 6
- 0
- 3

- procedure error
- correct
- procedure error

**Assessment**

**Chapter Test, Form 2B**

Read each question. Fill in the circle for the correct answer.

**1.** There are 6 cats. 1 runs away. How many are left?

- 1
- 5
- 7

- correct
- conceptual error

**2.** 5 take away 2 is?

- 0
- 2
- 3

- guess
- correct

**3.** 9 take away 8 is?

- 1
- 5
- 7

- guess
- correct
- conceptual error

**4.** 4 take away 3 is?

- 2
- 3

- conceptual error
- correct

**5.** 8 - 8 =

- 0
- 4
- 8

- correct
- conceptual error

**Grade 1**

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## Chapter Test, Form 2C (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>1. There are 5 butterflies. 3 fly away. How many butterflies are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. 5 - 4 = 1</td>
</tr>
<tr>
<td></td>
<td>7. 7 - 3 = 4</td>
</tr>
<tr>
<td></td>
<td>8. 9 - 6 = 3</td>
</tr>
<tr>
<td></td>
<td>9. Write the subtraction sentence.</td>
</tr>
<tr>
<td></td>
<td>10. Georgia made 12 bracelets. She gave 8 of them away. How many bracelets does she have left? Write the subtraction problem up and down. Solve.</td>
</tr>
<tr>
<td></td>
<td>6. 9 - 0 = 9</td>
</tr>
<tr>
<td></td>
<td>7. 7 - 3 = 4</td>
</tr>
<tr>
<td></td>
<td>8. 9 - 6 = 3</td>
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<tr>
<td></td>
<td>9. Write the subtraction sentence.</td>
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<tr>
<td></td>
<td>10. Georgia made 12 bracelets. She gave 8 of them away. How many bracelets does she have left? Write the subtraction problem up and down. Solve.</td>
</tr>
</tbody>
</table>

### Assessment

- **1.** There are 5 butterflies. 3 fly away. How many butterflies are left?
- **2.** 6 take away 1 is 5.
- **3.** 8 take away 2 is 6.
- **4.** 6 take away 3 is 3.
- **5.** 9 - 0 = 9.
- **6.** 5 - 4 = 1.
- **7.** 7 - 3 = 4.
- **8.** 9 - 6 = 3.
- **9.** Write the subtraction sentence.
- **10.** Georgia made 12 bracelets. She gave 8 of them away. How many bracelets does she have left? Write the subtraction problem up and down. Solve.

---

**Stop Chapter 3**
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There are 4 birds. 1 flies away. How many are there now?</td>
<td>3 birds</td>
</tr>
<tr>
<td>2. 4 take away 2 is 2. Write the subtraction sentence.</td>
<td>4 − 2 = 2</td>
</tr>
<tr>
<td>3. 9 take away 4 is 5. Write the subtraction sentence.</td>
<td>9 − 4 = 5</td>
</tr>
<tr>
<td>4. 8 − 0 = 8</td>
<td></td>
</tr>
<tr>
<td>5. 6 take away 4 is 2. Write a number sentence and solve.</td>
<td>6 − 4 = 2</td>
</tr>
<tr>
<td>6. 5 − 1 = 4</td>
<td></td>
</tr>
<tr>
<td>7. 8 − 4 = 4</td>
<td></td>
</tr>
<tr>
<td>8. Write the subtraction sentence.</td>
<td></td>
</tr>
<tr>
<td>9. Lee had 11 pencils. He broke 2 of them. How many total pencils does he have left?</td>
<td>9 pencils</td>
</tr>
<tr>
<td>10. John plays catch with his dad. His dad threw the ball 10 times. John catches it 8 times. How many times did John drop it? Write a number sentence and solve.</td>
<td>10 − 8 = 2</td>
</tr>
</tbody>
</table>
Cumulative Standardized Test Practice

Read each question carefully. Fill in the circle for the correct answer.

1. Find the next shape. [Lesson 1.1]

2. What is the missing number? [Lesson 1.9]

3. There are 5 squirrels in the yard. 3 more squirrels join them. How many are there now? [Lesson 2.1]

4. 4 take away 3 is ______? [Lesson 3.2]

5. 6 + 5 = ______ [Lesson 2.8]

6. What is the pattern unit? Circle it. [Lesson 1.3]

7. Write the subtraction sentence. [Lesson 3.2]

8. 8 + 4 = ______ [Lesson 2.8]

9. 6 + 3 = ______ [Lesson 2.7]

10. 8 take away 6 is ______? [Lesson 3.7]

11. 10 – 4 = ______ [Lesson 3.9]

12. Gabe has 12 postcards. He mails 10 of them. How many postcards does he have left to mail? [Lesson 3.9]