LITTLE MATHEMATICIANS

SUBTRACTION

NATALIE LYNN KINDERGARTEN

ABOUT THIS CURRICULUM

This curriculum is designed to gives students a strong foundation in number sense, geometry, measurement and data, and beginning addition and subtraction. This curriculum is meant to build upon students' understanding and prior knowledge with each lesson.

You may find that there is more than you can fit into one day. That is okay! You can choose what will work best for your class.

Questions? Contact Me:
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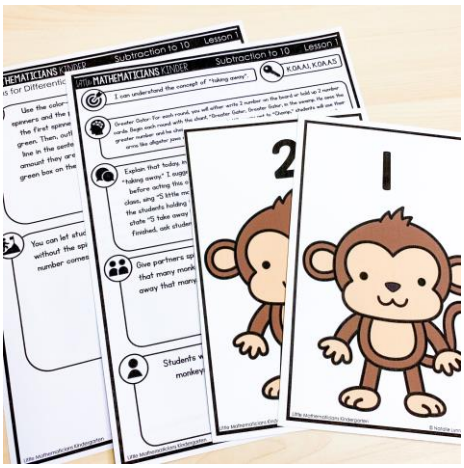
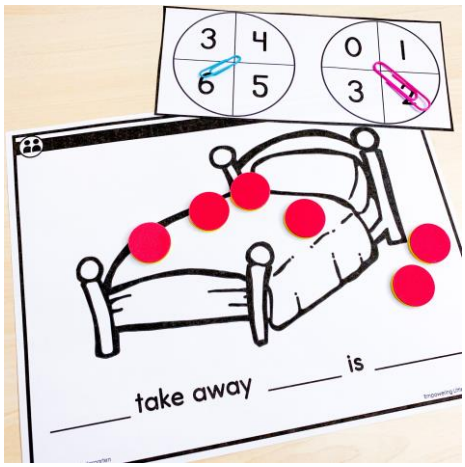
Website: www.natalielynnkindergarten.com
Store: https://www.teacherspayteachers.com/Store/Natalie-Lynn-Kindergarten

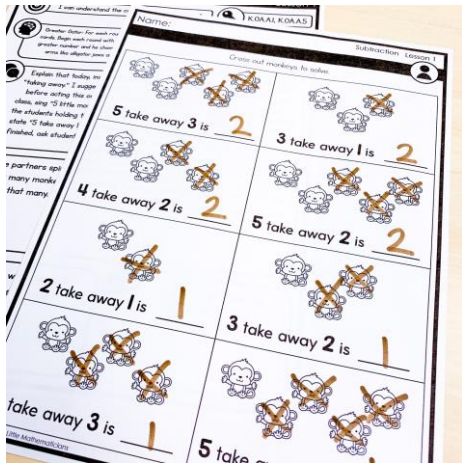
UNIT 11 OVERVIEW



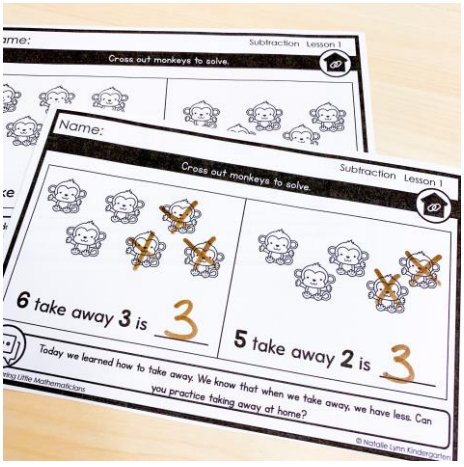
Lesson plans – Follow the gradual release model and include differentiation options.



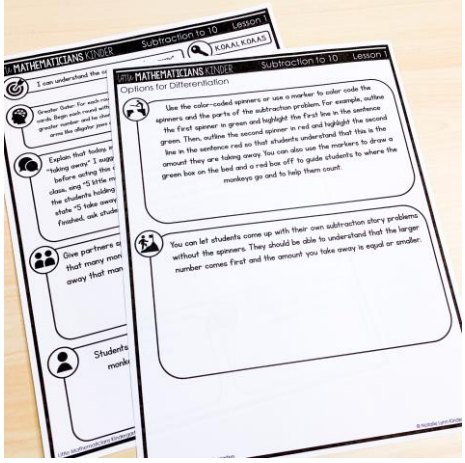
Partner games and activities



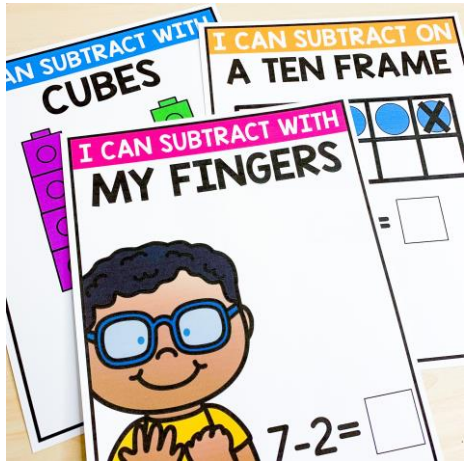
Independent practice activities



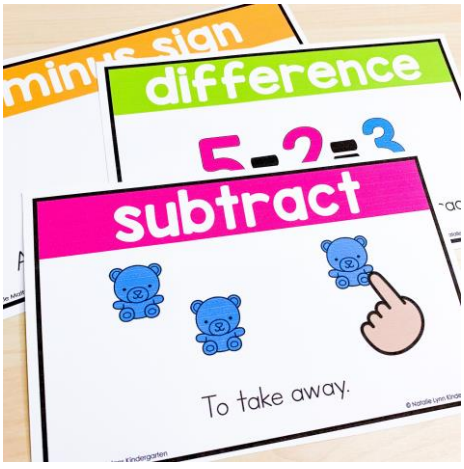
Optional homework



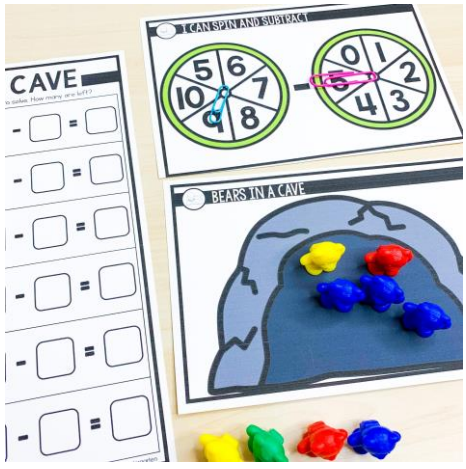
Differentiation Options



Subtraction Strategy Posters



Math Word Wall Cards



5 Math Centers

UNIT 11 TABLE OF CONTENTS

FREQUENTLY ASKED QUESTIONS

Is this unit meant to be taught whole group or small group?

Either! I did write this unit with whole group instruction in mind, but these activities would also work well in small group guided math. Options for differentiation in small groups are included in each lesson. I call these units "guided math" because the teacher is guided the students through a gradual-release model.

Do I need to teach these lessons in order?

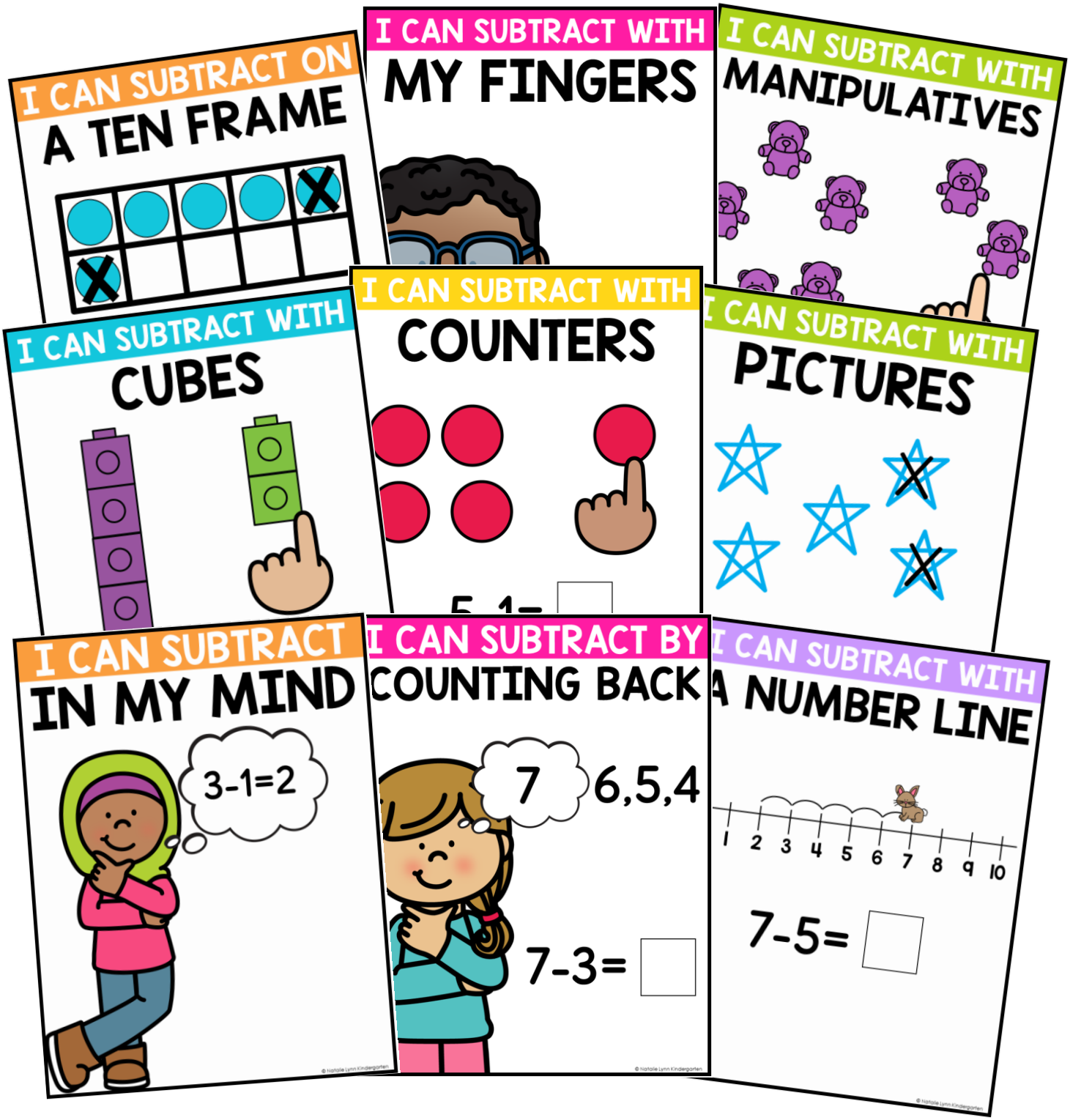
The lessons in this unit were designed to build off of each other. You may be able to switch some around, but not most.

Does this unit contain an assessment?

Yes, there is a unit assessment at the end. This assessment ONLY assesses skills taught in this unit. You will need to lead students through each part of this assessment. You can also easily use the Independent or Home activities as assessments. If you do not give homework, the home connections make great exit slips!

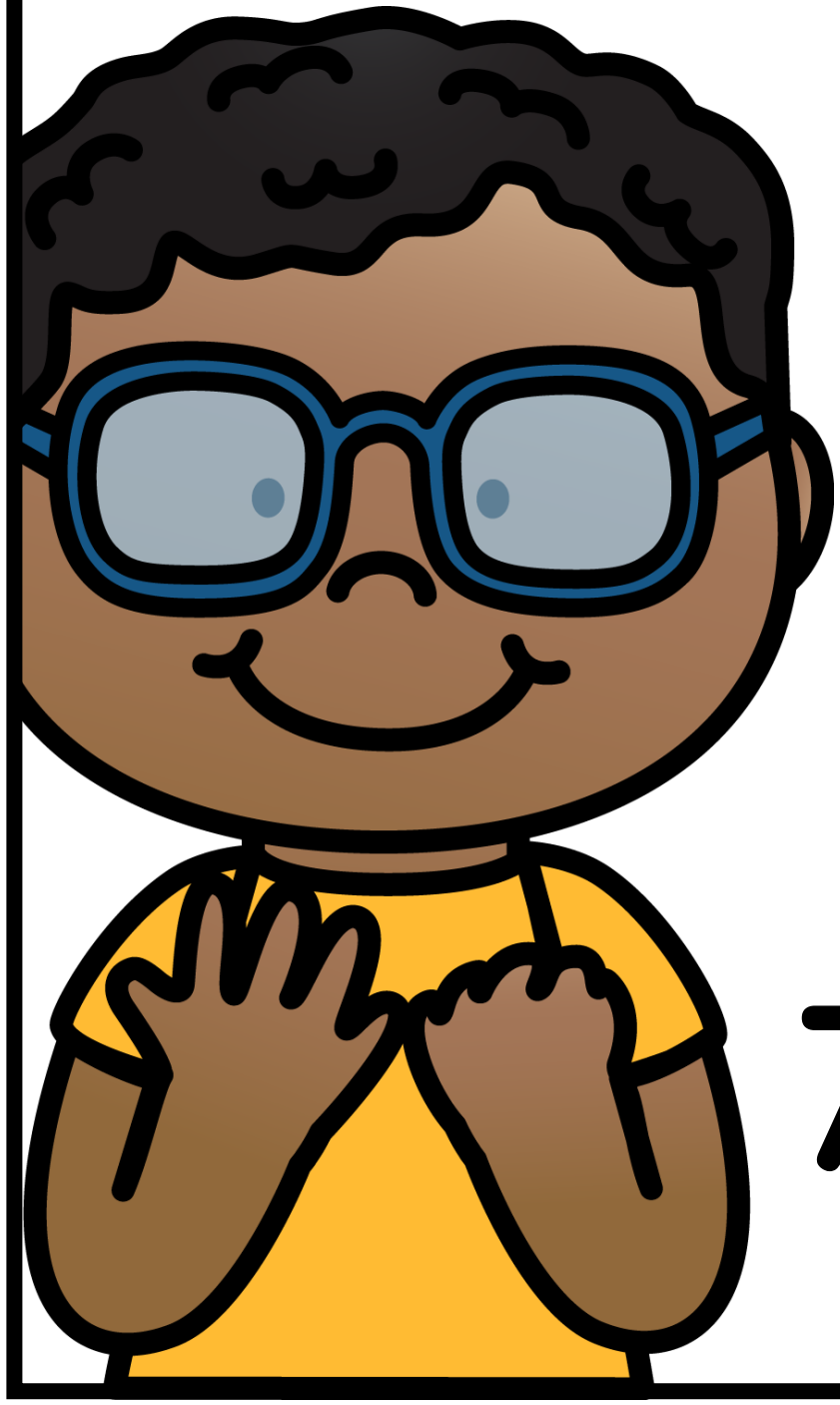
POSTERS

These posters include a variety of subtraction strategies. More strategies are included that are not taught in this unit in case you want to extend the unit.



I CAN SUBTRACT WITH

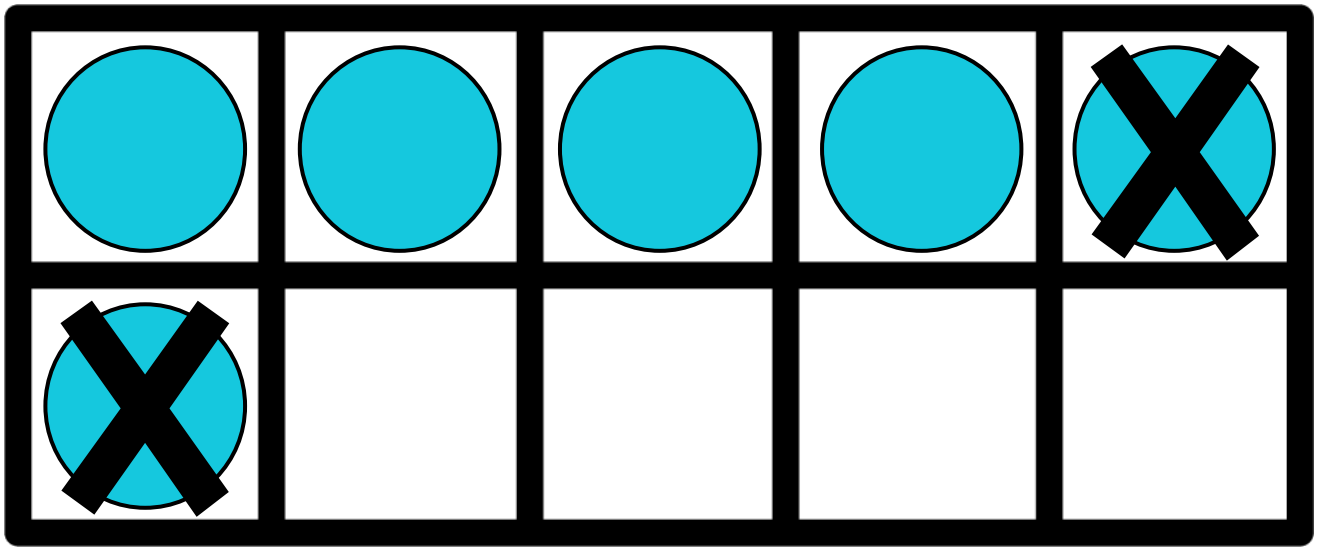
MY FINGERS



7-2=

I CAN SUBTRACT ON

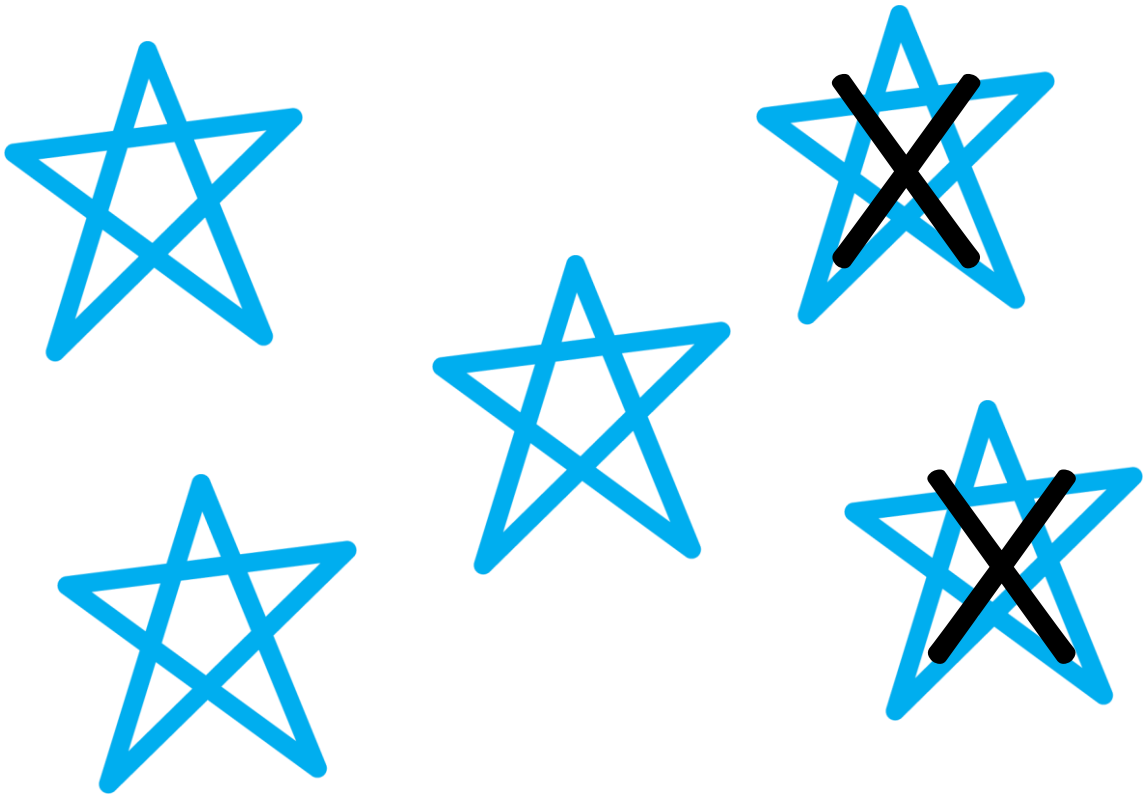
A TEN FRAME



$6-2=\square$

I CAN SUBTRACT WITH

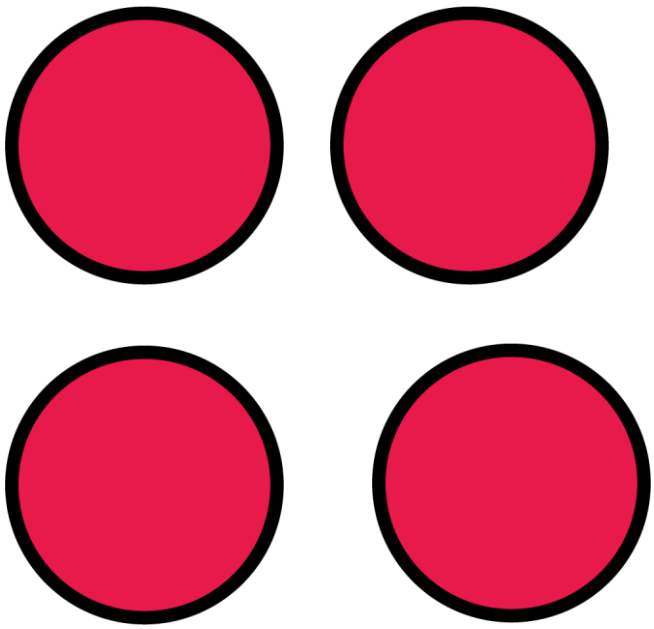
PICTURES

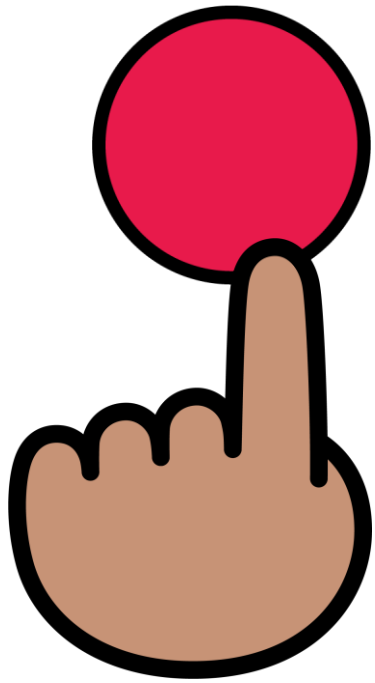


5-2= ☐

I CAN SUBTRACT WITH

COUNTERS

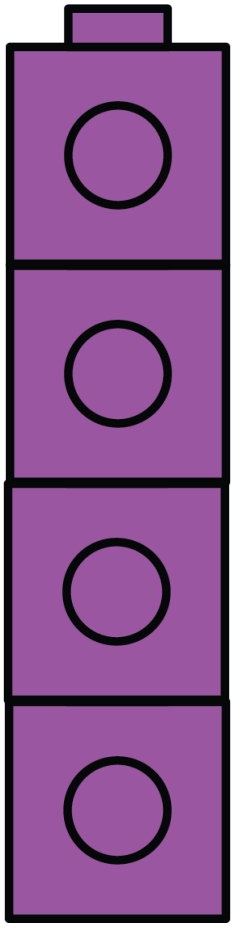


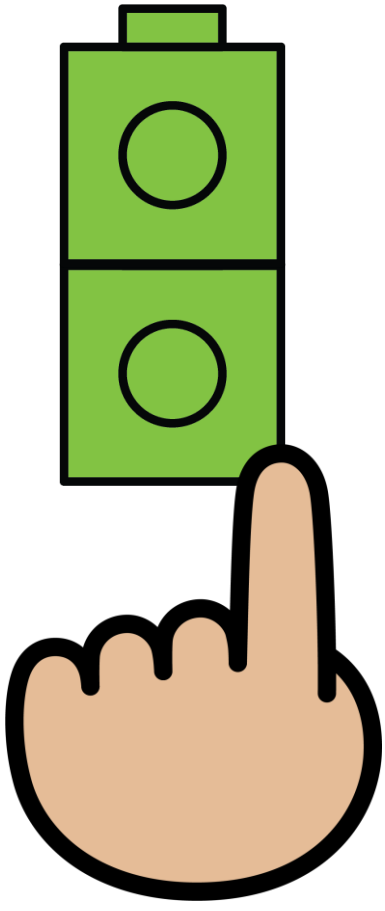


5-1=

I CAN SUBTRACT WITH

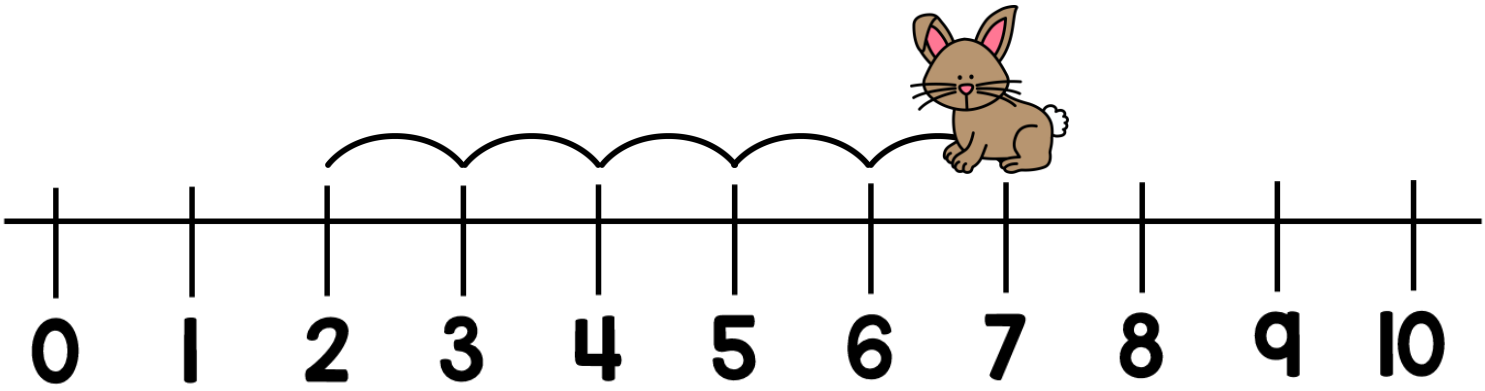
CUBES





6-2= ☐

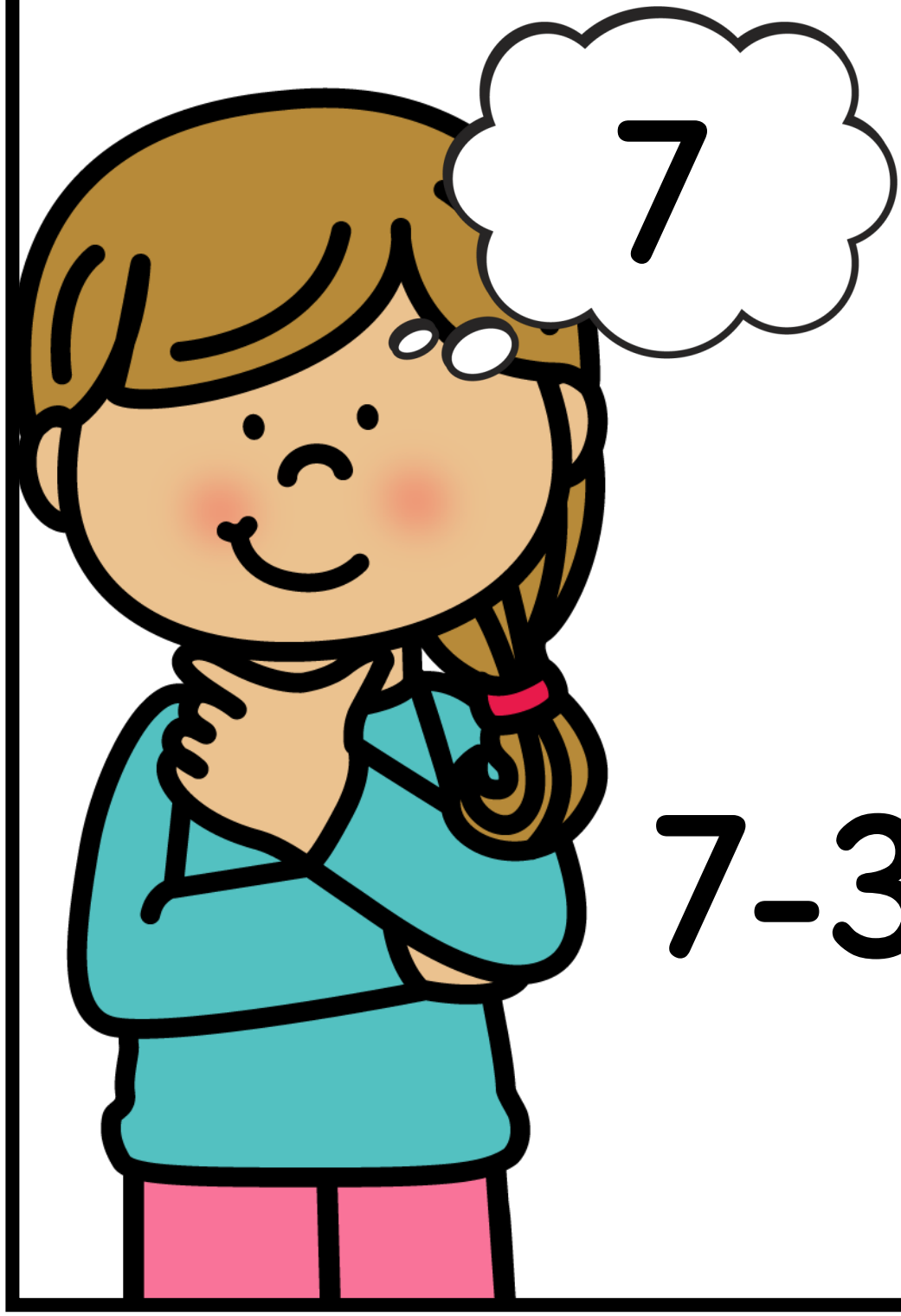
I CAN SUBTRACT WITH A NUMBER LINE



$7-5=\square$

I CAN SUBTRACT BY

COUNTING BACK

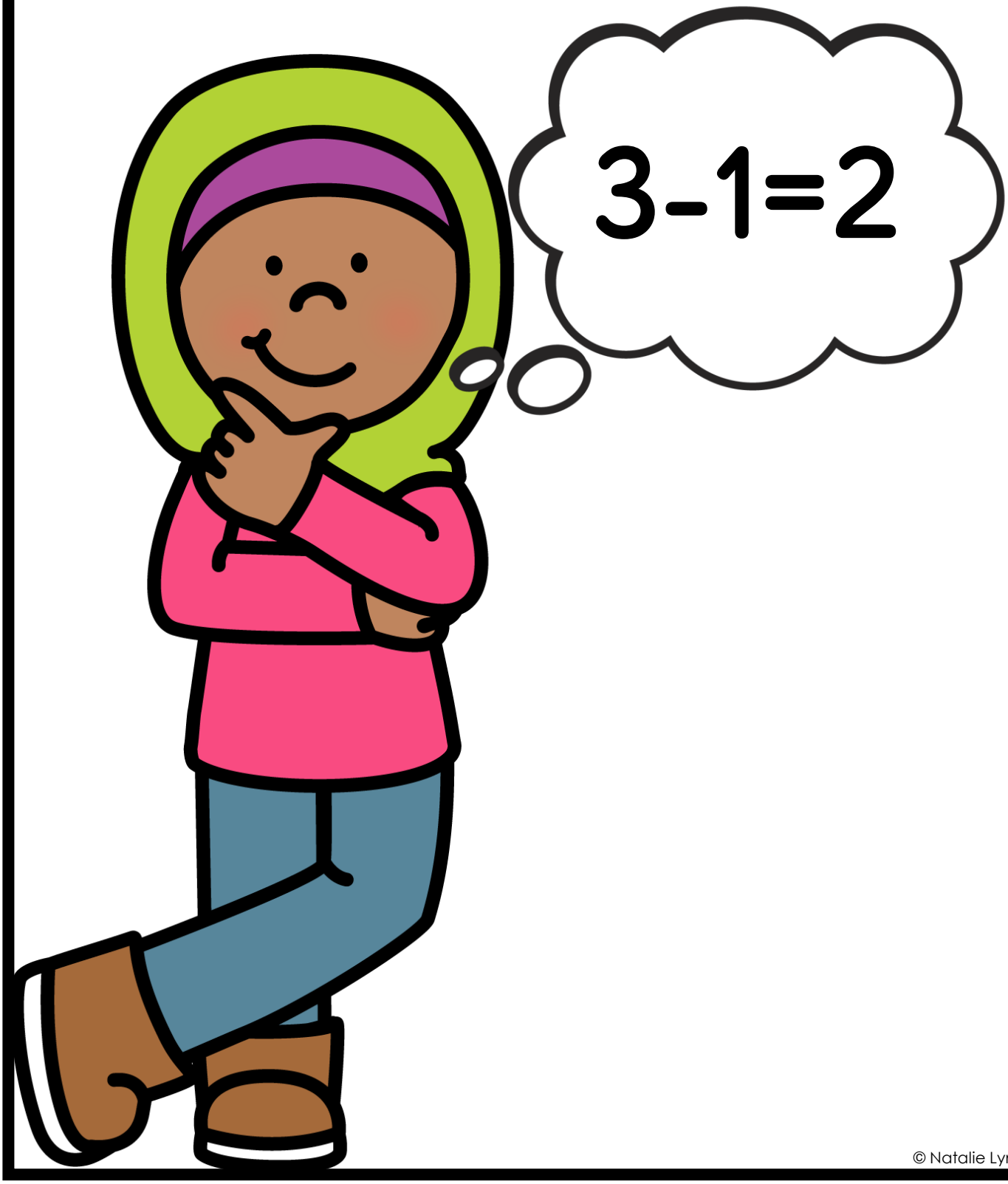


6,5,4

7-3=

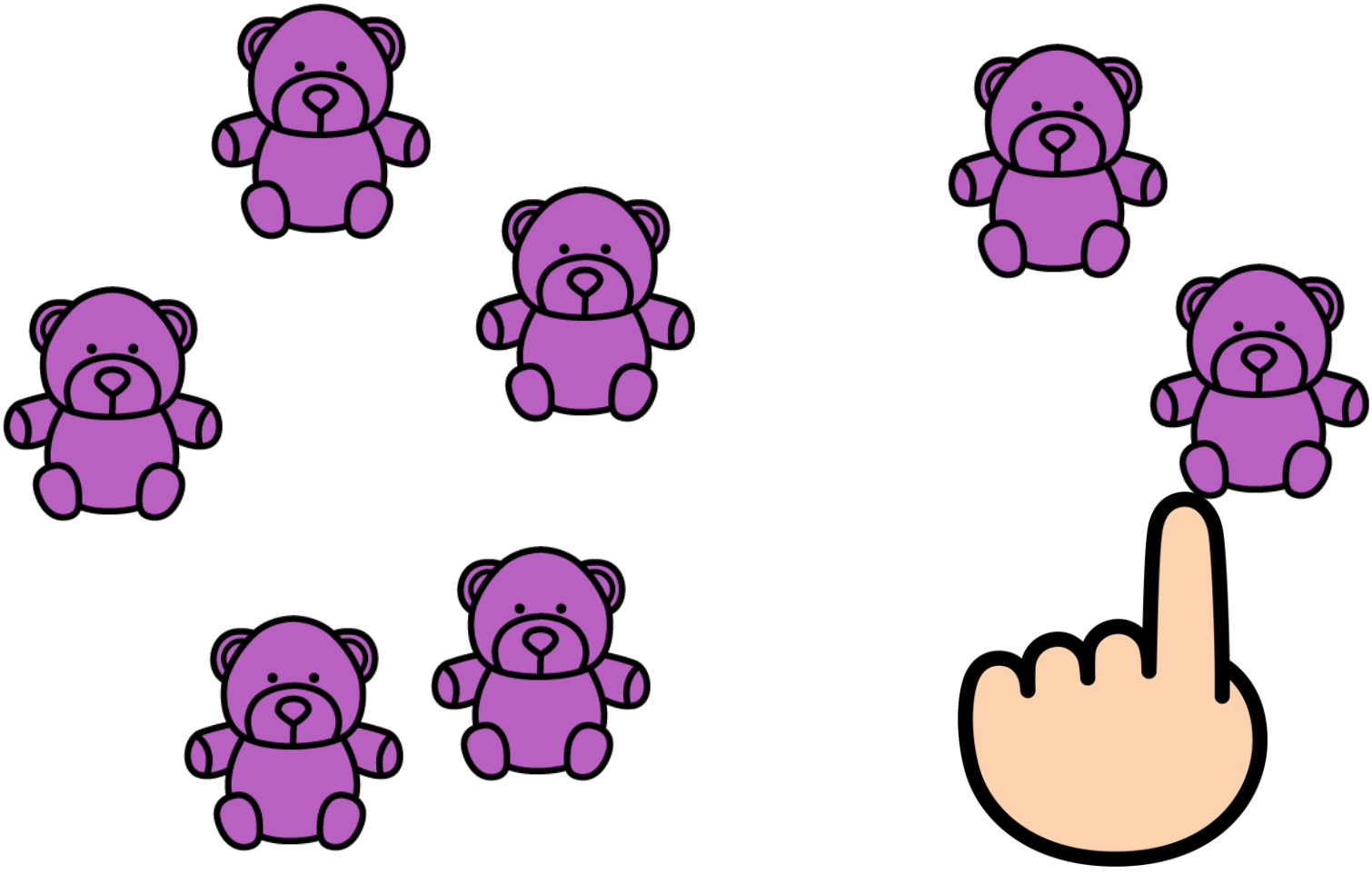
I CAN SUBTRACT

IN MY MIND



I CAN SUBTRACT WITH

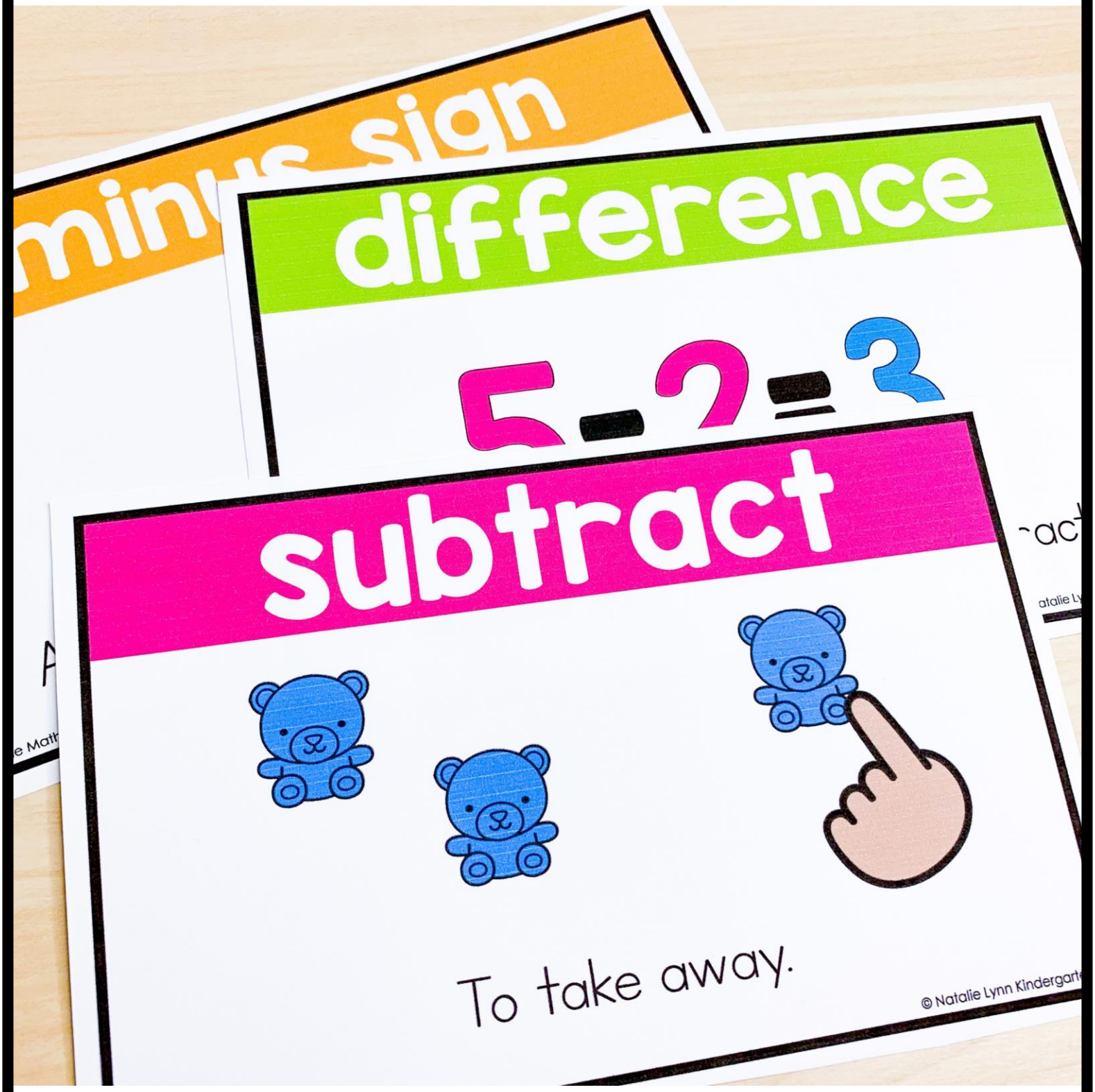
MANIPULATIVES



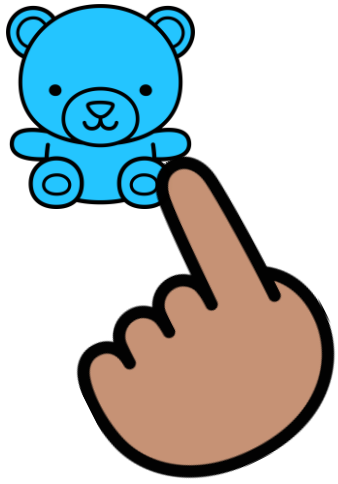
7-2= ☐

MATH WALL CARDS

Vocabulary cards for a math word wall are included. These cards are currently half page size. You can print them multiple pages to a page if you prefer them smaller.



subtract

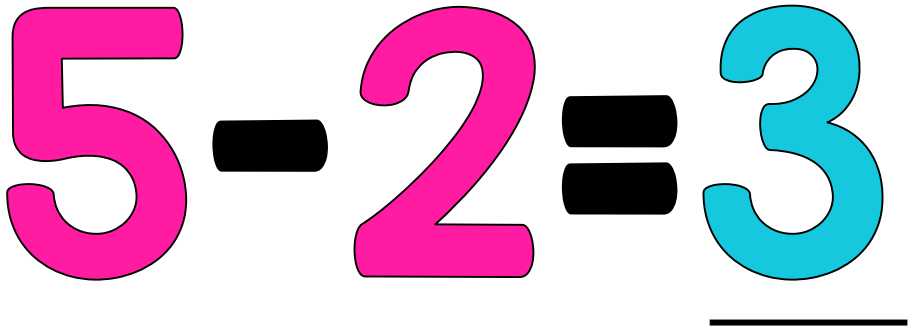


To take away.

minus sign

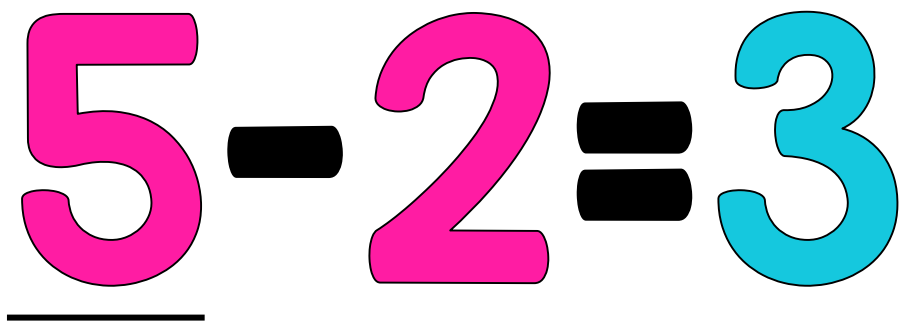
A symbol that means "take away".

difference



The amount left over after subtracting.

subtrahend



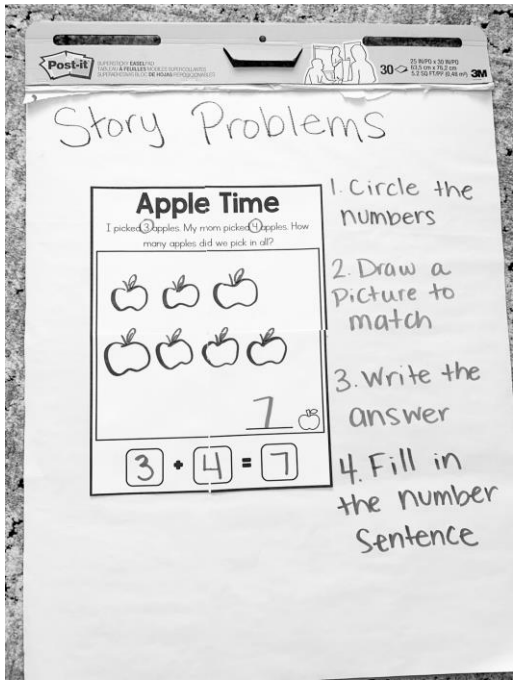
How many we start with.

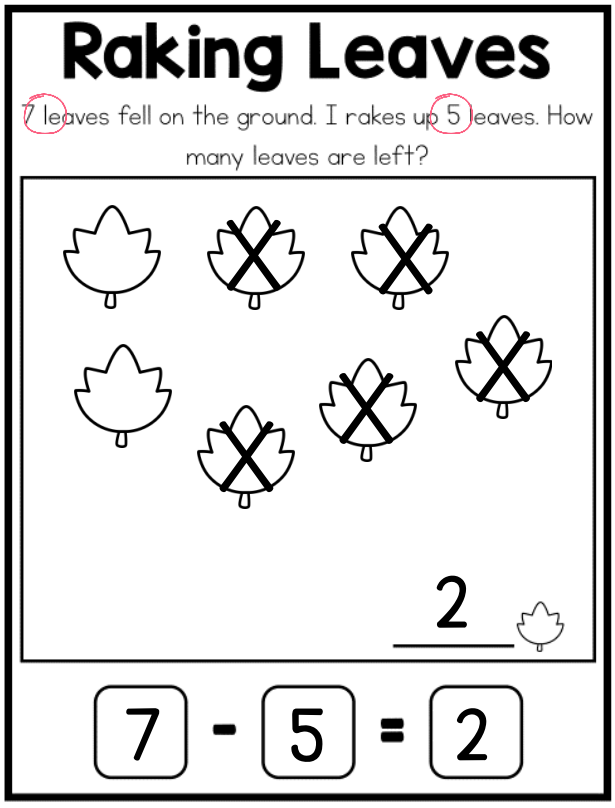
minuend

How many we take away.

ANCHOR CHARTS

You can draw the following anchor chart on a piece of chart paper or print at poster size and attach to a piece of chart paper. You will want space around the paper to write.





1. Circle the numbers

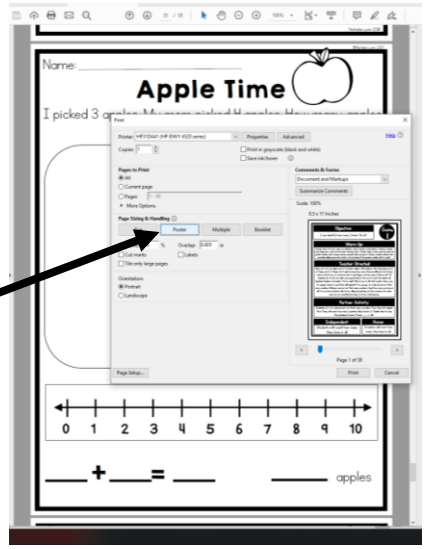
2. Draw a picture

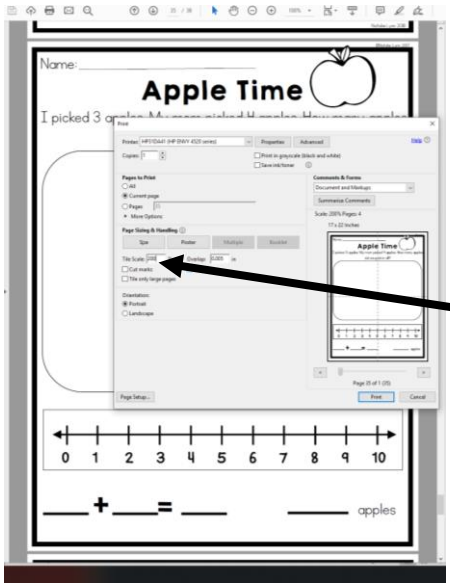
3. Write the answer

4. Fill in the number sentence

HOW TO PRINT POSTER SIZE:

Click "file" then "print." On the print screen, click "poster." Make sure to click "current page" at the top.





Set your tile scale. It will show you how many pieces of paper will print to make the poster. I did 200%.

Raking Leaves

7 leaves fell on the ground. I rakes up 5 leaves. How many leaves are left?

_____

□ - □ = □

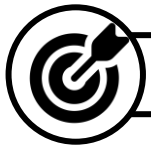
MENTOR TEXTS

These are suggested mentor texts you can use to support your lessons. They are completely optional and not written into the lesson plans.

- If You Were a Minus Sign by Trisha Sue Speed Shaskan
- Five Green and Speckled Frogs by Priscilla Burris
- Monster Musical Chairs by Stuart J Murphy
- Elevator Magic by Stuart J Murphy
- Subtraction Action by Loreen Leedy

LESSON PLANS

These symbols represent each part of the lesson plan.



Learning Target

Key Common Core State Standards

Number Sense Warm Up

Teacher Mini Lesson

Partner Practice Activity

Independent Practice Activity

Optional Home Link

Options for Differentiation

Below Level - Scaffolding

Above Level - Enrichment

I can understand the concept of "taking away".

K.OA.A.1, K.OA.A.5

Greater Gator: For each round, you will either write 2 number on the board or hold up 2 number cards. Begin each round with the chant, "Greater Gator, Greater Gator, in the swamp. He sees the greater number and he chomp, chomp, chomps!" When you get to "Chomp," students will use their arms like alligator jaws and "chomp" in the direction of the greater number (left or right).

Explain that today, instead of getting more, we are going to be subtracting or "taking away." I suggest reading or finding a video version of "5 Little Monkeys" before acting this out. Have 5 students come up and hold monkey cards. As a class, sing "5 little monkeys jumping on the bed. I fell off and bumped his head.' as the students holding the cards act it out. After a monkey leaves, help students to state "5 take away 1 is 4." Repeat until all the monkeys have gone. When you are finished, ask students if we had more or less monkeys after taking away. When we take away, we have less.

Give partners spinner set. Students will spin the 3-6 spinner and put out that many monkeys or counters. They will spin the 0-3 spinner and take away that many. They will fill in the subtraction sentence. Repeat several times.

Students will cross out monkeys to solve.

Students will cross out monkeys to solve.

Options for Differentiation

Use the color-coded spinners or use a marker to color code the spinners and the parts of the subtraction problem. For example, outline the first spinner in green and highlight the first line in the sentence green. Then, outline the second spinner in red and highlight the second line in the sentence red so that students understand that this is the amount they are taking away. You can also use the markers to draw a green box on the bed and a red box off to guide students to where the monkeys go and to help them count.

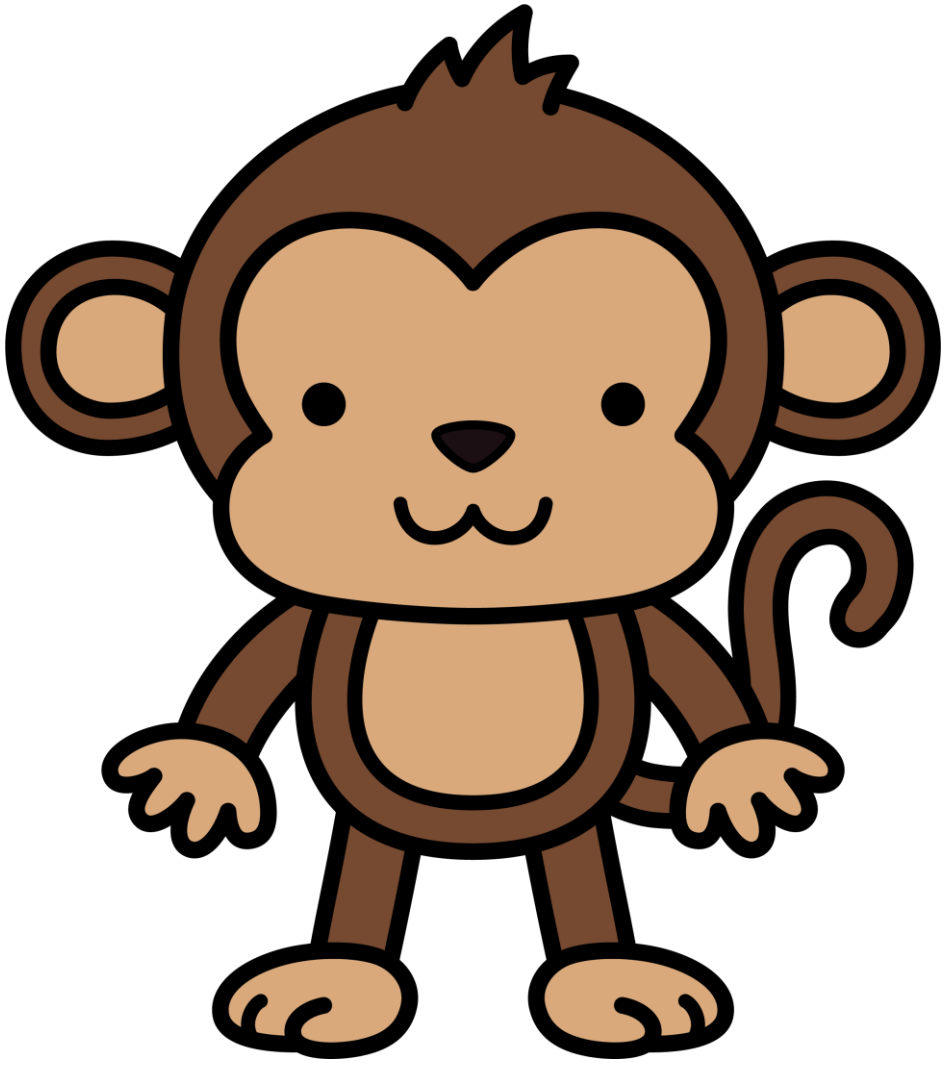
You can let students come up with their own subtraction story problems without the spinners. They should be able to understand that the larger number comes first and the amount you take away is equal or smaller.

5 Little Monkeys

_____ little monkeys jumping on the bed. 1 fell of and bumped its head. Mama called the doctor and the doctor said, “No more monkeys jumping on the bed!”

_____ take away 1 is _____

1



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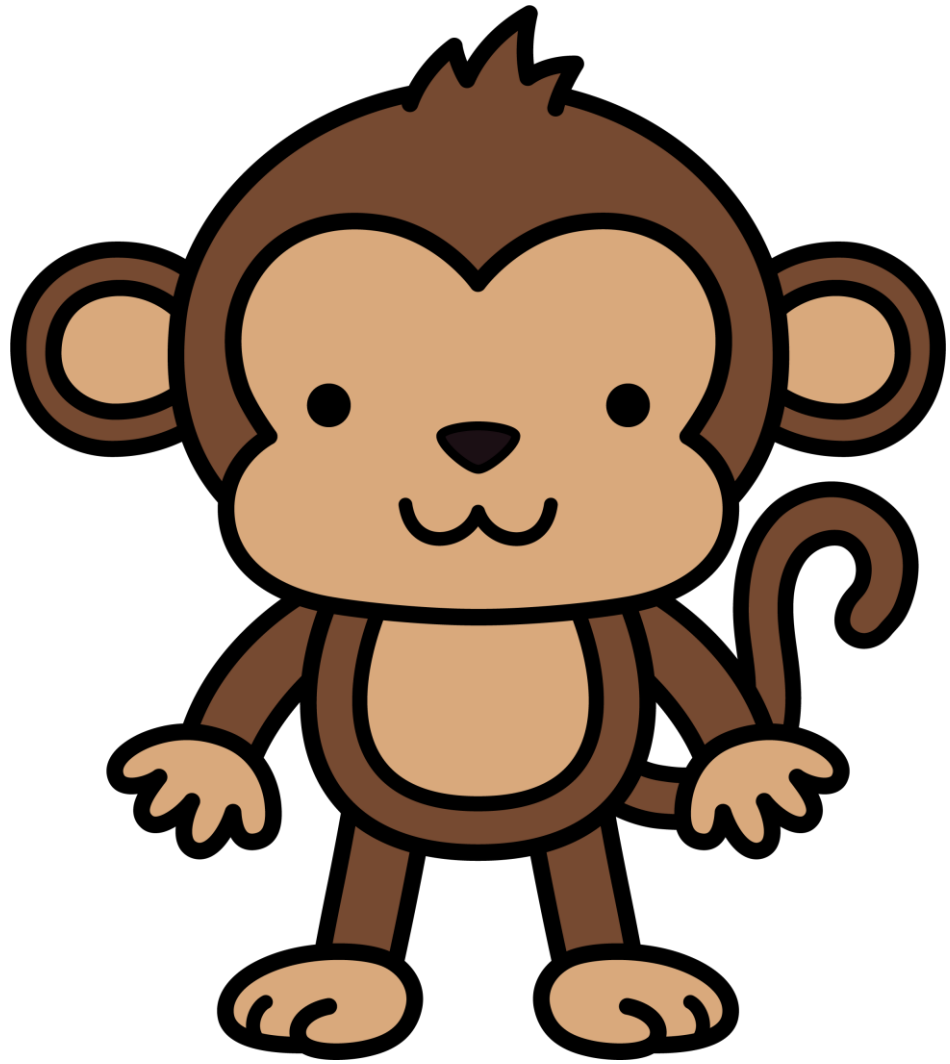

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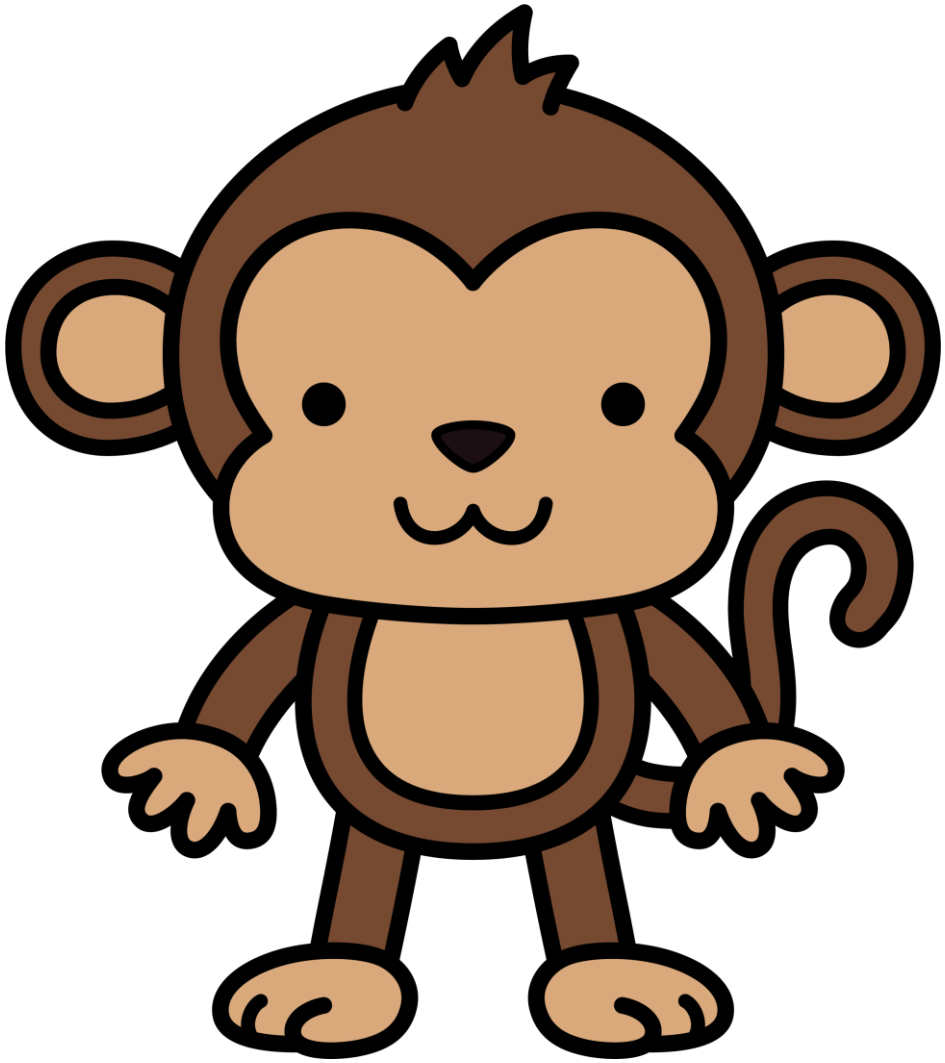

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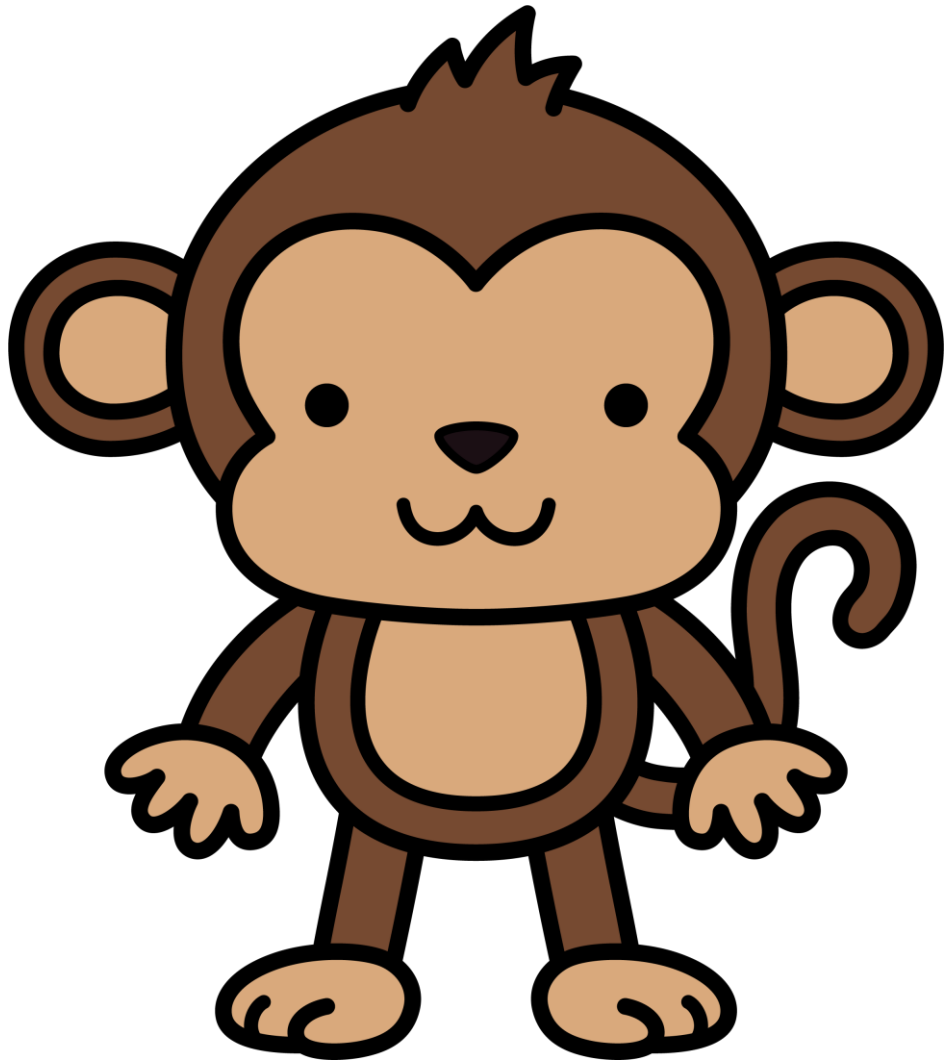

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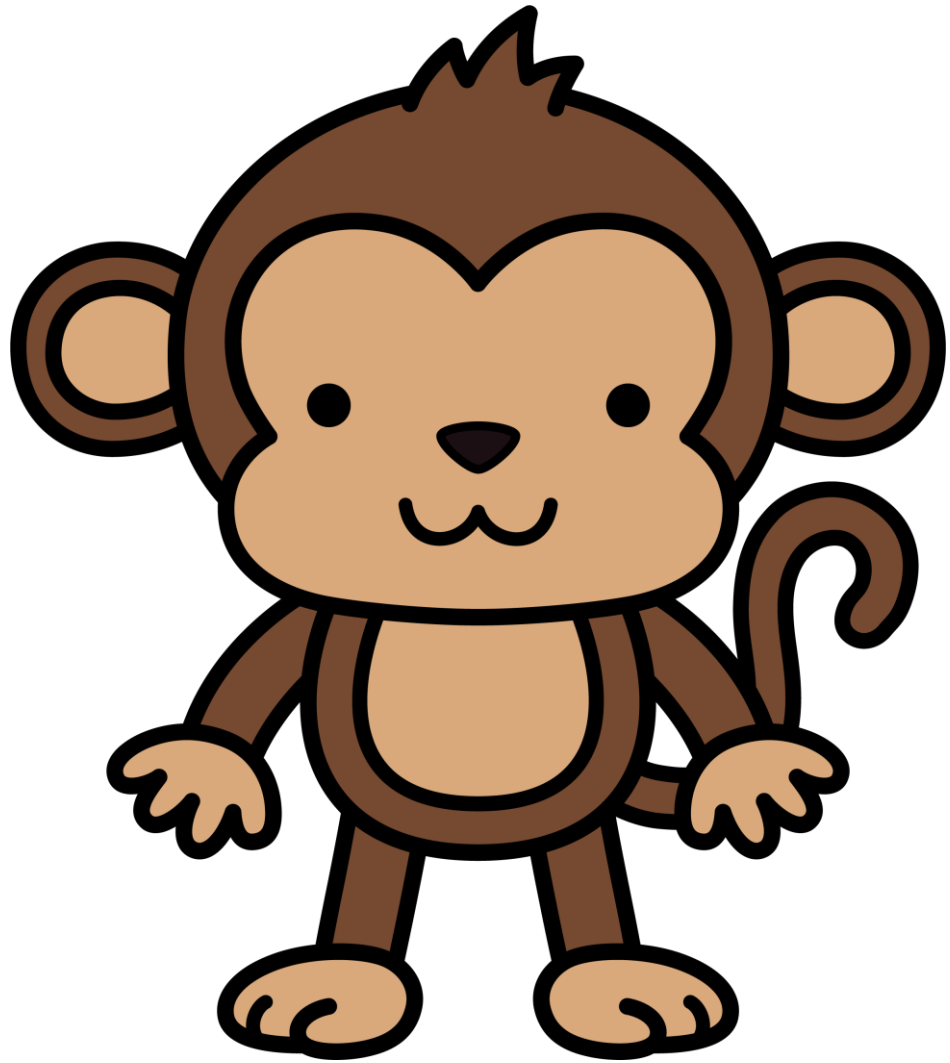
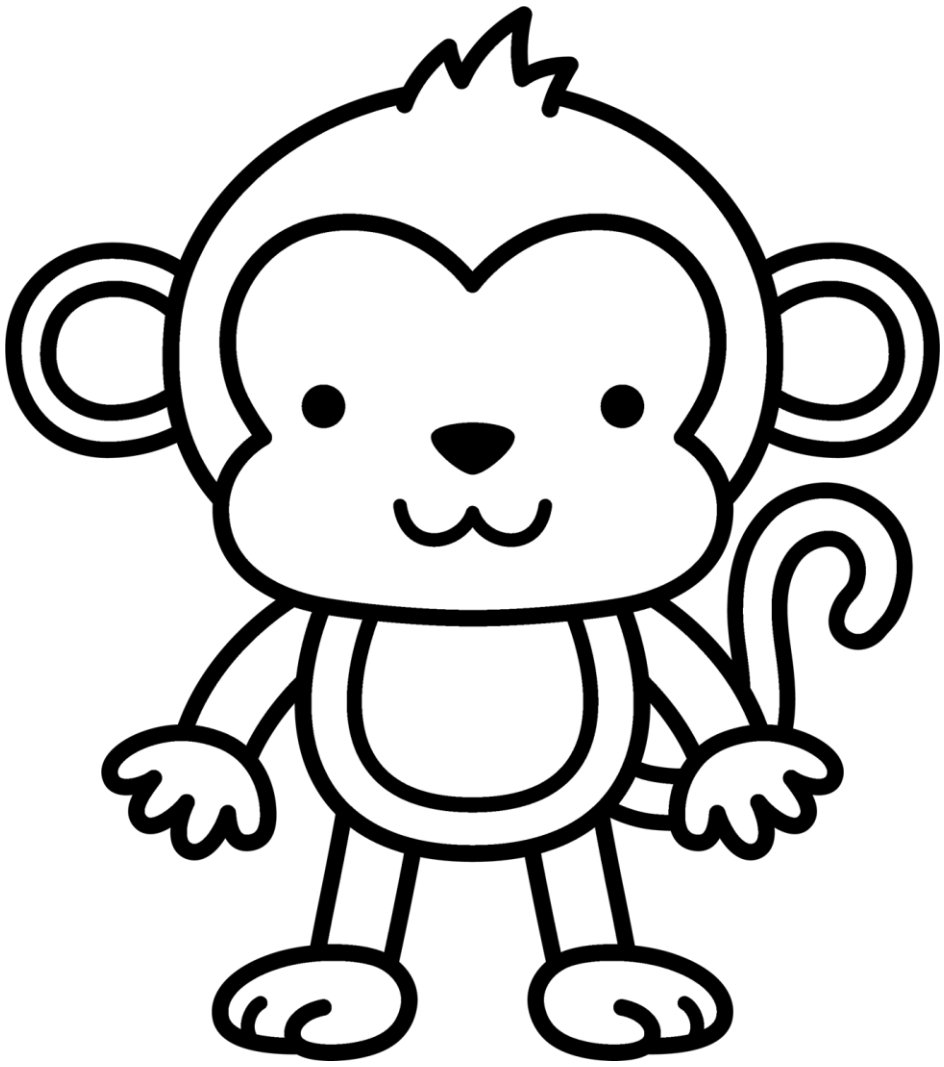


1



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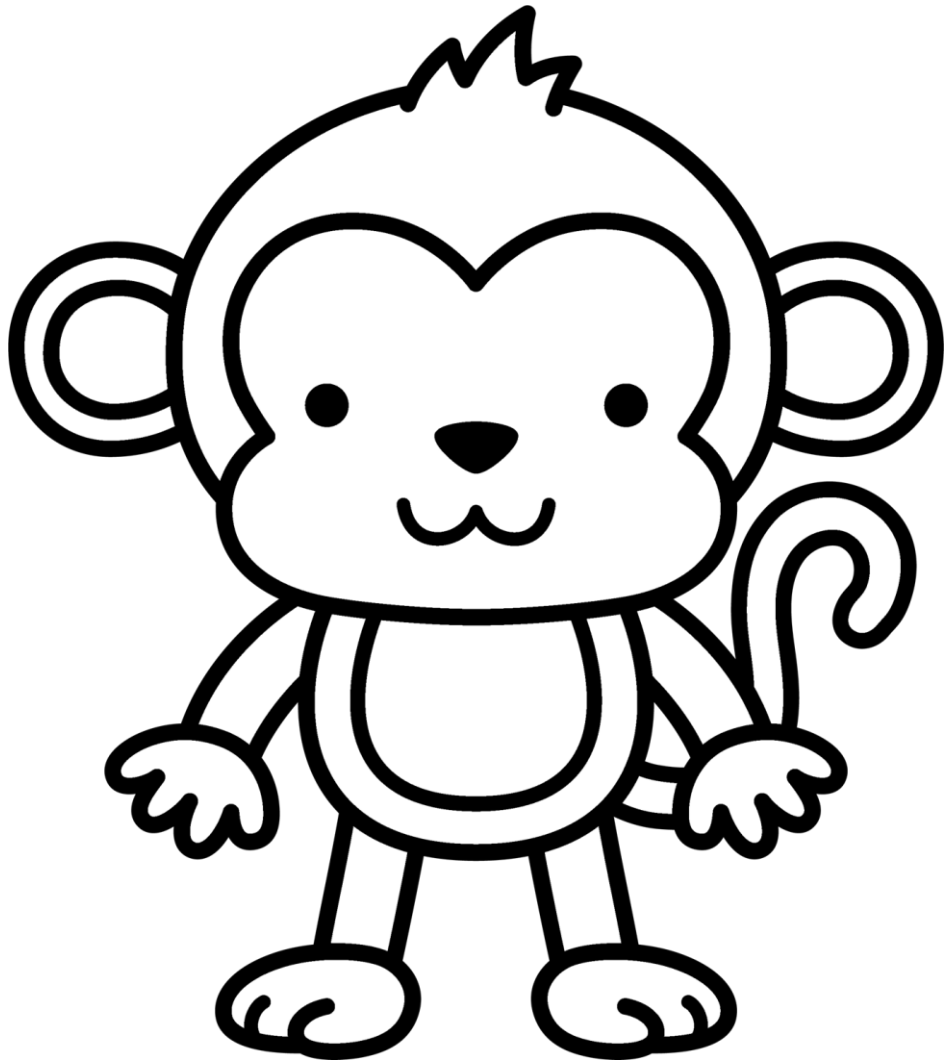

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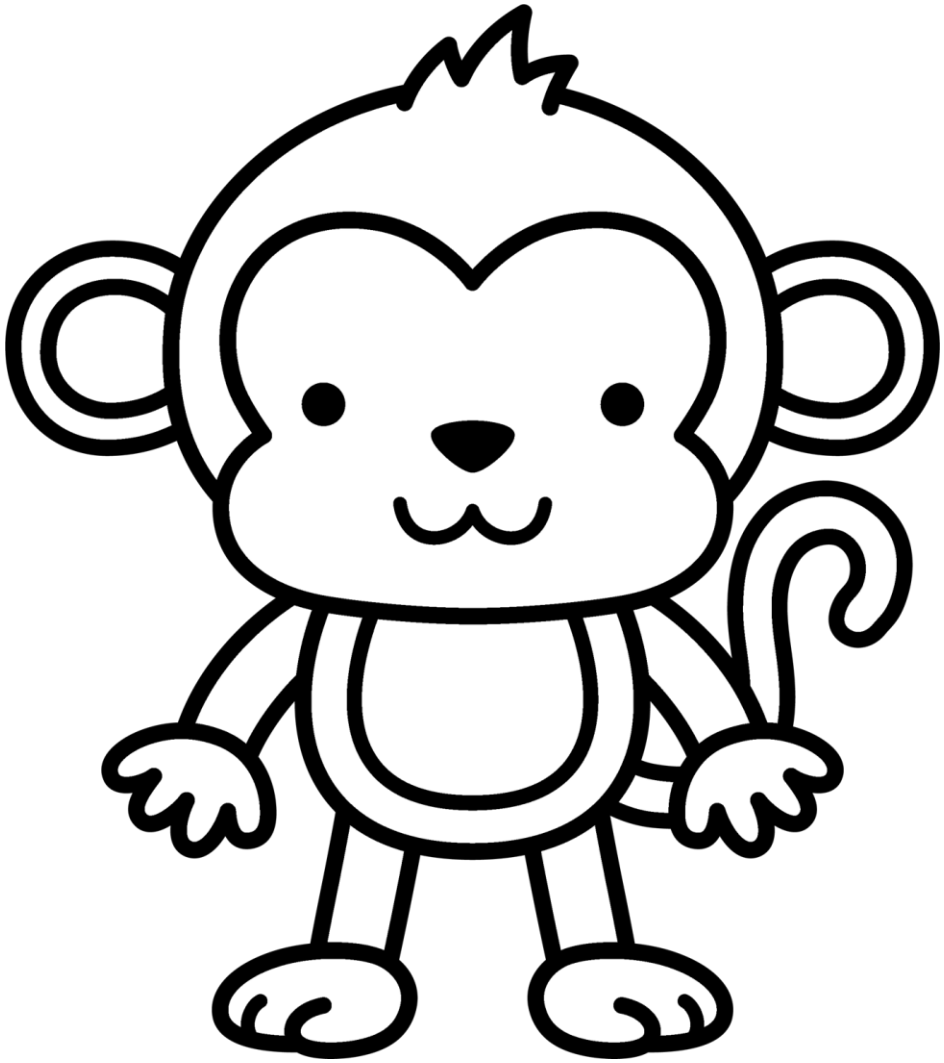

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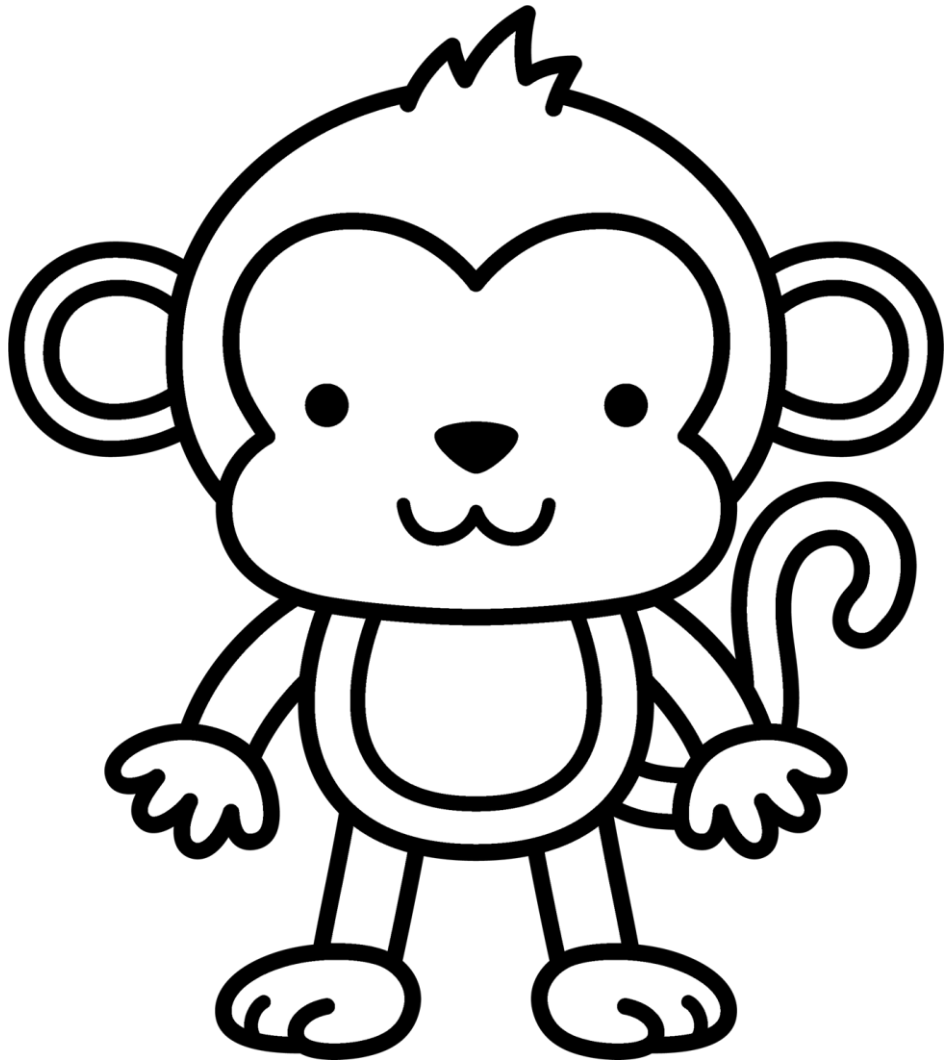

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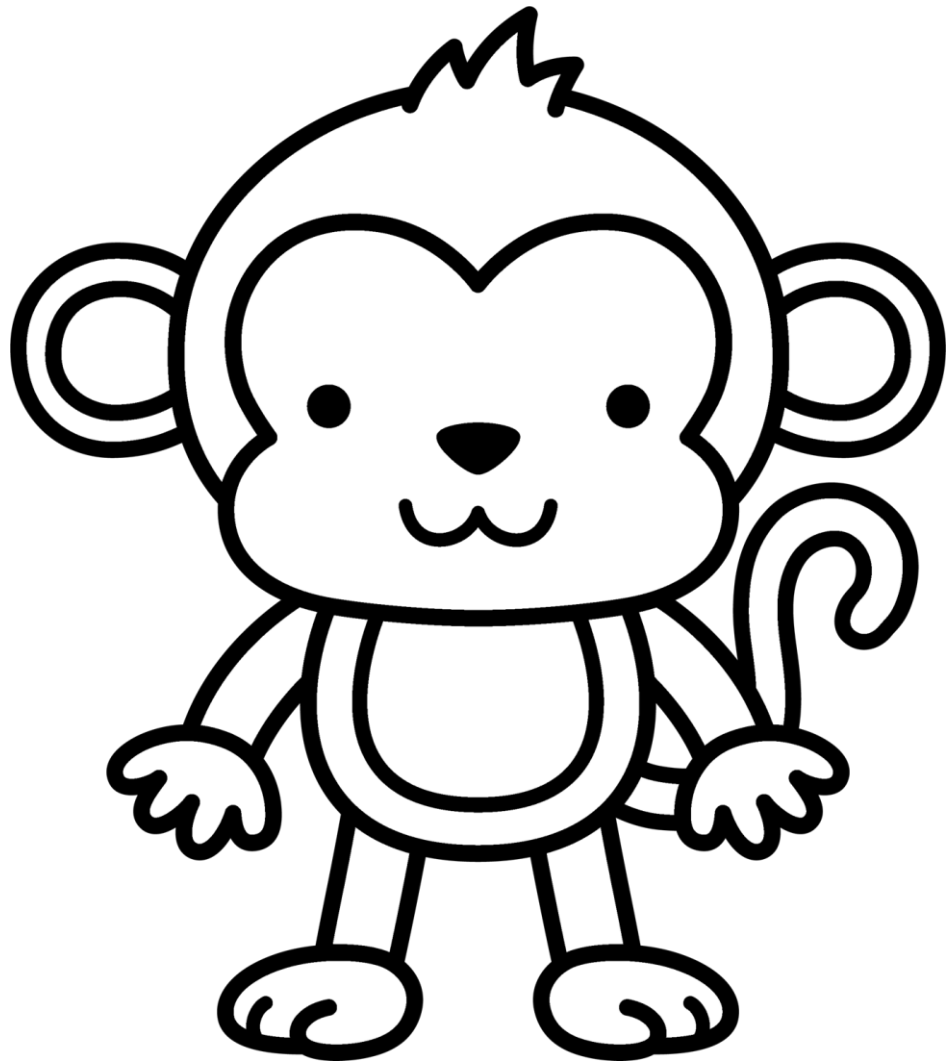
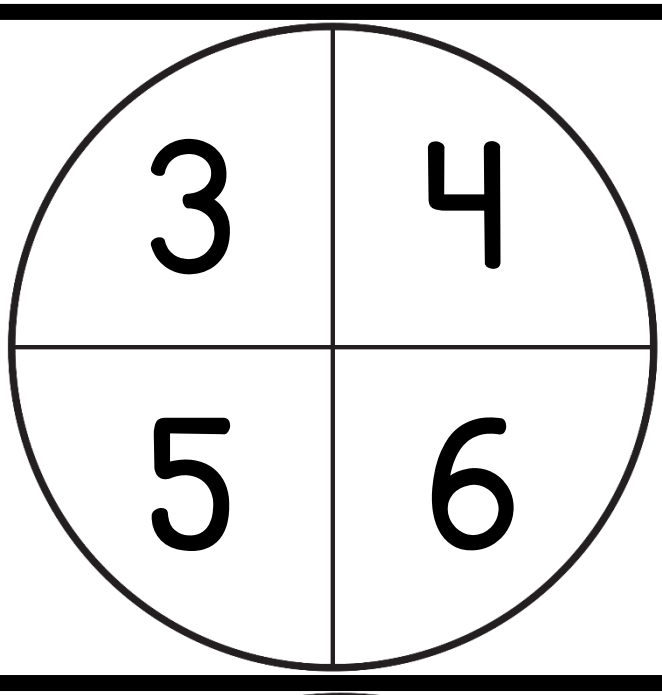
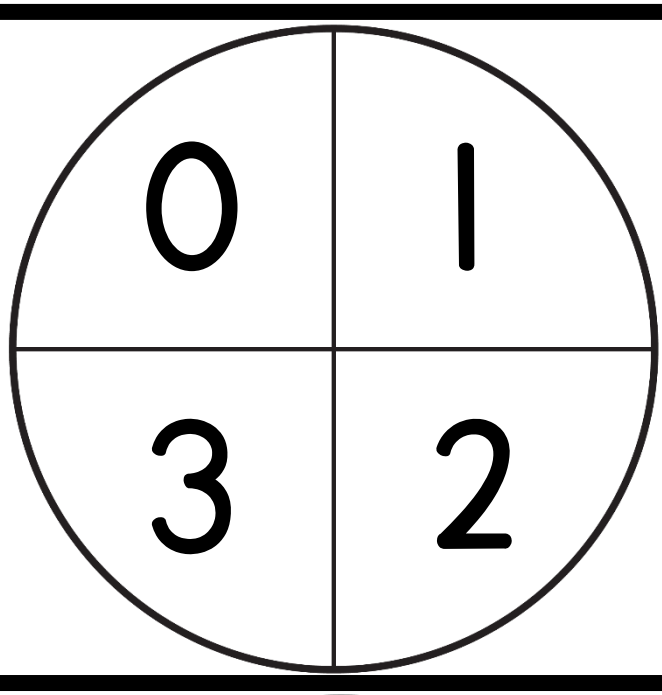
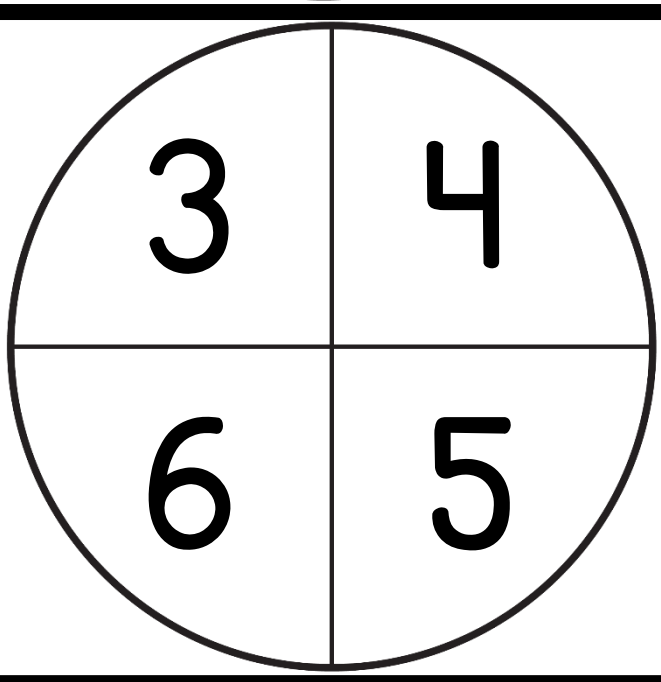



3
4
5
6


0
1
3
2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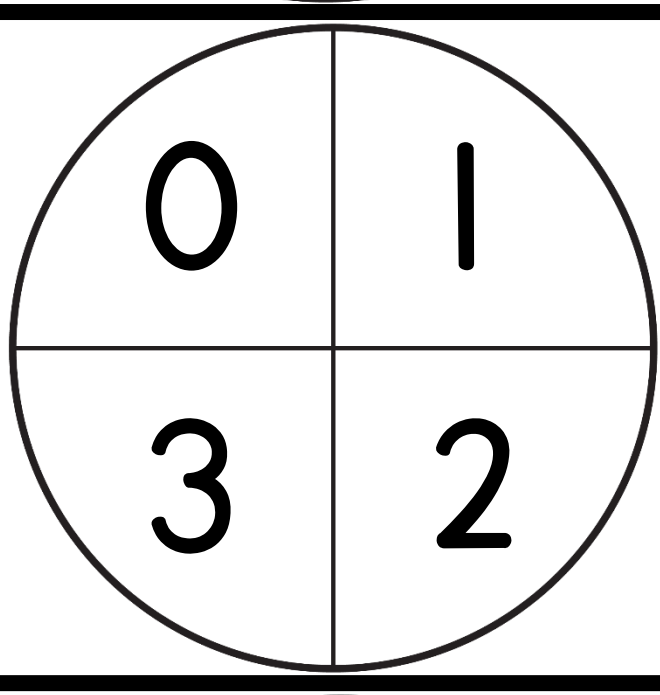
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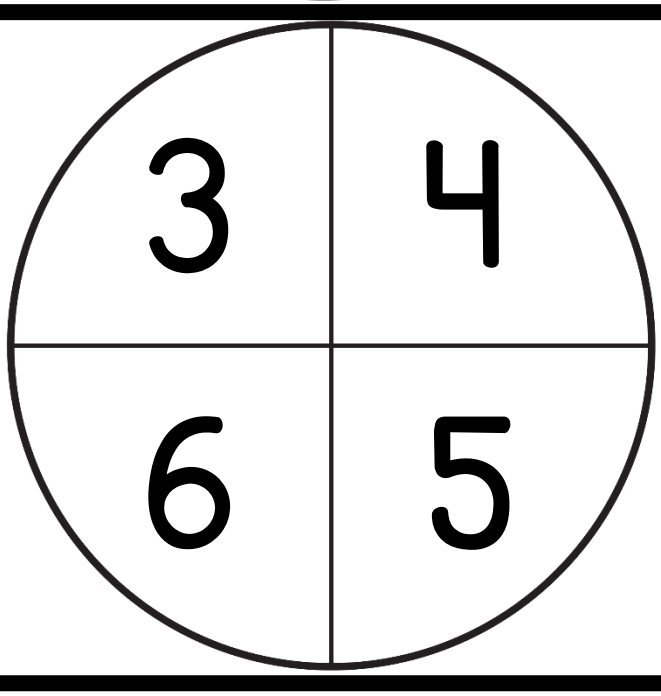
1
3
2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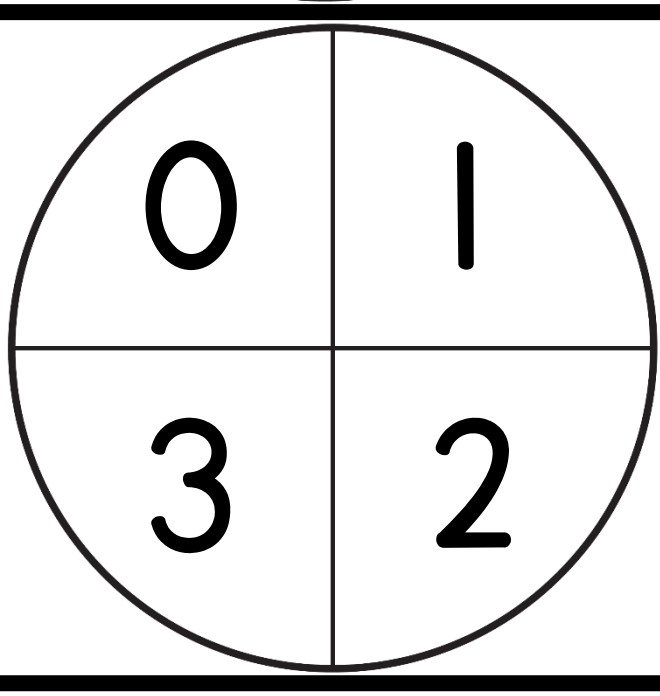
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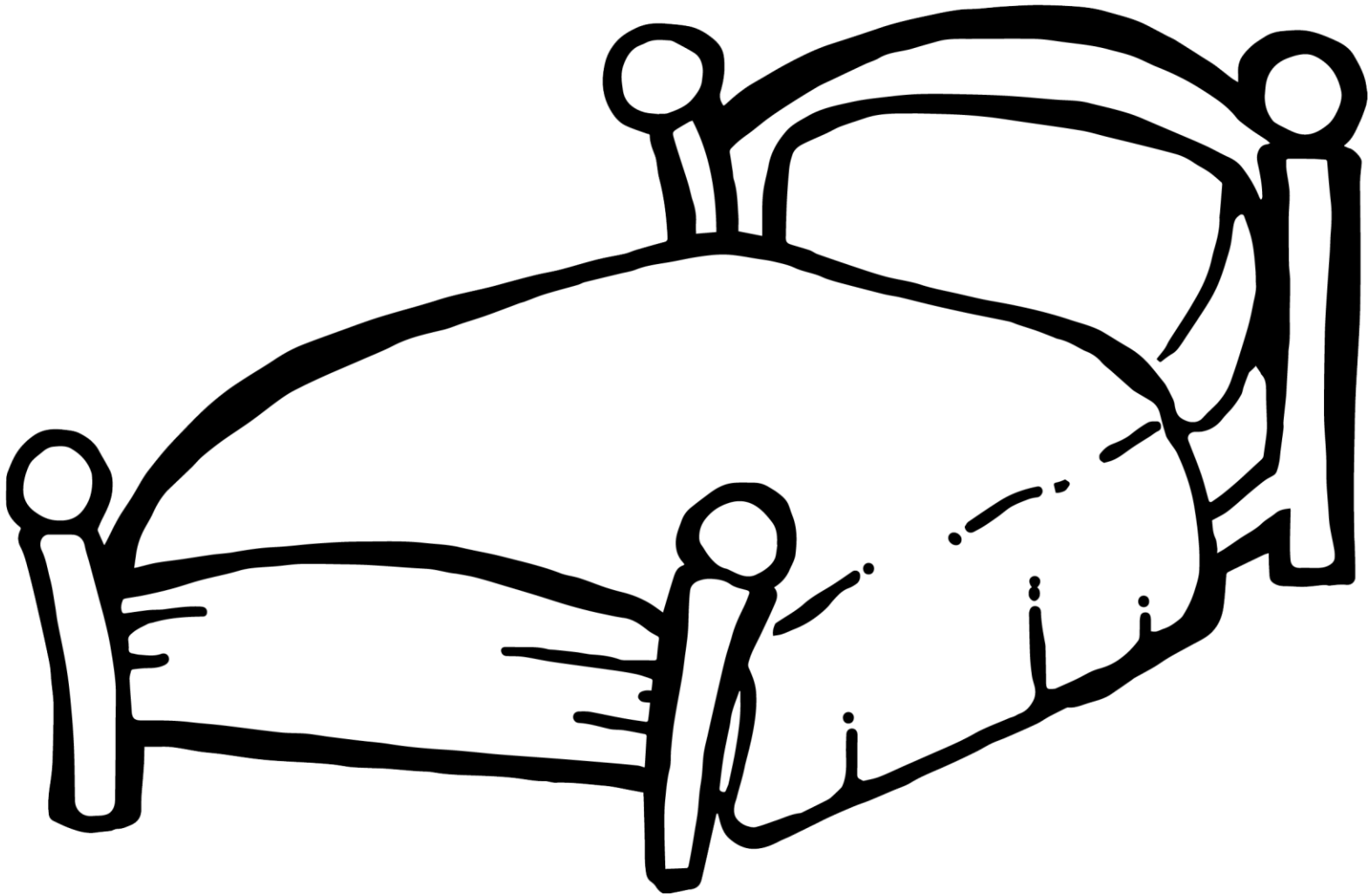
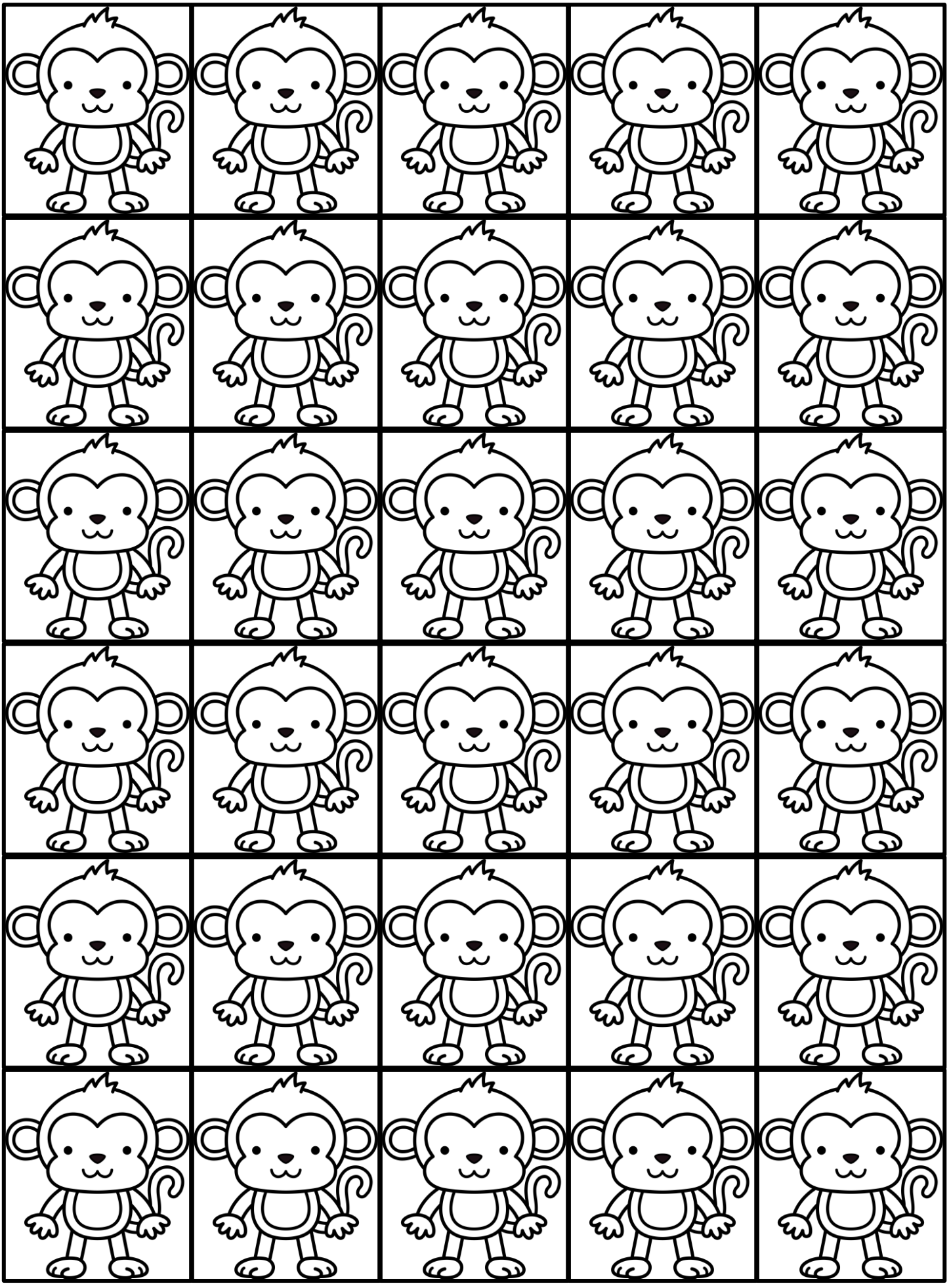
1
3
2



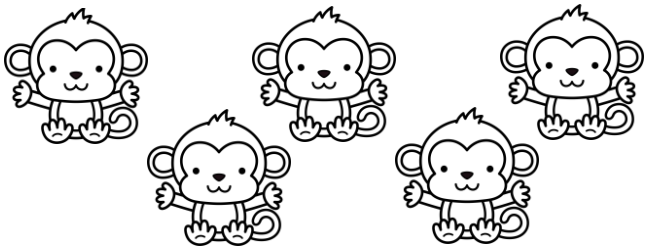
_____ take away _____ is _____ .



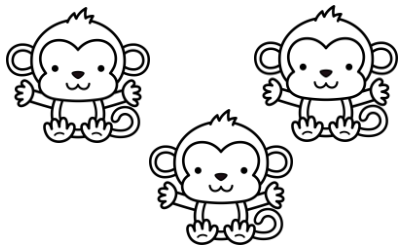
Name:

Subtraction Lesson 1

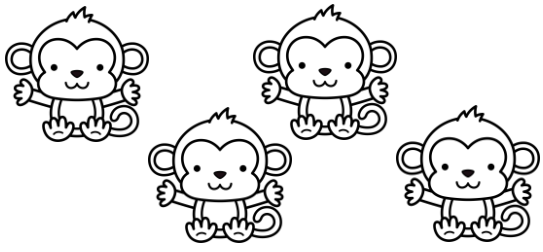
Cross out monkeys to solve.



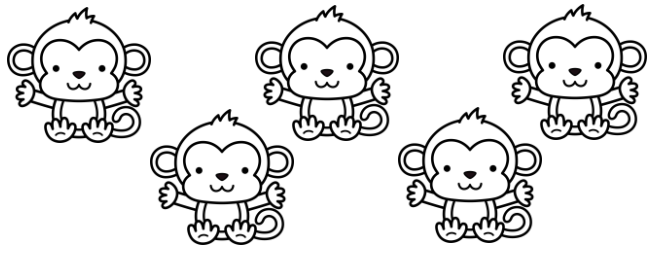
5 take away **3** is _____



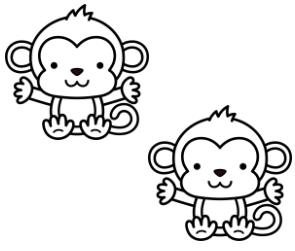
3 take away **1** is _____



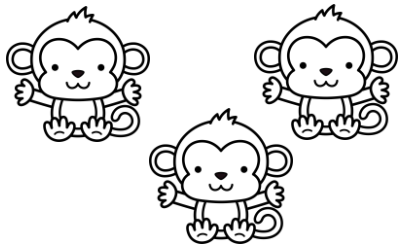
4 take away **2** is _____



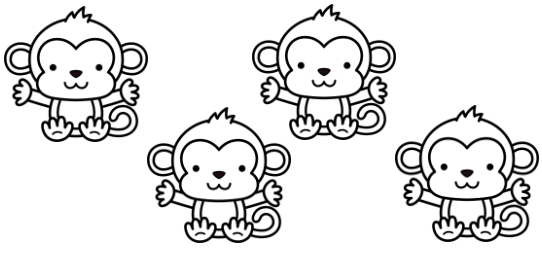
5 take away **2** is _____



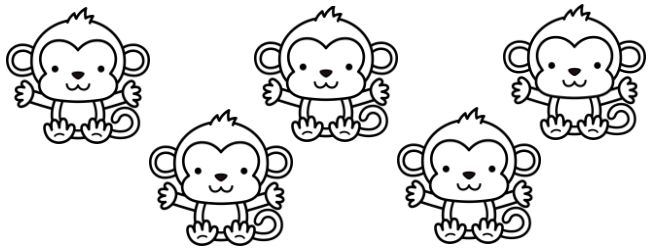
2 take away **1** is _____



3 take away **2** is _____



4 take away **3** is _____

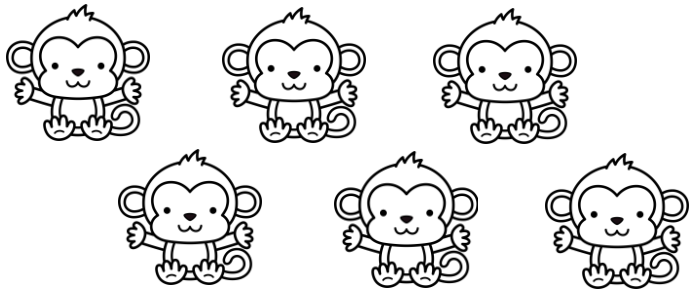


5 take away **4** is _____

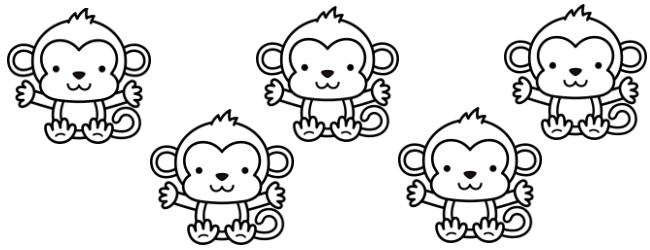
Name:

Subtraction Lesson 1

Cross out monkeys to solve.



6 take away **3** is _____



5 take away **2** is _____

Today we learned how to take away. We know that when we take away, we have less. Can you practice taking away at home?

Name:

Subtraction Lesson 1

Cross out monkeys to solve.

6 take away 3 is _____

5 take away 2 is _____

Today we learned how to take away. We know that when we take away, we have less. Can you practice taking away at home?

Empowering Little Mathematicians

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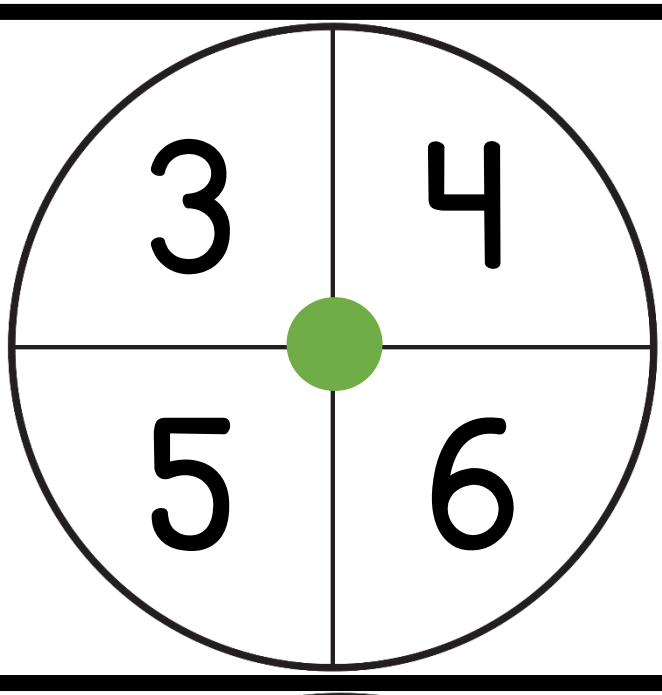
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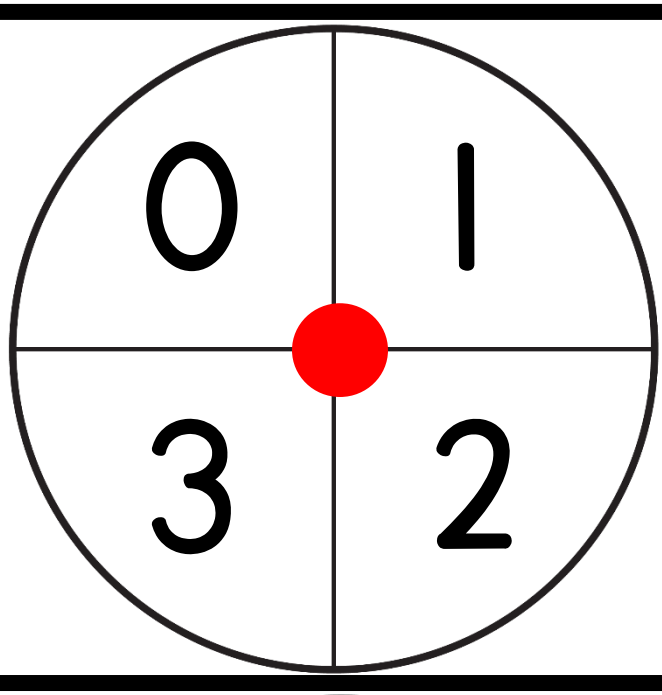
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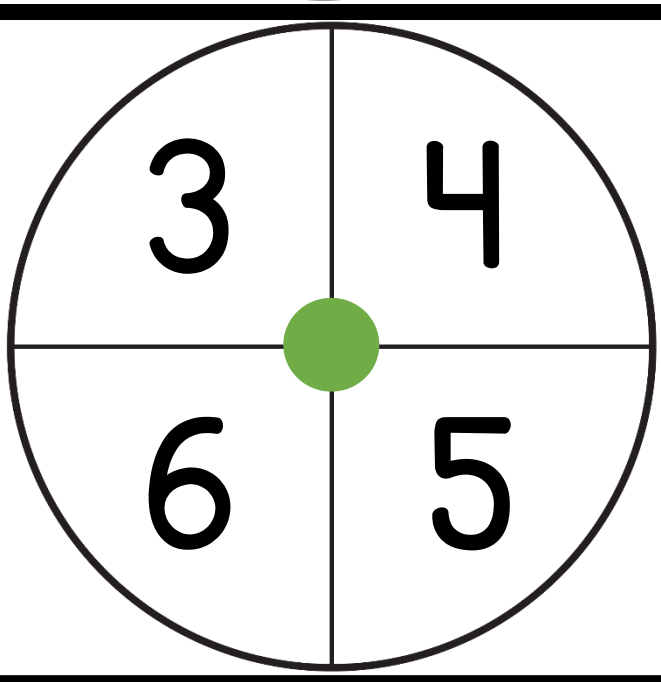
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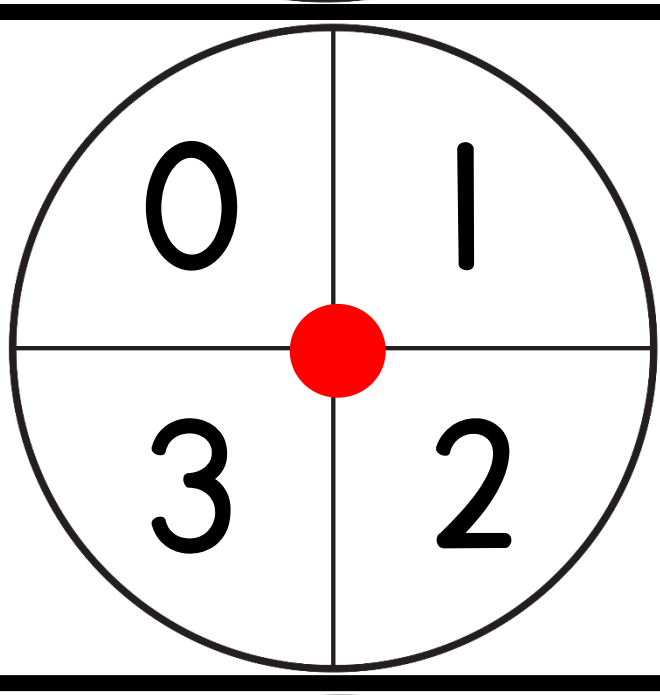
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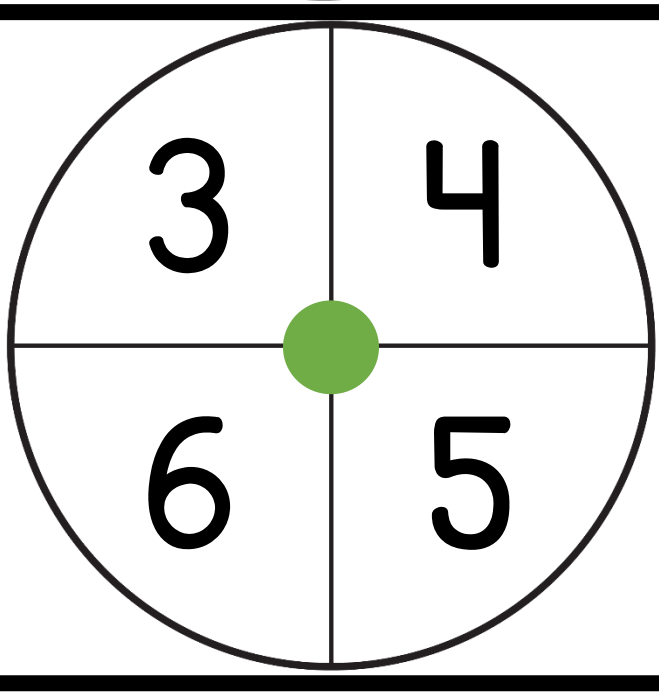
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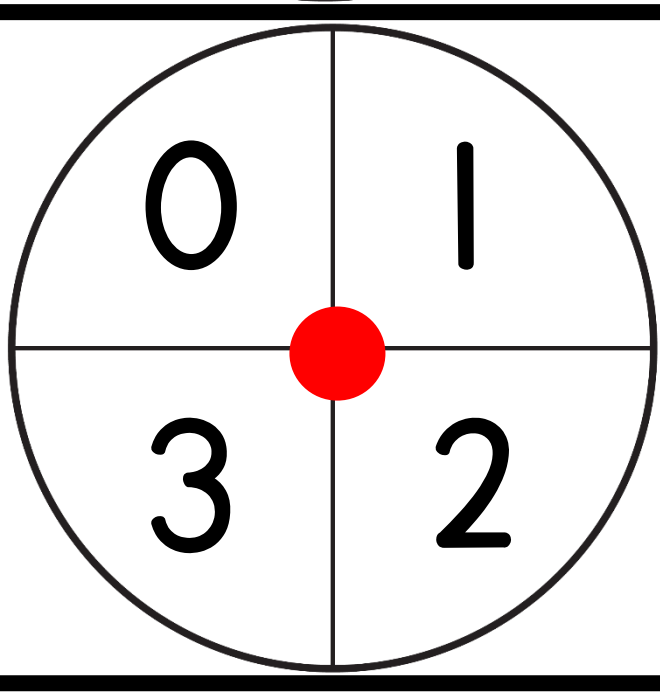
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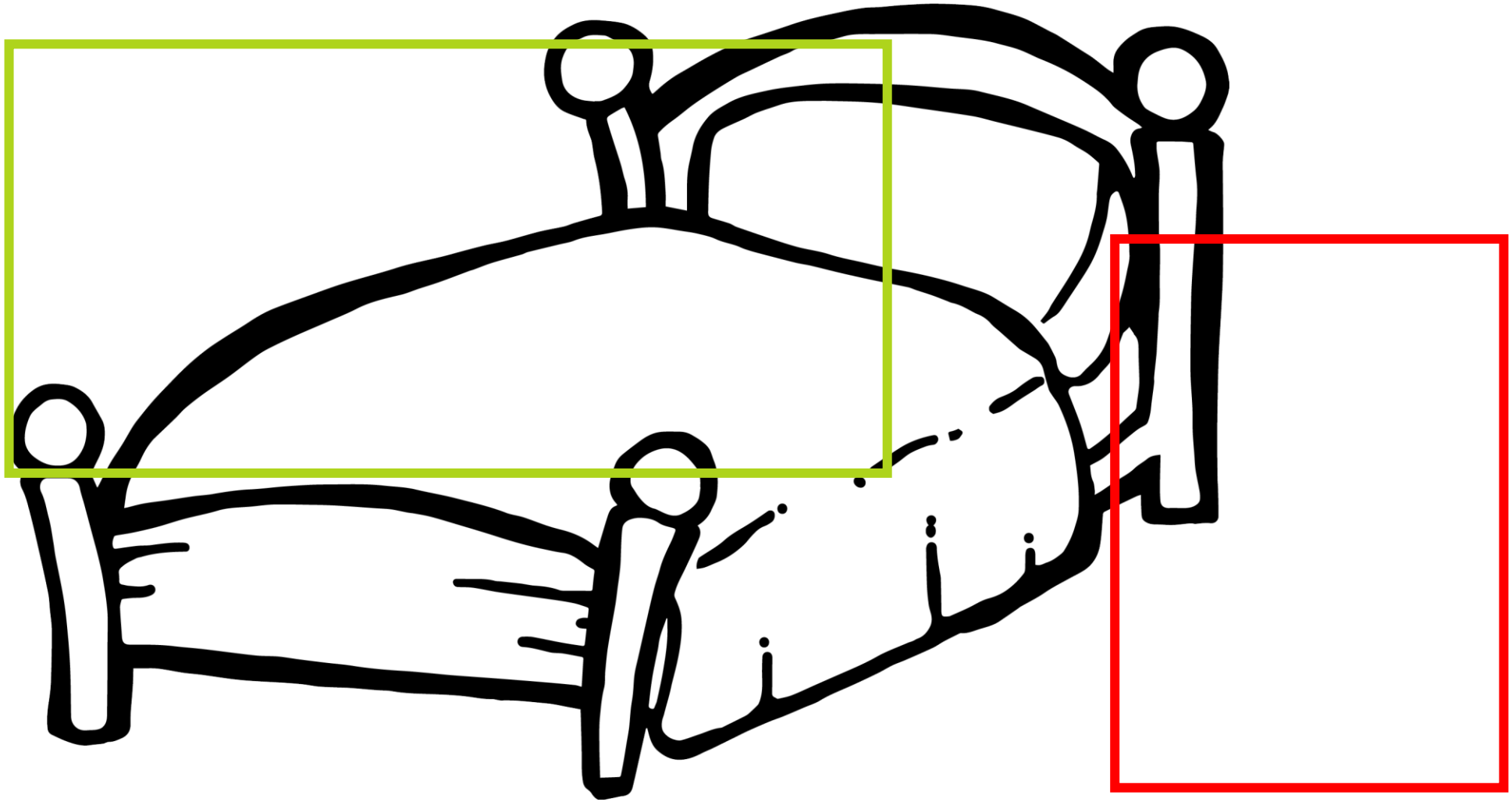


_____ take away _____ is _____ .

I can use the minus sign when subtracting.

K.OA.A.1, K.OA.A.5

Greater Gator: For each round, you will either write 2 number on the board or hold up 2 number cards. Begin each round with the chant, "Greater Gator, Greater Gator, in the swamp. He sees the greater number and he chomp, chomp, chomps!" When you get to "Chomp," students will use their arms like alligator jaws and "chomp" in the direction of the greater number (left or right).

Show students the minus sign. Explain that, when we see this sign, it means we are going to take away. Today you are going to act out another subtraction story. This time it will be 5 Speckled Frogs. Have 5 students come up and be frogs. Have them act out hopping away as the class says the poem. Each time you finish a verse, lead students in stating it as a subtraction sentence and write it on the board "5-1=4." Emphasize the word minus.

$$5 \boxed{-} 1 \boxed{=} 4$$

Give partners a spinner set. Students will spin the 3-6 spinner and put out that many frogs or counters. They will count how many counters they have in all. Guide them to use the sentence frame "___-____ = ____." (If you don't want to prep frogs you can reuse monkeys or use counters.)

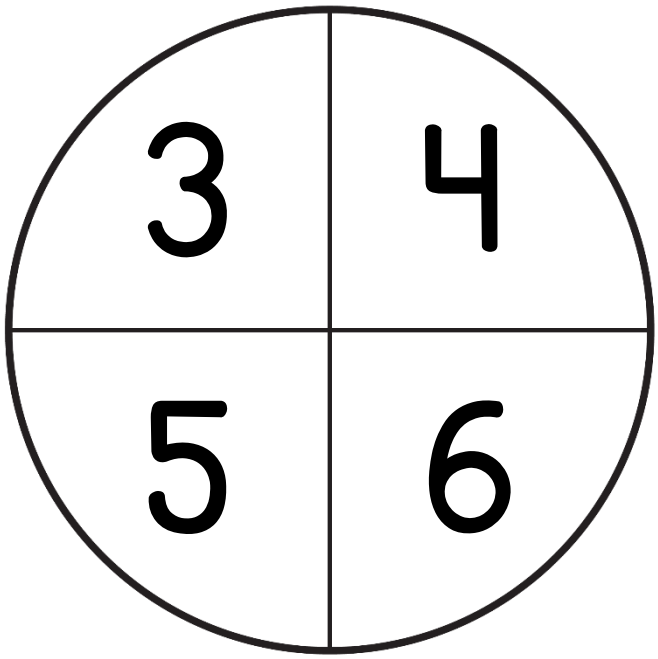
Students cross out frogs to solve.

Students cross out frogs to solve.

Options for Differentiation

Use the color-coded spinners or use a marker to color code the spinners and the parts of the subtraction problem. For example, outline the first spinner in green and highlight the first line in the sentence green. Then, outline the second spinner in red and highlight the second line in the sentence red so that students understand that this is the amount they are taking away. You can also use the markers to draw a green box on the bed and a red box off to guide students to where the monkeys go and to help them count.

You can let students come up with their own subtraction story problems without the spinners. They should be able to understand that the larger number comes first and the amount you take away is equal or smaller.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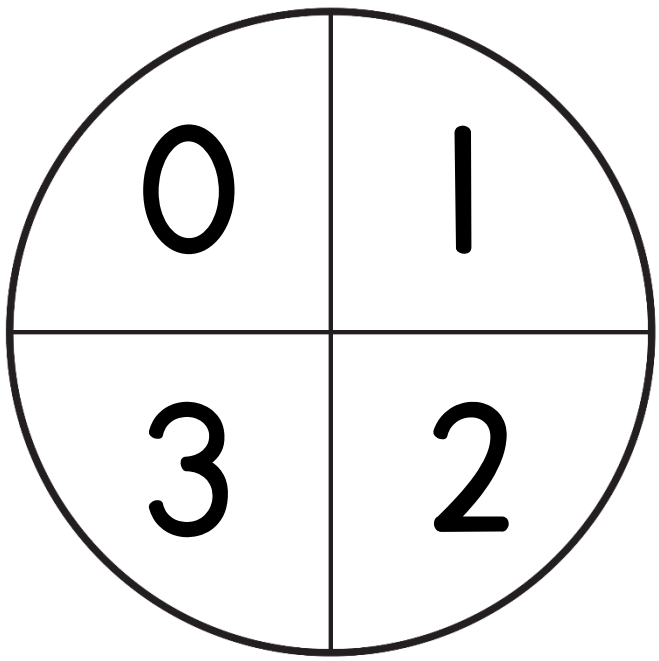
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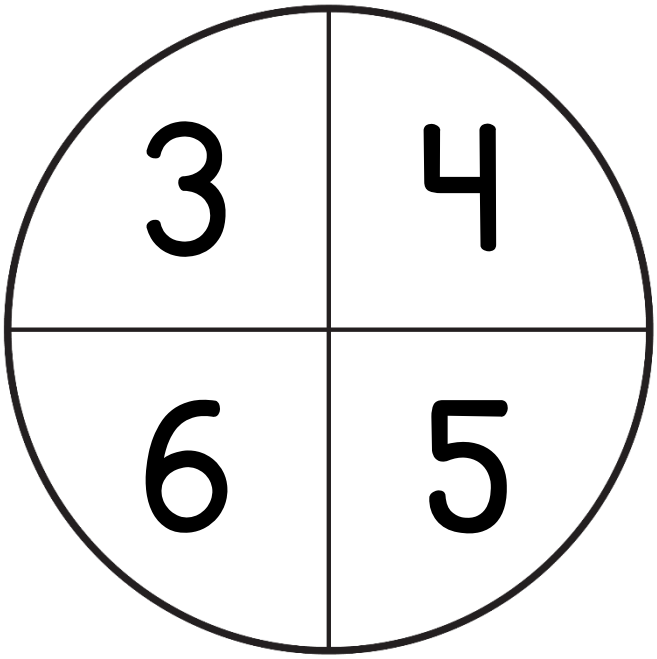
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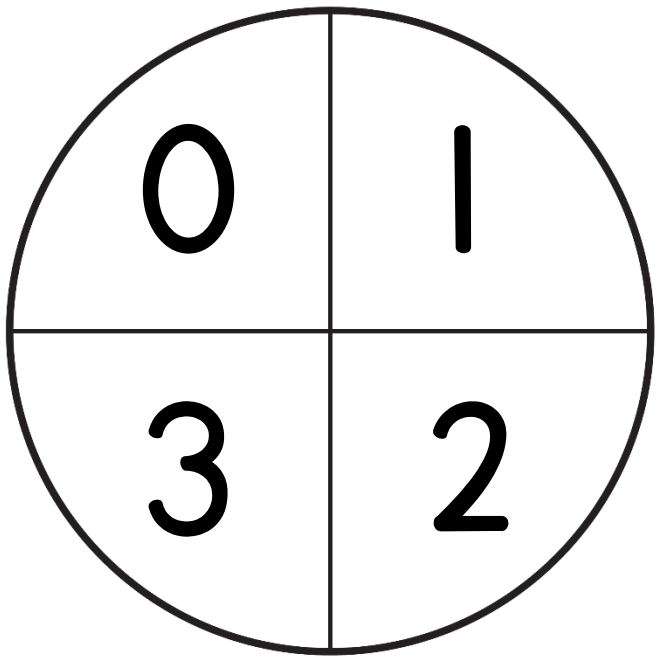
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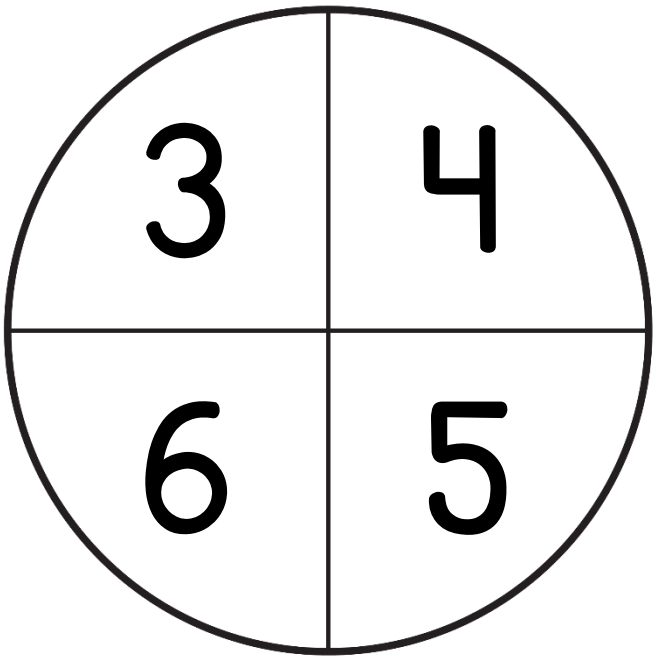
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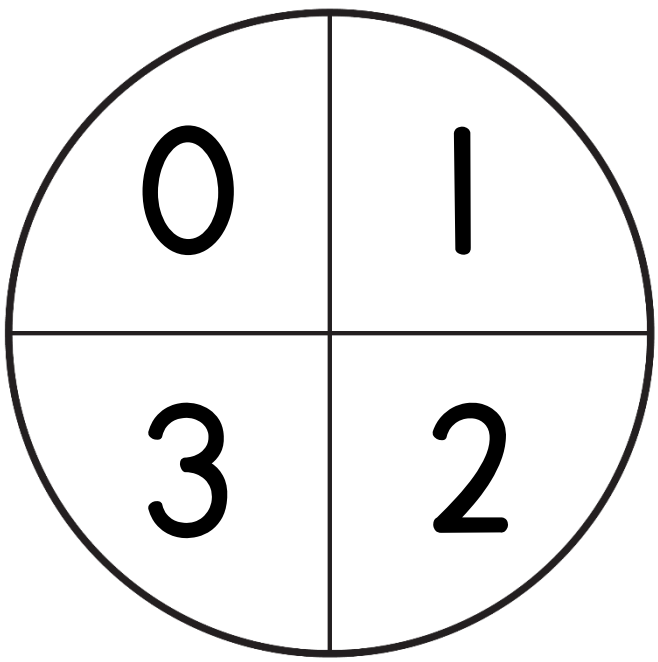
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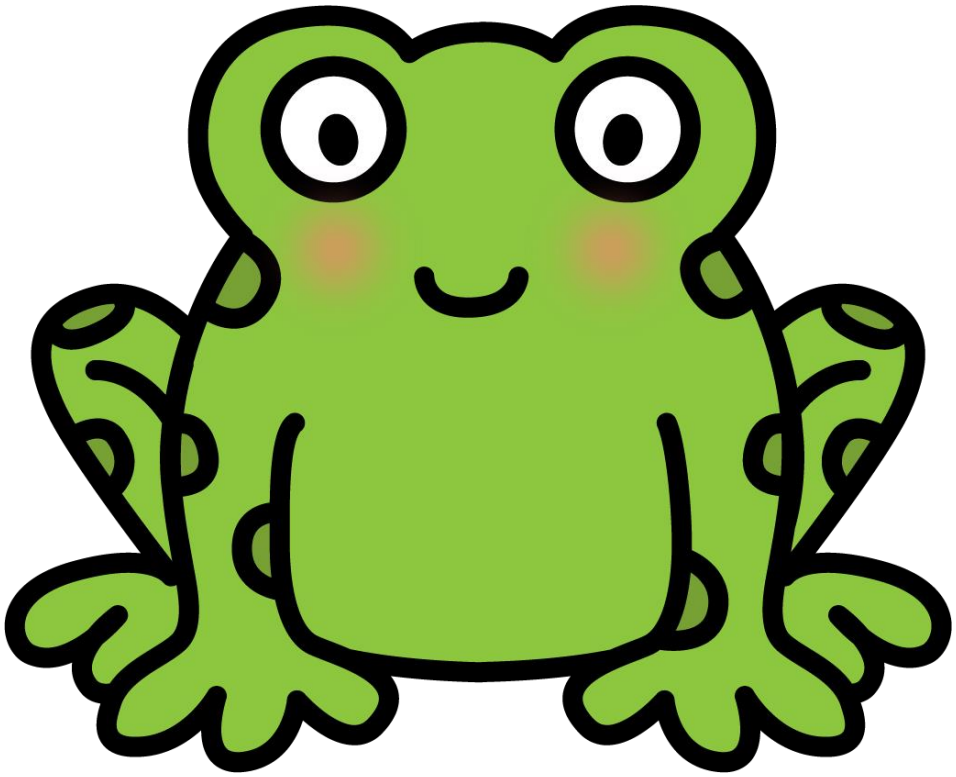
5 Speckled Frogs

_____ little speckled frogs, sitting on a speckled log, eating the most delicious flies – yum, yum! 1 jumped into the pool, where it was nice and cool. Then there were _____ speckled frogs.

_____ - _____ = _____

1



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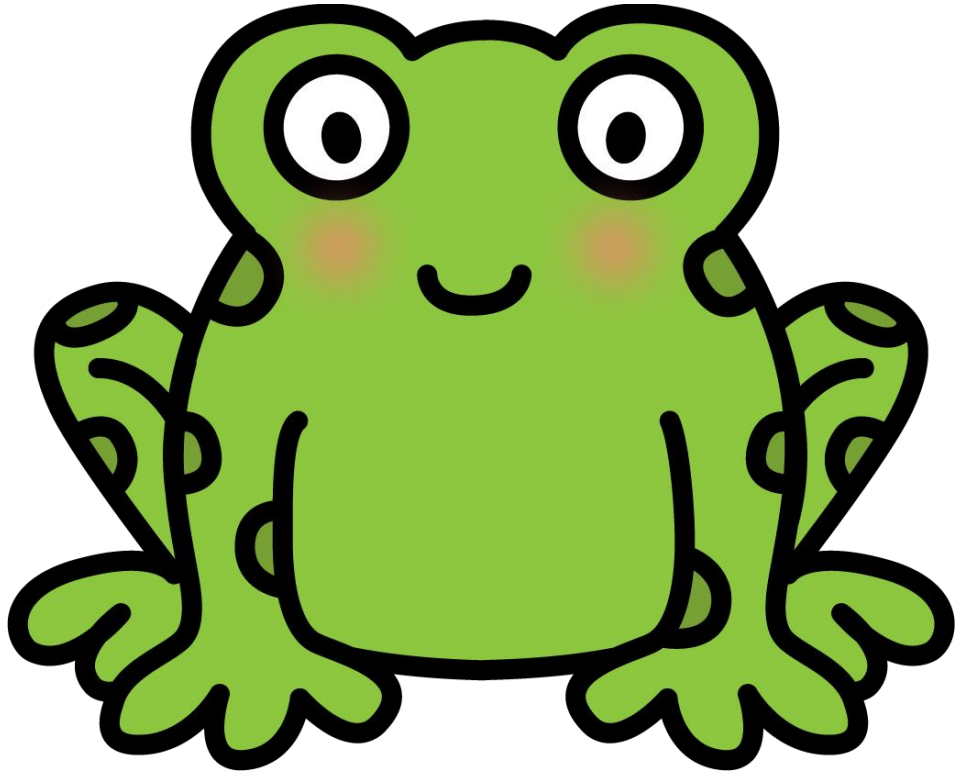

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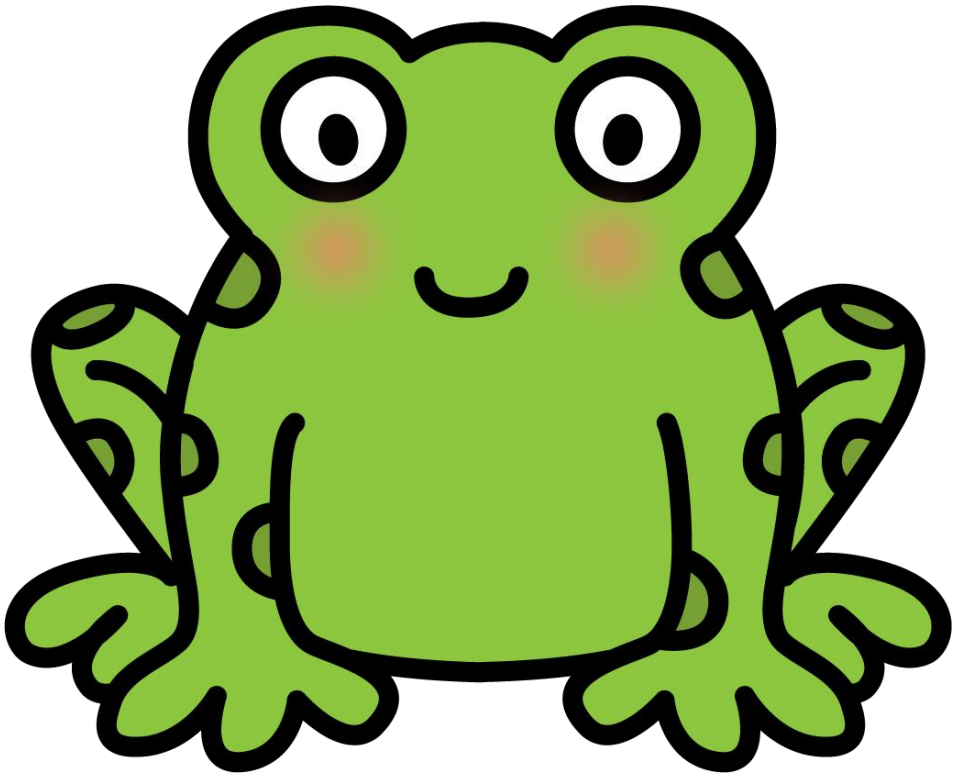

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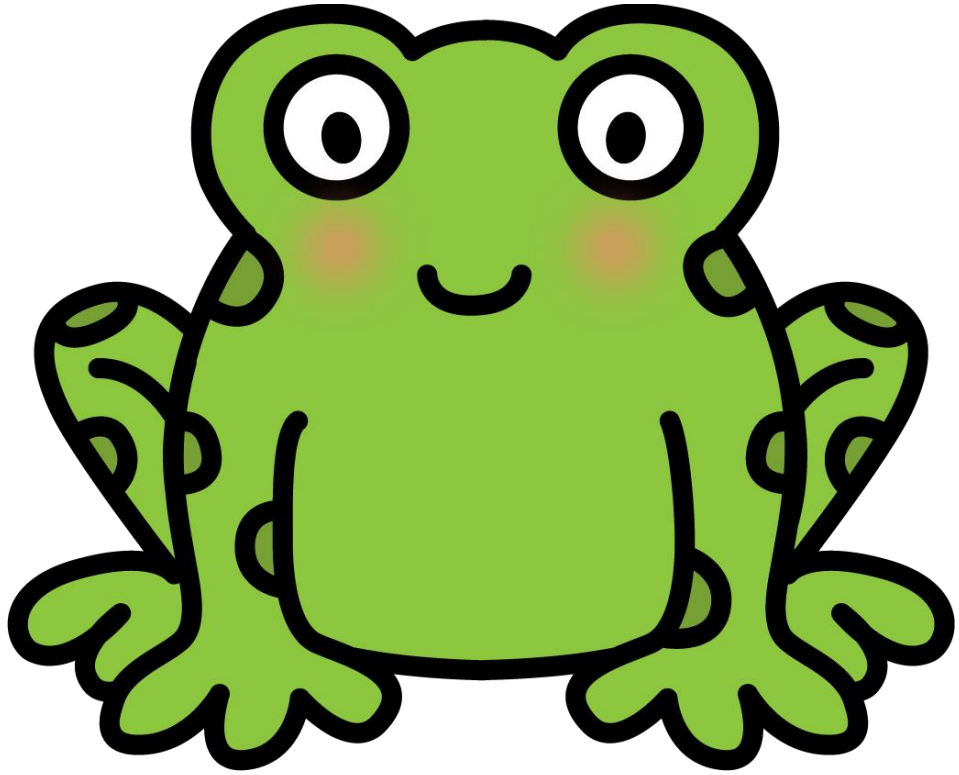

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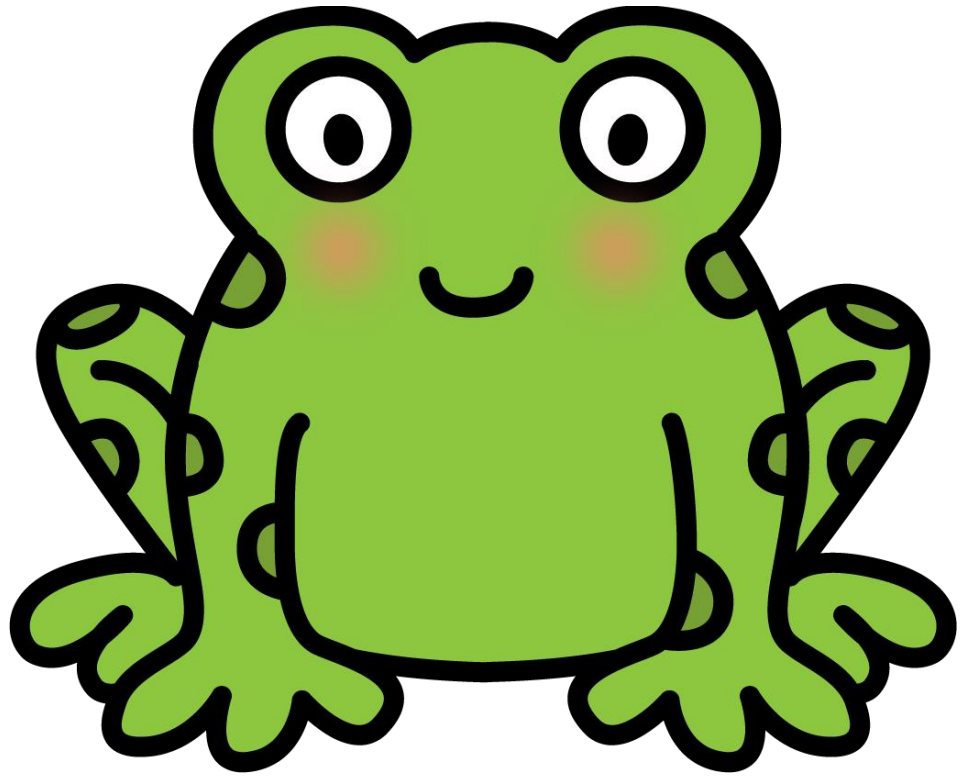
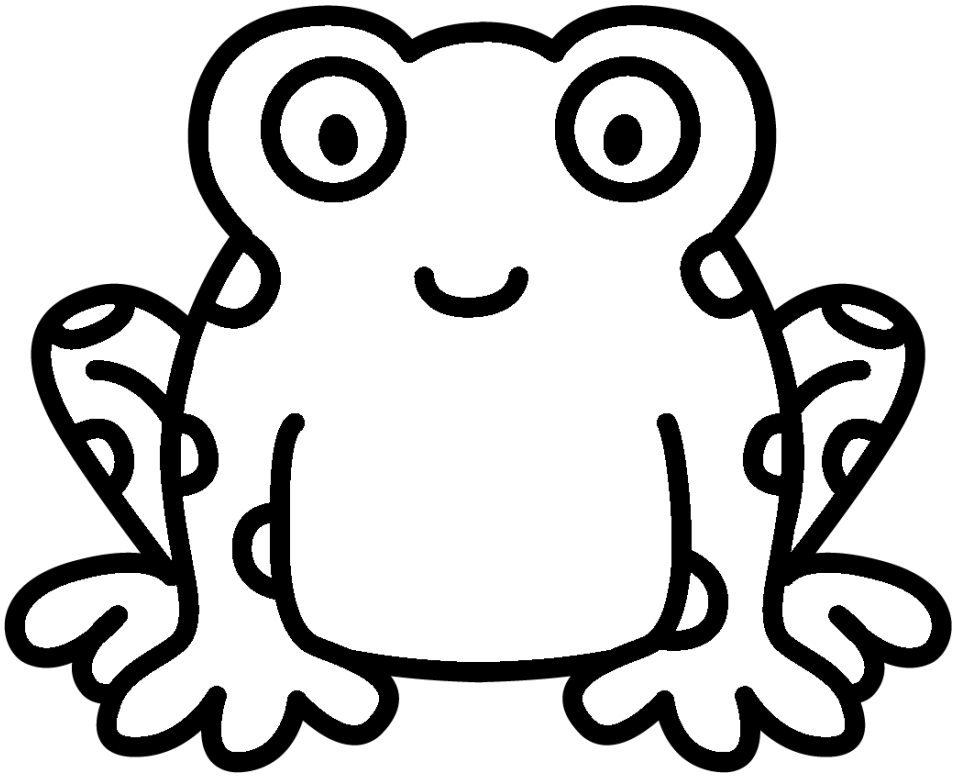


1



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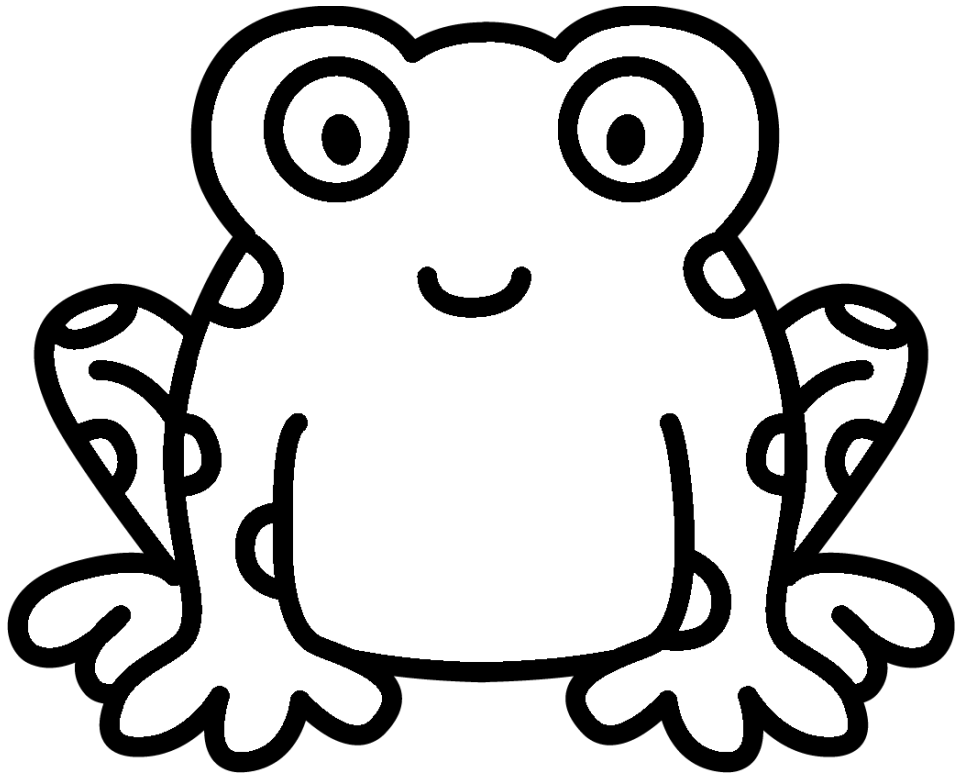

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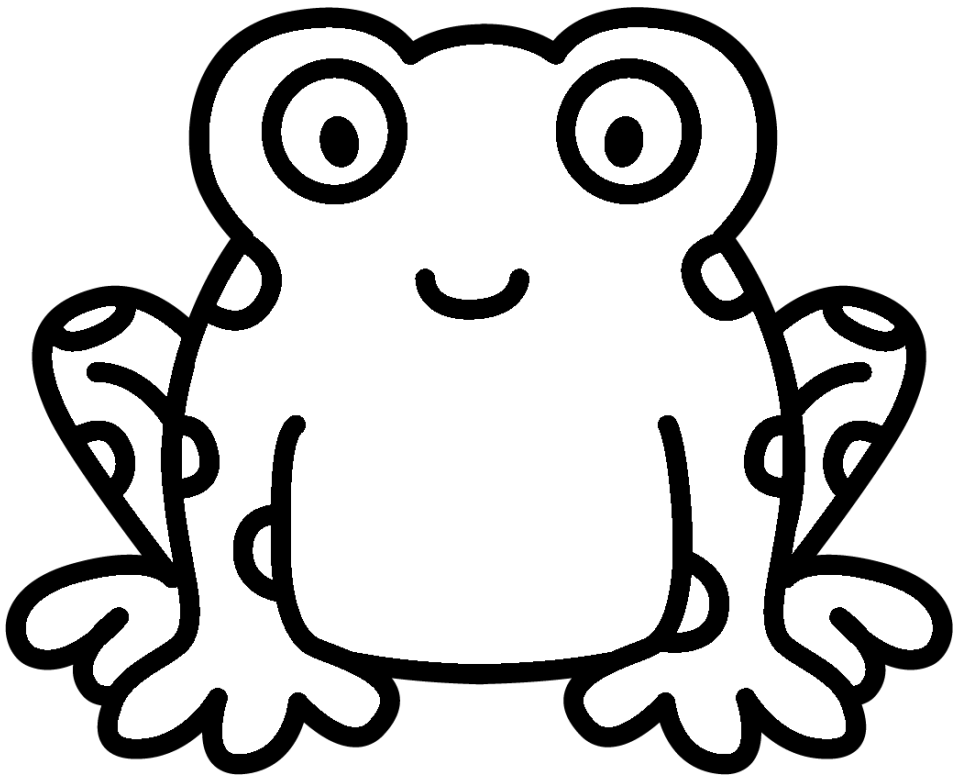

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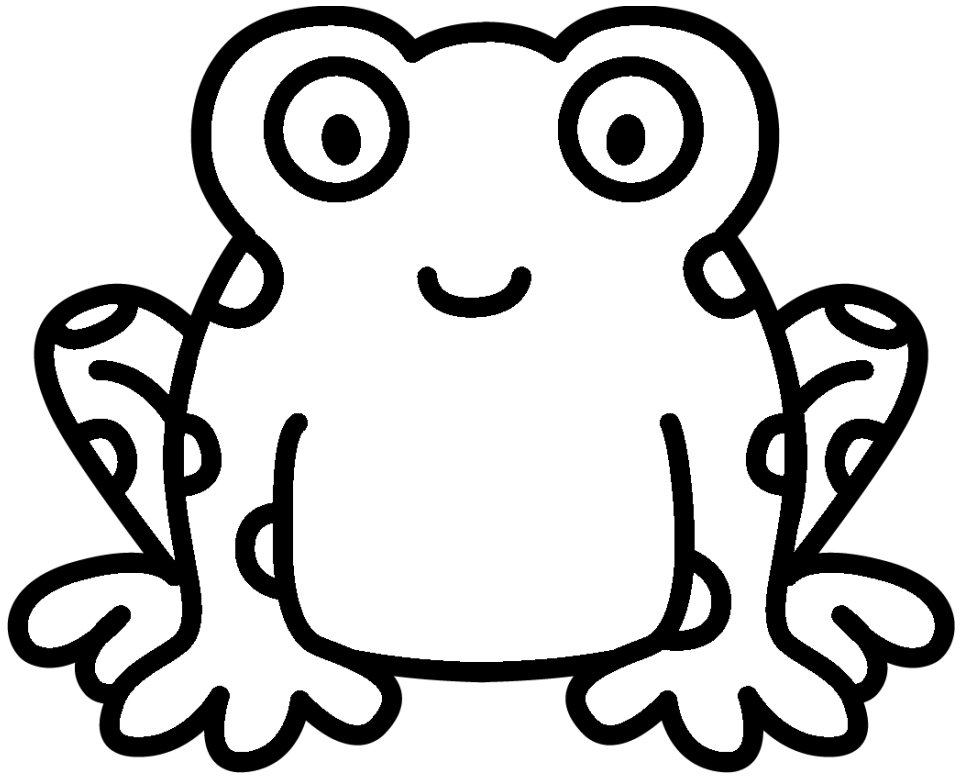

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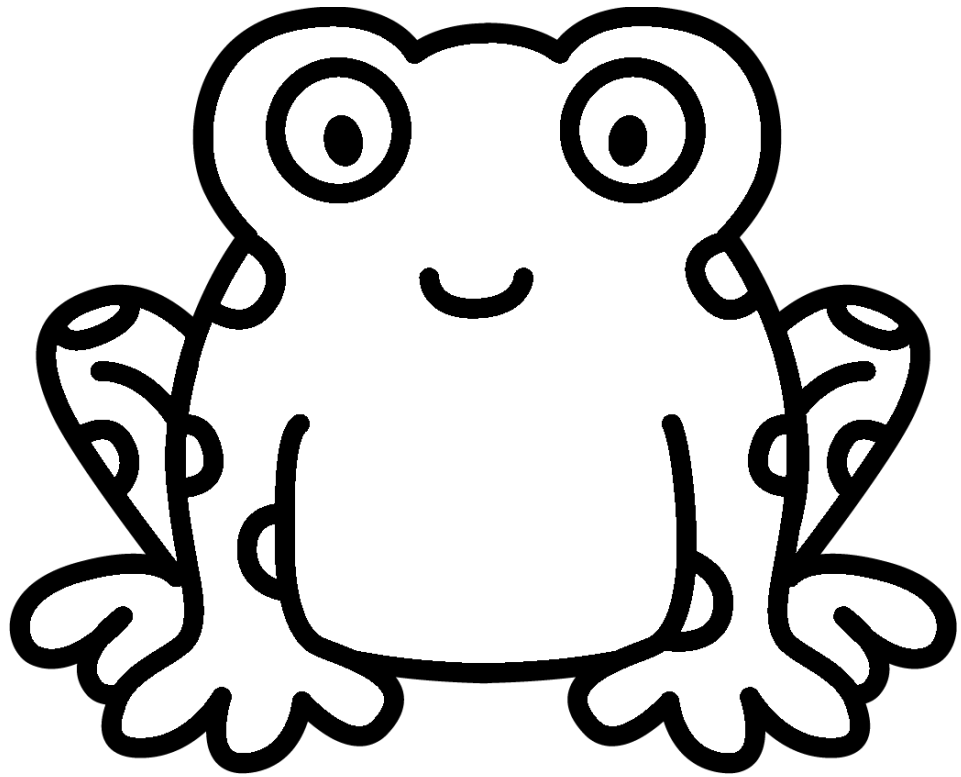
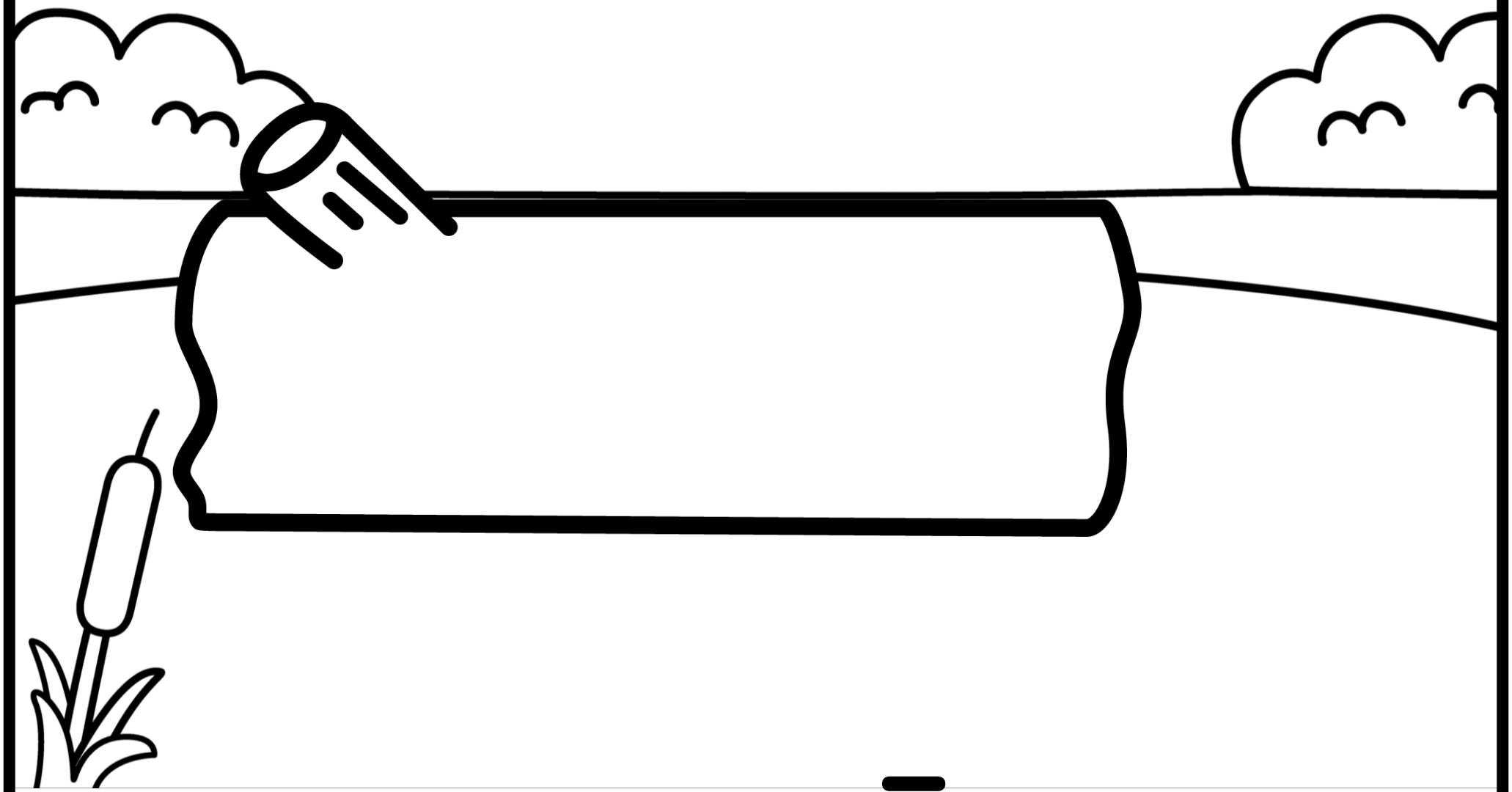
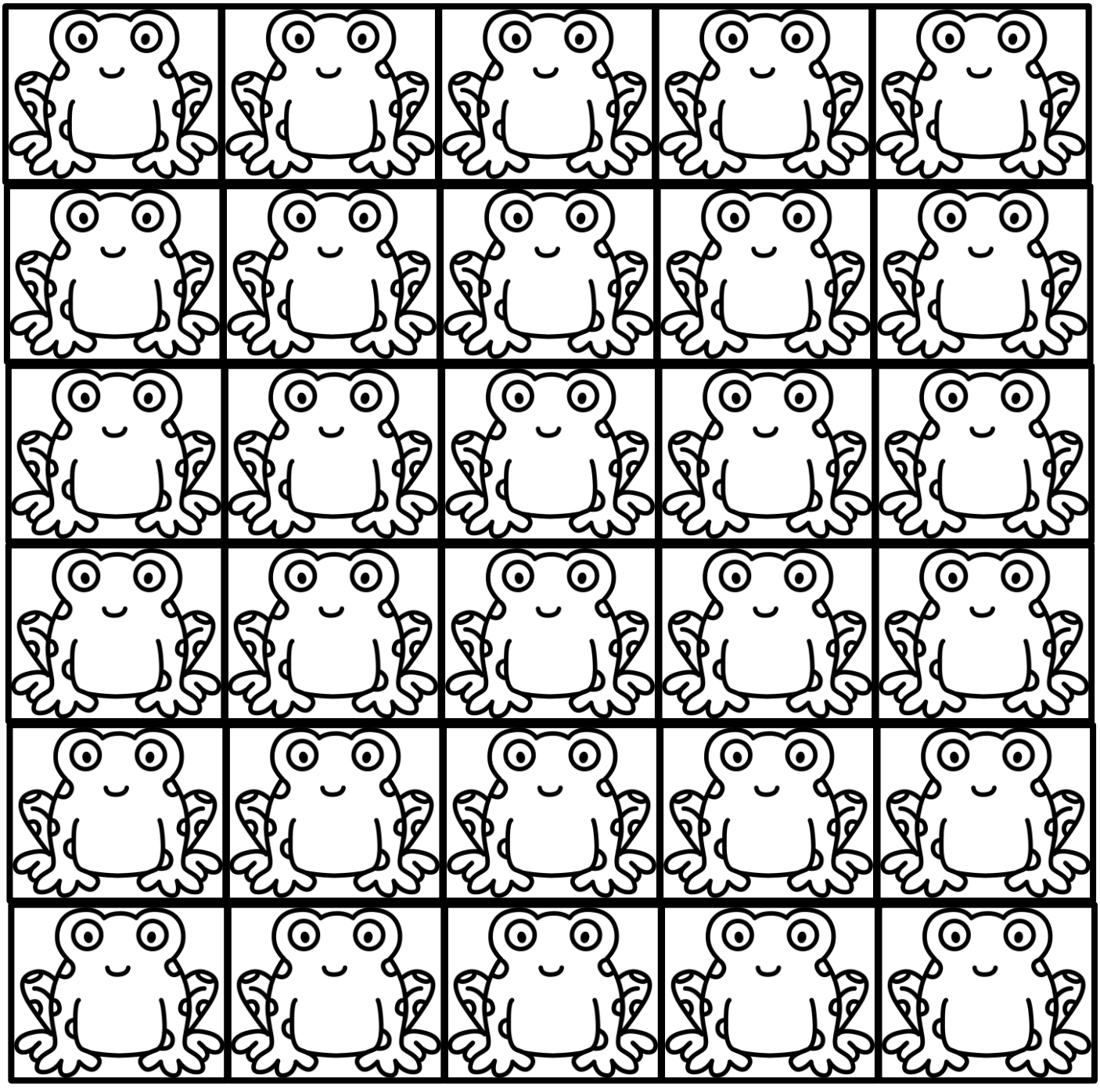




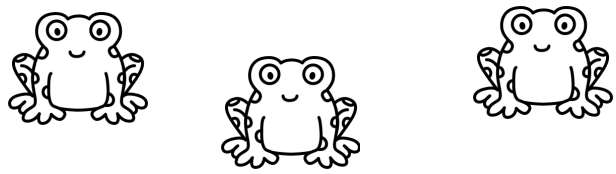
_____ − _____ = _____ .



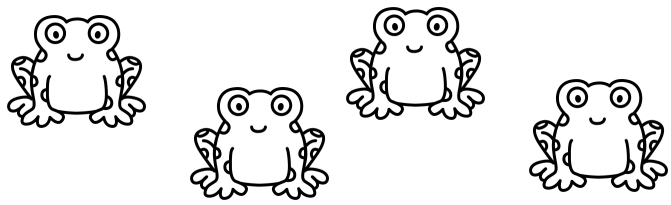
Name:

Subtraction Lesson 2

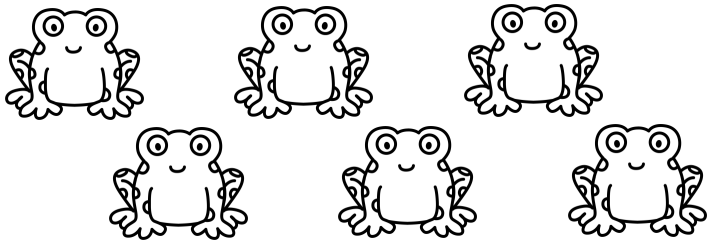
Cross out frogs to solve the subtraction problems.



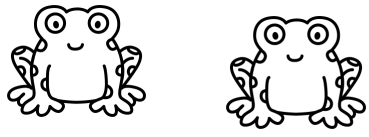
3-2= _____



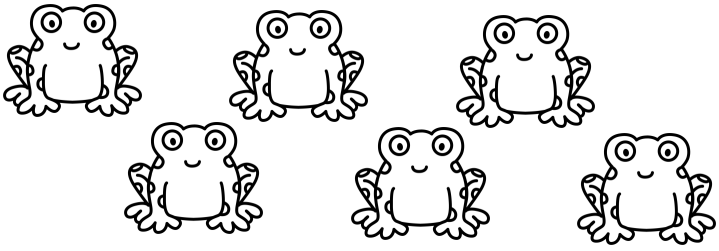
4-2= _____



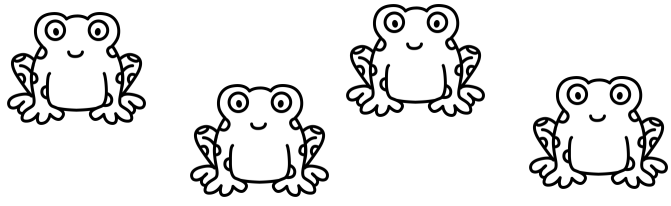
6-1= _____



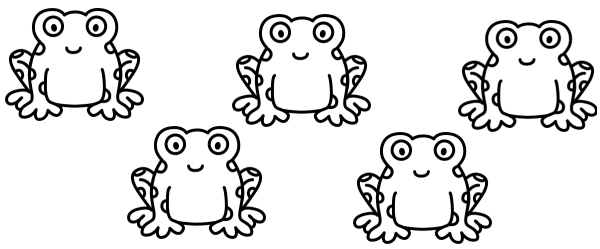
2-2= _____



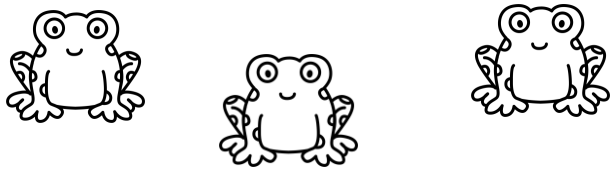
6-3= _____



4-3= _____



5-2= _____

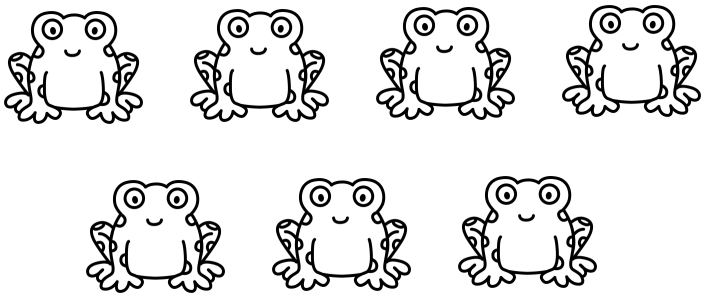


3-1= _____

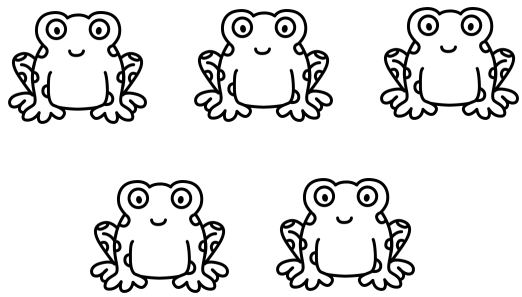
Name:

Subtraction Lesson 2

Cross out frogs to subtract.



7-3= _____



5-2= _____

We learned about the minus sign. It tells us to take away. Can you write a subtraction problem?

Name:

Subtraction Lesson 2

Cross out frogs to subtract.

7-3= _____

5-2= _____

We learned about the minus sign. It tells us to take away. Can you write a subtraction problem?

Empowering Little Mathematicians

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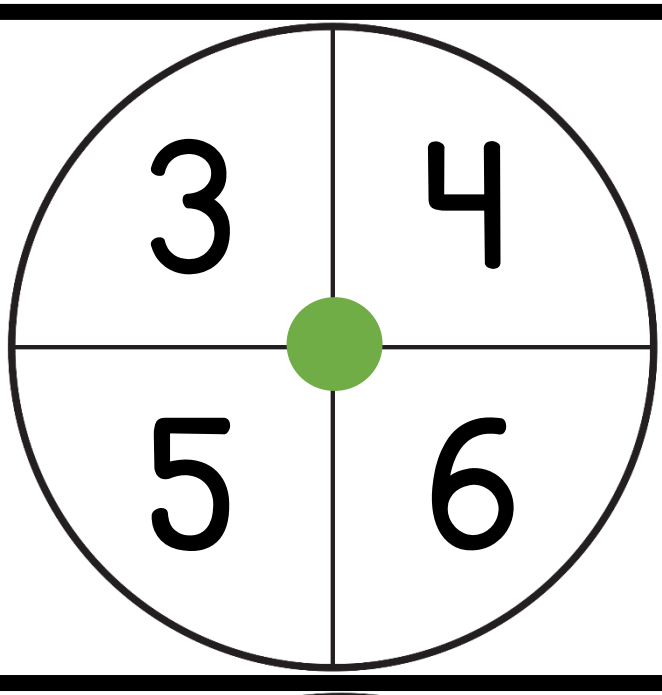
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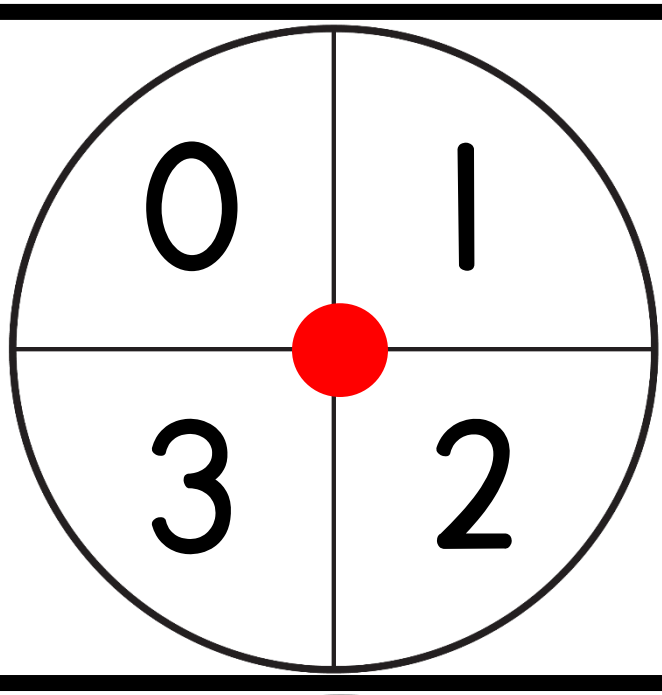
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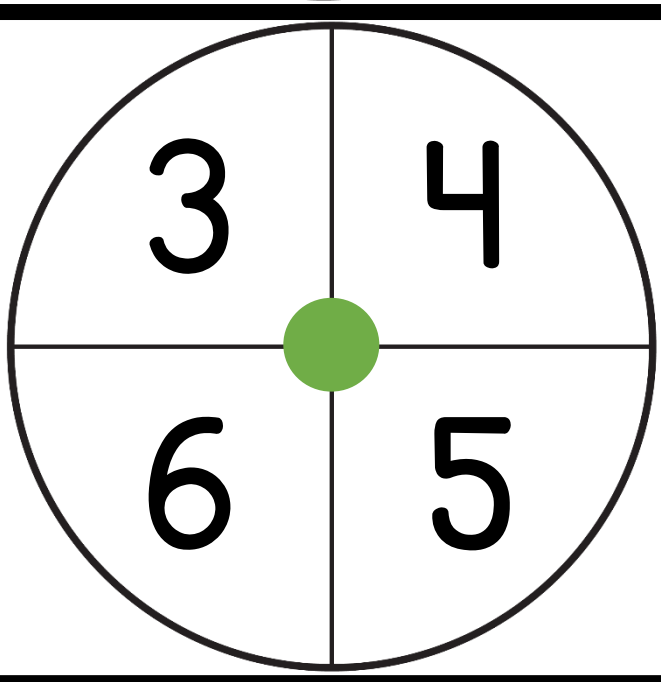
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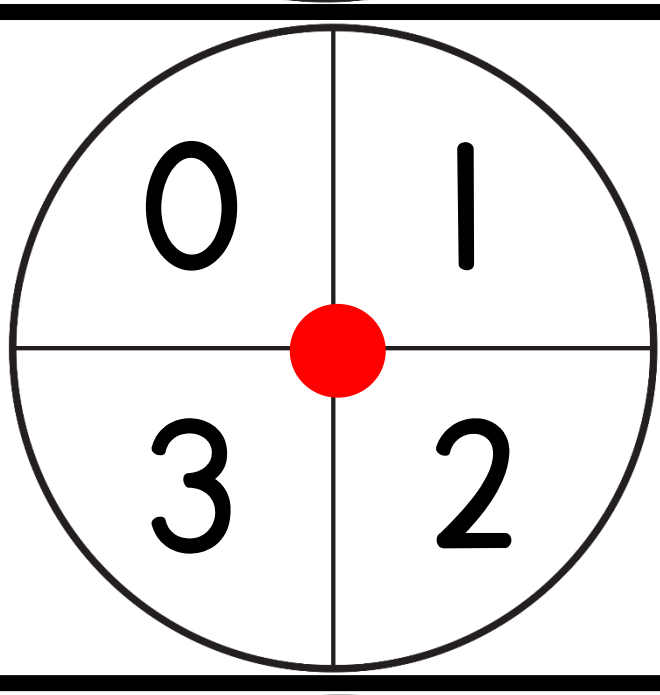
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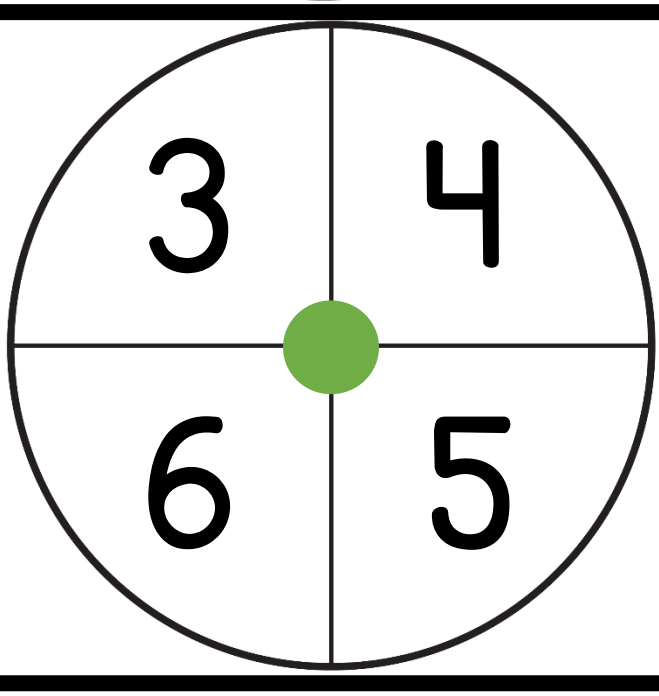
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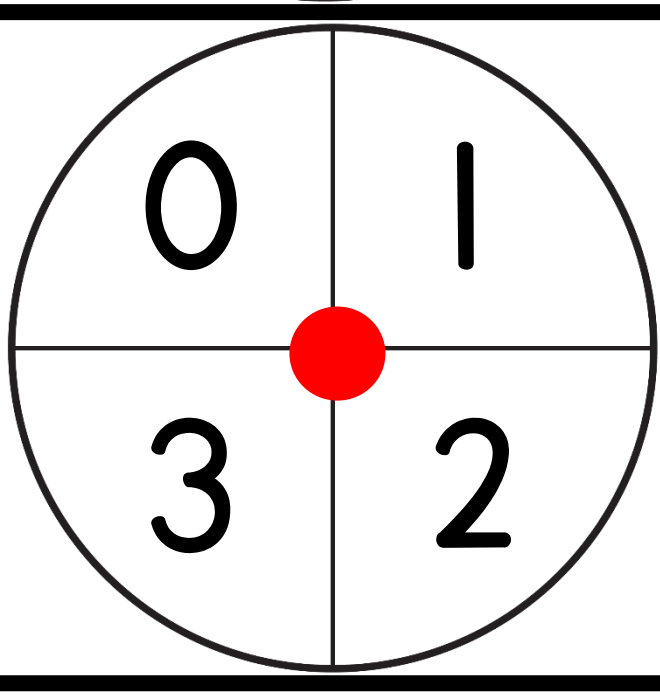
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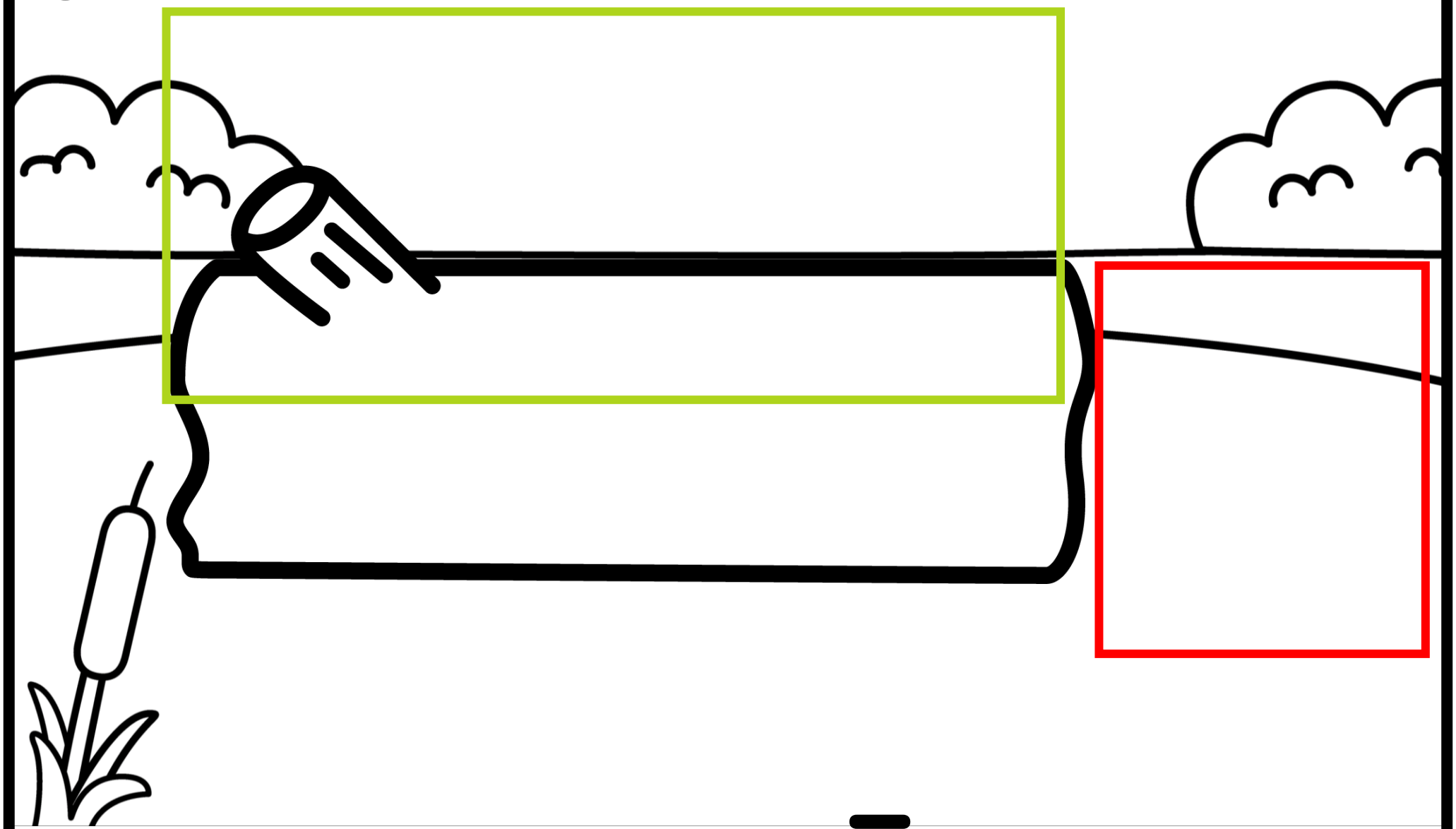


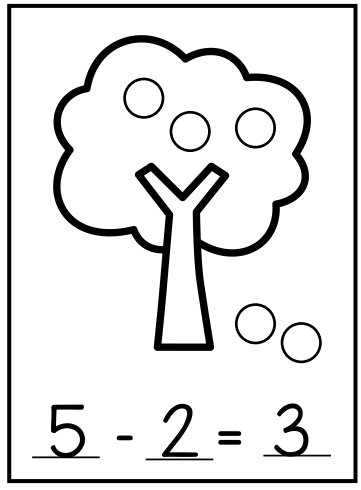
_____ − _____ = _____ .

I can use strategies to solve subtraction problems.

K.OA.A.1, K.OA.A.5

Count and Toss: Have a beach ball or a cushy ball. Start at 1 and then throw the ball to a student who will say 2. They will throw it to another student who will say the next number and so on. Continue as high as you can count!

Tell students that, just like we can use different strategies to solve addition problems, we can also use different strategies to solve subtraction problems. Today we will use counters. Write a subtraction problem on the board. Remind students that the 1st number tells us how many we started with. Have a student place that many counters on the tree mat. Remind students that the 2nd number tells us how many we take away; just like if we were picking apples. Have a student "pick" that many counters off the tree. Have students count how many are left on the tree to solve. Repeat several times. You can also draw the tree mat on an anchor chart for a larger version.



Students will spin a subtraction problem. They will fill in the number sentence to match. They will place counters on their tree to match the first number. Then, pick apples off the tree to solve.

Students will cross out apples to solve.

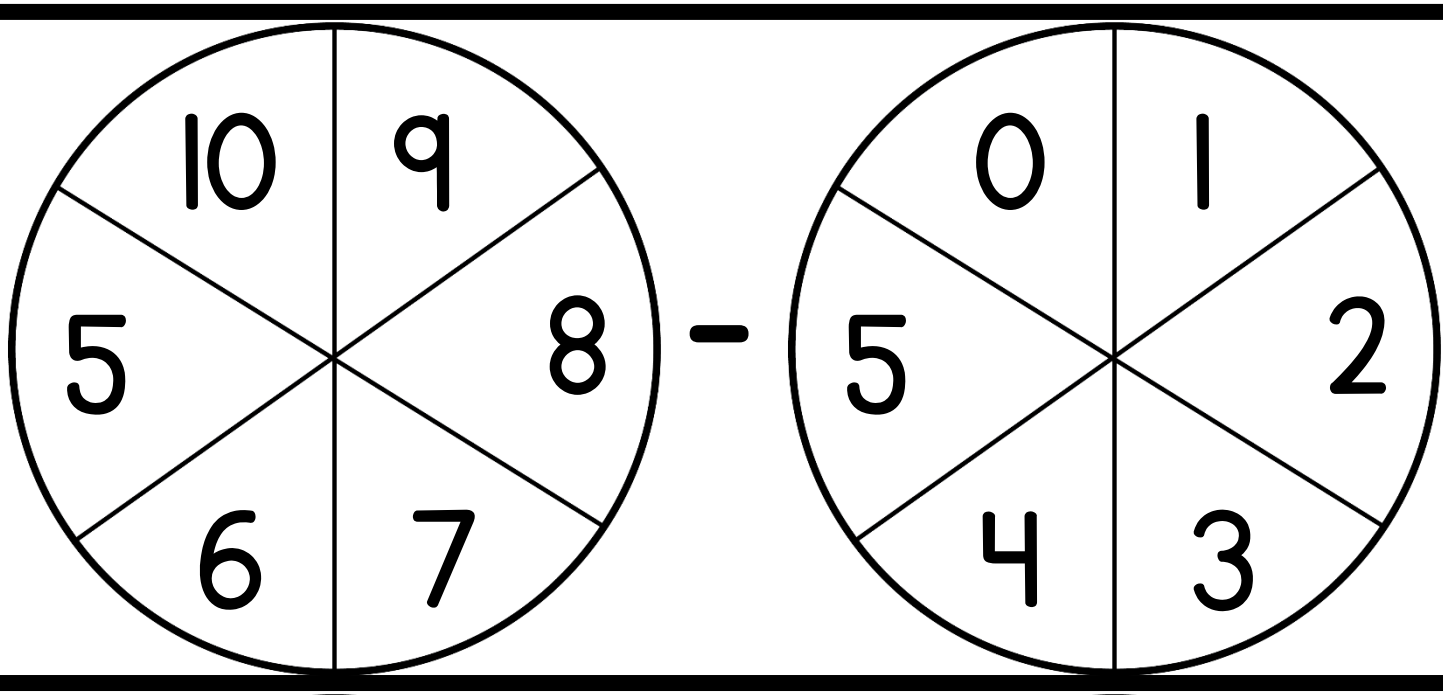
Students will cross out apples to solve.

Options for Differentiation

Use the color-coded spinners or use a marker to color code the spinners and the parts of the subtraction problem. For example, outline the first spinner in green and highlight the first line in the sentence green. Then, outline the second spinner in red and highlight the second line in the sentence red so that students understand that this is the amount they are taking away. You can also use the markers to draw a green box on the bed and a red box off to guide students to where the monkeys go and to help them count.

After students practice making and solving a few subtraction problems using the mat, show students what happens if we turn the fact around. If we add the last two numbers together, we get the first number. Subtraction is the opposite of addition. If I know a subtraction problem, I can turn it around to get an addition fact.

Have students spin a subtraction problem, solve, and write it. Then, have them tell you the turn around fact. Repeat several times.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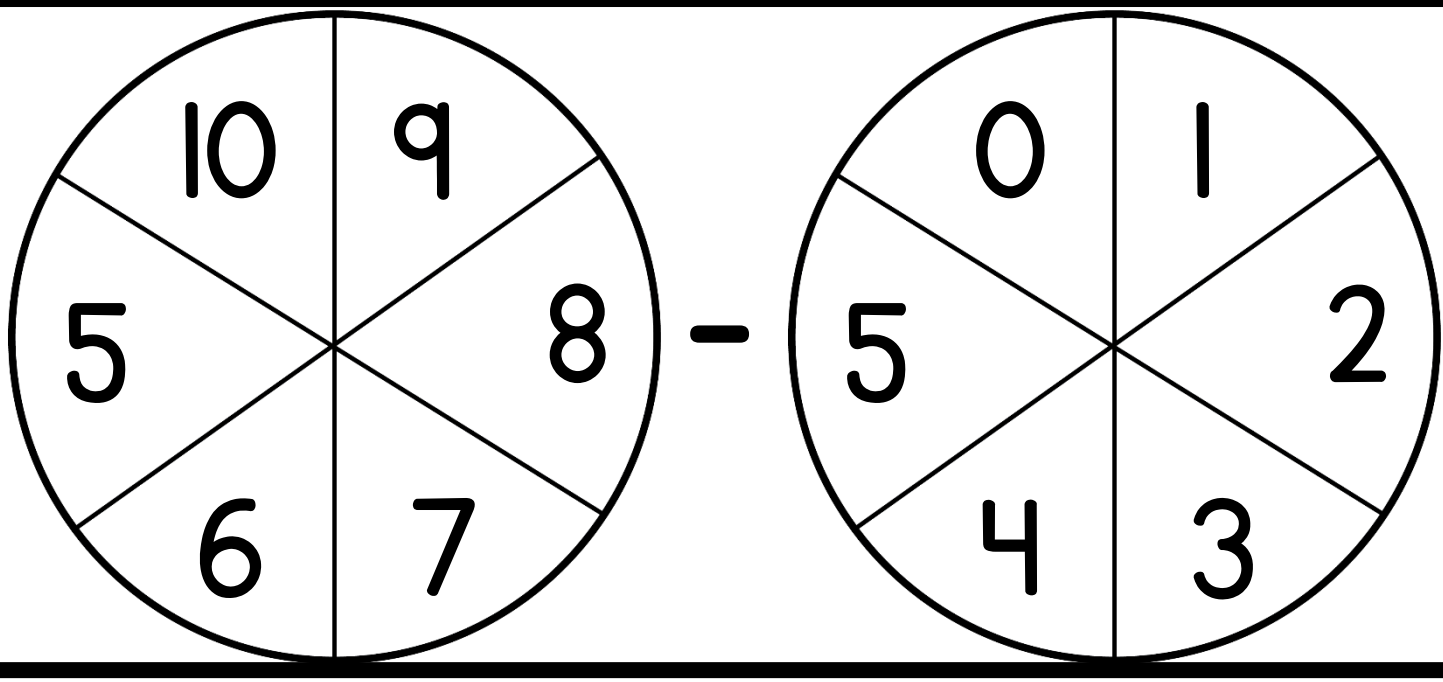
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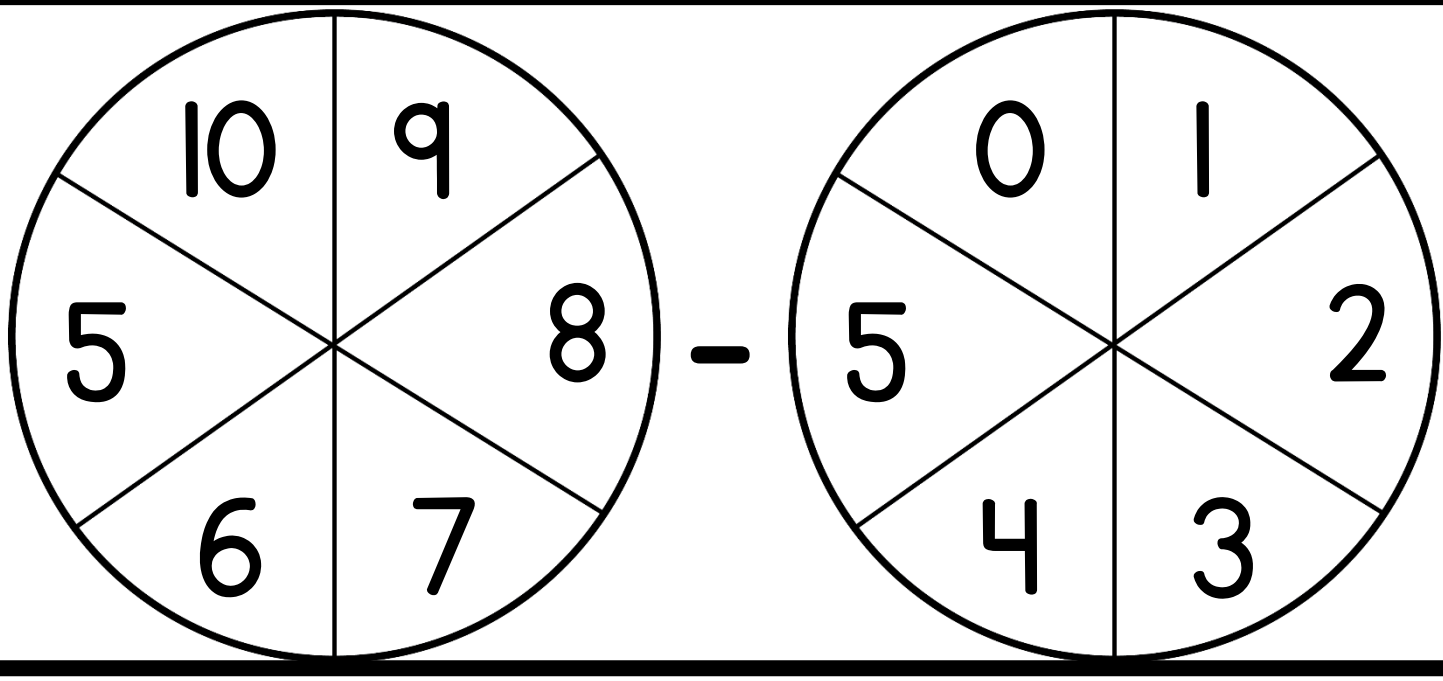
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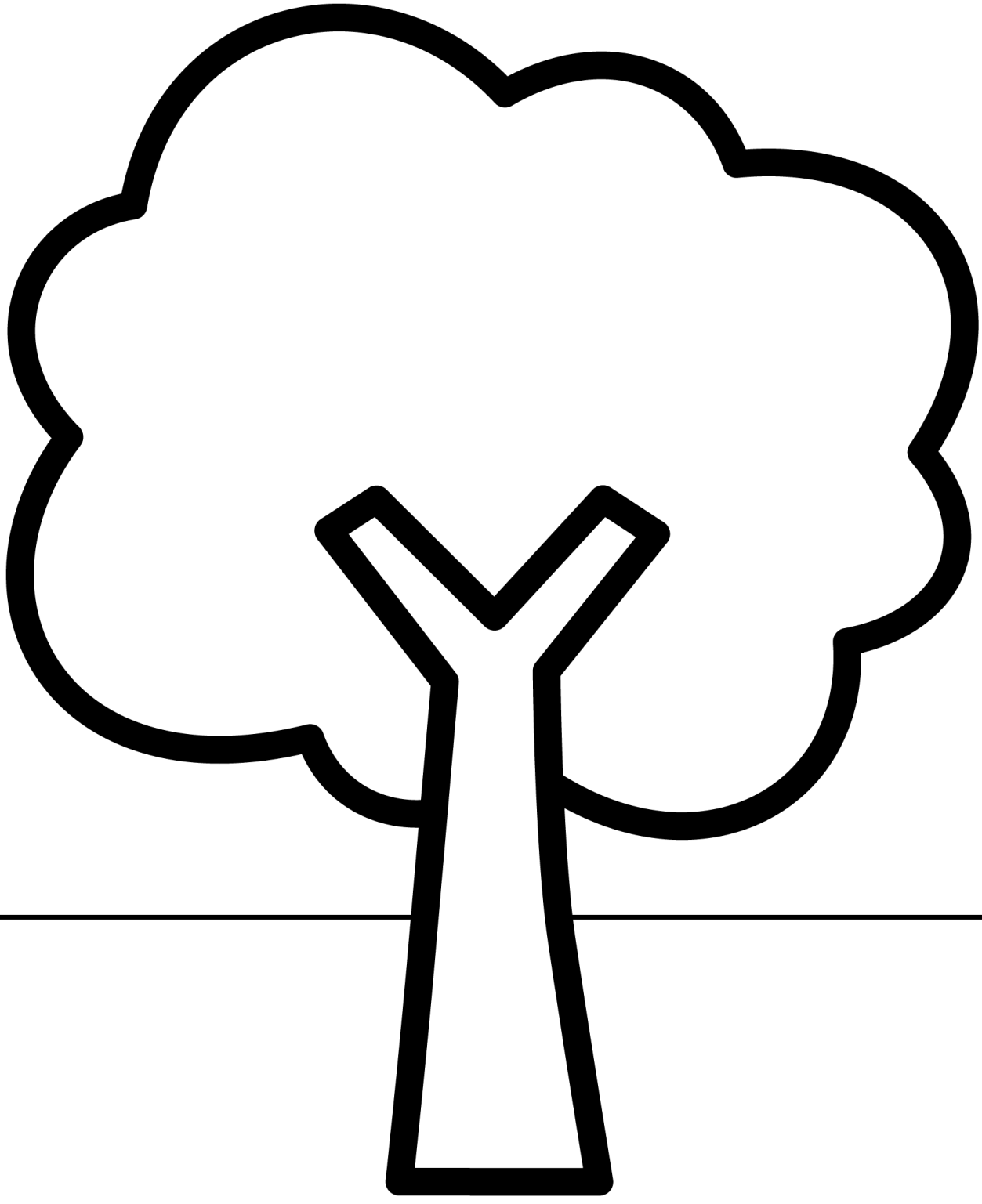
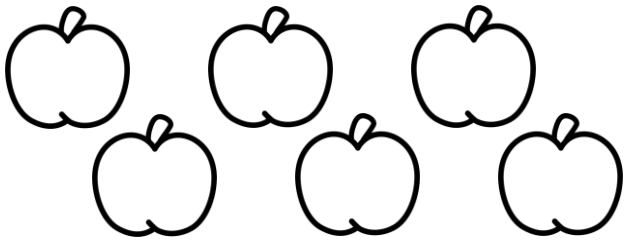


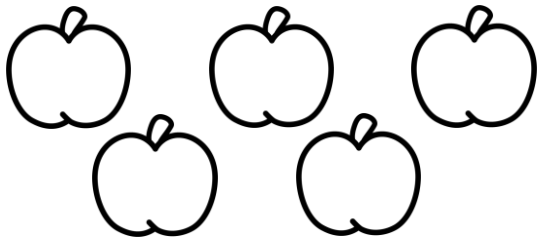
_____ − _____ = _____

Name:

Cross out apples to solve the subtraction problems.



6-4= _____



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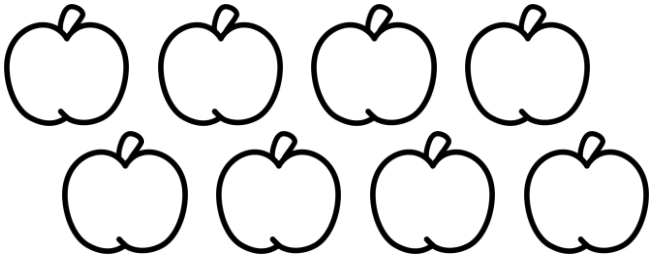
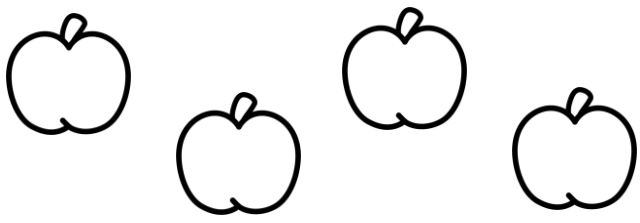


8-3= _____



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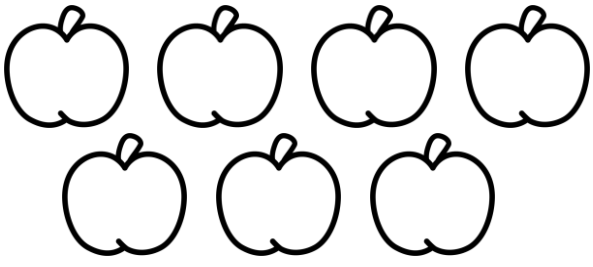
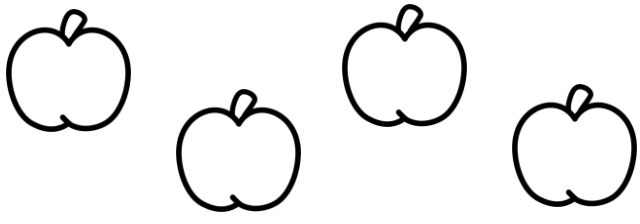


7-5= _____



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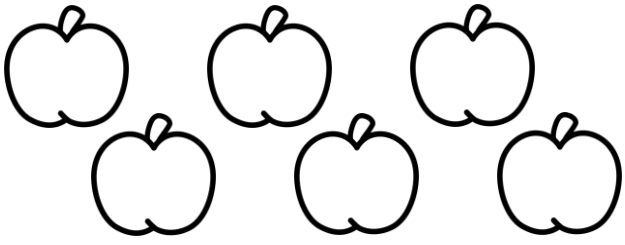

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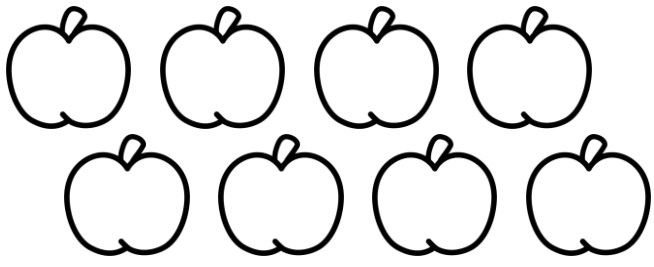
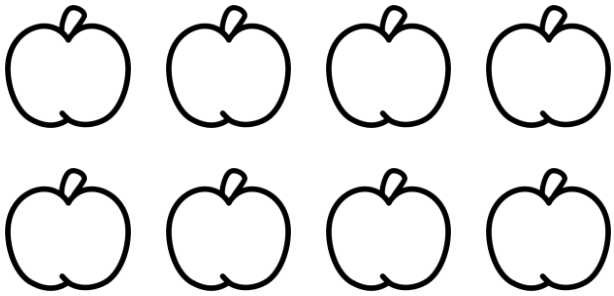


8-6= _____

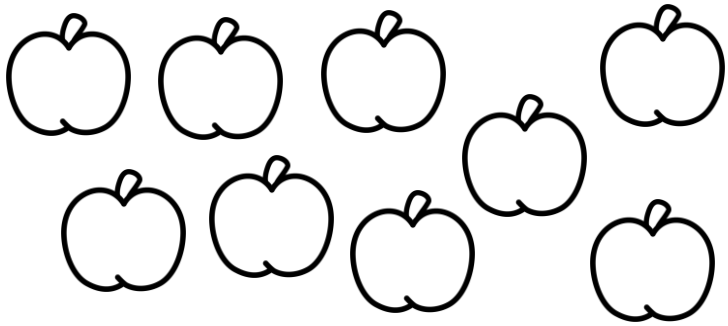
Name:

Subtraction Lesson 3

Cross out apples to subtract.



8-4= _____



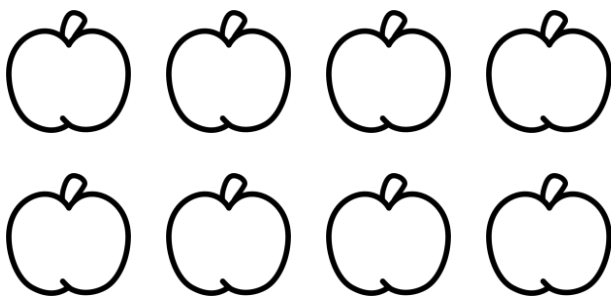
9-3= _____

We learned to subtract using counters today. Can you practice subtracting at home?

Name:

Subtraction Lesson 3

Cross out apples to subtract.



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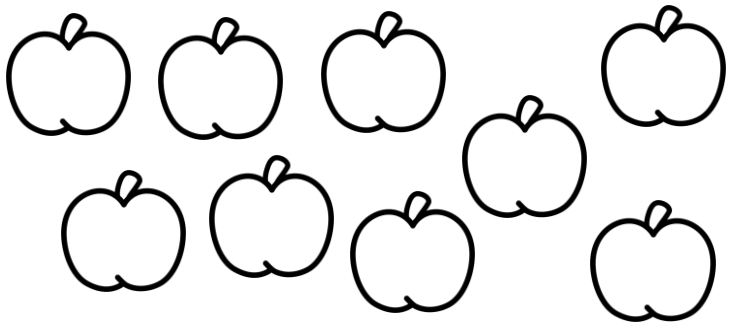

9-3= _____

We learned to subtract using counters today. Can you practice subtracting at home?

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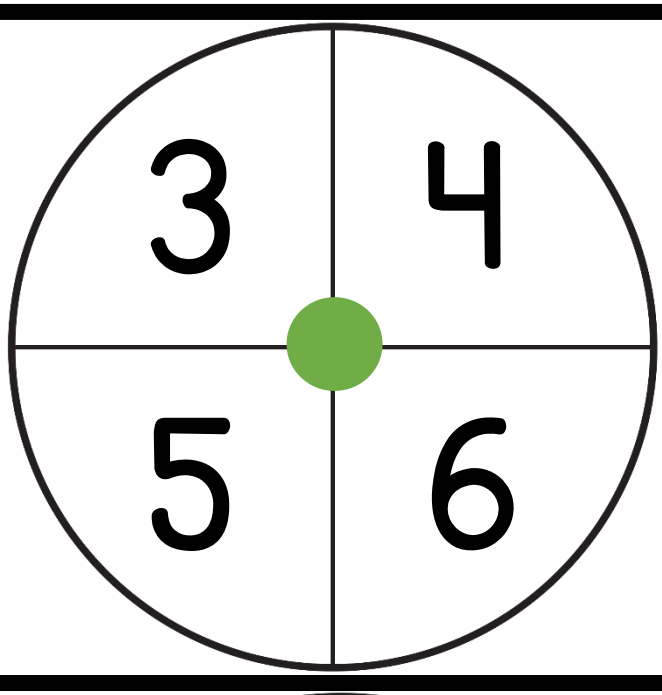
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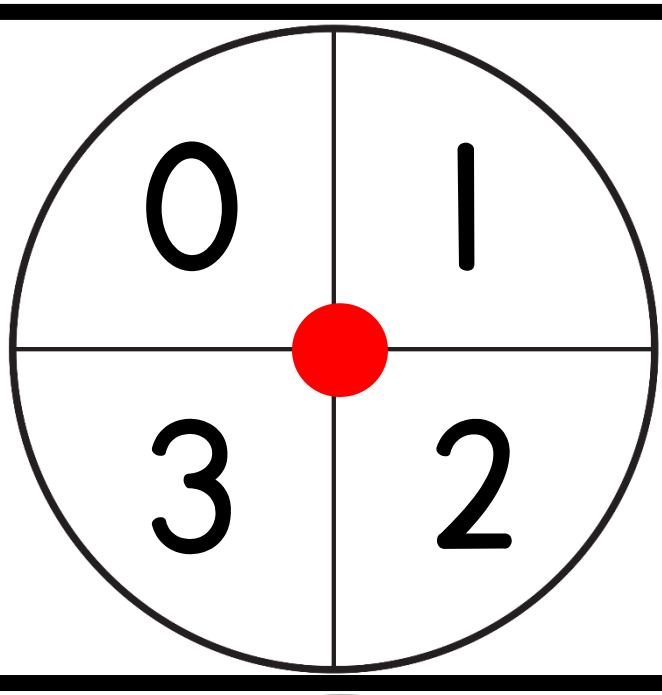
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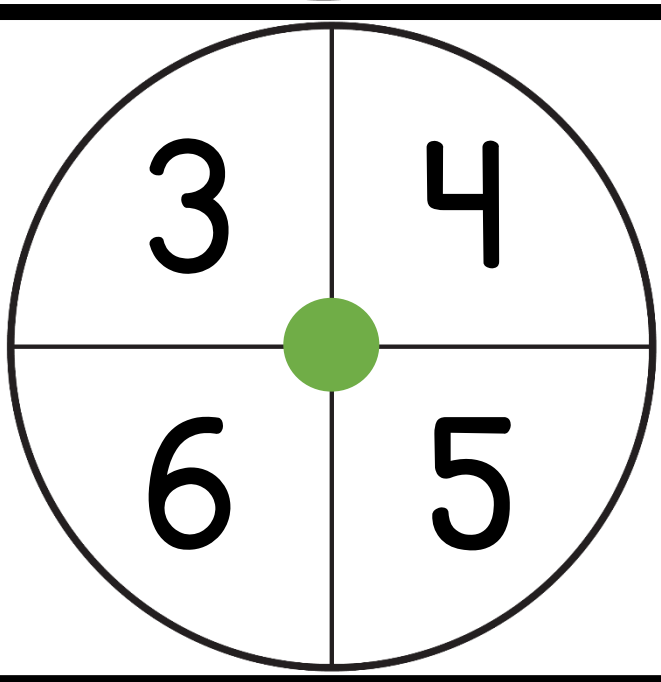
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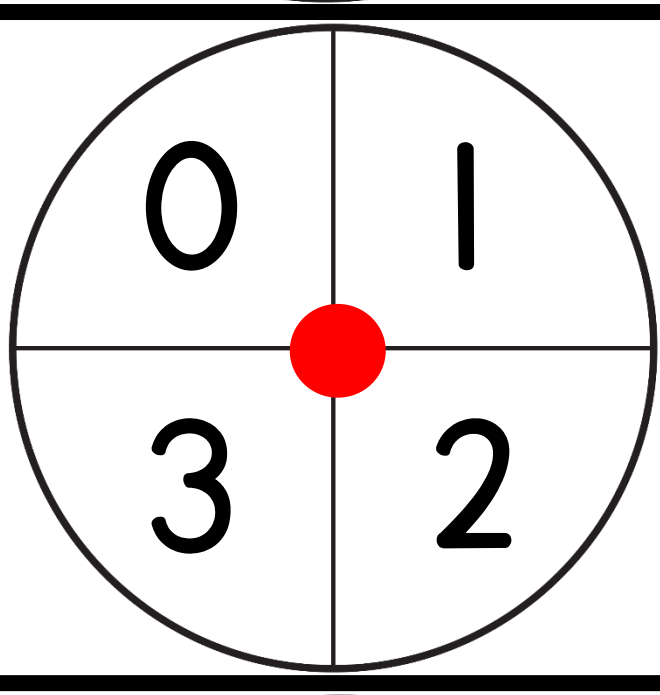
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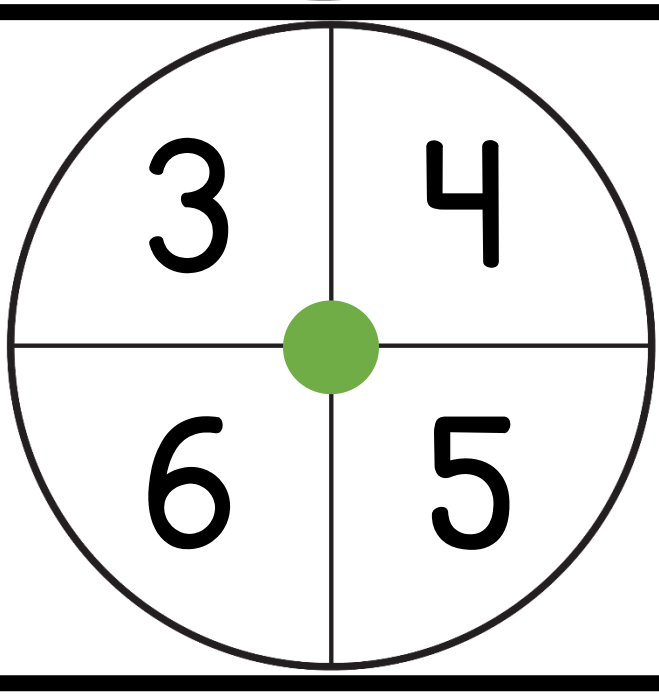
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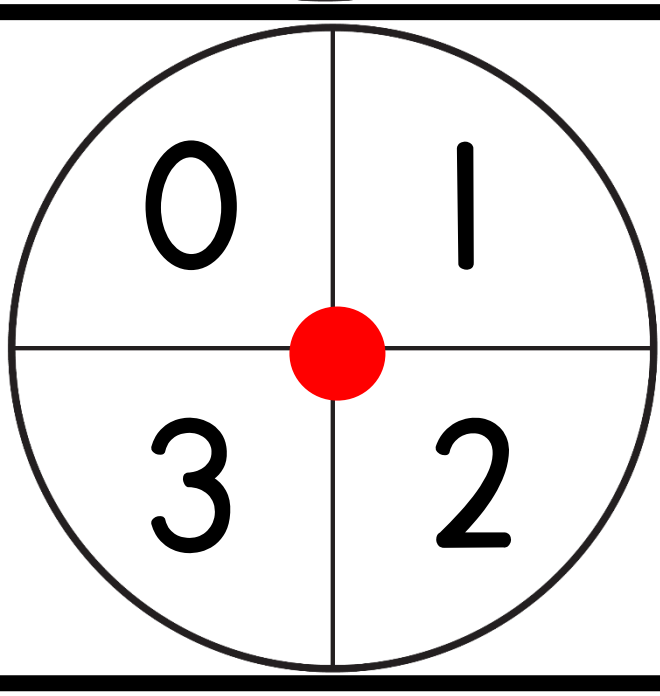
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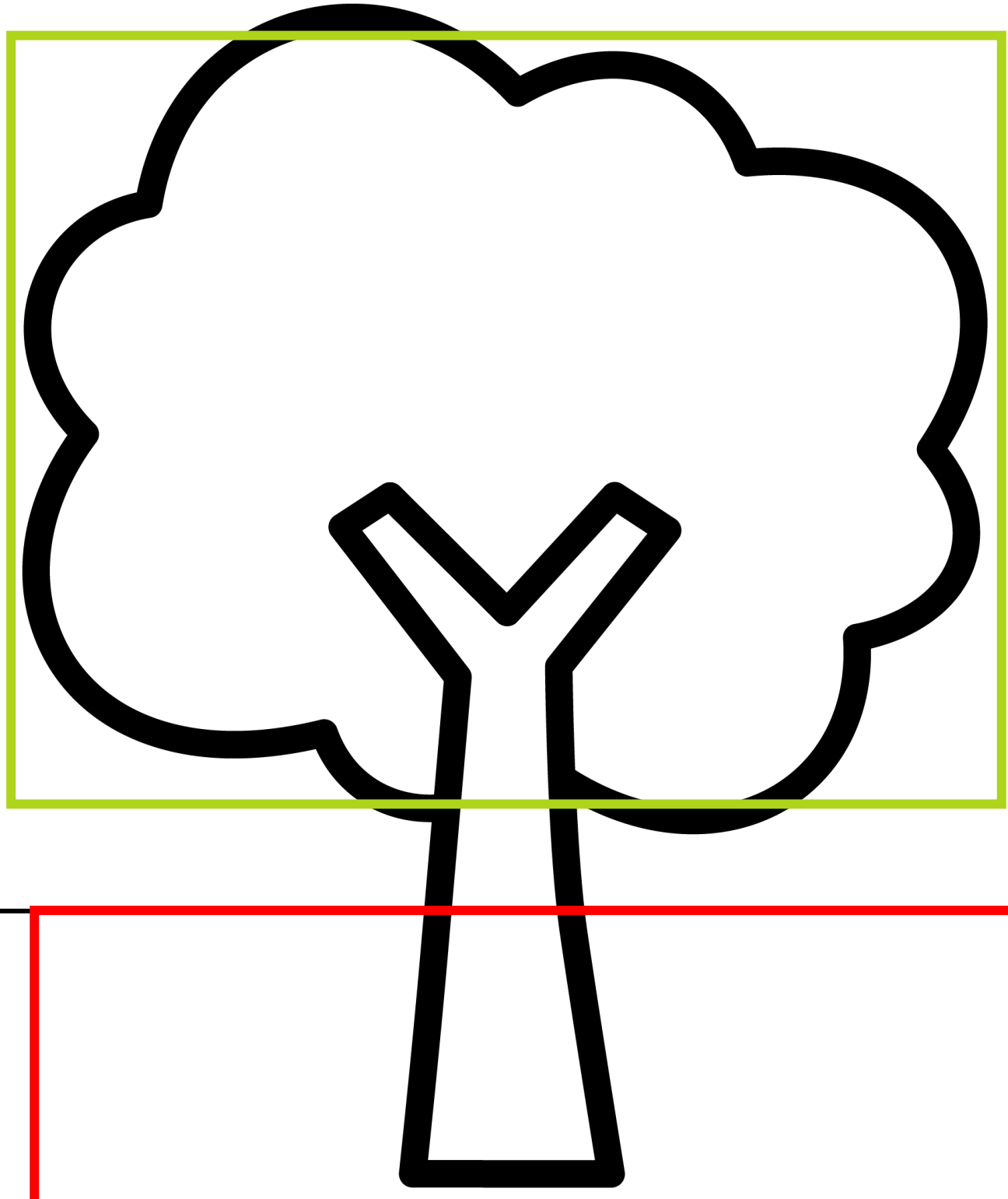


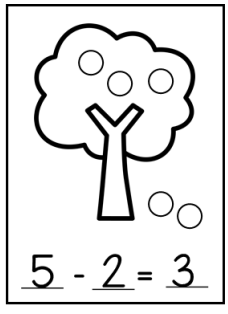
_____ − _____ = _____

I can use strategies to solve subtraction problems.

K.OA.A.1, K.OA.A.5

Count and Toss: Have a beach ball or a cushy ball. Start at 1 and then throw the ball to a student who will say 2. They will throw it to another student who will say the next number and so on. Continue as high as you can count!

Tell students that today we will use another subtraction strategy - using our fingers. Demonstrate to students how we will put up enough fingers for the first number and then put down the same amount of fingers as the second number. Repeat several times. Give students the same mats and counters as lesson 3. Give students a subtraction problem and have them solve using their fingers. Then, have them check their answers using the manipulative mats.



Students will spin a subtraction problem. Partner 1 will solve using their fingers and then partner 2 will check using counters. They will then switch.

Students will put up fingers to match the hand. They will subtract the number and write the difference.

Students will use their fingers to solve the subtraction problems.

Options for Differentiation

Give students the subtraction mats. They will start with cubes in the top box, then subtract cubes by moving them into the bottom box. They will count how many are left to find the difference. After they solve, have students repeat the problem using their fingers.

Review turn around facts. Have students spin a subtraction problem and solve using their fingers or counters. Then, have them write the turn around fact. If time, have them check their answer using the counters.

Options for Differentiation

Use the color-coded spinners or use a marker to color code the spinners and the parts of the subtraction problem. For example, outline the first spinner in green and highlight the first line in the sentence green. Then, outline the second spinner in red and highlight the second line in the sentence red so that students understand that this is the amount they are taking away. You can also use the markers to draw a green box on the bed and a red box off to guide students to where the monkeys go and to help them count.

After students practice making and solving a few subtraction problems using the mat, show students what happens if we turn the fact around. If we add the last two numbers together, we get the first number. Subtraction is the opposite of addition. If I know a subtraction problem, I can turn it around to get an addition fact.

Have students spin a subtraction problem, solve, and write it. Then, have them tell you the turn around fact. Repeat several times.

Name:

Subtract fingers and write the difference.

 - 2 = ____	 - 3 = ____
 - 2 = ____	 - 1 = ____
 - 1 = ____	 - 3 = ____
 - 1 = ____	 - 2 = ____
 - 4 = ____	 - 1 = ____

Name:

Subtraction Lesson 4

Subtract fingers and write the difference.

 - 1 = ____	 - 2 = ____
 - 3 = ____	 - 2 = ____

We learned how to subtract using our fingers. Give your child a subtraction problem withing 5 and see if they can solve it using their fingers.

Name:

Subtraction Lesson 4

Subtract fingers and write the difference.

- 1 = ____
- 2 = ____
- 3 = ____
- 2 = ____

We learned how to subtract using our fingers. Give your child a subtraction problem withing 5 and see if they can solve it using their fingers.

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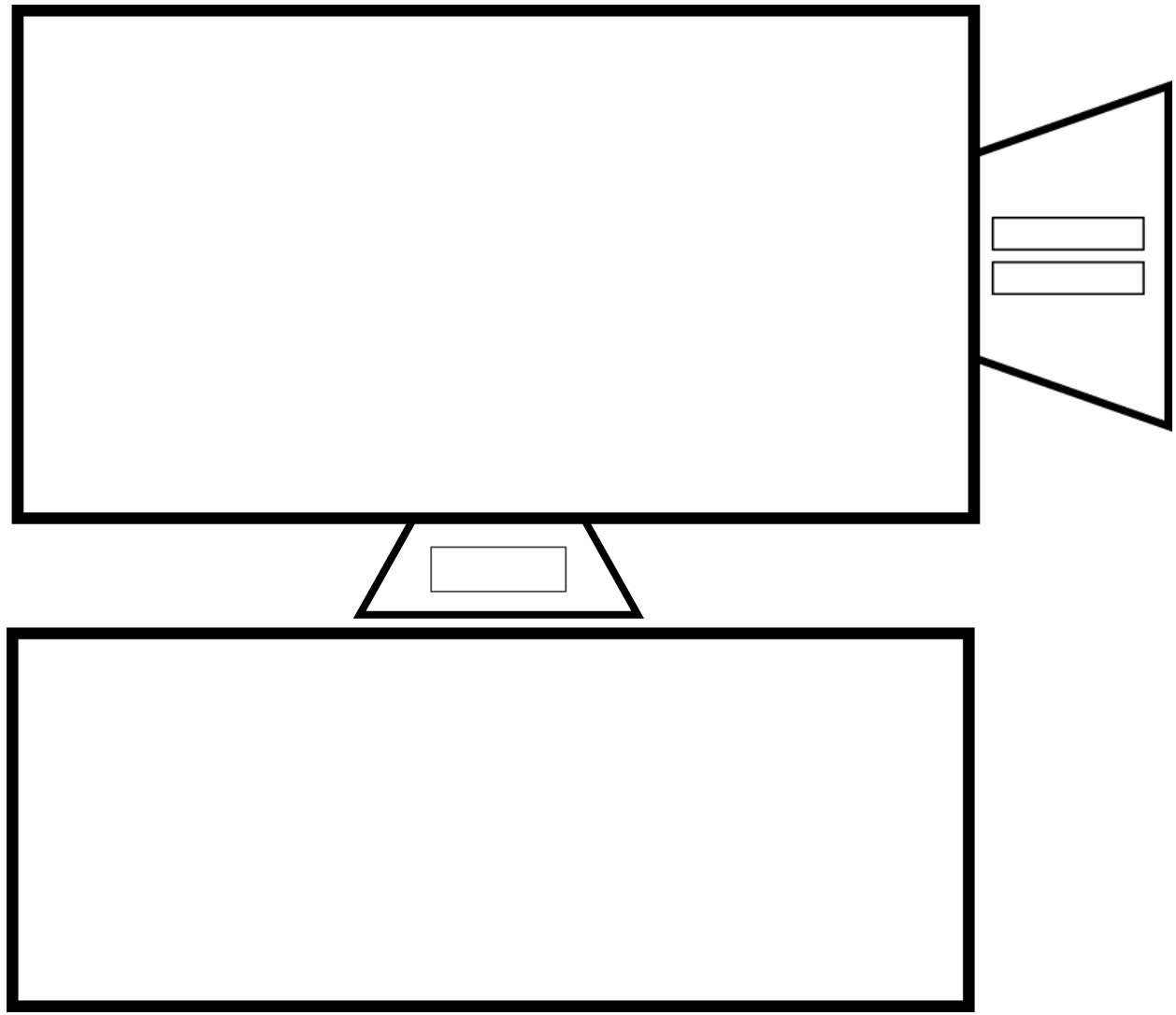
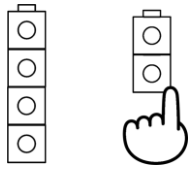


I can use strategies to solve subtraction problems.

K.OA.A.1, K.OA.A.5

Count and Toss Backwards: Have a beach ball or a cushy ball. Start at 10. Toss it to the next person who will say 9. Continue until you get to 0. Once students know the routine, start at 20.

Tell students that today we will use another subtraction strategy - using cubes. Write 8-3=. Make a cube tower of 8 cubes, counting as you build. Ask students how many you are going to take away. Show students how to take that many cubes off the tower. Count how many are left. Repeat several times, making a tower of 6-10 cubes and then having students roll a die to see how many to take away. Write it as a subtraction problem together.



6-2=4

Students will spin a subtraction problem. They will make a cube tower to solve. If working as partners, partner 1 can spin the subtraction problem and write the number sentence on a dry erase board, while partner 2 solves using the cubes.

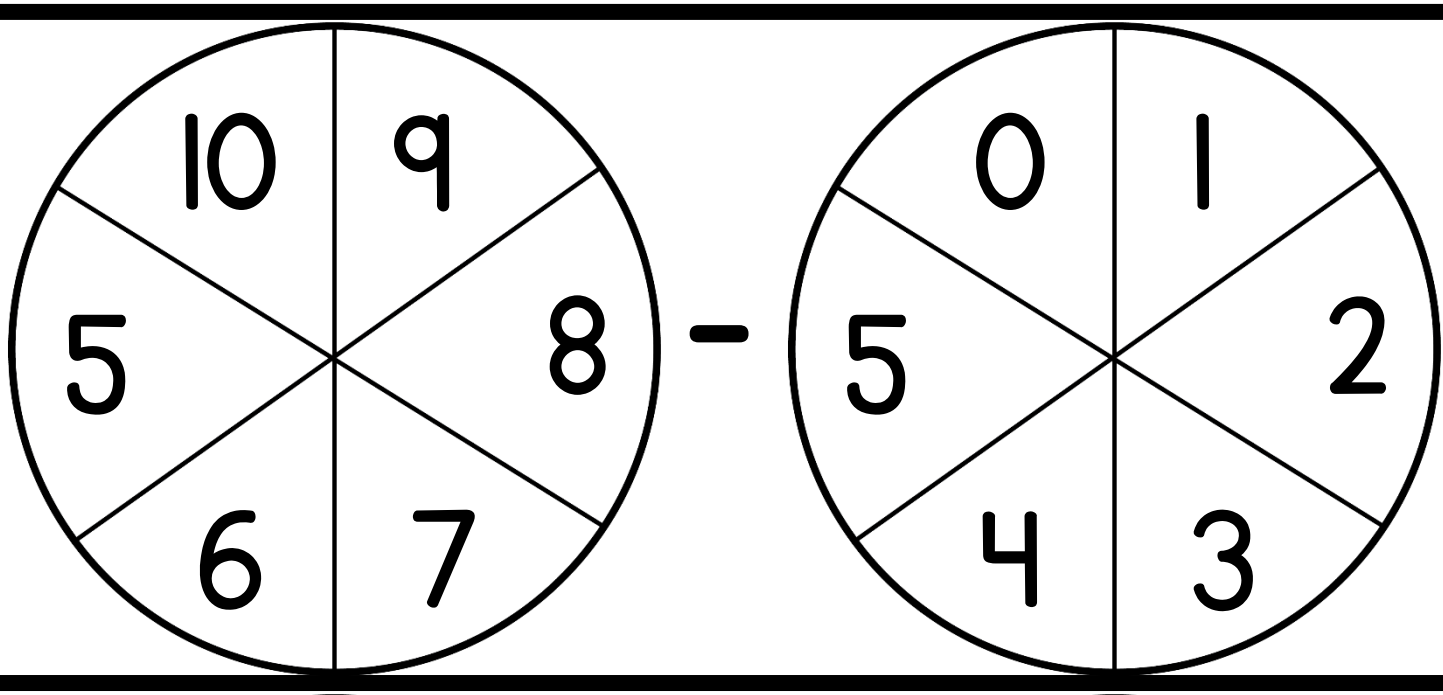
Show students how, when we can't move the cubes, we will cross them out. Students will cross out to solve.

Students will cross out cubes to solve the subtraction problems.

Options for Differentiation

Give students the subtraction mats. They will start with cubes in the top box, then subtract cubes by moving them into the bottom box. They will count how many are left to find the difference. After they solve, have students repeat the problem using their fingers.

You can encourage these students to start attempting to subtract mentally. Have students spin a subtraction problem and attempt to solve it in their head. Then, have them build a cube tower and subtract to check their answer.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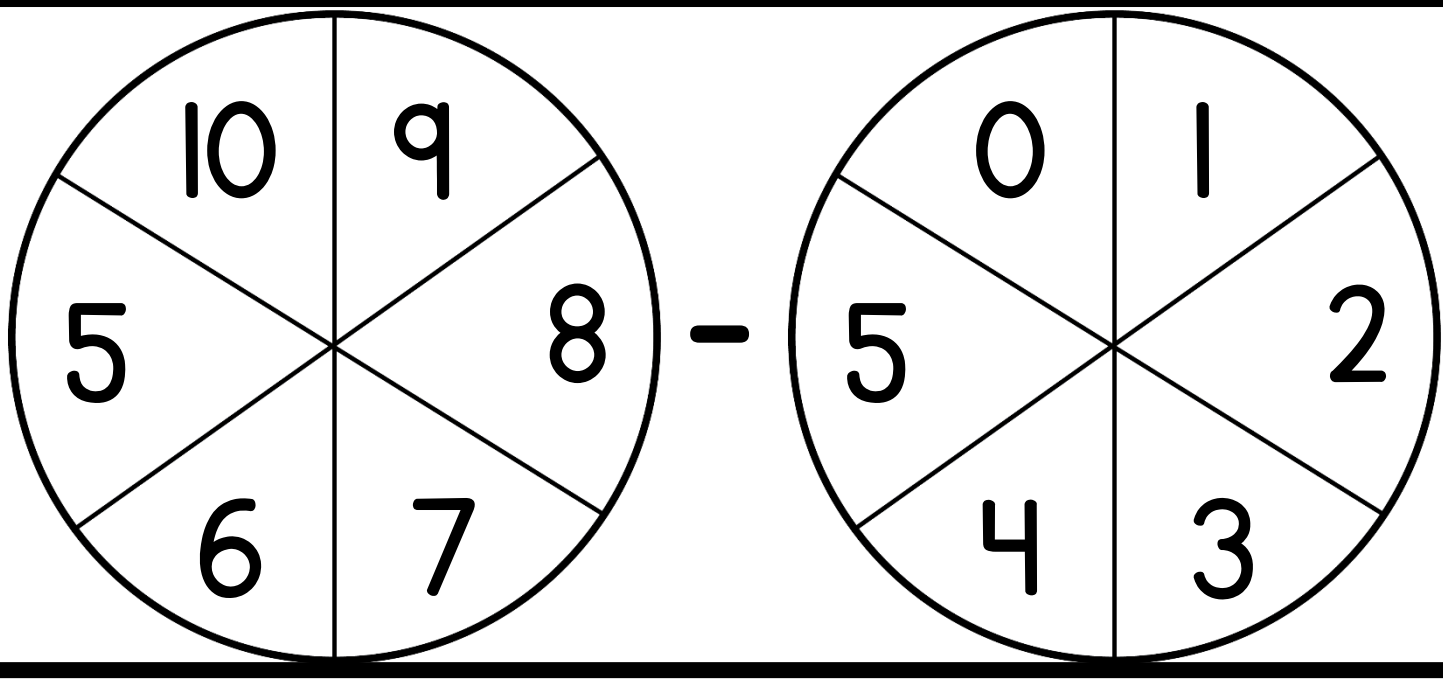
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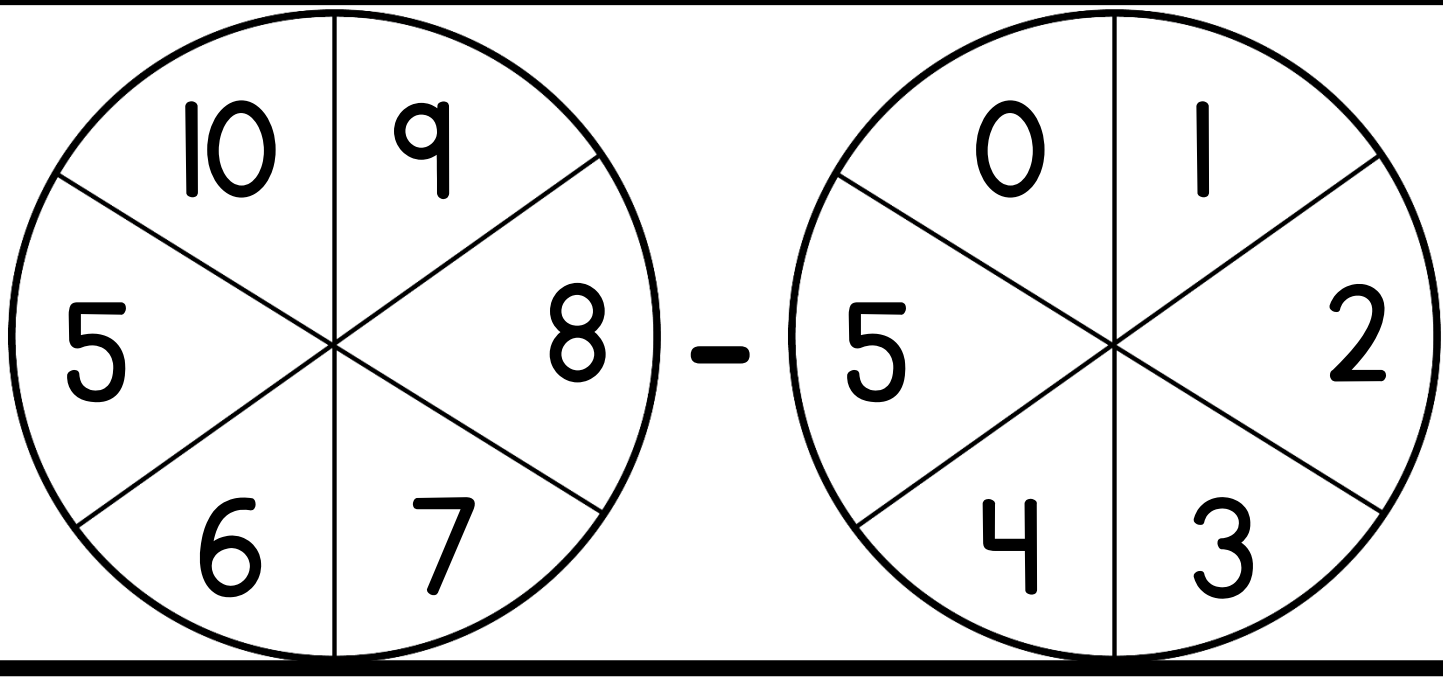
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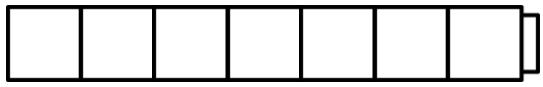
Name:

Cross out cubes to solve.

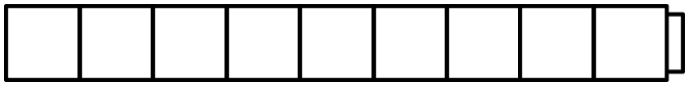
8-3= _____



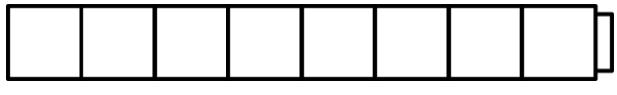
7-4= _____

9-5= _____

6-4= _____

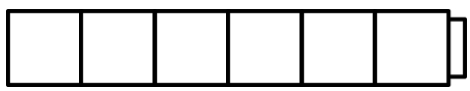


9-3= _____



8-7= _____

7-2= _____



6-4= _____

Name:

Subtraction Lesson 5

Cross out cubes to solve the subtraction problems.

8-2= _____

6-5= _____

7-3= _____

8-3= _____

We are learning subtraction strategies. Give your child a subtraction problem and let them use a strategy they've learned to solve it.

Name:

Subtraction Lesson 5

Cross out cubes to solve the subtraction problems.

8-2= _____

6-5= _____

7-3= _____

8-3= _____

We are learning subtraction strategies. Give your child a subtraction problem and let them use a strategy they've learned to solve it.

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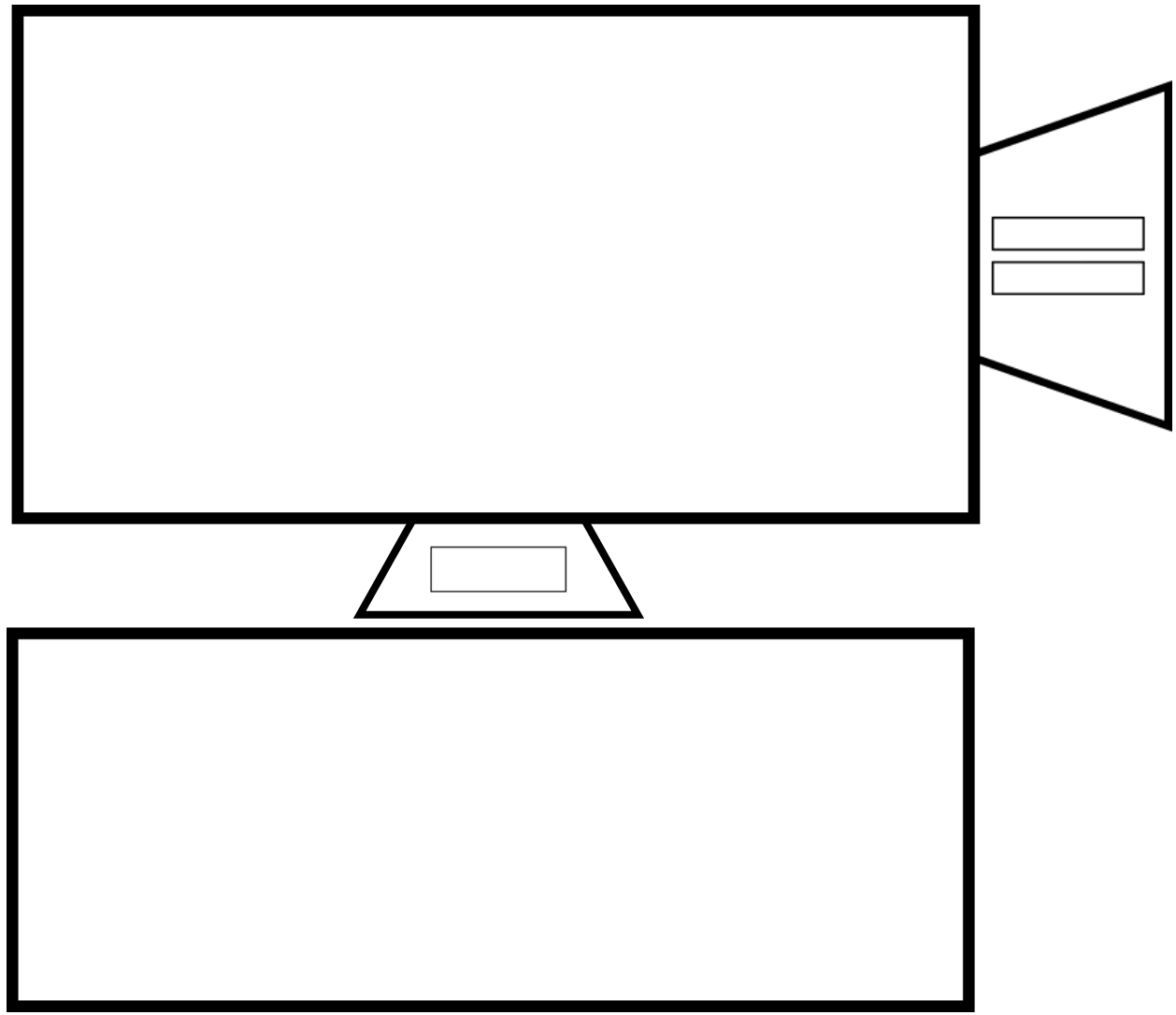
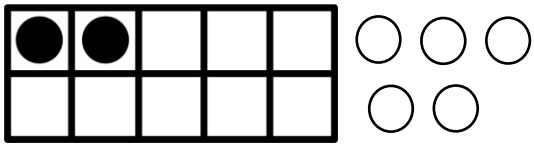


I can use strategies to solve subtraction problems.

K.OA.A.1, K.OA.A.5

Count and Toss Backwards: Have a beach ball or a cushy ball. Start at 10. Toss it to the next person who will say 9. Continue until you get to 0. Once students know the routine, start at 20.

Tell students that today we will use another subtraction strategy - using ten frames. Have out a ten frame and counters. Write 7-3. Put 7 counters on the ten frame. Show students how we can take the second number off the ten frame to solve. How many are left? Repeat several times, putting a number 6-10 on the ten frame and then letting students roll a die to see how many to take off. Write it as a number sentence.



7-5=2

Students will spin a subtraction problem. They will use the ten frame to solve. If working as partners, partner 1 can spin the subtraction problem and fill in the number sentence, while partner 2 solves using the ten frame.

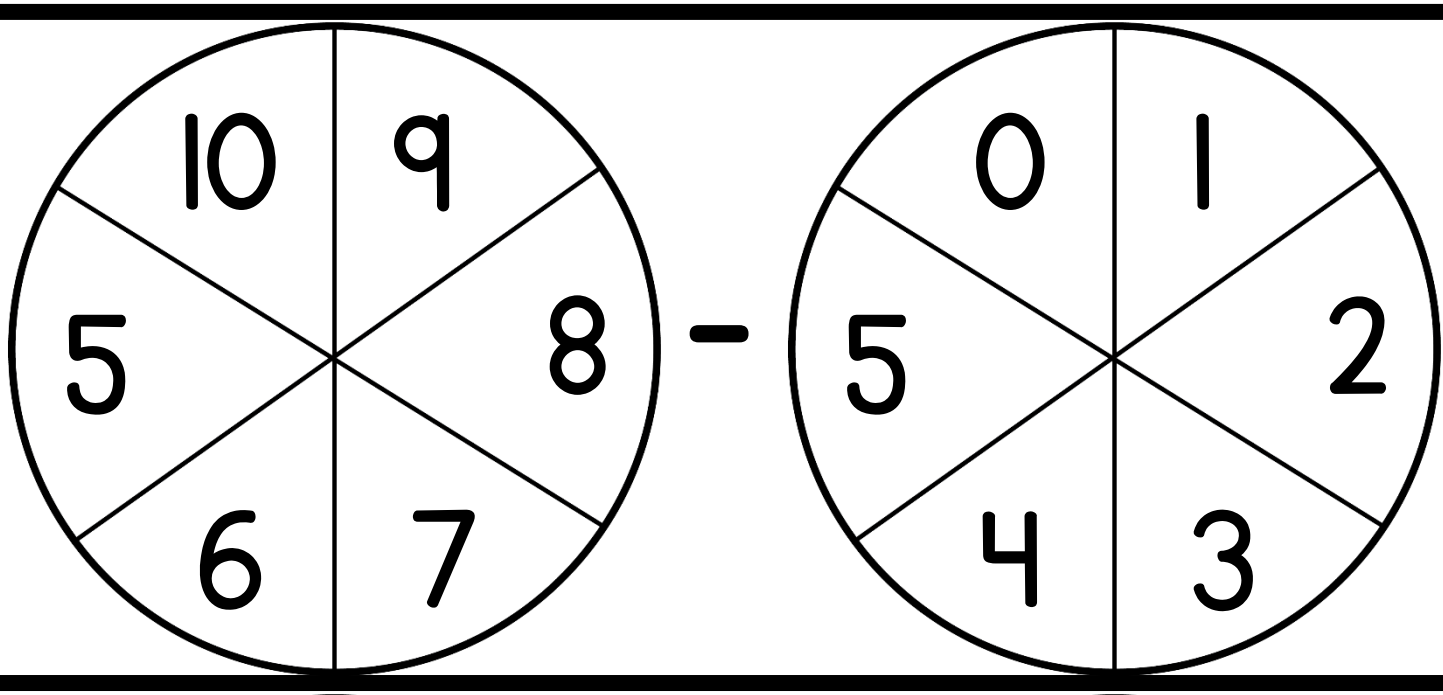
Show students how, when we can't move the counters on a ten frame, we will cross them out. Students will cross out to solve.

Students will use ten frames to solve the subtraction problems.

Options for Differentiation

You will complete the ten frame subtraction activity together. You will spin a number and have students put that many counters on their ten frame. Spin the second number and have students subtract. You may want to have cups for them to put the counters they subtract into. Count and solve. Then have a student help you write the subtraction problem. Repeat several times.

You can encourage these students to start attempting to subtract mentally. Have students spin a subtraction problem and attempt to solve it in their head. Then, have them use the ten frames to subtract to check their answer.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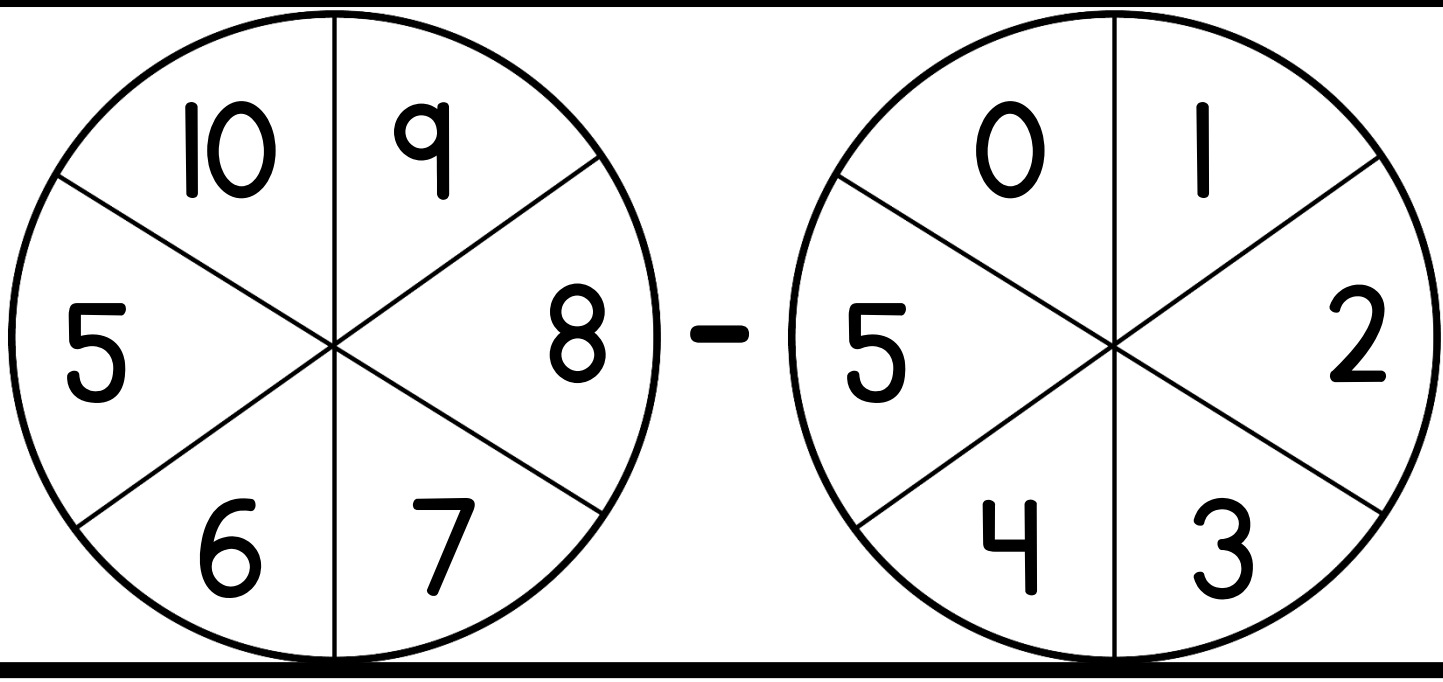
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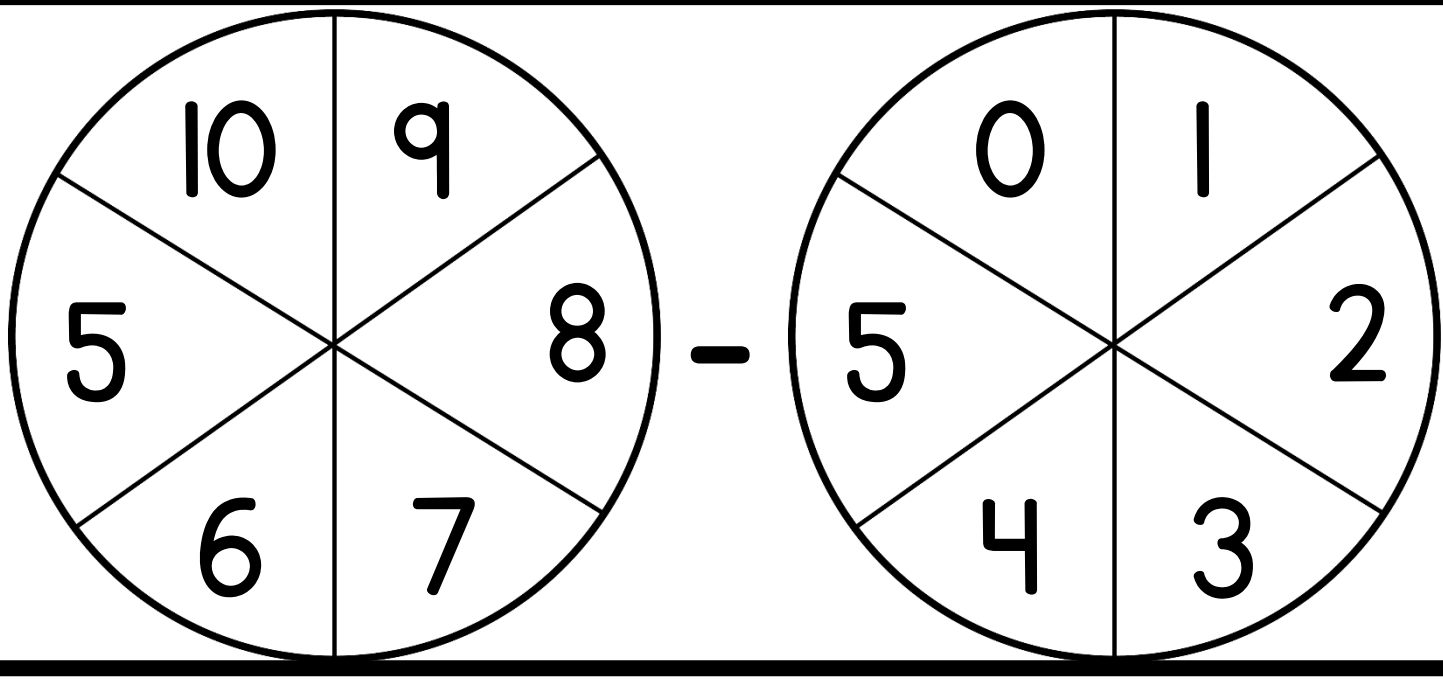
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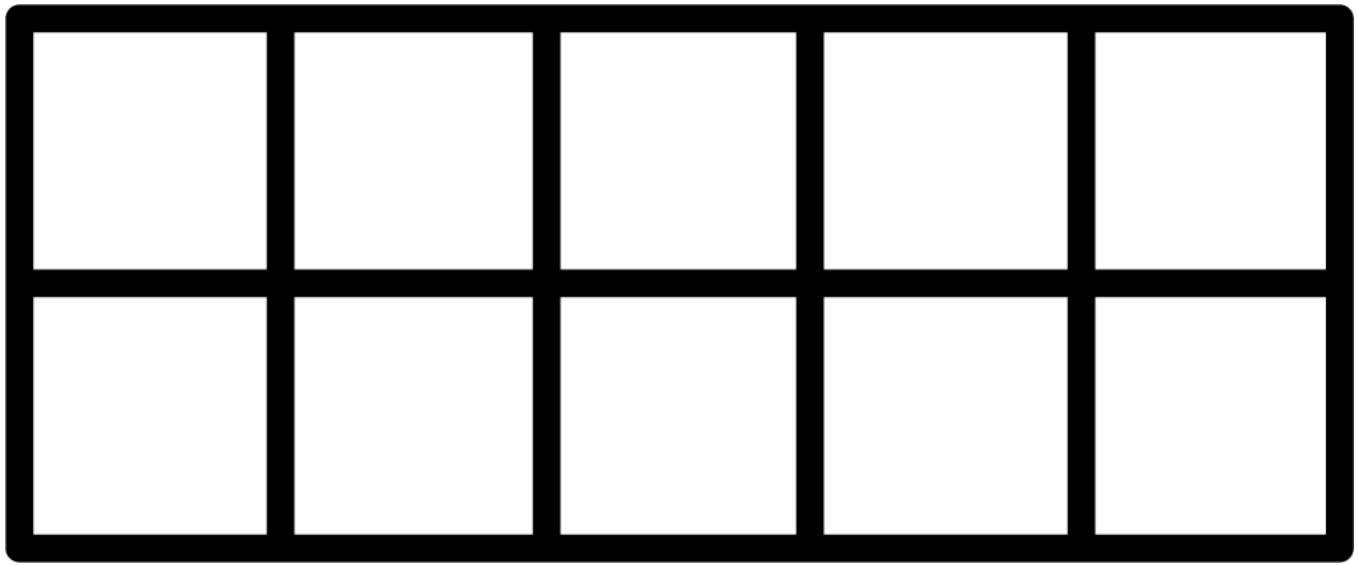
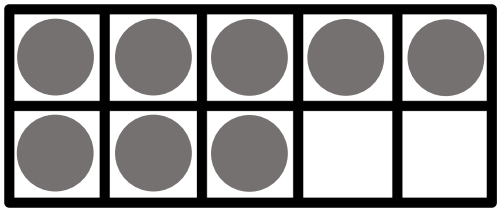


Name:

Cross out dots on the ten frames to solve.



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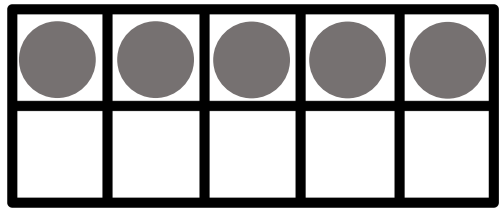

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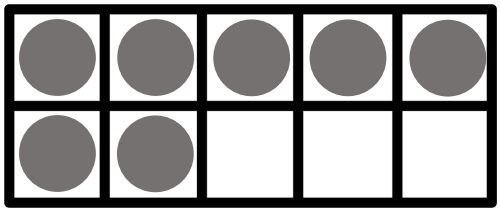

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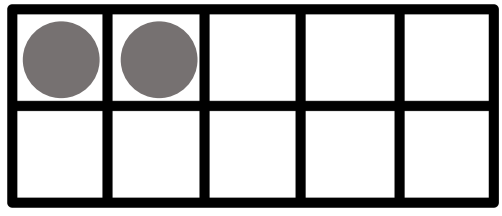

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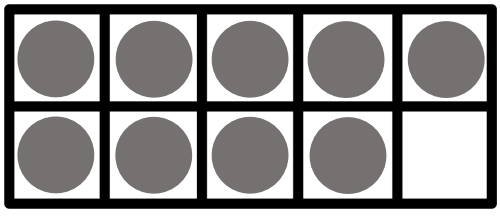
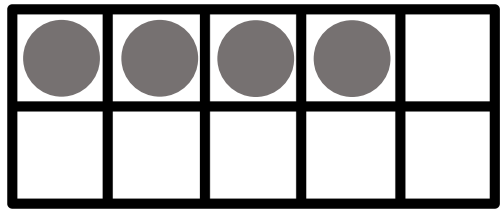
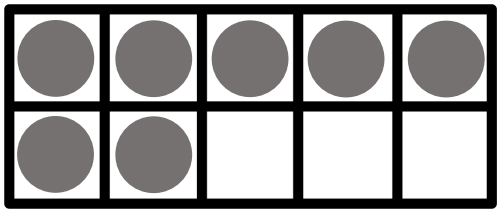


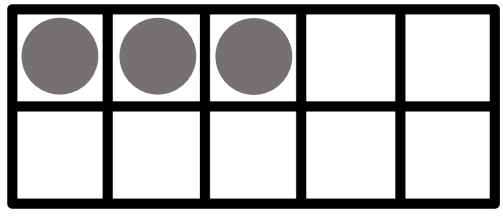
9-4= _____



4-3= _____



7-5= _____

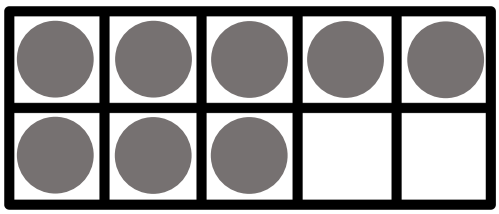


3-1= _____

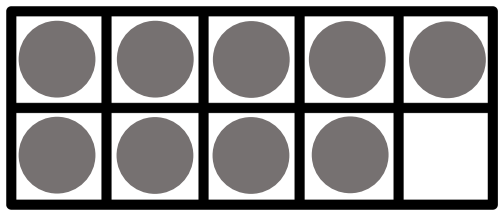
Name:

Subtraction Lesson 6

Use the ten frame to solve the subtraction problems.



8-6= _____



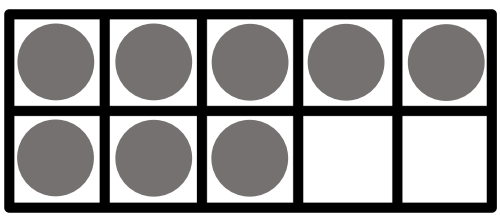
9-3= _____

We are learning subtraction strategies. Give your child a subtraction problem and let them use a strategy they've learned to solve it.

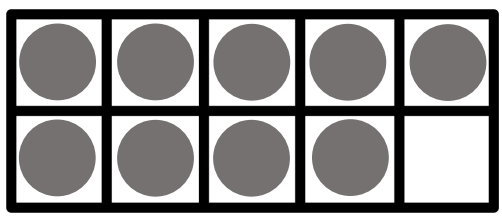
Name:

Subtraction Lesson 6

Use the ten frame to solve the subtraction problems.



8-6= _____



9-3= _____

We are learning subtraction strategies. Give your child a subtraction problem and let them use a strategy they've learned to solve it.

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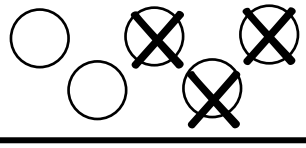
I can use strategies to solve subtraction problems.

K.OA.A.1, K.OA.A.5

Count and Toss: Have a beach ball or a cushy ball. Start at 1 and then throw the ball to a student who will say 2. They will throw it to another student who will say the next number and so on. Continue as high as you can count!

Tell students that today we will learn another way to solve subtraction problems. Today we will draw pictures to match (I suggest only showing students how to draw circles). Demonstrate drawing pictures to match the first number then crossing out the second amount to solve. Have multiple students come up and draw pictures to solve the subtraction problems. As they do that, the students watching will solve the problem using their fingers. When they know the answer, they will put their finger on their nose instead of shouting out. When the student at the board is done, the other students will give a thumbs up/down if their answer matched.

5-3=



Students will use the subtraction spinners and a dry erase board. Partner 1 will spin a subtraction problem and write it on a dry erase board. Partner 2 will draw circles and then cross out to solve. They will then switch roles.

Students will draw pictures to solve the subtraction problems.

Students will draw pictures to solve the subtraction problems.

Options for Differentiation

You will complete the subtraction activity together. You will spin a number and have students draw that many circles on their dry erase boards. Count together as they draw. Spin the second number and have students cross out to subtract. You may want to have cups for them to put the counters they subtract into. Count and solve. Then have a student help you write the subtraction problem. Repeat several times.

Today, you will introduce the fact that if we know one subtraction problem, we also know the opposite subtraction problem. Write 6-4 on a whiteboard. Together, draw 6 circles and cross out 4. How many are left? Now, draw 6 more circles and tell students that you are going to swap the problem around. You are going to subtract 2. How many do they think will be left? Subtract and find out. We can swap the difference and the minuend (the second number) around to get opposite facts.
Have students spin a subtraction problem and solve. Then, have them write the opposite subtraction fact. They can draw a picture to check their answer if needed.

Name:

Draw pictures and cross out to solve.

4-2= _____	5-3= _____
7-2= _____	6-5= _____
6-3= _____	7-4= _____
8-3= _____	2-2= _____

Name:

Subtraction Lesson 7

Draw pictures and cross out to solve.

7-2= _____	9-4= _____

We are learning subtraction strategies. Give your child a subtraction problem and let them use a strategy they've learned to solve it.

Name:

Subtraction Lesson 7

Draw pictures and cross out to solve.

7-2= _____ 9-4= _____

We are learning subtraction strategies. Give your child a subtraction problem and let them use a strategy they've learned to solve it.

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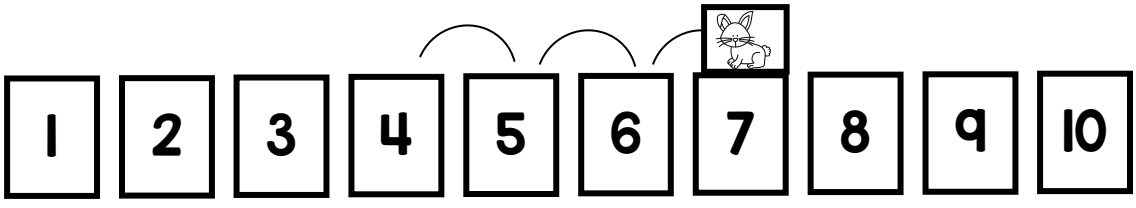
I can use strategies to solve subtraction problems.

K.OA.A.1, K.OA.A.5

Greater Gator: For each round, you will either write 2 number on the board or hold up 2 number cards. Begin each round with the chant, "Greater Gator, Greater Gator, in the swamp. He sees the greater number and he chomp, chomp, chomps!" When you get to "Chomp," students will use their arms like alligator jaws and "chomp" in the direction of the greater number (left or right).

Tell students that today we will learn another way to solve subtraction problems. Today we will use our number line. Just like when we solved our addition problems, our bunny will be hopping on our line. However, when we subtract, our bunny is going to go backwards! Use the number cards to make a number line on the board or on the floor. Write 7-3=. Have a student be the bunny and hop backwards. Give them a number to start at and have them hop back how many they are taking away. Repeat several times.



Students will spin a subtraction problem. Then they will place their bunny piece on the number line, starting at the first number. They will hop it backwards the amount of spaces that matches the second number.

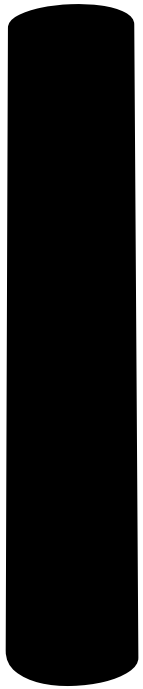
Students will use the number line to solve the subtraction problems.

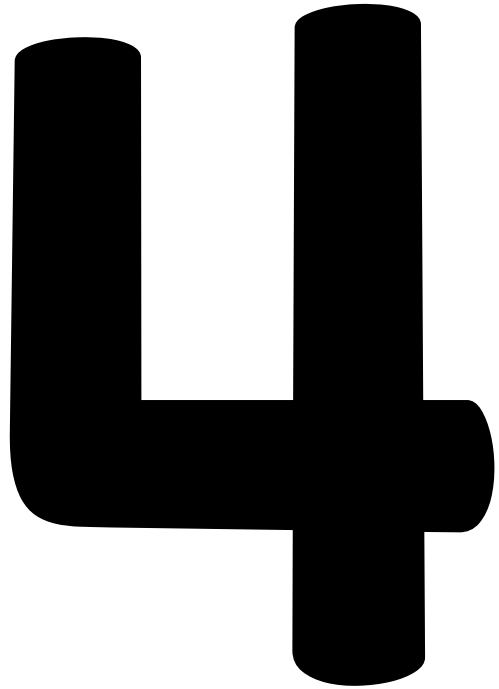
Students will use the number line to solve the subtraction problems.

Options for Differentiation

You can use the spinners with the "go" and "hop" symbols to help students know where their bunny will start and how many they will hop. Complete this activity all together. You will spin a number and have students place their bunny there. Then, you will spin how many spaces to hop backwards. Have students count all together with you as they hop. Write the subtraction problem together. Repeat several times.

Review how we can find opposite subtraction facts with students. Today, they will spin a subtraction fact and use the number line to solve. Then, have them write the opposite fact. They can use the number line to check their fact.





9

5

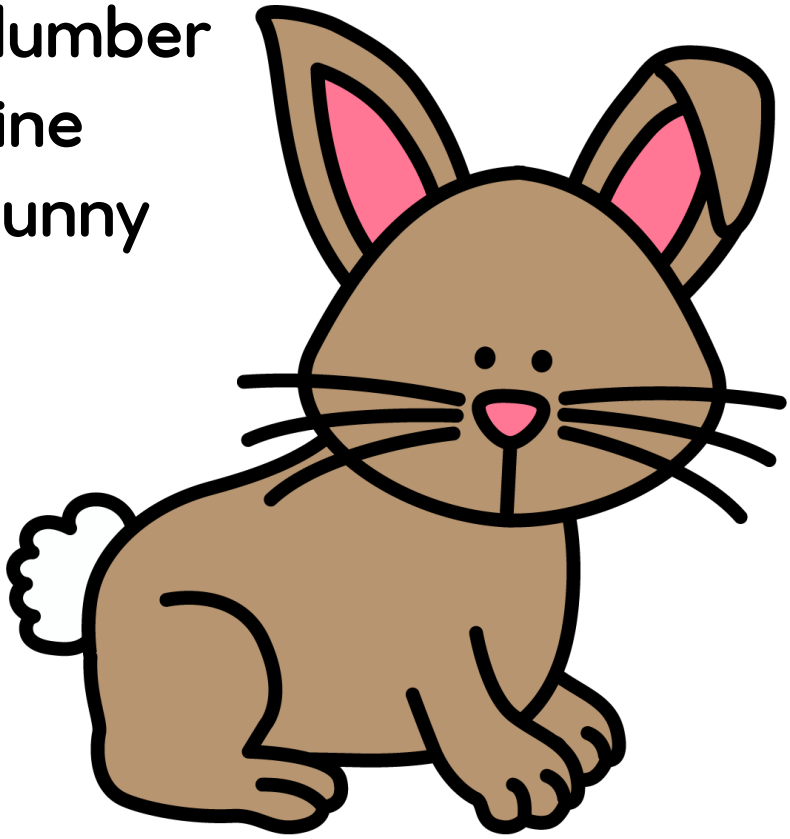
8

7

q

10

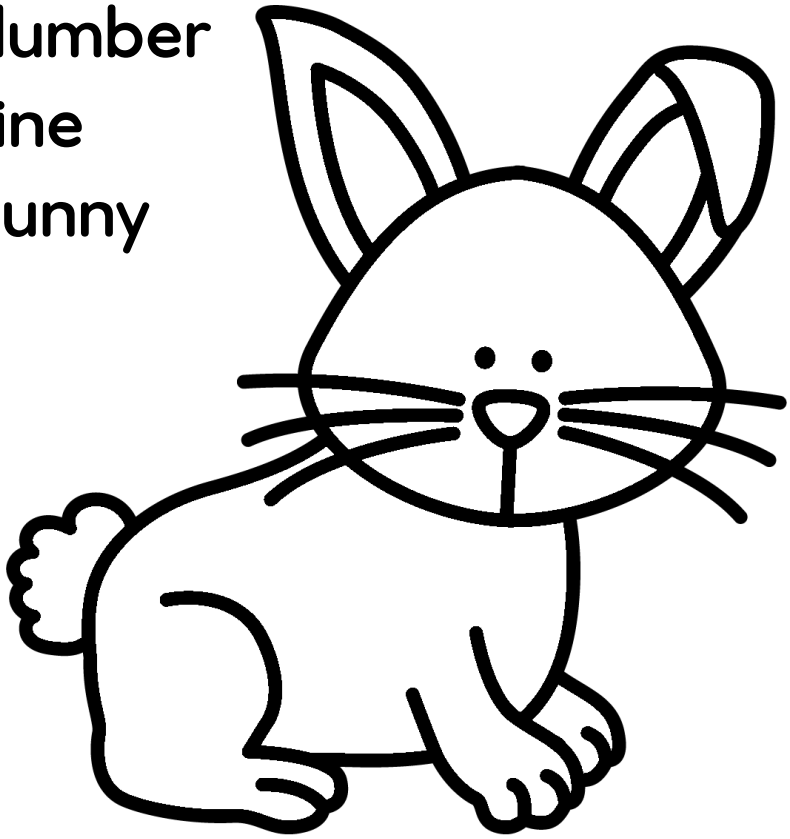
Number Line Bunny



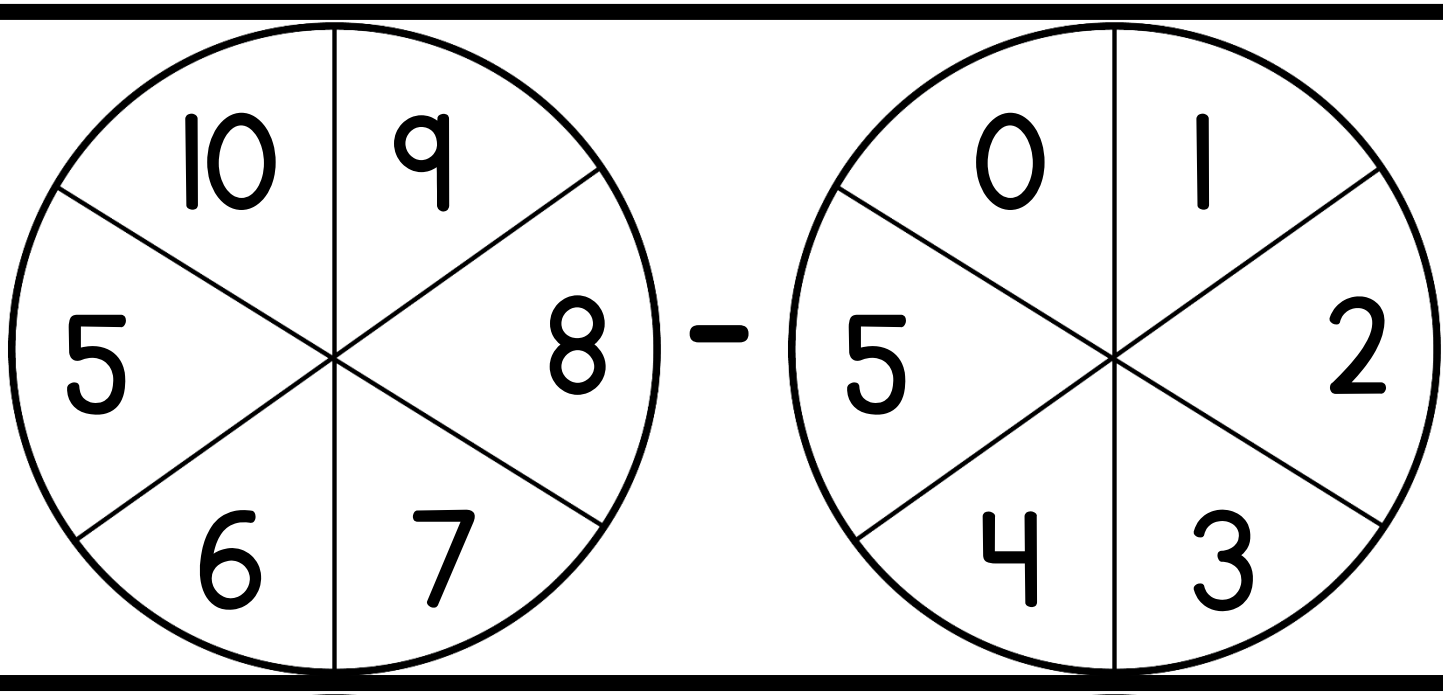
Little Mathematicians Kindergarten

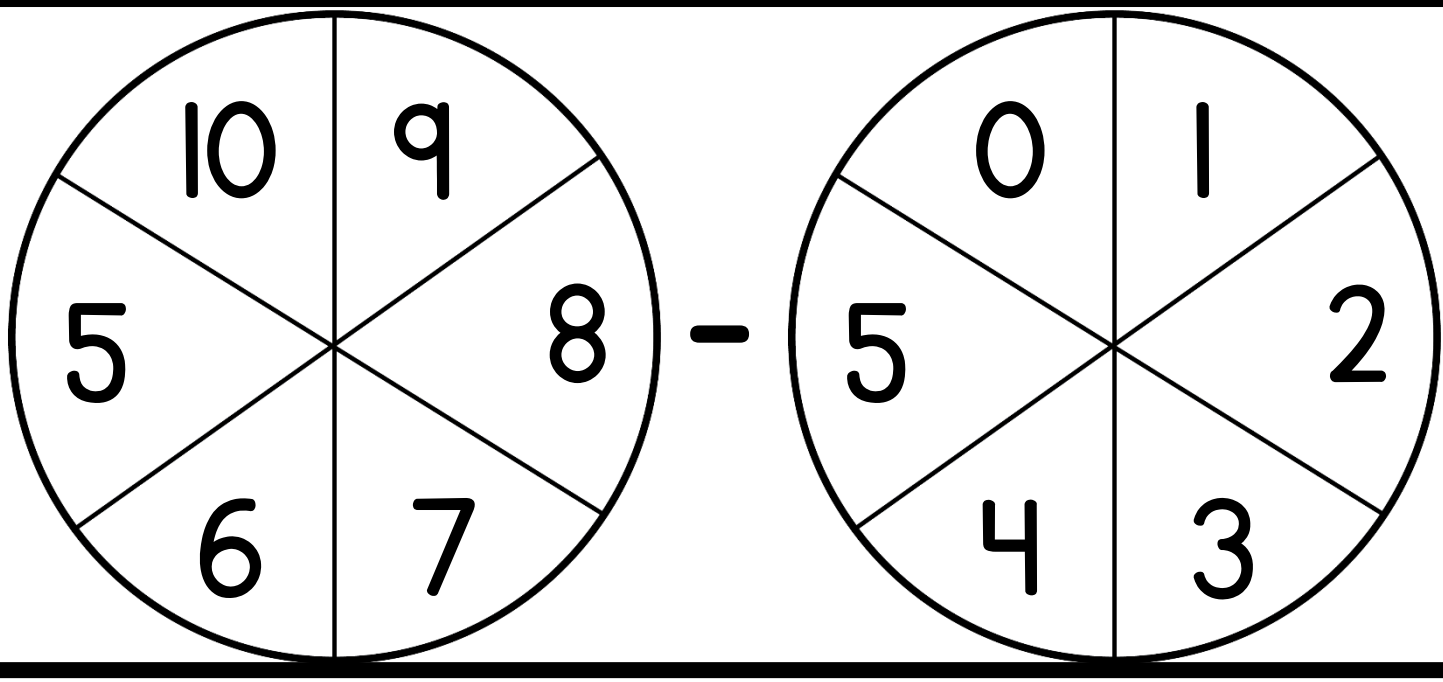
Attach to a popsicle stick or let students hold as they hop on the number line

Number Line Bunny



Attach to a popsicle stick or let students hold as they hop on the number line


10
9
5
8
6
7
-
0
1
5
2
4
3


10
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1
5
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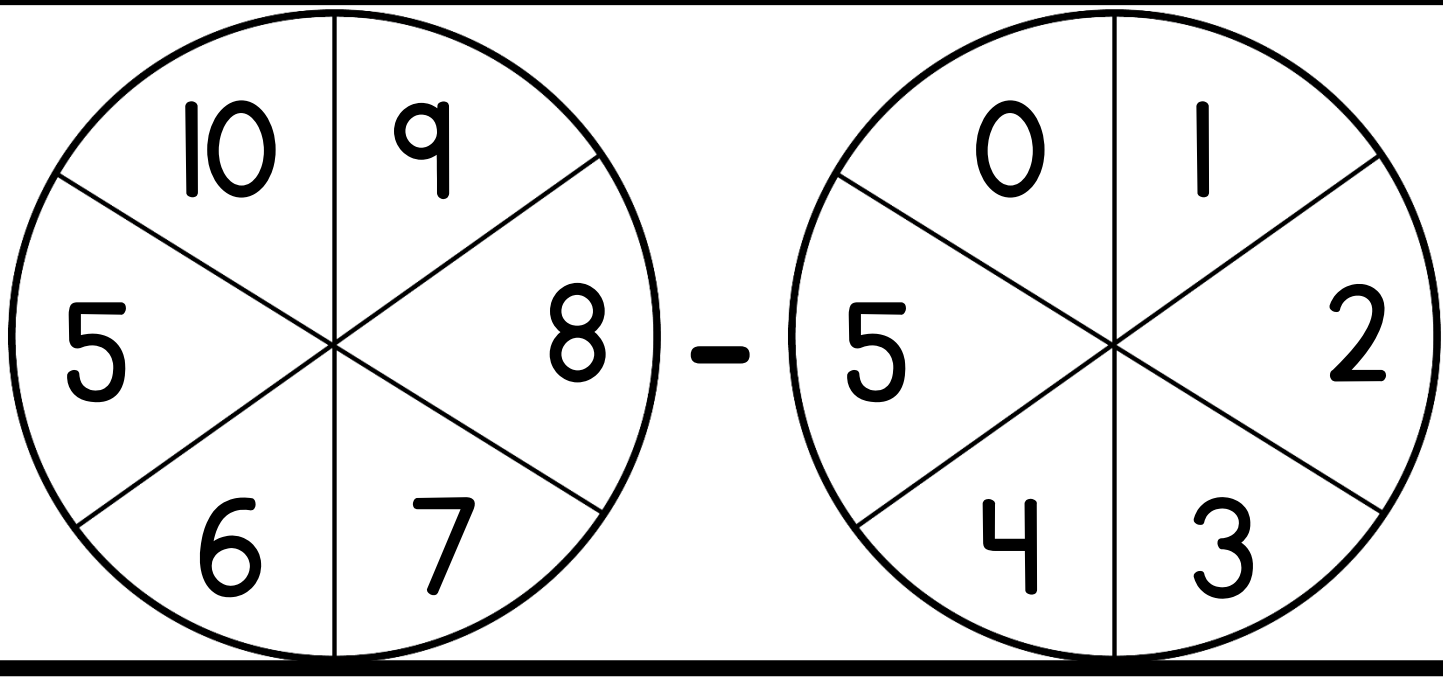
4
3


10
9
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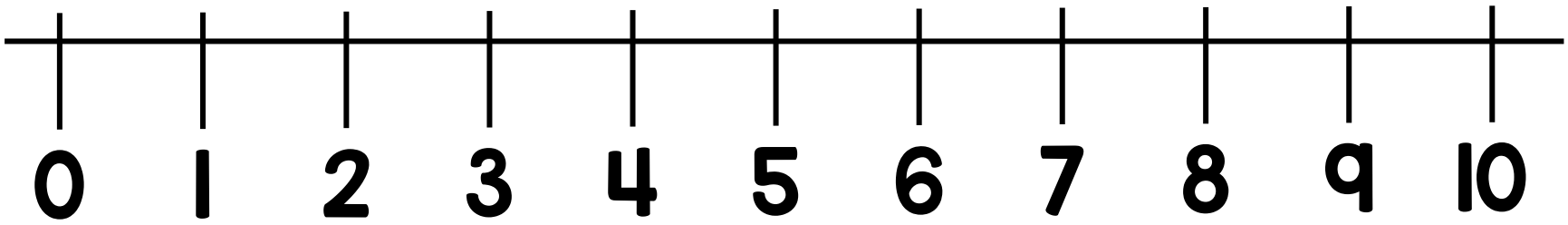
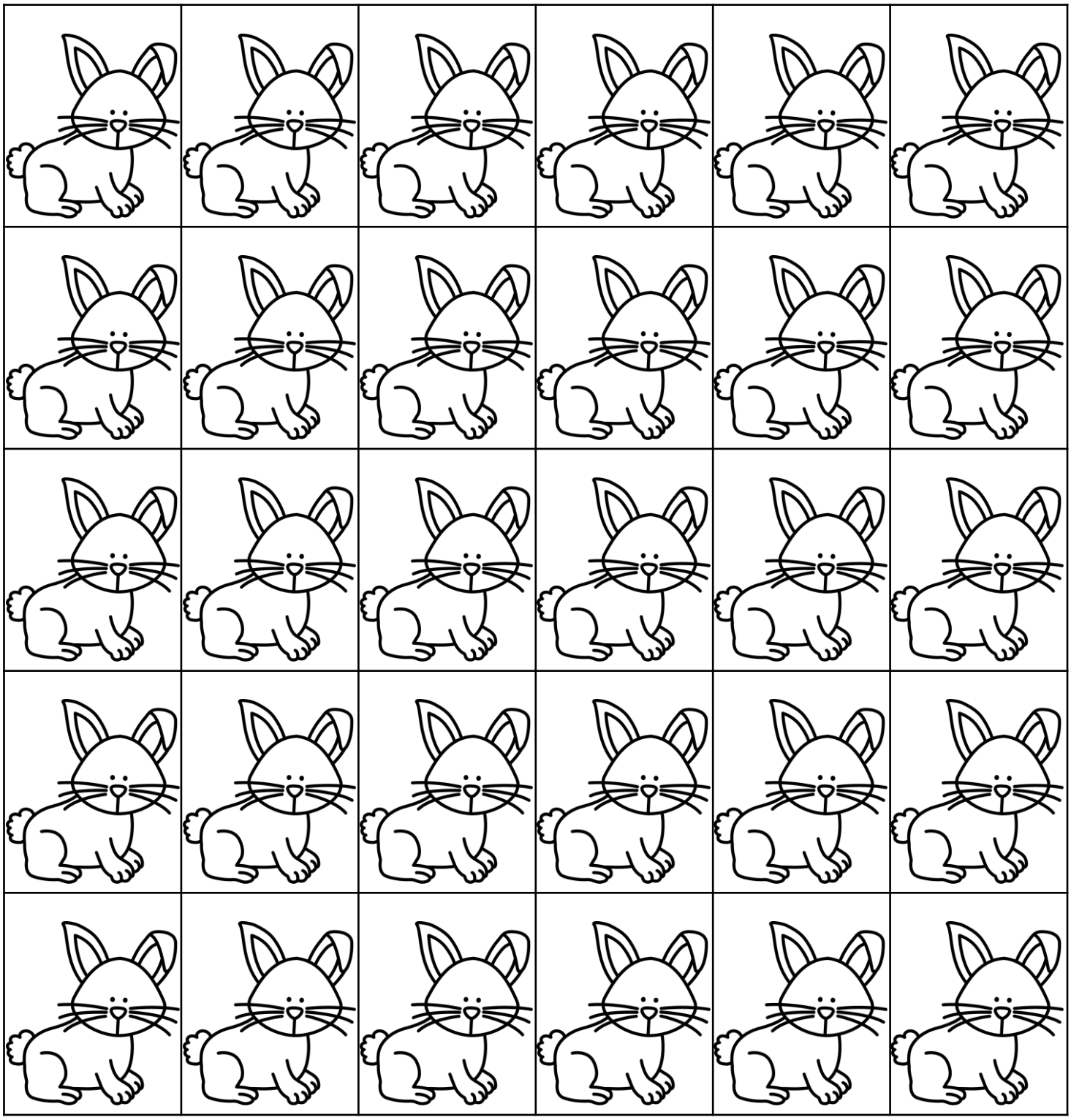
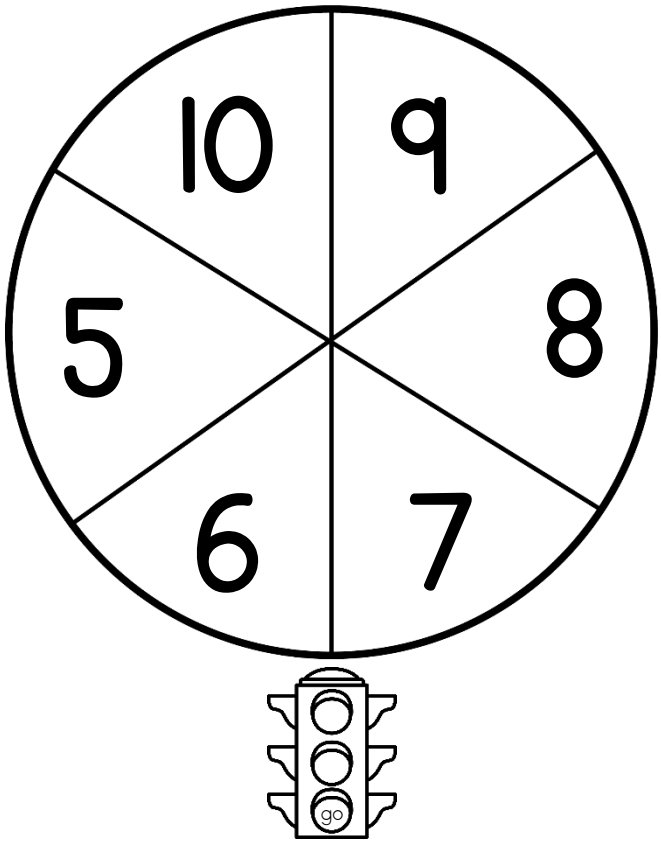
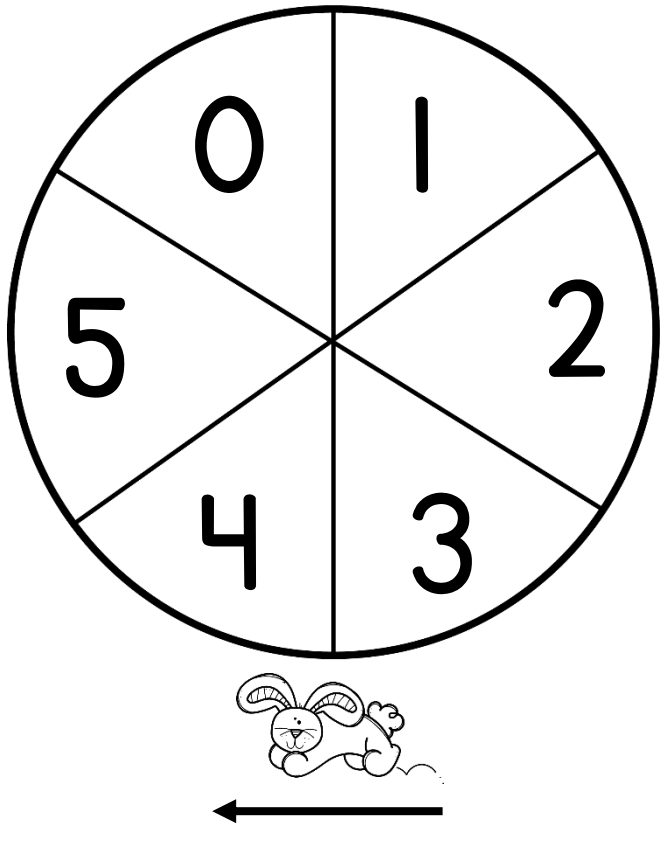
0
1
5
2
4
3

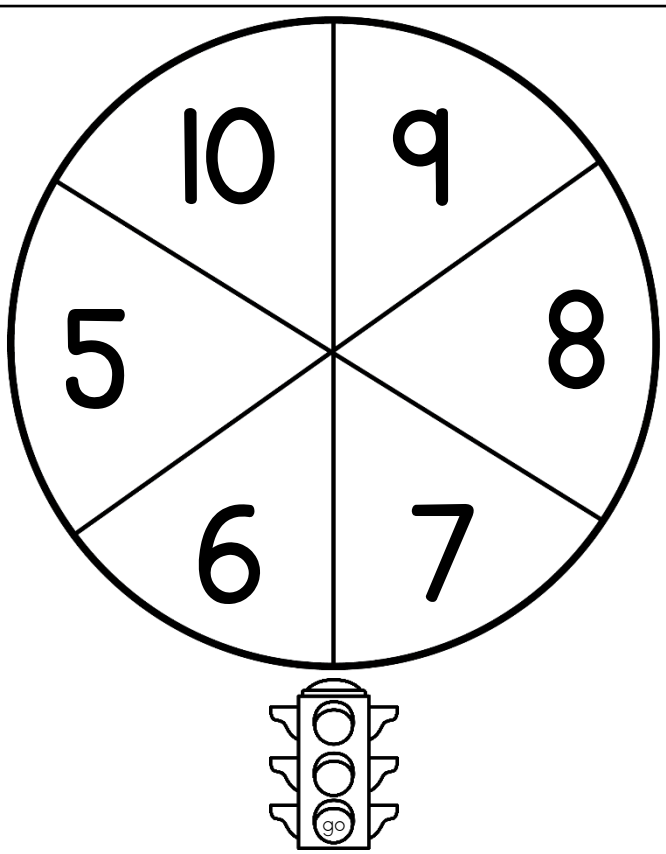


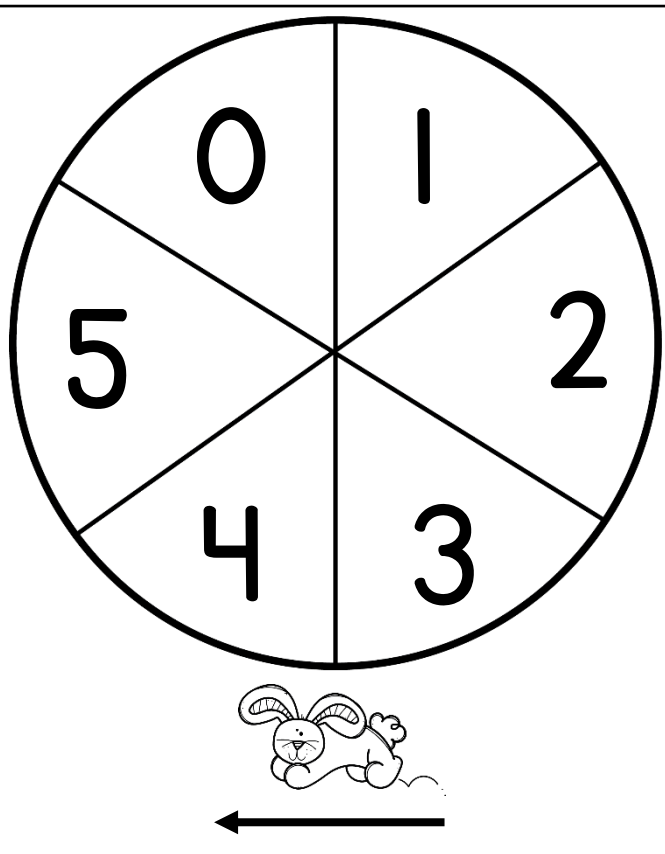
Optional: attach to popsicle sticks




10
9
5
8
6
7
go

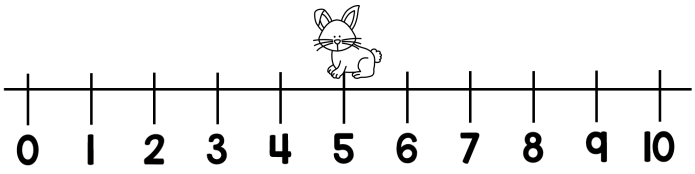

0
1
5
2
4
3


10
9
5
8
6
7
go

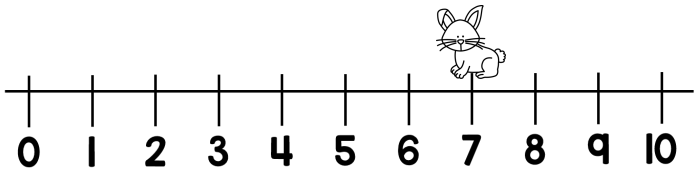

0
1
5
2
4
3

Name:

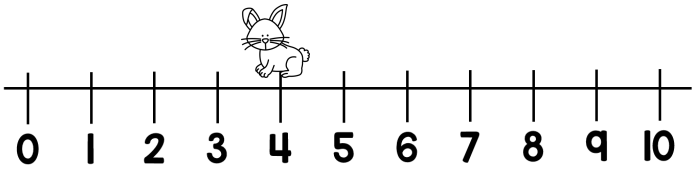
Solve the subtraction problems using the number line.



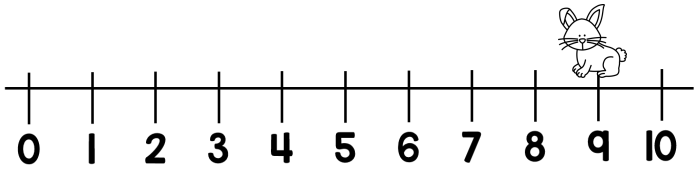
5-3= _____



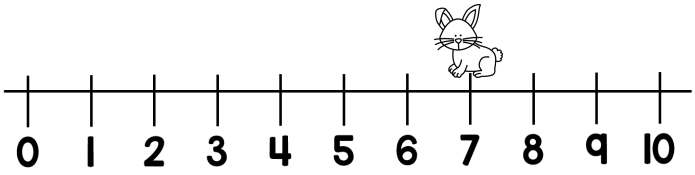
7-2= _____



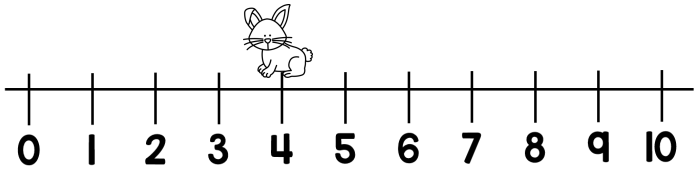
4-2= _____



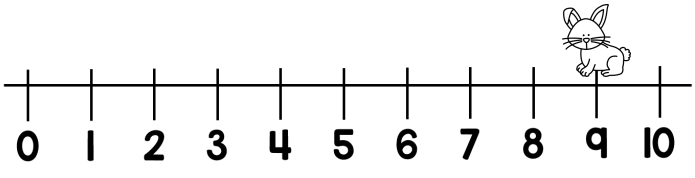
9-3= _____



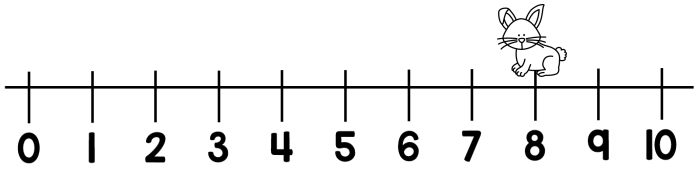
7-4= _____



4-3= _____



9-6= _____

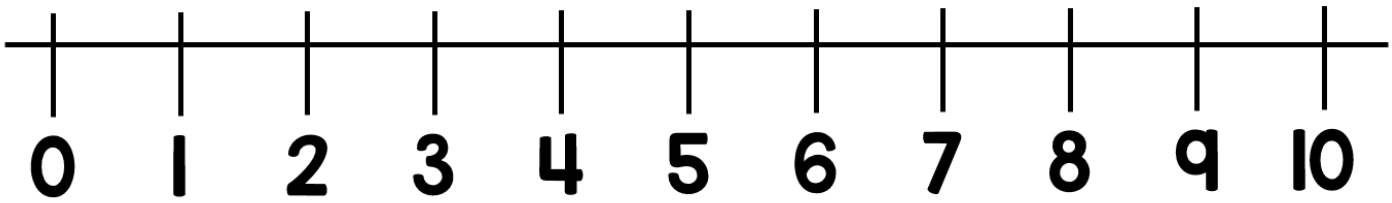


8-1= _____

Name:

Subtraction Lesson 8

Use the number line to solve the addition problems.



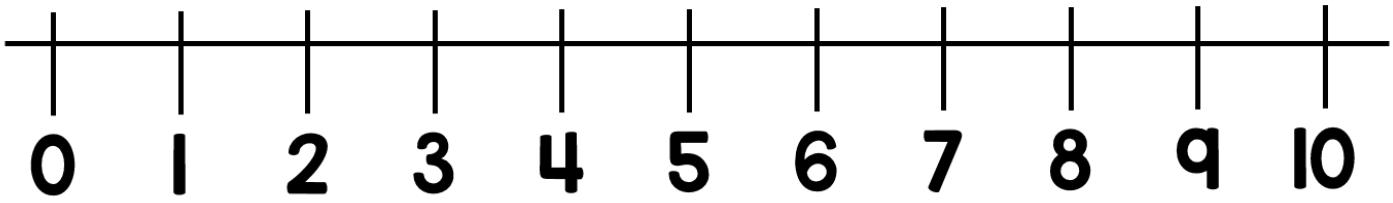
4-2= _____	8-3= _____

We are learning to use subtraction strategies. Give your child an subtraction problem and let them use a strategy they've learned to solve it.

Name:

Subtraction Lesson 8

Use the number line to solve the addition problems.



4-2= _____	8-3= _____

We are learning to use subtraction strategies. Give your child an subtraction problem and let them use a strategy they've learned to solve it.

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I can solve subtraction story problems.

K.OA.A.2, K.OA.A.5

Subtraction Fluency: Write a subtraction problem on the board and have students solve as quickly as they can using their fingers or mentally. Work towards fact fluency.

Today you will be solving story problems using listening comprehension. Give each student 10 cubes, a dry erase board, and marker. Go through each of the following story problems, having students act them out with their cubes and then write the number sentence on their board (scaffold this by doing the first 1 or 2 whole group step by step): I had 3 lightning bugs in my jar. 2 flew away. How many do I have now?

I had 8 lightning bugs in my jar. 5 flew away. How many do I have now?

I had 6 lightning bugs in my jar. 3 flew away. How many do I have now?

I had 7 lightning bugs in my jar. 4 flew away. How many do I have now?

I had 10 lightning bugs in my jar. 6 flew away. How many do I have now?

Students will use the mat and the cubes as "lightning bugs." Partner 1 will spin the first number and put that many cubes in the jar. Partner 2 will spin the second number and take away that many cubes. They will fill in the number sentence to match.

Optional math craft: To create, students will use the math mat, the printable lightning bugs, and the story problem. Have students solve before gluing.

Optional: Students will solve the subtraction problems and color by code.

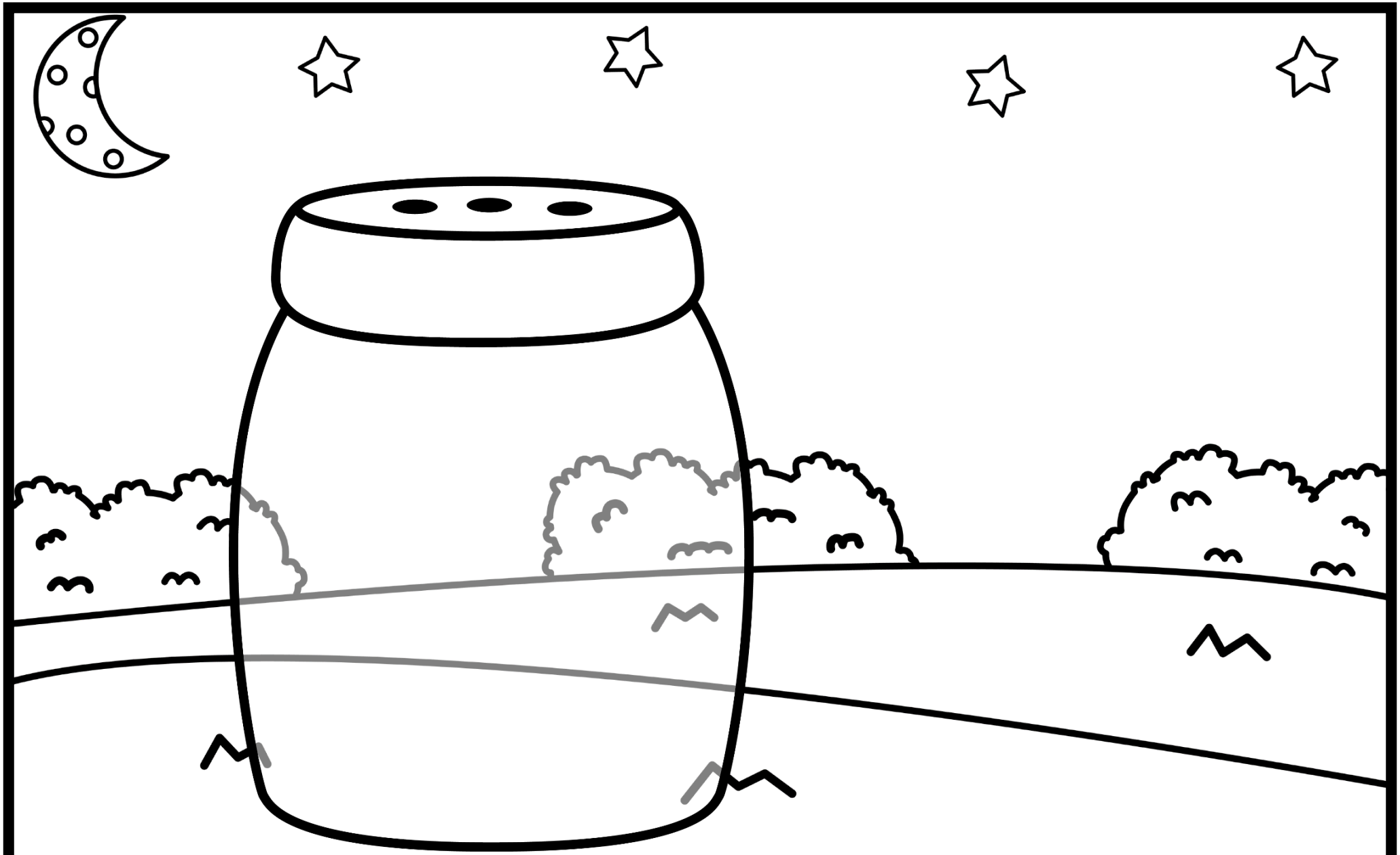
Students will draw a picture to solve the story problem and fill in the number sentence to match.

Options for Differentiation

Change the numbers for the story problems to only create sums to 5. You will want to spin and act out the story problems all together.

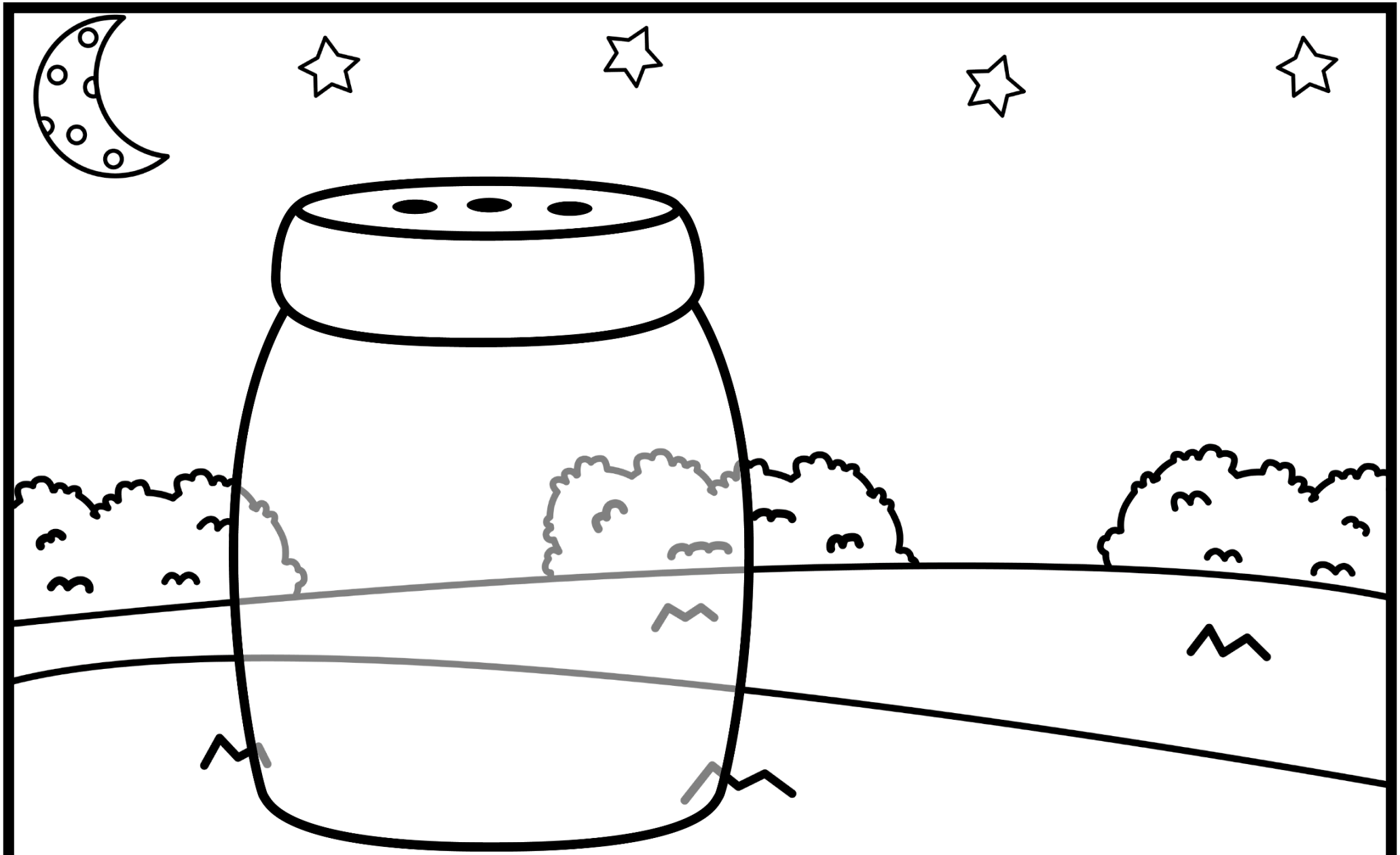
You can have students work through a story problem to find the missing minuend - I had 8 lightning bugs in my jar. Now I have 5. How many flew away? Have students write 8 - ___ = 5. Then, students will act out the problem to solve and fill in the missing minuend.

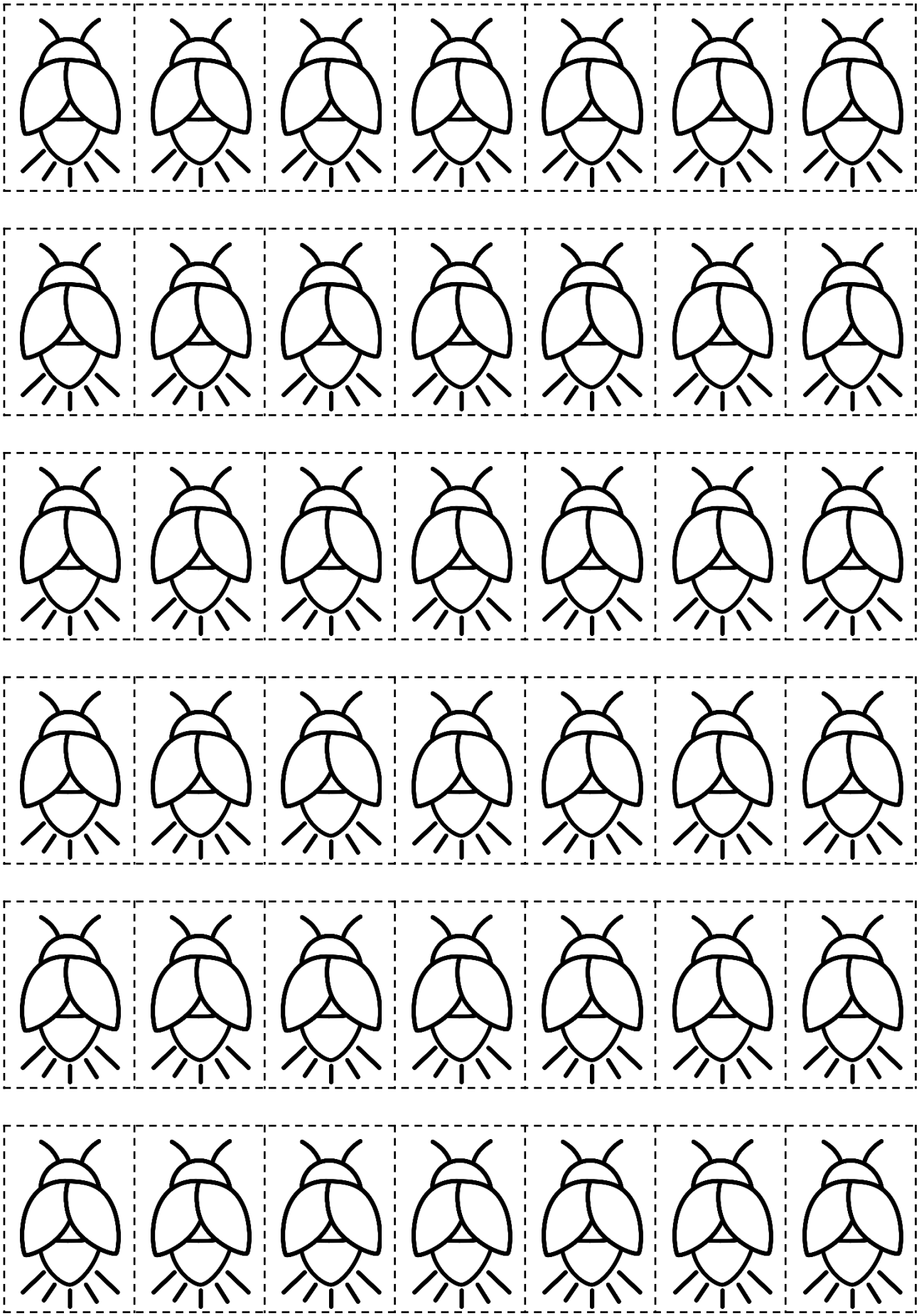
Have students use the subtraction spinners. They will spin the subtrahend and the difference. Then they will find the missing minuend.



Optional Math Craft Example

- To create, first let students color their math mat.
- Give each student printable bugs to cut out and a story problem.
- Tell students that the first number is how many bugs started in the jar. Have them place that many bugs in the jar but do not glue.
- Tell students that the second number is how many bugs flew away. Have them move that many bugs from the jar to the sky. Now glue all the bugs down.
- Have students fill in the number sentence to match their pictures.





I had 7 lightning bugs in my jar. 3 flew out. How many lightning bugs are left?

_____ − _____ = _____

I had 7 lightning bugs in my jar. 4 flew out. How many lightning bugs are left?

_____ − _____ = _____

I had 7 lightning bugs in my jar. 5 flew out. How many lightning bugs are left?

_____ − _____ = _____

I had 7 lightning bugs in my jar. 2 flew out. How many lightning bugs are left?

_____ − _____ = _____

I had 6 lightning bugs in my jar. 3 flew out. How many lightning bugs are left?

_____ − _____ = _____

I had 6 lightning bugs in my jar. 4 flew out. How many lightning bugs are left?

_____ − _____ = _____

I had 6 lightning bugs in my jar. 5 flew out. How many lightning bugs are left?

_____ − _____ = _____

I had 6 lightning bugs in my jar. 2 flew out. How many lightning bugs are left?

_____ − _____ = _____

Name:

Subtraction Lesson 9

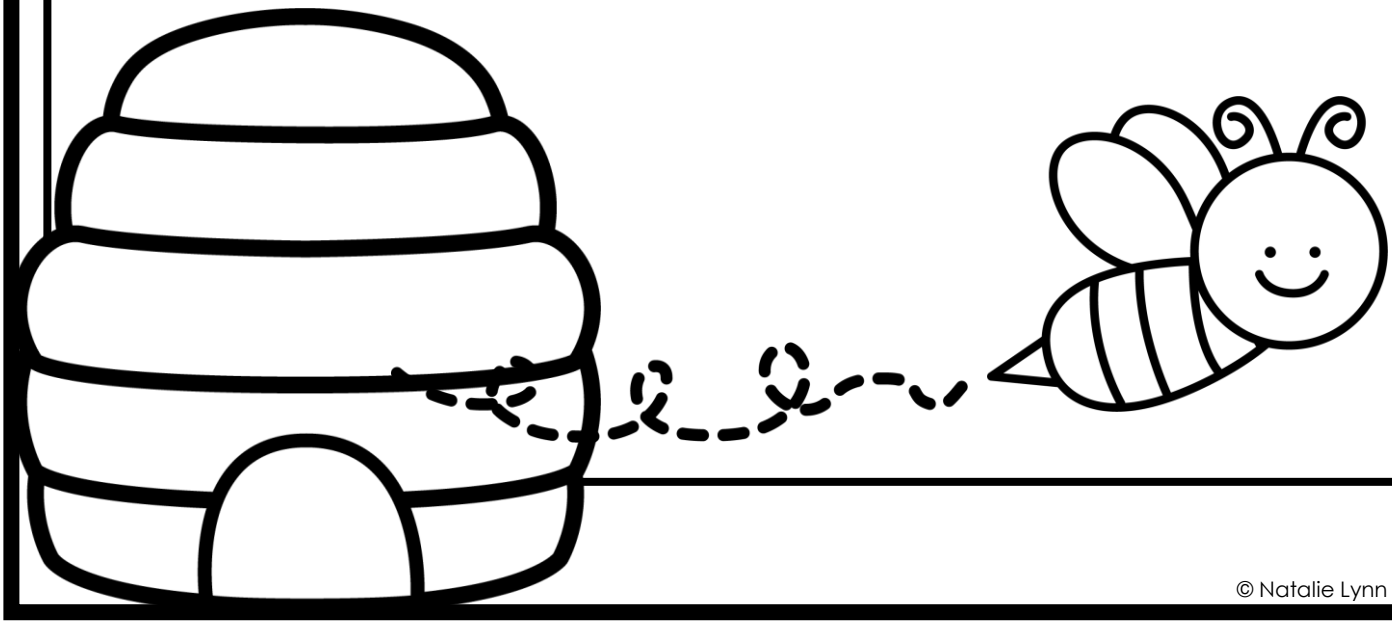
Solve the subtraction problems and color by code.

2 3 4

5-2= 7-3= 4-2= 5-1=

5-3= 6-3= 7-5= 8-5=

7-3= 6-2= 6-4= 9-6=



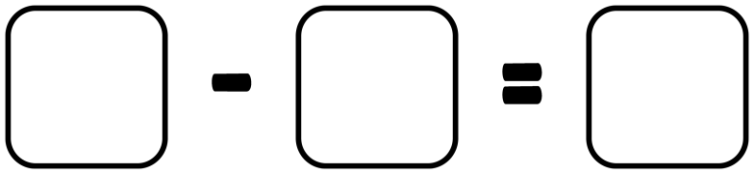
Name:

Subtraction Lesson 9

Draw a picture to solve the story problem below.

I saw 6  by the hive. 2  flew away. How many bees were left?

_____



Today we practiced subtraction story problems. Can you make up your own story problem?

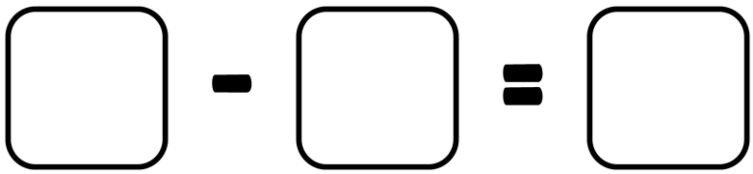
Name:

Subtraction Lesson 9

Draw a picture to solve the story problem below.

I saw 6  by the hive. 2  flew away. How many bees were left?

_____



Today we practiced subtraction story problems. Can you make up your own story problem?

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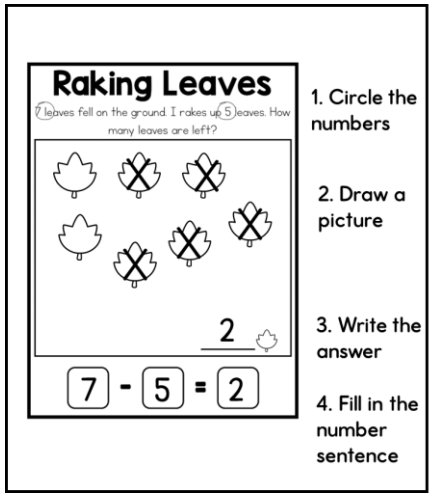
I can solve subtraction story problems.

K.OA.A.2, K.OA.A.5

Subtraction Fluency: Write a subtraction problem on the board and have students solve as quickly as they can using their fingers or mentally. Work towards fact fluency.

Today you will be solving story problems with reading. Have the story problems chart premade (Draw it like in the picture or print it poster size and glue on an anchor chart so you can write the steps around it). As you solve the story problem on the anchor chart with students, go through each step and label it on the anchor chart using a new color. The steps are: 1. circle the numbers, (optional step: circle the words "away" or "left". This is optional because not all teachers teach keywords.), 2. draw a picture to match and cross out how many are taken away, 3. write the answer, and 4. fill in the number sentence to match.



Display or write each story problem. Students will need counters. You will read the story problem. Together, identify the number to start with. Have students put out counters to match. Then, identify how many to take away. Solve and have students help you write a number sentence to match.

Students will cut out the pictures and use them to help solve the story problem. Multiple days worth are included in case you want to extend this lesson.

Students will draw a picture to solve the story problem and fill in the number sentence to match.

Options for Differentiation

Give students only the amount of pieces needed to complete the story problem. You may want to work with these students in a small group to walk them through the steps.

Review how to find the missing minuend. Act out story problems to find the missing minuend - story problems are included. Then, have students find the missing minuend using the birds on a wire page.

I saw 7 ladybugs on a leaf. 4 ladybugs flew away. How many ladybugs are left?

9 frogs sat on a log. 5 frogs hopped off. How many frogs are there now?

I had 6 cookies. My sister ate 2 cookies. How many cookies do I have left?

There were 10 snakes in the grass. 3 snakes slithered away. How many snakes are left?

5 birds sat on a branch. 2 birds flew away.

How many birds are there now?

I had 8 cupcakes. I gave away 6 cupcakes.

How many cupcakes do I have left?

Raking Leaves

7 leaves fell on the ground. I raked up 5 leaves.

How many leaves are left?

_____

□ - □ = □

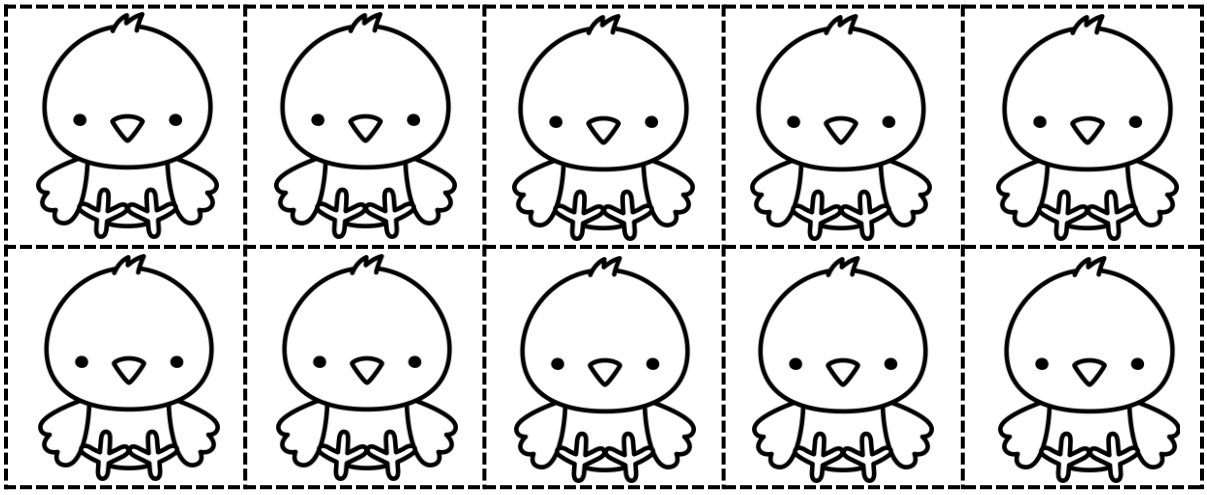
Name: _____

Birds On a Wire

I saw 6 birds sitting on a wire. 4 birds flew away. How many birds are left?

_____

☐ - ☐ = ☐



Name:

Subtraction Lesson 10

Draw a picture to solve the story problem below.

I saw 8 spiders. 3 spiders crawled away. How many spiders were left?

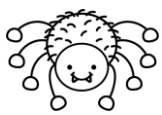
Today we practiced subtraction story problems. Can you make up your own story problem?

Name:

Subtraction Lesson 10

Draw a picture to solve the story problem below.

I saw 8 spiders. 3 spiders crawled away. How many spiders were left?



Today we practiced subtraction story problems. Can you make up your own story problem?

Empowering Little Mathematicians

I saw 7 ladybugs and some flew away. 3 ladybugs are left. How many flew away?

9 frogs sat on a log and some hopped off. 4 frogs are left. How many frogs hopped off?

I had 6 cookies and I gave my sister some. I have 2 cookies left. How many did I give my sister?

There were 10 snakes in the grass and some left. There are now 5 snakes. How many snakes left?

5 birds sat on a branch and some flew away.

3 birds are left. How many flew away?

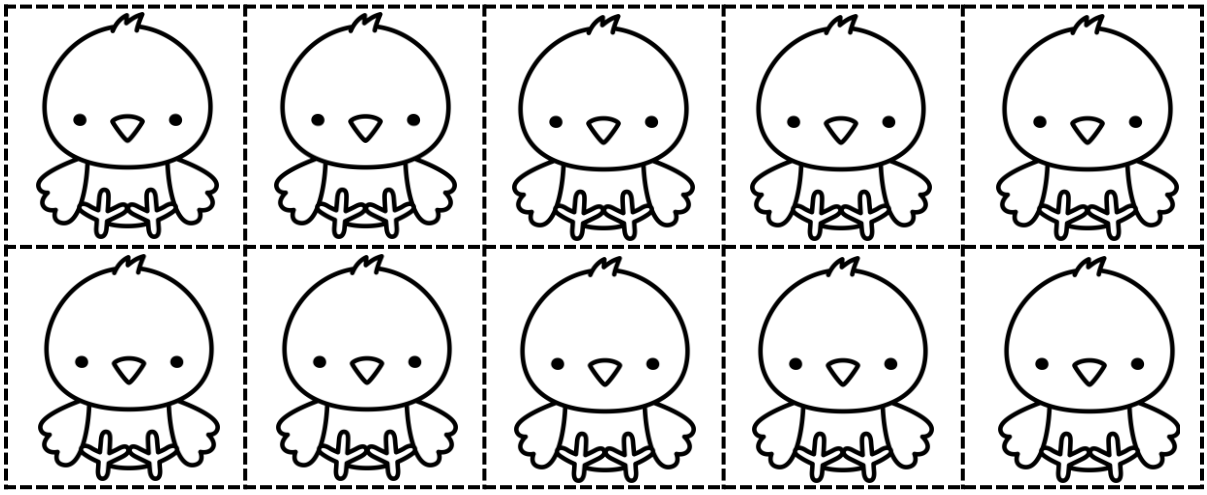
I had 8 cupcakes and I gave some away. I have 2 cupcakes left. How many did I give away?

Name: _____

Birds On a Wire

I saw 6 birds sitting on a wire and some flew away. 2 birds are left. How many birds flew away?

_____



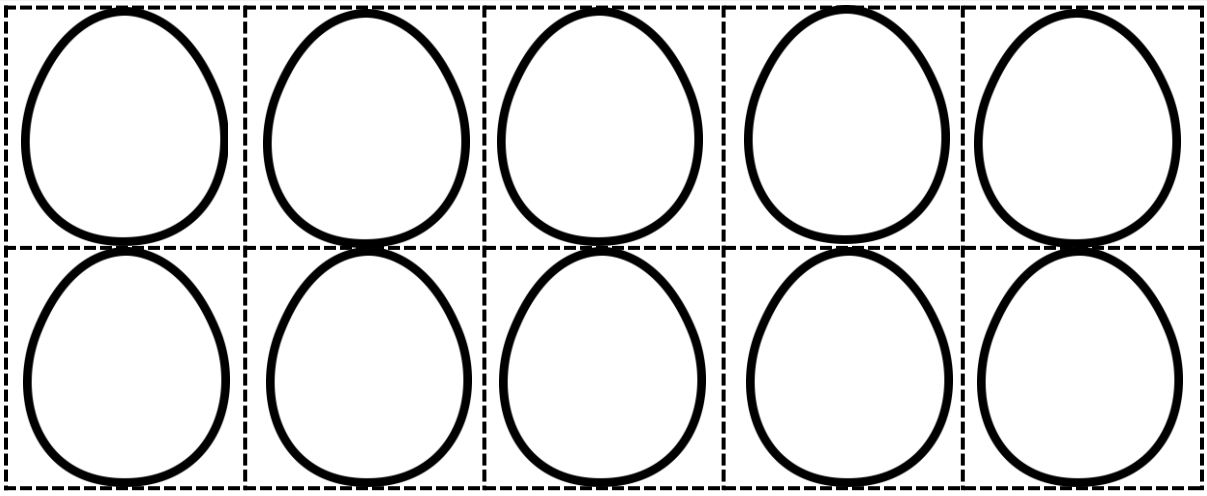
Name: _____

Cracking Eggs

I had 9 eggs. I cracked 4 eggs. How many eggs are left?

_____

□ - □ = □



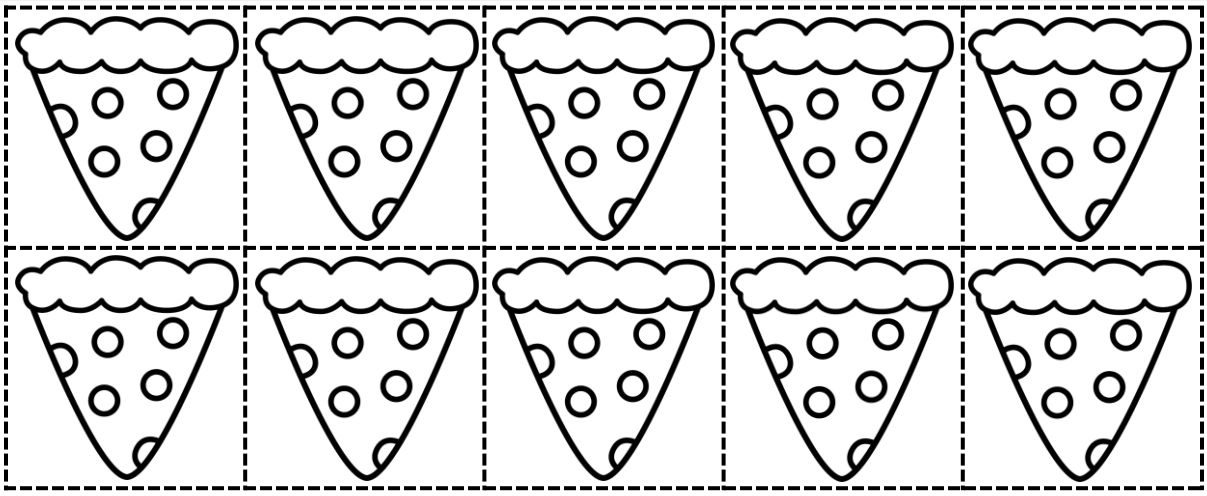
Name: _____

Pizza Party

We had 10 slices of pizza. We ate 5 slices. How many slices are left?

_____ 

□ - □ = □



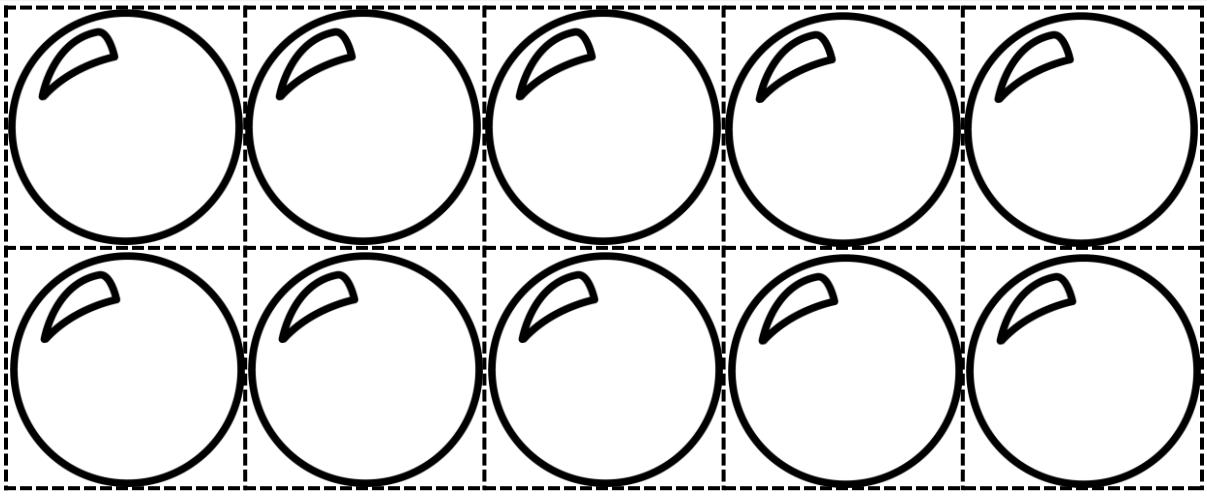
Name: _____

Blowing Bubbles

I blew 8 bubbles. 3 bubbles popped. How many bubbles are left?

_____

□ - □ = □

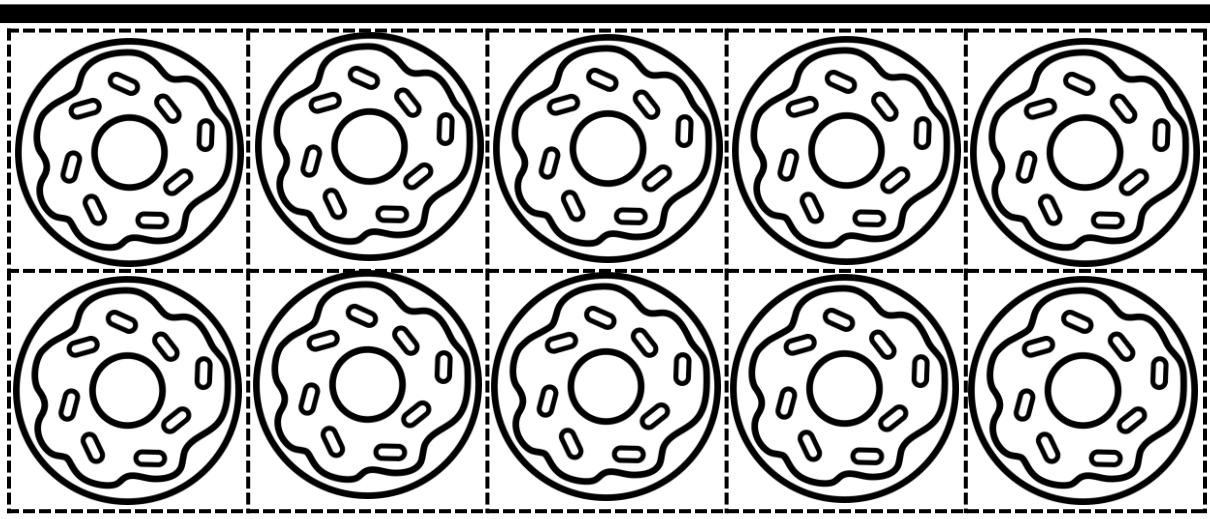


Name: _____

Donut Time

I had 7 donuts. I gave my friends 5 donuts. How many donuts do I have left?

_____



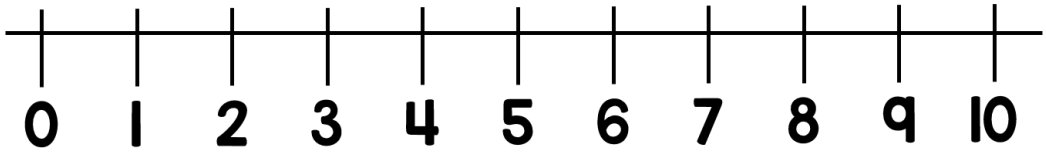
UNIT ASSESSMENT

This end of unit assessment is optional and can be given whole group, in small groups, or one on one. Teacher directions and an answer key are included.

Name:

Subtraction Assessment

Touch the butterfly. Use your favorite addition strategy to solve each problem.



3 - 2 = 1	8 - 3 = 5
7 - 2 = 5	4 - 1 = 3
9 - 4 = 5	3 - 3 = 0
6 - 1 = 5	8 - 4 = 4

Touch the snake. I will read the story problem. You will draw a picture to match and then fill in the number sentence.

I had 5 cookies. I ate 3 cookies. How many cookies are left?

2 

5 - 3 = 2

Touch the dog. I will read the story problem. You will draw a picture to match and then fill in the number sentence.

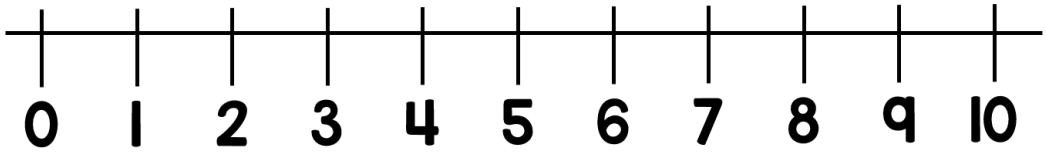
I saw 8 butterflies. 3 butterflies flew away. How many butterflies are left?

5 

8 - 3 = 5

Name:

Subtraction Assessment



3 - 2 = ____	8 - 3 = ____
7 - 2 = ____	4 - 1 = ____
9 - 4 = ____	3 - 3 = ____
6 - 1 = ____	8 - 4 = ____

Name:

Subtraction Assessment

I had 5 cookies. I ate 3 cookies. How many cookies are left?

_____ 

□ - □ = □

I saw 8 butterflies. 3 butterflies flew away. How many butterflies are left?

_____ 

□ - □ = □

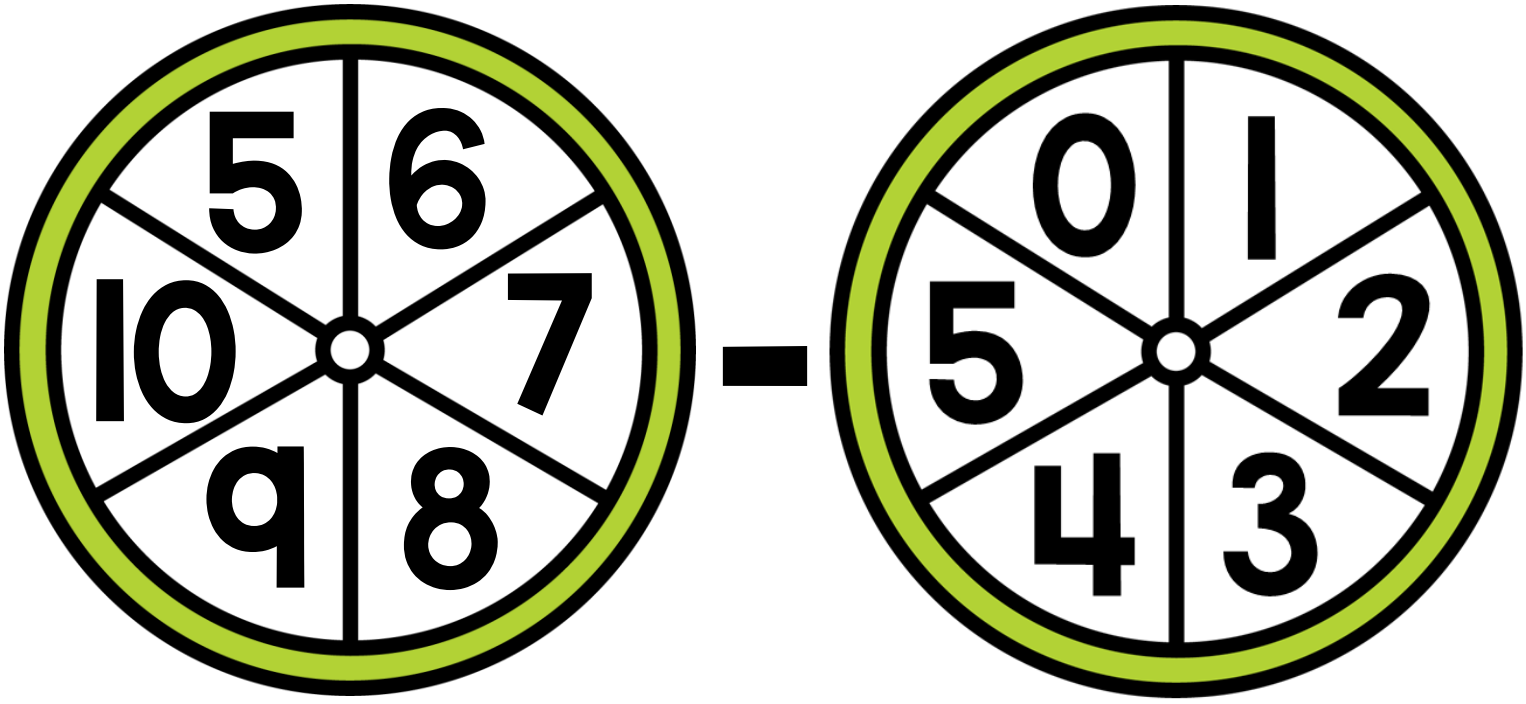
CENTERS

These are optional math centers that you can use to supplement and support student learning.

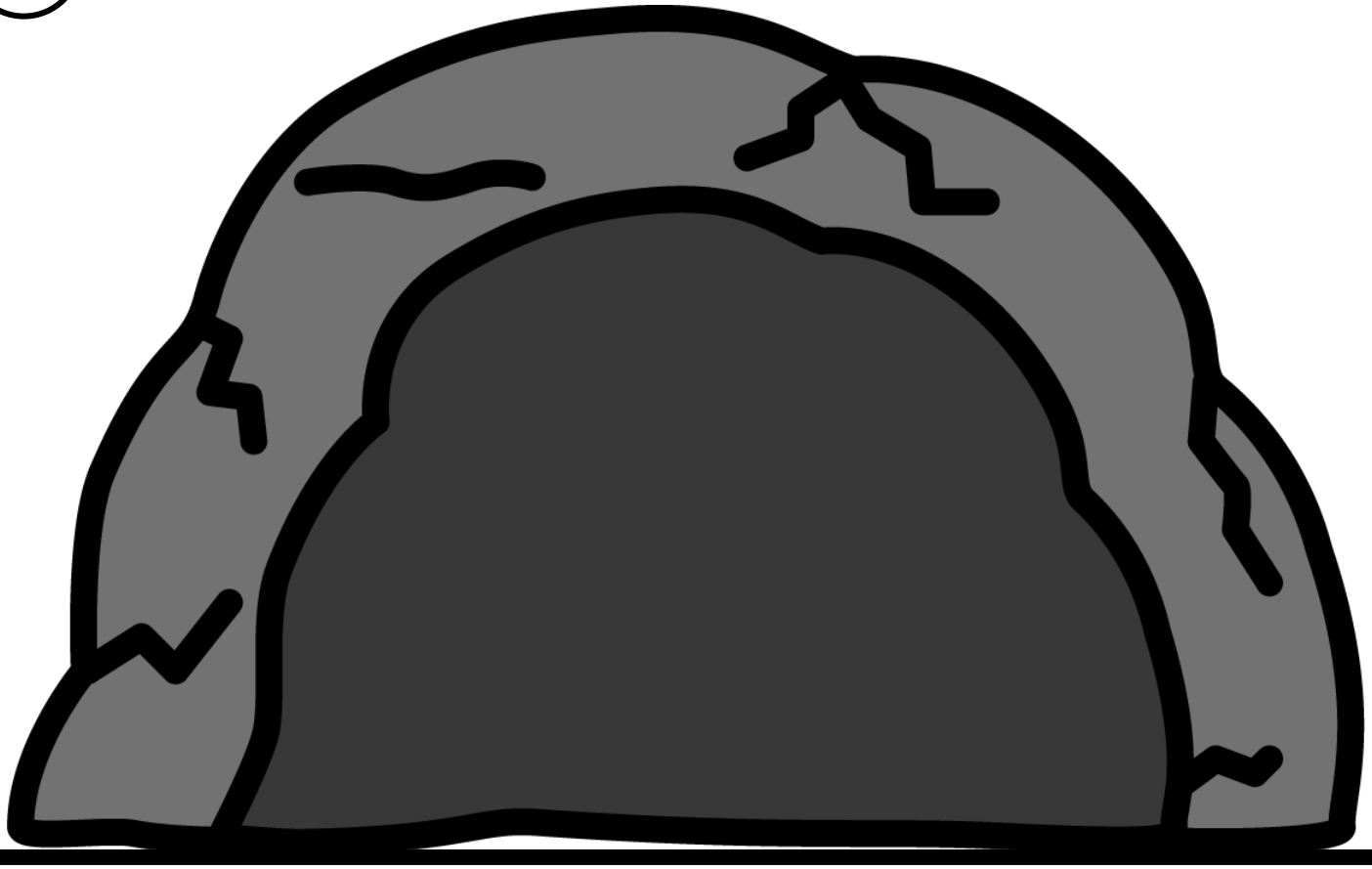
I CAN USE BEARS TO SUBTRACT

Spin a number and put that many bears out. Spin a second number and move that many bears to the cave. How many bears are left?

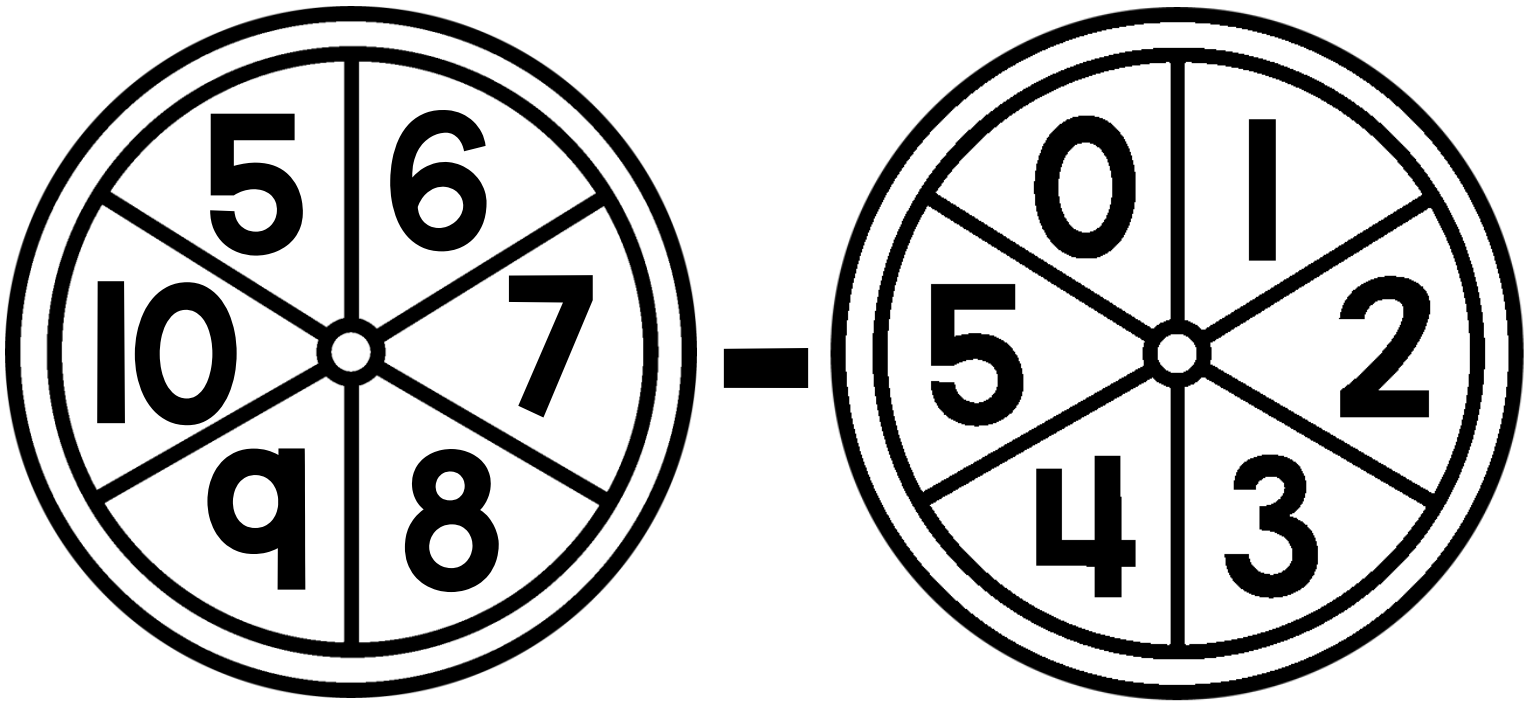
I CAN SPIN AND SUBTRACT



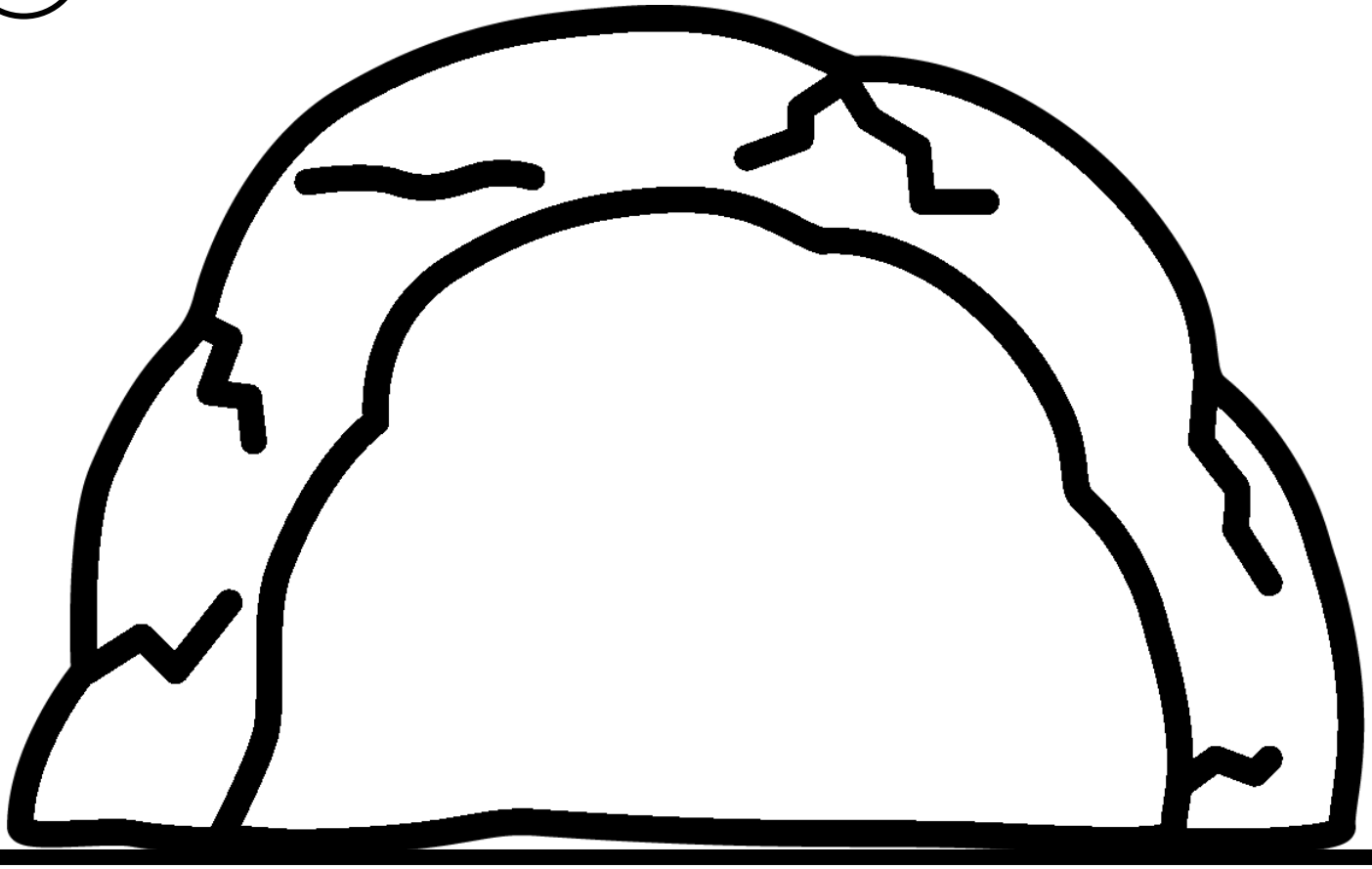
BEARS IN A CAVE



I CAN SPIN AND SUBTRACT



BEARS IN A CAVE



BEARS IN A CAVE

DIRECTIONS: Spin a subtraction problem and use the cave to solve. How many are left?

☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐

I CAN USE CUBES TO SUBTRACT

Make cube towers to match the first number. Subtract the second number.

I CAN SUBTRACT

$$\begin{array}{r} 2 \\ -\ 1 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 2 \\ -\ 2 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 3 \\ -\ 3 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 3 \\ -\ 2 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 3 \\ -\ 1 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 4 \\ -\ 4 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 4 \\ -\ 3 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 4 \\ -\ 2 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 4 \\ -\ 1 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 5 \\ -\ 4 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 5 \\ -\ 1 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 6 \\ -\ 5 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 6 \\ -\ 4 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 6 \\ -\ 3 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 6 \\ -\ 2 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 6 \\ -\ 1 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 7 \\ -\ 6 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 7 \\ -\ 5 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 7 \\ -\ 4 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 7 \\ -\ 3 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 7 \\ -\ 2 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 7 \\ -\ 1 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 8 \\ -\ 7 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 8 \\ -\ 6 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 8 \\ -\ 5 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 8 \\ -\ 4 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 8 \\ -\ 3 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 8 \\ -\ 1 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 9 \\ -\ 8 \\ \hline \end{array}$$

I CAN SUBTRACT

9

- 7

I CAN SUBTRACT

9

- 6

I CAN SUBTRACT

9

- 5

I CAN SUBTRACT

9

- 4

I CAN SUBTRACT

$$\begin{array}{r} 9 \\ -\ 3 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 9 \\ -\ 2 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 9 \\ -\ 1 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 10 \\ -\ 9 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 10 \\ -\ 8 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 10 \\ -\ 7 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 10 \\ -\ 6 \\ \hline \end{array}$$

I CAN SUBTRACT

$$\begin{array}{r} 10 \\ -\ 5 \\ \hline \end{array}$$

I CAN SUBTRACT

10

- 4

I CAN SUBTRACT

10

- 3

I CAN SUBTRACT

10

- 2

I CAN SUBTRACT

10

- 1

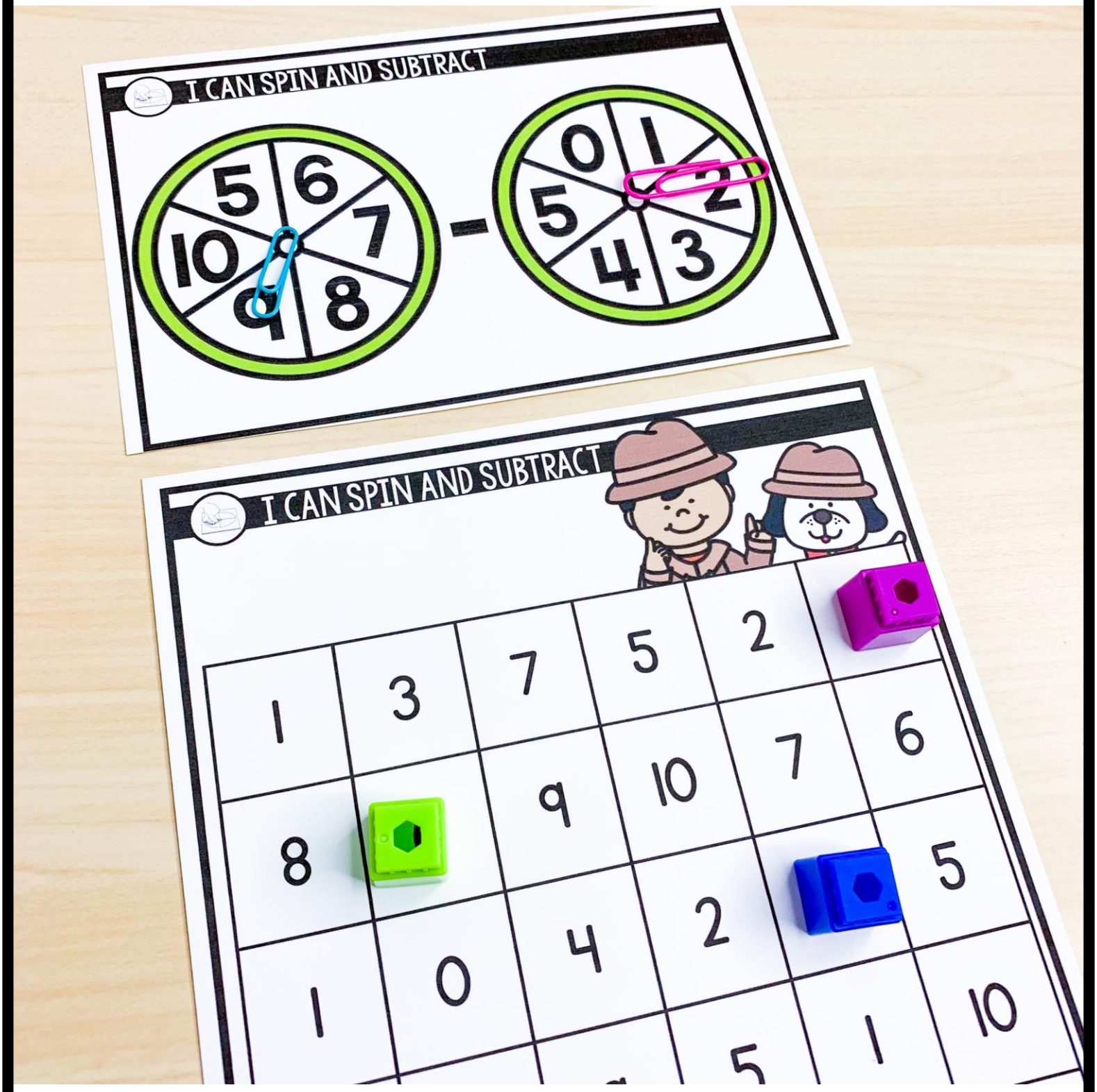
CUBE SUBTRACT

DIRECTIONS: Use cubes to solve the sutbraction problems. Write some of the equations below.

☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐

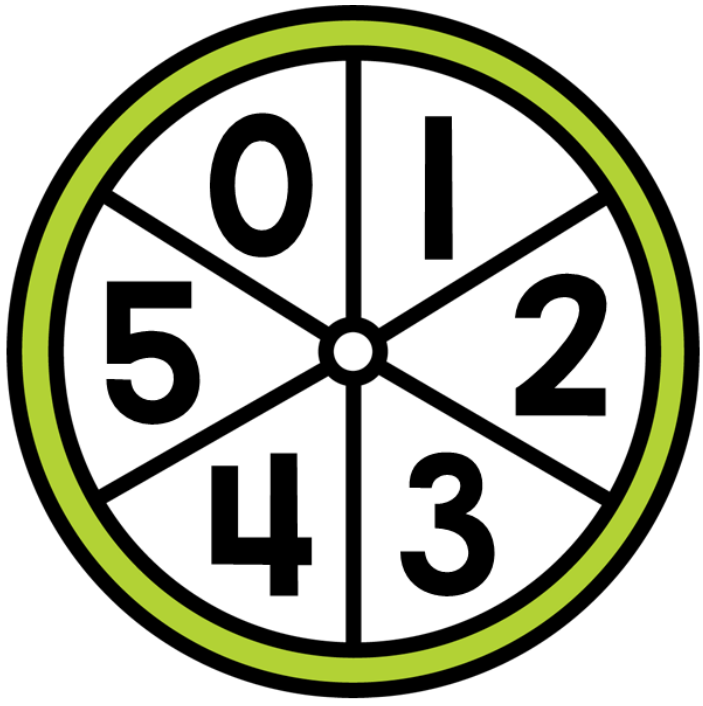
I CAN SPIN AND SUBTRACT

Spin a subtraction problem and solve. Cover the answer.



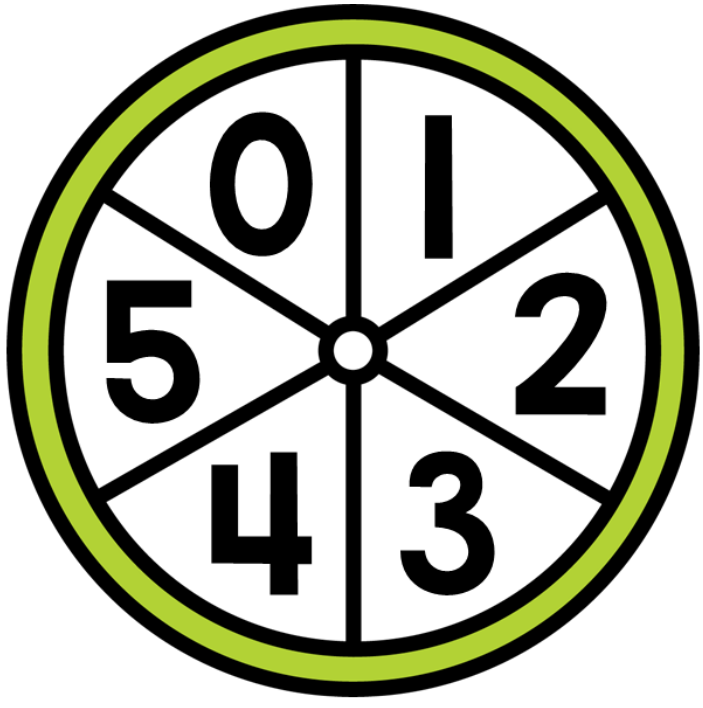
I CAN SPIN AND SUBTRACT

−

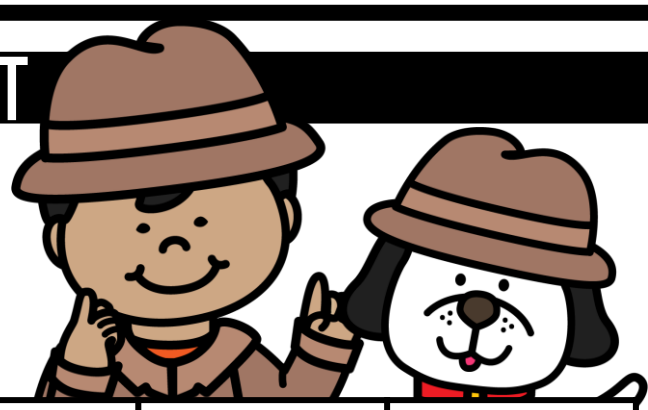


I CAN SPIN AND SUBTRACT

−

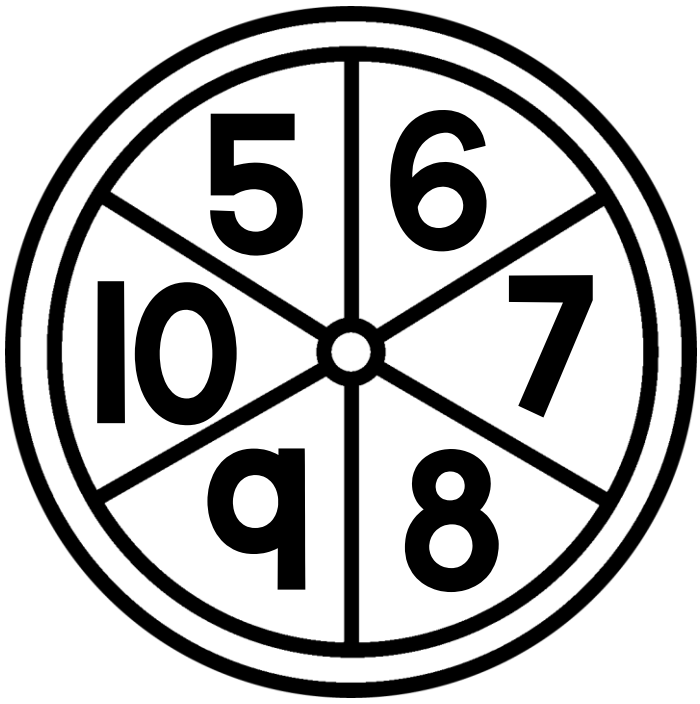


I CAN SPIN AND SUBTRACT



1	3	7	5	2	4
8	6	9	10	7	6
1	0	4	2	8	5
7	3	9	5	1	10
5	0	2	8	4	6
7	3	10	5	7	6

I CAN SPIN AND SUBTRACT



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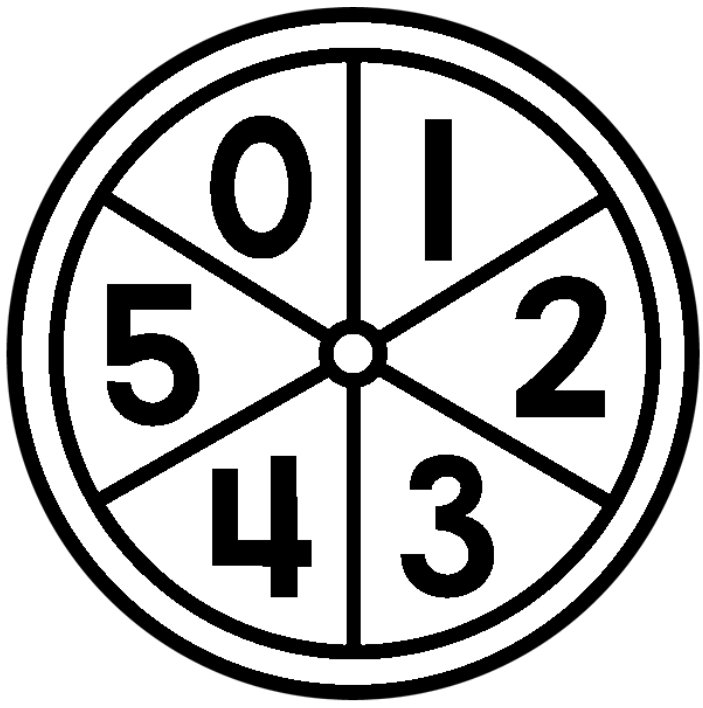
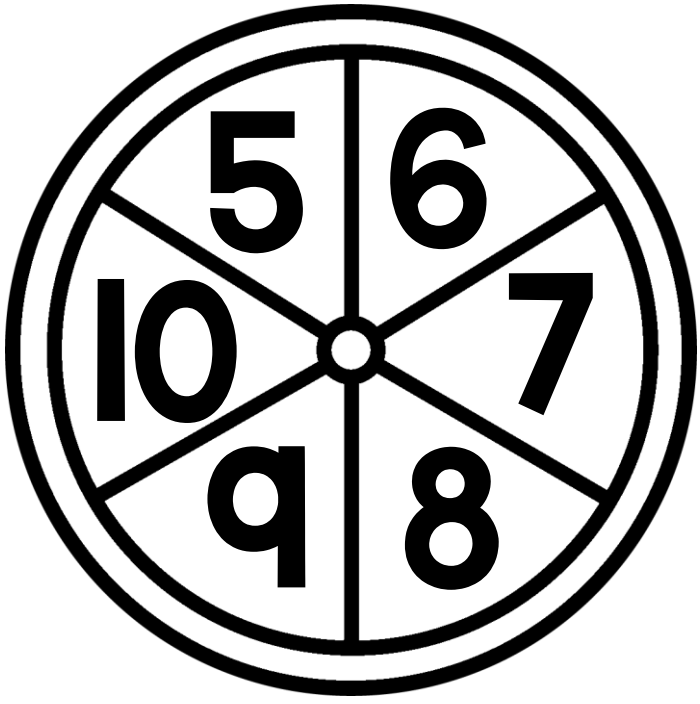


I CAN SPIN AND SUBTRACT



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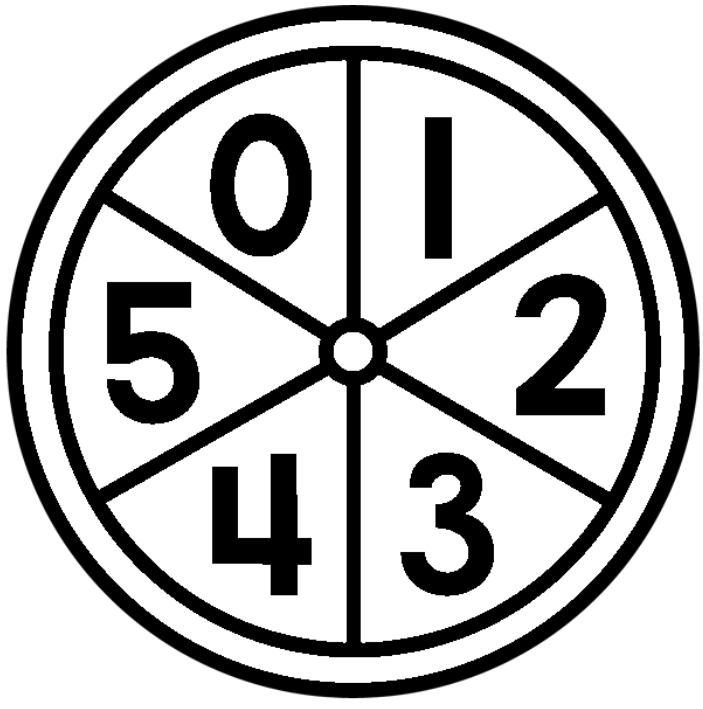
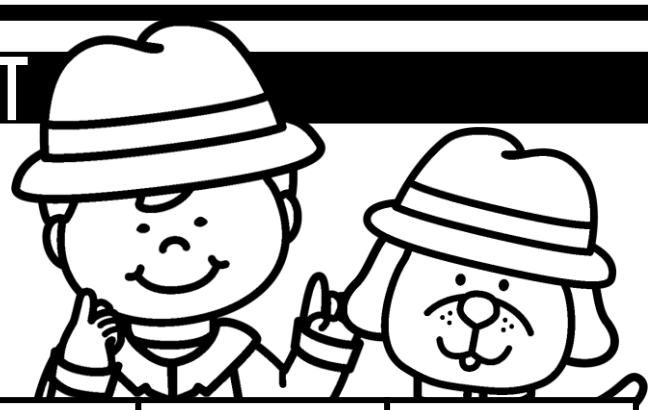


I CAN SPIN AND SUBTRACT



1	3	7	5	2	4
8	6	9	10	7	6
1	0	4	2	8	5
7	3	9	5	1	10
5	0	2	8	4	6
7	3	10	5	7	6

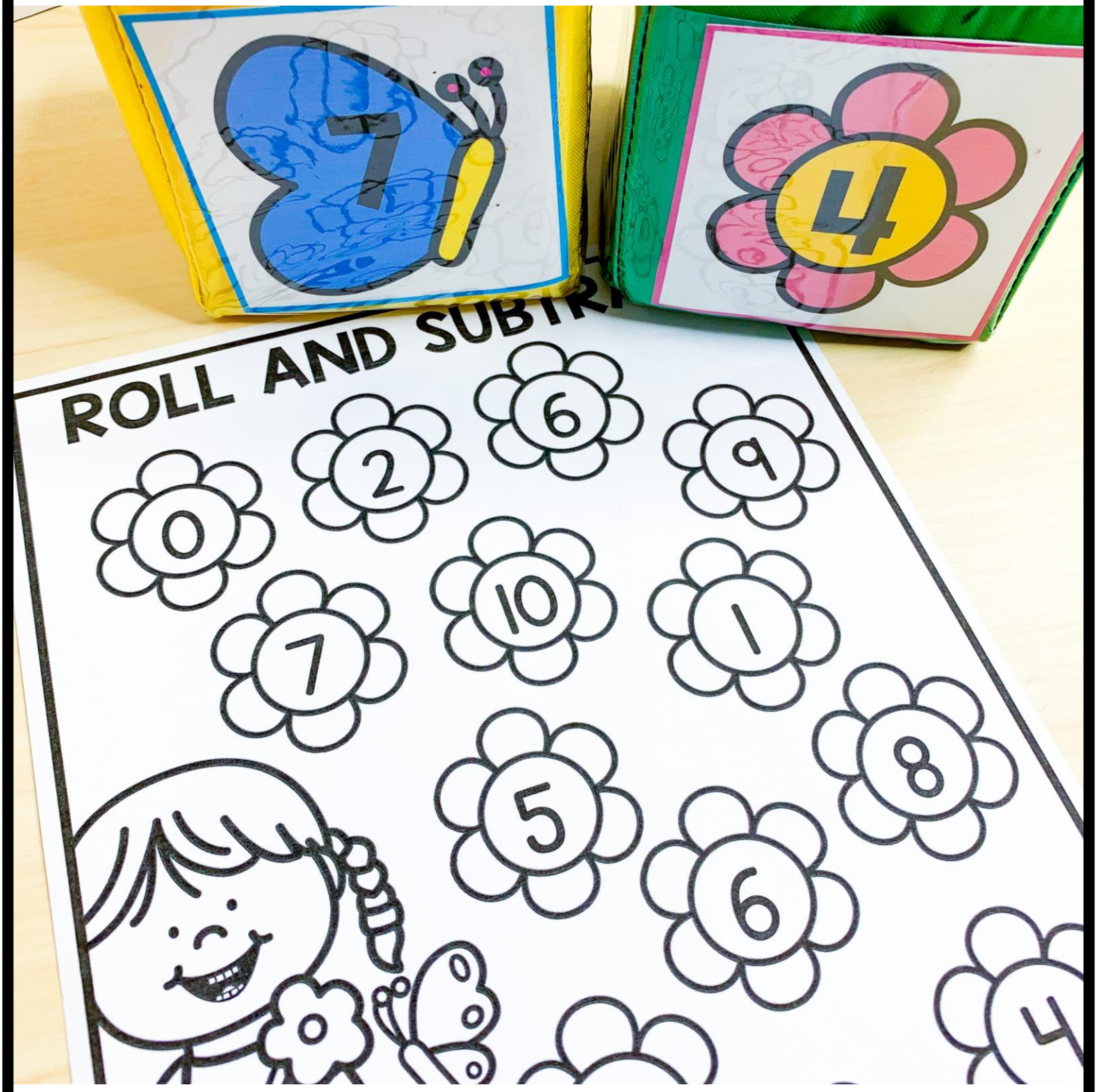
SPIN AND SUBTRACT

DIRECTIONS: Spin a subtraction problem and solve. Write the equation below.

☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐
☐ - ☐ = ☐	☐ - ☐ = ☐

I CAN ROLL AND SUBTRACT

Roll a subtraction problem - pocket dice inserts or printable dice are included. Solve and color the answer.




5

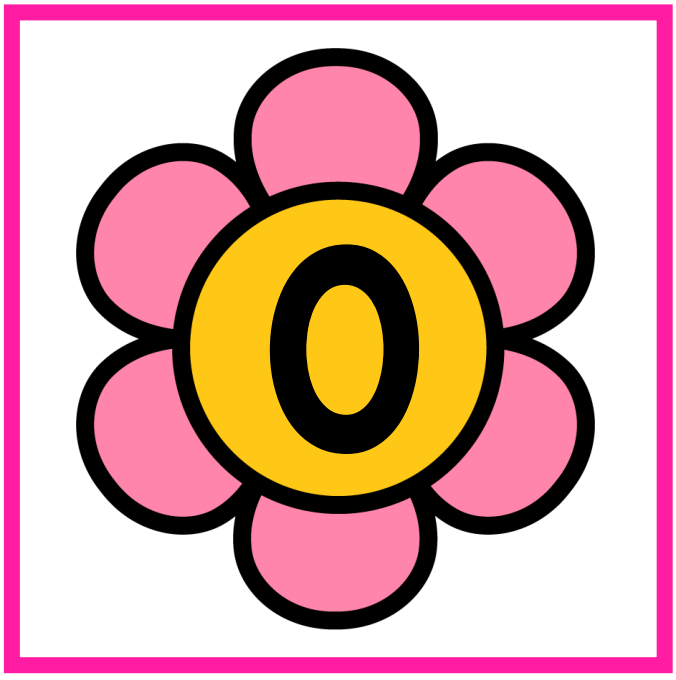

6


7


8


9


10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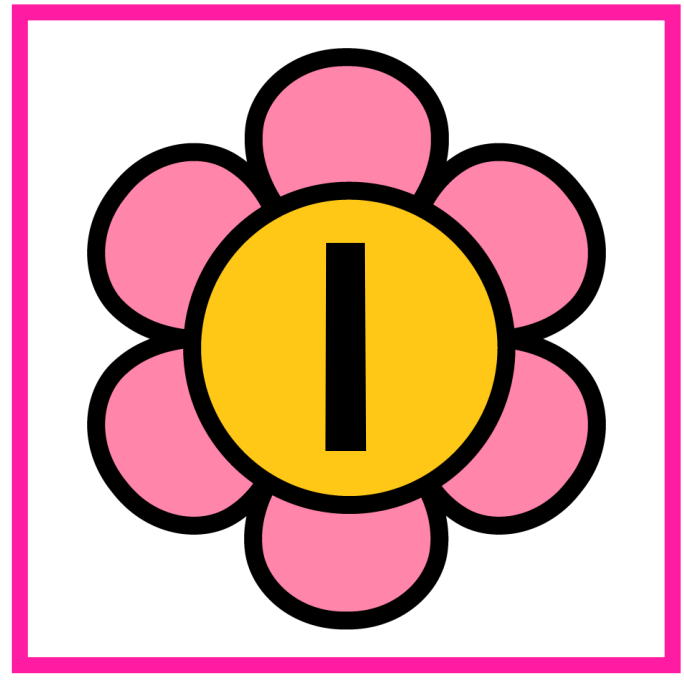
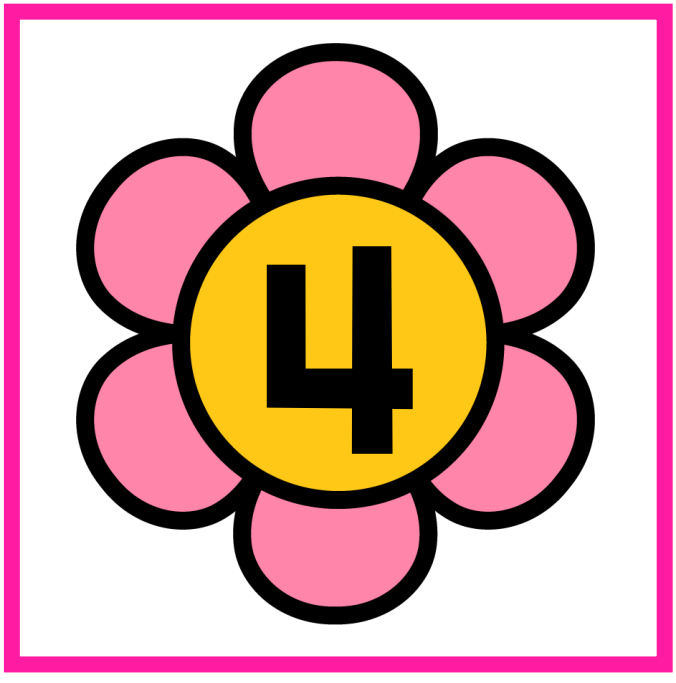
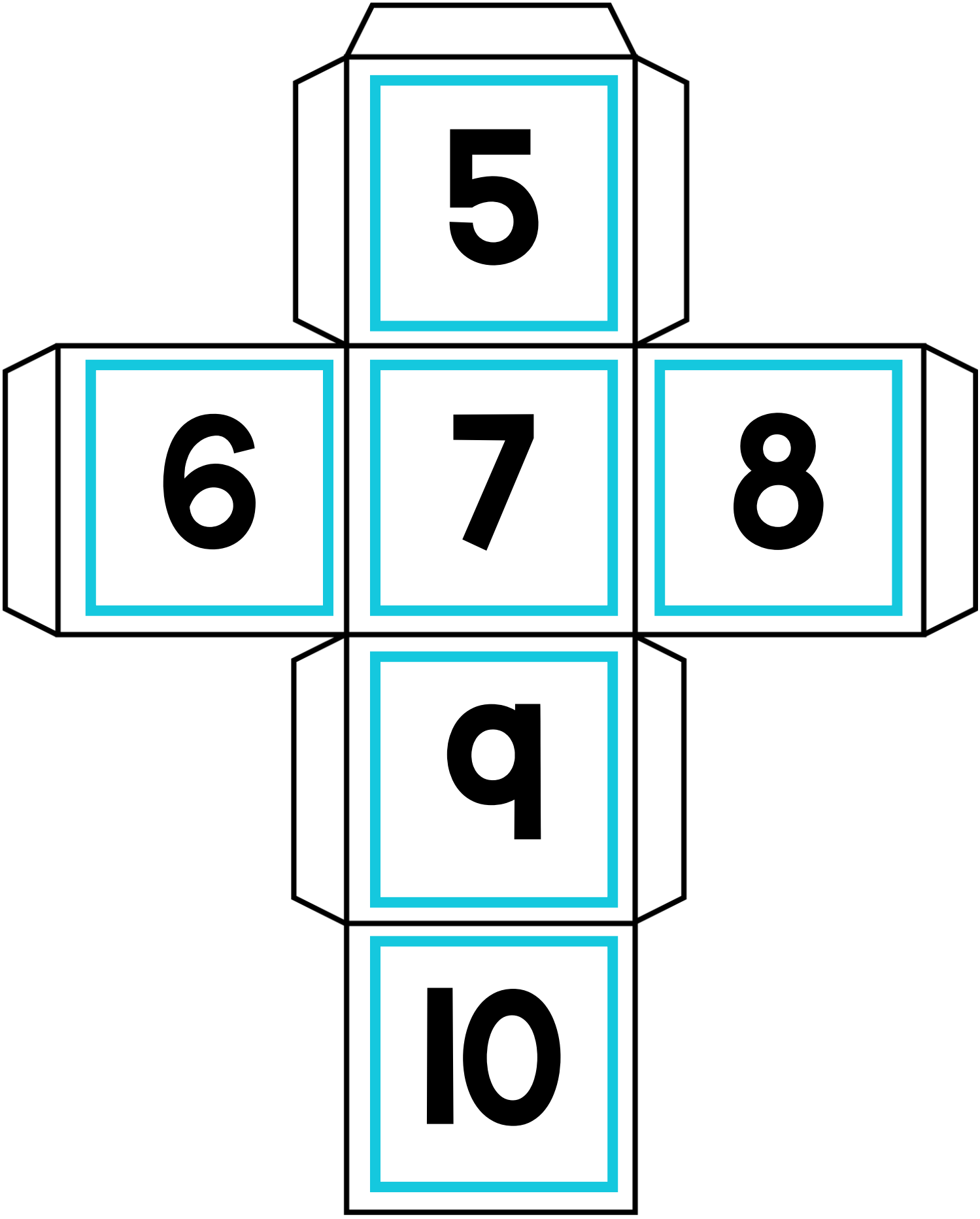

1


2


3


4


5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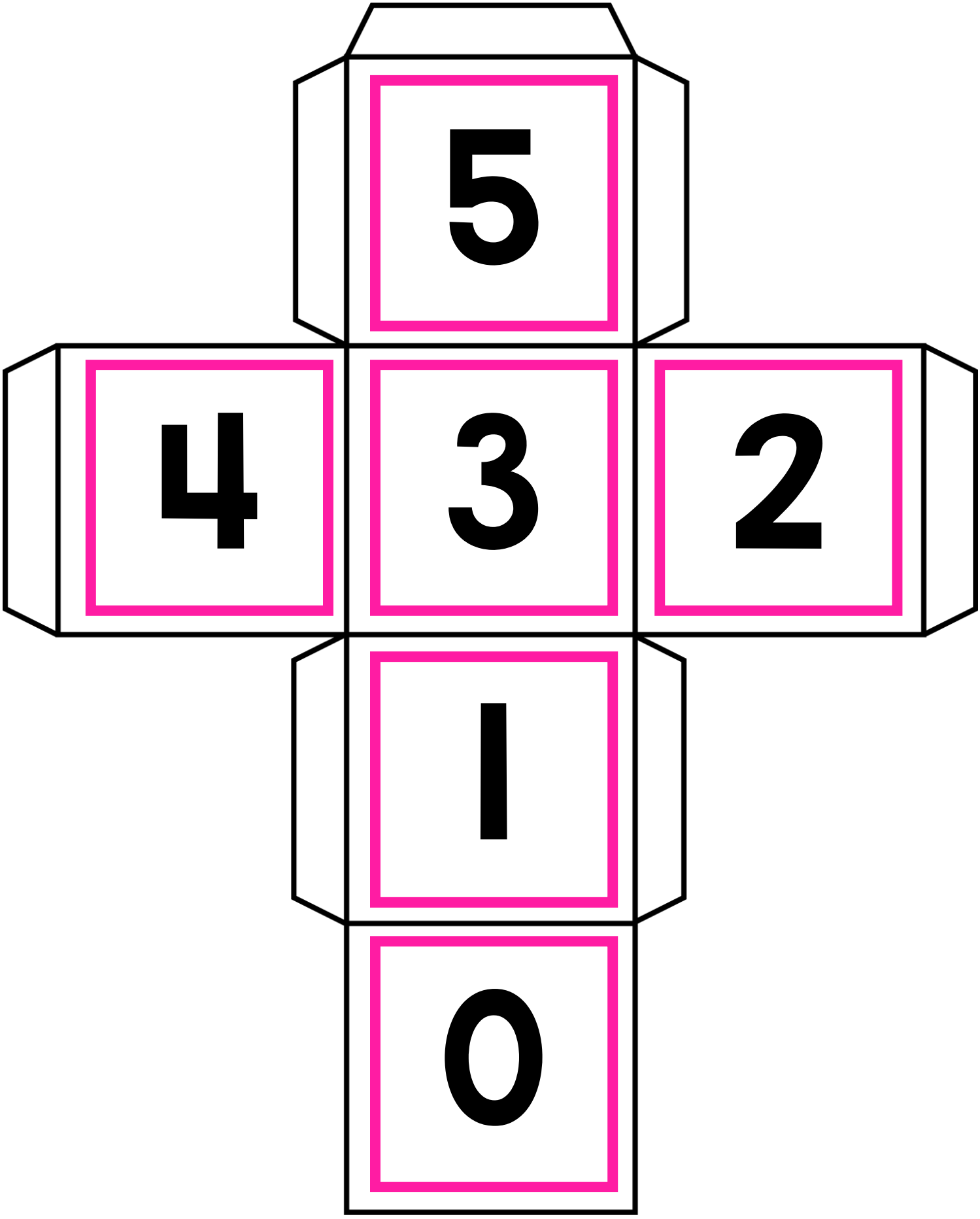
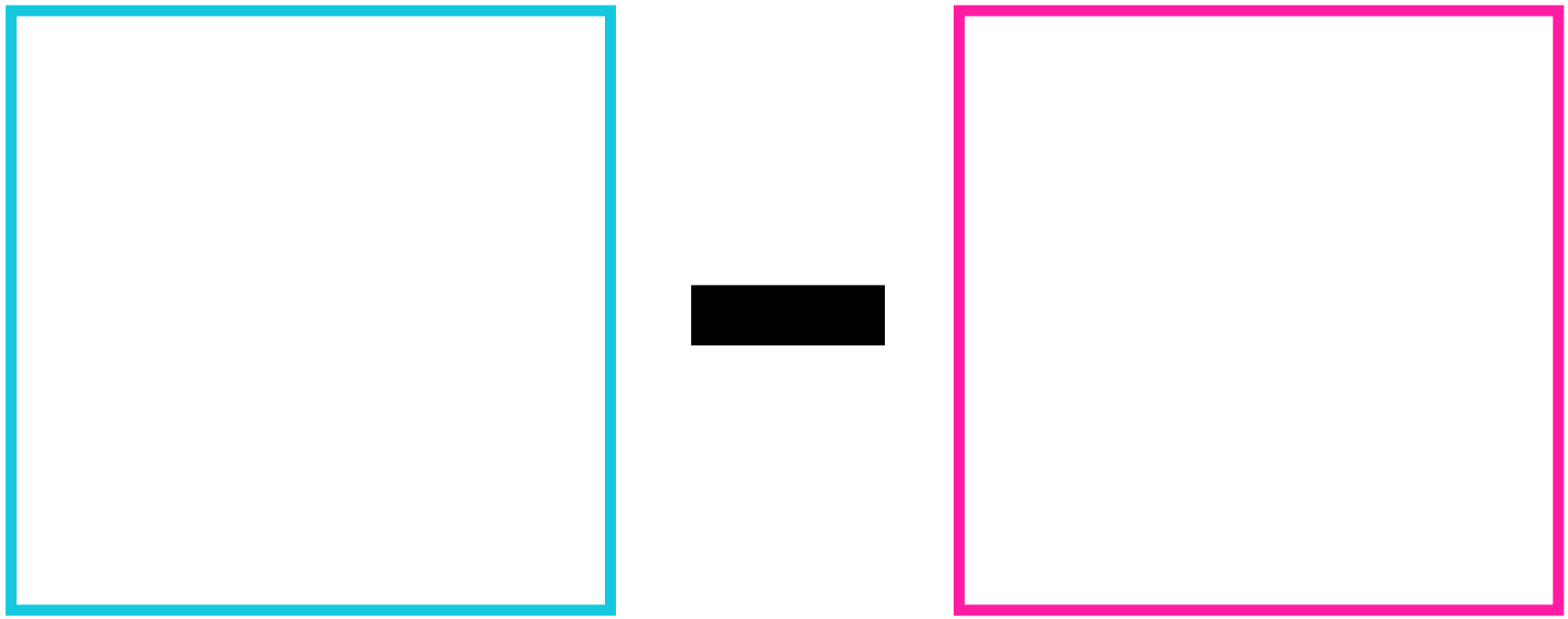
6
7
8
9
10


5
4
3
2
1
0

I CAN ROLL AND SUBTRACT

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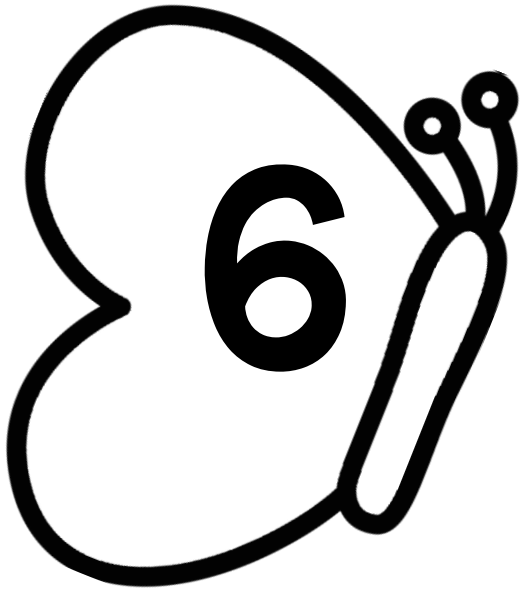
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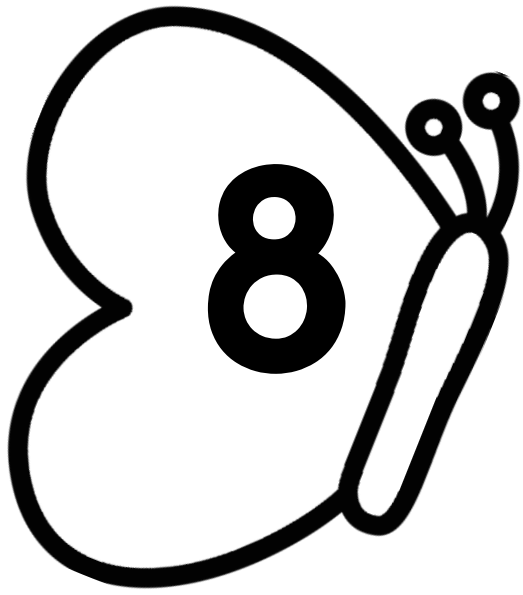
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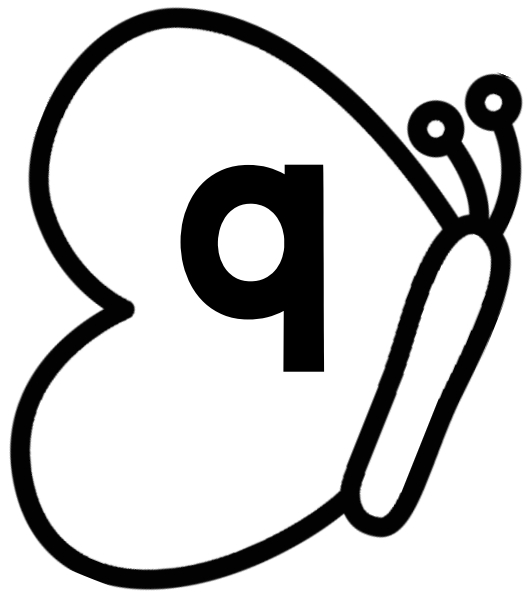
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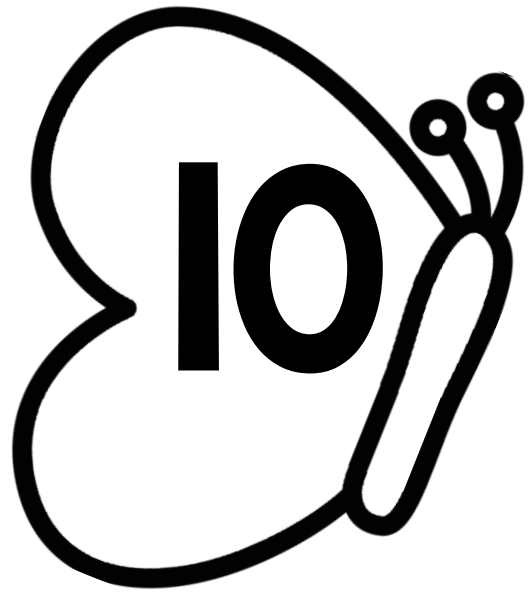
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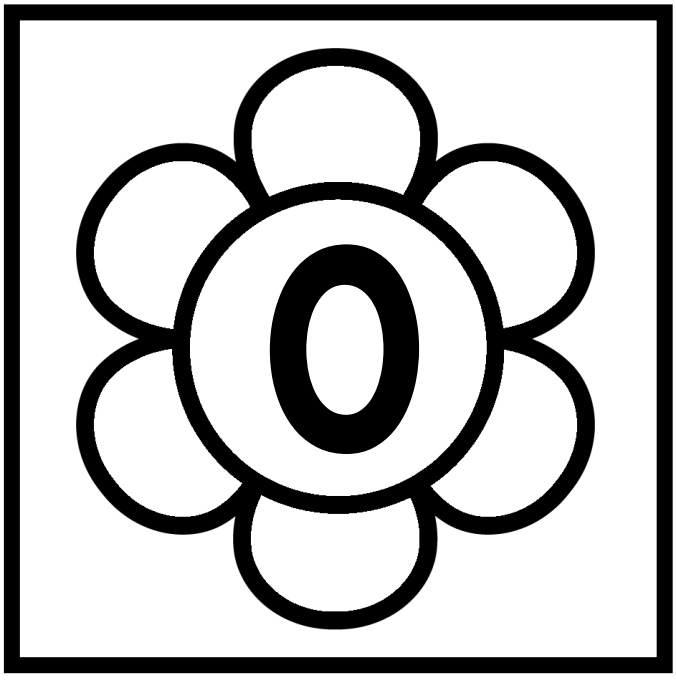
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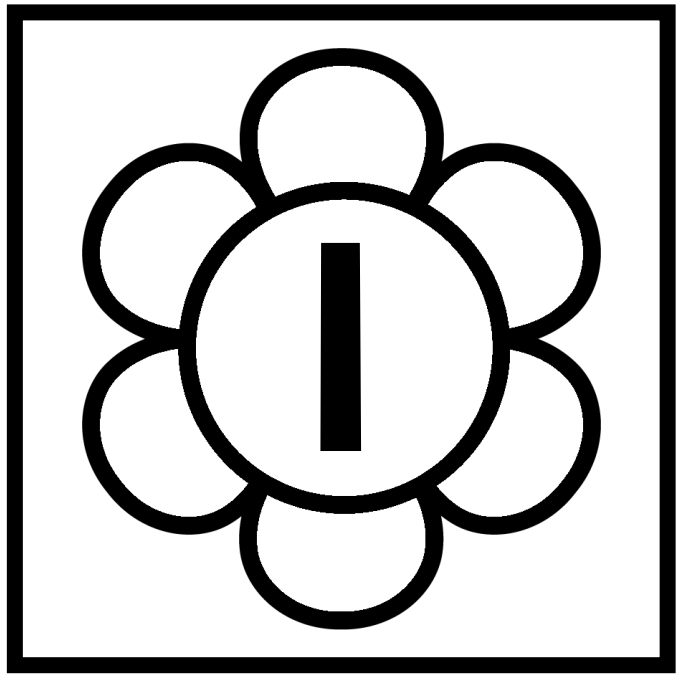
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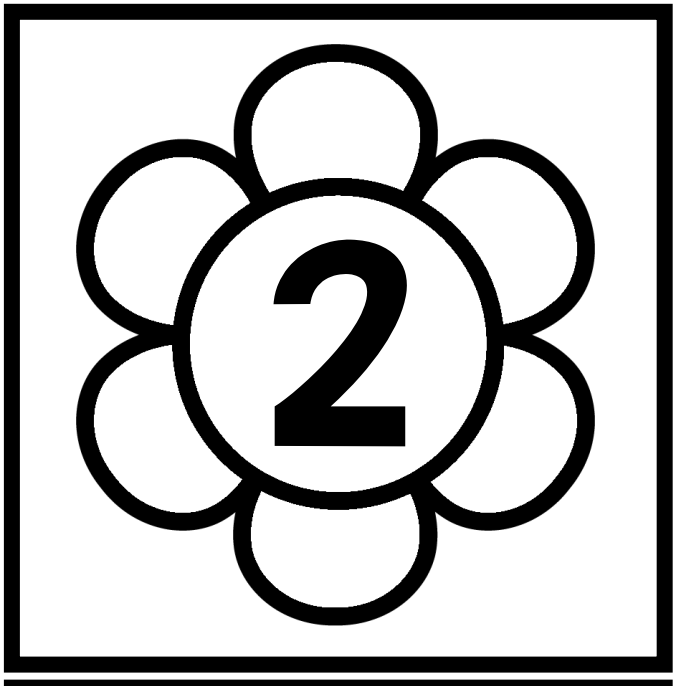
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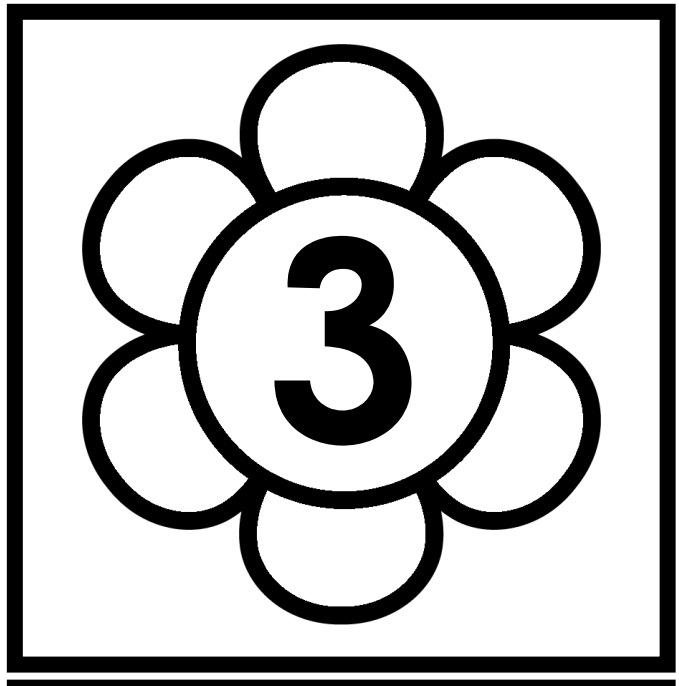
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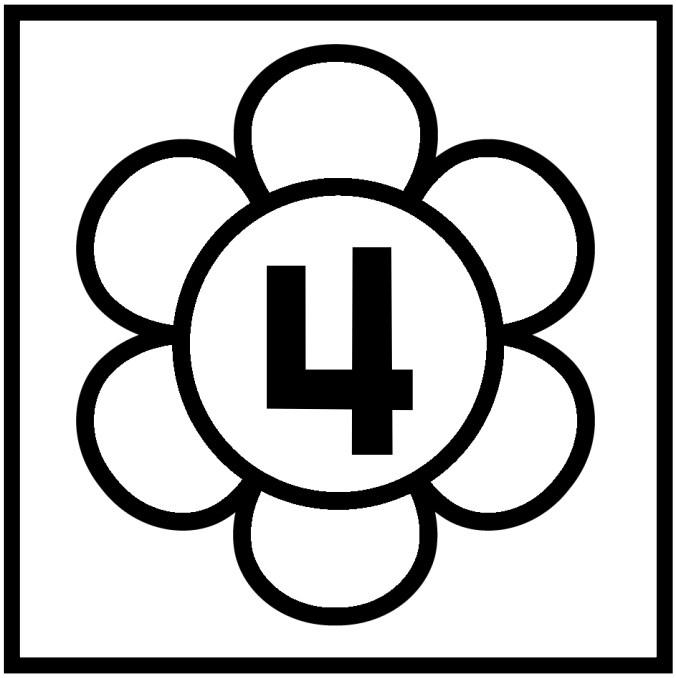
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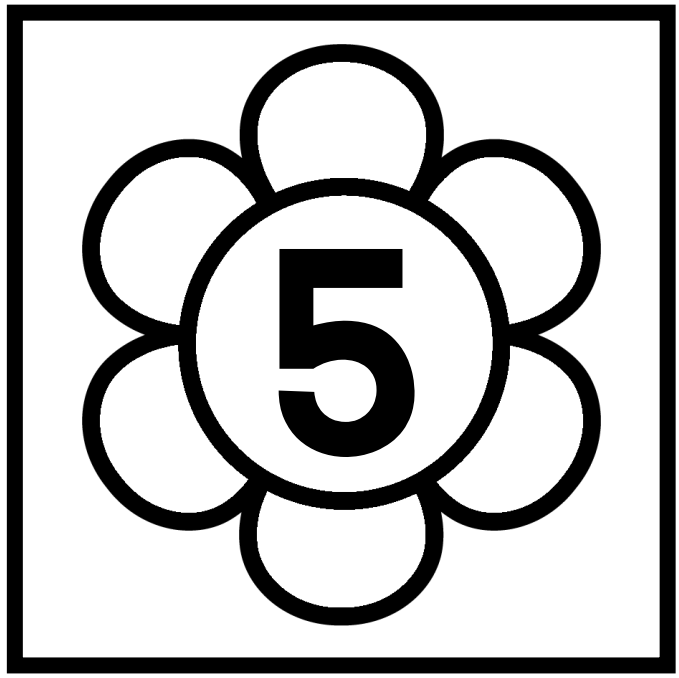
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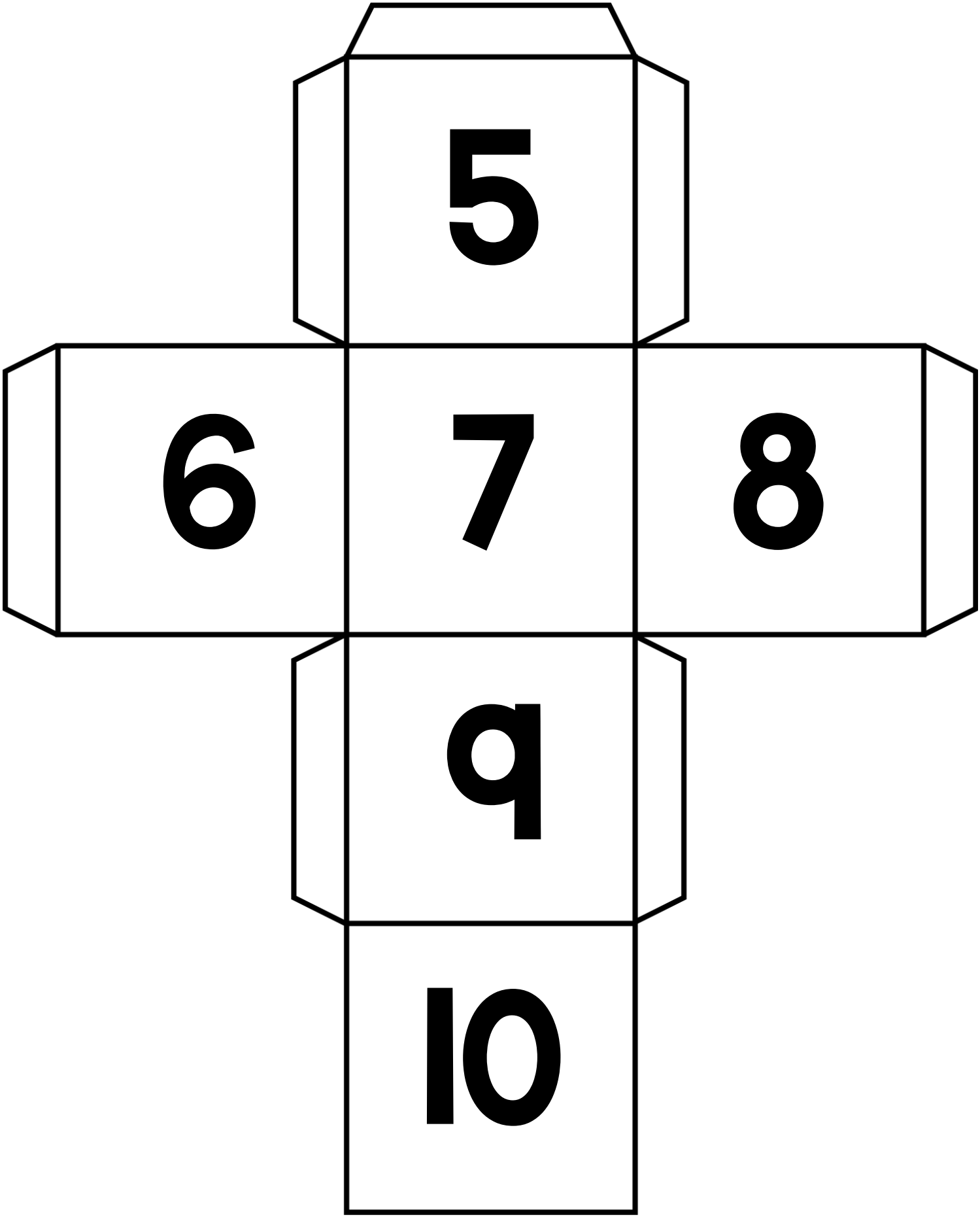
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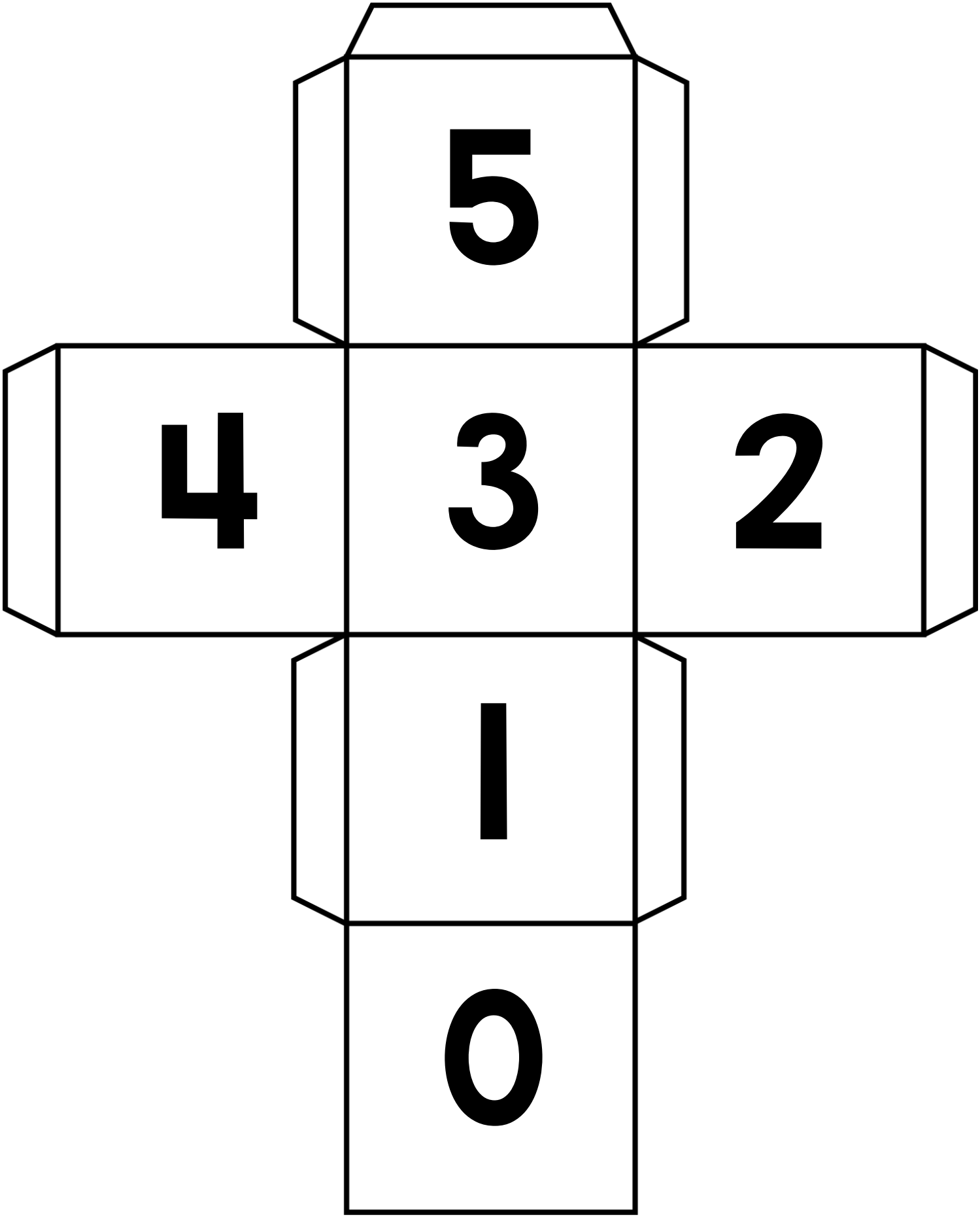
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3
2
1
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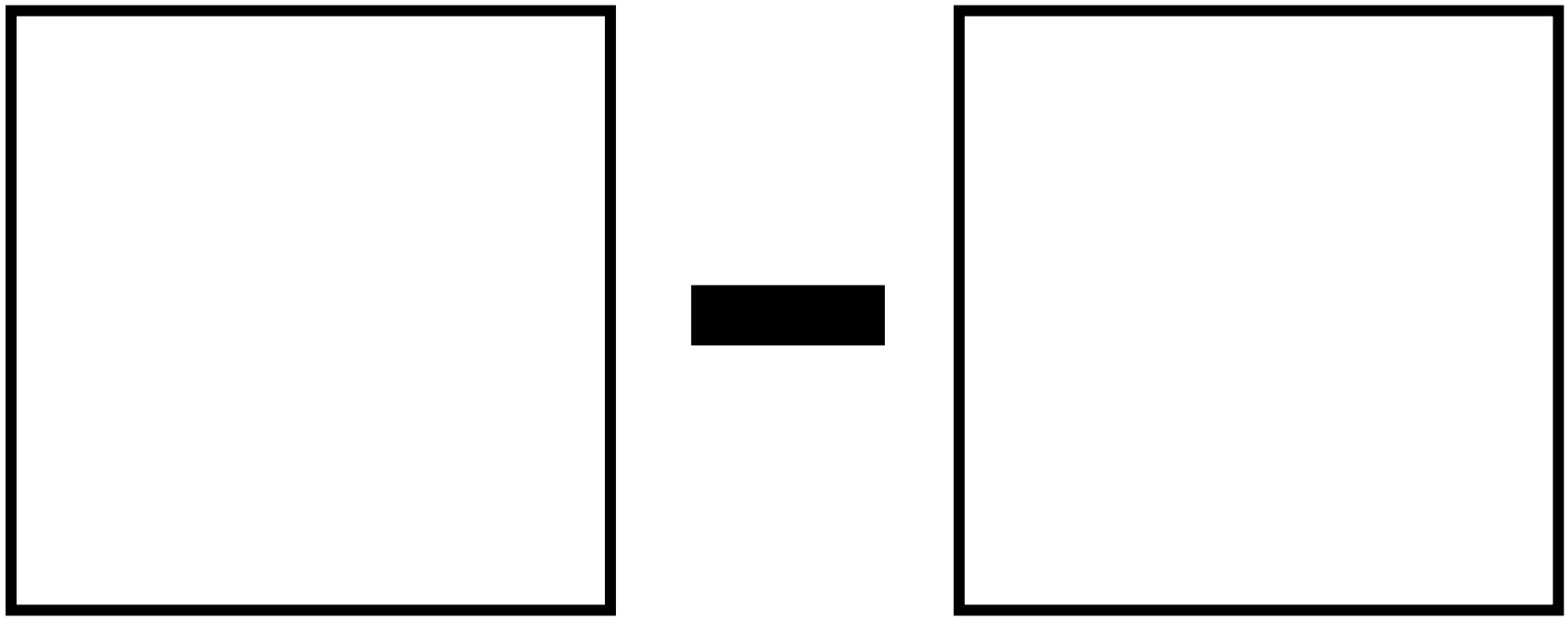
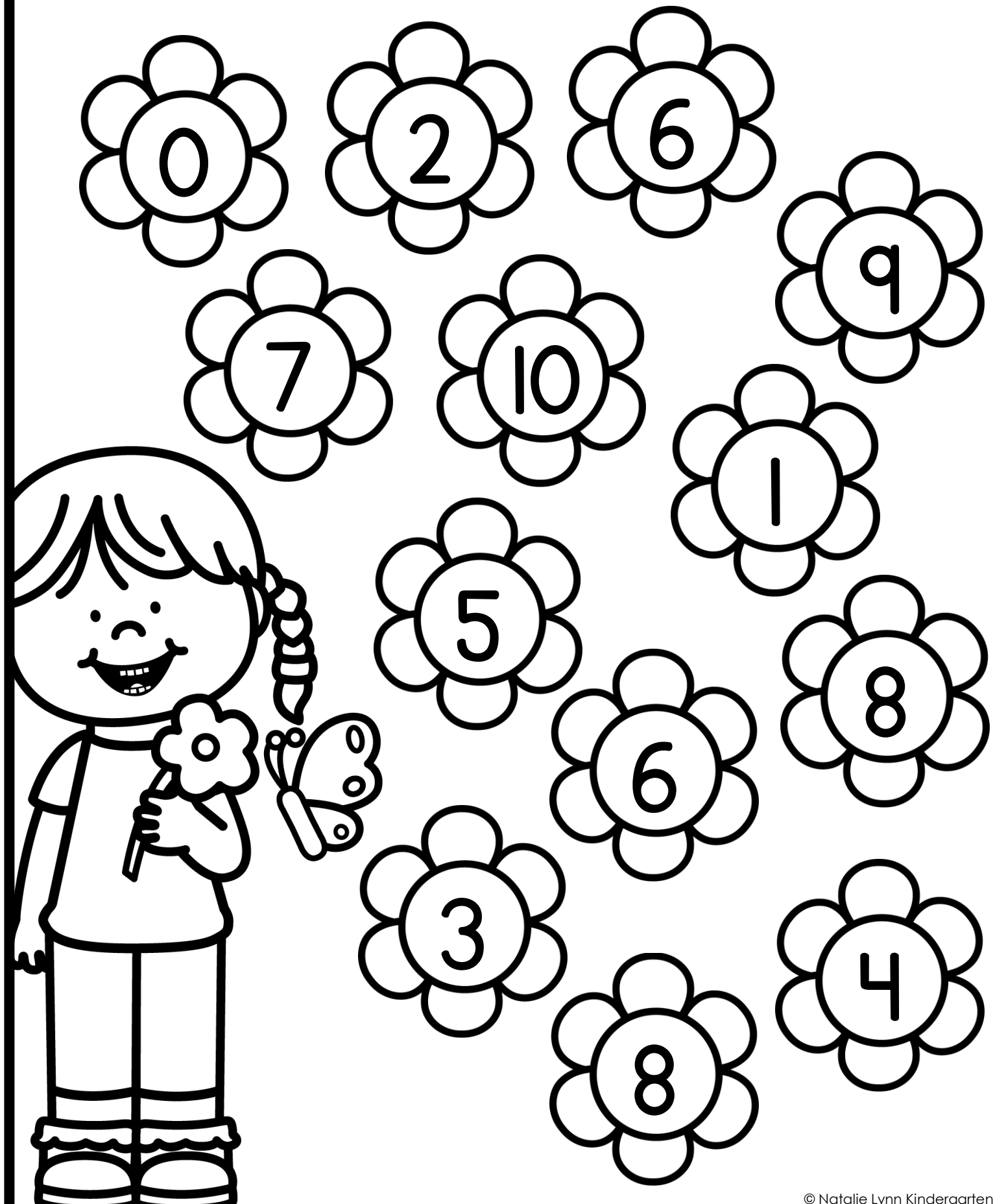
I CAN ROLL AND SUBTRACT

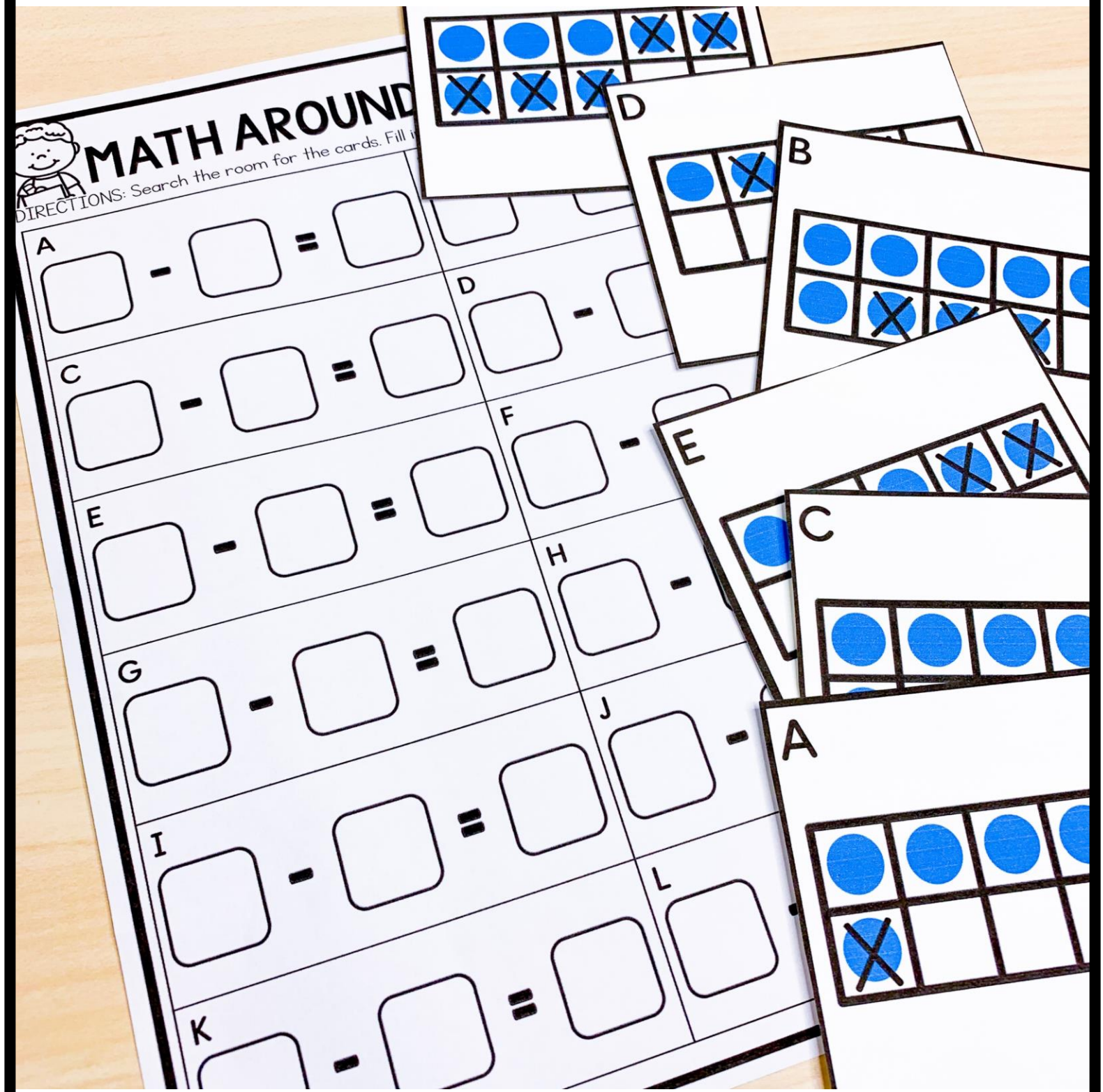


ROLL AND SUBTRACT



I CAN SUBTRACT THE ROOM

Search the room for the math around the room cards. Fill in the number sentences on the recording sheet to match the pictures on the cards.



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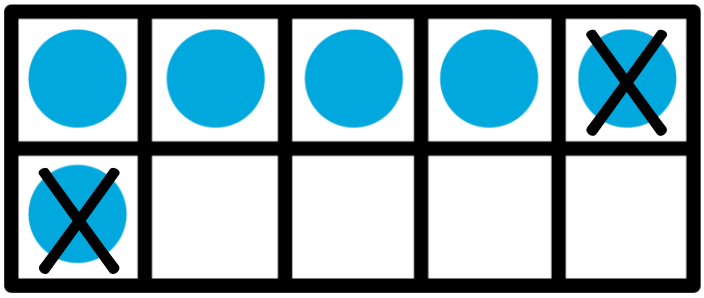

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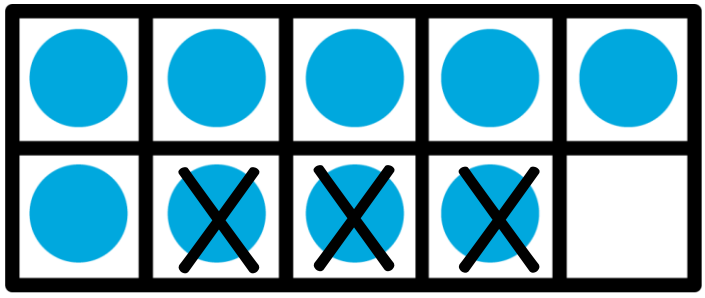

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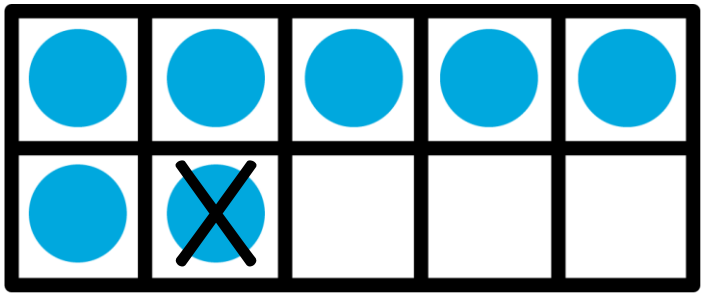

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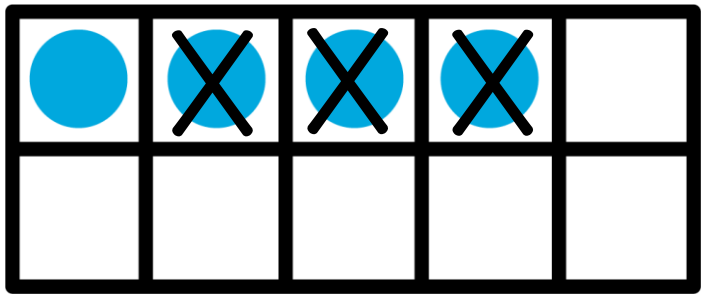

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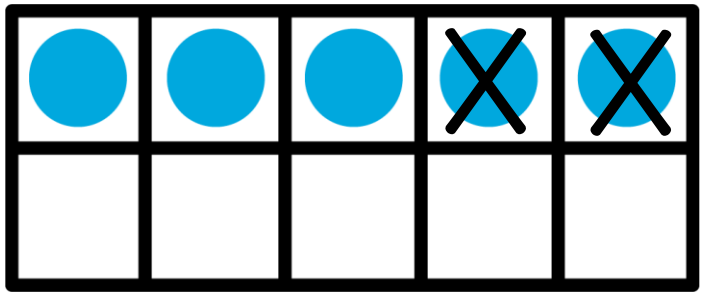

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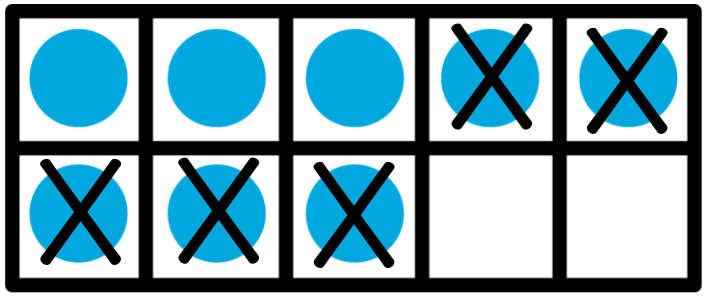

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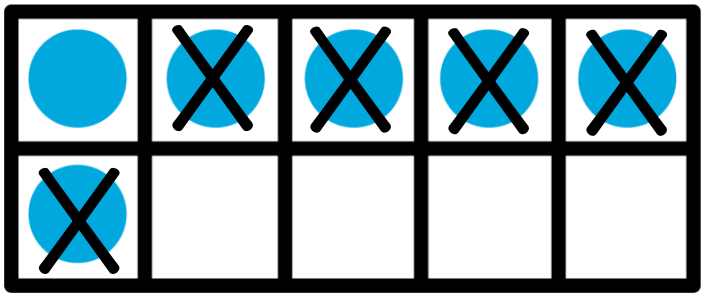

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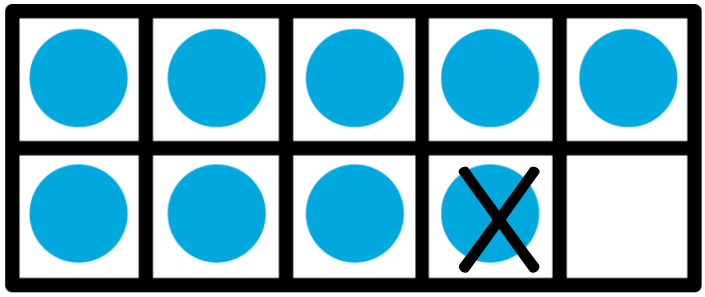

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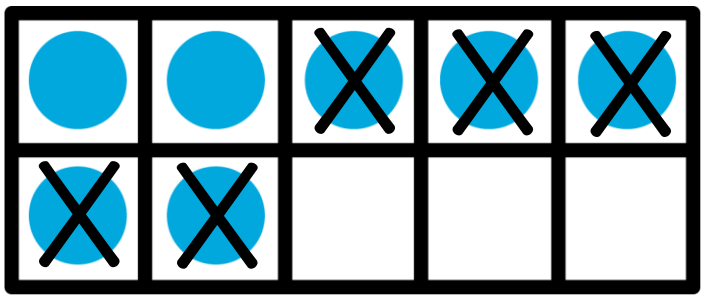

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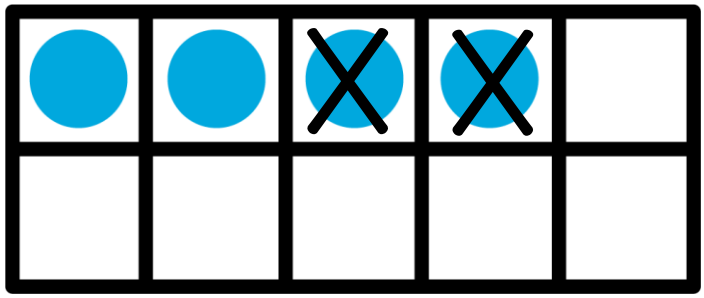

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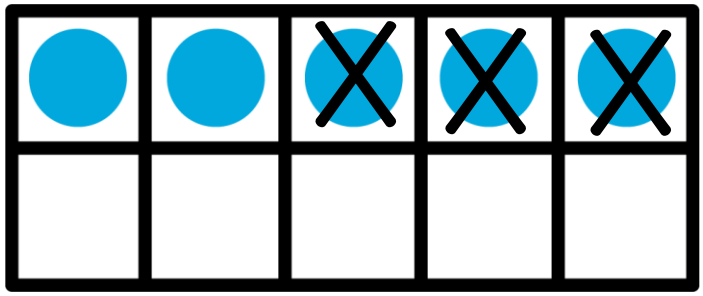

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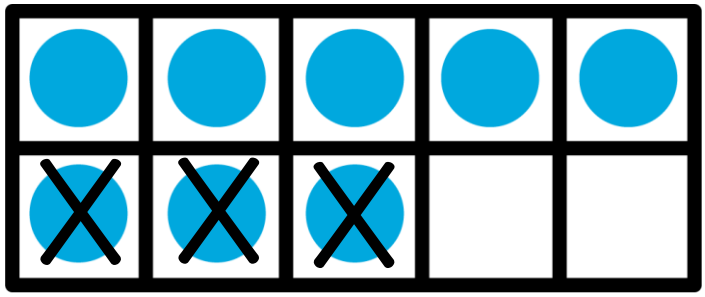

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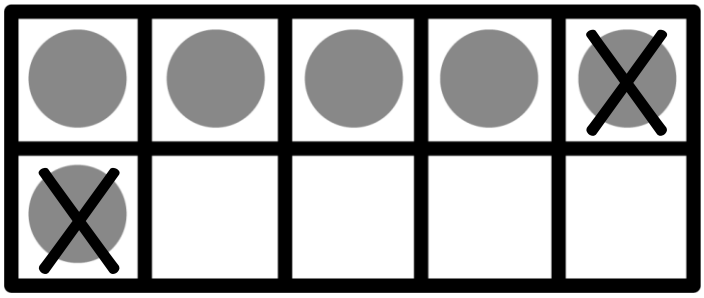

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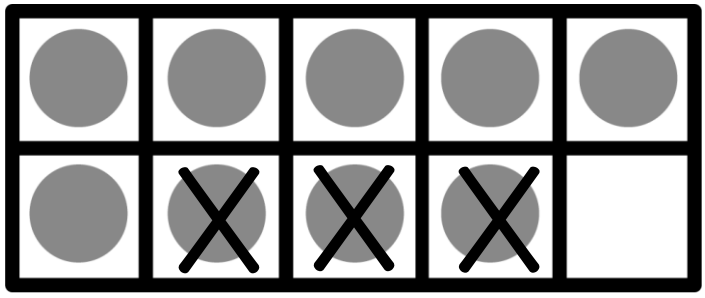

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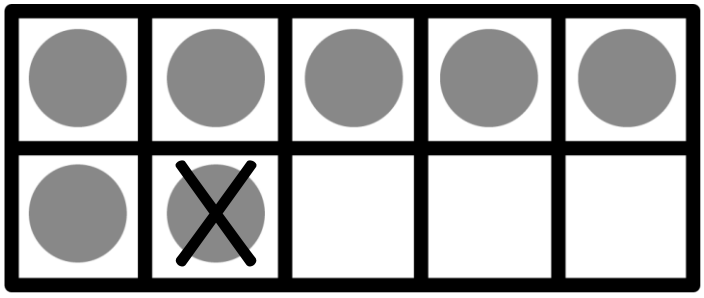

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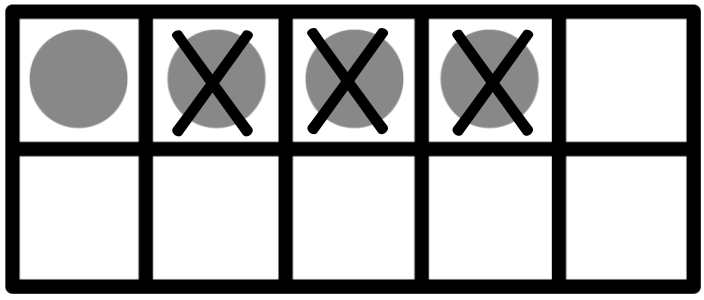

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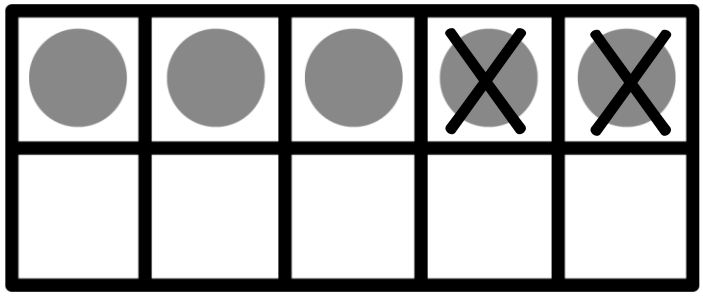

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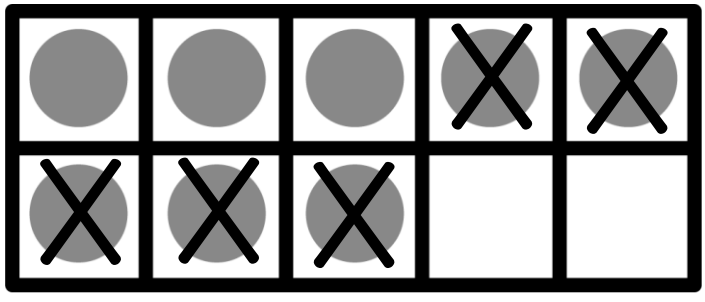

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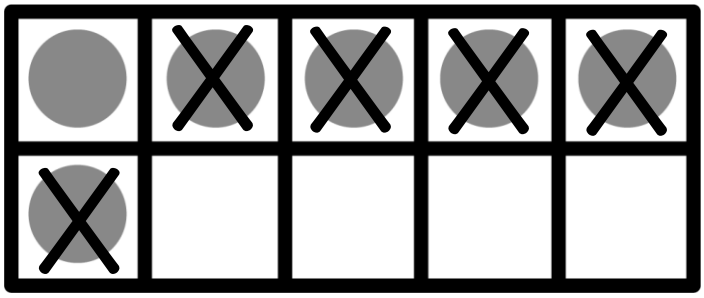

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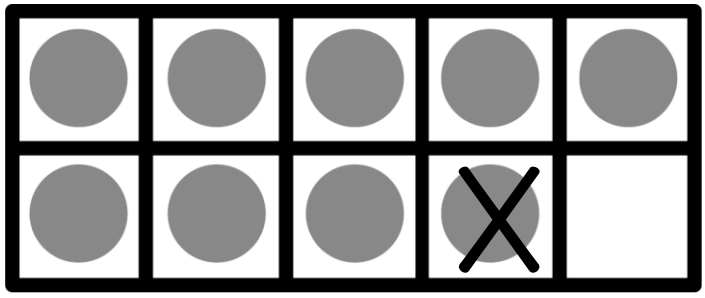

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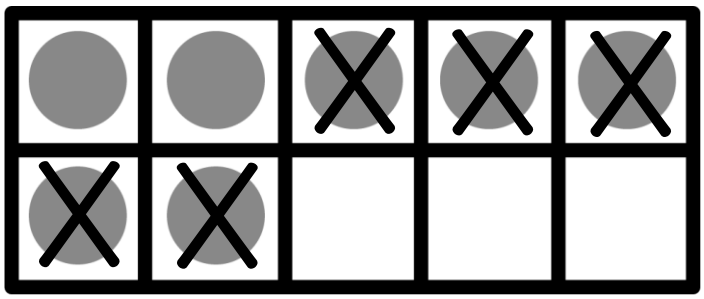

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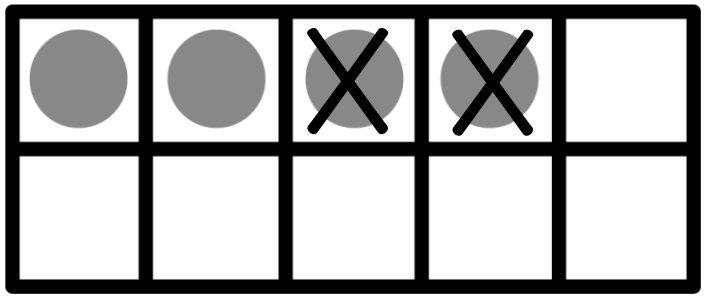

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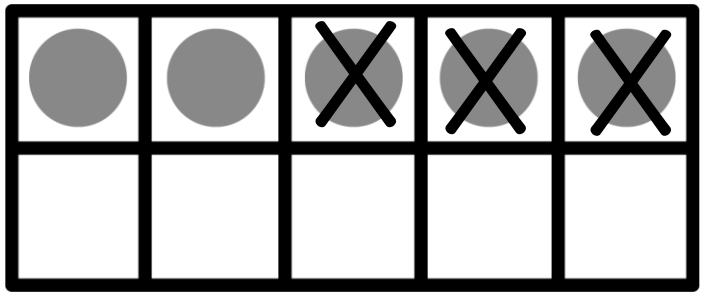

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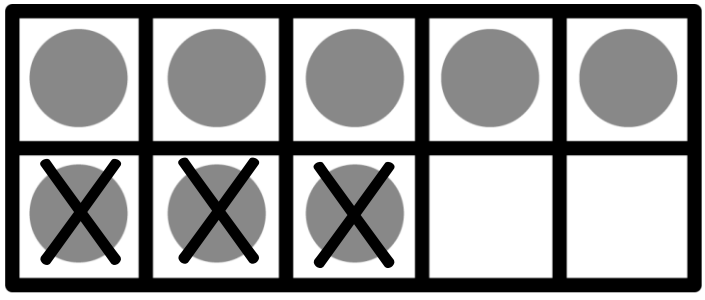

MATH AROUND THE ROOM

DIRECTIONS: Search the room for the cards. Fill in the number sentences to match.

A ☐ - ☐ = ☐	B ☐ - ☐ = ☐
C ☐ - ☐ = ☐	D ☐ - ☐ = ☐
E ☐ - ☐ = ☐	F ☐ - ☐ = ☐
G ☐ - ☐ = ☐	H ☐ - ☐ = ☐
I ☐ - ☐ = ☐	J ☐ - ☐ = ☐
K ☐ - ☐ = ☐	L ☐ - ☐ = ☐

THANKS SO MUCH!

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