

Name \_\_\_\_\_

Operations and Algebraic Thinking  
K.OA.1, K.OA.2, K.OA.5

# How Many are Left?

## Lesson 5

### ESSENTIAL QUESTION

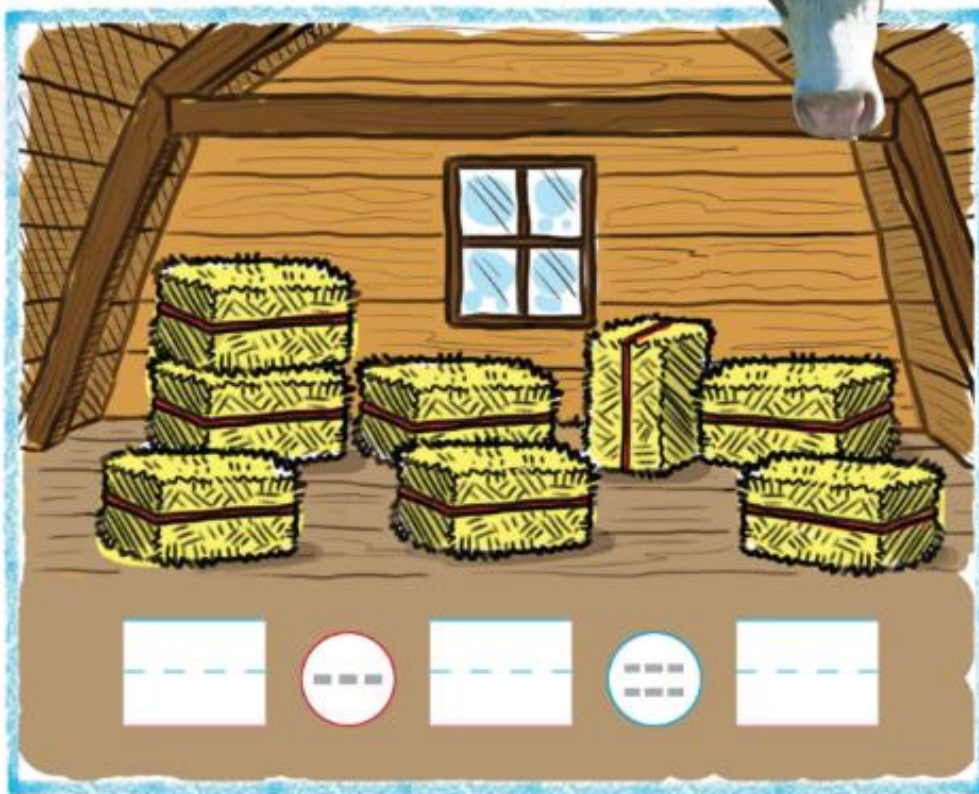
How can I use objects to subtract?



Explore and Explain



Hey!

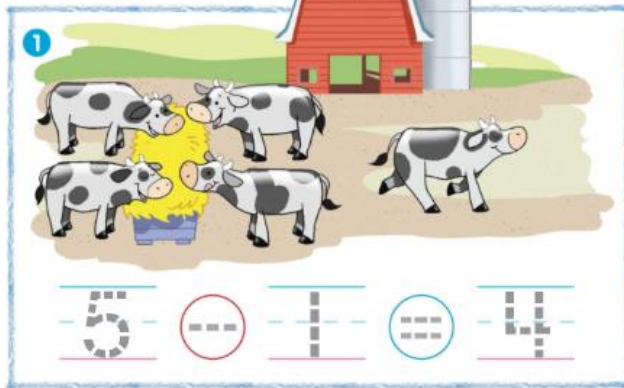


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**Teacher Directions:** Use ● to model the subtraction story. Write how many bales of hay. Trace the minus sign. A farmer takes away four bales. Draw an X on those bales. Write the number. Trace the equals sign. Write how many are left.

## See and Show

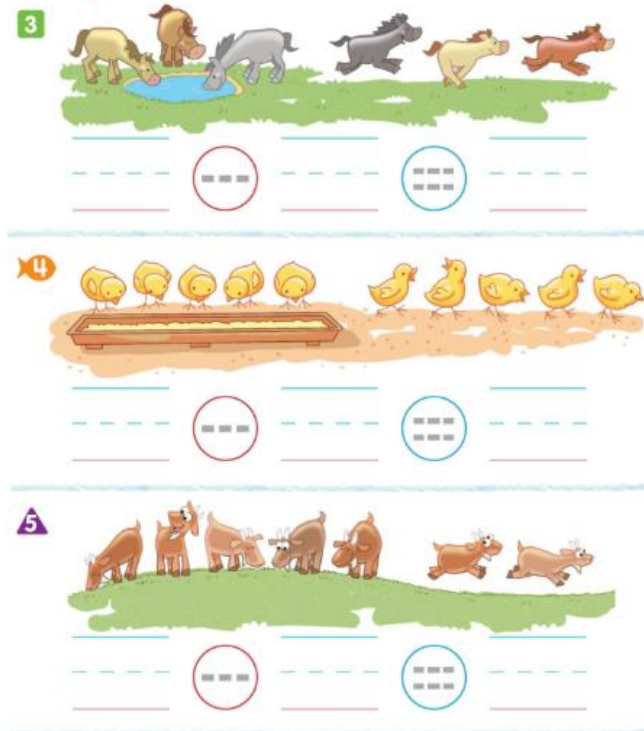


**Directions: 1–2.** Count and write the number of animals. Trace the minus sign. Draw an X on the animals going away. Write the number. Trace the equals sign. Write the number that tells how many animals are left.

Name \_\_\_\_\_



## On My Own



**Directions: 3–5.** Count and write the number of animals. Trace the minus sign. Draw an X on the animals going away. Write the number. Trace the equals sign. Write the number that tells how many animals are left.



3



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Directions:** 3–4. Count and write the number of animals. Trace the minus sign. Draw an X on the animals going away. Write the number. Trace the equals sign. Write the number that tells how many animals are left.

**Math at Home** Show 10 crayons. Have your child take 6 away. Have your child write a number sentence to show how many are left.

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Operations and Algebraic Thinking  
K.OA.1, K.OA.2, K.OA.5



## Problem Solving

STRATEGY: Write a Number Sentence

Lesson 6

**ESSENTIAL QUESTION**  
How can I use objects to subtract?



How many are left?



Write a Number Sentence

10 - 3 = 7



**Teacher Directions:** Use ● to model the subtraction story. There are 10 suitcases on the truck. Three suitcases are moved to the ground. Trace the number sentence to show how many suitcases are left on the truck.

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Write a Number Sentence

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Directions:** Use counters to model the subtraction story. My aunt has eight quilt squares to sew on the quilt. She sews six squares. Write a number sentence to show how many squares are left to sew on the quilt.

Name \_\_\_\_\_



Write a Number Sentence

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Directions:** Use counters to model the subtraction story. There are nine toys. Four are put on the shelf. Write a number sentence to show how many toys are left to put on the shelf.

Name \_\_\_\_\_

Operations and Algebraic Thinking  
K.OA.3

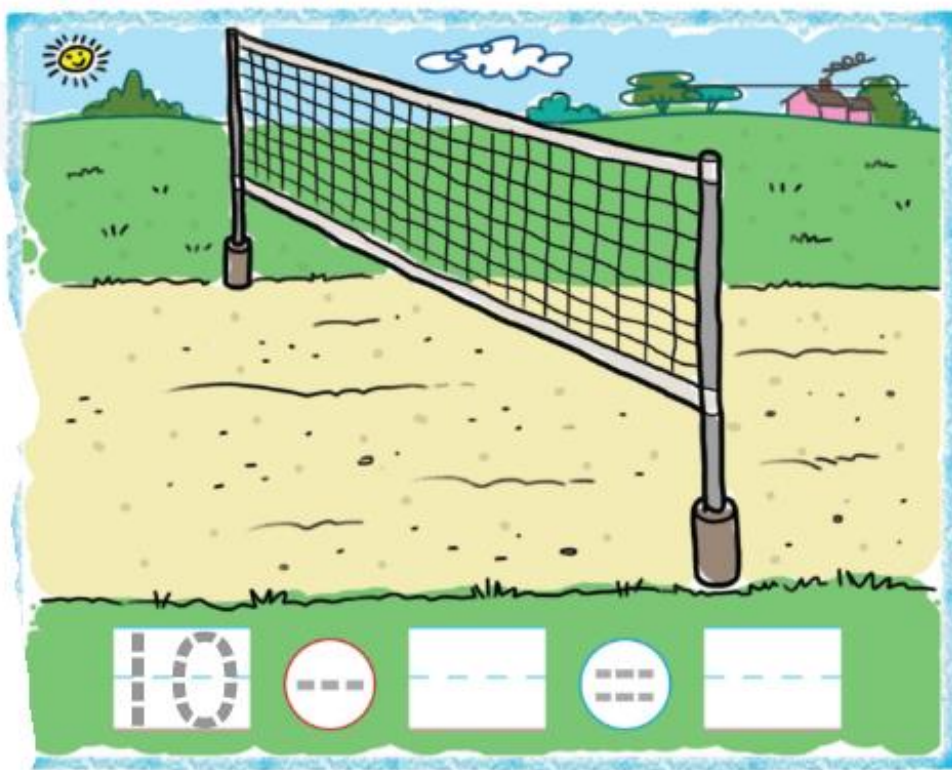
# Subtract to Take Apart 10

## Lesson 7

**ESSENTIAL QUESTION**  
How can I use objects to subtract?




Explore and Explain






**Teacher Directions:** Use ● to model taking away from 10. There are 10 players. Trace the number and minus sign. Four players leave. Write the number. Trace the equals sign. How many players are left on the court? Write the number.

## See and Show


Practical  
PRACTICE



1 


10    \_\_\_\_\_

2 

10  \_\_\_\_\_  \_\_\_\_\_

3 

10  \_\_\_\_\_  \_\_\_\_\_

 **Directions:** Use counters to model taking away from 10. 1. Count the balls. Trace the minus sign. Trace the number that is taken away. Trace the equals sign. Write how many balls are left. 2-3. Count the balls. Trace the minus sign. Write how many are taken away. Trace the equals sign. Write how many balls are left.


Name \_\_\_\_\_



## On My Own



4 


10  \_\_\_\_\_  \_\_\_\_\_

5 

10  \_\_\_\_\_  \_\_\_\_\_

6 

10  \_\_\_\_\_  \_\_\_\_\_

 **Directions:** 4-6. Use counters to model taking away from 10. Count the objects. Trace the minus sign. Write how many are taken away. Trace the equals sign. Write how many are left.

Name \_\_\_\_\_



# Fluency Practice

1



_____		_____		_____
_____		_____		_____
_____		_____		_____
_____		_____		_____

2



_____		_____		_____
_____		_____		_____
_____		_____		_____
_____		_____		_____

3



_____		_____		_____
_____		_____		_____
_____		_____		_____
_____		_____		_____

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**Directions:** 1–3. Count the objects in each group. Write the number. Trace the minus sign. Count the objects that have been taken away. Write the number. Trace the equals sign. Write how many there are left.