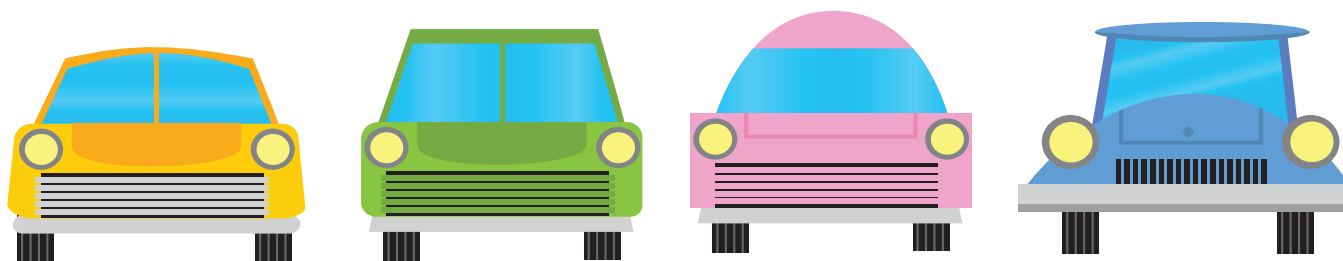
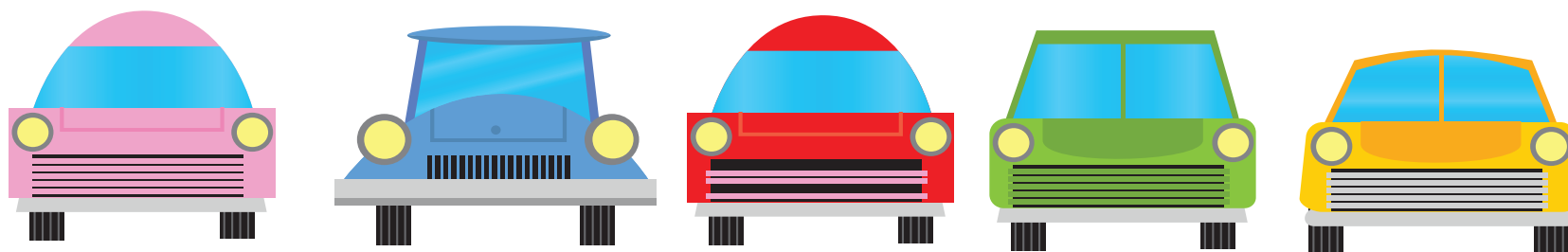


Subtract Within 5

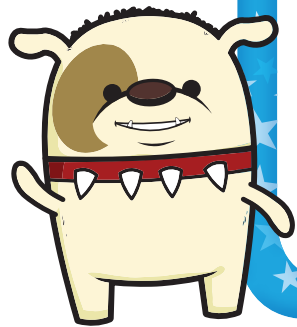


Have children act out subtraction word problems and record the corresponding number sentences. Pose the problem: *In a parking lot, there are 5 cars parked in a row. 1 car leaves. How many cars are still in the row?*

Act out the subtraction. Model the subtraction. Solve another problem: *There are 4 cars in a row. 2 cars leave the row. How many cars are left in the row?*

Use What You Know

Subtract Within 5



Children use counters and their fingers to model other subtraction problems. Say: *Adam has 4 crayons. He gives 1 to his sister. How many crayons does Adam have left?* Ask children to use counters to show the subtraction.

Repeat, saying: *Adam has 5 crayons. He gives 2 to his sister. How many crayons does Adam have left now?* Ask children to use their fingers to model and solve the problem.

Explore Together

Subtract Within 5

Name _____



Encourage children to describe subtraction problems for each group of objects.
Provide the example: *There were 5 candles but 4 are gone. Now there's only 1 candle left.*
Have children circle the groups of objects that show 5 minus 2.

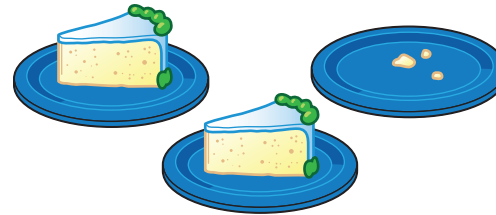
Talk About It If somebody eats another slice of cake, how many will be left?

Practice Together

Subtract Within 5



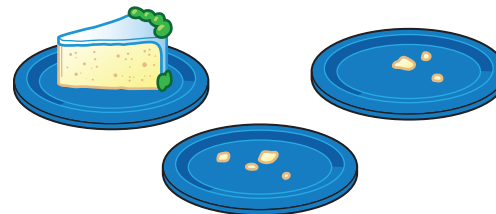
$$4 - 1 =$$



$$3 - 1 =$$



$$4 - 2 =$$



$$3 - 2 =$$

Guide children to compare each number sentence to the subtraction picture, then count and write the number left. Have them read the completed number sentence aloud. Help children connect the written numbers with the number of objects shown.

Talk About It Can you tell a subtraction story about the cake plates?

Practice Together

Subtract Within 5

Name _____



$$2 - 1 = \underline{\hspace{1cm}}$$
$$\hspace{1.5cm} \text{-----}$$
$$\hspace{1.5cm} \underline{\hspace{1cm}}$$



$$4 - 2 = \underline{\hspace{1cm}}$$
$$\hspace{1.5cm} \text{-----}$$
$$\hspace{1.5cm} \underline{\hspace{1cm}}$$



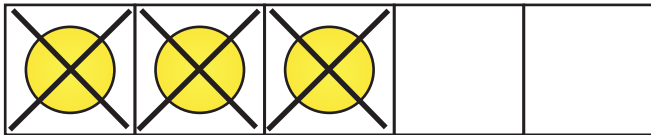
$$5 - 3 = \underline{\hspace{1cm}}$$
$$\hspace{1.5cm} \text{-----}$$
$$\hspace{1.5cm} \underline{\hspace{1cm}}$$

Guide children to make up a story problem for each situation. Then count and write the number left. Have children read the completed number sentence aloud and connect the written numbers with the story problem.

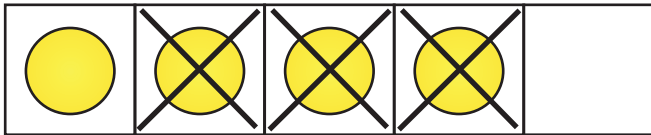
Talk About It Work with a partner. Tell two different stories about the balloon problem.

Practice by Myself

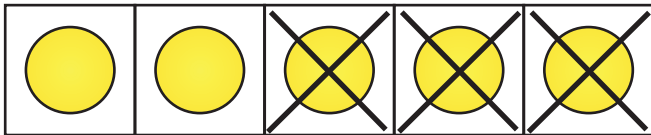
Subtract Within 5



$$3 - 3 = \underline{\hspace{1cm}}$$
$$\hspace{1.5cm} \text{---} \hspace{1.5cm}$$
$$\hspace{1.5cm} \underline{\hspace{1cm}}$$



$$4 - 3 = \underline{\hspace{1cm}}$$
$$\hspace{1.5cm} \text{---} \hspace{1.5cm}$$
$$\hspace{1.5cm} \underline{\hspace{1cm}}$$



$$5 - 3 = \underline{\hspace{1cm}}$$
$$\hspace{1.5cm} \text{---} \hspace{1.5cm}$$
$$\hspace{1.5cm} \underline{\hspace{1cm}}$$

Have children complete each number sentence. Afterward, ask children to tell how they found the answers. Some may have used the pictures, and some may have used other strategies.

Talk About It What pattern do you see when you look at your answers? What pattern do you see when you look at the pictures?