

Subtract Within 10



$$7 - 1 = \underline{\hspace{2cm}}$$

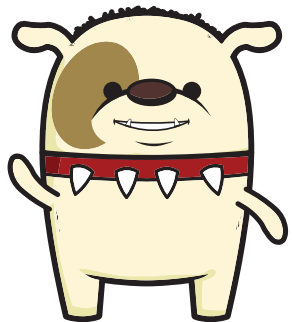
$$7 - 2 = \underline{\hspace{2cm}}$$

Have children act out subtraction word problems and record the corresponding number sentences. Say: *There are 7 birds sitting on a branch. 1 bird flies away. How many birds are still on the branch?* Have children cover

1 bird using an index card. Guide children to complete a subtraction sentence to represent the story problem. Repeat with the problem: *There are 7 birds on a branch. 2 birds fly away. How many birds are still on the branch?*

Use What You Know

Subtract Within 10



$$8 - 1 =$$

$$8 - 2 =$$

Children solve more subtraction word problems using counters and record corresponding number sentences. Say: *Katie has 8 pennies. She gives 1 to her brother. How many pennies does Katie have left for herself?* Have children

show the problem with counters on the 10-frame, then complete the corresponding subtraction sentence. Repeat with the situation: *Will has 8 pennies. He gives 2 to his sister. How many pennies does Will have left for himself?*

Explore Together

Subtract Within 10

Name _____



Encourage children to describe take-away situations they see in the picture. For each group of items, have children circle the ones that are left after the others are taken away.

Talk About It How do the flowers show a take-away story?

Practice Together

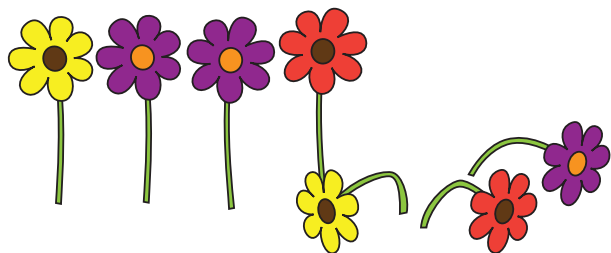
Subtract Within 10



$$7 - 2 =$$



$$8 - 2 =$$



$$7 - 3 =$$



$$6 - 3 =$$

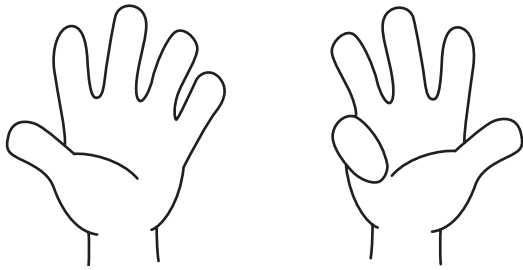
Guide children to compare the picture to the number sentence to answer the subtraction problem. Guide children to cross out the objects being taken away with an X. Then have children complete the number sentence. Read each number sentence aloud together.

Talk About It How did you know how many were left?

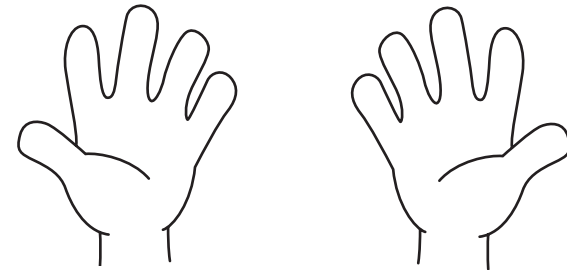
Practice Together

Subtract Within 10

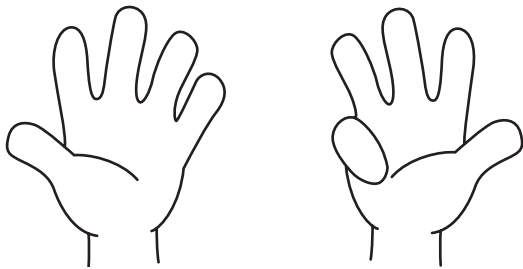
Name _____



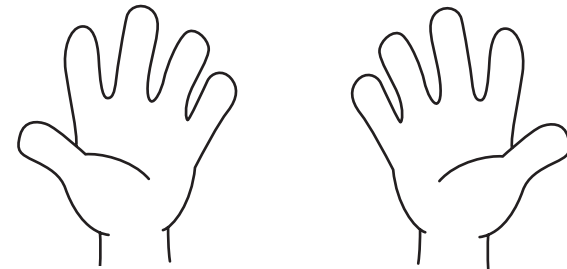
$$9 - 4 =$$



$$10 - 4 =$$



$$9 - 5 =$$



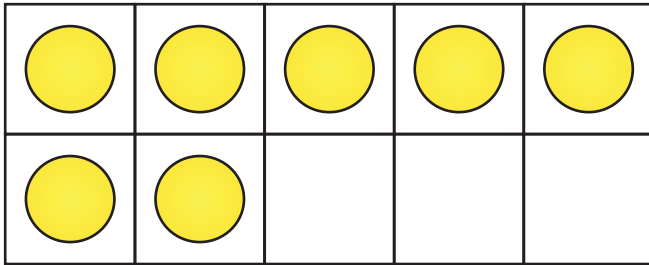
$$10 - 5 =$$

Guide children to compare the fingers showing the numbers to the number sentence to answer the subtraction problem. Have children put an X over fingers being taken away. Guide children to complete each number sentence. Read each number sentence aloud.

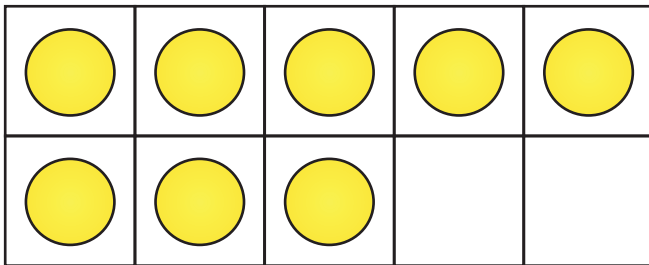
Talk About It How did you choose which fingers to “take away” in each problem?

Practice by Myself

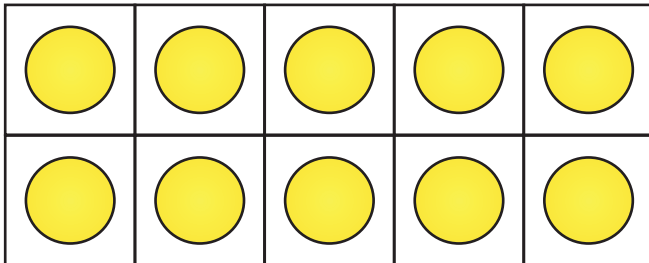
Subtract Within 10



$$7 - 2 =$$



$$8 - 3 =$$



$$10 - 5 =$$

Encourage children to use the pictures of the counters to help them solve each problem. Have children cross out the number of counters being taken away and complete the number sentence. Have children share how they used the model with the class.

Talk About It How are all the problems the same? How are they different?