

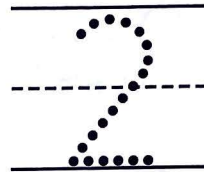
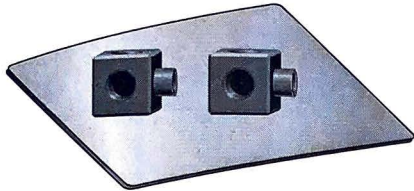
Name \_\_\_\_\_

Reteaching

8-1

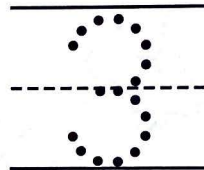
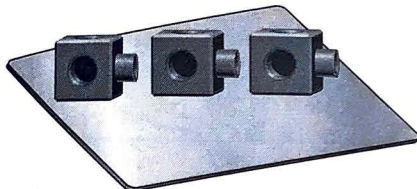
# Stories About Separating

1



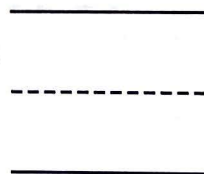
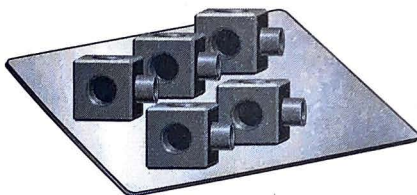
are left

2



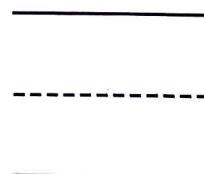
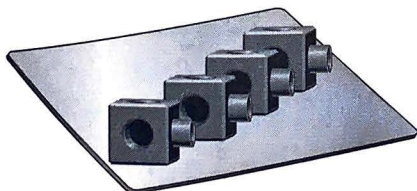
are left

3



are left

4



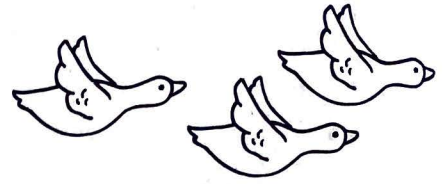
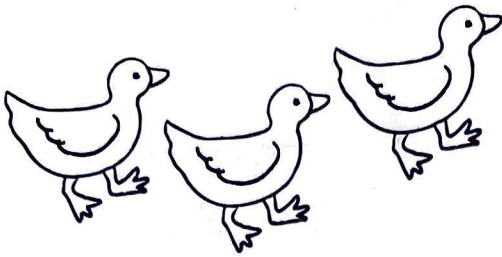
are left

**Directions** Have children listen to number stories and then count how many cubes are left on the mat. Then have them trace or write the number left. ★ *Jessie shows 3 cubes. She takes 1 away. How many cubes are left on the mat?* ② *Alex shows 5 cubes. He takes 2 away. How many cubes are left on the mat?* ③ *Jared shows 8 cubes. He takes 3 away. How many cubes are left on the mat?* ④ *Kaitlin shows 5 cubes. She takes 1 away. How many cubes are left on the mat?*

Name \_\_\_\_\_

# Stories About Separating

1



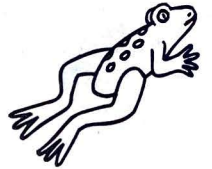
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are left.

2



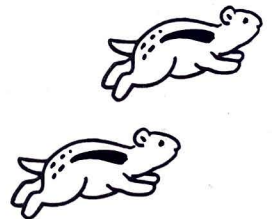
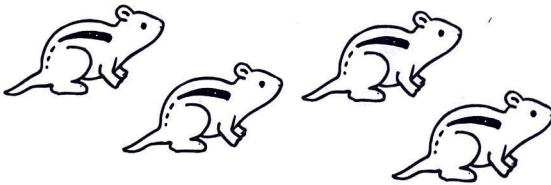
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are left.

3



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are left.

**Directions** Have children listen to each number story and count how many are left. Then they write the number.  
 ★ Kate sees 6 ducks. 3 ducks fly away. How many ducks are left? ② Ted sees 6 frogs. 1 frog hops away. How many frogs are left? ③ Lori sees 6 chipmunks. 2 run away. How many are left?

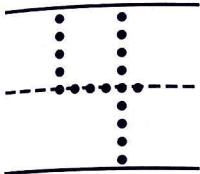
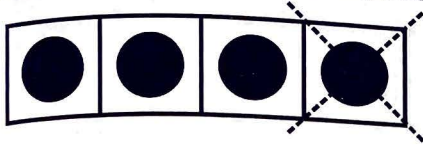
Name \_\_\_\_\_

Reteaching

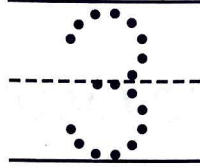
8-2

# Stories About Take Away

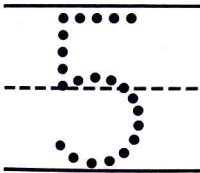
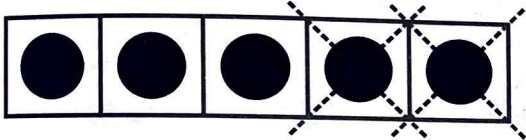
1



take away 1 is

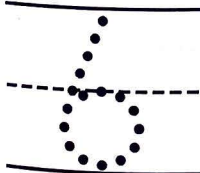
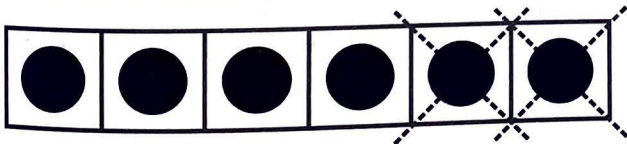


2



take away 2 is

3



take away 2 is

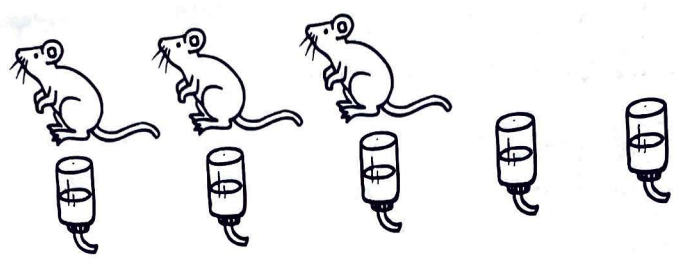
**Directions** Have children listen to each number story and count and trace the number that tells how many in all. Next children trace the Xs to show how many to take away and trace or write the number that tells how many are left.  
 ★ Jake shows 4 counters. He takes away 1 counter. How many counters are left? ② Katie shows 5 counters. She takes away 2 counters. How many are left? ③ Carter shows 6 counters. He takes away 2 counters. How many are left?



Name \_\_\_\_\_

# Stories About Comparing

1

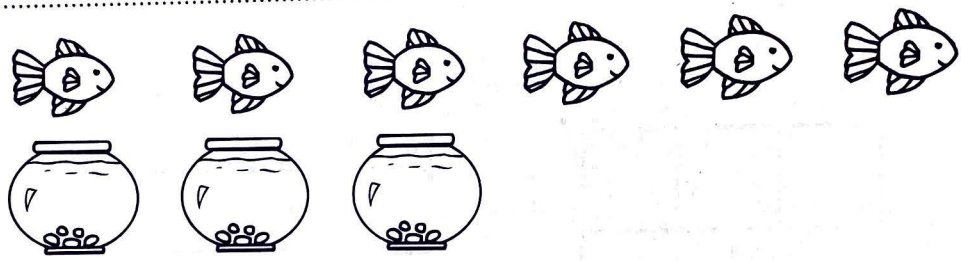


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\_\_\_\_\_ more 

2

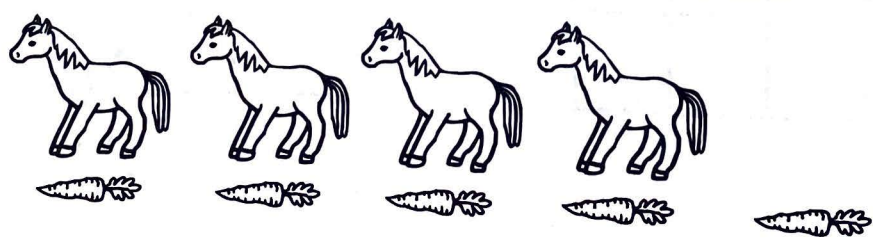


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\_\_\_\_\_ fewer 

3



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\_\_\_\_\_

\_\_\_\_\_ more 

**Directions** Have children listen to each story to find out which group has more or fewer objects. Then they write how many more or fewer. 1 There are 3 mice and 5 water containers. Are there more mice or water containers? How many more? 2 There are 6 fish and 3 bowls. Are there fewer fish or bowls? Are there more mice or water containers? How many carrots. Are there more horses or carrots? How many more? 3 There are 4 horses and 5

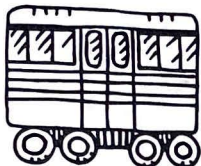
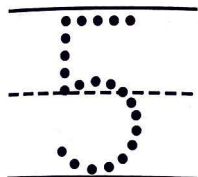
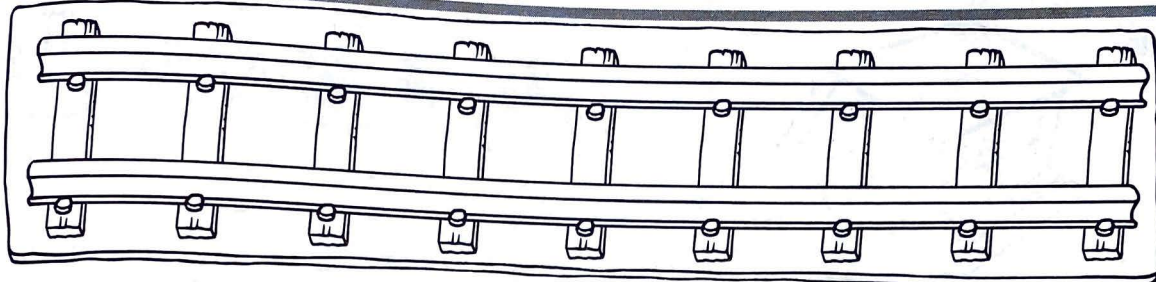
Name \_\_\_\_\_

Reteaching

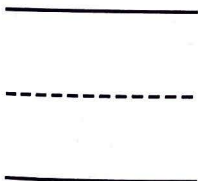
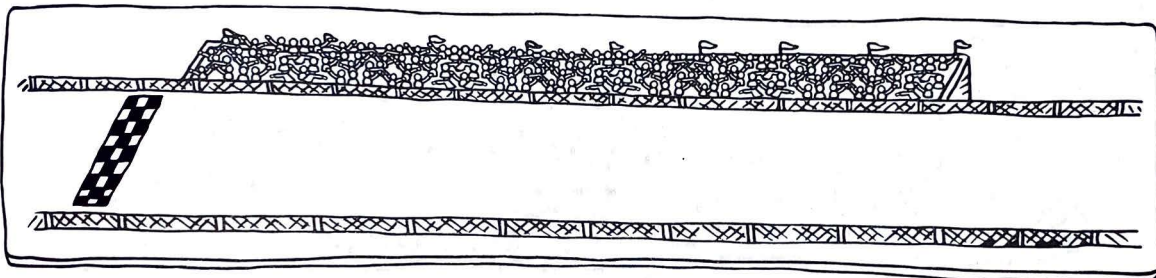
8-4

# Problem Solving: Act It Out

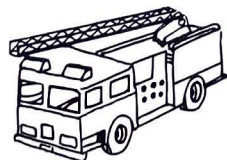
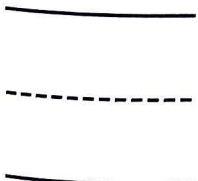
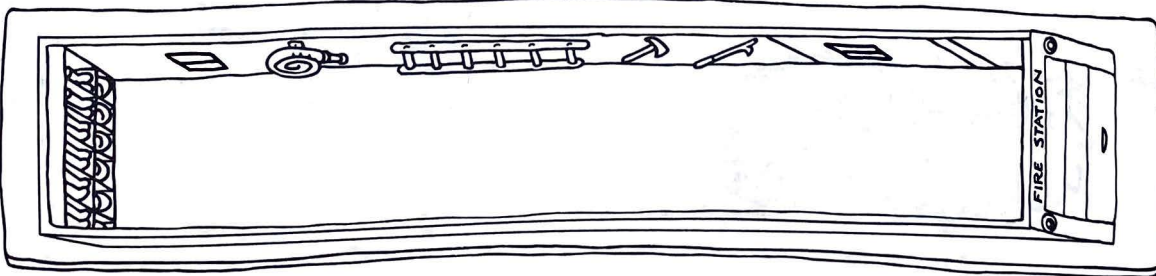
1



2



3

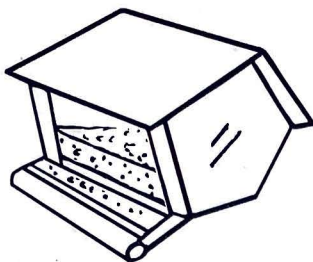


**Directions** Have children listen to each problem and solve it by acting it out with cubes. Have them record the answer on the line. 1 There are 8 train cars on the track. You take 3 cars off the track. How many cars are left on the track? 2 There are 7 cars on the track. 4 cars pull off the track. How many cars are left on the track? 3 There are 6 fire trucks in the station. 2 trucks leave. How many fire trucks are left in the station?

Name \_\_\_\_\_

# Problem Solving: Act It Out

1



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go.

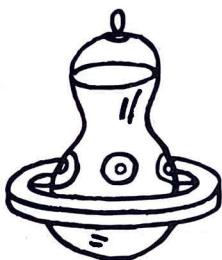
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2



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go.

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3



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go.

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**Directions** Have children listen as you tell a problem about each picture. Tell them to solve each problem by acting it out with counters. Have children write each answer.



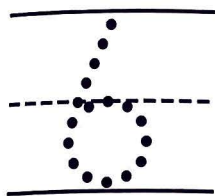
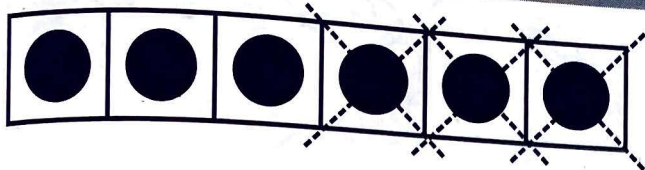
Name \_\_\_\_\_

Reteaching

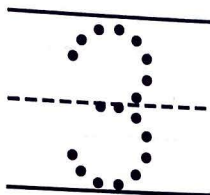
8-5

# Using the Minus Sign

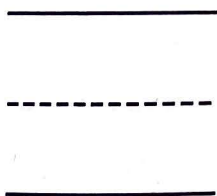
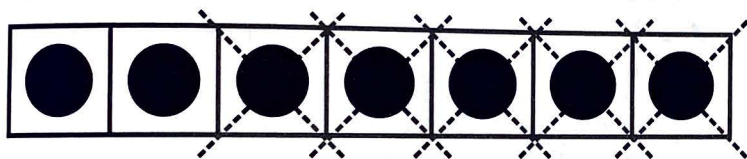
1



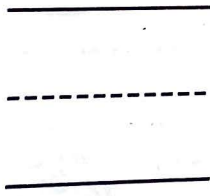
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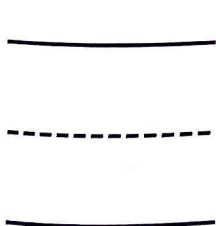
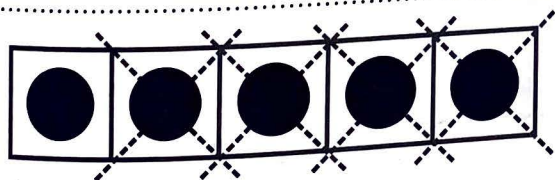
2



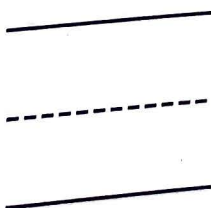
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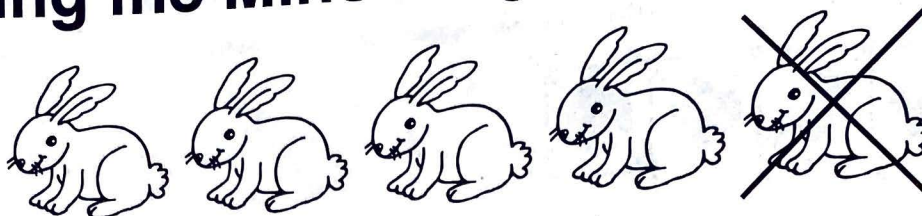


**Directions** Have children write how many counters there are in all. Have them trace Xs to subtract. Then have them trace the minus sign, write the number subtracted, and tell how many counters are left. Children may use counters to model.

Name \_\_\_\_\_

# Using the Minus Sign

1



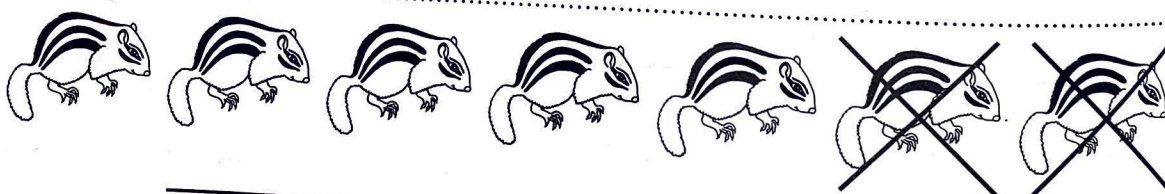
_____		_____
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_____		_____

2



_____		_____
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_____		_____

3



_____		_____
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_____		_____

**Directions** Have children write how many animals there are in all. Have them trace Xs to subtract. Then have them trace the minus sign, write the number subtracted, and tell how many animals are left.



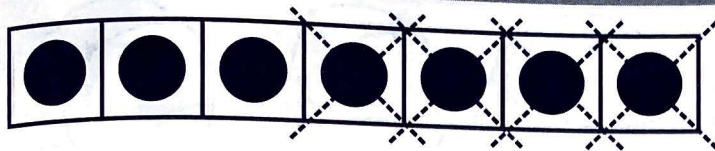
Name \_\_\_\_\_

Reteaching

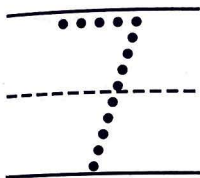
8-6

# Finding Differences

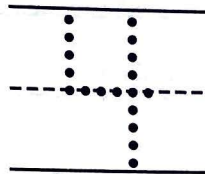
1



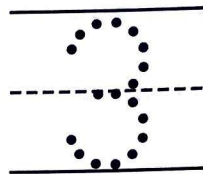
7 take away 4 is 3.



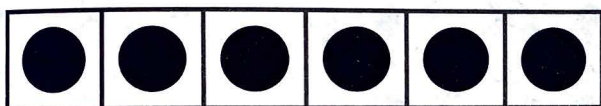
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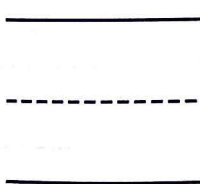
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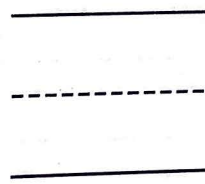
2



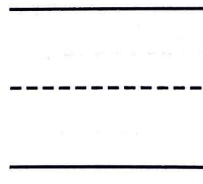
6 take away 4 is 2.



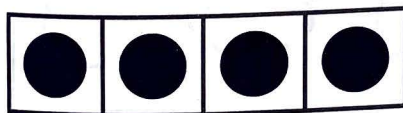
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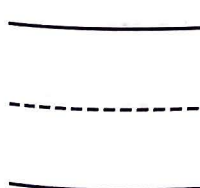
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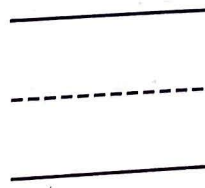
3



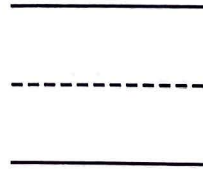
4 take away 3 is 1.



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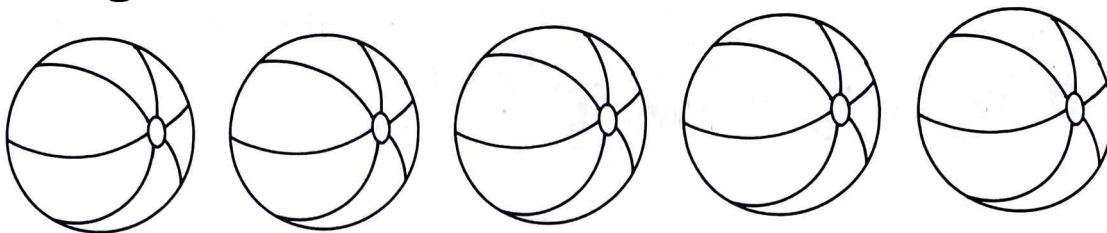


**Directions** Have children write how many counters there are in all. Have them trace or mark Xs to subtract. Ask them to trace the minus sign and record the number subtracted. Then have them trace the equal sign and record the difference.

Name \_\_\_\_\_

# Finding Differences

1



5 take away 2 is 3.

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2



6 take away 4 is 2.

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3



7 take away 1 is 6.

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**Directions** Have children write how many balls there are in all. Have them mark Xs to subtract. Ask children to trace the minus sign and write the number subtracted. Then have them trace the equal sign and write the difference.

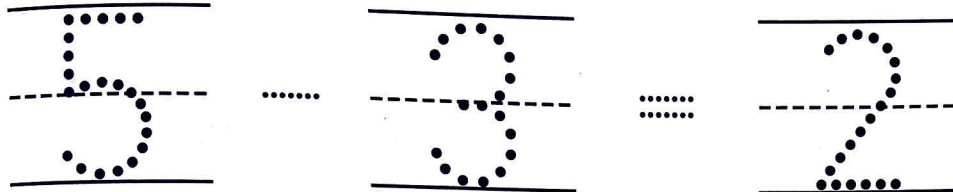
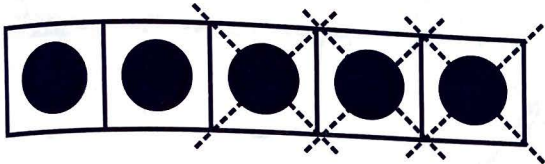
Name \_\_\_\_\_

Reteaching

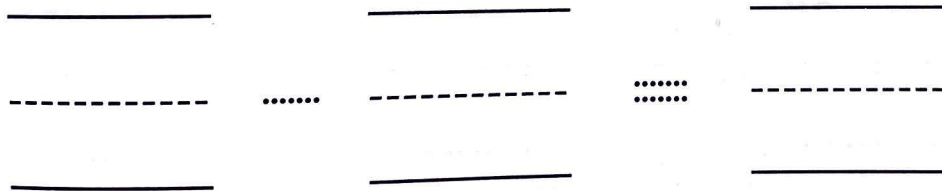
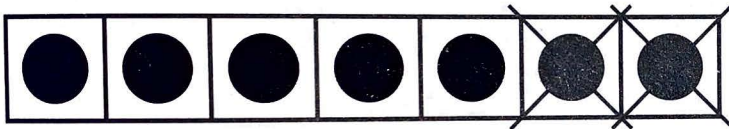
**8-7**

# Subtraction Sentences

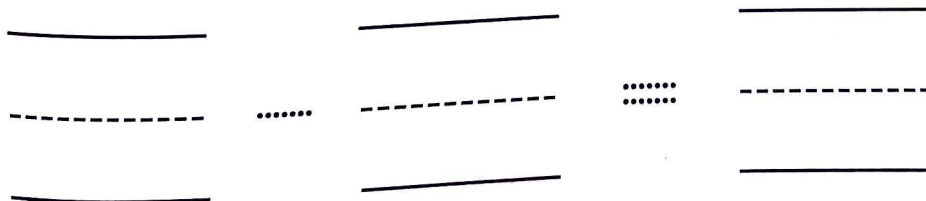
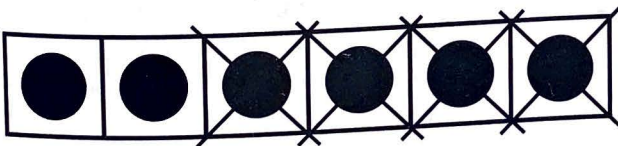
1



2



3



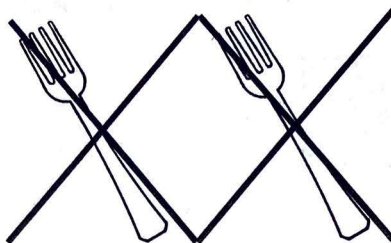
**Directions** Have children record how many counters there are in all. Have them trace or mark Xs to subtract. Ask them to trace the minus sign and record the number subtracted. Then have children complete the subtraction sentence by tracing the equal sign and recording the difference. They may use counters.



Name \_\_\_\_\_

# Subtraction Sentences

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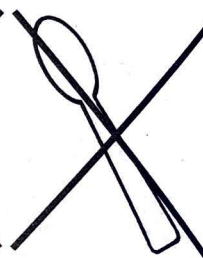
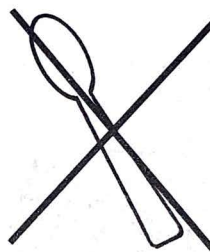
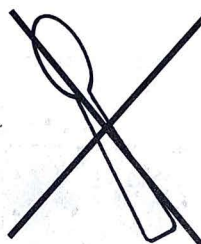
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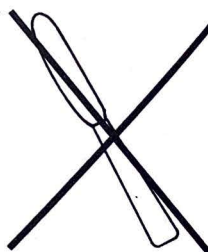
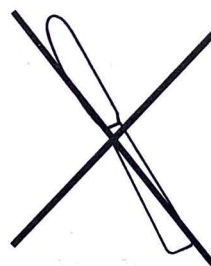
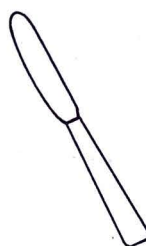
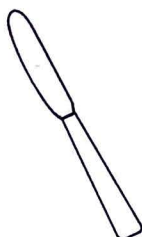
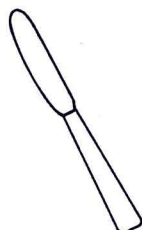
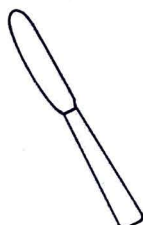
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**3**



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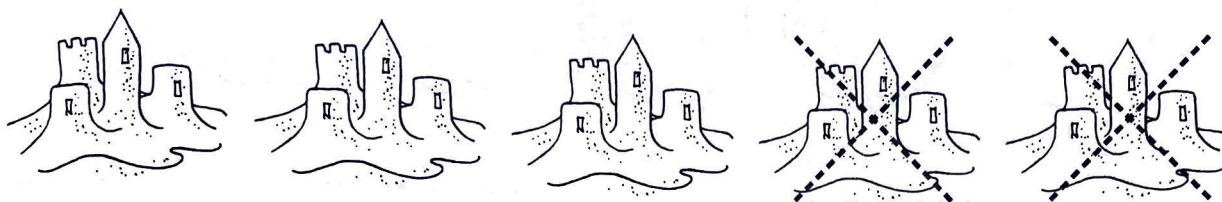
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**Directions** Have children write how many utensils there are in all. Have them write the minus sign and write the number subtracted. Then have them write the equal sign and writing the difference.

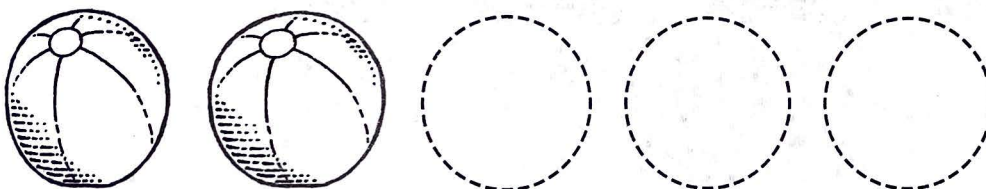
# Problem Solving: Use Objects

1



$$5 - 2 = 3$$

2



$$2 + 3 = \underline{\hspace{2cm}}$$

3



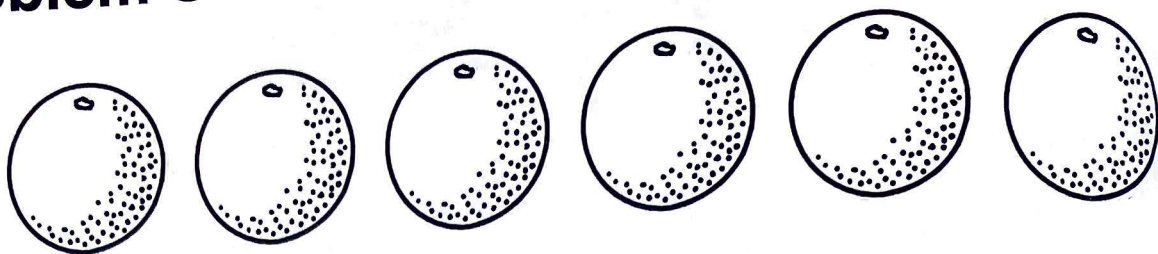
$$6 - 3 = \underline{\hspace{2cm}}$$

**Directions** Have children listen to each story and use counters to help them solve the problem. If it is a subtraction story, have them trace Xs on the objects that are subtracted. For addition stories, have children draw more objects. Then have them write the addition or subtraction sentence. ★ Stewart built 5 sandcastles. Waves knocked down 2 of them. How many sandcastles are left? 2 Shana saw 2 balls at the beach. Later that day, she saw 3 more balls. How many balls did she see in all? 3 Kate baked 6 muffins. Her brother ate 3 of them. How many muffins are left?

Name \_\_\_\_\_

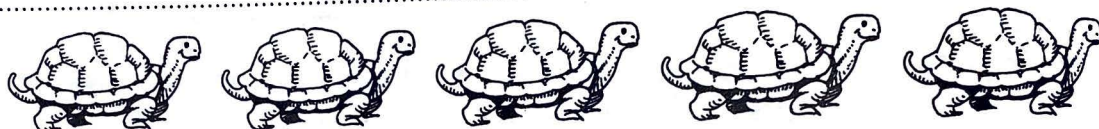
# Problem Solving: Use Objects

1



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_____		_____		_____

2



_____		_____		_____
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_____		_____		_____

3



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_____		_____		_____

**Directions** Have children listen to each story and use counters to help them solve the problem. If it is a subtraction story, have them mark Xs on the objects that are subtracted. Then have them write the addition or subtraction sentence. 1 Chris picked 6 oranges. He ate 2 of them. How many oranges does Chris have left? 2 There are 2 turtles in the pond. 3 more turtles swim over to join them. How many turtles are there in all? 3 Catelyn counted 7 butterflies. 5 butterflies flew away. How many butterflies are left?