

Add Back Numbers

Students use addition to find what was taken away.

MA.1.AR.2.1 "Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	3	5	8
b	4	9	5
c	7	4	3

2 WRITE IT _____

HOW TO RUN THIS PAGE

Read each subtraction situation aloud, then help students say the related addition question with a missing number. Students show the missing addend by circling or writing the number, while you listen for the addition restatement. Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “For each row, listen to the subtraction situation. Say the addition question with a missing number, then circle the number that belongs in the blank.”

ROW	SAY	STUDENTS CIRCLE
a	Eight take away five. How can you say this as an addition question, five plus what number equals eight? Circle the missing number.	3
b	Nine take away four. How can you say this as an addition question, four plus what number equals nine? Circle the missing number.	5
c	Seven take away three. How can you say this as an addition question, three plus what number equals seven? Circle the missing number.	4

PART 2 • WRITE IT

SAY “Listen to each subtraction situation. Say its addition question with a missing number, then write the missing number in the next box.”

- Box 1: **6**
- Box 2: **2**
- Box 3: **5**

WHAT TO ACCEPT

Circle-row answers are 3, 5, and 4. For the writing boxes, read 10 take away 4, 6 take away 4, and 8 take away 3 in order, and accept 6, 2, and 5; listen for related addition statements such as 4 plus 6 equals 10.