

Join Take Away

Teacher-led dot problems show how adding and taking away are connected.

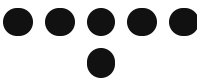
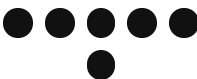
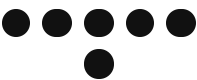
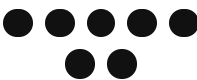
MA.1.AR.2 "Develop an understanding of the relationship between addition and subtraction."

NAME _____

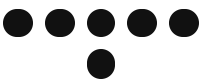
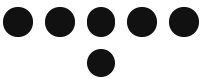
DATE _____

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

1 JOIN DOTS

a			
b			
c			

2 TAKE AWAY

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to look at the dot groups before marking. Students find totals by joining parts, then use the same totals to find what is left when a part is taken away.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • JOIN DOTS

SAY “Listen to each dot story. Look at the dot groups in the row, then circle the group that shows how many dots there are altogether.”

ROW	SAY	STUDENTS CIRCLE
a	Three dots join two dots. Which group shows how many dots there are altogether?	5 dots
b	Four dots join two dots. Which group shows how many dots there are altogether?	6 dots
c	Five dots join one dot. Which group shows how many dots there are altogether?	6 dots

PART 2 • TAKE AWAY

SAY “Look at the first dot group. If two dots go away, how many dots are left? Look at the second dot group. If two dots go away, how many dots are left? Look at the third dot group. If one dot goes away, how many dots are left?”

- Box 1 (beside 5 dots): **3**
- Box 2 (beside 6 dots): **4**
- Box 3 (beside 6 dots): **5**

WHAT TO ACCEPT

Circle-row answers are 5 dots, 6 dots, and 6 dots. Accept written numerals 3, 4, and 5 in the boxes, including recognizable reversed or imperfectly formed numerals when the intended number is clear.