

Add Back

Students use addition to find what is left after items are taken away.

1.NR.2.3 "Recognize the inverse relationship between subtraction and addition within 20 and use this inverse relationship to solve authentic problems."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	7	8	9
b	5	7	6
c	13	12	14

2 WRITE IT _____

HOW TO RUN THIS PAGE

Tell students that addition can help with subtraction. For example, if 4 plus a number equals 11, that number is what is left when 4 is taken from 11. Read each story aloud, and have students use the known part and the whole to find the missing part.

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 “When some are taken away, think about what number can be added to the part you know to make the whole. Listen to each story, then circle your answer.”

ROW	SAY	STUDENTS CIRCLE
a	You have 14 stickers. You give 6 stickers away. What number can you add to 6 to make 14? Circle the number that tells how many stickers are left.	8
b	There are 15 birds on a fence. 9 birds fly away. What number can you add to 9 to make 15? Circle the number that tells how many birds are left.	6
c	A library has 20 books on a cart. 7 books are checked out. What number can you add to 7 to make 20? Circle the number that tells how many books are left.	13

PART 2 • WRITE IT

SAY “Listen to each story. Use addition to find the missing part, then write the number in the box I name.”

- Box 1: **8**
- Box 2: **8**
- Box 3: **7**

WHAT TO ACCEPT

Circle-row answers are 8, 6, and 13. In the boxes, accept 8 for 18 minus 10, 8 for 13 minus 5, and 7 for 16 minus 9, after reading these stories aloud in order: At a game, you have 18 tokens and use 10. You have 13 apples and eat 5. You have 16 shells and give 9 away.