Count What Remains

Students use counting and addition facts to subtract.

1.NOS.E.12.b "Use counting strategies, properties of operations, and/or the inverse relationship between addition and subtraction to subtract."

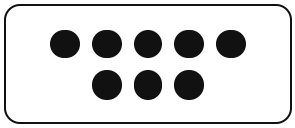
NAME _____ DATE _____

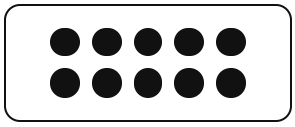
Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a	4	5	6
b	7	5	6
c	3	4	2

2 DOTS LEFT





ANSWER KEY

Count What Remains

GRADE 1 · 1.NOS.E.12.b

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to think before they mark an answer. Students may count back or use a related addition fact, then use printed dots to solve two more subtraction problems.

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 "Listen to each subtraction question. You can count back or think of an addition fact. Circle one answer in each row."

ROW	SAY	STUDENTS CIRCLE
a	What is eight minus three? Circle the answer.	**5**
b	What is nine minus three? Circle the answer.	**6**
c	What number joins four to make seven? Circle how many are left when you take four away from seven.	**3**

PART 2 · DOTS LEFT

SAY "Look at the dots beside each box. Imagine taking away five dots from the first group and four dots from the second group. How many would be left in each group? Write each answer in its box."

- Box 1 (beside 8 dots): **3**
- Box 2 (beside 10 dots): **6**

WHAT TO ACCEPT

Circle answers, in order: 5, 6, 3. Box answers, in order: 3, 6. Accept correctly formed numerals.