What Is Left?

Students show, mark, and explain subtraction as taking away.

1.NOS.E.12.c "Represent and explain the calculation by connecting the strategy used to the meaning of subtraction."

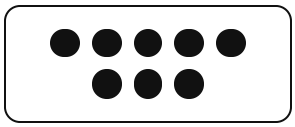
NAME _____ DATE _____

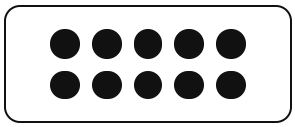
Teacher: this page is run aloud. The script and answers are on the guide page.

1 SHOW AND CIRCLE

a	7	5	2
b	9	3	6

2 CROSS OUT





ANSWER KEY

What Is Left?

GRADE 1 · 1.NOS.E.12.c

HOW TO RUN THIS PAGE

Read each prompt aloud and allow think time before students mark an answer. Listen to each student's explanation of how their fingers or crossed-out dots show taking away, and record any help separately from accuracy.

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

PART 1 · SHOW AND CIRCLE

SAY "Use your fingers to show the number you start with and the number you take away. Tell me how your fingers show what is left, then circle your answer."

ROW	SAY	STUDENTS CIRCLE
a	You have 7. You take away 2. How many are left? Show what you did and tell me how you know.	**5**
b	You have 9. You take away 3. How many are left? Show what you did and tell me how you know.	**6**

PART 2 · CROSS OUT

SAY "Look at the dots beside each box. Cross out 3 dots in the first group and 2 dots in the second group, then write how many are left in each box. Tell me how the crossed-out dots show taking away."

- Box 1 (beside 8 dots): **5**
- Box 2 (beside 10 dots): **8**

WHAT TO ACCEPT

Circle rows: 5, 6. Write boxes: 5, 8, with 3 and 2 dots crossed out respectively; accept oral explanations that connect the take-away action to the number left.