Find the Difference

Students subtract by counting back or using related addition facts.

1.NOS.E.13.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	3	2	4
c	1	3	2

2 SOLVE IT

10-4	
11-3	

ANSWER KEY

Find the Difference

GRADE 1 · 1.NOS.E.13.b

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to think or use their fingers. Listen as students explain how they found a difference, and record any support you gave separately.

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 question. You can count on your fingers or think of an addition fact. Circle one number in each row."

ROW	SAY	STUDENTS CIRCLE
a	Start at 8 and count back 3. What number do you reach? Circle it.	**5**
b	What is 9 minus 6? Think, 6 plus what makes 9? Circle that number.	**3**
c	What is 10 minus 8? Count up from 8 to 10. How many counts did you make? Circle that number.	**2**

PART 2 · SOLVE IT

SAY "Look at the problem beside each box. Count back or think of an addition fact, then write the answer in the box. Tell me how you solved one problem."

- Box 1 (beside 10-4): **6**
- Box 2 (beside 11-3): **8**

WHAT TO ACCEPT

Circle answers: 5, 3, 2. Box answers: 6, 8. Accept a clear oral explanation using counting or a related addition fact.