Take Away Tales

Connect counting back and dot models to subtraction.

1.NOS.E.13.c "Represent and explain the calculation by connecting the strategy used to the meaning of subtraction."

NAME _____ DATE _____

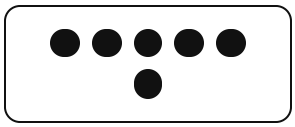
Teacher: this page is run aloud. The script and answers are on the guide page.

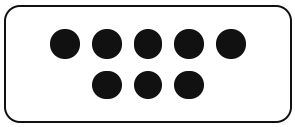
1 COUNT BACK

a | 4 | 5 | 3

b | 8 | 2 | 7

2 COVER DOTS





ANSWER KEY

Take Away Tales

GRADE 1 · 1.NOS.E.13.c

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to think. Listen to each student explain how counting back or covering dots shows taking away, and record any support you give 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 · COUNT BACK

SAY "Listen to each take-away story. Count back, circle how many are left, and tell me how counting back shows taking away."

ROW	SAY	STUDENTS CIRCLE
a	Start with 7. Take away 3. How many are left? Circle the number and tell me how you counted back.	**4**
b	Start with 9. Take away 2. How many are left? Circle the number and tell me how you counted back.	**7**

PART 2 · COVER DOTS

SAY "Count the dots beside each box. For the top box, cover 2 dots with your fingers. For the bottom box, cover 3 dots. Write a subtraction number sentence in each box, then tell me what its numbers show."

- Box 1 (beside 6 dots): **6-2=4**
- Box 2 (beside 8 dots): **8-3=5**

WHAT TO ACCEPT

Circle rows: 4, then 7. Boxes: 6-2=4 and 8-3=5; accept explanations that connect each count-back step or covered dot to one taken away and identify how many remain.