

# School-Home Letter

## Dear Family,

My class started Chapter 6 this week. In this chapter, I will learn how to show subtraction.

Love, \_\_\_\_\_

### Vocabulary

**minus (-)** a symbol that shows subtraction

$$\begin{array}{c} \text{minus} \\ \downarrow \\ 3 - 2 = 1 \end{array}$$

**subtract** to take apart or take from

### Home Activity

Invite your child to act out subtraction word problems. For example, your child can show you five spoons, take away two spoons, and then tell you the subtraction sentence.



$$5 - 2 = 3$$

### Literature

Look for these books at the library. You and your child will enjoy these books that strengthen subtraction skills.

**Elevator Magic**  
by Stuart J. Murphy.  
HarperCollins,  
1997.

**Ten Red Apples**  
by Pat Hutchins.  
Greenwillow  
Books,  
2000.



# Carta para la casa

## Querida familia:

Mi clase comenzó el Capítulo 6 esta semana. En este capítulo aprenderé cómo mostrar una resta.

Con cariño, \_\_\_\_\_

### Vocabulario

**menos (-)** signo que indica una resta

signo de resta

$$\begin{array}{c} \downarrow \\ 3 - 2 = 1 \end{array}$$

**restar** quitar

### Actividad para la casa

Anime a su hijo para que represente problemas de resta. Por ejemplo, su hijo puede mostrarle 5 cucharas, quitar 2 cucharas y luego decirle el enunciado de la resta.



$$5 - 2 = 3$$

### Literatura

Busque este libro en una biblioteca. Su hijo y usted disfrutarán de este libro interactivo que fortalecerá las destrezas para restar.

#### Elevator Magic

por Stuart J. Murphy.  
HarperTrophy,  
1997.

#### Ten Red Apples

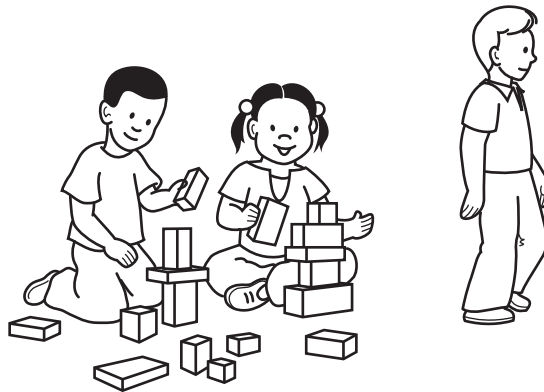
por Pat Hutchins.  
Greenwillow  
Books,  
2000.

Name \_\_\_\_\_

# Subtraction: Take From



**COMMON CORE STANDARD—K.OA.1**  
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



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**take away**

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**DIRECTIONS** 1. Tell a subtraction word problem about the children. Write the number that shows how many children in all. Write the number that shows how many children are leaving. Write the number that shows how many children are left.

# Lesson Check (K.OA.1)



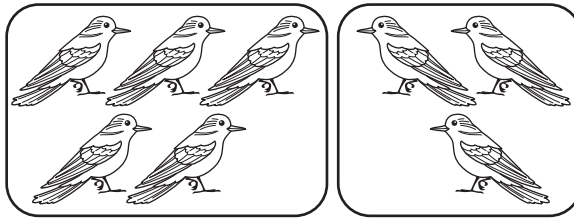
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**3 take away 1**

# Spiral Review (K.CC.5, K.OA.2)



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**DIRECTIONS** 1. Tell a subtraction word problem about the frogs. Write the number that shows how many frogs are left. 2. Tell an addition word problem about the birds. Write and trace to complete the addition sentence. 3. How many more counters would you place to model a way to make 8? Draw the counters.

**PI00** one hundred

Name \_\_\_\_\_

# HANDS ON Lesson 6.2

## Subtraction: Take Apart

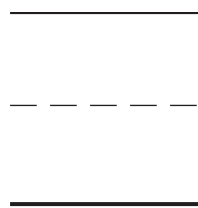
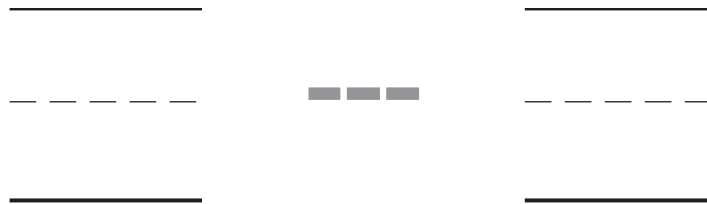


**COMMON CORE STANDARD—K.OA.1**  
*Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*



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**9          minus          3**



**DIRECTIONS** 1. Listen to the subtraction word problem. Jane has nine counters. Three of her counters are red. The rest of her counters are yellow. How many are yellow? Place nine counters in the ten frame. Draw and color the counters. Write the number that shows how many in all. Write the number that shows how many are red. Write the number that shows how many are yellow.

# Lesson Check (K.OA.1)



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$$8 - 2$$

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# Spiral Review (K.CC.6)



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**DIRECTIONS** 1. Clyde has eight counters. Two of his counters are yellow. The rest of his counters are red. How many are red? Draw and color the counters. Write the number that shows how many are red. 2. Write the number that is one greater than the number of leaves. 3. Compare the cube trains. Write how many. Circle the number that is greater.

Name \_\_\_\_\_

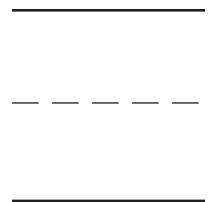
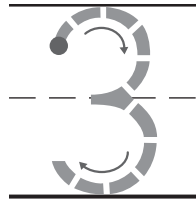
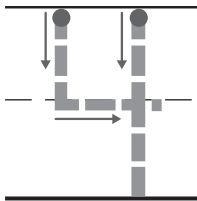
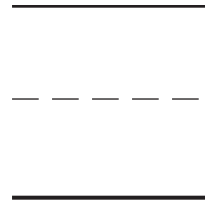
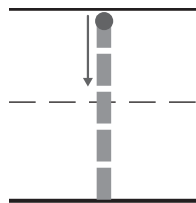
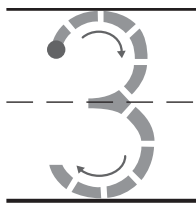
# PROBLEM SOLVING

## Lesson 6.3

### Problem Solving • Act Out Subtraction Problems

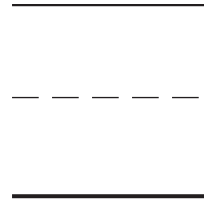
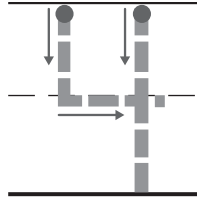
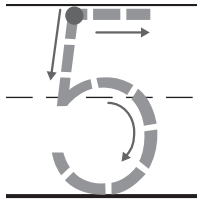


**COMMON CORE STANDARD—K.OA.1**  
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

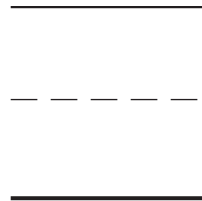


**DIRECTIONS** 1. Tell a subtraction word problem about the beavers. Trace the numbers and the symbols. Write the number that shows how many beavers are left. 2. Draw to tell a story about the subtraction sentence. Write how many are left. Tell a friend about your drawing.

# Lesson Check (K.OA.1)



# Spiral Review (K.CC.3, K.CC.5)



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**DIRECTIONS** 1. Tell a subtraction word problem about the birds. Trace the numbers and the symbols. Write the number that shows how many birds are left. 2. Count and tell how many bees. Write the number. 3. How many more counters would you place to model a way to make 7? Draw the counters.



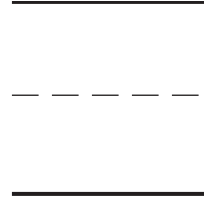
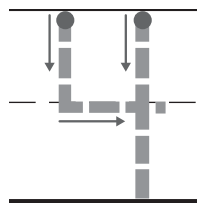
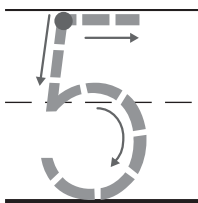
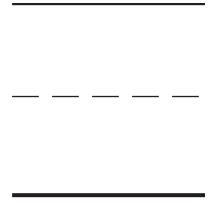
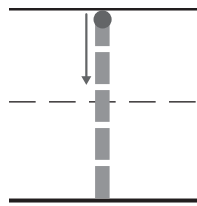
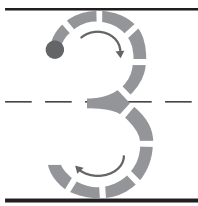
Name \_\_\_\_\_

# HANDS ON Lesson 6.4

## Algebra • Model and Draw Subtraction Problems

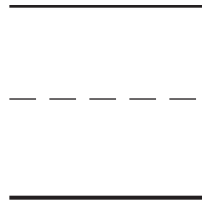
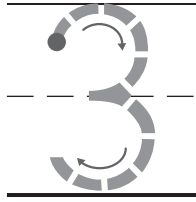
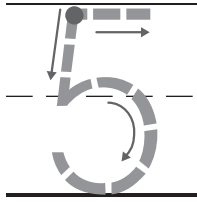


**COMMON CORE STANDARD—K.OA.5**  
*Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*

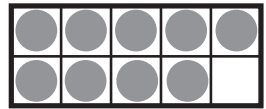
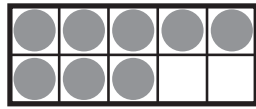
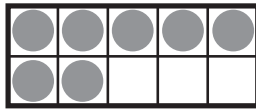
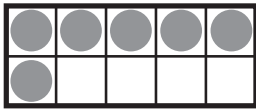
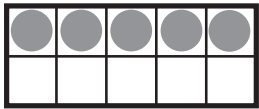


**DIRECTIONS** 1. Model a three-cube train. Two cubes are red and the rest are blue. Take apart the cube train to show how many cubes are blue. Draw and color the cube trains. Trace and write to complete the subtraction sentence. 2. Model a five-cube train. One cube is yellow and the rest are green. Take apart the train to show how many cubes are green. Draw and color the cube trains. Trace and write to complete the subtraction sentence.

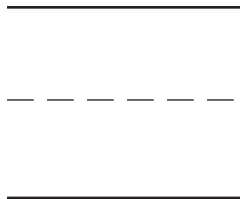
# Lesson Check (K.OA.5)



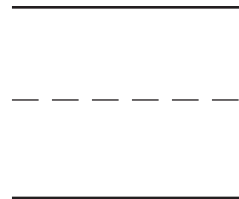
# Spiral Review (K.CC.2, K.OA.3)



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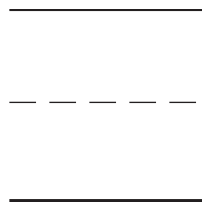
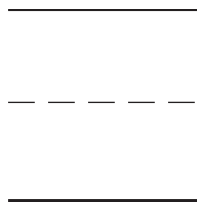
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**DIRECTIONS** 1. Ellie makes the cube train shown. She takes the cube train apart to show how many cubes are gray. Trace and write to show the subtraction sentence for Ellie's cube train. 2. Count the dots in the ten frames. Begin with 5. Write the numbers in order as you count forward. 3. Complete the addition sentence to show the numbers that match the cube train.

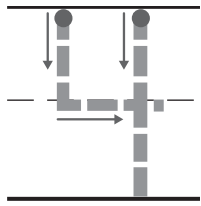
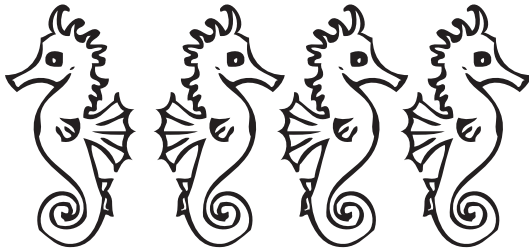
Name \_\_\_\_\_

# Algebra • Write Subtraction Sentences

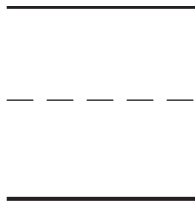


**COMMON CORE STANDARD—K.OA.5**  
 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

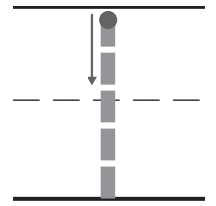
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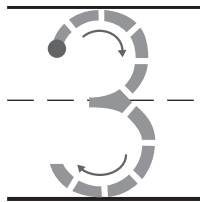
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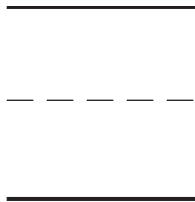
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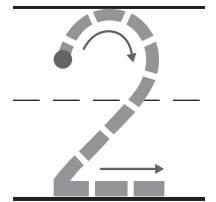
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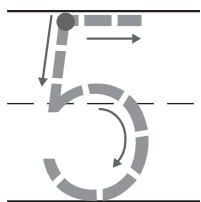
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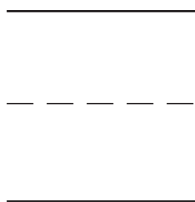
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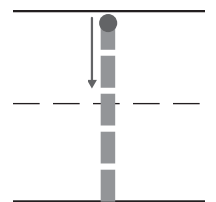
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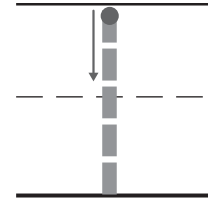
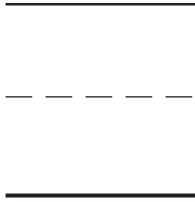
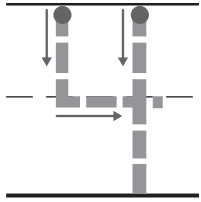
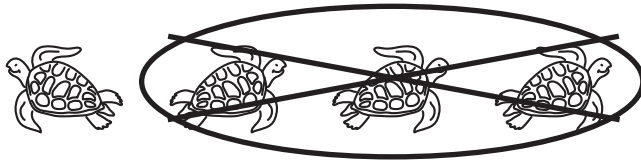


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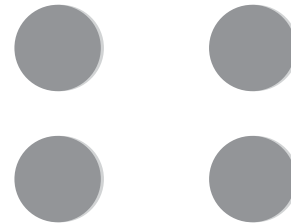
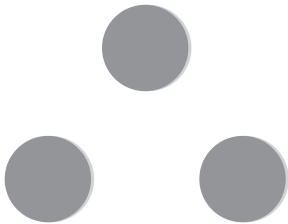


**DIRECTIONS** 1–3. Listen to the subtraction word problem about the animals. There are \_\_\_\_ \_\_\_\_\_. \_\_\_\_ are taken from the set. Now there are \_\_\_\_\_. How many are taken from the set? Circle and mark an X to show how many are being taken from the set. Trace and write to complete the subtraction sentence.

# Lesson Check (K.OA.5)



# Spiral Review (K.CC.5, K.CC.6)



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**DIRECTIONS** 1. Trace and write to show the subtraction sentence for the set. 2. Count the number of counters in each set. Circle the set that has the greater number of counters. 3. How many more counters would you place to model a way to make 9? Draw the counters.

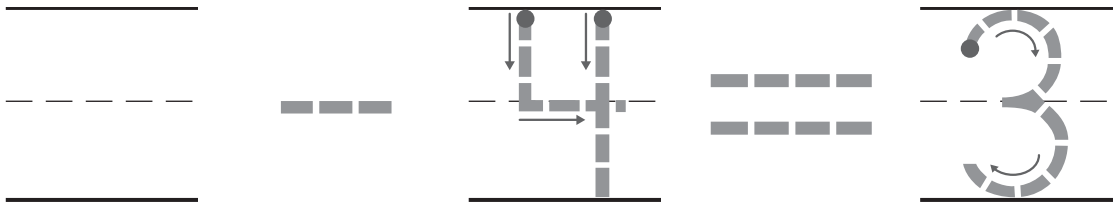
Name \_\_\_\_\_

# Algebra • Write More Subtraction Sentences

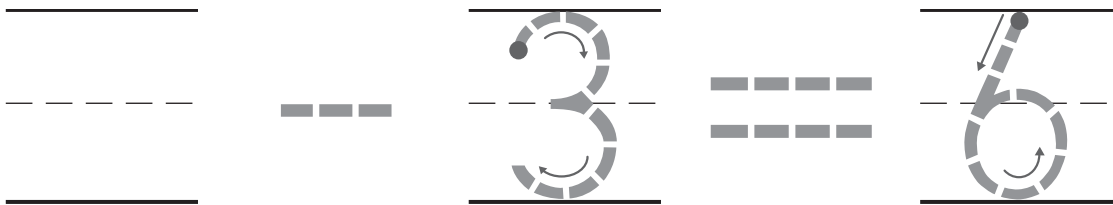


**COMMON CORE STANDARD—K.OA.2**  
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

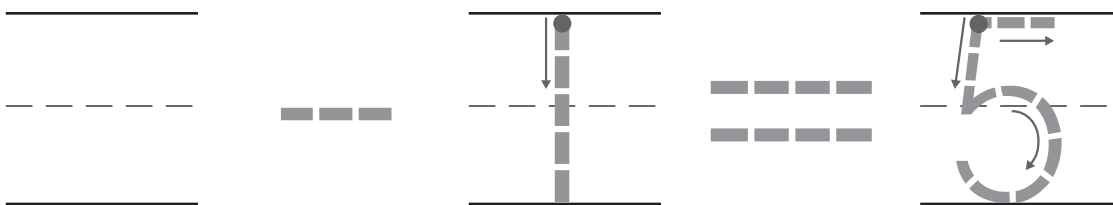
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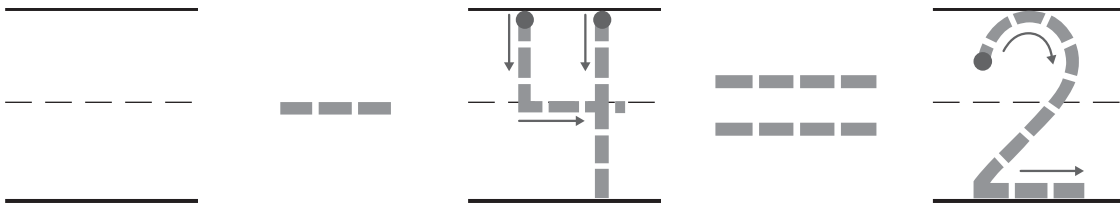
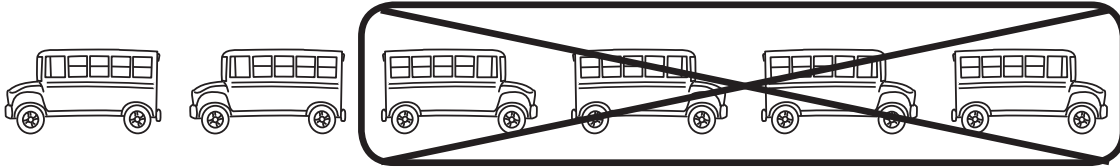


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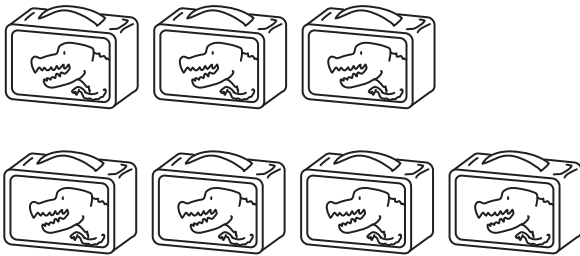


**DIRECTIONS** 1–3. Listen to a subtraction word problem about the birds. There are some birds. \_\_\_\_ birds are taken from the set. Now there are \_\_\_\_ birds. How many birds in all did you start with? Write the number to complete the subtraction sentence.

# Lesson Check (K.OA.2)



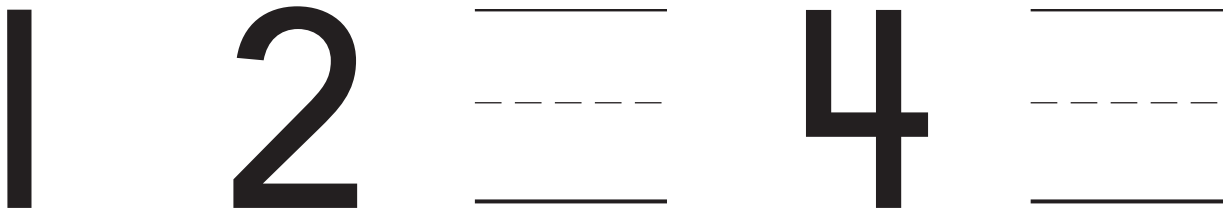
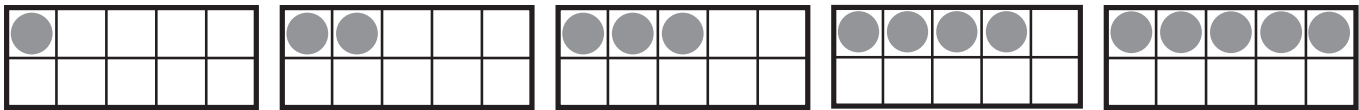
# Spiral Review (K.CC.3, K.CC.4c)



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**DIRECTIONS** 1. Trace and write to show the subtraction sentence for the buses. 2. How many lunch boxes are there? Write the number. 3. Count the dots in the ten frames. Begin with 1. Write the numbers in order as you count forward.

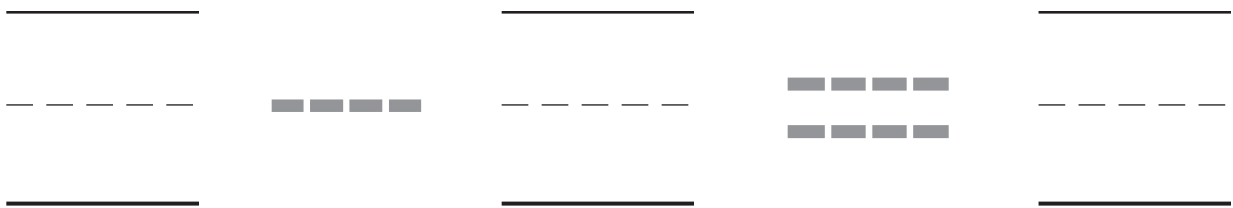
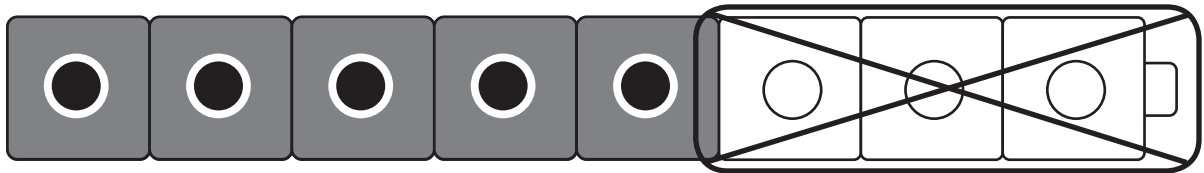
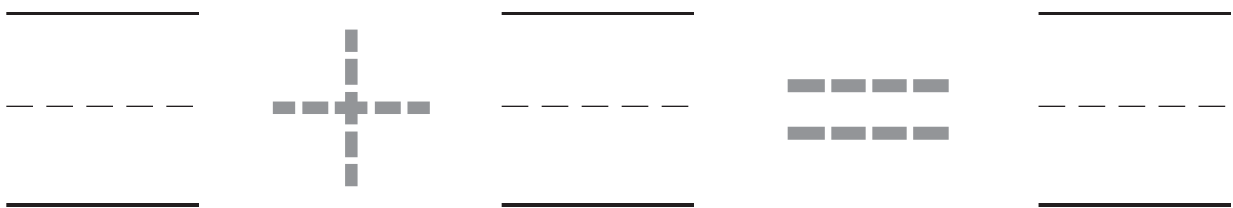
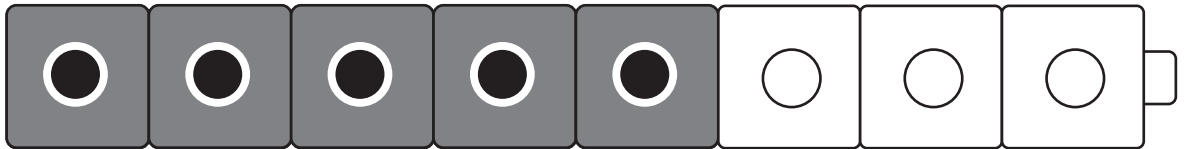
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# HANDS ON Lesson 6.7

## Algebra • Addition and Subtraction

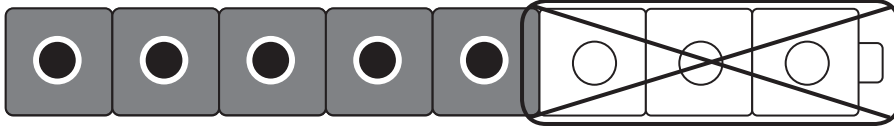


**COMMON CORE STANDARD—K.OA.2**  
*Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*



**DIRECTIONS** 1–2. Tell an addition or subtraction word problem. Use cubes to add or subtract. Complete the number sentence.

# Lesson Check (K.OA.2)



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# Spiral Review (K.CC.7, K.OA.3)



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# 8

# 9

**DIRECTIONS** 1. Tell a subtraction word problem. Use cubes to subtract. Complete the number sentence. 2. Complete the addition sentence to show the numbers that match the cube train. 3. Compare the numbers. Circle the number that is greater.