

First Grade Module 4

Subtraction to 20 and

Equal Shares of Circles and Rectangles

Check-Up Answer Key

Introduction

- This check-up should be completed with hard copy braille and a braillewriter instead of a refreshable braille display.
- All bracketed text should not be read aloud and is for reference only.
- The questions and answers have been numbered in this document to aid teachers and parents. However, the questions are not numbered the same way, if numbered at all, in the student documents.
- It is highly recommended that this check-up be completed across two or more sessions.
- If desired, the student can use the ten frame included in the curriculum, pennies, and a work tray when completing the subtraction portions of the check-up. It may help to place the ten frame on a nonslip surface such as a rubber shelf liner.

Part 1

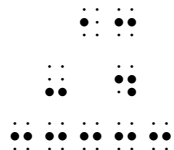
Part 1 Materials

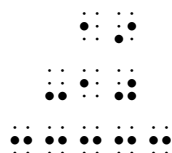
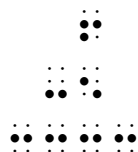
- Student Braille Document: G1-M4-Check-Up-Student.brf
- G1-M4-Check-Up-Data-Table.docx

Part 1 Teacher Script

Question 1.1

Read the vertically aligned problems involving subtraction within 20 on page 1 in your braille document.





Answer 1.1

13 minus 4 equals

13
-4

6 minus 5 equals

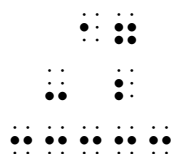
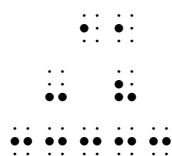
6
-5

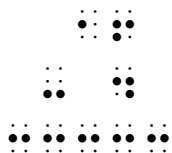
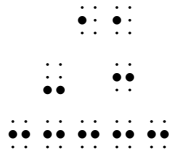
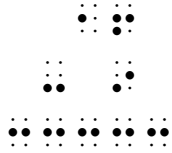
19 minus 10 equals

19
-10

Question 1.2

Turn to page 2 and continue to read the problems.





Answer 1.2

11 minus 8 equals

$$\begin{array}{r} 11 \\ -8 \\ \hline \end{array}$$

17 minus 2 equals

$$\begin{array}{r} 17 \\ -2 \\ \hline \end{array}$$

16 minus 9 equals

$$\begin{array}{r} 16 \\ -9 \\ \hline \end{array}$$

11 minus 3 equals

$$\begin{array}{r} 11 \\ -3 \\ \hline \end{array}$$

16 minus 4 equals

$$\begin{array}{r} 16 \\ -4 \\ \hline \end{array}$$

Question 1.3

Turn to page 3 and continue to read the problems.

$$\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$$

Answer 1.3

2 minus 0 equals

$$\begin{array}{r} 2 \\ -0 \\ \hline \end{array}$$

14 minus 9 equals

$$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$$

13 minus 4 equals

$$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$$

12 minus 8 equals

$$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$$

Read the numbered problems involving subtraction within 20 on page 4 of your braille document.

Question 1.4

[Make sure the student is viewing the first row of problems on page 4.]

$$\begin{array}{r} 13 \\ -4 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ -8 \\ \hline \end{array}$$

Answer 1.4

The student should read number 1: 13 minus 4 equals and number 2: 8 minus 8 equals.

$$\begin{array}{r} 1. \quad 13 \\ \quad -4 \\ \quad \hline \end{array} \quad \begin{array}{r} 2. \quad 8 \\ \quad -8 \\ \quad \hline \end{array}$$

Question 1.5

[Make sure the student is viewing the second row of problems on page 4.]

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ -1 \\ \hline \end{array}$$

Answer 1.5

The student should read number 3: 5 minus 0 equals and number 4: 1 minus 1 equals.

$$\begin{array}{r} 3. \quad 5 \\ \quad -0 \\ \quad \hline \end{array} \quad \begin{array}{r} 4. \quad 1 \\ \quad -1 \\ \quad \hline \end{array}$$

Question 1.6

[Make sure the student is viewing the third row of problems on page 4.]

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

Answer 1.6

The student should read number 5: 9 minus 3 equals and number 6: 14 minus 4 equals.

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -4 \\ \hline \end{array}$$

Question 1.7

[Make sure the student is viewing the fourth row of problems on page 4.]

$$\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 12 \\ -8 \\ \hline 4 \end{array}$$

Answer 1.7

The student should read number 7: 18 minus 9 equals and number 8: 12 minus 8 equals.

$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$$

Question 1.8

[Make sure the student is viewing the last row of problems on page 4.]

$$\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 12 \\ -8 \\ \hline 4 \end{array}$$

Answer 1.8

The student should read number 9: 19 minus 9 equals and number 10: 14 minus 9 equals.

$$\begin{array}{r} 9. \ 19 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \ 14 \\ -9 \\ \hline \end{array}$$

Part 2

Part 2 Materials

- Student Braille Document: G1-M4-Check-Up-Student.brf
- G1-M4-Check-Up-Data-Table.docx

Part 2 Teacher Script

Question 2.1

Now read each problem involving subtraction on page 5, use the count back strategy, and then tell me the answer.

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

Answer 2.1

15 minus 3 equals 12.

$$\begin{array}{r} 15 \\ -3 \\ \hline 12 \end{array}$$

18 minus 1 equals 17.

$$\begin{array}{r} 18 \\ -1 \\ \hline 17 \end{array}$$

10 minus 2 equals 8.

$$\begin{array}{r} 10 \\ -2 \\ \hline 8 \end{array}$$

19 minus 4 equals 15.

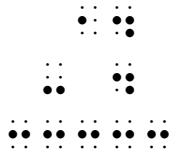
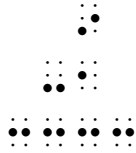
$$\begin{array}{r} 19 \\ -4 \\ \hline 15 \end{array}$$

Question 2.2

Turn to page 6 and continue to read each problem. Also tell me the answer before moving to the next problem.

15 minus 3 equals 12.

18 minus 1 equals 17.



Answer 2.2

16 minus 2 equals 14.

$$\begin{array}{r} 16 \\ -2 \\ \hline 14 \end{array}$$

20 minus 4 equals 16.

$$\begin{array}{r} 20 \\ -4 \\ \hline 16 \end{array}$$

9 minus 1 equals 8.

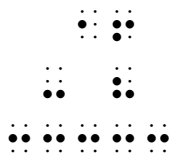
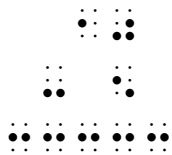
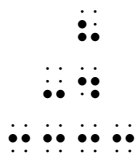
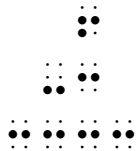
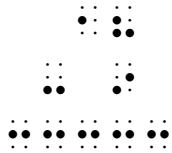
$$\begin{array}{r} 9 \\ -1 \\ \hline 8 \end{array}$$

14 minus 4 equals 10.

$$\begin{array}{r} 14 \\ -4 \\ \hline 10 \end{array}$$

Question 2.3

Now read each subtraction problem on page 7 and then tell me the answer. Use what you know about related doubles addition facts to help you.



Answer 2.3

18 minus 9 equals 9.

$$\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array}$$

6 minus 3 equals 3.

$$\begin{array}{r} 6 \\ -3 \\ \hline 3 \end{array}$$

8 minus 4 equals 4.

$$\begin{array}{r} 8 \\ -4 \\ \hline 4 \end{array}$$

10 minus 5 equals 5.

$$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$$

16 minus 8 equals 8.

$$\begin{array}{r} 16 \\ -8 \\ \hline 8 \end{array}$$

Question 2.4

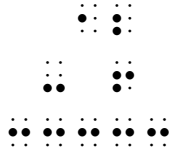
Turn to page 8 and continue to read each problem. Then tell me the answer.

8 minus 4 equals 4.

10 minus 5 equals 5.

16 minus 8 equals 8.

8 minus 4 equals 4.



Answer 2.4

4 minus 2 equals 2.

$$\begin{array}{r} 4 \\ -2 \\ \hline 2 \end{array}$$

14 minus 7 equals 7.

$$\begin{array}{r} 14 \\ -7 \\ \hline 7 \end{array}$$

20 minus 10 equals 10.

$$\begin{array}{r} 20 \\ -10 \\ \hline 10 \end{array}$$

2 minus 1 equals 1.

$$\begin{array}{r} 2 \\ -1 \\ \hline 1 \end{array}$$

12 minus 6 equals 6.

$$\begin{array}{r} 12 \\ -6 \\ \hline 6 \end{array}$$

Now read each numbered problem involving subtraction within 20 on page 9 of your braille document. Then use the "think addition" strategy and tell me the answer.

Question 2.5

[Make sure the student is viewing the first row of problems on page 9.]

$$\begin{array}{r} 9 \\ -4 \\ \hline 5 \end{array} \quad \begin{array}{r} 8 \\ -3 \\ \hline 5 \end{array}$$

Answer 2.5

The student should read number 1: 9 minus 4 equals 5 and number 2: 8 minus 3 equals 5.

$$\begin{array}{r} 1. \quad 9 \\ \quad -4 \\ \hline \quad 5 \end{array} \quad \begin{array}{r} 2. \quad 8 \\ \quad -3 \\ \hline \quad 5 \end{array}$$

Question 2.6

[Make sure the student is viewing the second row of problems on page 9.]

$$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array} \quad \begin{array}{r} 6 \\ -2 \\ \hline 4 \end{array}$$

Answer 2.6

The student should read number 3: 10 minus 8 equals 2 and number 4: 6 minus 2 equals 4.

$$\begin{array}{r} 3. \quad 10 \\ \quad -8 \\ \hline \quad 2 \end{array} \quad \begin{array}{r} 4. \quad 6 \\ \quad -2 \\ \hline \quad 4 \end{array}$$

Question 2.7

[Make sure the student is viewing the third row of problems on page 9.]

$$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array} \quad \begin{array}{r} 6 \\ -2 \\ \hline 4 \end{array}$$

Answer 2.7

The student should read number 5: 7 minus 6 equals 1 and number 6: 15 minus 8 equals 7.

$$\begin{array}{r} 5. \quad 7 \\ -6 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 6. \quad 15 \\ -8 \\ \hline 7 \end{array}$$

Question 2.8

[Make sure the student is viewing the last row of problems on page 9.]

$$\begin{array}{r} \text{Braille representation of } 7 - 6 = 1 \text{ and } 15 - 8 = 7 \end{array}$$

Answer 2.8

The student should read number 7: 17 minus 9 equals 8 and number 8: 14 minus 5 equals 9.

$$\begin{array}{r} 7. \quad 17 \\ -9 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8. \quad 14 \\ -5 \\ \hline 9 \end{array}$$

Question 2.9

[Make sure the student is viewing the first row of problems on page 10.]

$$\begin{array}{r} \text{Braille representation of } 16 - 8 = 8 \text{ and } 12 - 5 = 7 \end{array}$$

Answer 2.9

The student should read number 9: 16 minus 8 equals 8 and number 10: 12 minus 5 equals 7.

$$\begin{array}{r} 9. \quad 16 \\ -8 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10. \quad 12 \\ -5 \\ \hline 7 \end{array}$$

Part 3

Part 3 Materials

- Work tray
- 9 different sized, 2-dimensional shapes (3 circles, 3 rectangles, and 3 half-circles) which can be found in the following kits from the American Printing House for the Blind:
 - MathBuilders, Unit 7: Fractions, Mixed Numbers, and Decimals Kit
 - MathBuilders, Unit 6: Geometry Kit
 - Puzzle Form Board Kit
 - Focus in Math Kit
 - Feel 'n Peel Sheets: Carousel of Textures has a variety of non-adhesive backed textured paper that can be used to create shapes
- inTACT Sketchpad or a DRAFTSMAN: Tactile Drawing Board
- Tactile drawing film
- G1-M4-Check-Up-Data-Table.docx
- Optional: Wikki Stix®, graphic art tape, braille paper

Part 3 Teacher Notes

- If students seem to struggle in providing a description, you can offer a helping hint or a 2-dimensional shape.
- For questions 5-8, begin by drawing the following shapes in random order from left to right on either the Sketchpad or Draftsman: 1) circle; 2) half-circle; and 3) rectangle.
- Before moving to question 6, draw a vertical line and divide the rectangle into two equal parts.
- Before moving to question 7, use a new sheet of tactile drawing film and draw six circles of different sizes. Then divide two of the circles into two equal parts; two of the circles into two unequal parts; one of the circles into four equal parts; and one of the circles into four unequal parts.
- Before moving to question 9, use a new sheet of tactile drawing film and draw six rectangles of different sizes and orientation. Then divide two of the rectangles into two equal parts; one of the rectangles into two unequal parts; two of the rectangles into four equal parts; and one of the rectangles into four unequal parts.
- You may use Wikki Stix® or graphic art tape on braille paper to create any of the shapes.

Part 3 Teacher Script

Question 3.1

I have placed 9 shapes into a work tray. Pick up one shape at a time and tell me if it is a rectangle, half-circle, or circle.

Answer 3.1

The student should correctly identify each shape.

Now place the shapes back in the work tray and then tell me about each shape, as I give you the name.

Question 3.2

circle

Answer 3.2

It is a perfectly round shape. There are no straight sides or corners on a circle.

Question 3.3

rectangle

Answer 3.3

A rectangle has 4 sides and 4 corners. All 4 corners are the same size. The opposite sides of a rectangle are equal in length.

Question 3.4

half-circle

Answer 3.4

If I cut a circle into two equal parts, then I will have two half-circles. Sometimes half-circles are called semi-circles. Each half-circle has a straight edge and two half-circles of the same size can be put together to make a circle.

Question 3.5

I have used the inTACT Sketchpad (or the DRAFTSMAN: Tactile Drawing Board) to draw several shapes. Use both hands and scan the drawing film from left to right. Then tell me the name of each shape, moving from left to right!

Answer 3.5

The student should correctly identify each shape.

Question 3.6

I have drawn a line and divided the rectangle into two parts. Are the parts equal or unequal? How do you know?

Answer 3.6

The parts are equal. They feel the same size, and if I cut out the rectangle and then cut along the vertical line, I would have two pieces that fit perfectly on top of each other. I could also fold the tactile film along the line, and the two pieces would fit perfectly on top of each other.

Question 3.7

I have drawn six circles. Use both hands and scan the drawing film from left to right. Then tell me which circles have been divided into two equal parts.

Answer 3.7

The student should correctly identify the circles divided into two equal parts.

Question 3.8

Now use your hands again and find the circle that has been divided into four equal parts.

Answer 3.8

The student should correctly identify the circle divided into four equal parts.

Question 3.9

I have drawn six rectangles. Use both hands and scan the drawing film from left to right. Then tell me which rectangles have been divided into two equal parts.

Answer 3.9

The student should correctly identify the rectangles divided into two equal parts.

Question 3.10

Now use your hands again and find the rectangles that have been divided into four equal parts.

Answer 3.10

The student should correctly identify the rectangles divided into four equal parts.

Now place a new sheet of tactile drawing film in the Sketchpad (or the DRAFTSMAN) and draw each shape as I give you the name.

Question 3.11

circle

Answer 3.11

The student should draw a circle.

Question 3.12

rectangle

Answer 3.12

The student should draw a rectangle.

Question 3.13

half-circle

Answer 3.13

The student should draw a half-circle.

Question 3.14

Now locate the rectangle you have drawn. Then use a ruler and divide the rectangle into two equal parts.

Answer 3.14

The student should divide the rectangle into two equal parts.

Question 3.15

Now locate the circle you have drawn. Then use a ruler and divide the circle into four equal parts.

Answer 3.15

The student should divide the circle into four equal parts.

Part 4

Part 4 Materials

- Student Braille Document: G1-M4-Check-Up-Student.brf
- Braillewriter
- Braille paper
- G1-M4-Check-Up-Data-Table.docx

Part 4 Teacher Script

Question 4.1

Use your braillewriter to answer the problems on pages 5-10 in the student document. Begin by placing each page in your braillewriter. Finish by taking each page out of the braillewriter.

Answer 4.1

After inserting each page in the braillewriter, the student should braille the answer for each problem directly below the separation line.

Page 5: The student should write 12 below 15 minus 3 equals, 17 below 18 minus 1 equals, 8 below 10 minus 2 equals, and 15 below 19 minus 4 equals.

12
15 minus 3 equals

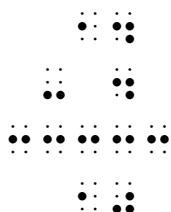
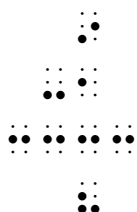
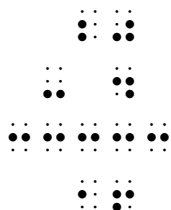
17
18 minus 1 equals

8
10 minus 2 equals

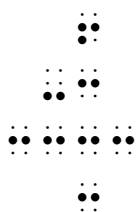
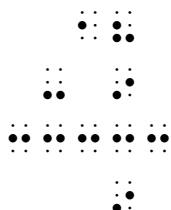
15
19 minus 4 equals

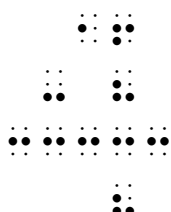
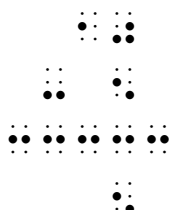
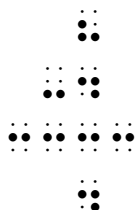
Page 6: The student should write 14 below 16 minus 2 equals, 16 below 20 minus 4 equals, 8 below 9 minus 1 equals, and 10 below 14 minus 4 equals.

14
16 minus 2 equals

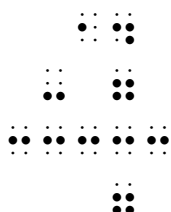
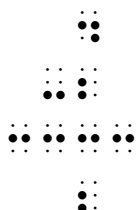


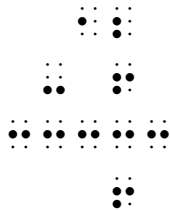
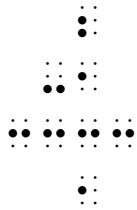
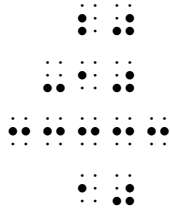
Page 7: The student should write 9 below 18 minus 9 equals, 3 below 6 minus 3 equals, 4 below 8 minus 4 equals, 5 below 10 minus 5 equals, and 8 below 16 minus 8 equals.



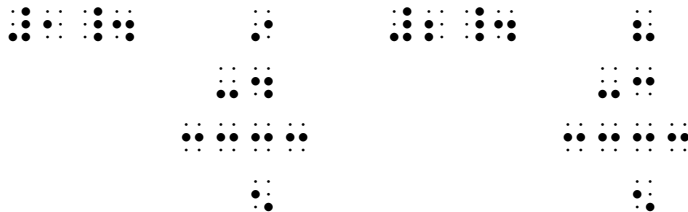


Page 8: The student should write 2 below 4 minus 2 equals, 7 below 14 minus 7 equals, 10 below 20 minus 10 equals, 1 below 2 minus 1 equals, and 6 below 12 minus 6 equals.

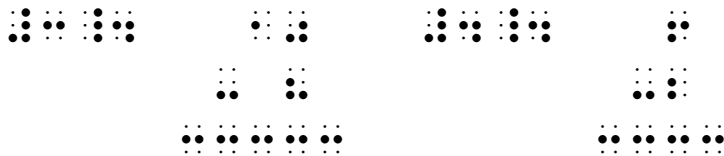




Page 9, row 1: The student should write 5 below 9 minus 4 for number 1 and 5 below 8 minus 3 for number 2.



Page 9, row 2: The student should write 2 below 10 minus 8 for number 3 and 4 below 6 minus 2 for number 4.



Page 9, row 3: The student should write 1 below 7 minus 6 for number 5 and 7 below 15 minus 8 for number 6.

$$\begin{array}{r} \text{7} \\ -6 \\ \hline 1 \end{array} \quad \begin{array}{r} \text{15} \\ -8 \\ \hline 7 \end{array}$$

Page 9, row 4: The student should write 8 below 17 minus 9 for number 7 and 9 below 14 minus 5 for number 8.

$$\begin{array}{r} \text{17} \\ -9 \\ \hline 8 \end{array} \quad \begin{array}{r} \text{14} \\ -5 \\ \hline 9 \end{array}$$

Page 10, row 1: The student should write 8 below 16 minus 8 for number 9 and 7 below 12 minus 5 for number 10.

$$\begin{array}{r} \text{16} \\ -8 \\ \hline 8 \end{array} \quad \begin{array}{r} \text{12} \\ -5 \\ \hline 7 \end{array}$$

Listen and then braille what you hear on another piece of braille paper. You may need 2 pieces of paper.

Remember that all of the problems will be vertically aligned. You will need to press the line spacing key twice after writing each problem. Let me know if you need for me to repeat what you should braille.

Question 4.2

Write the following spatial problems: 8 minus 4 equals, 19 minus 3 equals, 10 minus 8 equals, 17 minus 17 equals, 15 minus 1 equals, 9 minus 6 equals, 20 minus 4 equals, and 13 minus 1 equals.

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -17 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -1 \\ \hline \end{array}$$

Answer 4.2

The student should write the following problems spatially: 8 minus 4 equals, 19 minus 3 equals, 10 minus 8 equals, 17 minus 17 equals, 15 minus 1 equals, 9 minus 6 equals, 20 minus 4 equals, and 13 minus 1 equals.

$$\begin{array}{r} \dots \\ \dots \\ \dots \end{array}$$

$$\begin{array}{r} \dots \\ \dots \\ \dots \end{array}$$

$$\begin{array}{r} \dots \\ \dots \\ \dots \end{array}$$

$$\begin{array}{r} \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

$$\begin{array}{r} \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

$$\begin{array}{r} \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

$$\begin{array}{r} \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

$$\begin{array}{r} \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot \\ \cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot\cdot \end{array}$$

Let's try some more. This time the problems will be numbered. Remember to press the line spacing key twice after each problem.

Question 4.3

Write the following spatial problems: number 1: 7 minus 7 equals, number 2: 16 minus 3 equals, number 3: 11 minus 5 equals, number 4: 14 minus 8 equals, number 5: 18 minus 2 equals, and number 6: 20 minus 10 equals.

$$\begin{array}{r} 1. \quad 7 \\ \quad \underline{-7} \end{array}$$

$$\begin{array}{r} 2. \quad 16 \\ \quad \underline{-3} \end{array}$$

3.
$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 14 \\ -8 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 18 \\ -2 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 20 \\ -10 \\ \hline \end{array}$$

Answer 4.3

The student should write the following problems spatially: number 1: 7 minus 7 equals, number 2: 16 minus 3 equals, number 3: 11 minus 5 equals, number 4: 14 minus 8 equals, number 5: 18 minus 2 equals, and number 6: 20 minus 10 equals.

$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -8 \\ \hline \end{array}$$

Part 5

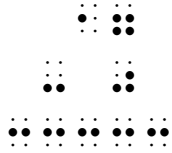
Part 5 Materials

- Student Braille Document: G1-M4-Check-Up-Student.brf
- G1-M4-Check-Up-Data-Table.docx

Part 5 Teacher Script

Question 5.1

Now read each problem involving subtraction on page 11 in the student document. After each problem, use a strategy if needed, and tell me the answer.



Answer 5.1

16 minus 3 equals 13.

$$\begin{array}{r} 16 \\ -3 \\ \hline 13 \end{array}$$

8 minus 1 equals 7.

$$\begin{array}{r} 8 \\ -1 \\ \hline 7 \end{array}$$

14 minus 7 equals 7.

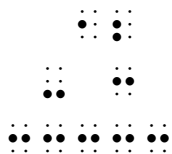
$$\begin{array}{r} 14 \\ -7 \\ \hline 7 \end{array}$$

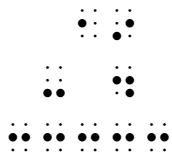
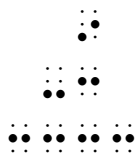
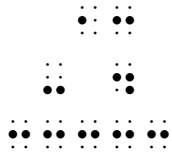
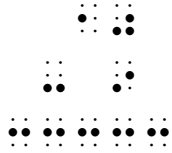
17 minus 0 equals 17.

$$\begin{array}{r} 17 \\ -0 \\ \hline 17 \end{array}$$

Question 5.2

Turn to page 12 and continue to read each problem. Then tell me the answer.





Answer 5.2

12 minus 3 equals 9.

$$\begin{array}{r} 12 \\ -3 \\ \hline 9 \end{array}$$

10 minus 9 equals 1.

$$\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$$

13 minus 4 equals 9.

$$\begin{array}{r} 13 \\ -4 \\ \hline 9 \end{array}$$

9 minus 3 equals 6.

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

19 minus 4 equals 15.

$$\begin{array}{r} 19 \\ -4 \\ \hline 15 \end{array}$$

Question 5.3

Turn to page 13 and continue to read each problem. Then tell me the answer.

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 19 \\ -4 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

Answer 5.3

15 minus 3 equals 12.

$$\begin{array}{r} 15 \\ -3 \\ \hline 12 \end{array}$$

18 minus 9 equals 9.

$$\begin{array}{r} 18 \\ -9 \\ \hline 9 \end{array}$$

10 minus 5 equals 5.

$$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$$

18 minus 2 equals 16.

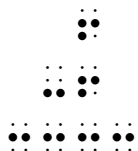
$$\begin{array}{r} 18 \\ -2 \\ \hline 16 \end{array}$$

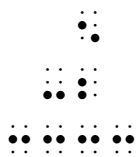
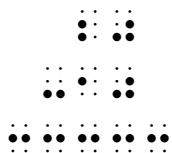
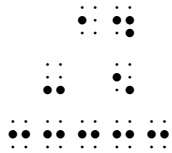
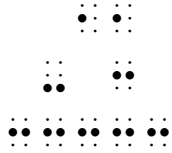
17 minus 1 equals 16.

$$\begin{array}{r} 17 \\ -1 \\ \hline 16 \end{array}$$

Question 5.4

Turn to page 14 and continue to read each problem. Then tell me the answer.





Answer 5.4

6 minus 6 equals 0.

$$\begin{array}{r} 6 \\ -6 \\ \hline 0 \end{array}$$

11 minus 3 equals 8.

$$\begin{array}{r} 11 \\ -3 \\ \hline 8 \end{array}$$

14 minus 5 equals 9.

$$\begin{array}{r} 14 \\ -5 \\ \hline 9 \end{array}$$

20 minus 10 equals 10.

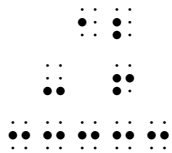
$$\begin{array}{r} 20 \\ - 10 \\ \hline 10 \end{array}$$

5 minus 2 equals 3.

$$\begin{array}{r} 5 \\ -2 \\ \hline 3 \end{array}$$

Question 5.5

Turn to page 15 and read the last problem.



Answer 5.5

12 minus 6 equals 6.

$$\begin{array}{r} 12 \\ -6 \\ \hline 6 \end{array}$$