

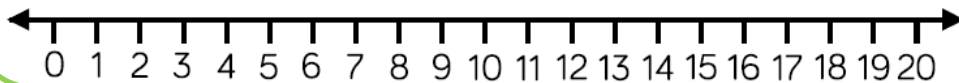


LI: Can I solve subtraction word problems using objects?	SA	TA
SC: Have I counted the starting number of counters onto my 10 frames?		
Have I taken away the correct number of counters?		
Have I counted how many are left and written the number to complete the sentence?		
Challenge: Have I counted in jumps backwards on the number lines?		
I have checked these things in my work ...	  <b>3</b>	

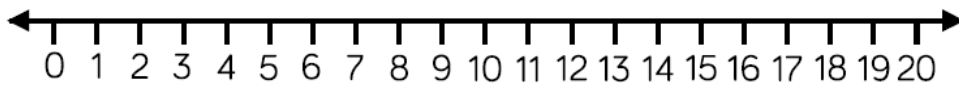
There were 14 snails. 3 slid away. How many are left?

$$\boxed{14} - \boxed{3} = \boxed{\phantom{00}}$$



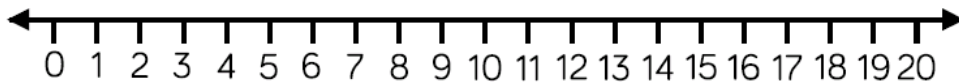
There were 16 birds. 4 flew away. How many are left?

$$\boxed{16} - \boxed{4} = \boxed{\phantom{00}}$$



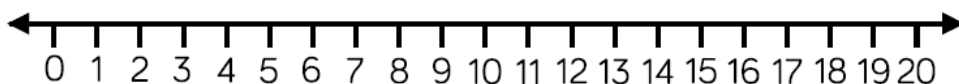
There were 15 ants. 5 hid. How many are left?

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



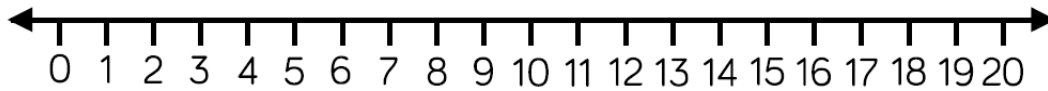
There were 19 frogs. 0 jumped away. How many are left?

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

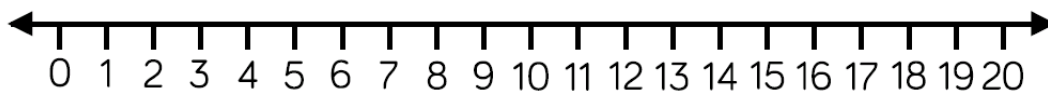


Can I subtract by counting back on a number line?

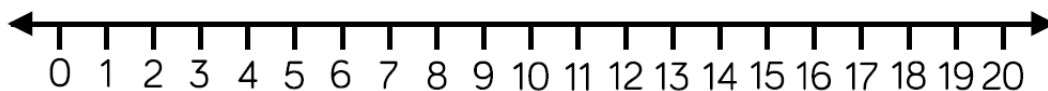
$$20 - 3 =$$



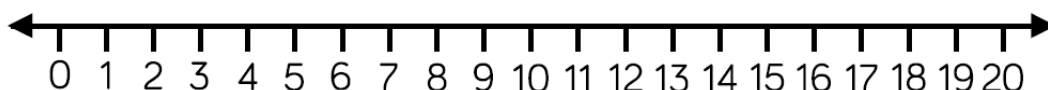
$$19 - 3 =$$



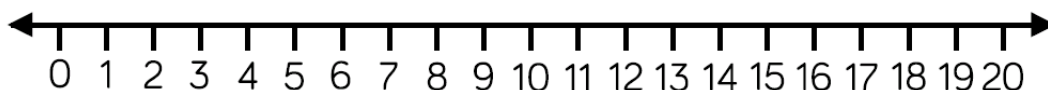
$$16 - 4 =$$



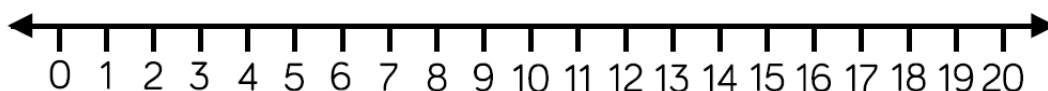
$$17 - 5 =$$



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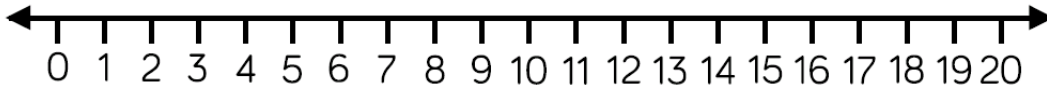
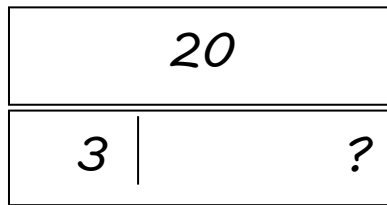


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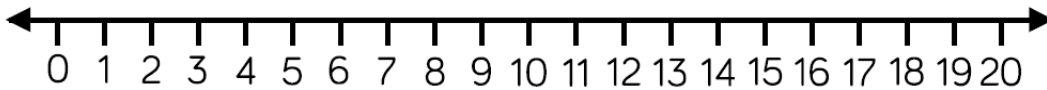
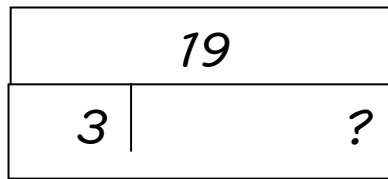


# Can I use a Bar Model to help me subtract?

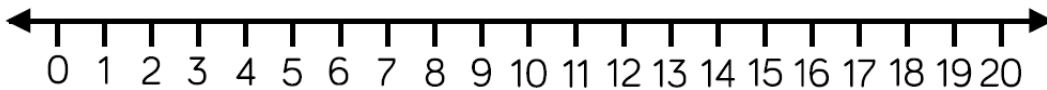
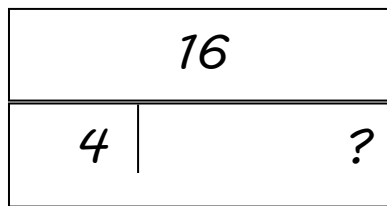
$20 - 3 =$



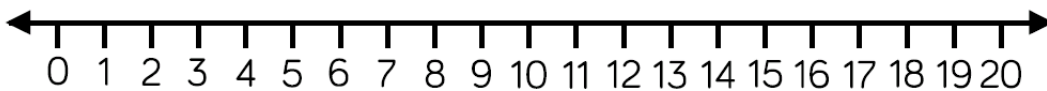
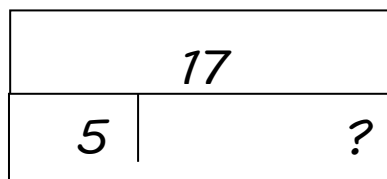
$19 - 3 =$



$16 - 4 =$



$17 - 5 =$



$18 - 6 =$

