LESSON 3

Objective

Solve separating problems by taking away one group from a larger group and counting what is left.

Common Core State Standards

- **K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Operations and Algebraic Thinking

Separating Problems

When we begin with a group and separate, or take away, a portion of that group and count up what is left, we are subtracting. The separating method of subtraction is an important beginning strategy that will help children as they develop fluency with single-digit number combinations.

Try It! *Perform the Try It! activity on the next page.*

Talk About It

Discuss the Try It! activity.

- **Ask:** *After you take away from a number, is the number you are left with more or fewer? How do you know?*
- **Say:** *Look at your Take-Away Workmat (BLM 6). Think about how you use your workmat to solve a take-away problem.* **Ask:** *What do you put in the big circle? What do you put in the small circle? How do you find the number that is left?*

Solve It

With children, reread the problem. Have children reuse the Take-Away Workmat from the Try It! activity. Have children make a drawing to show the number of Three Bear Family® Counters the teacher took away (2 bears) from the 5 bears on the shelf in the small (take-away) circle. Then have children draw the bears that were left on the shelf in the big circle. Encourage children to use their drawings to explain how they solved the problem.

More Ideas

For other ways to teach about subtraction—

- Have the class work together to use Frog Counters or other counters to compose and then solve a separating story problem.
- Have pairs of children place 5 Frog Counters in a paper bag. Instruct one child to take away some of the frogs from the bag. Have children count to find the number of frogs that were taken away. Then encourage children to work together to figure out how many frogs are left in the bag. Finally, have children check to see if they were correct by counting the frogs left inside the bag. Encourage children to complete the following sentence: [number] frogs take away [number] frogs is [number] frogs. For example, 5 frogs take away 3 frogs is 2 frogs. Repeat the activity with different numbers of frogs.

Formative Assessment

Have children try the following problem.

Jamal brought 3 stickers to school to share with his friend Mark. Jamal gave 1 sticker to Mark. Draw a picture to show how many stickers Jamal had left.

Try It! 20 minutes | Independent

Here is a separating problem.

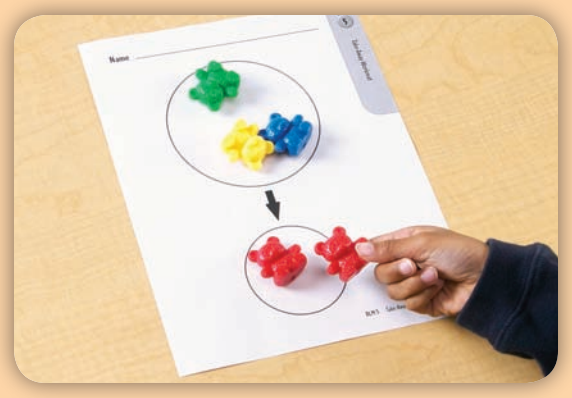
Rico's teacher put 5 teddy bears on the shelf. Then she took 2 teddy bears away and put them in a basket. How many teddy bears were left on the shelf?

Introduce the problem. Then have children do the activity to solve the problem. Distribute 1 copy of the Take-Away Workmat (BLM 6) and 5 Three Bear Family Counters to each child.

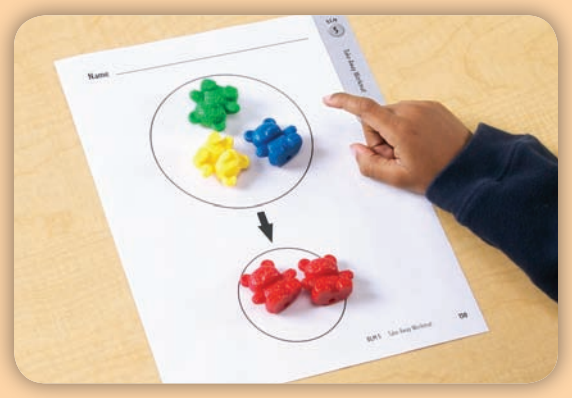
Materials

- Three Bear Family® Counters (5 per child)
- Take-Away Workmat (BLM 6; 1 per child)

1. Instruct children to place all of their bears in the big circle on the Take-Away Workmat. Have children count the bears aloud with you one at a time and identify that there are 5 bears in all in the big circle.



2. Have children take 2 bears away from the big circle and follow the arrow to move them into the small circle.



3. Instruct children to count the bears that are left in the big circle aloud with you. Then help children to understand that 5 take away 2 is 3.

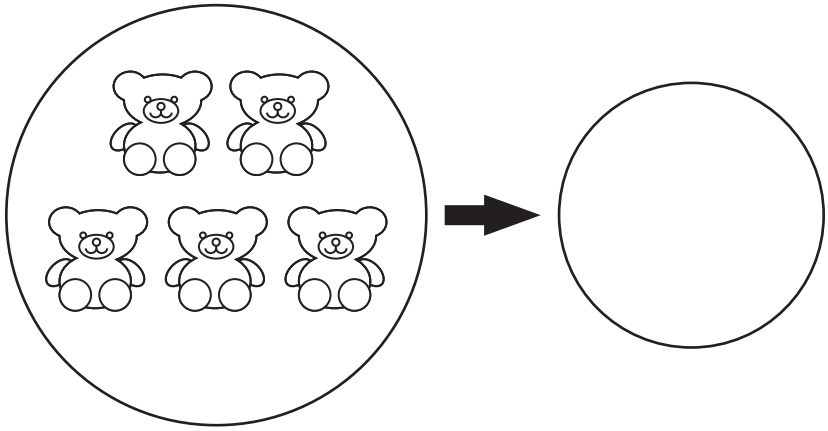
⚠ Look Out!

Watch for children who are having a difficult time figuring out which number of bears to move into the take-away (small) circle on the workmat. Remind children that the number of bears that should be placed in the small circle is the number that should be taken away from the group they started with.

Answer Key

Check children's work.

1.



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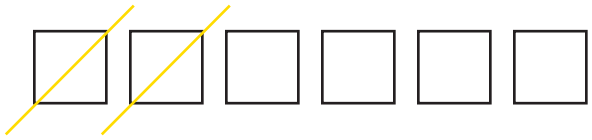
2.



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Directions

1. Five bears are playing on the swings. Three go home. How many bears are left playing on the swings? Use Bear Counters. Model the groups. Write how many are left. **2.** Maya had 6 crackers. She ate 2 crackers. Cross out the crackers Maya ate. Write the number of crackers Maya had left.

Answer Key

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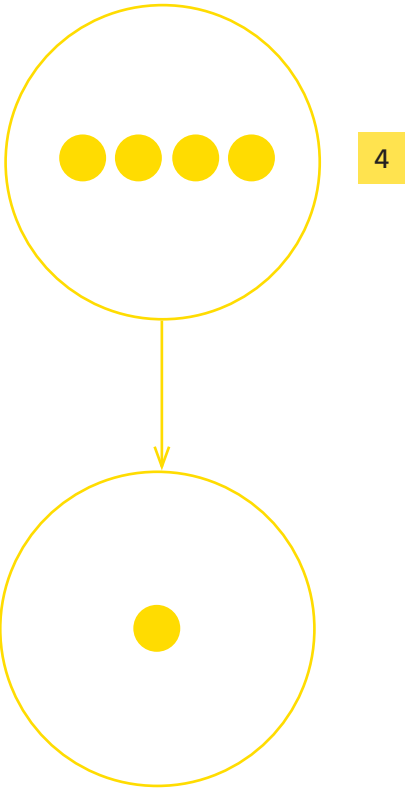
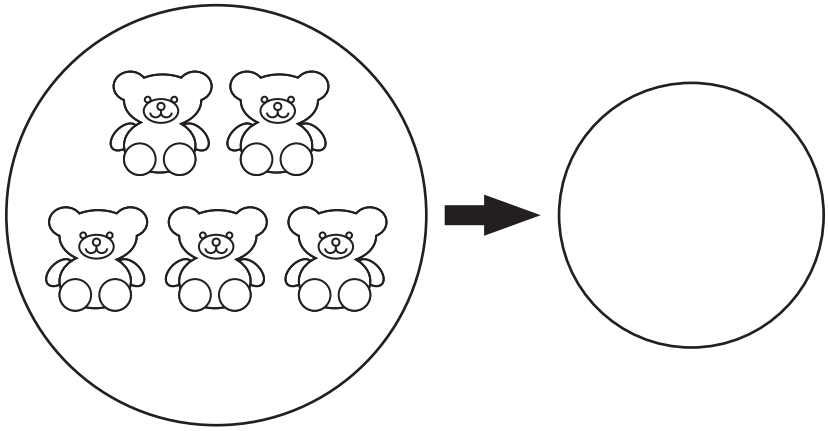


Challenge

There were 5 balls in a box in the gym. The children took 1 ball to play a game. How many balls were left in the box? Draw circles for the balls. Take 1 away. Write how many balls are left in the box.

Name _____

1.



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2. □□□□□□

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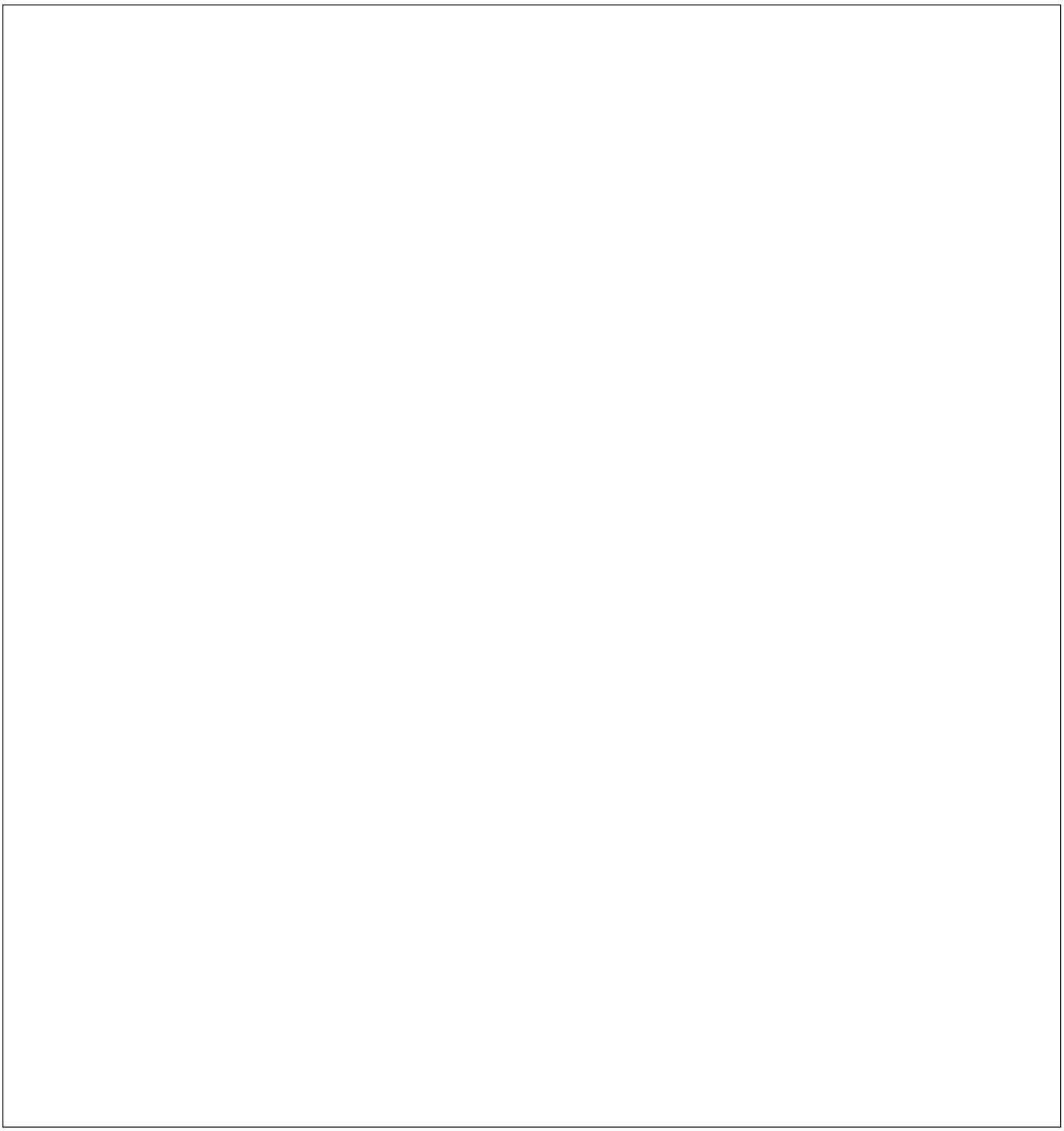

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