

RELATIONAL SUBTRACTION

QUARTER 2 • WEEK 16

Subtraction as Separating • Prove

Objective: *Prove the answer by building it back.*

DO THIS Solve. Then check the other way.

PROVE Solve, then build it back.

EXAMPLE $5 - 2 = \underline{3}$
 $2 + \underline{3} = 5$

SOLVE AND PROVE Solve, then check each one.

1 $3 - 2 = \square$
 $2 + \square = 3$

2 $5 - 4 = \square$
 $4 + \square = 5$

3 $4 - 3 = \square$
 $3 + \square = 4$

MORE PRACTICE Solve each one.

1 $5 - 1 = \square$

2 $4 - 1 = \square$

3 $2 - 1 = \square$

To subtract I: took away counted up found the part



TEACHER EDITION

RELATIONAL SUBTRACTION

QUARTER 2 • WEEK 16

Subtraction as Separating • Prove

Objective: *Prove the answer by building it back.*

DO THIS Solve. Then check the other way.

PROVE Solve, then build it back.

EXAMPLE $5 - 2 = \underline{3}$
 $2 + \underline{3} = 5$

SOLVE AND PROVE Solve, then check each one.

1 $3 - 2 = \underline{1}$
 $2 + \underline{1} = 3$

2 $5 - 4 = \underline{1}$
 $4 + \underline{1} = 5$

3 $4 - 3 = \underline{1}$
 $3 + \underline{1} = 4$

MORE PRACTICE Solve each one.

1 $5 - 1 = \underline{4}$

2 $4 - 1 = \underline{3}$

3 $2 - 1 = \underline{1}$

TEACHER NOTES Answer key & guidance

Answers: see page

Strategy: Accept matching, counting, or rebuilding as valid proof.

Common error: Accepting an answer without checking it.

Prompt: "Show me how you know."

To subtract I: took away counted up found the part