

RELATIONAL SUBTRACTION

Multi-Step • Track the Change

Objective: *Track a quantity through two changes to a final amount.*

DO THIS Track the quantity through each change. Write one equation per step.

WORKED EXAMPLE Solve one step at a time. Keep each new total.

EXAMPLE

Maya had 13 stickers. She gave away 3, then gave away 5 more.

$$13 - 3 = \square$$

$$10 - 5 = \square$$

Left: ____

TRACK THE CHANGE Write one equation per step, then the final amount.

1

Ruth had 20 stickers. Gave away 2, then 16 more. How many are left?

Step 1 $20 - 2 = \square$ → Step 2 $18 - 16 = \square$

2

Ruth had 19 beads. Gave away 6, then 4 more. How many are left?

Step 1 $19 - 6 = \square$ → Step 2 $13 - 4 = \square$

3

Eli had 10 coins. Gave away 3, then 4 more. How many are left?

Step 1 $10 - 3 = \square$ → Step 2 $7 - 4 = \square$

4

Ben had 18 beads. Gave away 5, then 9 more. How many are left?

Step 1 $18 - 5 = \square$ → Step 2 $13 - 9 = \square$

CHECK Does the final amount make sense? yes re-check

My final answer is reasonable because it is ____ than the start.

I tracked: each step only the end with a diagram



TEACHER EDITION

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Objective: Track a quantity through two changes to a final amount.

DO THIS Track the quantity through each change. Write one equation per step.

WORKED EXAMPLE Solve one step at a time. Keep each new total.

EXAMPLE

Maya had 13 stickers. She gave away 3, then gave away 5 more.

$$13 - 3 = \underline{10}$$

$$10 - 5 = \underline{5}$$

Left: 5

TRACK THE CHANGE Write one equation per step, then the final amount.

1

Ruth had 20 stickers. Gave away 2, then 16 more. How many are left?

Step 1 $20 - 2 = \underline{18}$ → Step 2 $18 - 16 = \underline{2}$

2

2

Ruth had 19 beads. Gave away 6, then 4 more. How many are left?

Step 1 $19 - 6 = \underline{13}$ → Step 2 $13 - 4 = \underline{9}$

9

3

Eli had 10 coins. Gave away 3, then 4 more. How many are left?

Step 1 $10 - 3 = \underline{7}$ → Step 2 $7 - 4 = \underline{3}$

3

4

Ben had 18 beads. Gave away 5, then 9 more. How many are left?

Step 1 $18 - 5 = \underline{13}$ → Step 2 $13 - 9 = \underline{4}$

4

CHECK Does the final amount make sense? yes re-check

My final answer is reasonable because it is ____ than the start.

TEACHER NOTES Answer key & guidance

Answers: 2; 9; 3; 4

Common error: Subtracting both changes from the start at once

Strategy: Carry the running total into the next step

Prompt: "What is the new total after step 1?"

I tracked: each step only the end with a diagram

