Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

1.OA.5 Relate counting to addition and subtraction. For example, by counting on 2 to add 2.

1.OA.6 Add and subtract within 20. a. Use strategies such as counting on; making ten (for example, 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (for example, 13 - 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (for example, knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (for example, adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Count Back

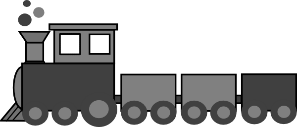
(Ch4 Go Math)

1. Count back from 15.

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ 15

1. Count back.

9 – 3 = \_\_\_\_\_ 

1. 7 – 2 = \_\_\_\_\_
2. \_\_\_\_\_ = 14 – 3
3. Sasha has 12 train cars on the track. She takes off 2 train cars to put away. How many train cars are still on the track?

\_\_\_\_ – \_\_\_\_ = \_\_\_\_ \_\_\_\_\_ train cars

Mastered Not Mastered

2nd try \_\_\_\_\_\_ 3rd try \_\_\_\_\_\_