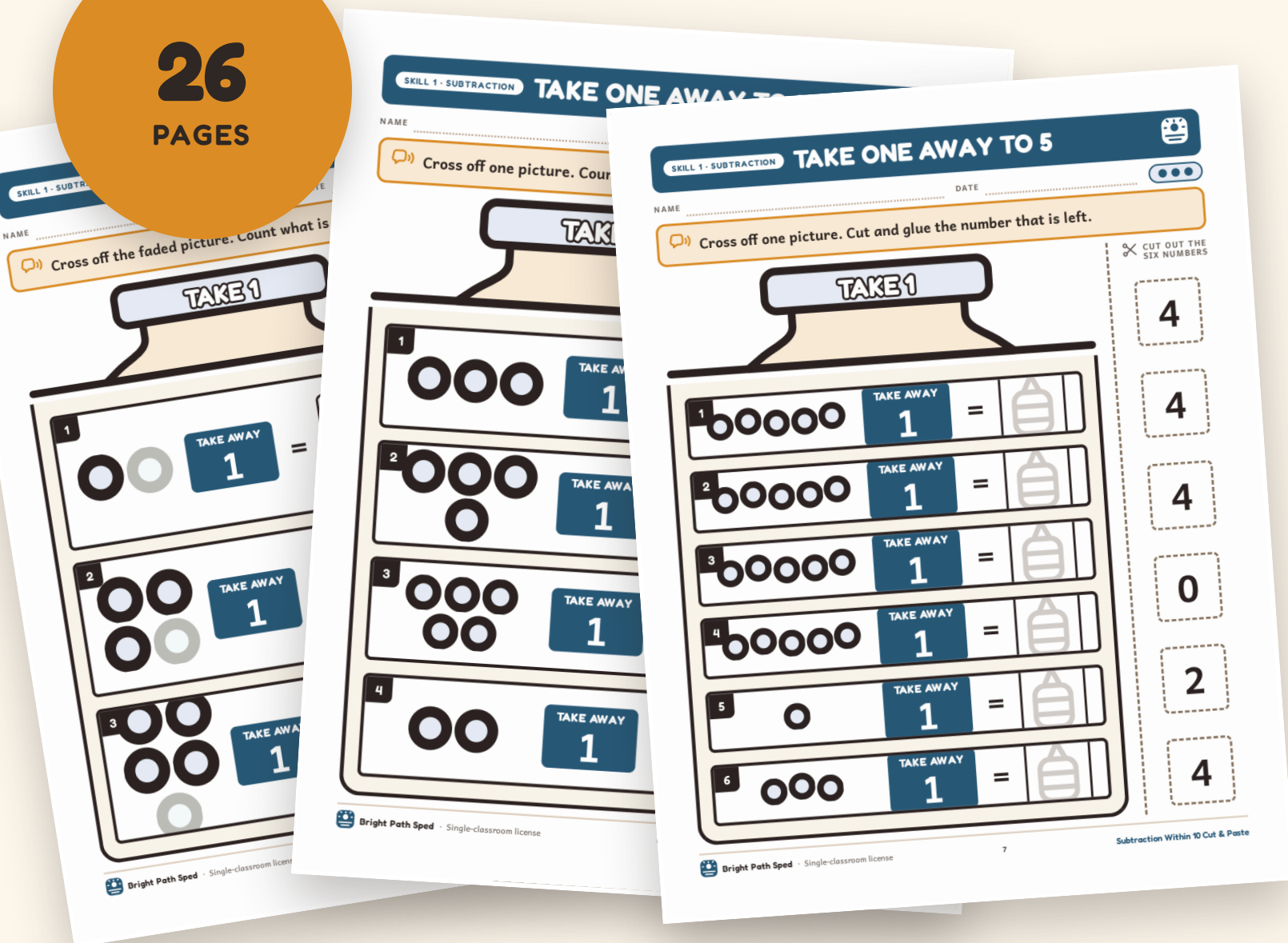


# SUBTRACTION

Cut and Paste Within 10, 3 Levels

26  
PAGES



BRIGHT PATH SPED

PreK-2 · Special Education



Five skills, one push toward ten. Each skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

## 1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it.

## 2 Pick a level per student, not per class

Level 1 fades the counters to take away, so there is no wrong one to cross off. Level 2 shows the same jar with nothing faded and one number on the strip that answers nothing. Level 3 scatters the counters and mixes six problems with no cue at all.

## 3 The take-away amount is always printed

Every jar carries a “TAKE AWAY” tag with the number on it, at every level. The fading at Level 1 is a support for finding which counters to cross off, never the only place the number appears.

## 4 Skill 4 has two rules that catch everyone

Take away ALL of them and zero are left. Take away NONE of them and every one is still there. Both rules appear on every level of that skill, not just somewhere in the pack.

## 5 Skill 5 is the review

Some jars, some plain number sentences with no jar at all — read each one before gluing. Score it out of its own number of boxes at each level (3, 4 and 6), not one combined percent.

### If you only do one thing

Start every new student on Skill 1 even if they can already subtract past five — it is the fastest way to see whether they can read a jar and a take-away tag before a bigger number makes that harder to tell.





Teach · 5 min

Work · 10 min

Print &amp; go

**OBJECTIVE**

Given a set of up to 5 pictures and a direction to take one away, the student will identify the correct remaining amount, with 80% accuracy across 3 sessions.

✂ 🗂 **You need:** the pages behind this one, scissors, a glue stick. Nothing else.

**SAY THIS**

“Five pictures or fewer today. We take just one away.”

Point to the first row. One picture looks lighter.

“There are four pears. See the light one? That is the one we take away.”

“Cross it off. Now count only the dark ones. One, two, three. Three are left.”

Cross it off, then slide the page toward them.

“Your turn. Find the light one first. Cross it off. Then count.”

**THE THREE LEVELS**

Three rows, five pictures or fewer, and the one picture to cross off is faded on every row. Three pieces for three boxes.



Four rows, nothing faded. The student decides which one to cross off and one number on the strip belongs to nothing.



Six sets, always take away one. Four are scattered in uneven rows so they cannot be counted by shape, and one set of just one picture leaves zero when it is taken away.

**IF A STUDENT IS STUCK**

- If they cross off the wrong picture, do not correct it. Ask them to count what is left.
- If they recount the crossed-off picture too, cover it with your hand and have them count again.
- If they cannot find the faded picture, point to it once. Do not point twice.

**TRY IT IN THE ROOM TODAY**

Set out five snack crackers before you hand them out. Take one away. Ask how many are left before you pass the plate.

**DATA**

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

**WHAT I NOTICED TODAY**



NAME .....

DATE .....



Cross off the faded picture. Count what is left. Glue the number.

**TAKE 1**

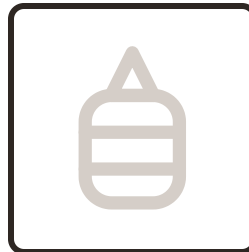
1



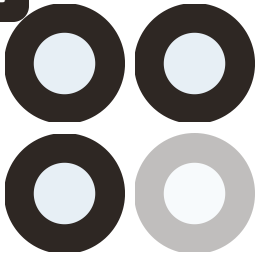
TAKE AWAY

1

=



2



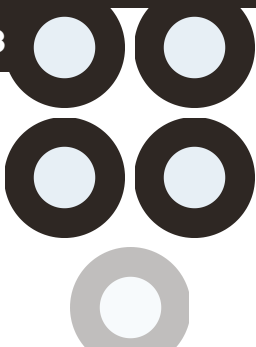
TAKE AWAY

1

=



3



TAKE AWAY

1

=

CUT OUT THE  
THREE NUMBERS

3

4

1





NAME .....

DATE .....



Cross off one picture. Count what is left. Glue the number.

**TAKE 1**

1



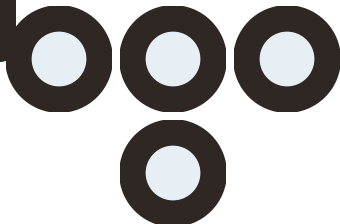
TAKE AWAY

1

=



2



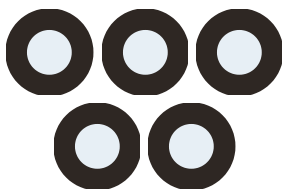
TAKE AWAY

1

=



3



TAKE AWAY

1

=



4



TAKE AWAY

1

=



CUT OUT THE  
FIVE  
NUMBERS —  
ONE IS LEFT  
OVER

3

4

1

2

5



NAME .....

DATE .....



Cross off one picture. Cut and glue the number that is left.

TAKE 1

1



TAKE AWAY

1

=



2



TAKE AWAY

1

=



3



TAKE AWAY

1

=



4



TAKE AWAY

1

=



5



TAKE AWAY

1

=



6



TAKE AWAY

1

=

CUT OUT THE  
SIX NUMBERS

4

4

4

0

2

4



NAME .....

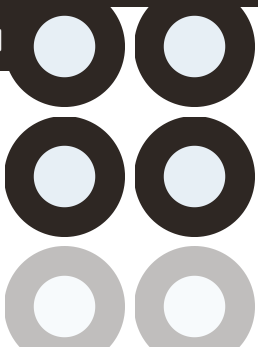
DATE .....



Cross off the faded pictures. Count what is left. Glue the number.

TO 10

1



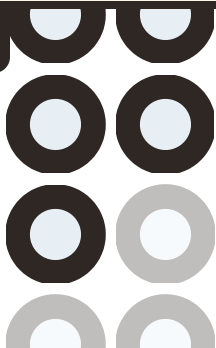
TAKE AWAY

2

=



2



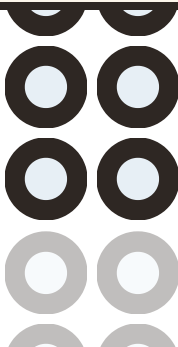
TAKE AWAY

3

=



3



TAKE AWAY

4

=

CUT OUT THE  
THREE NUMBERS

5

6

4





NAME .....

DATE .....

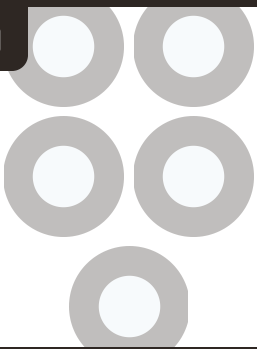


Read each row carefully. Cross off the faded pictures. Glue the number.

**ALL / NONE**

✂ CUT OUT THE  
THREE NUMBERS

1



TAKE AWAY

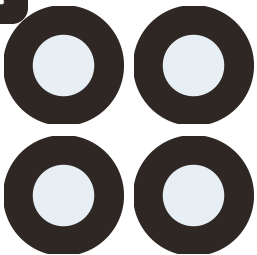
5

=



4

2



TAKE AWAY

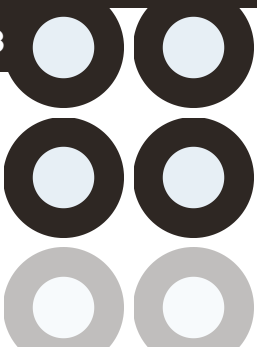
0

=



4

3



TAKE AWAY

2

=



0





Answers are listed in the order the jars appear on the page, top to bottom. Every one was recomputed from the same data that draws the page, not typed in by hand.

### Take One Away to 5

Level 1            1 3 4

Level 2            2 3 4 1 (leftover: 5)

Level 3            4 4 4 4 0 2

### Take Away to 5

Level 1            1 2 2

Level 2            2 3 1 2 (leftover: 4)

Level 3            1 2 3 1 2 1

### Take Away to 10

Level 1            4 5 6

Level 2            5 6 2 5 (leftover: 7)

Level 3            3 3 6 5 7 3

