



Name _____

Date _____

Learning Target: I will subtract numbers within 5

Session 1: Guided Practice (We Do)

Materials:

- 2-colored counters (5 per student)
- 5-frame mat (1 per student)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use counters on a 5-frame and a “Think Add to Subtract” equation to find or check your answer.

1. $3 - 1 = \underline{\quad}$	2. $4 - 2 = \underline{\quad}$
3. $5 - 3 = \underline{\quad}$	4. $3 - 2 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 1: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to subtract numbers within 5.

5. $5 - 1 = \underline{\quad}$	6. $3 - 2 = \underline{\quad}$
7. $4 - 3 = \underline{\quad}$	8. $5 - 4 = \underline{\quad}$
9. $4 - 2 = \underline{\quad}$	10. $5 - 2 = \underline{\quad}$



Quick Check - Form A

Name _____ Date _____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.

(Work Time: 1 minute)

$5 - 3 = \underline{\quad}$

$4 - 0 = \underline{\quad}$

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

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

$2 - 0 = \underline{\quad}$

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

$5 - 2 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

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

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

$4 - 2 = \underline{\quad}$

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

Number Correct = _____

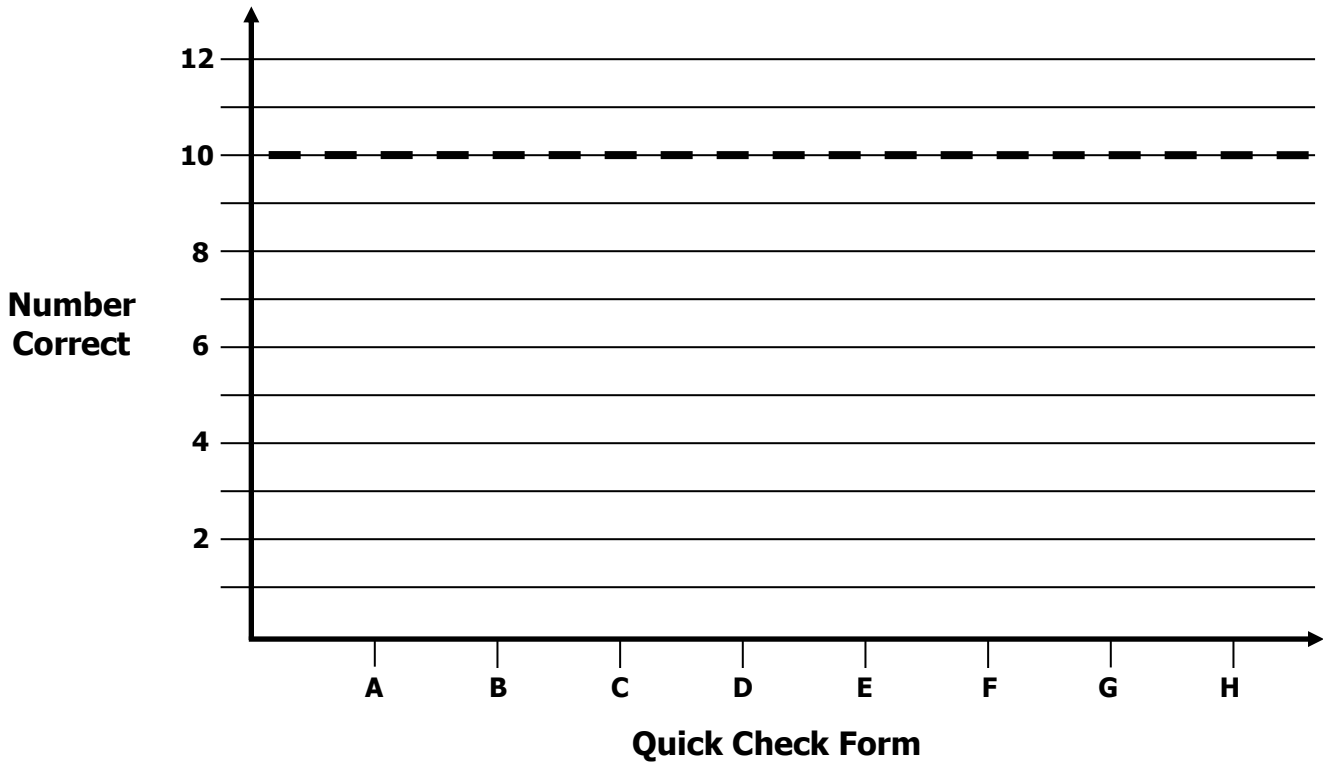


Growth Chart

Name _____ Date _____

Learning Target: I will subtract numbers within 5.

Goal: 10 out of 12 correct



Intervention		Date	Score
Session 1:			
Session 2:			
Session 3:			
Session 4:			
Session 5:			
Session 6:			
Session 7:			
Session 8:			



Name _____

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Learning Target: I will subtract numbers within 5

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (5 per student)
- 5-frame mat (1 per student)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use counters on a 5-frame and a “Think Add to Subtract” equation to find or check your answer. (See Session 1)

1. $4 - 3 = \underline{\quad}$	2. $5 - 4 = \underline{\quad}$
3. $4 - 2 = \underline{\quad}$	4. $3 - 2 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 2: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to subtract numbers within 5.

5. $3 - 1 = \underline{\quad}$	6. $4 - 2 = \underline{\quad}$
7. $5 - 3 = \underline{\quad}$	8. $3 - 2 = \underline{\quad}$
9. $5 - 1 = \underline{\quad}$	10. $5 - 2 = \underline{\quad}$



Quick Check - Form B

Name _____ Date _____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

$5 - 2 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

$2 - 0 = \underline{\quad}$

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

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

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

$5 - 3 = \underline{\quad}$

$4 - 0 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

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

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

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

Number Correct = _____



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and “Think Add to Subtract” equation to find or check your answer.

1. $3 - 1 = \underline{\quad}$	2. $4 - 2 = \underline{\quad}$
3. $5 - 3 = \underline{\quad}$	4. $3 - 2 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 5.

5. $5 - 3 = \underline{\quad}$	6. $3 - 2 = \underline{\quad}$
7. $4 - 3 = \underline{\quad}$	8. $5 - 4 = \underline{\quad}$
9. $4 - 2 = \underline{\quad}$	10. $5 - 2 = \underline{\quad}$



Quick Check - Form C

Name _____ Date _____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

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

$4 - 2 = \underline{\quad}$

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

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

$4 - 3 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

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

$2 - 0 = \underline{\quad}$

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

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

$4 - 0 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

Number Correct = _____



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and “Think Add to Subtract” equation to find or check your answer.

1. $4 - 1 = \underline{\quad}$	2. $3 - 2 = \underline{\quad}$
3. $5 - 2 = \underline{\quad}$	4. $4 - 3 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 5.

5. $5 - 1 = \underline{\quad}$	6. $4 - 2 = \underline{\quad}$
7. $5 - 3 = \underline{\quad}$	8. $3 - 1 = \underline{\quad}$
9. $4 - 3 = \underline{\quad}$	10. $5 - 4 = \underline{\quad}$



Quick Check - Form D

Name _____ Date _____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

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

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

$4 - 0 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

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

$4 - 2 = \underline{\quad}$

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

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

$4 - 3 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

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

$2 - 0 = \underline{\quad}$

Number Correct = _____



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and “Think Add to Subtract” equation to find or check your answer.

1. $3 - 1 = \underline{\quad}$	2. $4 - 2 = \underline{\quad}$
3. $5 - 3 = \underline{\quad}$	4. $3 - 2 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 5: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 5.

5. $5 - 3 = \underline{\quad}$	6. $3 - 2 = \underline{\quad}$
7. $4 - 3 = \underline{\quad}$	8. $5 - 4 = \underline{\quad}$
9. $4 - 2 = \underline{\quad}$	10. $5 - 2 = \underline{\quad}$



Quick Check - Form E

Name _____ Date _____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.

(Work Time: 1 minute)

$5 - 3 = \underline{\quad}$

$4 - 0 = \underline{\quad}$

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

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

$2 - 0 = \underline{\quad}$

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

$5 - 2 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

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

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

$4 - 2 = \underline{\quad}$

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

Number Correct = _____



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use number bonds to find or check your answer.

1. $4 - 3 = \underline{\quad}$	2. $5 - 3 = \underline{\quad}$
3. $5 - 2 = \underline{\quad}$	4. $5 - 4 = \underline{\quad}$
5. $4 - 2 = \underline{\quad}$	6. $3 - 1 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns being the teacher and repeat the steps to subtract numbers within 5.

5. $5 - 3 = \underline{\quad}$	6. $4 - 2 = \underline{\quad}$
7. $5 - 4 = \underline{\quad}$	8. $2 - 1 = \underline{\quad}$
9. $3 - 2 = \underline{\quad}$	10. $4 - 3 = \underline{\quad}$



Quick Check - Form F

Name _____ Date _____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

$5 - 2 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

$2 - 0 = \underline{\quad}$

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

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

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

$5 - 3 = \underline{\quad}$

$4 - 0 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

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

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

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

Number Correct = _____



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use number bonds to find or check your answer.

1. $4 - 2 = \underline{\quad}$	2. $5 - 4 = \underline{\quad}$
3. $5 - 1 = \underline{\quad}$	4. $4 - 1 = \underline{\quad}$
5. $3 - 2 = \underline{\quad}$	6. $4 - 3 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns being the teacher and repeat the steps to subtract numbers within 5.

5. $5 - 2 = \underline{\quad}$	6. $3 - 1 = \underline{\quad}$
7. $5 - 3 = \underline{\quad}$	8. $4 - 1 = \underline{\quad}$
9. $4 - 2 = \underline{\quad}$	10. $5 - 4 = \underline{\quad}$



Quick Check - Form G

Name _____ Date _____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

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

$4 - 2 = \underline{\quad}$

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

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

$4 - 3 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

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

$2 - 0 = \underline{\quad}$

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

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

$4 - 0 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

Number Correct = _____



Name _____

Date _____

Learning Target: I will subtract numbers within 5

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use number bonds to find or check your answer.

1. $4 - 3 = \underline{\quad}$	2. $5 - 3 = \underline{\quad}$
3. $5 - 2 = \underline{\quad}$	4. $5 - 4 = \underline{\quad}$
5. $4 - 2 = \underline{\quad}$	6. $3 - 1 = \underline{\quad}$



Name _____ Date _____

Learning Target: I will subtract numbers within 5

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns being the teacher and repeat the steps to subtract numbers within 5.

5. $5 - 3 = \underline{\quad}$	6. $4 - 2 = \underline{\quad}$
7. $5 - 4 = \underline{\quad}$	8. $2 - 1 = \underline{\quad}$
9. $3 - 2 = \underline{\quad}$	10. $4 - 3 = \underline{\quad}$



Quick Check - Form H

Name _____ Date _____

Learning Target: I will subtract numbers within 5.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

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

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

$4 - 0 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

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

$4 - 2 = \underline{\quad}$

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

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

$4 - 3 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

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

$2 - 0 = \underline{\quad}$

Number Correct = _____