Taking Away 4 — Facilitator Guide

KINDERGARTEN–GRADE 1 · MATHEMATICS · PRINT READY WORKSHEET

Taking Away 4: From 10. Use the original one-page worksheet; the numbered directions below reproduce the printed task.

Quick Start

Learning target: Take a number of things away from a group; Say and write how many are left; Write a subtraction sentence for a picture

Time	Grouping	Materials
Teacher-paced; adjust to the student	Individual work with adult support as needed	Printed worksheet · Pencil

GUIDING QUESTIONS

How many did you cross out? How many are left?

Show me how you checked your work on Taking Away 4.

Facilitation Sequence

1 Introduce the worksheet

Look at Taking Away 4. Read the title and printed directions aloud together.

Watch for: Check that students can locate the first task before starting.

TEACHING TIP · A useful prompt here is: "How many did you cross out? How many are left?"

2 Work through the printed tasks

1. Cross out that many. Write how many are left. (from 10)

Watch for: Count the starting group, cross out the quantity shown and count only the objects left. Connect the remaining quantity to the written answer.

TEACHING TIP · A useful prompt here is: "Complete the tasks in the order printed on the page."

3 Review together

Revisit the completed parts of Taking Away 4. Ask the student to point to their work and explain or demonstrate one choice.

Watch for: Use the actual printed examples when checking a response; do not infer an answer from the worksheet title.

4 Choose a next step

Review progress towards: Take a number of things away from a group

Watch for: Record which task was completed independently and which needed modelling. Revisit the same printed task with support if needed.

Likely Student Responses, Misconceptions, and Helpful Teacher Moves

Anticipate these — and the response that moves thinking forward.

Students may…	What that might mean…	A helpful next move…
Begin Taking Away 4 without following the printed direction.	The task language or order may need clarification.	Read the direction aloud and ask the student to point to where they will begin.

Students may…	What that might mean…	A helpful next move…
Need more practice with this skill: Take a number of things away from a group	The skill may still need modelling or practice.	Count the starting group, cross out the quantity shown and count only the objects left. Connect the remaining quantity to the written answer.

Equity, SEL, and Trauma-Informed Prompts

Equity

Perspective invitations you can offer students — a second context, a missing voice, a different lived reality.

Offer oral directions and time to become familiar with the worksheet pictures. Do not assume that every pictured object is familiar.

SEL

The emotional and interpersonal demands of this task — confidence, disagreement, frustration points, collaboration.

Use specific feedback about a strategy or effort. Allow a pause and another attempt when the task becomes frustrating.

Trauma-Informed

Participation safety and predictability — a private response option, lower-stakes sharing, predictable structure.

Keep the task sequence predictable. Offer private sharing and do not require personal or family disclosures about the pictures.

UDL, Differentiation, and Language Supports

If students need more support

Scaffolds for the same core thinking: oral rehearsal first, sketch or sort before writing, a worked example, chunked steps.

Count the starting group, cross out the quantity shown and count only the objects left. Connect the remaining quantity to the written answer.

Cover later tasks temporarily and work through one printed direction at a time.

If students are ready for more

Extensions that add complexity, not busywork: compare two approaches, justify a choice, transfer to a new context.

Ask the student to explain how they checked a completed task on Taking Away 4.

Invite another example orally; treat this as an optional extension, not an extra printed question.

Language supports

Name the language function (explain, compare, argue, justify) with sentence frames and oral rehearsal.

Read each printed instruction aloud and pair the action word with a demonstration.

Allow pointing, oral rehearsal, or a response in a familiar language before a written response.

Assessment Look-Fors and Next Steps

What to look for

Criterion	What it looks like here	Possible evidence	Helpful next step
Take a number of things away from a group	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.
Say and write how many are left	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.

Criterion	What it looks like here	Possible evidence	Helpful next step
Write a subtraction sentence for a picture	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.

Reteach signal: If the student cannot explain or demonstrate the printed task, model one example and revisit: Take a number of things away from a group