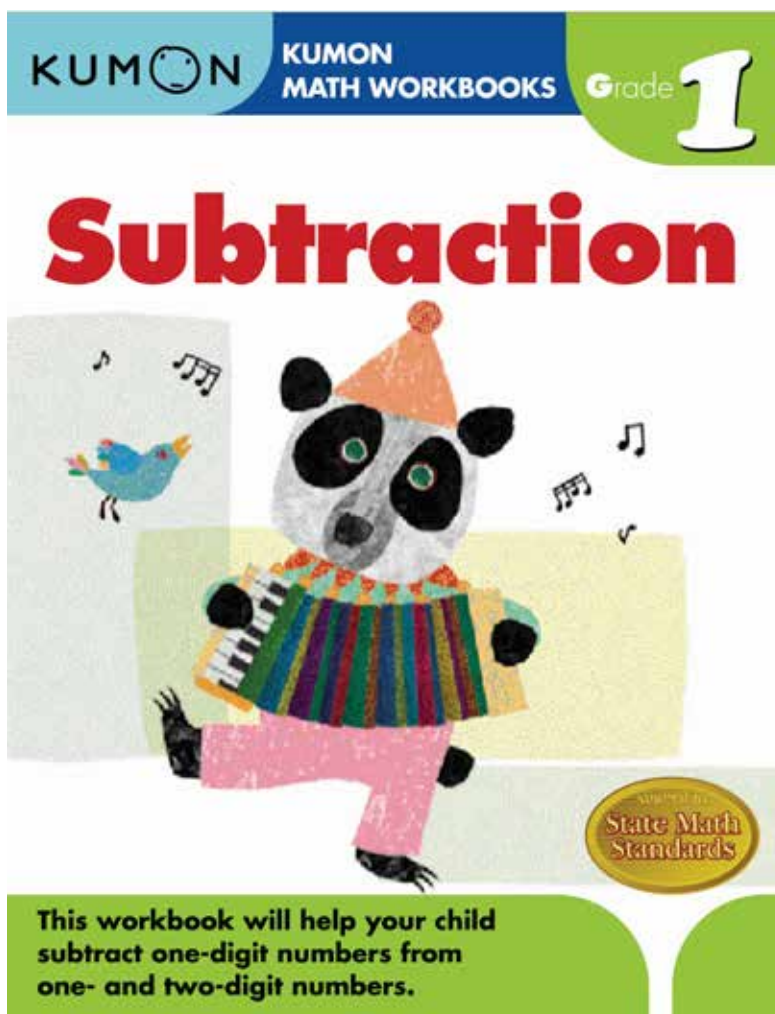


# Kumon *Grade 1 Subtraction* Workbook Educator's Guide

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## Using Kumon Calculations Workbooks: General Guidance

Kumon Calculations Workbooks follow the Kumon Method, a proven learning system from Japan that has helped millions of children worldwide develop math skills without frustration.

You can use Kumon Calculations Workbooks to **introduce new math skills** or to **provide additional support** after/alongside another program. The table below shows benefits of each approach.

Using Kumon Workbooks to teach a new skill	Using Kumon Workbooks for additional support
<ul style="list-style-type: none"><li>• Learn the new concept(s) using an efficient and targeted approach</li><li>• Avoid development of misconceptions</li><li>• Progress toward mastery of the relevant math facts and procedures</li><li>• Improve your child's mental calculation abilities and their ability to learn independently</li></ul>	<ul style="list-style-type: none"><li>• Refine and deepen understanding of the concept(s)</li><li>• Solidify mastery of math facts and gain procedural fluency</li><li>• Identify and correct misconceptions</li><li>• Improve your child's mental calculation abilities and their ability to learn independently</li></ul>

Please note that **for the full benefit of the Kumon Method**, including personalized learning plans and individualized instruction, take the next step and contact a Kumon Learning Center near you. Visit [www.kumon.com](http://www.kumon.com) for more information about our Learning Centers.

### Important Steps

For all Kumon Calculations Workbooks, please use the following steps for best results.

Timing
<ul style="list-style-type: none"><li>• We recommend having your child complete about one section (2 pages) a day. This should include the answer check.</li><li>• Each daily session is about 15 to 30 minutes. If your child is learning the skill for the first time, the learning session will be closer to 30 minutes.</li></ul>
Sequencing
<ul style="list-style-type: none"><li>• Even if your child is reviewing material, have them start on page 1 and work through the book page by page. Similarly, they should always work problems on each page in order. For best results, do not skip any content.</li></ul> <p>Kumon Workbooks are designed so the student “learns through doing”; therefore, the sequence of pages and</p>

problems in each book is key to the instructional method and effectiveness.

#### Checking Answers and Moving On

- Checking and correcting answers is an essential part of the learning process. One approach is to have a parent or teacher mark the child's answers as either correct or incorrect. Then have the child correct the wrong answers.
- You may choose to require a perfect score before your child moves on the next section. If you use this approach, you can repeat each section as many times as you wish by erasing it and having your child redo it. Or, have your child write answers on a separate sheet.

#### Encourage Self-Learning

- One hallmark of the Kumon Method is the emphasis on learning through doing rather than passive absorption of information. This is why there is minimal direct explanation in the book; the understanding comes through working problems in sequence.
- Support your child in the self-learning process by allowing them to work independently on the problems, correct their answers, and reflect on their errors. We encourage you to ask questions to promote deeper engagement, but resist the urge to "just explain" what they should learn from the page.

For a daily plan and page-by-page guidance to support using Kumon *Grade 1 Subtraction*, see the next page.

## KUMON Grade 1 Subtraction Workbook: Daily Guide

### Using this guide

- This guide organizes the workbook into daily sessions of 2 pages each.
- Each daily session should last about 15 to 30 minutes.
- Fill in the Date column to keep track of your progress.

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Date	Book Section	PP.	Description	Educator Notes
<b>TOPIC: Table of Numbers</b>				
	1	2-3	<ul style="list-style-type: none"> <li>• Write numbers 1-100</li> <li>• Fill in missing numbers in table of numbers</li> </ul>	This is the first set of activities in this workbook. This section is designed to help children build a connection between number sequence and calculation skills. Prompt your child to notice patterns that they see going across each row and down each column as they fill in the numbers.
	2	4-5	<ul style="list-style-type: none"> <li>• Write numbers 1-100</li> <li>• Fill in missing numbers in table of numbers</li> </ul>	Your child will learn numbers up to 100 in this section. Encourage your child to say the numbers in the box out loud as they fill in the missing numbers. This will help your child better remember the number sequence.
<b>Topic: Review</b>				
	3	6-7	<ul style="list-style-type: none"> <li>• Review adding 1 to adding 3</li> </ul>	This section has your child practicing adding 1 to numbers 1 to 9, adding 2 to numbers 1 to 9, and adding 3 to numbers 1-9. First, they will add in order and then they will add in a random order. This helps to build your child's addition skills by helping them see the connection between adding and counting. For example, your child can see that the next number is the same as adding one and the following number is the same as adding two to the beginning number.
	4	8-9	<ul style="list-style-type: none"> <li>• Review adding 4 to adding 6</li> </ul>	This section continues with the same format as the previous pages. First, your child will add 4 to numbers 1 to 9, then 5 to numbers 1 to 9, and then 6 to numbers 1 to 9. By presenting problems in this order, your child is not overwhelmed by new or challenging problems. They can practice slowly and build up their addition skills from adding smaller numbers to adding larger ones.
	5	10-11	<ul style="list-style-type: none"> <li>• Review adding 7 to adding 9</li> </ul>	This section continues the format of the previous two sections. It is important to help your child build a connection between addition and subtraction as they complete this workbook. Knowledge of addition can help your child solve subtraction problems later in this workbook. For example, knowing $2 + 3 = 5$ , can help your child realize that $5 - 3 = 2$ .
<b>Topic: Addition Review</b>				
	6	12-13	<ul style="list-style-type: none"> <li>• Fill in missing numbers in table of numbers</li> <li>• Add single digit numbers together</li> </ul>	This review section will help your child strengthen their understanding of how number order relates to addition as a foundation for subtraction. First, they will fill in the missing numbers in the chart. Then, they will solve the addition problems. Note that in the first set of problems, children are solving a number plus 1, a number plus 2, a number plus 3...etc. By practicing adding numbers in sequential order, your child can build a connection between counting and adding.
<b>Topic: Subtracting 1</b>				
	7	14-15	<ul style="list-style-type: none"> <li>• Subtracting 2 -1 to 11 -1</li> </ul>	To ease into subtraction practice, this section offers number lines as a reference for your child. First, they will fill in the number line. Next, they will fill in the missing numbers in each number line. Then, they will begin solving subtraction sentences. Using number lines as guides in early subtraction helps your child recognize how number sequence and subtraction are related. Your child will learn that subtracting 1 from any number is one less than that number and so on.
	8	16-17	<ul style="list-style-type: none"> <li>• Subtracting 2-1 to 11-1</li> </ul>	Here your child will practice subtracting 1 from other numbers. If your child has trouble you can have them write their own number line at the bottom or top of the page and allow them to refer to it for help. For example, if your child is solving $4 - 1$ , have them point to 4 on their number line and ask them what number is one less than or one number before 4. Communicate to your child that this is the same as subtracting 1 from 4.
	9	18-19	<ul style="list-style-type: none"> <li>• Subtracting 2-1 to 11-1</li> </ul>	Use the above strategy to help your child if they get stuck. They should be able to notice and apply patterns, but prompt them to take their time and focus on accuracy. From time to time, ask them to think aloud as they solve a problem so that you can monitor their understanding.
	10	20-21	<ul style="list-style-type: none"> <li>• Subtracting 2-1 to 14-1</li> </ul>	Using number lines as guides in early subtraction helps your child recognize how number sequence and subtracting numbers from other numbers are related. Have your child use the number line if they are stuck on a specific problem.

Date	Book Section	PP.	Description	Educator Notes
	11	22-23	• Subtracting 2-1 to 14-1	Here you can ask your child if they have begun to notice a pattern in the solutions to the subtraction problems. Encourage your child to explain what they are doing out loud as they write. For example, "five minus one is four because four is one less than five." This will help your child solve similar problems as they form the connection that a number minus 1 is the same as one less than the number.
<b>Topic: Subtracting 2</b>				
	12	24-25	• Subtracting 3-2 to 12-2	This section will have your child practice subtracting 2 from numbers up to 15. Here your child can use the number line to help solve the problems as they develop their understanding of subtraction. The goal is for your child to understand that subtracting two from any number will equal two less than the number they are subtracting from. For example, seven minus two is five because five is two less than seven.
	13	26-27	• Subtracting 3-2 to 12-2	
	14	28-29	• Subtracting 3-2 to 15-2	The section gradually increases the number subtracted from to increase the difficulty of problems your child solves. Gradual progression from easy to more difficult problems is a strength of the Kumon Method used in this workbook.
<b>TOPIC: Subtracting 3</b>				
	15	30-31	• Subtracting 4-3 to 13-3	This section will have your child practice subtracting three from other numbers. You will notice a pattern to the way the subtraction sentences are arranged on the page. Your child will practice subtracting three from four, then five, then six...etc. In this way, your child can practice subtracting three from numbers so that the solutions are one number apart. By beginning this way, your child can see a pattern in subtraction and use that knowledge to help them solve more challenging problems in the future.
	16	32-33	• Subtracting 4-3 to 13-3	
	17	34-35	• Subtracting 3-3 to 16-3	The section gradually increases the number subtracted from to increase the difficulty of problems your child solves.
<b>Topic: Subtracting 4</b>				
	18	36-37	• Subtracting 5-4 to 14-4	This section will have your child practice subtracting four from other numbers. You will notice a pattern to the way the subtraction sentences are arranged on the page. Your child will practice subtracting four from five, then six, then seven...etc. In this way, your child can practice subtracting four from numbers so that the solutions are one number apart. By beginning this way, your child can see a pattern in subtraction and reinforce the concept of subtraction creating numbers that are X number places less than the number being subtracted from.
	19	38-39	• Subtracting 4-4 to 17-4	
	20	40-41	• Subtracting 4-4 to 17-4	The section gradually increases the number subtracted from to increase the difficulty of problems your child solves.
<b>TOPIC: Subtracting 5</b>				
	21	42-43	• Subtracting 6-5 to 15-5	In this section, your child will begin subtracting five from other numbers. If your child has trouble with this section you can provide manipulatives like beads or tokens to help them practice. Start by grouping the tokens as the number being subtracted from. Then, prompt your child to remove the number being subtracted from the group of tokens. Finally ask them to count the remaining tokens in the first group. Inform them that this is the answer.
	22	44-45	• Subtracting 5-5 to 18-5	
	23	46-47	• Subtracting 5-5 to 18-5	The section gradually increases the number subtracted from to increase the difficulty of problems your child solves.
<b>TOPIC: Subtraction</b>				
	24	48-49	• Subtracting with mixed numbers	This section brings together the previous sections by asking your child to subtract two, three, four, and five from other numbers in numerical order. Practicing subtraction in this order helps your child make connections between the numbers being subtracted and the numbers subtracted from.
	25	50-51	• Subtracting with mixed numbers	

Date	Book Section	PP.	Description	Educator Notes
<b>TOPIC: Subtracting</b>				
	26	52–53	• Subtracting - From Numbers up to 10	As the number being subtracted gets bigger it is important to remind your child of the connection between subtracting and counting. For example, subtracting five from ten is the same as counting five less than ten or counting backwards from ten.
	27	54–55	• Subtracting - From Numbers up to 11	
	28	56–57	• Subtracting - From Numbers up to 12	Here your child can practice decomposing or breaking down numbers with a base of ten when solving subtraction problems with bigger numbers. For example, $14 - 5$ can be solved by breaking down the problem like so, $14 - 5 = 14 - 4 - 1 = 10 - 1 = 9$ . This strategy can help your child solve subtraction problems they have not come across before.
	29	58–59	• Subtracting - From Numbers up to 13	
	30	60–61	• Subtracting - From Numbers up to 14	
	31	62–63	• Subtracting - From Numbers up to 15	
	32	64–65	• Subtracting - From Numbers up to 16	
	33	66–67	• Subtracting - From Numbers up to 17	
	34	68–69	• Subtracting - From Numbers up to 18	By this point, your child should be familiar with the problem type and not need as many instructions. You can continue to monitor their understanding by asking them to think aloud as they solve problems. If they have difficulty, allow them to practice with a number chart until they gain confidence.
	35	70–71	• Subtracting - From Numbers up to 19	
	36	72–73	• Subtracting - From Numbers up to 20	
<b>Topic: Subtraction Review</b>				
	37	74–75		In this section, your child will review subtracting numbers 1-9 from numbers up to 20 mixed together. It is important for your child to practice subtraction in this way as up until now there was a pattern to the problems on each page. Encourage your child to stop and review each problem if they have difficulty or if you notice they struggle to solve the problems out of order. Try offering them one of the strategies discussed earlier in this guide to help them with difficult problems.
	38	76–77		
	39	78–79		
<b>TOPIC: Three One-Digit Numbers</b>				
	40	80–81	• Three One-Digit Numbers - Mixed Calculations	These pages practice addition and subtraction of three single digit numbers. On these pages, the math operations are still separated, so your child will practice adding or subtracting three single digit numbers together. It is important for your child to learn to add or subtract multiple numbers together to help solve different kinds of problems. It can also help them practice decomposing problems with bigger numbers.
	41	82–83	• Three One-Digit Numbers - Mixed Calculations	These pages practice addition and subtraction of three single digit numbers with mixed operations. So your child will practice an equation with addition and subtraction in the same number sentence. For example, $6 + 2 - 3$ . It might be helpful to use manipulatives, like beads or tokens, to help your child visualize and practice adding and subtracting more than two numbers.
	42	84–85	• Three One-Digit Numbers - Mixed Calculations	These pages offer more practice with solving equations with mixed operations of three single digit numbers.
<b>TOPIC: Review</b>				
	43	86–87	<u>Review:</u>	Be sure your child checks their final answers and reviews any that they missed. Your child can repeat this as many times as needed until they can earn a perfect score.