

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

Austin used a number line to solve a problem. He started at 13 and ended at 8. Write the equation that Austin could have been solved.

\_\_\_\_\_

Use pictures, numbers, or words to tell how you know.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Big Idea #16: Representing Subtraction • Task 16D

Retrieved from the companion website for *Mine The Gap for Mathematical Understanding: Common Holes and Misconceptions and What to Do About Them, Grades K-2* by John SanGiovanni. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.