

Subtracting with Number Bonds

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 - Abstract Subtraction Mixed Review: The "Take from Ten" Strategy Homework

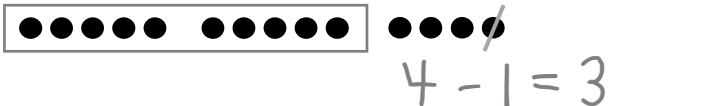
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Subtracting: The "Subtract the Ones" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. Use the ones as a helper subtraction problem, then add ten more! Show your work.

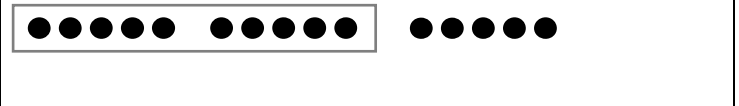
1.

$$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \end{array} - 1 = \underline{13}$$


$4 - 1 = 3$

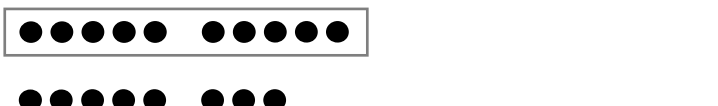
10 and 3 makes 13

2.

$$\begin{array}{r} 15 \\ \swarrow \searrow \\ 10 \quad 5 \end{array} - 2 = \underline{\quad}$$


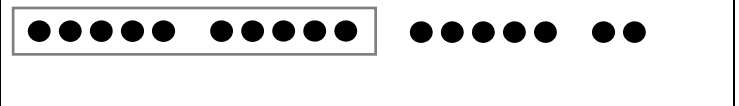
10 and makes

3.

$$\begin{array}{r} 18 \\ \swarrow \searrow \\ 10 \quad 8 \end{array} - 4 = \underline{\quad}$$


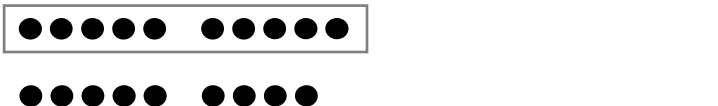
10 + =

4.

$$\begin{array}{r} 17 \\ \swarrow \searrow \\ 10 \quad 7 \end{array} - 5 = \underline{\quad}$$


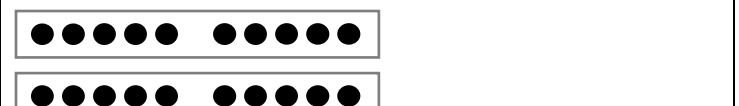
10 + =

5.

$$\begin{array}{r} 19 \\ \swarrow \searrow \\ 10 \quad 9 \end{array} - 7 = \underline{\quad}$$



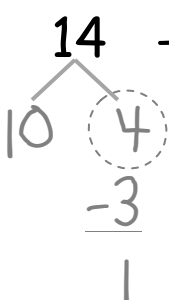
 + =


6.


$$\begin{array}{r} 20 \\ \swarrow \searrow \\ 10 \quad 10 \end{array} - 9 = \underline{\quad}$$



 + =


Directions: Subtract from your ones to help solve. Add ten more.


7. 
 $14 - 3 = \underline{11}$

10 and 1 makes 11

8. 
 $12 - 1 = \underline{\quad}$
 and makes

9. 
 $16 - 5 = \underline{\quad}$
 + =

10. 
 $18 - 4 = \underline{\quad}$
 + =

11. 
 $19 - 7 = \underline{\quad}$
 + =

12. 
 $18 - 6 = \underline{\quad}$
 + =

Directions: a) Write the helper problems you can use to solve. b) Write the problem and solve.

13. $15 - 4$ a) $\underline{5} - \underline{4} = \underline{\quad}$

b) $\underline{15} - \underline{4} = \underline{\quad}$

14. $17 - 3$ a) $\underline{\quad} - \underline{\quad} = \underline{\quad}$

b) $\underline{\quad} - \underline{\quad} = \underline{\quad}$

15. $19 - 6$ a) $\underline{\quad} - \underline{\quad} = \underline{\quad}$

b) $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Name: _____

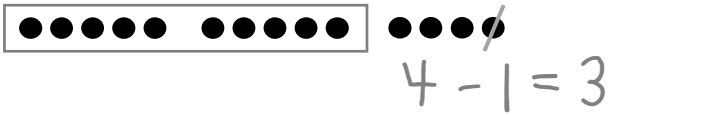
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Homework:

Subtracting: The "Subtract the Ones" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. Use the ones as a helper subtraction problem, then add ten more! Show your work.


1.

$$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \end{array} - 1 = \underline{13}$$


4 - 1 = 3

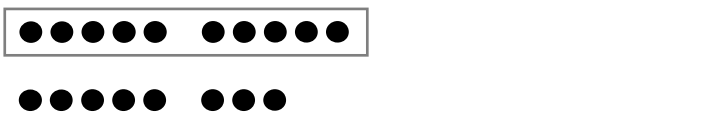
10 and 3 makes 13

2.

$$\begin{array}{r} 15 \\ \swarrow \searrow \\ 10 \quad 5 \end{array} - 3 = \underline{\quad}$$



10 and makes

3.

$$\begin{array}{r} 18 \\ \swarrow \searrow \\ 10 \quad 8 \end{array} - 3 = \underline{\quad}$$


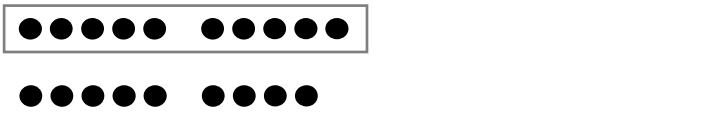
10 + =

4.

$$\begin{array}{r} 17 \\ \swarrow \searrow \\ 10 \quad 7 \end{array} - 6 = \underline{\quad}$$


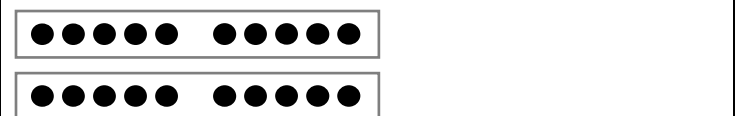
10 + =

5.

$$\begin{array}{r} 19 \\ \swarrow \searrow \\ 10 \quad 9 \end{array} - 8 = \underline{\quad}$$



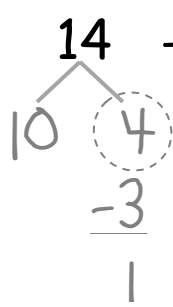
 + =


6.


$$\begin{array}{r} 20 \\ \swarrow \searrow \\ 10 \quad 10 \end{array} - 5 = \underline{\quad}$$



 + =


Directions: Subtract from your ones to help solve. Add ten more.


7. 
 $14 - 3 = \underline{11}$

10 and 1 makes 11

8. 
 $12 - 2 = \underline{\quad}$
 and makes

9. 
 $16 - 1 = \underline{\quad}$
 + =

10. 
 $18 - 5 = \underline{\quad}$
 + =

11. 
 $19 - 7 = \underline{\quad}$
 + =

12. 
 $18 - 4 = \underline{\quad}$
 + =

Directions: a) Write the helper problems you can use to solve. b) Write the problem and solve.

13. $15 - 4$ a) $\underline{5} - \underline{4} = \underline{\quad}$

b) $\underline{15} - \underline{4} = \underline{\quad}$

14. $17 - 5$ a) $\underline{\quad} - \underline{\quad} = \underline{\quad}$

b) $\underline{\quad} - \underline{\quad} = \underline{\quad}$

15. $19 - 7$ a) $\underline{\quad} - \underline{\quad} = \underline{\quad}$

b) $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Take From Ten Subtraction Script – Kelly Spinks

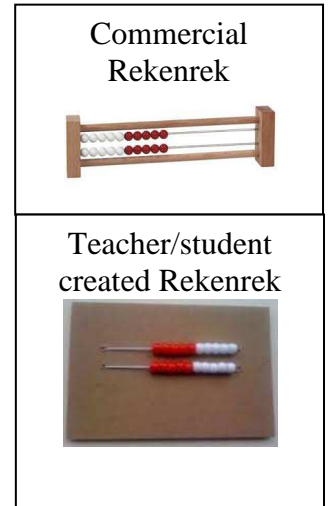
FLUENCY

Rekenrek counting (alternating the regular way and the Say Ten way...forward and backward in the teens)

5-Group Flash (or ten frame flash) show a ten card and another card (e.g., 10 and 5) Cold call 1 student to say the Say Ten way (ten 5). Snap and the group says it the regular way (15).

DIRECTED LESSON

Teacher Materials: 3 personal whiteboards, 1 plastic sleeve with Subtraction with Bonding Insert, two rulers, bundle of 10 popsicle sticks or straws, 10 loose popsicle sticks or straws, dry erase board, eraser



Part 1: Take from Ones Review

STEP 1: Decompose 16

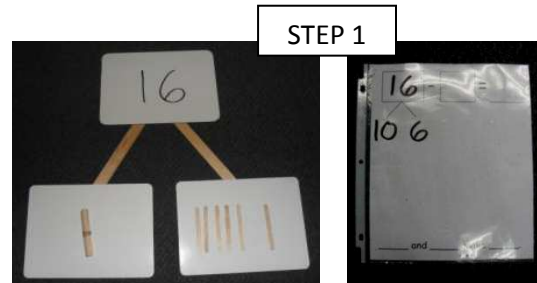
T: (Use white and rulers to make a number bond. Put a bundled 10 in one part and 6 in the other part.) What's my number?

S: 16.

T: Say it the Say Ten way.

S: Ten 6.

T: (Make a number bond for 16 with 10 and 6 as the parts.)



STEP 2: Subtract 3

T: I want to subtract 3. Who can do it for me?

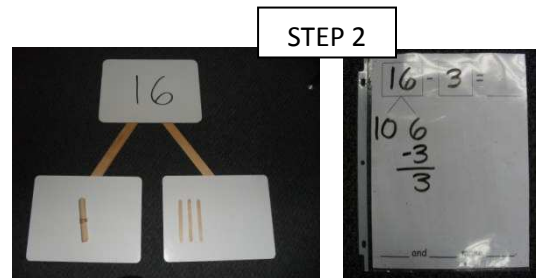
S: (Takes 3 from the 6 ones).

T: Good! Which part did she take 3 from?

S: The 6.

T: Say the subtraction sentence.

S: $6 - 3 = 3$. (T: Write -3 equals 3 under the 6.)



STEP 3: Add the remaining parts

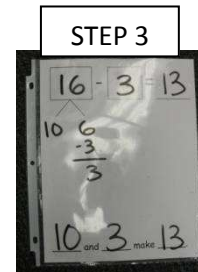
T: Good. Yes! So ten 6 minus 3 is 10 and?

S: 3. (T: Write 10 and 3 in the sentence frame at the bottom of the insert.)

T: Yes! Or...say it the regular way!

S: 13.

Repeat for 15 – 2.



Part 2: Take from the Ten

T: (Show 15 again.)

T: Now I want to subtract 9. (Write $15 - 9$.) Say 15 the Say Ten way.

S: Ten 5. (T: Write 10 and 5 as parts in the number bond for 15.)

T: Talk to your neighbor about which part I should subtract 9 from and why. (Give students enough time to quickly discuss.) Whose partner said something they agree with?

S: You have to take it from your ten because you can't take 9 sticks from the 5. There's not enough!

T: Good. Let's try. (Take the ten apart and call on a student to take 9 from the 10).

T: Good. Say the subtraction sentence, starting with 10.

S: $10 - 9 = 1$. (T: Write -9 equals 1 under the 10.)

T: I have 1 left in this part. How many do I have in the other part?

S: 5!

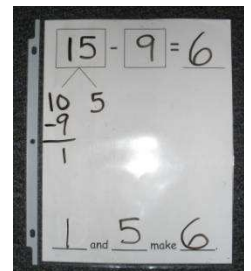
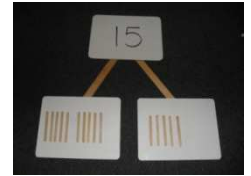
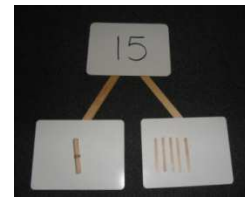
T: And 1 and 5 make?

S: 6! (T: Write 1 and 5 make 6 in the sentence frame at the bottom of the insert.)

T: So $15 - 9$ is?

S: 6!

Repeat for $12 - 9$ and $17 - 9$. Then to $19 - 9$ and encourage kids to remember that they don't need to unbundle the 10, they can just take it from the 9.



GUIDED PRACTICE

Student Materials: 2 sticks of ten linking cubes (each stick a different color), plastic sleeve with Unit 6 Subtraction insert, dry erase marker, eraser

T: Write $13 - 9$ on your personal whiteboard. Make a stick of 13 with your linking cubes.

S: (Show a stick with 10 cubes of 1 color and 3 cubes of another.)

T: What's 13 the Say Ten Way?

S: Ten 3.

T: Good! Break apart your cubes to *show me* 13 the Say Ten way. Write a number bond that shows how you broke apart 13.

S: (Students break apart 13 into 10 and 3 and write the parts on their plastic sleeve.)

T: What do we want to subtract?

S: 9!

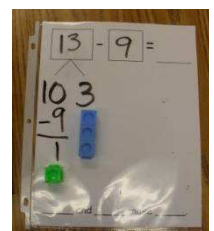
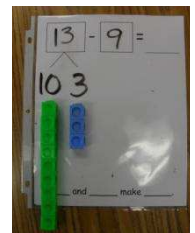
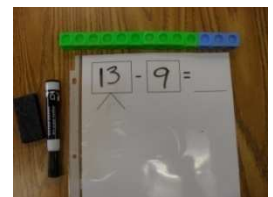
T: Which part should we take our 9 from?

S: The 10!

T: Good thinking! Take 9 from your 10 and write -9 under your ten. Remember to line up your digits! How many cubes are left from our 10?

S: 1 cube.

T: How many cubes are left from our 3?



S: 3 cubes.

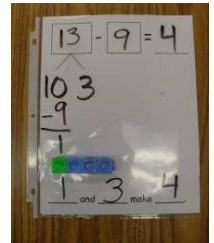
T: Put your cubes together. 1 and 3 make?

S: 4!

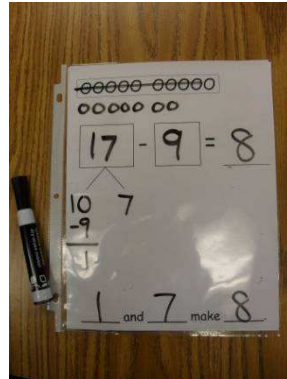
T: Good. So $13 - 9$ is?

S: 4!

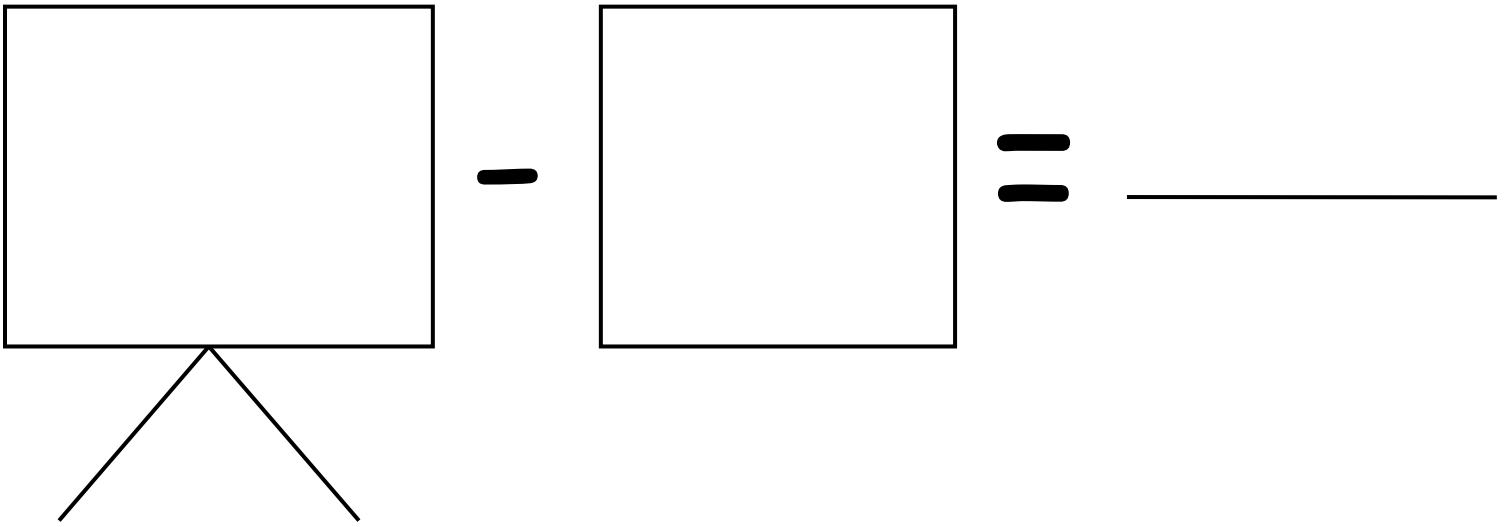
Repeat for $16 - 9$ and $20 - 9$.



Depending on how long the lesson takes, students may only practice subtracting 9 on the concrete level today. If so, use the Rekenrek to help students to model subtracting 9 to begin the next lesson. Then, move to pictorial work. Use the Subtraction with Bonding (Pictorial) Insert, where students add additional circles to the ten to show a teen number, then subtract.

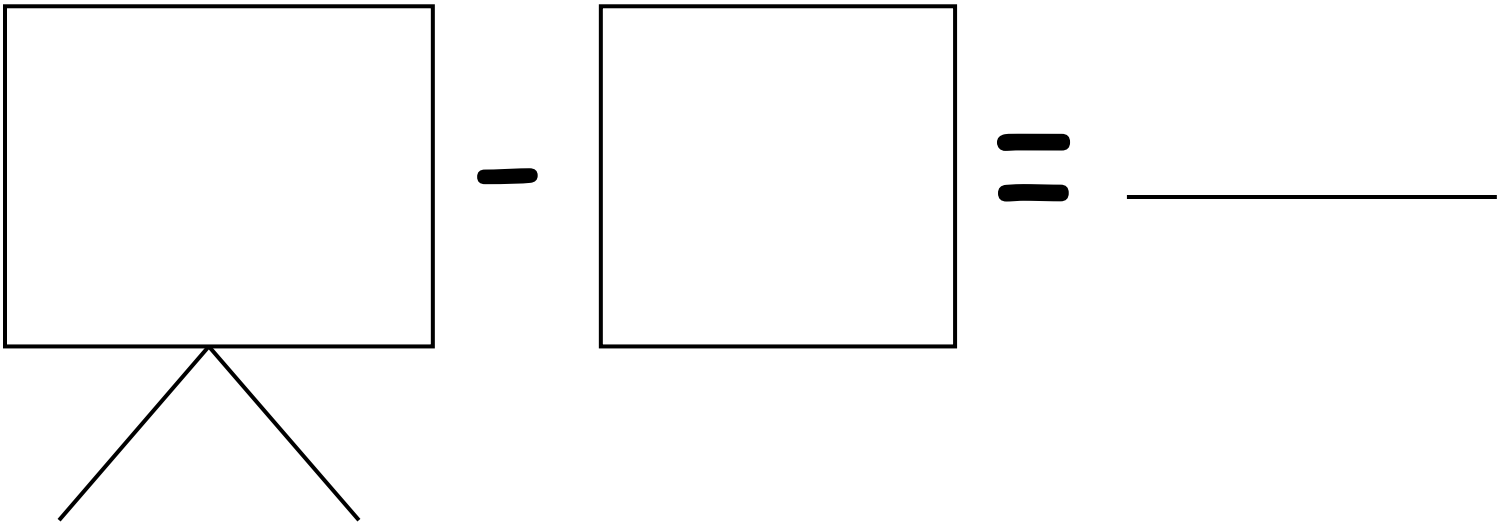


After the "Subtracting 9" pictorial lesson & follow-up sheet, do subtracting 9 (abstract) and allow earlier finishers to try the optional challenge page. Then move onto 8s.



_____ and _____ make _____.

00000 00000



_____ and _____ make _____.


Name: _____

Date: _____

Subtracting 9: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!


1.

$$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \end{array} - 9 = \underline{5}$$


$10 - 9 = 1$

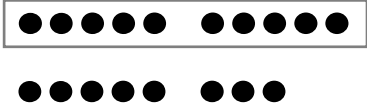
1 and 4 makes 5

2.

$$\begin{array}{r} 15 \\ \swarrow \searrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$



_____ and _____ makes _____

3.

$$\begin{array}{r} 18 \\ \swarrow \searrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$


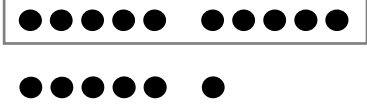
_____ and _____ makes _____

4.

$$\begin{array}{r} 17 \\ \swarrow \searrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$


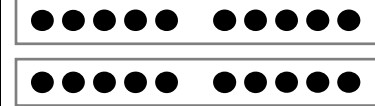
_____ and _____ makes _____

5.

$$\begin{array}{r} 16 \\ \swarrow \searrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$


_____ + _____ = _____

6.

$$\begin{array}{r} 20 \\ \swarrow \searrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$


_____ + _____ = _____

Directions: Subtract from your ten or ones. Show your work with a number bond.

7.

$14 - 9 = 5$

$10 - 9 = 1$

$1 + 4 = 5$

8.

$12 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

9.

$16 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

10.

$18 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

11.

$17 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

12.

$19 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Directions: Solve. Match the sentences that are related.

- | | |
|------------------------------|--------------------------------|
| $9 + \underline{\quad} = 10$ | • $10 - 9 = \underline{\quad}$ |
| $9 + \underline{\quad} = 12$ | • $11 - 9 = \underline{\quad}$ |
| $9 + \underline{\quad} = 11$ | • $12 - 9 = \underline{\quad}$ |

Name: _____


Date: _____

Homework:

Subtracting 9: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!


1.

$$\begin{array}{r} 14 \\ \swarrow \downarrow \\ 10 \quad 4 \end{array} - 9 = \underline{5}$$


$10 - 9 = 1$

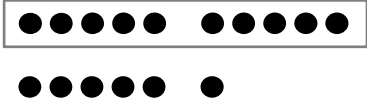
1 and 4 makes 5

2.

$$\begin{array}{r} 13 \\ \swarrow \downarrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$


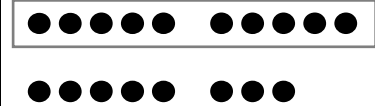
_____ and _____ makes _____

3.

$$\begin{array}{r} 16 \\ \swarrow \downarrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$


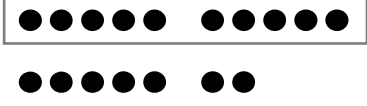
_____ and _____ makes _____

4.

$$\begin{array}{r} 18 \\ \swarrow \downarrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$


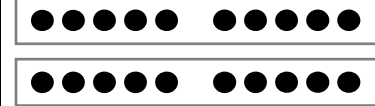
_____ and _____ makes _____

5.

$$\begin{array}{r} 17 \\ \swarrow \downarrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$


_____ + _____ = _____

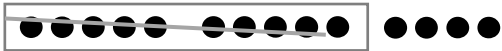
6.

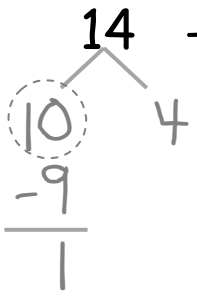
$$\begin{array}{r} 20 \\ \swarrow \downarrow \\ \quad \quad \end{array} - 9 = \underline{\quad}$$


_____ + _____ = _____

Directions: Subtract from your ten or ones. Show your work with a number bond.


7.



$$14 - 9 = \underline{5}$$


$$\underline{1} + \underline{4} = \underline{5}$$


8.



$$11 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


9.



$$12 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


10.



$$15 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


11.



$$18 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.



$$19 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

- | | |
|------------------------------|--------------------------------|
| $9 + \underline{\quad} = 10$ | • $13 - 9 = \underline{\quad}$ |
| $9 + \underline{\quad} = 14$ | • $10 - 9 = \underline{\quad}$ |
| $9 + \underline{\quad} = 13$ | • $14 - 9 = \underline{\quad}$ |

Name: _____

Date: _____

Subtracting 9: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

1.

$$\begin{array}{r} 14 - 9 = 5 \\ \begin{array}{l} \diagup \quad \diagdown \\ 10 \quad 4 \\ \text{---} \\ -9 \\ \text{---} \\ 1 \end{array} \end{array}$$

_____ + _____ = _____

2.

$$13 - 9 = \underline{\quad}$$

_____ + _____ = _____

3.

$$15 - 9 = \underline{\quad}$$

_____ + _____ = _____

4.

$$11 - 9 = \underline{\quad}$$

_____ + _____ = _____

5.

$$16 - 9 = \underline{\quad}$$

_____ + _____ = _____

6.

$$12 - 9 = \underline{\quad}$$

_____ + _____ = _____

7.

$$14 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8.

$$17 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9.

$$18 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

10.

$$16 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

11.

$$19 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.

$$20 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

$$9 + \underline{\quad} = 10 \bullet$$

$$9 + \underline{\quad} = 15 \bullet$$

$$9 + \underline{\quad} = 12 \bullet$$

$$9 + \underline{\quad} = 13 \bullet$$

$$\bullet 10 - 9 = \underline{\quad}$$

$$\bullet 12 - 9 = \underline{\quad}$$

$$\bullet 13 - 9 = \underline{\quad}$$

$$\bullet 15 - 9 = \underline{\quad}$$

3. Write the easy number sentence(s) you can use to solve these subtraction problems. Remember what happens when you subtract 9 from 10! (You may use the space to make a number bond if you need to.)

a. $13 - 9 = \underline{\quad}$

$$1 + 3 = 4$$

b. $12 - 9 = \underline{\quad}$

c. $11 - 9 = \underline{\quad}$

d. $13 - 9 = \underline{\quad}$

e. $15 - 9 = \underline{\quad}$

f. $17 - 9 = \underline{\quad}$

g. $16 - 9 = \underline{\quad}$

h. $18 - 9 = \underline{\quad}$

i. $15 - 9 = \underline{\quad}$

j. $17 - 9 = \underline{\quad}$

k. $18 - 9 = \underline{\quad}$

l. $19 - 9 = \underline{\quad}$

Name: _____

Date: _____

Homework:

Subtracting 9: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

1.

$$14 - 9 = 5$$

$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \\ \text{---} \\ -9 \\ \text{---} \\ 1 \end{array}$

_____ + _____ = _____

2.

$$12 - 9 = \underline{\quad}$$

_____ + _____ = _____

3.

$$14 - 9 = \underline{\quad}$$

_____ + _____ = _____

4.

$$15 - 9 = \underline{\quad}$$

_____ + _____ = _____

5.

$$17 - 9 = \underline{\quad}$$

_____ + _____ = _____

6.

$$11 - 9 = \underline{\quad}$$

_____ + _____ = _____

7. $13 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

8. $19 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

9. $18 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

10. $16 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

11. $20 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

12. $17 - 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Directions: Solve. Match the sentences that are related.

$9 + \underline{\quad} = 10 \bullet$

$9 + \underline{\quad} = 14 \bullet$

$9 + \underline{\quad} = 11 \bullet$

$9 + \underline{\quad} = 19 \bullet$

$\bullet 11 - 9 = \underline{\quad}$

$\bullet 10 - 9 = \underline{\quad}$

$\bullet 14 - 9 = \underline{\quad}$

$\bullet 19 - 9 = \underline{\quad}$

Name: _____

Date: _____

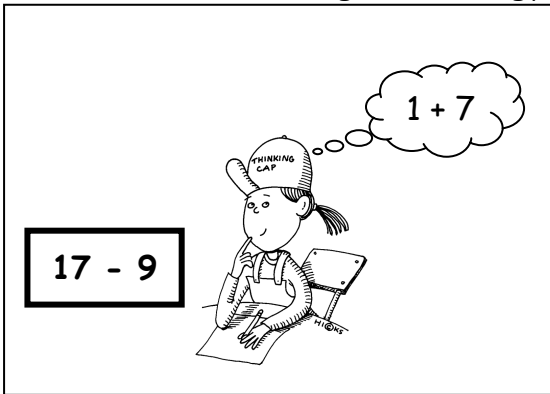
Homework:

Optional Challenge: "Take From Ten" Subtraction

3. Draw a math picture to show the number you will always get when you subtract 9 from 10.

When I take 9 from 10, I always get _____.

4. Maddy solved $17 - 9$ in her mind. She said that she knew the answer was 8 because 1 and 7 makes 8. Is this a good strategy? Explain your thinking with words and math drawings.



3. Write the easy number sentence(s) you can use to solve these subtraction problems. Remember what happens when you subtract 9 from 10! (You may use the space to make a number bond if you need to.)

a. $13 - 9 = \underline{\quad}$

$1 + 3 = 4$

b. $11 - 9 = \underline{\quad}$

c. $12 - 9 = \underline{\quad}$

d. $14 - 9 = \underline{\quad}$

e. $13 - 9 = \underline{\quad}$

f. $16 - 9 = \underline{\quad}$

g. $15 - 9 = \underline{\quad}$

h. $18 - 9 = \underline{\quad}$

i. $19 - 9 = \underline{\quad}$

j. $17 - 9 = \underline{\quad}$

k. $16 - 9 = \underline{\quad}$





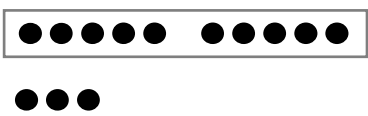
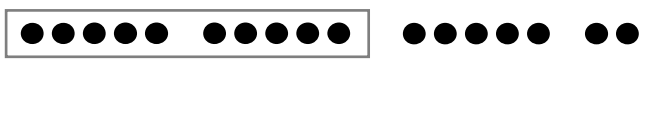
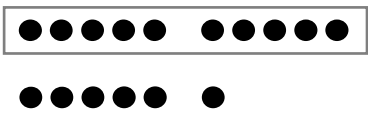
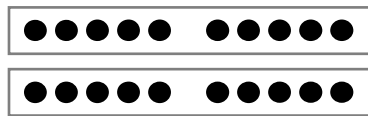
l. $20 - 9 = \underline{\quad}$

Name: _____

Date: _____


Subtracting 8: The "Take From Ten" Strategy


Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

<p>1.</p> $\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \end{array} - 8 = \underline{6}$   $10 - 8 = 2$ <u>2</u> and <u>4</u> makes <u>6</u>	<p>2.</p> $\begin{array}{r} 12 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$   $\quad - 8 = \quad$ <u> </u> and <u> </u> makes <u> </u>
<p>3.</p> $\begin{array}{r} 13 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$  $\quad - 8 = \quad$ <u> </u> and <u> </u> makes <u> </u>	<p>4.</p> $\begin{array}{r} 17 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$  $\quad - 8 = \quad$ <u> </u> and <u> </u> makes <u> </u>
<p>5.</p> $\begin{array}{r} 16 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$  $\quad - 8 = \quad$ <u> </u> + <u> </u> = <u> </u>	<p>6.</p> $\begin{array}{r} 20 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$  $\quad - 8 = \quad$ <u> </u> + <u> </u> = <u> </u>

Directions: Subtract from your ten or ones. Show your work with a number bond.

7.




$$14 - 8 = \underline{6}$$


$$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$$

$$\underline{2} + \underline{4} = \underline{6}$$


8.



$$12 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


9.



$$16 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


10.



$$11 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


11.



$$18 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.



$$19 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

- | | |
|--------------------------------|--------------------------------|
| $8 + \underline{\quad} = 10$ • | • $10 - 8 = \underline{\quad}$ |
| $8 + \underline{\quad} = 13$ • | • $11 - 8 = \underline{\quad}$ |
| $8 + \underline{\quad} = 11$ • | • $13 - 8 = \underline{\quad}$ |

Name: _____


Date: _____

Homework:

Subtracting 8: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!


1.

$$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \end{array} - 8 = \underline{6}$$


$10 - 8 = 2$


2 and 4 makes 6

2.

$$\begin{array}{r} 13 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$$



_____ and _____ makes _____

3.

$$\begin{array}{r} 15 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$$


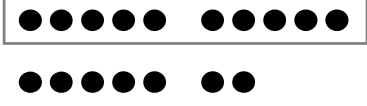
_____ and _____ makes _____

4.

$$\begin{array}{r} 16 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$$


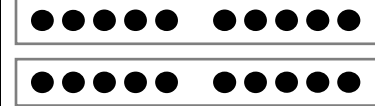
_____ and _____ makes _____

5.

$$\begin{array}{r} 17 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$$


_____ + _____ = _____


6.

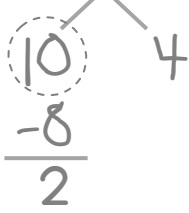
$$\begin{array}{r} 20 \\ \swarrow \searrow \\ \quad \quad \end{array} - 8 = \underline{\quad}$$


_____ + _____ = _____

Directions: Subtract from your ten or ones. Show your work with a number bond.

7.




$$14 - 8 = \underline{6}$$


$$\begin{array}{r} 10 \\ -8 \\ \hline 2 \end{array}$$

$$\underline{2} + \underline{4} = \underline{6}$$


8.



$$13 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


9.



$$17 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


10.



$$12 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


11.



$$19 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.



$$18 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

- | | |
|--------------------------------|--------------------------------|
| $8 + \underline{\quad} = 10$ • | • $14 - 8 = \underline{\quad}$ |
| $8 + \underline{\quad} = 12$ • | • $10 - 8 = \underline{\quad}$ |
| $8 + \underline{\quad} = 14$ • | • $12 - 8 = \underline{\quad}$ |

Name: _____

Date: _____

Subtracting 8: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

1.

$$\begin{array}{r} 14 - 8 = 6 \\ \swarrow \searrow \\ \textcircled{10} \quad 4 \\ -8 \\ \hline 2 \end{array}$$

_____ + _____ = _____

2.

$$13 - 8 = \underline{\quad}$$

_____ + _____ = _____

3.

$$15 - 8 = \underline{\quad}$$

_____ + _____ = _____

4.

$$11 - 8 = \underline{\quad}$$

_____ + _____ = _____

5.

$$16 - 8 = \underline{\quad}$$

_____ + _____ = _____

6.

$$12 - 8 = \underline{\quad}$$

_____ + _____ = _____

7.

$$14 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8.

$$17 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9.

$$18 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

10.

$$16 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

11.

$$19 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.

$$20 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

$$8 + \underline{\quad} = 10 \bullet$$

$$8 + \underline{\quad} = 15 \bullet$$

$$8 + \underline{\quad} = 12 \bullet$$

$$8 + \underline{\quad} = 13 \bullet$$

$$\bullet 10 - 8 = \underline{\quad}$$

$$\bullet 12 - 8 = \underline{\quad}$$

$$\bullet 13 - 8 = \underline{\quad}$$

$$\bullet 15 - 8 = \underline{\quad}$$

3. Write the easy number sentence(s) you can use to solve these subtraction problems. Remember what happens when you subtract 8 from 10! (You may use the space to make a number bond if you need to.)

a. $13 - 8 = \underline{\quad}$

$$2 + 3 = 5$$

b. $12 - 8 = \underline{\quad}$

c. $11 - 8 = \underline{\quad}$

d. $13 - 8 = \underline{\quad}$

e. $15 - 8 = \underline{\quad}$

f. $17 - 8 = \underline{\quad}$

g. $16 - 8 = \underline{\quad}$

h. $18 - 8 = \underline{\quad}$

i. $15 - 8 = \underline{\quad}$

j. $17 - 8 = \underline{\quad}$

k. $20 - 8 = \underline{\quad}$

l. $19 - 8 = \underline{\quad}$

Name: _____

Date: _____

Homework:

Subtracting 8: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

1.

$$14 - 8 = 6$$

$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \\ \text{---} \\ -8 \\ \text{---} \\ 2 \end{array}$

_____ + _____ = _____

2.

$$12 - 8 = \underline{\quad}$$

_____ + _____ = _____

3.

$$13 - 8 = \underline{\quad}$$

_____ + _____ = _____

4.

$$17 - 8 = \underline{\quad}$$

_____ + _____ = _____

5.

$$16 - 8 = \underline{\quad}$$

_____ + _____ = _____

6.

$$15 - 8 = \underline{\quad}$$

_____ + _____ = _____

7.

$$11 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8.

$$10 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9.

$$17 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

10.

$$20 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

11.

$$16 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.

$$19 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

$$8 + \underline{\quad} = 10 \bullet$$

$$8 + \underline{\quad} = 18 \bullet$$

$$8 + \underline{\quad} = 11 \bullet$$

$$8 + \underline{\quad} = 14 \bullet$$

$$\bullet 14 - 8 = \underline{\quad}$$

$$\bullet 11 - 8 = \underline{\quad}$$

$$\bullet 18 - 8 = \underline{\quad}$$

$$\bullet 10 - 8 = \underline{\quad}$$

Name: _____

Date: _____

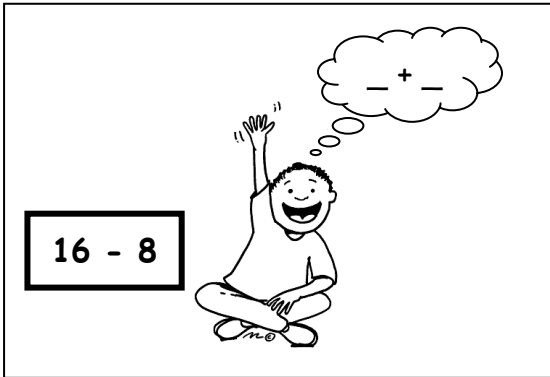
Homework:

Optional Challenge: "Take From Ten" Subtraction

7. Draw a math picture to show the number you will always get when you subtract 8 from 10.

When I take 8 from 10, I always get _____.

8. Rowan solved $16 - 8$ in his mind. He thought of an easy addition fact to help him. What addition fact did he use? Explain your thinking with words and math drawings.



3. Write the easy number sentence(s) you can use to solve these subtraction problems. Remember what happens when you subtract 8 from 10! (You may use the space to make a number bond if you need to.)

a. $13 - 8 = \underline{\quad}$

$$2 + 3 = 5$$

b. $11 - 8 = \underline{\quad}$

c. $12 - 8 = \underline{\quad}$

d. $15 - 8 = \underline{\quad}$

e. $13 - 8 = \underline{\quad}$

f. $14 - 8 = \underline{\quad}$

g. $16 - 8 = \underline{\quad}$

h. $18 - 8 = \underline{\quad}$

i. $19 - 8 = \underline{\quad}$

j. $17 - 8 = \underline{\quad}$

k. $20 - 8 = \underline{\quad}$



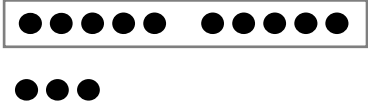
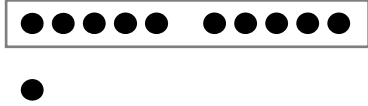
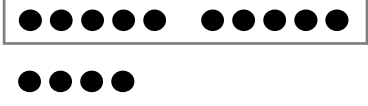
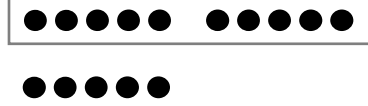
l. $19 - 8 = \underline{\quad}$

Name: _____

Date: _____

Subtracting 5: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

<p>1.</p> $\begin{array}{r} 14 \\ \swarrow \downarrow \\ 10 \quad 4 \end{array} - 5 = \underline{9}$  <p>$10 - 5 = 5$</p> <p><u>5</u> and <u>4</u> makes <u>9</u></p>	<p>2.</p> $\begin{array}{r} 12 \\ \swarrow \downarrow \\ \end{array} - 5 = \underline{\quad}$  <p>_____ and _____ makes _____</p>
<p>3.</p> $\begin{array}{r} 13 \\ \swarrow \downarrow \\ \end{array} - 5 = \underline{\quad}$  <p>_____ and _____ makes _____</p>	<p>4.</p> $\begin{array}{r} 11 \\ \swarrow \downarrow \\ \end{array} - 5 = \underline{\quad}$  <p>_____ and _____ makes _____</p>
<p>5.</p> $\begin{array}{r} 14 \\ \swarrow \downarrow \\ \end{array} - 5 = \underline{\quad}$  <p>_____ + _____ = _____</p>	<p>6.</p> $\begin{array}{r} 15 \\ \swarrow \downarrow \\ \end{array} - 5 = \underline{\quad}$  <p>_____ + _____ = _____</p>

Directions: Subtract from your ten or ones. Show your work with a number bond.

7.

$$14 - 5 = 9$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8.

$$12 - 5 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9.

$$15 - 5 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

10.

$$15 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

11.

$$13 - 5 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.

$$19 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

- | | |
|------------------------------|--------------------------------|
| $5 + \underline{\quad} = 12$ | • $12 - 5 = \underline{\quad}$ |
| $5 + \underline{\quad} = 11$ | • $14 - 5 = \underline{\quad}$ |
| $5 + \underline{\quad} = 14$ | • $11 - 5 = \underline{\quad}$ |

Name: _____



Date: _____

Homework:

Subtracting 5: The "Take From Ten" Strategy



Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

1.

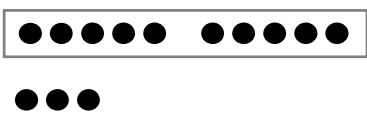
$$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \end{array} - 5 = \underline{9}$$


$$10 - 5 = 5$$

$$\underline{5} \text{ and } \underline{4} \text{ makes } \underline{9}$$

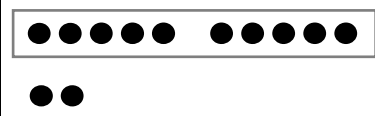
2.

$$\begin{array}{r} 11 \\ \swarrow \searrow \\ \quad \quad \end{array} - 5 = \underline{\quad}$$


$$\underline{\quad} \text{ and } \underline{\quad} \text{ makes } \underline{\quad}$$

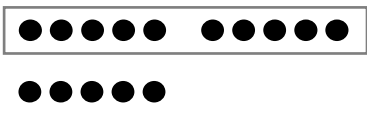
3.

$$\begin{array}{r} 13 \\ \swarrow \searrow \\ \quad \quad \end{array} - 5 = \underline{\quad}$$

$$\underline{\quad} \text{ and } \underline{\quad} \text{ makes } \underline{\quad}$$

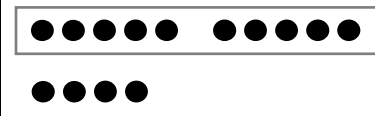
4.

$$\begin{array}{r} 12 \\ \swarrow \searrow \\ \quad \quad \end{array} - 5 = \underline{\quad}$$

$$\underline{\quad} \text{ and } \underline{\quad} \text{ makes } \underline{\quad}$$

5.


$$\begin{array}{r} 15 \\ \swarrow \searrow \\ \quad \quad \end{array} - 5 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



6.

$$\begin{array}{r} 14 \\ \swarrow \searrow \\ \quad \quad \end{array} - 5 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Subtract from your ten or ones. Show your work with a number bond.


7.



$$14 - 5 = 9$$



$$\underline{\quad 5} + \underline{\quad 4} = \underline{\quad 9}$$


8.



$$13 - 5 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


9.



$$12 - 5 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


10.



$$12 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


11.



$$11 - 5 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.



$$20 - 5 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

- | | |
|------------------------------|--------------------------------|
| $5 + \underline{\quad} = 10$ | • $13 - 5 = \underline{\quad}$ |
| $5 + \underline{\quad} = 13$ | • $10 - 5 = \underline{\quad}$ |
| $5 + \underline{\quad} = 11$ | • $11 - 5 = \underline{\quad}$ |

Name: _____

Date: _____

Subtracting 5: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

1.

$$\begin{array}{r} 13 - 5 = 8 \\ \begin{array}{l} 10 \quad 3 \\ -5 \\ \hline 5 \end{array} \\ \underline{5} + \underline{3} = \underline{8} \end{array}$$

2.

$$11 - 5 = \underline{\quad}$$
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3.

$$12 - 5 = \underline{\quad}$$
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4.

$$14 - 5 = \underline{\quad}$$
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5.

$$10 - 5 = \underline{\quad}$$
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

6.

$$13 - 5 = \underline{\quad}$$
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7. $13 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

8. $11 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

9. $15 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

10. $12 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

11. $14 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

12. $20 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Directions: Solve. Match the sentences that are related.

$5 + \underline{\quad} = 10 \bullet$

$5 + \underline{\quad} = 12 \bullet$

$5 + \underline{\quad} = 14 \bullet$

$5 + \underline{\quad} = 13 \bullet$

$\bullet 12 - 5 = \underline{\quad}$

$\bullet 10 - 5 = \underline{\quad}$

$\bullet 13 - 5 = \underline{\quad}$

$\bullet 14 - 5 = \underline{\quad}$

Name: _____

Date: _____

Optional Challenge: "Take From Ten" Subtraction

9. Draw a math picture to show the number you will always get when you subtract 5 from 10.

When I take 5 from 10, I always get _____.

10. Marcus had 2 red toy cars. He got a pack of 10 cars on his birthday. 5 were black and the rest were red. How many red toy cars does Marcus have now?

3. Write the easy number sentence(s) you can use to solve these subtraction problems. Remember what happens when you subtract 9 from 10! (You may use the space to make a number bond if you need to.)

a. $13 - 5 = 8$

$$5 + 3 = 8$$

b. $12 - 5 = \underline{\quad}$

c. $11 - 5 = \underline{\quad}$

d. $10 - 5 = \underline{\quad}$

e. $14 - 5 = \underline{\quad}$

f. $13 - 5 = \underline{\quad}$

g. $15 - 5 = \underline{\quad}$

h. $17 - 5 = \underline{\quad}$

i. $13 - 5 = \underline{\quad}$

j. $20 - 5 = \underline{\quad}$

k. $16 - 5 = \underline{\quad}$

l. $14 - 5 = \underline{\quad}$

Name: _____

Date: _____

Homework:

Subtracting 5: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

1.

$$\begin{array}{r} 13 - 5 = 8 \\ \begin{array}{l} 13 \\ \swarrow \searrow \\ 10 \quad 3 \\ \begin{array}{r} -5 \\ \hline 5 \end{array} \end{array} \end{array}$$

5 + 3 = 8

2.

$$12 - 5 = \underline{\quad}$$

 + =

3.

$$11 - 5 = \underline{\quad}$$

 + =

4.

$$10 - 5 = \underline{\quad}$$

 + =

5.

$$13 - 5 = \underline{\quad}$$

 + =

6.

$$14 - 5 = \underline{\quad}$$

 + =

7. $12 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

8. $14 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

9. $15 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

10. $13 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

11. $20 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

12. $16 - 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

Directions: Solve. Match the sentences that are related.

$5 + \underline{\quad} = 10 \bullet$

$5 + \underline{\quad} = 15 \bullet$

$5 + \underline{\quad} = 11 \bullet$

$5 + \underline{\quad} = 13 \bullet$

$\bullet 13 - 5 = \underline{\quad}$

$\bullet 10 - 5 = \underline{\quad}$

$\bullet 15 - 5 = \underline{\quad}$

$\bullet 11 - 5 = \underline{\quad}$

Name: _____

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Homework:

Optional Challenge: "Take From Ten" Subtraction

11. Draw a math picture to show the number you will always get when you subtract 5 from 10.

When I take 5 from 10, I always get _____.

12. Larry's mom packed 14 almonds as his snack. He ate all but 5 of them. How many almonds did he eat?

3. Write the easy number sentence(s) you can use to solve these subtraction problems. Remember what happens when you subtract 9 from 10! (You may use the space to make a number bond if you need to.)

a. $13 - 5 = 8$

$$5 + 3 = 8$$

b. $11 - 5 = \underline{\quad}$

c. $14 - 5 = \underline{\quad}$

d. $12 - 5 = \underline{\quad}$

e. $10 - 5 = \underline{\quad}$

f. $13 - 5 = \underline{\quad}$

g. $14 - 5 = \underline{\quad}$

h. $16 - 5 = \underline{\quad}$

i. $12 - 5 = \underline{\quad}$

j. $20 - 5 = \underline{\quad}$

k. $19 - 5 = \underline{\quad}$

l. $11 - 5 = \underline{\quad}$


Name: _____

Date: _____

Subtracting 7 or 6: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!


1.

$$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \end{array} - 7 = \underline{7}$$


$10 - 7 = 3$

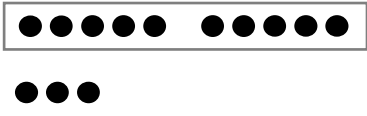
3 and 4 makes 7

2.

$$\begin{array}{r} 12 \\ \swarrow \searrow \\ 10 \quad 2 \end{array} - 7 = \underline{\quad}$$


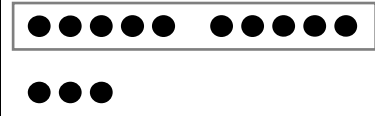
_____ and _____ makes _____

3.

$$\begin{array}{r} 13 \\ \swarrow \searrow \\ 10 \quad 3 \end{array} - 7 = \underline{\quad}$$


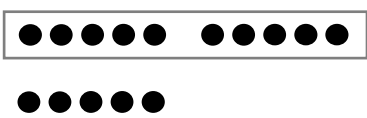
_____ and _____ makes _____

4.

$$\begin{array}{r} 13 \\ \swarrow \searrow \\ 10 \quad 3 \end{array} - 6 = \underline{\quad}$$


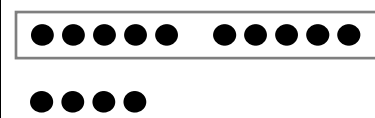
_____ and _____ makes _____

5.

$$\begin{array}{r} 15 \\ \swarrow \searrow \\ 10 \quad 5 \end{array} - 6 = \underline{\quad}$$


_____ + _____ = _____


6.



$$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \end{array} - 6 = \underline{\quad}$$


_____ + _____ = _____

Directions: Subtract from your ten or ones. Show your work with a number bond.


7.



$$13 - 6 = 7$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


8.



$$12 - 6 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


9.



$$15 - 6 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


10.



$$15 - 7 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


11.



$$13 - 7 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.



$$19 - 7 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

- | | |
|--------------------------------|--------------------------------|
| $6 + \underline{\quad} = 12$ • | • $12 - 7 = \underline{\quad}$ |
| $7 + \underline{\quad} = 12$ • | • $13 - 7 = \underline{\quad}$ |
| $7 + \underline{\quad} = 13$ • | • $12 - 6 = \underline{\quad}$ |

Name: _____


Date: _____

Homework:

Subtracting 7 or 6: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!


1.

$$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \end{array} - 7 = \underline{7}$$


$10 - 7 = 3$

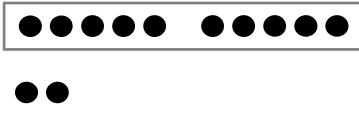
3 and 4 makes 7

2.

$$\begin{array}{r} 11 \\ \swarrow \searrow \\ \quad \quad \end{array} - 7 = \underline{\quad}$$


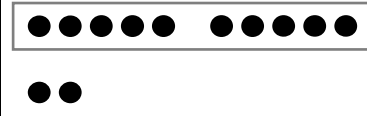
_____ and _____ makes _____

3.

$$\begin{array}{r} 12 \\ \swarrow \searrow \\ \quad \quad \end{array} - 7 = \underline{\quad}$$


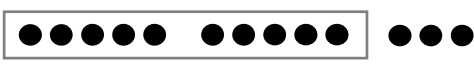
_____ and _____ makes _____

4.

$$\begin{array}{r} 12 \\ \swarrow \searrow \\ \quad \quad \end{array} - 6 = \underline{\quad}$$



_____ and _____ makes _____

5.

$$\begin{array}{r} 13 \\ \swarrow \searrow \\ \quad \quad \end{array} - 6 = \underline{\quad}$$


_____ + _____ = _____


6.



$$\begin{array}{r} 15 \\ \swarrow \searrow \\ \quad \quad \end{array} - 6 = \underline{\quad}$$


_____ + _____ = _____

Directions: Subtract from your ten or ones. Show your work with a number bond.


7.



$$13 - 6 = \underline{7}$$



$$\underline{4} + \underline{3} = \underline{7}$$


8.



$$11 - 6 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


9.



$$16 - 6 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


10.



$$16 - 7 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


11.



$$15 - 7 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

12.



$$18 - 7 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Directions: Solve. Match the sentences that are related.

- | | |
|--------------------------------|--------------------------------|
| $7 + \underline{\quad} = 14$ • | • $15 - 7 = \underline{\quad}$ |
| $7 + \underline{\quad} = 15$ • | • $14 - 7 = \underline{\quad}$ |
| $6 + \underline{\quad} = 15$ • | • $15 - 6 = \underline{\quad}$ |

Name: _____

Date: _____

Subtracting Mixed Review: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

1.

$$14 - 8 = 6$$
$$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \\ \text{---} \\ -8 \\ \text{---} \\ 2 \end{array}$$

_____ + _____ = _____

2.

$$17 - 9 = \underline{\quad}$$

_____ + _____ = _____

3.

$$13 - 7 = \underline{\quad}$$

_____ + _____ = _____

4.

$$16 - 7 = \underline{\quad}$$

_____ + _____ = _____

5.

$$12 - 9 = \underline{\quad}$$

_____ + _____ = _____

6.

$$14 - 5 = \underline{\quad}$$

_____ + _____ = _____

7.

$$17 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8.

$$17 - 7 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9.

$$14 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

10.

$$14 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Subtract.

11. $10 - 9 = \underline{\quad}$

19. $10 - 8 = \underline{\quad}$

27. $10 - 6 = \underline{\quad}$

12. $12 - 9 = \underline{\quad}$

20. $11 - 8 = \underline{\quad}$

28. $12 - 6 = \underline{\quad}$

13. $14 - 9 = \underline{\quad}$

21. $16 - 8 = \underline{\quad}$

29. $15 - 6 = \underline{\quad}$

14. $18 - 9 = \underline{\quad}$

22. $17 - 8 = \underline{\quad}$

30. $13 - 6 = \underline{\quad}$

15. $10 - 5 = \underline{\quad}$

23. $10 - 7 = \underline{\quad}$

31. $20 - 6 = \underline{\quad}$

16. $14 - 5 = \underline{\quad}$

24. $14 - 7 = \underline{\quad}$

32. $20 - 9 = \underline{\quad}$

17. $12 - 5 = \underline{\quad}$

25. $12 - 7 = \underline{\quad}$

33. $20 - 7 = \underline{\quad}$

18. $13 - 5 = \underline{\quad}$

26. $15 - 7 = \underline{\quad}$

34. $20 - 5 = \underline{\quad}$

Name: _____

Date: _____

Homework:

Subtracting Mixed Review: The "Take From Ten" Strategy

Directions: When there is a two-digit number, you can separate the ten and ones to help you subtract. If there aren't enough ones, you can take from your ten instead!

1.

$$14 - 8 = 6$$

$\begin{array}{r} 14 \\ \swarrow \searrow \\ 10 \quad 4 \\ \text{---} \\ -8 \\ \text{---} \\ 2 \end{array}$

_____ + _____ = _____

2.

$$17 - 8 = \underline{\quad}$$

_____ + _____ = _____

3.

$$13 - 9 = \underline{\quad}$$

_____ + _____ = _____

4.

$$16 - 7 = \underline{\quad}$$

_____ + _____ = _____

5.

$$12 - 7 = \underline{\quad}$$

_____ + _____ = _____

6.

$$14 - 6 = \underline{\quad}$$

_____ + _____ = _____

7.

$$15 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8.

$$15 - 7 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9.

$$19 - 9 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

10.

$$20 - 8 = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Subtract.

11. $10 - 9 = \underline{\quad}$

19. $10 - 8 = \underline{\quad}$

27. $10 - 6 = \underline{\quad}$

12. $15 - 9 = \underline{\quad}$

20. $16 - 8 = \underline{\quad}$

28. $12 - 6 = \underline{\quad}$

13. $16 - 9 = \underline{\quad}$

21. $17 - 8 = \underline{\quad}$

29. $13 - 6 = \underline{\quad}$

14. $18 - 9 = \underline{\quad}$

22. $15 - 8 = \underline{\quad}$

30. $11 - 6 = \underline{\quad}$

15. $10 - 5 = \underline{\quad}$

23. $10 - 7 = \underline{\quad}$

31. $20 - 9 = \underline{\quad}$

16. $12 - 5 = \underline{\quad}$

24. $13 - 7 = \underline{\quad}$

32. $20 - 5 = \underline{\quad}$

17. $11 - 5 = \underline{\quad}$

25. $11 - 7 = \underline{\quad}$

33. $20 - 8 = \underline{\quad}$

18. $13 - 5 = \underline{\quad}$

26. $16 - 7 = \underline{\quad}$

34. $20 - 7 = \underline{\quad}$

