

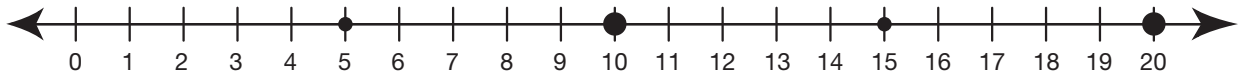
**5.** Frank solved  $14 - 8$  this way:

“I thought about addition. I know  $8 + 6 = 14$ . So  $14 - 8 = 6$ .”

Do you agree with Frank? \_\_\_\_\_

If not, show or tell how you would help Frank.

**6.** Show how you can solve  $15 - 7$ .



## Thinking Addition



### Check-In: Questions 7–9

**7.** Natasha solved  $24 - 9$  this way on the *200 Chart*.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
	32	33	34	35	36		38	39	40

$$24 - 10 = 14$$

$$14 - 1 = 13$$

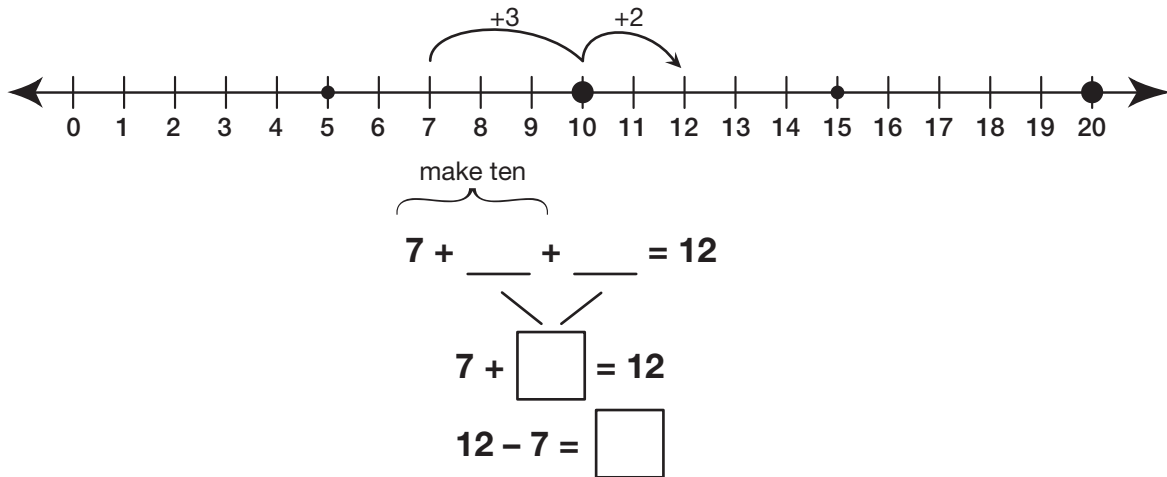
$$24 - 9 = 13$$

Do you agree with Natasha? \_\_\_\_\_

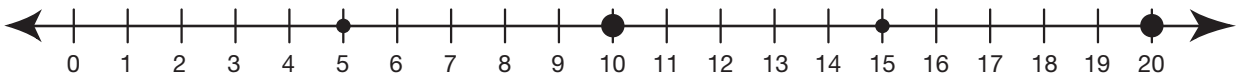
If not, show or tell how you would help Natasha.

**8.** Solve  $24 - 9$  another way.

**9.** Yolanda solved  $12 - 7$  this way. Help Yolanda complete her strategy.  
She started at 7 and counted up on the number line.



**10.** Show how you solve  $13 - 5$ .



## Using Tens with Larger Numbers

- 11. A.** Solve each problem in the table. Write a number sentence that shows your strategies.

	Subtract 10	Subtract 9
Number	Number sentence	Number sentence
22	$22 - 10 = 12$	$22 - 10 + 1 = 13$
25		
33		
37		

- B.** Describe the pattern you see for subtracting 10.

- C.** How are the answers for subtracting 9 different from the answers for subtracting 10?

- 12.** Solve each problem in the table. Write a number sentence that shows your strategy.

	Subtract 20	Subtract 19
Number	Number sentence	Number sentence
22	$22 - 20 = 2$	$22 - 20 + 1 = 3$
25		
33		
37		

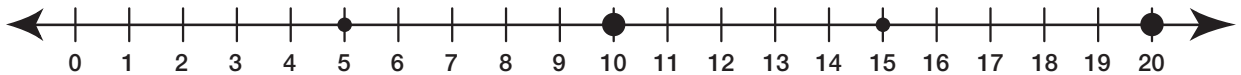
- 13.** Michael had a collection of 16 marbles. He lost 9 marbles. How many marbles did he have left? Michael started to solve the problem below. Help him complete his strategy. Show Michael's solution strategy on the number line.



Taking away 10 is one more than I need to take away.

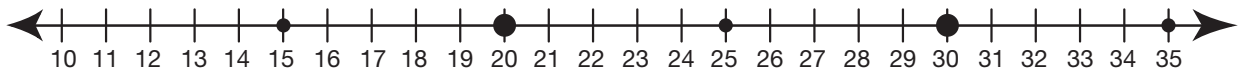
$$16 - 10 = 6$$

$$16 - 10 + \square = 7$$

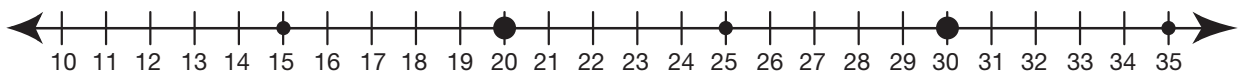


**Check-In: Question 14**

- 14.** Show how you can solve  $33 - 13$  on the number line.



- 15.** Show how you can solve  $33 - 14$  on the number line.

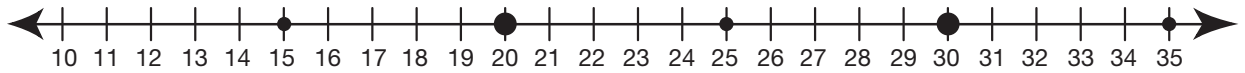


- 16.** Richard solved  $33 - 14$  this way. "I know that  $33 - 13 = 20$ , so  $33 - 14 = 21$ ."

Do you agree with Richard? \_\_\_\_\_

If not, show or tell how you can help Richard.


 **17.** Show how you can solve  $30 - 19$  on the number line.

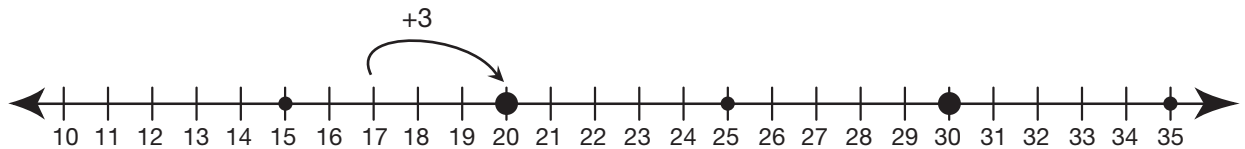


## Thinking Addition with Larger Numbers



### Check-In: Question 18

 **18.** Carla started to show how she solved  $30 - 17$ . Help Carla complete her strategy below on the number line. She started at 17 and counted up.




make twenty

$$17 + \underline{\quad} + \underline{\quad} = 30$$

$$17 + \boxed{\quad} = 30$$

$$30 - 17 = \boxed{\quad}$$

 **19.** Show or tell how you solve  $42 - 16$ .

