C Subtraction: Making Tens

Write the answers to these problems.

A. $10 - 8 = \boxed{}$ B. $\boxed{} = 11 - 8$

C. $\boxed{} = 9 - 5$ D. $10 - 4 = \boxed{}$

E. $11 - 4 = \boxed{}$ F. $\boxed{} = 9 - 4$

G. $\boxed{} = 10 - 6$ H. $11 - 6 = \boxed{}$

I. $11 - 5 = \boxed{}$ J. $12 - 5 = \boxed{}$

K. Show or tell how you solved Question H.

L. Does knowing the answer to $11 - 6$ help you solve $11 - 5$? If so, how?

M. Solve Question J using one of your classmates' strategies. Be ready to share with the class.

D Calculator Counting with 10s

Work with a partner to find how long it will take to count to 500. One partner will count. The other will time how long the counting takes.

A. Predict how long it will take to count by 10s to 500. Use a calculator to count by 10s to 500. How long did it take?

B. Predict how long it will take to count backward by 10s from 500 to 0. Use a calculator to help you count. Was your prediction close? Explain why or why not.