

Tens Takeaway

Use dot groups as tens, then write the differences.

CCSS.Math.Content.1.NBT.C.6 "Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE TENS _____

a			
b			
c			

2 WRITE IT _____

80	
50	

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to count. In Part 1, each dot stands for one group of ten, so students circle the number of tens left after an oral subtraction. In Part 2, students use the same tens idea to write each difference and explain their thinking aloud.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE TENS

SAY “Each dot stands for one ten. I will tell you how many tens to start with and how many tens go away. Count the dots in each choice, then circle the dots that show the tens left.”

ROW	SAY	STUDENTS CIRCLE
a	Start with seven tens, 70. Take away three tens, 30. Which dots show the tens left?	4 dots
b	Start with nine tens, 90. Take away five tens, 50. Which dots show the tens left?	4 dots
c	Start with six tens, 60. Take away one ten, 10. Which dots show the tens left?	5 dots

PART 2 • WRITE IT

SAY “Look at the first box labeled 80, and ask yourself: if you start with eight tens and take away four tens, what number is left? Look at the second box labeled 50, and ask yourself: if you take two tens away from five tens, what number is left? Tell how you counted the tens, then write each answer in its box.”

- Box 1 (beside 80): **40**
- Box 2 (beside 50): **30**

WHAT TO ACCEPT

Part 1 answers are 4 dots, 4 dots, and 5 dots. Part 2 answers are 40 and 30. Accept an oral explanation that the student counted tens, such as “eight tens take away four tens is four tens.”