Tens Take Away

Students subtract tens, draw tens, and explain what is left.

1.NOS.E.12 "Subtract a multiple of 10 from another multiple of 10 within 90. Use concrete models or drawings to subtract. Use counting strategies, properties of operations, and/or the inverse relationship between addition and subtraction to subtract..."

NAME _____ DATE _____

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

1 CIRCLE IT

a

40	50	60

b

20	40	30

2 DRAW TENS

80-40	
60-40	

ANSWER KEY

Tens Take Away

GRADE 1 · 1.NOS.E.12

HOW TO RUN THIS PAGE

Read each problem aloud and give students time to count back by tens or use an addition fact. Listen to each student's explanation, then check that the lines and crossed-out lines in the boxes match the subtraction.

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 IT

SAY "A long line can stand for one ten. You can count back by tens or think about an addition fact. Circle the answer in each row, then tell me how you know."

ROW	SAY	STUDENTS CIRCLE
a	What is 70 minus 20? Circle the answer, then tell me how you know.	**50**
b	What is 90 minus 60? Circle the answer, then tell me how you know.	**30**

PART 2 · DRAW TENS

SAY "Look at the subtraction beside each box. Draw one long line for each ten in the first number. Cross out one line for each ten you take away, write the number left in the box, and tell me how your lines show it."

- Box 1 (beside 80-40): **Draw 8 lines, cross out 4, and write 40.**
- Box 2 (beside 60-40): **Draw 6 lines, cross out 4, and write 20.**

WHAT TO ACCEPT

Circle 50, then 30. Accept box drawings with the correct lines crossed out and answers of 40, then 20; listen for an explanation that connects the tens taken away to the tens left.