Take Away Tens

Students subtract without regrouping using counting and drawings.

1.NOS.E.13 "Subtract a 1-digit number from a 2-digit number (without regrouping). Use concrete models or drawings to subtract. Use counting strategies, properties of operations..."

NAME _____ DATE _____

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

1 CIRCLE WHAT REMAINS

a | 13 | 14 | 12

b | 13 | 14 | 15

2 DRAW AND SUBTRACT

14-2	
18-5	

ANSWER KEY

Take Away Tens

GRADE 1 · 1.NOS.E.13

HOW TO RUN THIS PAGE

Model 11 minus 1 with one line for ten and one dot, then cross out the dot to show ten left. Read the prompts aloud, allow think time, and listen as students explain how taking away leads to their answers.

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 WHAT REMAINS

SAY "Listen to each problem. You may count back or think about tens and ones. Circle the number left, then tell me how you know."

ROW	SAY	STUDENTS CIRCLE
a	What is 15 minus 3? Which number is left after you take away 3? Circle it.	**12**
b	What is 17 minus 4? Which number is left after you take away 4? Circle it.	**13**

PART 2 · DRAW AND SUBTRACT

SAY "Look at the problem beside each box. Draw one line for ten and dots for the ones. Cross out the dots you take away, write the number left, and tell me what your drawing shows."

- Box 1 (beside 14-2): **One ten line and four dots, with two dots crossed out; 12.**
- Box 2 (beside 18-5): **One ten line and eight dots, with five dots crossed out; 13.**

WHAT TO ACCEPT

Circle rows: 12, then 13. In the boxes, accept the stated drawings and answers, and listen for an explanation that the crossed-out dots were taken away and the line and remaining dots show what is left.