Tens Takeaway

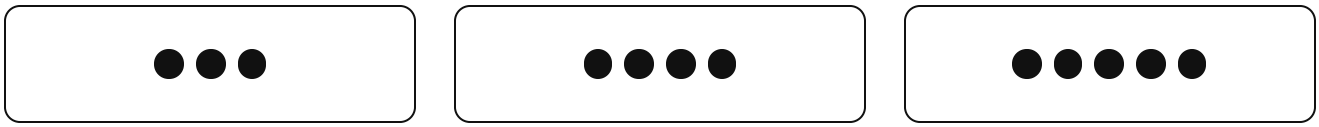
Use dot groups as tens, then write the differences.

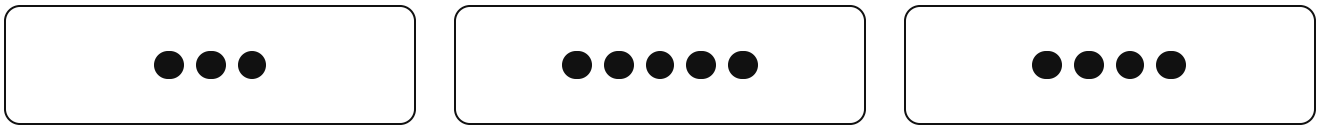
CCSS.Math.Content.1.NBT.C.6 "Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations..."

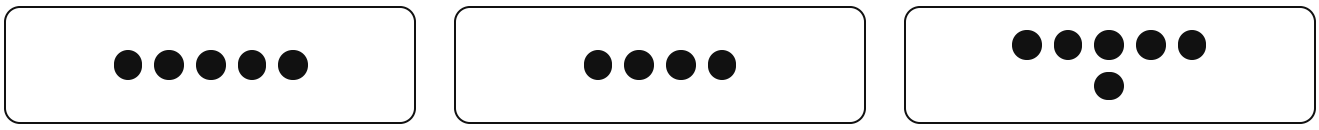
NAME _____ DATE _____

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

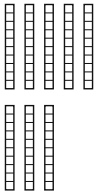
1 CIRCLE TENS

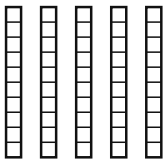
a 

b 

c 

2 WRITE IT





ANSWER KEY

Tens Takeaway

GRADE 1 · 1.NBT.C.6

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 "Each printed model shows a starting quantity in tens. In the first model, cross out four tens; in the second, cross out two tens. Write a subtraction equation in each box and explain how the rods show it."

- Box 1: **80-40=40**
- Box 2: **50-20=30**

WHAT TO ACCEPT

Part 1: 4 dots, 4 dots, 5 dots; each dot stands for one ten. Part 2: cross out four of eight rods, leaving four: 80−40=40. Cross out two of five rods, leaving three: 50−20=30. Each rod is ten ones. Require model marks, a matching equation and explanation.