Tens Take Away

Students model tens subtraction with dot groups and match equations to answers.

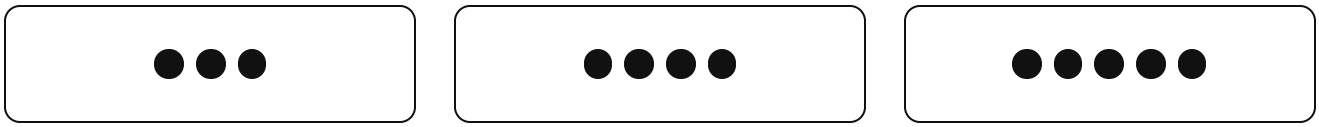
NY-1.NBT.6 "Subtract multiples of 10 from multiples of 10 in the range 10-90 using concrete models or drawings, and strategies based on place value, properties of operations..."

NAME _____ DATE _____

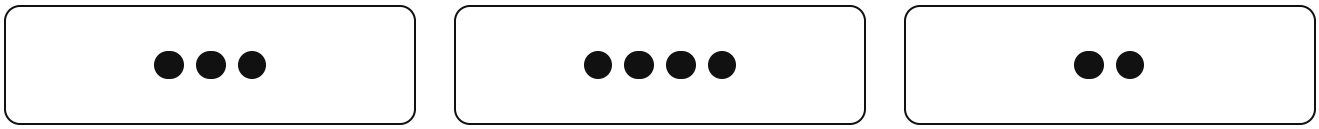
Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE TENS

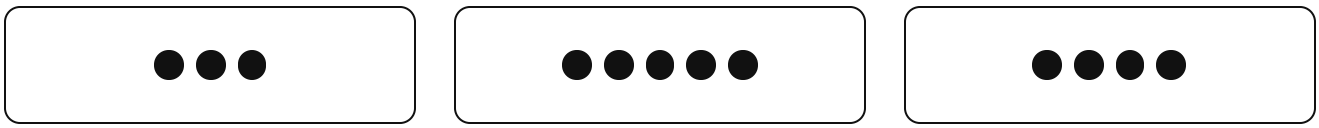
a



b



c



2 MATCH EQUATIONS

80-10	•	•	50
40-30	•	•	70
90-40	•	•	10

ANSWER KEY

Tens Take Away

GRADE 1 · NY-1.NBT.6

HOW TO RUN THIS PAGE

Read each prompt aloud and let students use the dot groups as groups of ten. Ask students to say how many tens are left before they mark, then ask them to explain their thinking aloud using tens. Supply spare drawing paper or ten rods. Before each Part 2 match, the learner draws/builds the starting tens and crosses out/removes the subtracted tens. Observe the action and explanation before accepting the line.

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 is one group of ten. I will tell you about tens that go away. Count the groups of ten left, then circle the dots that show your answer."

ROW	SAY	STUDENTS CIRCLE
a	You have 7 tens. 3 tens go away. What dots show the tens left? Circle them.	**4 dots**
b	You have 5 tens. 2 tens go away. What dots show the tens left? Circle them.	**3 dots**
c	You have 9 tens. 5 tens go away. What dots show the tens left? Circle them.	**4 dots**

PART 2 · MATCH EQUATIONS

SAY "Read each printed equation. Draw one long rod per starting ten on your paper, then cross out the tens being subtracted. Count the tens left, match the answer, and explain how each part of the equation matches your drawing."

- **80-10** matches **70**
- **40-30** matches **10**
- **90-40** matches **50**

WHAT TO ACCEPT

Circle 4 dots for 70 minus 30, 3 dots for 50 minus 20, and 4 dots for 90 minus 50. Match 80-10 to 70, 40-30 to 10, and 90-40 to 50; accept oral explanations that count or remove groups of ten. Part 2 requires visible starting/removal models: eight rods minus one, four minus three, nine minus four. Match 70, 10 and 50 only after the student links the model to each equation.