

# Subtraction

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## Unit 2

# Subtraction to 10

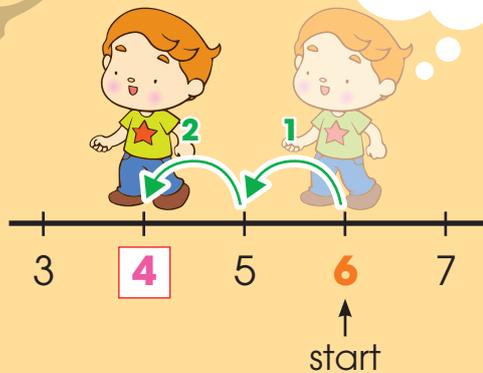
By Drawing



$$6 - 2 = 4$$

By Using a Number Line

$$6 - 2 = \underline{\quad}$$

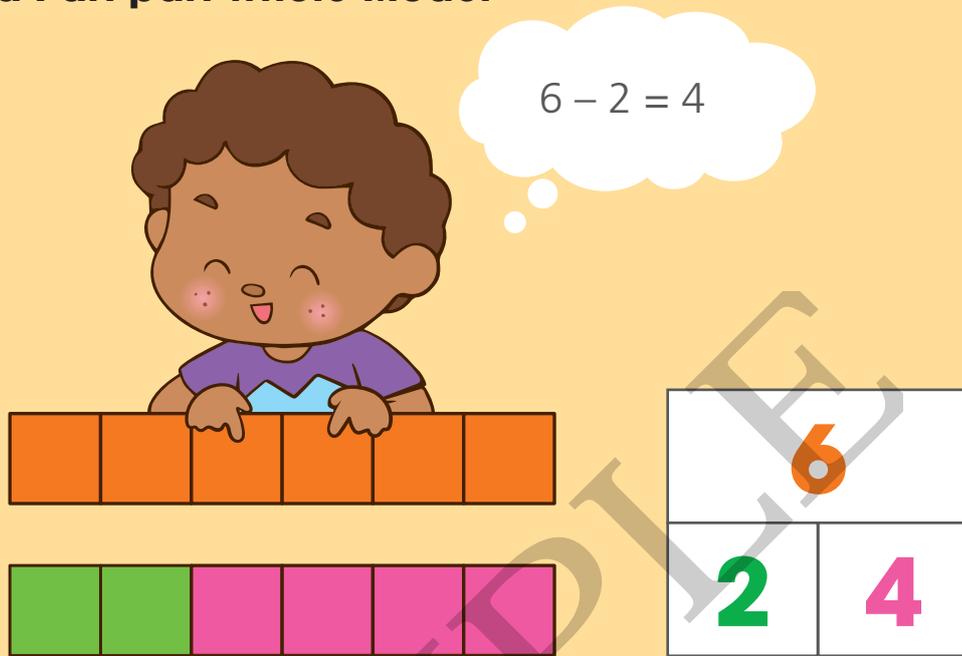


$$6 - 2 = 4$$

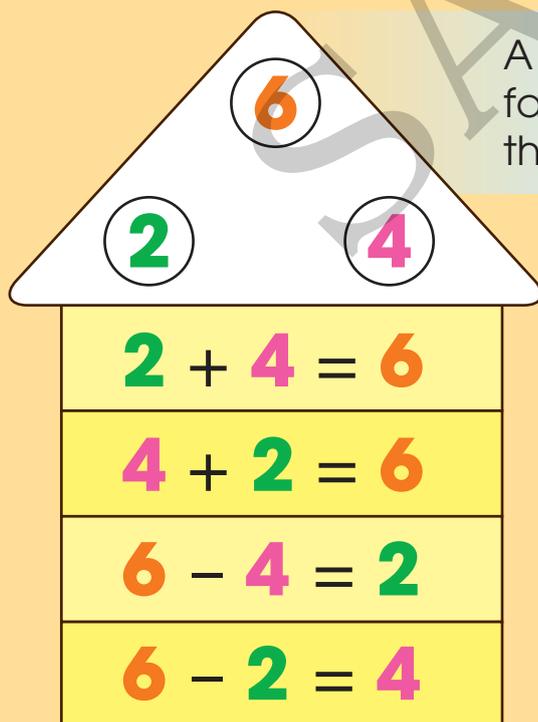
Turn to read more. 

## Unit 2

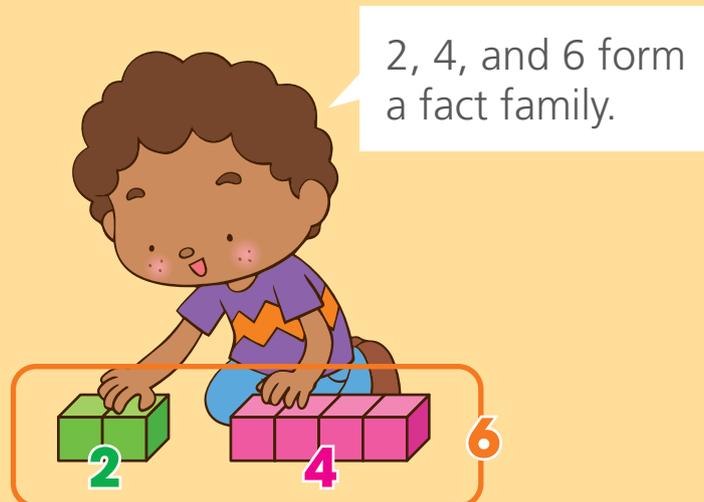
### By Using a Part-part-whole Model



### By Using Fact Families

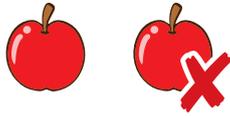


A fact family includes two addition facts and two subtraction facts with the same three numbers.

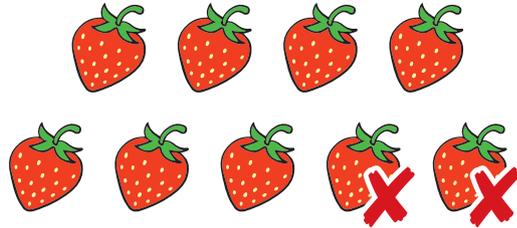


Match the pictures with the subtraction sentences. Write the letters. Then find the answers.

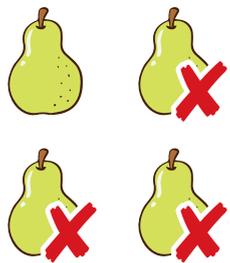
A



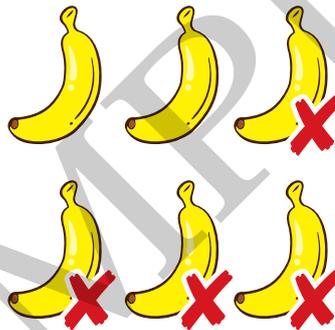
B



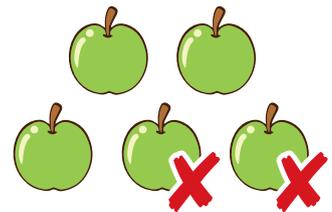
C



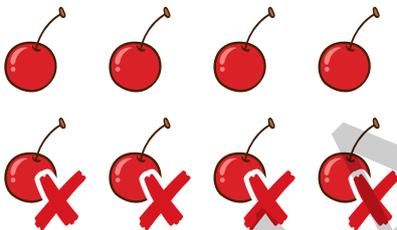
D



E



F



$5 - 2 = \underline{\quad}$

$6 - 4 = \underline{\quad}$

$2 - 1 = \underline{\quad}$

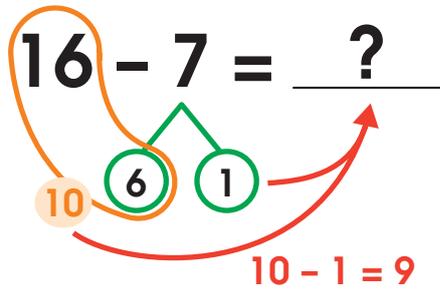
$4 - 3 = \underline{\quad}$

$9 - 2 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

Circle to show how to break the number up. Write the numbers. Subtract to make a ten. Then subtract.

How do you break 7 up? Look at the "6" in 16. So, break 7 up into "6 + 1".



Making a 10 to Subtract

**1st** Break 7 up.

$$7 = 6 + 1$$

**2nd** Subtract to make a 10.

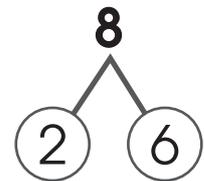
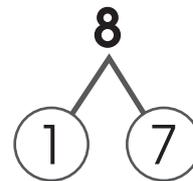
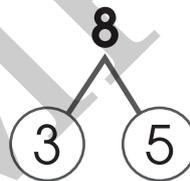
$$16 - 6 = 10$$

**3rd** Subtract.

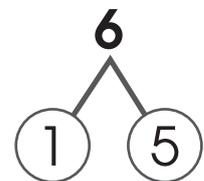
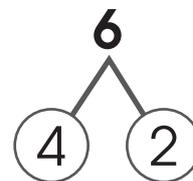
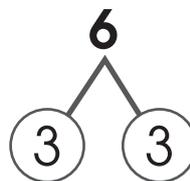
$$10 - 1 = 9$$

So,  $16 - 7 =$  9

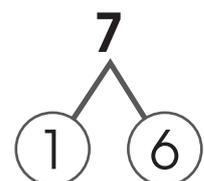
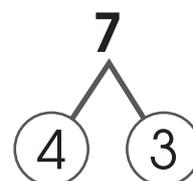
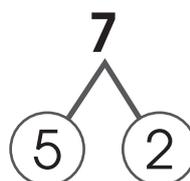
①  $12 - 8 =$



②  $14 - 6 =$



③  $15 - 7 =$



Look at the addition fact. Write the two related subtraction facts.

①



$$6 + 8 = 14$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

A fact family has 4 related facts using 3 numbers.

Example:

$$2 + 3 = 5$$

$$3 + 2 = 5$$

$$5 - 2 = 3$$

$$5 - 3 = 2$$



②



$$9 + 3 = 12$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

③



$$8 + 7 = 15$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

④



$$4 + 7 = 11$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

⑤



$$6 + 7 = 13$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Paste the crayon stickers to show how to regroup 1 ten as 10 ones. Then cross out **X** the correct number of crayons to find the answers.

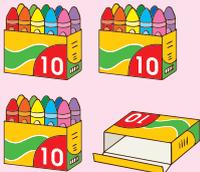
①  $33 - 5 = \underline{\quad}$

Tens	Ones
	
regroup	
	
[ ]	

②  $24 - 9 = \underline{\quad}$

Tens	Ones
	
regroup	
	
[ ]	

③  $41 - 6 = \underline{\quad}$

Tens	Ones
	
regroup	
	
[ ]	

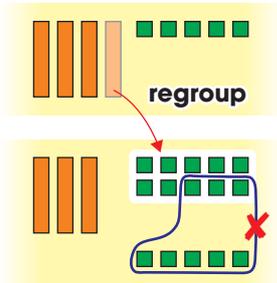
④  $35 - 7 = \underline{\quad}$

Tens	Ones
	
regroup	
	
[ ]	

Draw to show how to regroup 1 ten as 10 ones. Write the numbers. Then subtract.

①

3	15
<del>4</del>	<del>5</del>
-	
	8
_____	
_____	

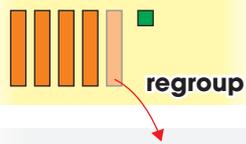


Regroup 1 ten as 10 ones. So, there are 15 ones in all.



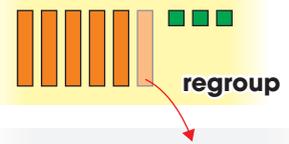
②

5	1
-	
	9
_____	
_____	



③

6	3
-	
	7
_____	
_____	



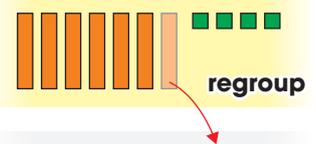
④

3	2
-	
	6
_____	
_____	



⑤

7	4
-	
	8
_____	
_____	



See how many apples there are in each basket. Find the number of red apples and the number of green apples. Then solve the problems with two different strategies.

①

A	B	C	D
			
Total 26	Total 47	Total 43	Total 38
15 	29 		
		18 	19 

- ② In Basket C, how many fewer green apples than red apples are there?

Strategy 1

Strategy 2

There are \_\_\_\_\_ fewer green apples.

- ③ How many more red apples in Basket B than in Basket D are there?

Strategy 1

Strategy 2

There are \_\_\_\_\_ more red apples.