G1-M2-Lesson 16

1. Complete the subtraction sentences by using either the count on or take from ten strategy. Tell which strategy you used.

   $11 - 9 = \underline{2}$
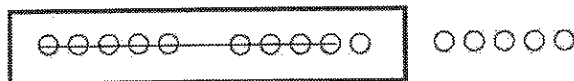
   ⑨ 10 11

   > Since 9 is so close to 11, I can start at 9 and count on... niiiine, 10, 11.

   ☐ take from ten
   ☒ count on

   $15 - 9 = \underline{6}$

   ⊖⊖⊖⊖⊖ ⊖⊖⊖⊖○   ○○○○○

   > I can break 15 into 10 and 5. Then I can take 9 from the ten. $1 + 5 = 6$.

   ☒ take from ten
   ☐ count on

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2. Shelley collected 12 rocks. She painted 9 of them. How many of her rocks are not painted? Choose the count on or take from ten strategy to solve.
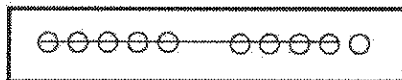
   ⑨ 10 11 12

   $9 + \underline{3} = 12$

   3 of Shelley's rocks are not painted.

   I chose this strategy:
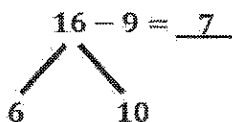
   ☐ take from ten
   ☒ count on

3. The bakery has 16 loaves of bread. They sell 9 loaves before lunch. How many loaves do they have left?
    Choose the count on or take from ten strategy to solve.

⊖⊖⊖⊖⊖ ⊖⊖⊖⊖○   ○○○○○ ○

$16 - 9 = \underline{\ 7\ }$ $10 - 9 = 1$

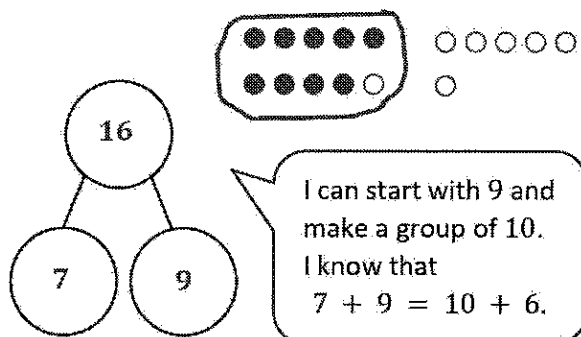6 ⟍ ⟋ 10 $1 + 6 = 7$

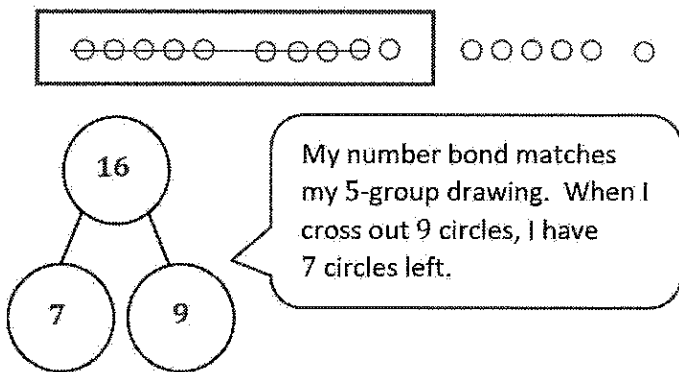I chose this strategy:

☒ take from ten

☐ count on

4. Draw 5-groups to show making ten and taking from ten to solve the two number sentences. Make a
    number bond, and write two additional number sentences that would have this number bond.

$7 + 9 = \underline{\quad}$ $16 - 9 = \underline{\quad}$

●●●●● ○○○○○
●●●●○   ○

16   16

7   9   I can start with 9 and   7   9
              make a group of 10.
              I know that
              $7 + 9 = 10 + 6$.

                                                 My number bond matches
                                                 my 5-group drawing. When I
                                                 cross out 9 circles, I have
                                                 7 circles left.

$\underline{\quad 7 + 9 = 16 \quad}$ $\underline{\quad 16 - 7 = 9 \quad}$

$\underline{\quad 16 - 7 = 9 \quad}$ $\underline{\quad 9 + 7 = 16 \quad}$

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