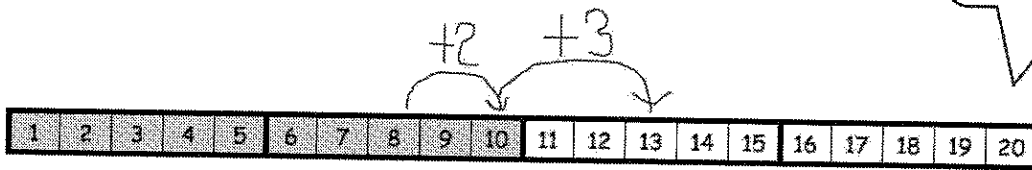## G1-M2-Lesson 19

1. Complete the subtraction sentence by using the take from ten strategy and count on.

> I can use the number path to count up by making ten first.

$$+2 \qquad +3$$

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

$13 - 8 = \underline{\ 5\ }$ $8 + \underline{\ 5\ } = 13$

$$\bigwedge$$
$10 \quad 3$

> I can start at 8 and hop 2 squares to get to 10 and then hop 3 more to get to 13. $2 + 3 = 5$. That's just like when I take from the ten!
> $10 - 8 = 2$, and $2 + 3 = 5$.

2. Choose the count on strategy or the take from ten strategy to solve.

$15 - 8 = \underline{\ 7\ }$
$$\bigwedge$$
$10 \quad 5$

$12 - 8 = \underline{\ 4\ }$

$\textcircled{8}\ 9\ 10\ 11\ 12$

> I know 8 needs 2 to get to ten. 12 is $10 + 2$. I need 2 more to get to 12. I can add the 2 I need to get to ten and the 2 I need to get to 12 to find the answer.
> $2 + 2 = 4$.

Lesson 19:   Compare efficiency of counting on and taking from ten.

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3. Use a number bond to show how you solved using the take from ten strategy.

    Benny ate 8 apple slices. If he started with 17, how many apple slices does he have left?

    17 − 8 = __9__   10 − 8 = 2
       /\   2 + 7 = 9
     10   7

                    Benny has __9__ apple slices left.

4. Match the addition number sentence to the subtraction number sentence. Fill in the missing numbers.

    14 − 8 = __6__   ┌─────────────────────────┐   ╭─────────────────────╮
                               │   │   │ I can start at 8 on the │
    16 − 8 = __8__   │   8 + __8__ = 16   │   │ number path and hop 2   │
                               │   │   │ squares to get to 10 and │
                               └─────────────────────────┘   │ then 4 more hops and   │
                               ┌─────────────────────────┐   │ I'm at 14. 2 + 4 = 6   │
                               │   │   ╰─────────────────────╯
                               │   8 + __6__ = 14   │
                               │   │
                               └─────────────────────────┘