G1-M2-Lesson 20

1. Complete the number sentences to make them true.

$14 - 9 = \underline{5}$ $14 - 8 = \underline{6}$ $14 - 7 = \underline{7}$

I can make a picture in my mind. I can take away 9 from ten and then add 1 and 4. $1 + 4 = 5$

I can think of the number path and count on to make ten first. I can imagine starting at 8 and hopping 2 squares to get to ten. Then I can hop 4 more to get to 14. 2 and 4 make 6.

I can use the take from ten strategy with my fingers. I can drop 7 fingers, and I have 3 fingers left. I'll add those to my 4 pretend fingers. $3 + 4 = 7$

2. Read the math story. Use a drawing or a number bond to show how you know who is right.

Emma says that the expressions $16 - 7$ and $17 - 8$ are equal. Jordan says they are not equal. Who is right?

Emma is right.

$16 - 7 = \underline{9}$

10 6

$17 - 8 = \underline{9}$

10 7

$10 - 7 = 3$
$3 + 6 = 9$

$10 - 8 = 2$
$2 + 7 = 9$

When I take from the ten in each problem, I make easier number sentences, $3 + 6 = 9$ and $2 + 7 = 9$. Both expressions equal 9, so Emma is right; the expressions are equal!

Jordan and Emma are trying to find several subtraction number sentences that start with numbers larger than 10 and have an answer of 8. Help them figure out number sentences. They started the first one.

$17 - 9 = \underline{8}$	$18 - 10 = 8$
$16 - 8 = 8$	$15 - 7 = 8$

If I subtract 1 from the numbers in $17 - 9$, I'll have $16 - 8$. The difference doesn't change; it's still 8.

If I add 1 to the numbers in $17 - 9$, I'll have $18 - 10$. The difference doesn't change; it's still 8.