

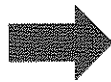
G2-M1-Lesson 8

Take from 10

I can use the same take from ten strategy when subtracting from bigger numbers!

1. $12 - 9 = 3$

$$\begin{array}{r} 12 \\ \swarrow \searrow \\ 2 \quad 10 \\ 10 - 9 = 1 \\ 2 + 1 = 3 \end{array}$$



$52 - 9 = 43$

$$\begin{array}{r} 52 \\ \swarrow \searrow \\ 42 \quad 10 \\ 10 - 9 = 1 \\ 42 + 1 = 43 \end{array}$$

I can break apart 52 into 42 and 10. Now it is easy to take away 9. I know from the partners to ten that $10 - 9$ is 1. Now I just add what is left. $42 + 1$ is 43.

2. $61 - 5 = \underline{\quad 56 \quad}$

Let's get ready to use this strategy! Let's take out 10.

$$\begin{array}{r} 61 - 5 \\ \swarrow \searrow \\ 51 \quad 10 \end{array}$$

Now, let's practice subtracting from 10.

$10 - 5 = 5$

And adding what is left is easy because I know my related facts.

$51 + 5 = 56$

3. Mrs. Watts had 12 tacos. The children ate some. Nine tacos were left. How many tacos did the children eat?

$$\begin{array}{r} 12 - 9 = \underline{\quad} \\ \swarrow \searrow \\ 2 \quad 10 \\ 10 - 9 = 1 \\ 2 + 1 = 3 \end{array}$$

The children ate 3 tacos.



I can use this strategy to solve word problems, too!

I know the whole and a part. That means a part is missing! I can subtract to find how many tacos the children ate.