

## Lesson 1 Objectives

- 1.1 Solve addition facts by using the *counting on* strategy and the Identity Property.
- 1.2 Compose 10 on a ten frame and on a number line.
- 1.3 Apply the *doubles* strategy to find the sums of double and near double facts.
- 1.4 Apply the *make 10* strategy to find a sum of more than 10.

## Printed Resources

- Visuals: Money Kit (10 pennies)
- Student Manipulatives: Money Kit (10 pennies; for each pair of students)
- Reviews pages 1–2

## Digital Resources

- Instructional Aid 1: *Ten Frame* (for the teacher and for each pair of students)
- Video: "National Parks"
- Link: Math Fact Practice
- Link: Addition by *Counting On*
- Link: Number Line
- Link: Number Frames

**Visuals:** Visuals are available as a printed packet and as a digital resource in BJU Press Trove.

**Links:** Links to online math resources are provided for optional use. Always screen any online resources in advance.

## ENGAGE

## Essential Question

Display Worktext page 2 and show the video "National Parks" to introduce the chapter theme.

Alternatively, **read aloud** the following story.

"Okay, Horatio!" Hailey exclaimed. "We're 12 parks down, 51 to go!"

Horatio, her pet squirrel, peered out from his favorite traveling place—a side pocket in her backpack.

"That's right!" Hailey said. "We've visited 12 of the 63 national parks. We're right on schedule to see all 63 parks, and today is a great day to visit Isle Royale National Park."

Horatio chattered his agreement as he crawled out of the backpack pocket and

Addition Strategies;  
the Identity Property

Name \_\_\_\_\_

## I will use strategies and properties to add.

Use the Identity Property to solve.

1.  $3 + 0 = \underline{3}$

2.  $0 + 5 = \underline{5}$

When 1 addend is 0, what is true about the sum?

Add doubles or near doubles to solve.

3. 
$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

4. 
$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

5. 
$$\begin{array}{r} 4 \\ + 5 \\ \hline 9 \end{array}$$

6. 
$$\begin{array}{r} 8 \\ + 9 \\ \hline 17 \end{array}$$

7. 
$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

Count on 1 or 2 to solve.

8.  $4 + 1 = \underline{5}$

9.  $1 + 8 = \underline{9}$

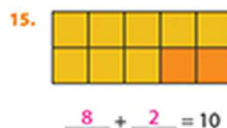
10.  $9 + 2 = \underline{11}$

11.  $2 + 5 = \underline{7}$

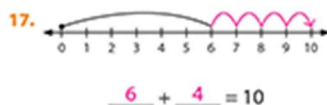
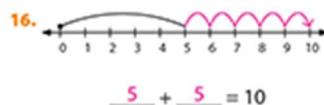
12.  $7 + 1 = \underline{8}$

13.  $2 + 4 = \underline{6}$

Write an addition fact for each picture.



Draw  to make 10. Write an addition fact for the picture.



jumped nimbly onto Hailey's shoulder. Hailey spied a trail to the right. "That must be our path," she said as she began to hike into the woods.

"You know, Horatio," Hailey said, "I think I want to learn more about how to use math in real life. I mean, it's great in school and all, but it seems like it should be useful in everyday life too."

Horatio stopped chattering and gave her a quizzical look. Hailey laughed.

"You must think I'm crazy!" she said. "But here's what I'm thinking. There are many great uses for math. It's a tool to help us love and serve others. It shows patterns. And it helps us solve problems. It doesn't have all the answers to life, but I still want to know

how to use it better."

Horatio still had a confused look on his face.

"See, Horatio, I look at the world this way because I believe the Bible. The truth in the Bible makes me see the world differently."

Just then, they came out of the woods and caught sight of the beautiful Rock Harbor Lighthouse. Horatio squealed with delight as he leaned forward to take in the view.

As they approached, they saw the lighthouse attendant diligently writing. Hailey read the name *Joe* on his name tag.

"Hello, Joe!" Hailey said. "It looks like you're concentrating pretty hard."

Joe scratched his head. "Yeah, I'm trying

Use a strategy to solve.

1.  $4 + 0 = \underline{4}$

2.  $7 + 6 = \underline{13}$

3.  $6 + 2 = \underline{8}$

4.  $5 + 5 = \underline{10}$

5.  $3 + 3 = \underline{6}$

6.  $5 + 7 = \underline{12}$

7.  $2 + 7 = \underline{9}$

8.  $4 + 3 = \underline{7}$

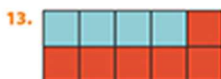
9.  $9 + 9 = \underline{18}$

10.  $8 + 5 = \underline{13}$

11.  $7 + 8 = \underline{15}$

12.  $9 + 4 = \underline{13}$

Write an addition fact for each picture.



$\underline{4} + \underline{6} = 10$

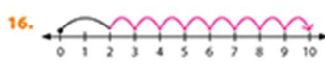


$\underline{7} + \underline{3} = 10$

Complete the picture to make 10. Write an addition fact for the picture.



$\underline{1} + \underline{9} = 10$



$\underline{2} + \underline{8} = 10$



### REVIEW: Counting by 1s

Count by 1s to write each missing number.

17. 13 14 15 16 17 18 19 20 21

18. 31 32 33 34 35 36 37 38 39

19. 57 58 59 60 61 62 63 64 65

4 four

Math 3

to find out how many tourists came to the lighthouse yesterday. My boss wants to know how many people she needs to run the park."

"That makes sense," Hailey said.

Joe sighed. "But the man who worked yesterday left me some notes but no totals. He wrote that 4 people came from 10:00 to noon and that 8 came from noon to 2:00." Joe paused to read more. "There were 6 people from 2:00 to 4:00 and 2 from 4:00 to 6:00. How many total tourists came?"

Hailey smiled. "I think math can help us find out how many visitors came to the lighthouse." She gazed at the squirrel on her shoulder. "Right, Horatio? We can work together to accomplish a task that's important for the lighthouse!"

**Read aloud** the essential question from the displayed page. Explain that the content in this chapter will help the students answer the question.

### Learning Target

**Read aloud** the learning target to introduce the lesson.

**Learning Target:** This is the "I will..." statement found at the top of the Worktext page. The learning target informs students of what they will be able to do after a lesson.

## INSTRUCT

### Counting On Strategy & the Identity Property

Guide a **discussion** to solve addition facts by using strategies and properties of addition.

► Write " $2 + 6 = \underline{\quad}$ " for display. Read the addition equation together.

**What does "2 + 6" mean?** A set of 2 and a set of 6 are joined to find the number of objects in the whole.

Discuss the strategy of *counting on*.

**How did you find the whole, or the sum?** I said the number in the first part, 2; then I counted on 6 more for the number in the second part: 3, 4, 5, 6, 7, 8.

Write " $6 + 2 = \underline{\quad}$ " for display below the first equation.

Explain that you can *count on* from any addend to find a sum, but *counting on* from the larger addend takes less time.

Instruct the students to *count on* from the larger addend to solve the following problems.

$2 + 7 = 9$

$1 + 9 = 10$

$5 + 2 = 7$

$2 + 9 = 11$

► Write " $9 + 0 = \underline{\quad}$ " for display.

**What is the sum when 0, or nothing, is added to 9? 9**

Write the sum.

**What do you notice about 9 when 0 is an addend?** The sum is the same as the first addend.

**Do you remember the principle that this equation shows?** Zero Principle of Addition

Explain that the Zero Principle of Addition is the same as the Identity Property of Addition, and that *Math 3* will use the term *Identity Property of Addition*.

► Illustrate that the Identity Property is true by solving the following equations.

$7 + 0 = 7$

$0 + 93 = 93$

$0 + 47 = 47$

$151 + 0 = 151$

## 1

Write the following addition equations for display and guide the students in solving them to show that the Identity Property of Addition and the *counting on* strategy work with every number.

$$\begin{array}{ll} 28 + 2 = 30 & 153 + 1 = 154 \\ 0 + 69 = 69 & 1 + 147 = 148 \\ 97 + 2 = 99 & 725 + 0 = 725 \end{array}$$

## Composing 10

Use **modeling** on a ten frame and a number line to help the students compose 10.

- ▶ Group the students in pairs. Distribute Instructional Aid 1 and 10 pennies to each pair. Model the steps with your manipulatives. Instruct the students to place 5 pennies in the top row and 1 penny in each of the first 2 boxes of the bottom row.

How many more pennies are needed to make 10? **3**

Write " $7 + 3 = 10$ " for display below the frame.

Continue the activity for  $6 + 4 = 10$  and  $5 + 5 = 10$ .

- ▶ Continue the activity as the students solve more difficult combinations for 10.

$$\begin{array}{ll} 4 + 6 = 10 & 3 + 7 = 10 \\ 2 + 8 = 10 & 1 + 9 = 10 \end{array}$$

### DIFFERENTIATED INSTRUCTION

#### Counting On Strategy

Access the [link](#) Addition by *Counting On* to help students who need additional practice with this skill.

#### Number Words

Use **number cards** to review number words *zero* through *nineteen*.

Guide the students as they read the number words on the back of the Number Cards in random order. Then guide the students as they sequence the number words and write the corresponding numbers.

## Addition Strategies; the Identity Property

Name \_\_\_\_\_

Use the Identity Property to solve.

$$\begin{array}{lll} 1. 0 + 4 = \underline{4} & 2. 1 + 0 = \underline{1} & 3. 5 + 0 = \underline{5} \\ 4. 9 + 0 = \underline{9} & 5. 0 + 6 = \underline{6} & 6. 0 + 8 = \underline{8} \end{array}$$

Add doubles or near doubles to solve.

$$\begin{array}{llll} 7. \begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array} & 8. \begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array} & 9. \begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array} & 10. \begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array} & 11. \begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array} \end{array}$$

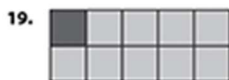
Count on 1 or 2 to solve.

$$\begin{array}{lll} 12. 5 + 1 = \underline{6} & 13. 1 + 6 = \underline{7} & 14. 7 + 2 = \underline{9} \\ 15. 2 + 8 = \underline{10} & 16. 8 + 1 = \underline{9} & 17. 2 + 6 = \underline{8} \end{array}$$

Write an addition fact for each picture.

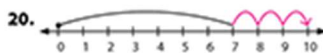


$$\underline{6} + \underline{4} = 10$$

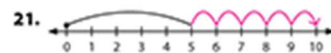


$$\underline{1} + \underline{9} = 10$$

Draw to make 10. Write an addition fact for the picture.



$$\underline{7} + \underline{3} = 10$$



$$\underline{5} + \underline{5} = 10$$

Chapter 1 • Lesson 1

one 1

Encourage the students to quickly find the missing addend by knowing the number of empty spaces on the bottom row (5) and then *counting on* the empty spaces on the top row.

- ▶ Instruct the students to draw a number line with the numbers 0 through 10 as you do the same for display. Explain that a number line is helpful for solving addition problems.

Direct the students to show 7 by air-tracing 1 jump from 0 to 7 on the number line.

Count together the number of individual jumps needed to get from 7 to 10. **3 more jumps**

- ▶ Continue the activity to show other combinations of 10.

## Doubles Strategy

**Student Responses:** When answering questions, students are expected to provide reasoning for their responses.

Use **guided instruction** to apply the *doubles* strategy to find sums.

- ▶ Write " $8 + 8 = 16$ " for display.

What do you notice about the addends?  
**They are the same.**

What do you call a sum of 2 addends that are the same? **a double fact**

Write 2 addition facts for each fact family.

1. 4 6 10

$4 + 6 = 10$

$6 + 4 = 10$

2. 5 6 11

$5 + 6 = 11$

$6 + 5 = 11$

3. 6 7 13

$6 + 7 = 13$

$7 + 6 = 13$

4. 4 7 11

$4 + 7 = 11$

$7 + 4 = 11$

5. 4 8 12

$4 + 8 = 12$

$8 + 4 = 12$

6. 3 8 11

$3 + 8 = 11$

$8 + 3 = 11$

7. 5 8 13

$5 + 8 = 13$

$8 + 5 = 13$

8. 6 8 14

$6 + 8 = 14$

$8 + 6 = 14$

9. 5 7 12

$5 + 7 = 12$

$7 + 5 = 12$



### FACTS

Solve.

10.  $7 + 1 = 8$

13.  $2 + 0 = 2$

16.  $2 + 7 = 9$

19.  $3 + 3 = 6$

22.  $5 + 5 = 10$

25.  $6 + 6 = 12$

11.  $2 + 2 = 4$

14.  $4 + 4 = 8$

17.  $1 + 8 = 9$

20.  $3 + 6 = 9$

23.  $0 + 7 = 7$

26.  $4 + 7 = 11$

12.  $6 + 5 = 11$

15.  $3 + 2 = 5$

18.  $0 + 9 = 9$

21.  $4 + 5 = 9$

24.  $9 + 1 = 10$

27.  $7 + 7 = 14$

2 two

Math 3 Reviews

Write " $8 + 9 = \underline{\quad}$ " below the previous equation.

Is this equation a double fact? **No; the addends are different.**

Point out that because the addends are only 1 apart, the fact is called a *near double fact*.

Do you think the sum for a near double fact will be even or odd? **The sum will be odd since there is 1 more in one set than in the other.**

How can knowing the fact  $8 + 8 = 16$  help you solve  $8 + 9$ ? **I can add 1 more to the double fact  $8 + 8 = 16$ .**

What is 1 more than the double fact  $8 + 8 = 16$ ? **17**

Invite a student to complete the equation.

- Guide the students to conclude that to find the sum of a near double fact the students can double the smaller addend and add 1 (for example,  $8 + 8 = 16$ ;  $8 + 8 + 1 = 17$ ) or double the larger addend and subtract 1 ( $9 + 9 = 18$ ;  $18 - 1 = 17$ ).

Direct the students to use double facts to solve the following near double facts.

$6 + 7 = 13 \quad 5 + 6 = 11 \quad 8 + 7 = 15$

## Make 10 Strategy

Guide a discussion to apply the *make 10* strategy to find a sum of more than 10.

- Write " $7 + 6 = \underline{\quad}$ " for display. Direct attention to the addend 7.

Seven and what is 10? **Seven and 3 is 10.**

How can you describe the other addend, 6, as 3 and some more? **Six is 3 and 3.**

How can knowing  $7 + 3 = 10$  help you solve this problem? **I can know  $7 + 3 + 3$  is the same as  $7 + 6$ .**

Direct the students to add 7 + 3 to make 10 and then add 3 more. Write the sum for display. **13**

- Continue the activity with the facts  $8 + 6$  and  $9 + 4$ .

## APPLY

**Review:** Most lessons include review of a skill in the Apply section of the teaching cycle. These activities are important for a student's retention of math skills.

## Review: Counting by 1s

**Guide** the students as they count by 1s from 18 to 29, 44 to 53, and 87 to 94.

## Learning Target

**Review** the learning target to encourage self-assessment.

## Skill Practice

Use **Worktext pages 3–4** to measure attainment of lesson objectives, providing help as needed.

## ASSESS

## Skill Review

Assign **Reviews pages 1–2** to assess attainment of lesson objectives.

**Reviews Book:** The Reviews book provides 2 pages of practice for each lesson. The first page reinforces the lesson and may be used to take daily grades. The second page reviews concepts previously taught.

## 2

Worktext pages 5–6

## Lesson 2 Objectives

- 2.1 Solve subtraction facts by using the *counting back* strategy and the Zero Property of Subtraction.
- 2.2 Interpret the results of subtracting all and subtracting nearly all.
- 2.3 Subtract from 10.

## Printed Resources

- Visuals: Fact Family Flash Cards (8-9-17, 9-9-18)
- Visuals: Number Line
- Visuals: Number Cards (0–20)
- Student Manipulatives: Number Line
- Reviews pages 3–4

## Digital Resources

- Link: Isle Royale
- Link: Number Line
- Game/Enrichment: Fact Reviews 1–16

**Memorizing Addition & Subtraction Facts:** Memorization of the facts in the addition and subtraction fact families begins with the larger numbers first in *Math 3*. This approach provides more practice with the larger numbers and prepares the students for 2- and 3-digit subtraction in Chapter 3.

Facts are introduced and practiced through Fact Fun Activities and Fact Reviews (found in BJU Press Trove) and Fact Family Flash Cards (found in the Visuals).

**Fact Reviews:** Printable Fact Reviews for each group of facts are provided in Trove. Within the group suggested for each lesson, choose 1 or more Fact Reviews that best meet the needs of your students.

## ENGAGE

## Memorizing Facts

Use **fact families** to help the students memorize related addition and subtraction facts.

8-9-17 9-9-18

## Theme

Use the **link** Isle Royale to access a video about the national park.

## Learning Target

Read aloud the learning target to introduce the lesson.

Subtraction Strategies;  
the Zero Property

Name \_\_\_\_\_

I will use strategies and properties to subtract.

Complete each table.

1. Zero Property of Subtraction

- 0	
6	6
4	4
9	9

2. Count Back 1

- 1	
1	0
7	6
5	4

3. Count Back 2

- 2	
4	2
3	1
6	4

Subtract from 10 to solve.

4.  $10 - 4 = 6$

5.  $10 - 2 = 8$

6.  $10 - 5 = 5$

7.  $10 - 8 = 2$

8.  $10 - 7 = 3$

Subtract all or nearly all to solve.

9.  $4 - 3 = 1$

10.  $6 - 5 = 1$

11.  $7 - 7 = 0$

12.  $2 - 2 = 0$

13.  $9 - 8 = 1$

Use a strategy to solve.

14.  $6 - 1 = 5$

15.  $8 - 8 = 0$

16.  $9 - 2 = 7$

17.  $5 - 0 = 5$

18.  $7 - 2 = 5$

19.  $8 - 7 = 1$

20.  $10 - 9 = 1$

21.  $5 - 2 = 3$

22.  $7 - 0 = 7$

23.  $2 - 0 = 2$

24.  $9 - 1 = 8$

25.  $4 - 4 = 0$



Chapter 1 • Lesson 2

five 5

## INSTRUCT

## Counting Back Strategy

Guide the students in a **discussion** about using the *counting back* strategy to solve subtraction equations.

- Write “ $8 + 1 = \underline{\quad}$ ” for display.

**How can you find the answer to this addition equation by counting?** *counting on 1*

Write “ $8 - 1 = \underline{\quad}$ ” for display.

**What is the answer to a subtraction problem called?** *the difference*

Remind the students that in subtraction they count backward.

**What counting strategy can you use to find the difference of  $8 - 1$ ?** *count back 1*

Guide the students as they think of the whole, 8, and then *count back* 1: 7.

Write “ $8 - 2 = \underline{\quad}$ ” for display.

**What *count back* strategy can you use for  $8 - 2$ ?** *count back 2*

Guide the students as they think of the whole, 8, and then *count back* 2: 7, 6.

► Continue the activity for the following problems.

$10 - 1 = 9$

$6 - 2 = 4$

$7 - 2 = 5$

$9 - 1 = 8$

$22 - 1 = 21$

$34 - 2 = 32$

$27 - 1 = 26$

$20 - 2 = 18$

Complete each table.

1. Zero Property of Subtraction

- 0	
2	2
8	8
5	5

2. Count Back 1

- 1	
9	8
6	5
3	2

3. Count Back 2

- 2	
7	5
8	6
9	7

Use a strategy to solve.

4. $\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$	5. $\begin{array}{r} 9 \\ - 9 \\ \hline 0 \end{array}$	6. $\begin{array}{r} 8 \\ - 7 \\ \hline 1 \end{array}$	7. $\begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array}$	8. $\begin{array}{r} 7 \\ - 6 \\ \hline 1 \end{array}$
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9. $\begin{array}{r} 3 \\ - 3 \\ \hline 0 \end{array}$	10. $\begin{array}{r} 5 \\ - 4 \\ \hline 1 \end{array}$	11. $\begin{array}{r} 3 \\ - 0 \\ \hline 3 \end{array}$	12. $\begin{array}{r} 10 \\ - 1 \\ \hline 9 \end{array}$	13. $\begin{array}{r} 4 \\ - 2 \\ \hline 2 \end{array}$
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14. $\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$	15. $\begin{array}{r} 7 \\ - 0 \\ \hline 7 \end{array}$	16. $\begin{array}{r} 4 \\ - 3 \\ \hline 1 \end{array}$	17. $\begin{array}{r} 8 \\ - 8 \\ \hline 0 \end{array}$	18. $\begin{array}{r} 6 \\ - 4 \\ \hline 2 \end{array}$
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### REVIEW: Word Form

Match each number with its word form.

19. C 11  
20. A 15  
21. E 16  
22. B 4  
23. D 10

- A fifteen  
B four  
C eleven  
D ten  
E sixteen

24. J 7  
25. H 19  
26. I 18  
27. F 12  
28. G 9

- F twelve  
G nine  
H nineteen  
I eighteen  
J seven

6 six

Math 3

### Zero Property of Subtraction

Guide the students in a discussion about the Zero Principle of Subtraction to solve subtraction facts.

► Write "7 - 0" vertically for display.

What is 7 - 0? 7

Continue the activity with 9 - 0. Guide the students to conclude that when 0 is subtracted from a number, the answer is that same number because nothing has changed.

Do you remember the principle that this equation shows? **Zero Principle of Subtraction**

Explain that the Zero Principle of Subtraction is the same as the Zero Property of

Subtraction and that *Math 3* will use the term *Zero Property of Subtraction*.

► Say the following equations for oral practice.

$$\begin{array}{l} 10 - 0 = 0 \quad 23 - 0 = 23 \\ 57 - 0 = 57 \quad 92 - 0 = 92 \end{array}$$

### Subtracting All & Subtracting Nearly All

Use **guided instruction** to interpret the results of subtracting all or subtracting nearly all.

► Write the following subtraction facts for display.

$$8 - 8 = \underline{\quad} \quad 9 - 9 = \underline{\quad}$$

What do you notice about the numbers? **The number being subtracted is the same as the whole.**

What happens when the number being subtracted is the same as the whole? **The difference is 0.**

► Write the following subtraction facts for display.

$$\begin{array}{l} 8 - 7 = \underline{\quad} \quad 6 - 5 = \underline{\quad} \\ 9 - 8 = \underline{\quad} \quad 5 - 4 = \underline{\quad} \end{array}$$

How is the subtraction equation in the first fact different from the equation you just solved? **The whole and the part being subtracted are not exactly the same.**

How are the numbers in the equations different? **The part being subtracted is 1 less than the whole.**

Point out the numbers on the Number Line. Guide the students to conclude that 8 and 7 are next to each other on the Number Line, or 1 jump from each other. This situation can be described as subtracting nearly all.

Ask a student to illustrate 8 - 7 on the Number Line.

What is 8 - 7? 1

► Continue the activity with the other problems.

What is the answer when nearly all is subtracted from a whole set? **The answer is 1.**

Explain that math properties and strategies are reliable. Write the following subtraction equations for display and guide the students to solve them by using the strategies of subtracting all or nearly all.

$$\begin{array}{l} 75 - 75 = 0 \quad 66 - 65 = 1 \\ 49 - 48 = 1 \quad 70 - 70 = 0 \end{array}$$

### Subtracting from 10

Model subtraction from 10 on a number line.

## 2

Write the following facts for display.

$$\begin{array}{ll} 10 - 1 = 9 & 10 - 9 = 1 \\ 10 - 4 = 6 & 10 - 6 = 4 \\ 10 - 2 = 8 & 10 - 8 = 2 \\ 10 - 5 = 5 & \\ 10 - 3 = 7 & 10 - 7 = 3 \\ 10 - 10 = 0 & 10 - 0 = 10 \end{array}$$

Use the Number Line to demonstrate the facts. Begin at the whole, 10, and jump back individual spaces as you count the part being subtracted. Encourage the students to think of the related facts. Write the related equations in pairs for display. After you have demonstrated a few facts, invite students to demonstrate the remaining facts.

## APPLY

## Review: Word Form

Use **number cards** to relate the number word to the numeral.

Guide the students as they read the number words on the back of the Number Cards in random order. Then guide the students in sequencing the number words and writing the corresponding numbers.

## Learning Target

Review the learning target to encourage self-assessment.

## Skill Practice

Use **Worktext** pages 5–6 to measure attainment of lesson objectives, providing help as needed.

## ASSESS

## Skill Review

Assign **Reviews** pages 3–4 to assess attainment of lesson objectives.

Subtraction Strategies;  
the Zero Property

Name \_\_\_\_\_

Complete each table.

Zero Property  
1. of Subtraction

- 0	
5	5
3	3
8	8

2. Count Back 1

- 1	
2	1
6	5
4	3

3. Count Back 2

- 2	
3	1
2	0
5	3

Subtract from 10 to solve.

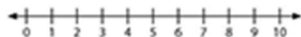
$$\begin{array}{r} 4. \quad 10 \\ - 1 \\ \hline 9 \end{array} \quad \begin{array}{r} 5. \quad 10 \\ - 4 \\ \hline 6 \end{array} \quad \begin{array}{r} 6. \quad 10 \\ - 9 \\ \hline 1 \end{array} \quad \begin{array}{r} 7. \quad 10 \\ - 3 \\ \hline 7 \end{array} \quad \begin{array}{r} 8. \quad 10 \\ - 6 \\ \hline 4 \end{array}$$

Subtract all or nearly all to solve.

$$\begin{array}{r} 9. \quad 8 \\ - 7 \\ \hline 1 \end{array} \quad \begin{array}{r} 10. \quad 4 \\ - 4 \\ \hline 0 \end{array} \quad \begin{array}{r} 11. \quad 5 \\ - 4 \\ \hline 1 \end{array} \quad \begin{array}{r} 12. \quad 7 \\ - 6 \\ \hline 1 \end{array} \quad \begin{array}{r} 13. \quad 8 \\ - 8 \\ \hline 0 \end{array}$$

Use a strategy to solve.

$$\begin{array}{lll} 14. \quad 1 - 1 = \underline{0} & 15. \quad 5 - 5 = \underline{0} & 16. \quad 7 - 0 = \underline{7} \\ 17. \quad 7 - 7 = \underline{0} & 18. \quad 3 - 1 = \underline{2} & 19. \quad 8 - 2 = \underline{6} \\ 20. \quad 4 - 0 = \underline{4} & 21. \quad 6 - 2 = \underline{4} & 22. \quad 5 - 1 = \underline{4} \\ 23. \quad 6 - 5 = \underline{1} & 24. \quad 9 - 8 = \underline{1} & 25. \quad 9 - 9 = \underline{0} \end{array}$$



Complete the picture to make 10. Write an addition fact for the picture.



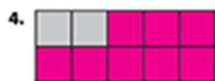
$$\underline{9} + \underline{1} = 10$$



$$\underline{7} + \underline{3} = 10$$

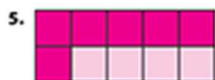


$$\underline{5} + \underline{5} = 10$$

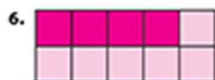


$$\underline{2} + \underline{8} = 10$$

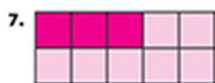
Picture each fact.



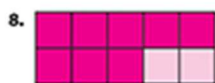
$$6 + 4 = 10$$



$$4 + 6 = 10$$



$$3 + 7 = 10$$



$$8 + 2 = 10$$



### FACTS

Write the related facts for each fact family.

9.  $9 + 9 = 18$

$$\underline{9} + \underline{9} = \underline{18}$$

$$\underline{18} - \underline{9} = \underline{9}$$

10.  $8 + 9 = 17$

$$\underline{8} + \underline{9} = \underline{17}$$

$$\underline{9} + \underline{8} = \underline{17}$$

$$\underline{17} - \underline{8} = \underline{9}$$

$$\underline{17} - \underline{9} = \underline{8}$$