



# Tier 3

## Intervention Lessons

1.OA.6c

**Learning Target:** I will subtract numbers within 10

**Readiness for 2.OA.2b:** Subtract numbers within 20

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# Tier 3 Intervention Planning Guide

**Learning Target:** I will subtract numbers within 10

**Readiness** for subtracting numbers within 20

<b>Recommended Actions</b>	
<p><b>Beginning</b> (5 min.)</p>	<ul style="list-style-type: none"> <li>➤ Review the learning target with the whole group</li> <li>➤ Ask each student to set a goal for the day based on their previous Quick Check Score</li> <li>➤ Have each student use a highlighter to plot their goal for the day</li> </ul>
<p><b>Middle</b> (15 min.)</p>	<ul style="list-style-type: none"> <li>➤ Model solving a word problem – “I do” (<i>Sessions 1, 3 and 6 only</i>)</li> <li>➤ Guided Practice – “We do”</li> </ul> <p><b>Sessions 1 and 2:</b> Model subtraction using counters.  <b>Sessions 3, 4 and 5:</b> Count up to subtract using drawings.  <b>Sessions 6, 7 and 8:</b> Count up to subtract using equations.</p>
<p><b>End</b> (10 min.)</p>	<ul style="list-style-type: none"> <li>➤ Bring the students back together.</li> <li>➤ Ask students to reflect on their progress towards the learning target               <ul style="list-style-type: none"> <li>○ What did I learn today about counting?</li> <li>○ How confident do you feel about counting on my own? (Thumbs up, down, or sideways)</li> </ul> </li> <li>➤ Assess each student’s progress using the next <b>Quick Check</b> form</li> <li>➤ Guide students to self-correct their <b>Quick Check</b></li> <li>➤ Guide students to chart their progress in their <b>Growth Chart</b> <ul style="list-style-type: none"> <li>○ If not using Delta Math lessons, record the activity in the table</li> </ul> </li> <li>➤ Collect each student’s <b>Quick Check</b> and <b>Growth Chart</b></li> </ul>
<p><b>After</b> <b>Session 6</b></p>	<ul style="list-style-type: none"> <li>➤ Differentiation Options:               <ul style="list-style-type: none"> <li>○ Allow students who met the learning goal to work independently while others do the guided practice during the next session</li> <li>○ Exit students who met the learning goal for a third time</li> </ul> </li> <li>➤ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions</li> </ul>



# Session 1: Modeling (I Do)

**Learning Target:** I will subtract numbers within 10

**Readiness** for subtracting numbers within 20

Mia had 9 pencils. She gave 3 of them away. How many pencils does she have now?




# Session 1: Modeling (I Do - Teacher Notes)

**Learning Target:** I will subtract numbers within 10

**Readiness** for subtracting numbers within 20

Mia had 9 pencils. She gave 3 of them away. How many pencils does she have now?

**I am going to think aloud to model solving this problem.**

**Your job is to watch, listen, think and ask questions.**

**First, it is important to know what the problem is about.**

**This problem is about Mia's pencils.**

**Second, I need to determine what I need to find.**

**I need to find the number of pencils Mia has after giving some away.**

**Third, I need to determine what I know.**

**I know that Mia had a total number of 9 pencils and she gave 3 pencils away.**

**Fourth, I need to figure out what I can try.**

**I am going to try modeling the actions with counters.**

**I will place 9 counters on the 10-frame to represent the total number of pencils.**  
(Place 9 counters red-side up on the 10-frame counting mat.)

**Next, I will take 3 counters off the 10-frame to represent the pencils she gave away.**  
(Slide 3 counters off the frame.)

**The 6 counters left on the 10-frame represent the pencils she kept.**

**I just showed that 9 minus 3 equals 6.**  
(Place the number cards under the 10-frame to represent the subtraction problem.)

**Mia now has 6 pencils.**

**Session 2: Modeling (I Do)**  
1st Grade - Readiness Standard 4 - 100 kit

**Learning Target:** I will add numbers to 10      **Readiness** for adding numbers to 20

3 frogs were sitting on a log. 4 more frogs hopped there. How many frogs are on the log now?

●	●	
●		●
●		●
●		●
●		

9 - 3 = \_\_\_

3 + \_\_\_ = 9

**Last, I need to make sure that my answer makes sense.**

**I found that Mia now has 6 pencils. It makes sense because I knew that she started with a total of 9 and gave 3 of them away, so I modeled the problem with counters to find the unknown part.**

**I also know that the two parts added together must equal the total.**

**Can you see the addition problem, 3 plus 6 equals 9, on the 10-frame mat?**

**Anytime I need to subtract, I can think addition...3 plus what number equals 9? 6**



# 10-Frame Mat




# Modeling & Guided Practice Cards

Use for Problem 1

$$7 - 5 = \underline{\quad}$$

Use for Problem 2

$$9 - 4 = \underline{\quad}$$

Use for Problem 3

$$8 - 6 = \underline{\quad}$$

Use for Problem 4

$$10 - 7 = \underline{\quad}$$

Use for Problem 5

$$8 - 5 = \underline{\quad}$$

Use for Problem 6

$$10 - 6 = \underline{\quad}$$

Use for Problem 7

$$6 - 4 = \underline{\quad}$$

Use for Problem 8

$$9 - 5 = \underline{\quad}$$

Use for Problem 9

$$10 - 3 = \underline{\quad}$$

Use for Problem 10

$$7 - 4 = \underline{\quad}$$

Use for Modelling

$$9 - 3 = \underline{\quad}$$

# Modeling & Guided Practice Count-up Cards

$$5 + \underline{\quad} = 7$$

$$4 + \underline{\quad} = 9$$

$$6 + \underline{\quad} = 8$$

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

$$5 + \underline{\quad} = 8$$

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

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

$$5 + \underline{\quad} = 9$$

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

$$4 + \underline{\quad} = 7$$

$$3 + \underline{\quad} = 9$$





Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 1: Guided Practice (We Do)

**Materials:**

- 2-colored counters (10 per student)
- 10-frame mat (1 per student)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use counters on a 10-frame and a “Think Add to Subtract” equation to find or check your answer.

1.  $7 - 5 = \underline{\quad}$	2.  $9 - 4 = \underline{\quad}$
3.  $8 - 6 = \underline{\quad}$	4.  $10 - 7 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 1: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to subtract numbers within 10.

5. $8 - 5 = \underline{\quad}$	6. $10 - 6 = \underline{\quad}$
7. $6 - 4 = \underline{\quad}$	8. $9 - 5 = \underline{\quad}$
9. $10 - 3 = \underline{\quad}$	10. $7 - 4 = \underline{\quad}$



# Session 1: Self-Reflection

**Learning Target:** I will subtract numbers within 10

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 10?
  
- How confident do I feel about subtracting numbers within 10 on my own? (Thumbs up, down, or sideways)



# Quick Check - Form A

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.  
(Work Time: 1 minute)

$9 - 2 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$6 - 2 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

$8 - 6 = \underline{\quad}$

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

$7 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

**Number Correct =** \_\_\_\_\_

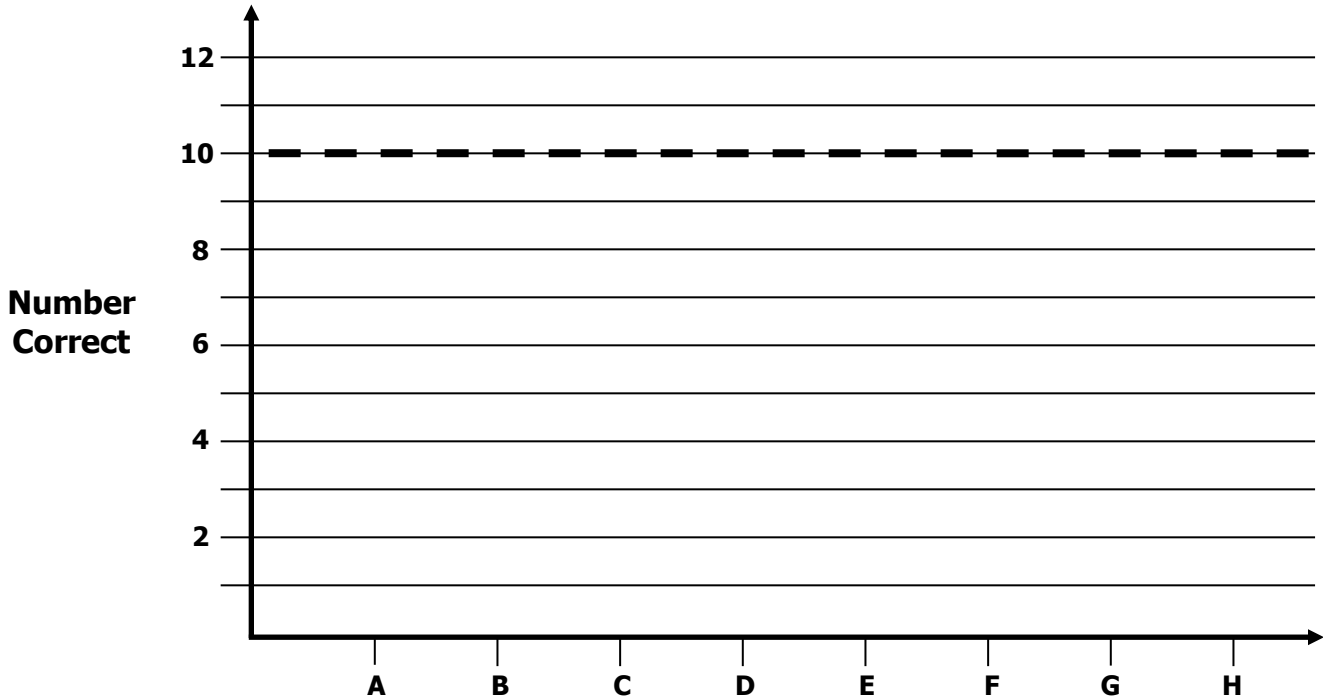


# Growth Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10.

**Goal:** 10 out of 12 correct



**Quick Check Form**

Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 2: Guided Practice (We Do)

**Materials:**

- 2-colored counters (10 per student)
- 10-frame mat (1 per student – See Session 1)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use counters on a 10-frame and a “Think Add to Subtract” equation to find or check your answer.

1.  $6 - 4 = \underline{\quad}$	2.  $9 - 5 = \underline{\quad}$
3.  $10 - 3 = \underline{\quad}$	4.  $7 - 4 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 2: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to subtract numbers within 10.

5. $8 - 6 = \underline{\quad}$	6. $10 - 7 = \underline{\quad}$
7. $7 - 5 = \underline{\quad}$	8. $9 - 4 = \underline{\quad}$
9. $8 - 5 = \underline{\quad}$	10. $10 - 6 = \underline{\quad}$



## Session 2: Self-Reflection

**Learning Target:** I will subtract numbers within 10

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 10?
  
- How confident do I feel about subtracting numbers within 10 on my own? (Thumbs up, down, or sideways)





# Quick Check - Form B

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.  
(Work Time: 1 minute)

$10 - 5 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

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

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

$9 - 3 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$6 - 2 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

$8 - 6 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

**Number Correct =** \_\_\_\_\_



## Session 3: Modeling (I Do)

**Learning Target:** I will subtract numbers within 10

**Readiness** for subtracting numbers within 20

Jayden baked 8 pies this morning. He gave away 5 pies to his neighbors. How many pies does Jayden have left?



# Session 3: Modeling (I Do - Teacher Notes)

**Learning Target:** I will subtract numbers within 10

**Readiness** for subtracting numbers within 20

Jayden baked 8 pies this morning. He gave away 5 pies to his neighbors. How many pies does Jayden have left?

**I am going to think aloud to model solving this problem.**

**Your job is to watch, listen, think and ask questions.**

**First, it is important to know what the problem is about.**

**This problem is about Jayden baking pies.**

**Second, I need to determine what I need to find.**

**I need to find the number of pies Jayden has after giving some away.**

**Third, I need to determine what I know.**

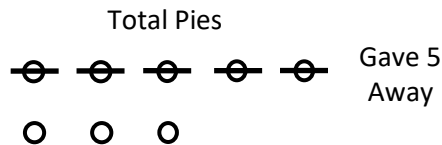
**I know that Jayden baked a total number of 8 pies and he gave 5 pies to his neighbors.**

**Fourth, I need to figure out what I can try.**

**This time, I am going to try modeling the actions with a drawing.**

**I will draw 8 circles to represent the total number of pies Jayden baked.**

(Draw and label 8 circles.)



**Next, I will cross out 5 circles to represent the pies Jayden gave away.**

(Draw “subtraction” lines through 5 circles and write the subtraction equation.)

$$8 - 5 = \underline{3}$$

**There are 3 left, so 8 minus 5 equals 3.**

(Write the answer to the subtraction equation.)

$$5 + \underline{3} = 8$$

**Jayden still has 3 pies left.**

**Last, I need to make sure that my answer makes sense.**

**I found that Jayden has 3 pies left. It makes sense because I knew he made 8 pies total and gave 5 away, so I modeled the problem with a math drawing to find the unknown part.**

**I also know that the two parts added together must equal the total.**

**Can you see the addition problem, 5 plus 3 equals 8, in the drawing?**

**Anytime I need to subtract, I can think addition...5 plus what number equals 8? 3**

(Write the “Add to Subtract” equation.)



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 3: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and “Think Add to Subtract” equation to find or check your answer.

1.  $8 - 6 = \underline{\quad}$	2.  $10 - 4 = \underline{\quad}$
3.  $7 - 3 = \underline{\quad}$	4.  $9 - 5 = \underline{\quad}$



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 3: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 10.

5. $10 - 7 = \underline{\quad}$	6. $7 - 4 = \underline{\quad}$
7. $8 - 6 = \underline{\quad}$	8. $9 - 4 = \underline{\quad}$
9. $6 - 3 = \underline{\quad}$	10. $8 - 5 = \underline{\quad}$

**Learning Target:** I will subtract numbers within 10

## Session 3: Guided Practice (We Do - Teacher Notes)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and “Think Add to Subtract” equation to find or check your answer.

<p>1.</p> $8 - 6 = \underline{\quad}$ $6 + \underline{2} = 8$	<p>2.</p> $10 - 4 = \underline{\quad}$ $4 + \underline{6} = 10$
<p>3.</p> $7 - 3 = \underline{\quad}$ $3 + \underline{4} = 7$	<p>4.</p> $9 - 5 = \underline{\quad}$ $5 + \underline{4} = 9$



## Session 3: Self-Reflection

**Learning Target:** I will subtract numbers within 10

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 10?
  
- How confident do I feel about subtracting numbers within 10 on my own? (Thumbs up, down, or sideways)



# Quick Check - Form C

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.  
(Work Time: 1 minute)

$10 - 2 = \underline{\quad}$

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

$7 - 4 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$6 - 4 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

$9 - 6 = \underline{\quad}$

$7 - 3 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

**Number Correct =** \_\_\_\_\_





Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 4: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and “Think Add to Subtract” equation to find or check your answer.

1.  $9 - 6 = \underline{\quad}$	2.  $10 - 5 = \underline{\quad}$
3.  $7 - 2 = \underline{\quad}$	4.  $9 - 3 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 4: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 10.

5.  $10 - 6 = \underline{\quad}$	6.  $7 - 5 = \underline{\quad}$
7.  $8 - 5 = \underline{\quad}$	8.  $9 - 3 = \underline{\quad}$
9.  $6 - 2 = \underline{\quad}$	10.  $8 - 6 = \underline{\quad}$

**Learning Target:** I will subtract numbers within 10

## Session 4: Guided Practice (We Do - Teacher Notes)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and “Think Add to Subtract” equation to find or check your answer.

<p>1.</p> $8 - 6 = \underline{\quad}$ $6 + \underline{2} = 8$	<p>2.</p> $10 - 4 = \underline{\quad}$ $4 + \underline{6} = 10$
<p>3.</p> $7 - 3 = \underline{\quad}$ $3 + \underline{4} = 7$	<p>4.</p> $9 - 5 = \underline{\quad}$ $5 + \underline{4} = 9$



## Session 4: Self-Reflection

**Learning Target:** I will subtract numbers within 10

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 10?
  
- How confident do I feel about subtracting numbers within 10 on my own? (Thumbs up, down, or sideways)



# Quick Check - Form D

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.  
(Work Time: 1 minute)

$7 - 5 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

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

$10 - 7 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

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

$8 - 6 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

$9 - 2 = \underline{\quad}$

**Number Correct =** \_\_\_\_\_



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 5: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use a math drawing and “Think Add to Subtract” equation to find or check your answer.

1.  $10 - 6 = \underline{\quad}$	2.  $10 - 3 = \underline{\quad}$
3.  $7 - 4 = \underline{\quad}$	4.  $9 - 7 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 5: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 10.

5.  $10 - 5 = \underline{\quad}$	6.  $8 - 4 = \underline{\quad}$
7.  $9 - 6 = \underline{\quad}$	8.  $8 - 3 = \underline{\quad}$
9.  $6 - 4 = \underline{\quad}$	10.  $9 - 5 = \underline{\quad}$



## Session 5: Self-Reflection

**Learning Target:** I will subtract numbers within 10

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 10?
  
- How confident do I feel about subtracting numbers within 10 on my own? (Thumbs up, down, or sideways)





# Quick Check - Form E

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.  
(Work Time: 1 minute)

$9 - 2 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$6 - 2 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

$8 - 6 = \underline{\quad}$

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

$7 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

**Number Correct =** \_\_\_\_\_



# Session 6: Modeling (I Do)

**Learning Target:** I will subtract numbers within 10

**Readiness** for subtracting numbers within 20

Zoe had 9 beads. She had a hole in her pocket and 7 beads fell out.  
How many beads does Zoe have left in her pocket?



# Session 6: Modeling (I Do - Teacher Notes)

**Learning Target:** I will subtract numbers within 10

**Readiness** for subtracting numbers within 20

Zoe had 9 beads. She had a hole in her pocket and 7 beads fell out.  
How many beads does Zoe have left in her pocket?

**I am going to think aloud to model solving this problem.**

**Your job is to watch, listen, think and ask questions.**

**First, it is important to know what the problem is about.**

**This problem is about Zoe’s beads.**

**Second, I need to determine what I need to find.**

**I need to find the number of beads Zoe had left in her pocket.**

**Third, I need to determine what I know.**

**I know that Zoe had a total of 9 beads in her pocket and 7 beads fell out.**

**Fourth, I need to figure out what I can try.**

**This time, I am going to try modeling the actions with an equation.**

**Since I know Zoe had a total of 9 beads in her pocket...** (Write and label the total.)

**And, I know that 7 beads fell out...** (Write and label the known part.)

**I need to take 7 away from 9.** (Write the – and = signs.)

**I also know that I can think add to subtract.**

**So I will think, 7 plus what number equals 9? 2**

(Write +2 above the 7 and then the answer.)

**Zoe had 2 beads left in her pocket.**

Total Beads	–	Fell Out	=	Left
$\begin{array}{r} 9 \\ / \quad \backslash \\ 7 \quad 2 \end{array}$		7		<u>2</u>

**Last, I need to make sure that my answer makes sense.**

**I found that Zoe had 2 beads left in her pocket. It makes sense because I knew that began with a total of 9 and 7 fell out of her pocket, so I modeled the problem with a subtraction equation to find the unknown part.**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 6: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use the “Think Add to Subtract” strategy to find or check your answer.

1.  $10 - 3 = \underline{\quad}$	2.  $9 - 6 = \underline{\quad}$
3.  $8 - 7 = \underline{\quad}$	4.  $7 - 2 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 6: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 10.

5. $10 - 3 = \underline{\quad}$	6. $8 - 6 = \underline{\quad}$
7. $7 - 5 = \underline{\quad}$	8. $9 - 2 = \underline{\quad}$
9. $6 - 4 = \underline{\quad}$	10. $10 - 8 = \underline{\quad}$
11. $8 - 7 = \underline{\quad}$	12. $9 - 3 = \underline{\quad}$
13. $10 - 7 = \underline{\quad}$	14. $7 - 6 = \underline{\quad}$

**Learning Target:** I will subtract numbers within 10

## Session 6: Guided Practice (We Do - Teacher Notes)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use the “Think Add to Subtract” strategy to find or check your answer.

<p>1.</p> $\begin{array}{r} 10 \\ 3 \quad 7 \end{array} - 3 = \underline{7}$	<p>2.</p> $\begin{array}{r} 9 \\ 6 \quad 3 \end{array} - 6 = \underline{3}$
<p>3.</p> $\begin{array}{r} 8 \\ 7 \quad 1 \end{array} - 7 = \underline{1}$	<p>4.</p> $\begin{array}{r} 7 \\ 2 \quad 5 \end{array} - 2 = \underline{5}$

Math Talk #1: “Since 3 plus 7 equals 10, then 10 minus 3 equals 7.”

Math Talk #2: “Since 6 plus 3 equals 9, then 9 minus 6 equals 3.”

Math Talk #3: “Since 7 plus 1 equals 8, then 8 minus 7 equals 1.”

Math Talk #4: “Since 2 plus 5 equals 7, then 7 minus 2 equals 5.”



## Session 6: Self-Reflection

**Learning Target:** I will subtract numbers within 10

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 10?
  
- How confident do I feel about subtracting numbers within 10 on my own? (Thumbs up, down, or sideways)



# Quick Check - Form F

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.  
(Work Time: 1 minute)

$10 - 5 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

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

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

$9 - 3 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$6 - 2 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

$8 - 6 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

**Number Correct =** \_\_\_\_\_





Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 7: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use the “Think Add to Subtract” strategy to find or check your answer.

1. $10 - 2 = \underline{\quad}$	2. $9 - 5 = \underline{\quad}$
3. $8 - 6 = \underline{\quad}$	4. $7 - 3 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 7: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 10.

5. $10 - 4 = \underline{\quad}$	6. $9 - 6 = \underline{\quad}$
7. $7 - 3 = \underline{\quad}$	8. $8 - 2 = \underline{\quad}$
9. $6 - 3 = \underline{\quad}$	10. $10 - 7 = \underline{\quad}$
11. $9 - 5 = \underline{\quad}$	12. $8 - 3 = \underline{\quad}$
13. $10 - 8 = \underline{\quad}$	14. $8 - 6 = \underline{\quad}$



## Session 7: Self-Reflection

**Learning Target:** I will subtract numbers within 10

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 10?
  
- How confident do I feel about subtracting numbers within 10 on my own? (Thumbs up, down, or sideways)



# Quick Check - Form G

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.  
(Work Time: 1 minute)

$10 - 2 = \underline{\quad}$

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

$7 - 4 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$6 - 4 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

$9 - 6 = \underline{\quad}$

$7 - 3 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

**Number Correct =** \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 8: Guided Practice (We Do)

**We Do Together:** (Teacher Actions)

- Say the subtraction equation and write the answer if you know it.
- Use the “Think Add to Subtract” strategy to find or check your answer.

1. $10 - 4 = \underline{\quad}$	2. $8 - 6 = \underline{\quad}$
3. $9 - 7 = \underline{\quad}$	4. $7 - 4 = \underline{\quad}$



Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10

## Session 8: Guided Practice (We Do - Continued)

**You Do Together:** (As a class, or in small groups)

- Students take turns leading and repeat the steps to subtract numbers within 10.

5. $10 - 2 = \underline{\quad}$	6. $8 - 5 = \underline{\quad}$
7. $7 - 4 = \underline{\quad}$	8. $9 - 3 = \underline{\quad}$
9. $6 - 2 = \underline{\quad}$	10. $10 - 7 = \underline{\quad}$
11. $8 - 6 = \underline{\quad}$	12. $9 - 4 = \underline{\quad}$
13. $10 - 8 = \underline{\quad}$	14. $7 - 5 = \underline{\quad}$



## Session 8: Self-Reflection

**Learning Target:** I will subtract numbers within 10

Briefly discuss student responses:

- What did I learn today about subtracting numbers within 10?
  
- How confident do I feel about subtracting numbers within 10 on my own? (Thumbs up, down, or sideways)



# Quick Check - Form H

Name \_\_\_\_\_ Date \_\_\_\_\_

**Learning Target:** I will subtract numbers within 10.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.  
(Work Time: 1 minute)

$7 - 5 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

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

$10 - 7 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

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

$8 - 6 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

$9 - 2 = \underline{\quad}$

**Number Correct =** \_\_\_\_\_





# Independent Practice (You Do)

**Learning Target:** I will subtract numbers within 10

**Title of Game:** “Whose Difference is Greater?”

**Number of Players:** 2

**Objective:** To be the player with the most cards at the end of the game.

**Materials:**

- Subtraction Problem Cards (Player 1 - set A and Player 2 - Set B)

**Directions:**

- Each player shuffles their cards and places them face down in a pile.
- Player 1: Flip over the top card, say the problem and the “think add to subtract” equation to find the answer.  
*Example: “Since  $5 + 3 = 8$ , then  $8 - 5 = 3$ ”*
- Player 2: Flip over the top card, say the problem and the “think add to subtract” equation to find the answer.  
*Example: “Since  $7 + 2 = 9$ , then  $9 - 7 = 2$ ”*
- The player with the greater difference takes both cards
- Repeat until all cards have been played

**Decide the Winner:**

- At the end of the game, the teacher flips a coin
  - If the coin lands **heads up**, the winner is the player with the **greater** number of cards
  - If the coin lands **tails up**, the winner is the player with the **lesser** number of cards

# Subtract Problem Cards (Set A)

$$10 - 9 = \underline{\quad}$$

Set A

$$10 - 7 = \underline{\quad}$$

Set A

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

Set A

$$9 - 5 = \underline{\quad}$$

Set A

$$8 - 7 = \underline{\quad}$$

Set A

$$8 - 5 = \underline{\quad}$$

Set A

$$7 - 5 = \underline{\quad}$$

Set A

$$7 - 3 = \underline{\quad}$$

Set A

$$6 - 5 = \underline{\quad}$$

Set A

$$6 - 3 = \underline{\quad}$$

Set A

# Subtraction Problem Cards (Set B)

$$10 - 8 = \underline{\quad}$$

Set B

$$10 - 6 = \underline{\quad}$$

Set B

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

Set B

$$9 - 6 = \underline{\quad}$$

Set B

$$8 - 6 = \underline{\quad}$$

Set B

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

Set B

$$7 - 6 = \underline{\quad}$$

Set B

$$7 - 4 = \underline{\quad}$$

Set B

$$6 - 4 = \underline{\quad}$$

Set B

$$6 - 2 = \underline{\quad}$$

Set B



# Questions for Solving Word Problems

$Q_1$

*What is the problem about?*

$Q_2$

*What do I need to find?*

$Q_3$

*What do I know?*

$Q_4$

*What can I try?*

$Q_5$

*Does my answer make sense?*



# Steps for Solving Word Problems

*Q<sub>1</sub>. What is the problem about?*

*Q<sub>2</sub>. What do I need to find?*

*Q<sub>3</sub>. What do I know?*

*Q<sub>4</sub>. What can I try?*

*Q<sub>5</sub>. Does my answer make sense?*