



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 \_\_\_\_\_

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



# 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 =** \_\_\_\_\_

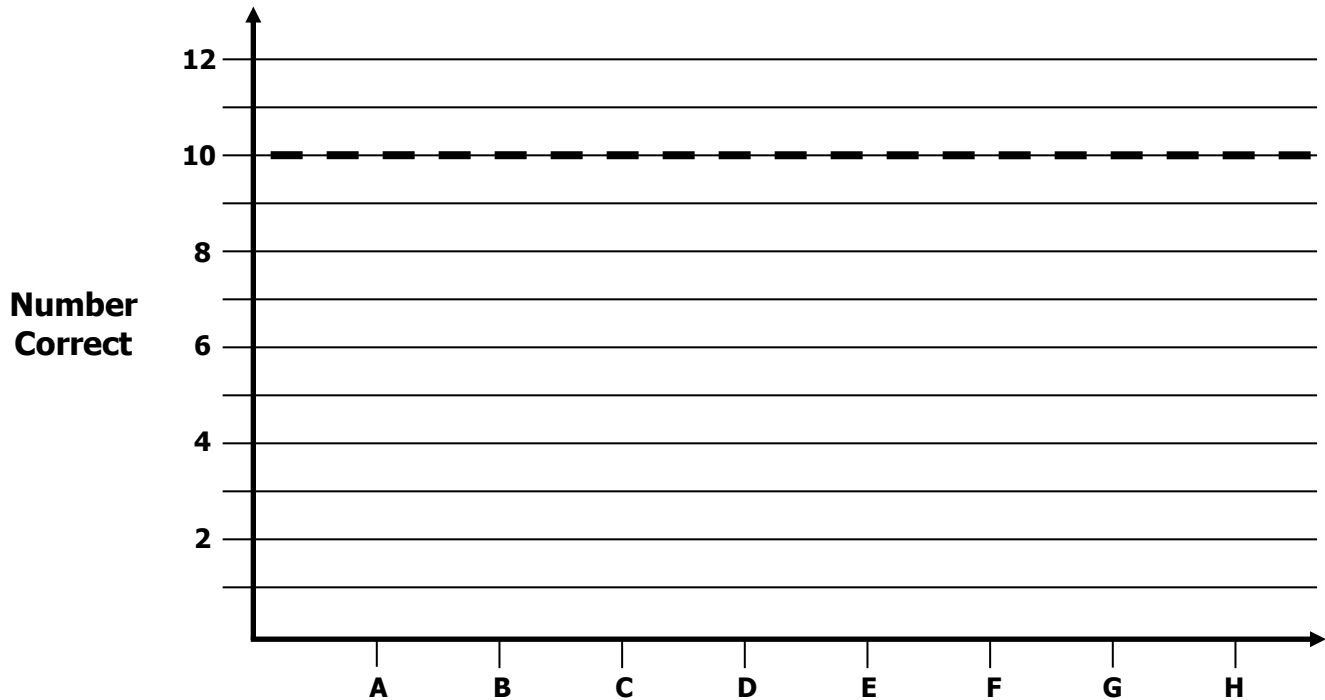


# Growth Chart

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

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

**Goal:** 10 out of 12 correct



**Quick Check Form**

<b>Intervention</b>	<b>Date</b>	<b>Score</b>
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



Name \_\_\_\_\_

Date \_\_\_\_\_

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



# 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 =** \_\_\_\_\_



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



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



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



# 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 =** \_\_\_\_\_





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



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



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





# 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 =** \_\_\_\_\_