GRADE 1
STUDENT WORKBOOK
New York State Common Core Mathematics Curriculum

Grade 1 • MODULE 2
Introduction to Place Value Through Addition and Subtraction Within 20

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Lesson 1 Problem Set

Read the math story. Make a simple math drawing with labels. Circle 10 and solve.

1. Bill went to the store. He bought 1 apple, 9 bananas, and 6 pears. How many pieces of fruit did he buy in all?

   \[1 + 9 + 6 = \_\_\_\_\_\_
   \]

   \[10 + \_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_
   \]

   Bill bought ____ pieces of fruit.

2. Maria gets some new toys for her birthday. She gets 4 dolls, 7 balls, and 3 games. How many toys did she receive?

   \[\_\_\_\_\_\_ + \_\_\_\_\_\_ + \_\_\_\_\_\_ = \_\_\_\_\_\_\_
   \]

   \[10 + \_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_
   \]

   Maria received ____ toys.
3. Maddy goes to the pond and catches 3 bugs, 2 frogs, and 8 tadpoles. How many animals did she catch altogether?

\[ \_
\_ + \_
\_ + \_
\_ = \_
\_ \]

\[ 10 + \_
\_ = \_
\_ \]

Maddy caught ____ animals.

4. Molly arrives at the party first with 4 red balloons. Kenny comes next with 2 green balloons. Dara comes last with 6 blue balloons. How many balloons did these friends bring?

\[ \_
\_ + \_
\_ + \_
\_ = \_
\_ \]

\[ 10 + \_
\_ = \_
\_ \]

There are ____ balloons.
Name ________________________________ Date ______________

Read the math story. Make a simple math drawing with labels. Circle 10 and solve.

1. Toby has ice cream money. He has 2 dimes. He finds 4 more dimes in his jacket and 8 more on the table. How many dimes does Toby have?

___ + ___ + ___ = ___

10 + ___ = ___

Toby has ____ dimes.
Lesson 1 Homework

Name ____________________________ Date ______________

Read the math story. Make a simple math drawing with labels. (Circle) 10 and solve.

1. Chris buys some treats. He buys 5 granola bars, 6 boxes of raisins, and 4 cookies. How many treats did Chris buy?

   ____ + ____ + ____ = ____
   10 + ____ = ____
   Chris bought ____ treats.

2. Cindy loves pets. She has 5 cats, 7 goldfish, and 5 dogs. How many pets does she have in all?

   ____ + ____ + ____ = ____
   10 + ____ = ____
   Cindy has ____ pets.
3. Mary gets stickers at school for good work. She got 7 puffy stickers, 6 smelly stickers, and 3 flat stickers. How many stickers did Mary get at school altogether?

$$\text{_____} + \text{_____} + \text{_____} = \text{_____}$$

$$10 + \text{_____} = \text{_____}$$

Mary got ____ stickers at school.

4. Jim went to breakfast at school. He sat at a table with 4 teachers and 9 children. How many people were at the table after Jim sat down?

$$\text{_____} + \text{_____} + \text{_____} = \text{_____}$$

$$\text{_____} + \text{_____} = \text{_____}$$

There were ____ people at the table after Jim sat down.
Lesson 1: Solve word problems with three addends, two of which make ten.

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Lesson 2 Problem Set

Name ___________________________ Date ____________

Circle the numbers that make ten. Draw a picture. Complete the number sentence.

1. \( \square \) + \( \square \) + \( \square \) = \( \square \)

\[ \begin{array}{ccc}
7 & + & 3 \\
\hline
10 \\
\end{array} \]

\[ \begin{array}{ccc}
10 & + & \square \\
\hline
\square \\
\end{array} \]

2. \( \square \) + \( \square \) + \( \square \) = \( \square \)

\[ \begin{array}{ccc}
9 & + & 1 \\
\hline
10 \\
\end{array} \]

\[ \begin{array}{ccc}
10 & + & \square \\
\hline
\square \\
\end{array} \]

3. \( \square \) + \( \square \) + \( \square \) = \( \square \)

\[ \begin{array}{ccc}
5 & + & 6 \\
\hline
10 \\
\end{array} \]

\[ \begin{array}{ccc}
10 & + & \square \\
\hline
\square \\
\end{array} \]
Lesson 2 Problem Set

4. $4 + 3 + 7 = \square$

\[ \begin{array}{c}
10 \\
\hline
4 + 3 + 7 = 10 \\
\hline
\end{array} \]

5. $2 + 7 + 8 = \square$

\[ \begin{array}{c}
10 \\
\hline
2 + 7 + 8 = 10 \\
\hline
\end{array} \]

Circle the numbers that make ten, put them into a number bond and solve.

6. $9 + 1 + 5 = ____$

7. $8 + 2 + 4 = ____$

8. $3 + 5 + 5 = ____$

9. $3 + 6 + 7 = ____$
Circle the numbers that make ten.

Draw a picture and complete the number sentences to solve.

a. $8 + 3 + 2 = \_\_\_\_\_\_$
   
   \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_

   $10 + \_\_\_ = \_\_\_\_$

b. $4 + 7 + 3 = \_\_\_\_\_$
   
   \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ + \_\_\_

   $10 + \_\_\_ = \_\_\_\_$
Lesson 2 Homework

Name ____________________________ Date ______________

Circle the numbers that make ten. Draw a picture. Complete the number sentence.

1. $6 + 2 + 4 = □$

   $$\begin{array}{c}
   10 \\
   \underline{\phantom{10}} + \underline{\phantom{10}} + \underline{\phantom{10}} \\
   \end{array}$$

   $$6 + \underline{\phantom{10}} + 2$$

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

2. $5 + 3 + 5 = □$

   $$\begin{array}{c}
   \phantom{10} \\
   \underline{\phantom{10}} + \underline{\phantom{10}} + \underline{\phantom{10}} \\
   \end{array}$$

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

3. $5 + 2 + 8 = □$

   $$\begin{array}{c}
   \phantom{10} \\
   \underline{\phantom{10}} + \underline{\phantom{10}} + \underline{\phantom{10}} \\
   \end{array}$$

   $$\underline{\phantom{10}} + 10 = \underline{\phantom{10}}$$
Lesson 2 Homework

4. 2 + 7 + 3 = □

Circle the numbers that make ten. Put them into a number bond and solve. Write the new number bond.

5. 3 + 5 + 7 = ____

10 + ____ = ____

6. 4 + 8 + 2 = ____

10 + ____ = ____

Challenge: Circle the addends that make ten. Circle the true number sentences.

a. 5 + 5 + 3 = 10 + 3
b. 4 + 6 + 6 = 10 + 6
c. 3 + 8 + 7 = 10 + 6
d. 8 + 9 + 2 = 9 + 10
Name ____________________________ Date ______________

Draw and circle to show how you made ten to help you solve the problem.

1. Maria has 9 snowballs and Tony has 6. How many snowballs do they have in all?

   9 and ______ make ______

   10 and ______ make ______

   Maria and Tony have ______ snowballs in all.

2. Bob has 9 raisins and Jonny has 4. How many raisins do they have altogether?

   9 and ______ make ______

   10 and ______ make ______

   Bob and Jonny have ______ raisins altogether.
3. There are 3 chairs on the left side of the classroom and 9 on the right side. How many chairs are in the classroom?

9 and ______ make ______

10 and ______ make ______

There are ______ total chairs.

4. There are 7 children sitting on the rug and 9 children standing. How many children are there in all?

9 and ______ make ______

10 and ______ make ______

There are ______ children in all.
Lesson 3 Exit Ticket

1. Tammy has 4 books and John has 9 books. How many books do Tammy and John have altogether?

___ + ___ = ___

___ + ___ = ___

Tammy and John have ____ books.
Lesson 3 Homework

Name ___________________________________ Date __________________

Draw, label, and circle to show how you made ten to help you solve. Complete the number sentences.

1. Ron has 9 marbles and Sue has 4 marbles. How many marbles do they have in all?

   \[ 9 + 4 = \Box \]
   \[ 10 + 3 = \Box \]
   Ron and Sue have _____ marbles.

2. Jim has 5 cars and Tina has 9. How many cars do they have altogether?

   \[ \Box + \Box = \Box \]
   \[ 10 + \Box = \Box \]
   Jim and Tina have ____ cars.
3. Stan has 6 fish and Meg has 9. How many fish do they have in all?

\[ \_ + \_ = \_ \]
\[ \_ + \_ = \_ \]
Stan and Meg have \_ fish.

4. Rick made 7 cookies and Mom made 9. How many cookies did Rick and Mom make altogether?

\[ \_ + \_ = \_ \]
\[ \_ + \_ = \_ \]
Rick and Mom made \_ cookies.

5. Dad has 8 pens and Tony has 9. How many pens do Dad and Tony have in all?

\[ \_ + \_ = \_ \]
\[ \_ + \_ = \_ \]
Dad and Tony have \_ pens.
Lesson 4 Problem Set

Name ___________________________ Date ______________

Change the picture to make a ten. Write the easier number sentence and solve.

1. Tom has 9 red pencils and 5 yellow. How many pencils does Tom have in all?

\[ 9 + 5 = _____ \]

10 pencils + _____ pencils = _____ pencils

2. 9 + 3

\[ 10 + _____ = _____ \]

3. 4 + 9

\[ 10 + _____ = _____ \]
Lesson 4 Problem Set

Solve. Make math drawings using the ten-frame to show how you made 10 to solve.

4. \[ 9 + 5 = \_\_\_ \quad \_\_\_ + \_\_\_ = \_\_\_\_ \]

5. \[ 6 + 9 = \_\_\_ \quad \_\_\_ + \_\_\_ = \_\_\_\_ \]

6. \[ 8 + 9 = \_\_\_ \quad \_\_\_ + \_\_\_ = \_\_\_\_ \]

Solve. Use a number bond to show how you made a ten.

7. \[ 5 + 9 = \_\_\_ \quad 8. \_\_\_ = 9 + 7 \]
Lesson 4 Exit Ticket

Name ____________________________ Date ____________

Make math drawings using the ten-frame to solve. Rewrite as a 10+ number sentence.

1. 6 + 9 = ____

2. ____ = 4 + 9

10 + ____ = ____

____ + ____ = ____
Name __________________________ Date ____________

Solve. Make math drawings using the ten-frame to show how you made 10 to solve.

1. $9 + 3 = \underline{\hspace{1cm}}$  \hspace{1cm} $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

2. $9 + 6 = \underline{\hspace{1cm}}$  \hspace{1cm} $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

3. $7 + 9 = \underline{\hspace{1cm}}$  \hspace{1cm} $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
Match the number sentences to the bonds you used to help you make a ten.

a. \[9 + 8 = ____\]

\[\begin{array}{c}
1 \\
7 \\
\end{array}\]

b. \[____ = 9 + 6\]

\[\begin{array}{c}
6 \\
1 \\
\end{array}\]

c. \[7 + 9 = ____\]

\[\begin{array}{c}
1 \\
5 \\
\end{array}\]

Make math drawings using ten-frames for the + 9 expressions to find and circle the true number sentences.

d. \(5 + 10 = 6 + 9\)

\[\begin{array}{c}
\text{ten-frame} \\
\text{ten-frame} \\
\end{array}\]

e. \(3 + 10 = 9 + 2\)

\[\begin{array}{c}
\text{ten-frame} \\
\text{ten-frame} \\
\end{array}\]

f. \(9 + 4 = 10 + 5\)

\[\begin{array}{c}
\text{ten-frame} \\
\text{ten-frame} \\
\end{array}\]
Lesson 5 Problem Set

Name ____________________________ Date ______________

Make ten to solve. Use the number bond to show how you took the 1 out.

1. Sue had 9 tennis balls and 3 soccer balls. How many balls did she have?

\[ 9 + 3 = \_\_\_ \] \[ 10 + \_\_\_ = \_\_\_ \]

Sue has ___ balls.

2. \[ 9 + 4 = \_\_\_ \] \[ 10 + \_\_\_ = \_\_\_ \]

Use number bonds to show your thinking. Write the 10+ fact.

3. \[ 9 + 2 = \_\_\_ \] \[ \_\_\_ + \_\_\_ = \_\_\_ \]

4. \[ 9 + 5 = \_\_\_ \] \[ \_\_\_ + \_\_\_ = \_\_\_ \]

5. \[ 9 + 4 = \_\_\_ \] \[ \_\_\_ + \_\_\_ = \_\_\_ \]
6. \( 9 + 7 = \) _____  \( ____ + ____ = ____ \)

7. \( 10 + 7 = ____ \)  \( 9 + ____ = ____ \)

Complete the addition sentences.

8. a. \( 10 + 1 = ____ \)  b. \( 9 + 2 = ____ \)

9. a. \( 10 + 8 = ____ \)  b. \( 9 + 9 = ____ \)

10. a. \( 10 + 7 = ____ \)  b. \( 9 + 8 = ____ \)

11. a. \( 5 + 10 = ____ \)  b. \( 6 + 9 = ____ \)

12. a. \( 6 + 10 = ____ \)  b. \( 7 + 9 = ____ \)
Name ____________________________________________________________________ Date _____________

Show the most efficient way to solve the number sentences.

1. 9 + 7 = ____

2. ____ = 9 + 5

3. 9 + 2 = ____
Lesson 5 Homework

Solve the number sentences. Use number bonds to show your thinking. Write the 10+ fact and new number bond.

1. 9 + 6 = ___  
   10 + ___ = ___

2. 9 + 8 = ___  
   ___ + ___ = ___

3. 5 + 9 = ___  
   ___ + ___ = ___

4. 7 + 9 = ___  
   ___ + ___ = ___
Solve and match the number sentence to the 10+ number bond.

9 + 5 = ___  
9 + 6 = ___  
9 + 8 = ___

Show the most efficient strategy to solve the number sentences.

1. 9 + 7 = ___  
2. 8 + 9 = ___  
3. 9 + 2 = ___  
4. 4 + 9 = ___  
5. 9 + 1 = ___  
6. 9 + 9 = ___
Lesson 6: Use the commutative property to make ten.

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1. Solve.

\[ 9 + 2 = 11 \]
\[ 2 + 9 = 11 \]

2. \[ 9 + 6 = ____ \]
\[ 6 + 9 = ____ \]

3. \[ 7 + 9 = ____ \]
\[ 9 + 7 = ____ \]

4. \[ 9 + 4 = ____ \]
\[ ____ + ____ = ____ \]

5. \[ 3 + 9 = ____ \]
\[ ____ + ____ = ____ \]

6. \[ 9 + 5 = ____ \]
\[ ____ + ____ = ____ \]
7. Match the equal expressions.

a. 9 + 3 \quad \quad \quad \quad 10 + 4
b. 5 + 9 \quad \quad \quad 10 + 0
c. 9 + 6 \quad \quad \quad 10 + 2
d. 8 + 9 \quad \quad \quad 10 + 5
e. 9 + 7 \quad \quad \quad 10 + 7
f. 9 + 1 \quad \quad \quad 10 + 6

8. Complete the addition sentences to make them true.

a. 2 + 10 = ____
   f. 7 + 9 = ____
   k. ___ + 10 = 14

b. 3 + 9 = ____
   g. 3 + 10 = ____
   l. ___ + 9 = 14

c. 10 + 9 = ____
   h. 8 + 9 = ____
   m. ___ + 7 = 17

d. 5 + 9 = ____
   i. ____ + 10 = 18
   n. ___ + 9 = 17

e. 6 + 10 = ____
   j. ___ + 9 = 16
Name __________________________________________  Date ______________

1. Solve. Use number bonds to show your thinking.

\[9 + 5 = \boxed{14}\]  \[5 + 9 = \boxed{14}\]

Write the bond for the related 10 fact.

2. Solve. Draw a line to match the related facts. Write the related 10+ fact.

\[9 + 7 = \boxed{16}\]  \[\boxed{6} + 9 = \boxed{15}\]  \[\boxed{8} + 9 = \boxed{17}\]  \[\boxed{9} + 6 = \boxed{15}\]
1. Solve. Use your number bonds. Draw a line to match the related facts. Write the related 10+ fact.

\[
\begin{align*}
9 + 6 &= \underline{15} \\
3 + 9 &= \underline{12} \\
9 + 5 &= \underline{14} \\
6 + 9 &= \underline{15} \\
8 + 9 &= \underline{17} \\
9 + 7 &= \underline{16} \\
5 + 9 &= \underline{14}
\end{align*}
\]

2. Complete the addition sentences to make them true.
   a. \(3 + 10 = \underline{13}\)
   b. \(4 + 9 = \underline{13}\)
   c. \(10 + 5 = \underline{15}\)
   d. \(9 + 6 = \underline{15}\)
   e. \(7 + 10 = \underline{17}\)
   f. \(\underline{7} + 9\)
   g. \(10 + \underline{8} = 18\)
   h. \(9 + \underline{8} = 17\)
   i. \(\underline{10} + 9 = 19\)
   j. \(5 + \underline{9} = 14\)
3. Find and color the expression that is equal to the snowman's hat. Write the true number sentence below.

\[ 10 + 3 \]

\[ 6 + 9 \]

\[ 9 + 4 \]

\[ 9 + 3 \]

\[ = \]

\[ 2 + 9 \]

\[ 9 + 9 \]

\[ 8 + 8 \]

\[ 9 + 5 \]

\[ = \]

\[ 8 + 9 \]

\[ 10 + 8 \]

\[ 9 + 9 \]

\[ 8 + 9 \]

\[ = \]
Lesson 7 Problem Set

Name _______________________________ Date ________________

Draw and circle to show how you made ten to help you solve.

1. John has 8 tennis balls. Toni has 5. How many tennis balls do they have in all?

\[ \begin{array}{c}
\text{J} \\
\hline \\
\text{T} \\
\hline \\
\end{array} \]

8 and _____ make _____.
10 and _____ make ______.
John and Toni have ______ tennis balls in all.

2. Bob has 8 raisins and Jenny has 4. How many raisins do they have altogether?

8 and _____ make _____.
10 and _____ make ______.
Bob and Jenny have ______ raisins altogether.
3. There are 3 chairs on the right side of the classroom and 8 on the left side. How many total chairs are in the classroom?

   8 and _____ make _____.

   10 and _____ make _____.

   There are _______ total chairs.

4. There are 7 children sitting on the rug and 8 children standing. How many children are there in all?

   8 and _____ make _____.

   10 and _____ make _____.

   There are ______ children in all.
Name ____________________________ Date ______________

Draw, label, and circle to show how you made ten to help you solve.

Write the number sentences you used to solve.

1. Nick picks some peppers. He picks 5 green peppers and 8 red peppers. How many peppers does he pick in all?

   _____ + _____ = _____
   _____ + _____ = _____

   Nick picks ____ peppers.
Lesson 7 Homework

Name ___________________________ Date ______________

Draw, label, and circle to show how you made ten to help you solve.

Write the number sentences you used to solve.

1. Meg gets 8 toy animals and 4 toy cars at a party. How many toys does Meg get in all?

   8 + 4 = _____

   10 + _____ = _____

   Meg gets _____ toys.

2. John makes 6 baskets in his first basketball game and 8 baskets in his second. How many baskets does he make altogether?

   _____ + _____ = _____

   _____ + _____ = _____

   John makes ____ baskets.
3. May has a party. She invites 7 girls and 8 boys. How many friends does she invite in all?

\[
\begin{align*}
\text{7} + \text{8} &= \text{} \\
\text{} + \text{} &= \text{}
\end{align*}
\]

May invites ____ friends.

4. Alec collects baseball hats. He has 9 Mets hats and 8 Yankee hats. How many hats are in his collection?

\[
\begin{align*}
\text{9} + \text{8} &= \text{} \\
\text{} + \text{} &= \text{}
\end{align*}
\]

Alec has ____ hats.
Lesson 8:

Make ten when one addend is 8.

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1. Tom only has 8 goldfish and 5 angelfish. How many fish does Tom have in all?

\[
8 + 5 = \_
\]

\[
10 \text{ fish} + \_ \text{ fish} = \_ \text{ fish}
\]

2. \(8 + 3 = \_\)

3. \(4 + 8 = \_\)
Lesson 8 Problem Set

Solve. Make math drawings using the ten-frame to show how you made ten to solve.

4. \(8 + 4 = \) ___  ___ + ___ = ___

5. \(6 + 8 = \) ___  ___ + ___ = ___

6. \(8 + 5 = \) ___  ___ + ___ = ___

Solve. Use a number bond to show how you made a ten.

7. \(5 + 8 = \)___

8. _____ = 8 + 7
Name _______________________________ Date ______________

Make math drawings using the ten-frame to solve. Rewrite as a 10+ number sentence.

1. \( 6 + 8 = \square \)

2. \( \square = 4 + 8 \)

3. \( 10 + \square = \square \)

4. \( \square + \square = \square \)
Solve. Make math drawings using the ten-frame to show how you made ten to solve.

1. \(8 + 3 = ___ \quad ____ + ____ = ____\)

2. \(8 + 6 = ___ \quad ____ + ____ = ____\)

3. \(7 + 8 = ___ \quad ____ + ____ = ____\)
Make math drawings using ten-frames to solve. Circle the true number sentences.
Write an X to show number sentences that are not true.

a. $8 + 4 = 10 + 2$

b. $10 + 6 = 8 + 8$

c. $7 + 8 = 10 + 6$

d. $5 + 10 = 5 + 8$

e. $2 + 10 = 8 + 3$

f. $8 + 9 = 10 + 7$
Lesson 9 Problem Set

Make ten to solve. Use a number bond to show how you took 2 out to make ten.

1. Ben has 8 green grapes and 3 purple grapes. How many grapes does he have?

   \[ 8 + 3 = \underline{\quad} \]
   \[ 10 + \underline{\quad} = \underline{\quad} \]

   Ben has \underline{\quad} grapes.

2. \[ 8 + 4 = \underline{\quad} \]
   \[ 10 + \underline{\quad} = \underline{\quad} \]

3. Use number bonds to show your thinking. Write the 10+ fact.

   \[ 8 + 5 = \underline{\quad} \]
   \[ \underline{\quad} + \underline{\quad} = \underline{\quad} \]

4. \[ 8 + 7 = \underline{\quad} \]
   \[ \underline{\quad} + \underline{\quad} = \underline{\quad} \]
Lesson 9: Compare efficiency of counting on and making ten when one addend is 8.

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5. \[4 + 8 = \underline{\hspace{1cm}}\] \[\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}\]

6. \[7 + 8 = \underline{\hspace{1cm}}\] \[\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}\]

7. \[8 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}\] \[\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}\]

Complete the addition sentences.

8. a. \[10 + 1 = \underline{\hspace{1cm}}\] b. \[8 + 3 = \underline{\hspace{1cm}}\]

9. a. \[10 + 5 = \underline{\hspace{1cm}}\] b. \[8 + 7 = \underline{\hspace{1cm}}\]

10. a. \[10 + 6 = \underline{\hspace{1cm}}\] b. \[8 + 8 = \underline{\hspace{1cm}}\]

11. a. \[2 + 10 = \underline{\hspace{1cm}}\] b. \[4 + 8 = \underline{\hspace{1cm}}\]

12. a. \[4 + 10 = \underline{\hspace{1cm}}\] b. \[6 + 8 = \underline{\hspace{1cm}}\]
Lesson 9 Exit Ticket

Seyla has 3 stamps in her collection. Her father gives her 8 more stamps. How many stamps does she have now? Show how you make ten and write the 10+ fact.

\[
3 + 8 = \_\_\_ \quad 10 + \_\_\_ = \_\_\_
\]

Complete the addition sentences.

a. 8 + 6 = ___

b. 10 + ___ = 14
Use number bonds to show your thinking. Write the 10+ fact.

1. \(8 + 3 = \____\) \hspace{1cm} \(10 + \____ = \____\)

2. \(6 + 8 = \____\) \hspace{1cm} \(\____ + 10 = \____\)

3. \(\____ = 8 + 8\) \hspace{1cm} \(\____ = 10 + \____\)

4. \(\____ = 5 + 8\) \hspace{1cm} \(\____ = 10 + \____\)

Complete the addition sentences.

5. a. \(7 + 8 = \____\)
   b. \(10 + 5 = \____\)

6. a. \(16 = \____ + 8\)
   b. \(10 + 6 = \____\)
7. a. ____ = 9 + 8
   
   b. 10 + 7 = ____

Draw a line to the matching number sentence. You may use a number bond or 5-group drawing to help you.

8. 11 = 8 + 3
   
   8 + 6 = 14

9. Lisa had 5 red rocks and 8 white rocks. How many rocks did she have?
   
   10 + 1 = 11

10. 13 = 10 + 3
Lesson 10 Problem Set

Solve. If you want to, use drawings or number bonds. Write the equal 10+ fact.

1. \(4 + 9 = \) ____
2. \(6 + 8 = \) ____
3. \(7 + 4 = \) ____

\(10 + \) ____ = ____
\(10 + \) ____ = ____
\(10 + \) ____ = ____

4. Match the equal expressions.

a. \(9 + 3\) \hspace{1cm} \(10 + 1\)
b. \(5 + 8\) \hspace{1cm} \(10 + 4\)
c. \(9 + 6\) \hspace{1cm} \(10 + 2\)
d. \(8 + 9\) \hspace{1cm} \(10 + 5\)
e. \(4 + 7\) \hspace{1cm} \(10 + 7\)
f. \(6 + 8\) \hspace{1cm} \(10 + 3\)
Complete the addition sentences to make them true.

<table>
<thead>
<tr>
<th></th>
<th>(A)</th>
<th></th>
<th>(B)</th>
<th></th>
<th>(C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>$9 + 2 = __$</td>
<td>8.</td>
<td>$4 + 3 = __$</td>
<td>7.</td>
<td>$5 + 6 = __$</td>
</tr>
<tr>
<td>6.</td>
<td>$9 + 5 = __$</td>
<td>7.</td>
<td>$6 + 8 = __$</td>
<td>4.</td>
<td>$7 + 7 = __$</td>
</tr>
<tr>
<td>7.</td>
<td>$6 + 9 = __$</td>
<td>8.</td>
<td>$7 + 9 = __$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>$9 + ___ = 17$</td>
<td>9.</td>
<td>$8 + ___ = 16$</td>
<td>7.</td>
<td>$___ + 7 = 16$</td>
</tr>
<tr>
<td>9.</td>
<td>$___ + 9 = 15$</td>
<td>10.</td>
<td>$___ + 8 = 15$</td>
<td></td>
<td>$___ + 7 = 17$</td>
</tr>
</tbody>
</table>

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Solve. Use number bonds or 5-group drawings if needed. Write the equal 10+ number sentence.

\[ 9 + 5 = \____ \quad 8 + 4 = \____ \quad 7 + 6 = \____ \]

\[ 10 + \____ = \____ \quad 10 + \____ = \____ \quad 10 + \____ = \____ \]
Name _________________________________  Date ______________

Solve. Match the number sentence to the 10+ number bond that helped you solve the problem. Write the 10+ number sentence.

8 + 6 = ___  
\[ \begin{array}{c}
11 \\
10 \\
1 
\end{array} \]

___ + ___ = ___

7 + 5 = ___  
\[ \begin{array}{c}
15 \\
10 \\
5 
\end{array} \]

___ + ___ = ___

5 + 8 = ___  
\[ \begin{array}{c}
12 \\
10 \\
2 
\end{array} \]

___ + ___ = ___

4 + 7 = ___  
\[ \begin{array}{c}
14 \\
10 \\
4 
\end{array} \]

___ + ___ = ___

6 + 9 = ___  
\[ \begin{array}{c}
13 \\
10 \\
3 
\end{array} \]

___ + ___ = ___
Complete the number sentences so that they equal the given number bond.

9 + ___ = 12  9 + ___ = 13  9 + ___ = 14
8 + ___ = 12  8 + ___ = 13  8 + ___ = 14
7 + ___ = 12  7 + ___ = 13  7 + ___ = 14

10 = 9 + ___  16 = 9 + ___  ___ = 9 + 8
___ = 8 + ___  ___ = 8 + ___  ___ = 8 + ___
___ = 7 + ___  7 + ___ = ___  ___ = 7 + ___
Jeremy had 7 big rocks and 8 little rocks in his pocket.

How many rocks does Jeremy have?

1. Circle all student work that correctly matches the story.

   a. 
   ![Diagram a] 
   
   b. 
   ![Diagram b] 
   
   c. 
   ![Diagram c] 
   
   d. 
   ![Diagram d] 
   
   e. 
   ![Diagram e] 
   
   f. 
   ![Diagram f] 

2. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.
Lesson 11 Problem Set

Lesson 11: Share and critique peer solution strategies for *put together with result unknown* word problems.

Date: 7/3/13

Solve on your own. Show your thinking by drawing or writing. Write a statement to answer the question.

3. There are 4 vanilla cupcakes and 8 chocolate cupcakes for the party. How many cupcakes were made for the party?

4. There were 5 girls on the playground. Then 7 boys came out to play. How many students are on the playground?

When you are done, share your solutions with a partner. How did your partner solve each problem? Be ready to share how your partner solved the problems.
Name _______________________________ Date ________________

John thinks the problem below should be solved using 5-group drawings and Sue thinks it should be solved using a number bond. Solve both ways and circle the strategy you think is the most efficient.

1. Kim scores 5 goals in her first soccer game and 8 runs in her softball game. How many points does she score altogether?

   **John's work**

   **Sue's work**
Look at the student work. Correct the work. If the answer is incorrect, show a correct solution in the space below the student work.

1. Todd has 9 red cars and 7 blue cars. How many cars does he have altogether?

   - **Mary’s work**
     
     ![Car Diagram](image)
     
     \[9 + 7 = 16\]

   - **Joe’s work**
     
     \[9 + 7 = 15\]

   - **Len’s work**
     
     ![Car Diagram](image)
     
     \[9 + 7 = 16\]

2. Jill has 8 beta fish and 5 goldfish. How many fish does she have in total?

   - **Frank’s work**
     
     ![Fish Diagram](image)
     
     \[8 + 5 = 13\]

   - **Lori’s work**
     
     \[8 + 5 = 14\]

   - **Mike’s work**
     
     ![Fish Diagram](image)
     
     \[8 + 5 = 13\]
3. Dad baked 7 chocolate and 6 vanilla cupcakes. How many cupcakes did he bake in all?

   **Mary’s work**
   
   \[
   \begin{array}{c}
   0 \ 0 \ 0 \ 0 \ 0 \\
   0 \ 0 \ x \ x \ x \\
   \end{array}
   \]
   
   \[13 = 7 + 6\]

   **Joe’s work**
   
   \[
   \begin{array}{c}
   0 \ 0 \ 0 \ 0 \\
   0 \ 0 \ 0 \\
   \end{array}
   \begin{array}{c}
   6 \\
   7 \\
   \end{array}
   \]
   
   \[10 + 3 = 13\]

   **Lori’s work**
   
   \[
   \begin{array}{c}
   7 \\
   + \\
   6 \\
   =
   \end{array}
   \begin{array}{c}
   13 \\
   \end{array}
   \]

4. Mom caught 9 fireflies and Sue caught 8 fireflies. How many fireflies did they catch altogether?

   **Mike’s work**
   
   \[
   \begin{array}{c}
   0 \ 0 \ 0 \ 0 \ 0 \\
   0 \ 0 \ x \ x \ x \\
   \end{array}
   \]
   
   \[10 + 7 = 17\]

   **Len’s work**
   
   \[
   \begin{array}{c}
   0 \ 0 \ 0 \ 0 \\
   0 \ 0 \\
   \end{array}
   \begin{array}{c}
   0 \ 0 \ 0 \ 0 \\
   0 \ 0 \\
   \end{array}
   \]
   
   \[17 = 9 + 8\]

   **Frank’s work**
   
   \[
   \begin{array}{c}
   9 \\
   + \\
   8 \\
   =
   \end{array}
   \begin{array}{c}
   18 \\
   \end{array}
   \]
   
   \[18 = 9 + 8\]
Lesson 11: Share and critique peer solution strategies for put together with result unknown word problems.

7/3/13
Lesson 12: Solve word problems with subtraction of 9 from 10.

Date: 7/3/13

1. Bill has 16 grapes. 10 are on one vine and 6 are on the ground. Bill eats 9 grapes from the vine. How many grapes does Bill have left?

\[ \begin{array}{c}
16 \\
10 \\
6 \\
\end{array} \]

Cross out 9 grapes.

Bill has ____ grapes now.

2. 12 frogs are in the pond. 10 are on a lily pad and 2 are in the water. 9 frogs hop away from the lily pad. How many frogs are in the pond?

\[ \begin{array}{c}
12 \\
10 \\
2 \\
\end{array} \]

Cross out 9 frogs.

There are ____ frogs still in the pond.

3. Kim has 14 stickers. 10 stickers are on the first page and 4 stickers are on the second page. Kim loses 9 stickers from the first page. How many stickers are still in her book?

\[ \begin{array}{c}
14 \\
10 \\
4 \\
\end{array} \]

Cross out 9 stickers from the first page.

Kim has ____ stickers in her book.
4. 10 eggs are in a carton and 5 eggs are in a bowl. Joe’s father cooks 9 eggs from the carton. How many eggs are left?

\[ \begin{array}{c}
1 \\
5 \\
\end{array} \]

There are ____ eggs left.

5. Jana had 10 wrapped gifts on the table and 7 wrapped gifts on the floor. She unwrapped 9 gifts from the table. How many gifts are still wrapped?

\[ \begin{array}{c}
\text{10 gifts} \\
\text{7 gifts} \\
\end{array} \]

Jana has ____ gifts still wrapped.

6. There are 10 cupcakes on a tray and 8 on the table. On the tray, there are 9 vanilla cupcakes. The rest of the cupcakes are chocolate. How many cupcakes are chocolate?

\[ \begin{array}{c}
\text{10 cupcakes} \\
\text{8 cupcakes} \\
\text{9 vanilla cupcakes} \\
\end{array} \]

There are ____ chocolate cupcakes.
Lesson 12 Exit Ticket

Name ___________________________ Date ______________

Make a simple math drawing. Cross out from the 10 ones to show what happens in the stories.

1. There were 16 books on the table. 10 books were about dinosaurs. 6 books were about fish. A student took 9 of the dinosaur books. How many books were left on the table?

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There were ____ books left on the table.
Lesson 12 Homework

1. There were 15 squirrels by a tree. 10 of them were eating nuts. 5 squirrels were playing. A loud noise scared away 9 of the squirrels eating nuts. How many squirrels were left by the tree?

2. There are 17 ladybugs on the plant. 10 of them are on a leaf and 7 of them are on the stem. 9 of the ladybugs on the leaf crawled away. How many ladybugs are still on the plant?

There were ___ squirrels left by the tree.

There are ___ ladybugs on the plant.
3. Use the number bond to fill in the math story. Make a simple math drawing. Cross out from 10 ones or some ones to show what happens in the stories.

There were ____ ants in the ant hill. ____ of them are sleeping and ____ of them are eating. 9 of the sleeping ants woke up. How many ants are not sleeping?

There are ____ ants not sleeping.

4. Use the number bond below to come up with your own math story. Include a simple math drawing. Cross out from 10 ones to show what happens.

Math drawing:

Number sentences:

Statement:
Lesson 12: Solve word problems with subtraction of 9 from 10.

Date: 7/3/13
Lesson 12: Solve word problems with subtraction of 9 from 10.

Date: 7/3/13

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Solve word problems with subtraction of 9 from 10.

Date: 7/3/13
Lesson 12: Solve word problems with subtraction of 9 from 10.

Date: 7/3/13
Lesson 12: Solve word problems with subtraction of 9 from 10.

Date: 7/3/13
1. Mike has 10 cookies on a plate and 3 cookies in his pocket. He eats 9 cookies from the plate. How many cookies are left?

Mike has ___ cookies left.

2. Fran has 10 crayons in a box and 5 crayons on the desk. Fran lends Bob 9 crayons from the box. How many crayons does Fran have to use?

Fran has ___ crayons to use.

3. 10 ducks are in the pond and 7 ducks are on the land. 9 of the ducks in the pond are babies and all the rest of the ducks are adults. How many adult ducks are there?

There are ___ adult ducks.
With a partner, create your own stories to match and solve the number sentences. Make a number bond to show the whole as 10 and some ones. Draw with 5-group rows to match your story. Write the complete number sentence on the line.

4. $16 - 9 = \square$

5. $12 - 9 = \square$

6. $19 - 9 = \square$
Solve. Fill in the number bond. Use 5-group rows and cross out to show your work.

Gabriela has 4 hair clips in her hair and 10 hair clips in her bedroom. She gives 9 of the hair clips in her room to her sister. How many hair clips does Gabriela have?

Gabriela has ____ hair clips.
Solve. Use 5-group rows and cross out to show your work. Write number sentences.

1. In a park, 10 dogs are running on the grass and 1 dog is sleeping under the tree. 9 of the running dogs leave the park. How many dogs are left in the park?

There are ___ dogs left in the park.

2. Alejandro had 9 rocks in his yard and 10 rocks in his room. 9 of the rocks in his room are gray rocks and the rest of the rocks are white. How many white rocks does Alejandro have?

Alejandro has ___ white rocks.
3. Sophia has 8 toy cars in the kitchen and 10 toy cars in her bedroom. 9 of the toy cars in the bedroom are blue. The rest of her cars are red. How many red cars does Sophia have?

Sophia has ___ red cars.

4. Complete the number bond and fill in the math story. Use 5-group rows and cross out to show your work. Write number sentences.

There were ____ birds splashing in a puddle and ____ birds walking on the dry grass. 9 of the splashing birds flew away. How many birds are left?

There are ___ birds left.
1. Match the pictures with the number sentences.

   a.  $11 - 9 = 2$
   
   b.  $14 - 9 = 5$
   
   c.  $16 - 9 = 7$
   
   d.  $18 - 9 = 9$
   
   e.  $17 - 9 = 8$

2. Circle 10 and subtract.
   
   2. $12 - 9 = \underline{\hspace{2cm}}$
   
   3. $14 - 9 = \underline{\hspace{2cm}}$
Lesson 14 Problem Set

4. \(15 - 9 = \) ___

5. \(13 - 9 = \) ___

6. \(16 - 9 = \) ___

7. \(17 - 9 = \) ___

Draw and circle 10. Then subtract.

8. \(12 - 9 = \) ___

9. \(13 - 9 = \) ___

10. \(14 - 9 = \) ___

11. \(15 - 9 = \) ___
Lesson 14 Exit Ticket

Name ________________________________ Date ________________

Draw and circle 10. Solve and make a number bond.

1. 17 - 9 = ____

2. 14 - 9 = ____

3. 15 - 9 = ____

4. 18 - 9 = ____
Name ________________________________  Date __________________

Circle 10 and subtract. Make a number bond.

1. $15 - 9 = ___$

\[
\begin{array}{c}
\circled{\text{\#s}}
\end{array}
\]

\[
\begin{array}{c}
\text{\#s}
\end{array}
\]

\[
\begin{array}{c}
\text{\#s}
\end{array}
\]

Draw and circle 10. Subtract and make a number bond.

2. $14 - 9 = ___$

3. $12 - 9 = ___$

4. $13 - 9 = ___$

5. $16 - 9 = ___$

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Lesson 14 Homework

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 14:  
Model subtraction of 9 from teen numbers.

Date:  7/3/13

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1. Complete the number bond and write the number sentence that helped you.
   a.  
      \[
      \begin{array}{c}
      13 \\
      \hline
      9
      \end{array}
      \]
      \[12 + 1 = 13\]
   b.  
      \[
      \begin{array}{c}
      9 \\
      \hline
      14
      \end{array}
      \]
      \[9 + 5 = 14\]
   c.  
      \[
      \begin{array}{c}
      15 \\
      \hline
      9
      \end{array}
      \]
      \[15 - 6 = 9\]
   d.  
      \[
      \begin{array}{c}
      16 \\
      \hline
      9
      \end{array}
      \]
      \[16 - 7 = 9\]

2. Make the number bond that would come next and write a number sentence that matches.
   a.  
      \[
      \begin{array}{c}
      17 \\
      \hline
      8
      \end{array}
      \]
      \[17 - 9 = 8\]
   b.  
      \[
      \begin{array}{c}
      18 \\
      \hline
      9
      \end{array}
      \]
      \[18 - 9 = 9\]
   c.  
      \[
      \begin{array}{c}
      19 \\
      \hline
      10
      \end{array}
      \]
      \[19 - 9 = 10\]
   d.  
      \[
      \begin{array}{c}
      20 \\
      \hline
      11
      \end{array}
      \]
      \[20 - 9 = 11\]
Lesson 15 Problem Set

Name __________________________ Date __________________

1. Match the pictures with the number sentences.
   
   a. 13 – 9 = 4
   
      ![Diagram for 13 - 9 = 4]

   b. 14 – 9 = 5
   
      ![Diagram for 14 - 9 = 5]

   c. 17 – 9 = 8
   
      ![Diagram for 17 - 9 = 8]

   d. 18 – 9 = 9
   
      ![Diagram for 18 - 9 = 9]

   e. 16 – 9 = 7
   
      ![Diagram for 16 - 9 = 7]

2. Draw 5-group rows. Visualize and then cross out to solve. Complete the number sentences.

   2. 11 – 9 = _____

   3. 13 – 9 = _____

   4. 16 – 9 = _____

   5. 17 – 9 = _____
6. \(14 - 9 = \____\)

7. \(13 - 9 = \____\)

8. \(12 - 9 = \____\)

9. \(15 - 9 = \____\)

10. Show making 10 and taking from 10 to complete the two number sentences.

   (a) \(5 + 9 = \____\)

   (b) \(14 - 9 = \____\)

11. Make a number bond for #10. Write two additional number sentences that use this number bond.

   ___________________________      ___________________________
Name ___________________________ Date _______________

Draw 5-group rows and cross out to solve. Complete the number sentences.

1. $17 - 9 = ___$
2. $19 - 9 = ___$
Lesson 15: Model subtraction of 9 from teen numbers

Write the number sentence for each 5-group row drawing.

1. 

\[13 - 9 = 4\]

Draw 5-groups to complete the number bond and write the 9-number sentence.

2. 

\[15 - 9 = \boxed{6}\]

3. 

\[17 - 9 = \boxed{8}\]
4. Draw 5-groups to show making ten and taking from ten to solve the two number sentences. Make a number bond and write two additional number sentences that would have this number bond.

5. \( 8 + 9 = ____ \)
6. \( 17 - 9 = ____ \)
Lesson 15: Model subtraction of 9 from teen numbers.

Date: 7/3/13

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Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
1. Lucy had 12 balloons at her birthday party. She gave balloons to 9 of her friends. How many balloons did she have left?

(a) \[12 - 9 = \__\]

(b) \[12 - 9 = \__\]

\[12 - 9 = \__\]

Lucy had ___ balloons left.

2. Justin had 15 blueberries on his plate. He ate 9 of them. How many does he have left to eat?

(a) \[15 - 9 = \__\]

(b) \[15 - 9 = \__\]

\[15 - 9 = \__\]

Justin has ___ blueberries left to eat.
Complete the subtraction sentences by using the take from ten strategy and counting on. Tell which strategy you would prefer to use for Problems 3 and 4.

3. (a) $11 - 9 = \underline{__}$  
(b) $11 - 9 = \underline{__}$  
\[ \checkmark \text{take from ten} \]  
\[ \square \text{count on} \]

4. (a) $18 - 9 = \underline{__}$  
(b) $18 - 9 = \underline{__}$  
\[ \checkmark \text{take from ten} \]  
\[ \square \text{count on} \]

5. Think about how to solve the following subtraction problems:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Problem</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>$16 - 9$</td>
<td>$12 - 9$</td>
<td>$18 - 9$</td>
</tr>
<tr>
<td>$11 - 9$</td>
<td>$15 - 9$</td>
<td>$14 - 9$</td>
</tr>
<tr>
<td>$13 - 9$</td>
<td>$19 - 9$</td>
<td>$17 - 9$</td>
</tr>
</tbody>
</table>

Choose which problems you think are easier to count on from 9 and which are easier to use the take from ten strategy for.

Problems to use the count on strategy with:

Problems to use the take from ten strategy with:

Were there any problems that were just as easy using either method? Did you use a different method for any problems?
Complete the subtraction sentences by using the count on and take from ten strategies.

1. (a) 13 - 9 = ___  
   (b) 13 - 9 = ___  

2. (a) 17 - 9 = ___  
   (b) 17 - 9 = ___
Lesson 16 Homework

Name ___________________________  Date ______________

Complete the subtraction sentences by using the count on or take from ten strategy. Tell which strategy you used.

1. 17 - 9 = ___  
   - take from ten
   - count on

2. 12 - 9 = ___  
   - take from ten
   - count on

3. 16 - 9 = ___  
   - take from ten
   - count on

4. 11 - 9 = ___  
   - take from ten
   - count on

5. Nicholas collected 14 leaves. He pasted 9 into his notebook. How many leaves did he not paste into his notebook? Choose the count on or take from ten strategy to solve.

   I chose this strategy:
   - take from ten
   - count on
6. Sheila had 17 oranges. She gave 9 oranges to her friends. How many oranges does Sheila have left? Choose the count on or take from ten strategy to solve.

I chose this strategy:
- [ ] take from ten
- [ ] count on

7. Paul has 12 marbles. Lisa has 18 marbles. They each rolled 9 marbles down a hill. How many marbles did each student have left? Tell which strategy you chose for each student.

Paul has ____ marbles left. Lisa has ____ marbles left.

8. Just as you did today in class, think about how to solve the following problems and talk to your parent or caregiver about your ideas.

- 15 - 9
- 18 - 9
- 11 - 9
- 13 - 9
- 19 - 9
- 14 - 9
- 17 - 9
- 12 - 9
- 16 - 9

Circle the problems you think are easier to count on from 9 and put a rectangle around those that are easier to use the take from ten strategy for. Remember, some might be just as easy using either method. Underline problems you used a different strategy for.
1. Match the pictures with the number sentences.

   a. 12 − 8 = 4
      
      ![Picture for 12 − 8 = 4]

   b. 17 − 8 = 9
      
      ![Picture for 17 − 8 = 9]

   c. 16 − 8 = 8
      
      ![Picture for 16 − 8 = 8]

   d. 18 − 8 = 10
      
      ![Picture for 18 − 8 = 10]

   e. 14 − 8 = 6
      
      ![Picture for 14 − 8 = 6]

Circle 10 and subtract.

2. 13 − 8 = _____
   
   ![Picture for 13 − 8]

3. 11 − 8 = _____
   
   ![Picture for 11 − 8]
4. \(15 - 8 = \) ____

\[\begin{array}{c}
\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}
\end{array}\]

5. \(19 - 8 = \) ____

\[\begin{array}{c}
\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}
\end{array}\]

6. \(16 - 8 = \) ____

\[\begin{array}{c}
\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}
\end{array}\]

7. \(17 - 8 = \) ____

\[\begin{array}{c}
\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}\hat{\circ}
\end{array}\]

Draw and circle 10, or break apart the teen number with a number bond. Then subtract.

8. \(12 - 8 = \) ____

9. \(13 - 8 = \) ____

10. \(14 - 8 = \) ____

11. \(15 - 8 = \) ____
Lesson 17 Exit Ticket

Name ____________________________ Date _______________

1. Draw and circle 10. Then subtract.
   a) $12 - 8 = \underline{\hspace{2cm}}$
   b) $14 - 8 = \underline{\hspace{2cm}}$

2. Use a number bond to break apart the teen number. Then subtract.
   $15 - 8 = \underline{\hspace{2cm}}$
Lesson 17: Model subtraction of 8 from teen numbers.

1. Match the number sentence to the picture or to the number bond.

   a. 13 - 7 = _____

   b. 16 - 8 = _____

   c. 11 - 8 = _____

   d. 13 - 8 = _____

2. Show how you would solve 14 - 8, either with a number bond or a drawing.

Circle 10. Then subtract.

3. Milo has 17 rocks. He throws 8 of them into a pond. How many does he have left?

Milo has _____ rocks left.
Lesson 17 Homework

Draw and circle 10. Then subtract.

Lucy has $12. She spends $8. How much money does she have now?

Lucy has $_____ now.

Draw and circle 10, or use a number bond to break apart the teen number and subtract.

4. Sean has 15 dinosaurs. He gives 8 to his sister. How many dinosaurs does he keep?

Sean keeps _____ dinosaurs.

5. Use the picture to fill in the math story. Show a number sentence.

Olivia saw _____ clouds in the sky. _____ clouds went away. How many clouds are left?

Try it! Can you show how to solve this problem with a number bond?
### Lesson 17

Model subtraction of 8 from teen numbers.

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<td>15 - 9</td>
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<tr>
<td>16 - 9</td>
<td>17 - 9</td>
</tr>
<tr>
<td>18 - 9</td>
<td>19 - 9</td>
</tr>
</tbody>
</table>
Lesson 18 Problem Set

1. Match the pictures with the number sentences.
   a. 13 - 8 = 5
   b. 14 - 8 = 6
   c. 17 - 8 = 9
   d. 18 - 8 = 10
   e. 16 - 8 = 8

Make a math drawing of a 5-group row and some ones to solve the following problems. Write the addition sentence that shows how you add the parts after subtracting 8 or 9.

2. 11 - 8 = _____

3. 12 - 8 = _____

4. 15 - 8 = _____

5. 19 - 8 = _____
Lesson 18 Problem Set

6. 16 - 8 = _____

7. 16 - 9 = _____

8. 14 - 9 = ____

9. Show how to make ten and take from ten to solve the two number sentences.
   (a) 6 + 8 = ___
   (b) 14 - 8 = ___
Name _________________________________  Date __________________

Draw 5-group rows and cross out to solve. Complete the number sentences. Write the 2+ addition sentence that helped you add the two parts.

1. 14 − 8 = _____

2 + _____ = _____

2. 17 − 8 = _____

2 + _____ = _____
Name ____________________________ Date ________________

Draw 5-group rows and cross out to solve. Write the 2+ addition sentence that helped you add the two parts.

1. Annabelle had 13 goldfish. 8 goldfish ate fish food. How many goldfish did not eat fish food?

   _____ goldfish did not eat fish food.

2. Sam collected 15 buckets of rain water. He used 8 buckets to water his plants. How many buckets of rain water does Sam have left?

   Sam has _____ buckets of rain water left.

3. There were 19 turtles swimming in the pond. Some turtles climbed up onto the dry rocks and now there are only 8 turtles swimming. How many turtles are on the dry rocks?

   There are _____ turtles on the dry rocks.
Show making ten or taking from ten to solve the number sentences.

4. \( 7 + 8 = \) ______

5. \( 15 - 8 = \) ______

Find the missing number by drawing 5-group rows.

6. \( 11 - 9 = \) ______

7. \( 14 - 9 = \) ______

8. Draw 5-group rows to show the story. Cross out or use number bonds to solve. Write a number sentence to show how you solved the problem.

There were 14 people at home. 10 people are watching a football game. 4 people are playing a board game. 8 people left. How many people stayed?

______ people stayed at home.
Lesson 18: Template

Model subtraction of 8 from teen numbers.

Date: 7/3/13
Lesson 19 Problem Set

Name ______________________________ Date ________________

Use a number bond to show how you used the take from ten strategy to solve the problem.

1. Kevin had 14 crayons. 8 of the crayons were broken. How many of his crayons were not broken?

   14 – 8 = ____

   Kevin had ___ crayons that were not broken.

Use number bonds to show your thinking.

2. 17 – 8 = ____

3. 18 – 8 = ____

Count on to solve.

4. 13 – 8 = ____
Lesson 19 Problem Set

5. \(15 - 8 = \) _____

Complete the subtraction sentences by using the take from ten and count on strategies. Check the strategy that seemed easiest to you.

6. (a) \(12 - 8 = \) ____  
   \(\wedge\)
   (b) \(8 + \) ____ = 12  
   [ ] take from ten  
   [ ] count on

7. (a) \(11 - 8 = \) ____  
   \(\wedge\)
   (b) \(8 + \) ____ = 11  
   [ ] take from ten  
   [ ] count on

8. (a) \(16 - 8 = \) ____  
   \(\wedge\)
   (b) \(8 + \) ____ = 16  
   [ ] take from ten  
   [ ] count on

Did you use a different strategy?

9. (a) \(19 - 8 = \) ____  
   \(\wedge\)
   (b) \(8 + \) ____ = 19  
   [ ] take from ten  
   [ ] count on

Did you use a different strategy?
Lesson 19 Exit Ticket

Name ______________________________ Date ______________

Complete the subtraction sentences by using the take from ten strategy and count on.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

1. (a) $11 - 8 = \_\_\_$ (b) $8 + \_\_\_ = 11$

2. (a) $15 - 8 = \_\_\_$ (b) $8 + \_\_\_ = 15$

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Complete the subtraction sentences by using the take from ten strategy and count on.

1. (a) $12 - 8 = \underline{\hspace{2cm}}$  
   (b) $8 + \underline{\hspace{2cm}} = 12$

2. (a) $15 - 8 = \underline{\hspace{2cm}}$  
   (b) $8 + \underline{\hspace{2cm}} = 18$

Choose the count on strategy or the take from ten strategy to solve.

3. $11 - 8 = \underline{\hspace{2cm}}$

4. $17 - 8 = \underline{\hspace{2cm}}$
Use a number bond to show how you solved using the take from ten strategy.

5. Elise counted 16 worms on the pavement. 8 worms crawled into the dirt. How many worms did Elise still see on the pavement?

\[ 16 - 8 = \underline{8} \]

Elise saw \underline{8} worms on the pavement.

6. John ate 8 orange slices. If he started with 13, how many orange slices does he have left?

\[ \text{John has } \underline{5} \text{ orange slices left.} \]

7. Match the addition number sentence to the subtraction number sentence. Fill in the missing numbers.

a. \[ 12 - 8 = \underline{4} \]

\[ 8 + \underline{4} = 11 \]

b. \[ 15 - 8 = \underline{7} \]

\[ 8 + \underline{7} = 18 \]

c. \[ 18 - 8 = \underline{10} \]

\[ 8 + \underline{10} = 12 \]

d. \[ 11 - 8 = \underline{3} \]

\[ 8 + \underline{3} = 15 \]
Lesson 20 Problem Set

Name ____________________________ Date ____________

Solve the problems below. Use drawings or number bonds.

1. \(11 - 9 = \) _____ 2. \(11 - 8 = \) _____

3. \(13 - 9 = \) _____ 4. \(13 - 8 = \) _____

5. \(13 - 7 = \) _____ 6. \(12 - 7 = \) _____

7. Match the equal expressions.
   
   a. \(16 - 7\)  
   b. \(17 - 7\)  
   c. \(12 - 8\)  
   d. \(14 - 8\)
   
   \(13 - 9\)  
   \(18 - 9\)  
   \(15 - 9\)  
   \(18 - 8\)
Complete the subtraction sentences to make them true.

(a)  
1. \(12 - 9 = \)  
   \(13 - 9 = \)  
   \(14 - 9 = \)  

(b)  
2. \(12 - 8 = \)  
   \(13 - 8 = \)  
   \(14 - 8 = \)  

(c)  
3. \(11 - 7 = \)  
   \(12 - 7 = \)  
   \(13 - 7 = \)  

4. \(16 - 9 = \)  
   \(18 - 9 = \)  
   \(17 - 9 = \)  

5. \(16 - \)  
   \(15 - \)  
   \(15 - \)  

6. \(15 - \)  
   \(11 - \)  
   \(16 - \)
Lesson 20 Exit Ticket

Name ___________________________ Date ______________

Solve the problems below. Use drawings or number bonds.

a. $14 - 9 = \underline{____}$  b. $14 - 7 = \underline{____}$  c. $14 - 8 = \underline{____}$

d. $16 - 7 = \underline{____}$  e. $16 - 9 = \underline{____}$  f. $16 - 8 = \underline{____}$
Complete the number sentences to make them true.

1. $15 - 9 = \underline{\hspace{2cm}}$
2. $15 - 8 = \underline{\hspace{2cm}}$
3. $15 - 7 = \underline{\hspace{2cm}}$
4. $17 - 9 = \underline{\hspace{2cm}}$
5. $17 - 8 = \underline{\hspace{2cm}}$
6. $17 - 7 = \underline{\hspace{2cm}}$
7. $16 - 9 = \underline{\hspace{2cm}}$
8. $16 - 8 = \underline{\hspace{2cm}}$
9. $16 - 7 = \underline{\hspace{2cm}}$
10. $19 - 9 = \underline{\hspace{2cm}}$
11. $19 - 8 = \underline{\hspace{2cm}}$
12. $19 - 7 = \underline{\hspace{2cm}}$

13. Match equal expressions.
   
   a. $19 - 9$
   b. $13 - 8$

   12 - 7
   18 - 8
14. Read the math story. Use a drawing or a number bond to show how you know who is right.

a. Elsie says that the expressions $17 - 8$ and $18 - 9$ are equal. John says they are not equal. Who is right?

b. John says that the expressions $11 - 8$ and $12 - 8$ are not equal. Elsie says they are. Who is right?

c. Elsie says to solve $17 - 9$, I can take one from 17 and give it to 9 to make 10. So $17 - 9$ is equal to $16 - 10$. John thinks Elsie made a mistake. Who is correct?

d. John and Elsie are trying to find several subtraction number sentences that start with numbers larger than 10 and always have an answer of 7. Help them figure out number sentences. They started the first one.

$$16 - 9 = ____$$
10 - 8 =
11 - 8 =
12 - 8 =
13 - 8 =
14 - 8 =
15 - 8 =
16 - 8 =
17 - 8 =
18 - 8 =
Lesson 20: Subtract 7, 8, and 9 from teen numbers.

Date: 7/3/13
Lesson 21 Problem Set

Name ________________________________ Date _______________

There are 16 dogs playing at the park. 7 of the dogs went home.
How many of the dogs are still at the park?

1. Circle all student work that correctly matches the story.

(a) \[16 - 7 = 9\]  
(b) \[\underline{\text{---}} + \underline{\text{---}} = \underline{\text{---}}\]  
(c) \[\frac{16}{10} - \frac{7}{10} = \frac{9}{10}\]  

(d) \[7 + 9 = 16\]  
(e) \[7 + 9 = 16\]  
(f) \[16 - 7\]

2. Fix the work that was incorrect by making a new drawing in the space below with the matching number sentence.

\[7 + 9 = 16\]
Solve on your own. Show your thinking by drawing or writing. Write a statement to answer the question.

3. There are 12 sugar cookies in the box. My friend and I ate 5 of them. How many cookies are left in the box?

4. Megan checked out 17 books from the library. She read 9 of them. How many does she have left to read?

When you are done, share your solutions with a partner. How did your partner solve each problem? Be ready to share how your partner solved the problem.
Meg thinks solving the following word problem using the take from ten strategy is the best way to solve. Bill thinks that solving the problem using the count on strategy is a better way. Solve both ways and explain which strategy you think is best.

Mike and Sally have 6 cats. They have 14 pets in all. How many pets do they have that are not cats?

I think _______________ strategy is best because _______________

Name ___________________________ Date ________________
Olivia and Jake both solved the word problems. Write the strategy used under their work. Check their work. If incorrect, solve correctly. If solved correctly, solve using a different strategy.

Mike ate 6 apples from the fruit bowl. If the fruit bowl had 13 apples, how many apples are left?

**Olivia's work**

\[
\begin{align*}
13 - 6 &= 7 \\
10 &= \square \\
3 &= \square
\end{align*}
\]

Strategy: _______________

**Jake's work**

\[
\begin{align*}
6 + \square &= 13 \\
4 &= \square \\
3 &= \square
\end{align*}
\]

Strategy: _______________

Explain why you chose to use these strategies.

a. 

b. 

Strategies:
- Take from 10
- Make 10
- Count on
- I just knew
Drew has 17 baseball cards in a box. He has 8 cards with Red Sox players and the rest are Yankee players. How many Yankee player cards does Drew have in his box?

Olivia's work

\[ 17 - 8 = 9 \]

Strategy: _________________

a.

Jake's work

\[ 17 + 8 = 25 \]

Strategy: _________________

b.

Explain why you chose to use these strategies.

a. 

b.
Lesson 21: Share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens.

Date: 7/3/13
Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

1. This week, Maria ate 5 yellow plums and some red plums. If she ate 11 plums in all, how many red plums did Maria eat?

2. Tatyana counted 14 frogs. She counted 8 swimming in the pond and the rest sitting on lily pads. How many frogs did she count sitting on lily pads?
3. Some children are on the playground playing tag. Eight are on the swings. If there are 15 children on the playground in all, how many children are playing tag?

4. Oziah read some non-fiction books. Then he read 7 fiction books. If he read 16 books altogether, how many non-fiction books did Oziah read?

Meet with a partner and share your drawings and sentences. Talk with your partner about how your drawing matches the story.
Name ___________________________ Date ______________

Read the word problem.

Draw and label.

Write a number sentence and a statement that matches the story.

Remember to draw a box around your solution in the number sentence.

1. Some students in Mrs. See’s class are walkers. There are 17 students in her class in all. If 8 students ride the bus, how many students are walkers?

2. I baked 13 loaves of bread for a party but some were burnt, so I threw them away. I brought 8 loaves of bread to the party. How many loaves of bread were burnt?
Name ______________________________ Date __________

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.
Remember to draw a box around your solution in the number sentence.

1. Michael and Anastasia pick 14 flowers for their mom. Michael picks 6 flowers. How many flowers does Anastasia pick?

2. Daquan buys 6 toy cars. He also buys some magazines. He buys 15 items in all. How many magazines does Daquan buy?

3. Henry and Millie baked some oatmeal cookies. If they baked 18 cookies altogether, and 9 were chocolate chip, how many cookies were oatmeal?
4. Felix made 8 birthday invitations with hearts. He made some more with stars. He made 17 invitations in all. How many invitations had hearts?

5. Ben and Miguel are having a bowling contest. Ben wins 9 times. They play 17 games in all. There were no tied games. How many times did Miguel win?

6. Kenzie goes to soccer practice for 16 days this month. Only 9 of her practices were on a school day. How many times did she practice on a weekend?
Lesson 23 Problem Set

Name ___________________________________________ Date ________________

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

1. Janet read 8 books during the week. She read some more books on the weekend. She read 12 books total. How many books did Janet read on the weekend?

2. Eric scored 13 goals this season! He scored 5 goals before the playoffs. How many goals did Eric score during the playoffs?
3. There were 8 ladybugs on a branch. Some more came. Then there were 15 ladybugs on the branch. How many ladybugs came?

4. Marco’s friend gave him some baseball cards at school. If he was already given 9 baseball cards by his family, and he now has 19 cards in all, how many baseball cards did he get in school?

Meet with a partner and share your drawings and sentences. Talk with your partner about how your drawing matches the story.
Lesson 23 Exit Ticket

Name ___________________________  Date ___________

Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

Shanika ate 7 mini-pretzels in the morning. She ate the rest of her mini-pretzels in the afternoon. She ate 13 mini-pretzels altogether that day. How many mini-pretzels did Shanika eat in the afternoon?
Lesson 23 Homework

Name _________________________________ Date _______________

Read the word problem.

Draw and label.

Write a number sentence and a statement that matches the story.

1. Micah collected 9 pinecones on Friday and some more on Saturday. Micah collected a total of 14 pinecones. How many pinecones did Micah collect on Saturday?

2. Giana bought 8 star stickers to add to her collection. Now she has 17 stickers in all. How many stickers did Giana have at first?
3. Samil counted 5 pigeons on the street. Some more pigeons came. There were 13 pigeons in all. How many pigeons came?

4. Claire had some eggs in the fridge. She bought a dozen more eggs. Now she has 18 eggs in all. How many eggs did Claire have in the fridge at first?
Name ________________________________ Date ______________

Read the word problem.

Draw and label.

Write a number sentence and a statement that match the story. Circle the number sentence and the statement.

1. Jose sees 11 frogs on the shore. Some of the frogs hop into the water. Now there are 8 frogs on the shore. How many frogs hopped into the water?

2. Cameron gives some of his apples to his sister. He still has 9 apples left. If he had 15 apples at first, how many apples did he give to his sister?
3. Molly had 16 books. She loaned some to Gia. How many books did Gia borrow if Molly has 8 books left?

4. 18 baby goats were playing outside. Some went into the barn. 9 stayed outside to play. How many baby goats went inside?

Meet with a partner and share your drawings and sentences. Talk with your partner about how your drawing tells the story.
Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story. Circle the number sentence and the statement.

There were 18 dogs splashing in a puddle. Some dogs left. There are 9 dogs still splashing in the puddle. How many dogs left?
Lesson 24  Homework

Name _______________________________  Date ______________

Read the word problem.

Draw and label.

Write a number sentence and a statement that matches the story.  Circle the number sentence and the statement.

1. Toby dropped 12 crayons on the classroom floor. Toby picked up 9 crayons. Marnie picked up the rest. How many crayons did Marnie pick up?

2. Of the students on the playground, 7 went back into the classroom. If 11 students stayed outside, how many were on the playground at first?
3. At the play, 8 students from Room 24 got a seat. If there were 17 children from Room 24, how many children did not get a seat?

4. Simone had a dozen bagels. She shared some with friends. Now she has 9 bagels left. How many did she share with friends?
Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.

Date: 7/3/13

Use the expression cards to play Memory. Write the matching expressions to make true number sentences.

1.

2.

3.

4.

5.
6. Write a true number sentence using the expressions that you have left over. Use pictures and words to show how you know that both expressions have the same unknown numbers.

7. Use other facts you know to write at least two true number sentences similar to the type above.

8. The following addition number sentences are FALSE. Change one number in each problem to make a TRUE number sentence and rewrite the number sentence.

   \[8 + 5 = 10 + 2\]  
   \[9 + 3 = 8 + 5\]  
   \[10 + 3 = 7 + 5\]

9. The following subtraction number sentences are FALSE. Change one number in each problem to make a TRUE number sentence and rewrite the number sentence.

   \[12 - 8 = 1 + 2\]  
   \[13 - 9 = 1 + 4\]  
   \[1 + 3 = 14 - 9\]
You are given these new expression cards. Write matching expressions to make true number sentences.

\[
\begin{align*}
8 + 9 &= 12 - 7 = 19 - 2 = 2 + 15 \\
3 + 2 &= 10 + 7 = 14 - 9 = 1 + 4
\end{align*}
\]
1. Circle “true” or “false.”

<table>
<thead>
<tr>
<th>Equation</th>
<th>True or False?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. $2 + 3 = 5 + 1$</td>
<td>True / False</td>
</tr>
<tr>
<td>b. $7 + 9 = 6 + 10$</td>
<td>True / False</td>
</tr>
<tr>
<td>c. $11 - 8 = 12 - 9$</td>
<td>True / False</td>
</tr>
<tr>
<td>d. $15 - 4 = 14 - 5$</td>
<td>True / False</td>
</tr>
<tr>
<td>e. $18 - 6 = 2 + 10$</td>
<td>True / False</td>
</tr>
<tr>
<td>f. $15 - 8 = 2 + 5$</td>
<td>True / False</td>
</tr>
</tbody>
</table>

2. Lola and Charlie are using expression cards to make true number sentences. Use pictures and words to show who is right.

a. Lola picked $4 + 8$ and Charlie picked $9 + 3$. Lola says these expressions are equal but Charlie disagrees. Who is right? Explain your thinking.
b. Charlie picked $11 - 4$ and Lola picked $6 + 1$. Charlie says these expressions are not equal, but Lola disagrees. Who is right? Use a picture to explain your thinking.

c. Lola picked $9 + 7$ and Charlie picked $15 - 8$. Lola says these expressions are equal but Charlie disagrees. Who is right? Use a picture to explain your thinking.

3. For each set of cards, circle the two that are equal.

```plaintext
   a.  14 + 5  7 + 11  11 + 8
   b.  19 - 7  15 - 3  16 - 7
   c.  5 + 14  11 - 7  10 - 6
   d.  17 + 2  2 + 17  9 + 8
```
Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.

<table>
<thead>
<tr>
<th>12 - 7</th>
<th>3 + 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + 8</td>
<td>10 + 5</td>
</tr>
<tr>
<td>15 - 9</td>
<td>1 + 5</td>
</tr>
<tr>
<td>6 + 8</td>
<td>10 + 4</td>
</tr>
<tr>
<td>15 - 8</td>
<td>2 + 5</td>
</tr>
<tr>
<td>17 - 9</td>
<td>1 + 7</td>
</tr>
</tbody>
</table>
Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.

Date: 7/3/13

<table>
<thead>
<tr>
<th>11 - 7</th>
<th>3 + 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 + 7</td>
<td>10 + 3</td>
</tr>
<tr>
<td>17 - 8</td>
<td>2 + 7</td>
</tr>
<tr>
<td>4 + 8</td>
<td>10 + 2</td>
</tr>
<tr>
<td>11 - 9</td>
<td>1 + 1</td>
</tr>
<tr>
<td>8 + 9</td>
<td>10 + 7</td>
</tr>
</tbody>
</table>
Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.

Date: 7/3/13

9 + 9 = 10 + 8
7 + 9 = 10 + 6
11 - 8 = 2 + 1
4 + 8 = 10 + 2
17 - 5 = 9 + 3
15 - 8 = 13 - 6
11 - 4 = 16 - 9
Lesson 25: Strategize and apply understanding of the equal sign to solve equivalent expressions.

Date: 7/3/13

12 + 4 = 10 + 6
14 + 2 = 9 + 7
Name ____________________________ Date ________________

Circle ten. How many tens and ones?

1.

is the same as
_____ ten and _____ ones.

2.

is the same as
_____ ten and _____ ones.

3.

is the same as
_____ one and _____ tens.

4.

is the same as
_____ ten and _____ ones.

5.

is the same as
_____ ten and _____ ones.
Show the total, tens and ones with Hide Zero cards. Write how many tens and ones.

6. \[\text{is the same as} \quad \underline{\quad} \text{ten and} \quad \underline{\quad} \text{ones}.

7. \[\text{is the same as} \quad \underline{\quad} \text{ten and} \quad \underline{\quad} \text{ones}.

8. \[\text{is the same as} \quad \underline{\quad} \text{ones and} \quad \underline{\quad} \text{ten}.

Draw the circles/beads in the ten and the extra ones. How many tens and ones?

9. \[\text{is the same as} \quad \underline{\quad} \text{ten and} \quad \underline{\quad} \text{ones}.

10. \[\underline{\quad} \text{ten and} \quad \underline{\quad} \text{ones}

\[\underline{\quad} \text{ten and} \quad \underline{\quad} \text{ones}

Identify 1 ten as a unit by renaming representations of 10.
Match the pictures of tens and ones to hide zero cards. Complete the sentence frame.

1 is the same as ____ ten and ____ ones.

2 is the same as ____ ten and ____ ones.

3 is the same as ____ ten and ____ ones.
Lesson 26: Identify ten as a unit by renaming representations of 10.

1-2. Circle ten. How many tens and ones?

10 is the same as ____ ten and ____ ones.

3-4. Use the hide zero pictures to draw the ten and ones shown on the cards.

____ ten and ____ ones  

____ ten and ____ ones
5-6. Draw using 5-groups columns to show the tens and ones.

___ ten and ____ ones

___ ten and ____ ones

7-8. Draw your own examples using 5-groups columns to show the tens and ones.

16

is the same as

___ ones and _____ ten.

19

is the same as

____ ten and ____ ones.
How many pineapples?

How many beads?

How many animals?

How many lunches?

How many pieces of fruit?

How many cupcakes?

10 cupcakes

Lesson 26 Template

Identify 1 ten as a unit by renaming representations of 10.

Date: 7/3/13
Lesson 27 Problem Set

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 27

Solve addition subtraction problems decomposing and composing teen numbers as 1 ten and some ones.

Date: 7/3/13

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Name ___________________________ Date ________________

Solve the problems. Write your answers to show how many tens and ones. If there is only 1 ten, cross off the “s.”

Add.

1. 

\[ 12 + 6 = \]

\[ \underline{\text{___ tens and ___ ones}} \]

2. 

\[ 5 + 13 = \]

\[ \underline{\text{___ tens and ___ ones}} \]

3. 

\[ 8 + 7 = \]

\[ \underline{\text{___ tens and ___ ones}} \]

4. 

\[ \underline{\text{___ tens and ___ ones}} \]

Subtract.

5. 

\[ 17 - 4 = \]

\[ \underline{\text{___ tens and ___ ones}} \]

6. 

\[ 17 - 5 = \]

\[ \underline{\text{___ tens and ___ ones}} \]

7. 

\[ 14 - 6 = \]

\[ \underline{\text{___ tens and ___ ones}} \]

8. 

\[ \underline{\text{___ tens and ___ ones}} \] = 16 - 7
Read the word problem. Draw and label. Write a number sentence and statement. Rewrite your answer to show its tens and ones.

9. Frankie and Maya made 4 big sandcastles at the beach. If they made 10 small sandcastles, how many total sandcastles did they make?

_____ tens and _____ ones

10. Ronnie has 8 stickers that are stars. Her friend, Sina gives her 7 more. How many stickers does Ronnie have now?

_____ tens and _____ ones

11. We tied 14 balloons to the tables for a party, but 3 floated away! How many balloons were still tied to the tables?

_____ tens and _____ ones

12. I ate 5 of the 16 strawberries that I picked. How many did I have left over?

_____ tens and _____ ones
Name ___________________________ Date ______________

Solve the problems. Write the answers to show how many tens and ones. If there is only one, ten cross off the “s”.

1.  
   \[13 + 6 = \square\square\]  
   ____ tens and ____ ones

2.  
   \[7 + 6 = \square\square\]  
   ____ tens and ____ ones

Read the word problem. Draw and label. Write a number sentence and statement that matches the story. Rewrite your answer to show its tens and ones.

3. Kendrick went bowling. He knocked down 16 pins in the first two frames. If he knocked down 9 in the first frame, how many pins did he knock down in the 2\textsuperscript{nd} frame?

   ____ tens and ____ ones
Lesson 27: Solve addition subtraction problems decomposing and composing
teen numbers as 1 ten and some ones.

Date: 7/3/13

Solve the problems. Write the answers to show how many tens and ones. If there is only one, ten cross off the "s".

1. $8 + 5 = \square \square$

   ____ tens and ____ ones

2. $12 - 4 = \square \square$

   ____ tens and ____ ones

3. $15 - 6 = \square \square$

   ____ tens and ____ ones

4. $14 + 5 = \square \square$

   ____ tens and ____ ones

5. $13 + 5 = \square \square$

   ____ tens and ____ ones

6. $17 - 8 = \square \square$

   ____ tens and ____ ones
Read the word problem. Draw and label. Write a number sentence and statement that matches the story. Rewrite your answer to show its tens and ones.

9. Mike has some red cars and 8 blue cars. If Mike has 9 red cars, how many cars does he have in all?

____ tens and ____ ones

10. Yani and Han had 14 golf balls. They lost some balls when they hit them over the fence. They had 8 golf balls left. How many balls did they hit over the fence?

____ tens and ____ ones

11. Michai rides his bike for 6 miles over the weekend. He rides 15 miles during the week. How many total miles does Michai ride?

____ tens and ____ ones
Lesson 27: Solve addition and subtraction problems decomposing and composing teen numbers as 1 ten and some ones.

Date: 7/3/13
Lesson 27: Solve addition subtraction problems decomposing and composing teen numbers as 1 ten and some ones.

Date: 7/3/13

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Lesson 28 Problem Set

Name ____________________________  Date ________________

Solve the problems. Show your solution in two steps:
Step 1: Write one number sentence to make ten.
Step 2: Write one number sentence to add to ten.

1. 9 + 5 = ______  
   ______ + ______ = ______
   ______ + ______ = ______

2. 8 + 6 = ______  
   ______ + ______ = ______
   ______ + ______ = ______

Write a statement to show your answer.

3. Su-Hean put together a collage with 9 pictures. Adele put together another collage with 6 pictures. How many pictures did they use?
   ______ + ______ = ______
   ______ + ______ = ______

4. Imran has 8 crayons in his pencil case and 7 crayons in his desk. How many crayons does Imran have altogether?
   ______ + ______ = ______
   ______ + ______ = ______
5. At the park, there were 4 ducks swimming in the pond. If there were 9 ducks resting on the grass, how many ducks were at the park in all?

\[
\begin{align*}
\phantom{+} & \phantom{\text{____ + ____ = ____}} \\
\phantom{+} & \phantom{\text{____ + ____ = ____}} \\
\phantom{+} & \phantom{\text{____ + ____ = ____}} \\
\phantom{+} & \phantom{\text{____ + ____ = ____}} \\
\phantom{+} & \phantom{\text{____ + ____ = ____}} \\
\end{align*}
\]

6. Cece made 7 frosted cookies and 8 cookies with sprinkles. How many cookies did Cece make?

7. Payton read 8 books about dolphins and whales. She read 9 books about dogs and cats. How many books did she read about animals altogether?

\[
\begin{align*}
\phantom{+} & \phantom{\text{____ + ____ = ____}} \\
\phantom{+} & \phantom{\text{____ + ____ = ____}} \\
\end{align*}
\]
Solve the problems. Write your answers to show how many tens and ones.

1. \(8 + 7 = \)

\[\quad + \quad = \quad\]

\[\quad + \quad = \quad\]

2. \(9 + 4 = \)

\[\quad + \quad = \quad\]

\[\quad + \quad = \quad\]
Name ________________________________ Date ____________

Solve the problems. Write your answers to show how many tens and ones.  

1.  \[9 + 7 = \]  
   \[\underline{\underline{\_\_\_}} + \underline{\underline{\_\_\_}} = \underline{\underline{\_\_\_}}\]  

2.  \[8 + 5 = \]  
   \[\underline{\underline{\_\_\_}} + \underline{\underline{\_\_\_}} = \underline{\underline{\_\_\_}}\]  

Solve. Write the two number sentences for each step to show how you make a ten. 

3. Boris has 9 board games on his shelf and 8 board games in his closet. How many board games does Boris have altogether?  
   \[\underline{\underline{\_\_\_}} + \underline{\underline{\_\_\_}} = \underline{\underline{\_\_\_}}\]  

4. Sabra built a tower with 8 blocks. Yuri put together another tower with 7 blocks. How many blocks did they use?  
   \[\underline{\underline{\_\_\_}} + \underline{\underline{\_\_\_}} = \underline{\underline{\_\_\_}}\]
5. Camden solved 6 addition word problems. She also solved 9 subtraction word problems. How many word problems did she solve altogether?

6. Minna made 4 bracelets and 8 necklaces with her beads. How many pieces of jewelry did Minna make?

7. I put 5 peaches into my bag at the farmer's market. If I already had 7 apples in my bag, how many pieces of fruit did I have in all?
Lesson 29 Problem Set 1+2

Name ___________________________ Date ___________

Solve the problems. Write your answers to show how many tens and ones.

Show your solution in two steps:
Step 1: Write one number sentence to subtract from ten.
Step 2: Write one number sentence to add the remaining parts.

1. \[ \begin{array}{c}
1 & 4 \\
- & 5 \\
\end{array} = \quad ______ \\
______ - ______ = ______ \\
______ + ______ = ______ \\
\]

2. \[ \begin{array}{c}
1 & 3 \\
- & 8 \\
\end{array} = \quad ______ \\
______ - ______ = ______ \\
______ + ______ = ______ \\
\]

3. Tatyana counted 14 frogs. She counted 8 swimming in the pond and the rest sitting on lily pads. How many frogs did she count sitting on lily pads?

\[ \begin{array}{c}
1 & 4 \\
- & 8 \\
\end{array} = \quad ______ \\
______ - ______ = ______ \\
______ + ______ = ______ \\
\]

4. This week, Maria ate 5 yellow plums and some red plums. If she ate 11 plums in all, how many red plums did Maria eat?

______ - ______ = ______ \\
______ + ______ = ______
5. Some children are on the playground playing tag. Eight are on the swings. If there are 16 children on the playground in all, how many children are playing tag?

\[ \underline{\text{_____}} - \underline{\text{_____}} = \underline{\text{_____}} \]

\[ \underline{\text{_____}} + \underline{\text{_____}} = \underline{\text{_____}} \]

6. Oziah read some nonfiction books. Then he read 6 fiction books. If he read 18 books altogether, how many nonfiction books did Oziah read?

\[ \underline{\text{_____}} - \underline{\text{6}} = \underline{\text{18}} \]

7. Hadley has 9 buttons on her jacket. She has some more buttons on her shirt. Hadley has a total of 17 buttons on her jacket and shirt. How many buttons does she have on her shirt?

\[ \underline{\text{9}} - \underline{\text{_____}} = \underline{\text{17}} \]
Name ________________________________ Date ________________

Solve the problems. Write your answers to show how many **tens** and **ones**.

1. \[ \begin{array}{c}
1 & 5 \\
\hline
- & 6
\end{array} \] = ____ 

\[ \begin{array}{c}
\_ & \_ \\
\hline
\_ & \_
\end{array} \] = ____ 

\[ \begin{array}{c}
\_ & \_ \\
\hline
\_ & \_
\end{array} \] = ____ 

2. \[ \begin{array}{c}
1 & 4 \\
\hline
- & 8
\end{array} \] = ____ 

\[ \begin{array}{c}
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\[ \begin{array}{c}
\_ & \_ \\
\hline
\_ & \_
\end{array} \] = ____ 

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Solve the problems. Write your answers to show how many tens and ones.

1. \[17 - 8 = \quad \]
2. \[16 - 7 = \quad \]

\[\quad - \quad = \quad \]
\[\quad + \quad = \quad \]

Solve. Write the two number sentences for each step to show how you take from ten. Remember to put a box around your solution and write a statement.

3. Yvette counted 12 kids at the park. She counted 3 on the playground and the rest playing in the sand. How many kids did she count playing in the sand?
   \[12 - 3 = \quad \]
   \[\quad - \quad = \quad \]
   \[\quad + \quad = \quad \]

4. Eli read some science magazines. Then he read 9 sports magazines. If he read 18 magazines altogether, how many science magazines did Eli read?

\[\quad \]
5. On Monday, Paulina checked out 6 whale books and some turtle books from the library. If she checked out 13 books in all, how many turtle books did Paulina check out?

6. Some children are at the park playing soccer. Seven are wearing white shirts. If there are 14 children playing soccer in all, how many children are wearing shirts that are another color?

7. Dante has 9 stuffed animals in his room. The rest of his stuffed animals are in the TV room. Dante has 15 stuffed animals. How many of Dante's stuffed animals are in the TV room?
Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions.

Date: 7/3/13

10 - 7
11 - 7
12 - 7
13 - 7
14 - 7
15 - 7
16 - 7
17 - 7
10 - 6
11 - 6
Lesson 29: Solve subtraction problems using ten as a unit, and write two-step solutions.

Date: 7/3/13

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Name _____________________________________   Date ______________

1. Pedro has 8 pennies. Anita has 4 pennies. Olga has 2.

a. Whose pennies together make ten?

b. How many pennies do they have in all? Explain your thinking using a math drawing and a number sentence. Complete the statement.

Pedro, Anita, and Olga have ______ pennies in all.

2. Circle the pairs of numbers that make ten in each problem. Then write the numbers that make the number sentences true. The first one is done for you.

   a. $9 + 5 + 1 = 15$   $2 + 6 + 8 = \underline{____}$   $4 + 3 + 7 = \underline{____}$

   b. $8 + 2 + \underline{____} = 15$   $9 + \underline{____} + 1 = 16$   $1 + 7 + 9 = 10 + \underline{____}$
3. Hakop has 6 pennies in a bowl. 9 pennies are in his drawer. How many pennies does Hakop have in all? Explain how you know with a labeled math drawing and number sentence. Complete the statement.

Hakop has _____ pennies in all.

4. Write a number bond in each number sentence to show how to make ten.

a. 9 + 5 = 14  
   b. 8 + 5 = 13  

   c. 6 + 9 = 15  
   d. 17 = 8 + 9
5. Eva has 6 marbles in her hand and 8 in her pocket.
   a. Two students drew the pictures below to show how they found out how many pennies Eva has. Label their drawings with P and H for Pocket and Hand. Write a number sentence to go with each drawing.

   ![Diagram 1](image1)

   ![Diagram 2](image2)

   b. True or false: You have to start with 6 marbles and then add the 8 marbles. (Circle one.) True False
   Use pictures or words to explain how you know.

   ![Diagram 3](image3)

   c. Draw and label two other ways to find the number of Eva’s marbles that show how to make ten. Write a number sentence for each.

   ![Diagram 4](image4)

   d. Jerry has 4 pennies in his pocket and 10 in his hand. Explain how it is that Jerry and Eva have the same number of pennies. Use words, math drawings, and numbers.

   ![Diagram 5](image5)
1. Mr. Baggy owns a pet store.
   He counted 10 goldfish in a big tank and 5 goldfish in a small tank. He sold 8
goldfish out of the big tank. How many goldfish did he have left in all? Explain your
answer using a labeled math drawing and a number sentence.

   Mr. Baggy had ______ goldfish.

2. Write the numbers that make the number sentences true.
   a. 12 - 9 = _____  
      11 - 8 = _____  
      15 - 6 = _____

   b.  9 + _____ = 13  
       8 + _____ = 12  
       12 = _____ + 7

   c. Write a related subtraction fact for each of the three problems in the last row
      in the spaces below.

       _______________  
       _______________  
       _______________
3. Write a number bond in each number sentence to show how to use ten to subtract. Draw 5-groups and some ones to show each subtraction sentence.

   a. \[13 - 9 = 4\]

   b. \[12 - 8 = 4\]

   c. Use your pictures and numbers to explain how both subtraction problems equal 4.

4. Mr. Baggy also has 9 birds, 15 snakes and 12 turtles.

   a. Show the number of snakes as a ten and some ones with a number bond, a 5-group drawing, and a number sentence.
b. Mr. Baggy sold some snakes. Now he has 5. How many snakes did he sell? Explain your solution using a number bond or a math drawing. Write a number sentence. Complete the statement.

Mr. Baggy sold _______ snakes.

c. Mr. Baggy sold 8 turtles. How many turtles does he have left? Explain your solution using a number bond or a math drawing. Write a number sentence. Complete the statement.

Mr. Baggy has _______ turtles left.

d. Mr. Baggy’s daughter says she can find the number of turtles Mr. Baggy has left using subtraction or addition. Show 2 ways Mr. Baggy’s daughter can solve this problem.
e. As Mr. Baggy gets ready to close his pet store for the day, he needs to know how many animals he has altogether. How many birds, snakes, and turtles does Mr. Baggy have left in his store altogether? Explain your solution using number bonds or math drawings. Write a number sentence. Complete the statement.

Mr. Baggy has ______ animals left.

f. True or false: You will get a different answer if you add 9 and 5 first, then add 4, than if you add 9 and 4 first, then add 5. (Circle one.) True      False

Use pictures or words to show how you know.
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