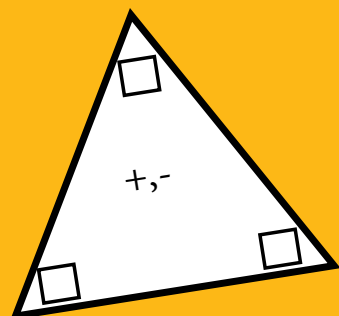


GUIDED MATH
TEACHER'S

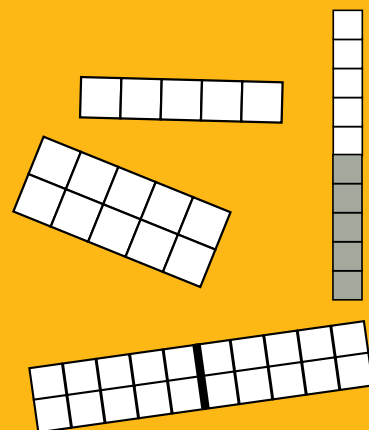
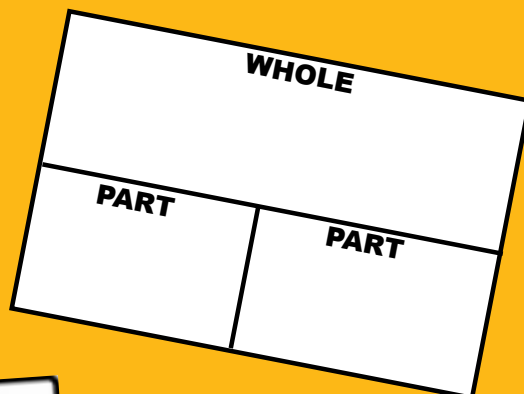
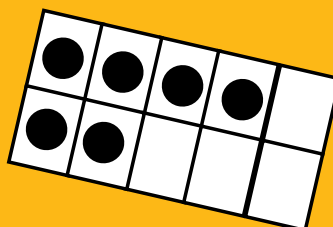
SUBTRACTION Tool Kit



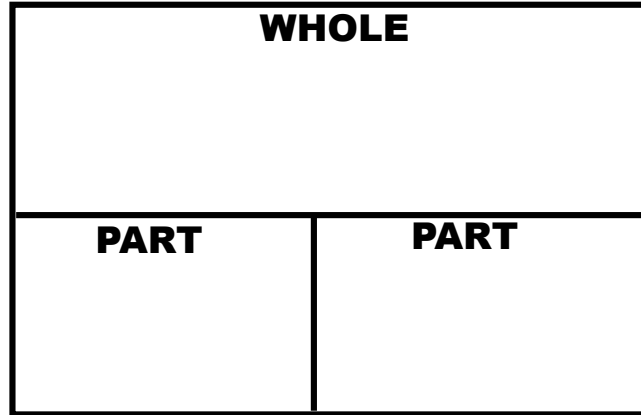
SUBTRACTION TABLE

ones	twos	threes	four	fives	sixes
1-1=0	2-2=0	3-3=0	4-4=0	5-5=0	6-6=0
2-1=1	3-2=1	4-3=1	5-4=1	6-5=1	7-6=1
3-1=2	4-2=2	5-3=2	6-4=2	7-5=2	8-6=2
4-1=3	5-2=3	6-3=3	7-4=3	8-5=3	9-6=3
5-1=4	6-2=4	7-3=4	8-4=4	9-5=4	10-6=4
6-1=5	7-2=5	8-3=5	9-4=5	10-5=5	11-6=5
7-1=6	8-2=6	9-3=6	10-4=6	11-5=6	12-6=6
8-1=7	9-2=7	10-3=7	11-4=7	12-5=7	13-6=7
9-1=8	10-2=8	11-3=8	12-4=8	13-5=8	14-6=8
10-1=9	11-2=9	12-3=9	13-4=9	14-5=9	15-6=9
11-1=10	12-2=10	13-3=10	14-4=10	15-5=10	16-6=10
12-1=11	13-2=11	14-3=11	15-4=11	16-5=11	17-6=11

sevens	eights	nines	tens	elevens	twelves
7-7=0	8-8=0	9-9=0	10-10=0	11-11=0	12-12=0
8-7=1	9-8=1	10-9=1	11-10=1	12-11=1	13-12=1
9-7=2	10-8=2	11-9=2	12-10=2	13-11=2	14-12=2
10-7=3	11-8=3	12-9=3	13-10=3	14-11=3	15-12=3
11-7=4	12-8=4	13-9=4	14-10=4	15-11=4	16-12=4
12-7=5	13-8=5	14-9=5	15-10=5	16-11=5	17-12=5
13-7=6	14-8=6	15-9=6	16-10=6	17-11=6	18-12=6
14-7=7	15-8=7	16-9=7	17-10=7	18-11=7	19-12=7
15-7=8	16-8=8	17-9=8	18-10=8	19-11=8	20-12=8
16-7=9	17-8=9	18-9=9	19-10=9	20-11=9	21-12=9
17-7=10	18-8=10	19-9=10	20-10=10	21-11=10	22-12=10
18-7=11	19-8=11	20-9=11	21-10=11	22-11=11	23-12=11
19-7=12	20-8=12	21-9=12	22-10=12	23-11=12	24-12=12



DR. NICKI NEWTON
Math Fact Fluency Playground



SUBTRACTION TABLE

ones	twos	threes	four	fives	sixes
1-1=0	2-0=2	3-0=3	4-0=4	5-0=5	6-0=6
2-1=1	3-1=2	4-1=3	5-1=4	6-1=5	7-1=6
3-1=2	4-2=2	5-2=3	6-2=4	7-2=5	8-2=6
4-1=3	5-2=3	6-3=3	7-3=4	8-3=5	9-3=6
5-1=4	6-2=4	7-3=4	8-4=4	9-4=5	10-4=6
6-1=5	7-2=5	8-3=5	9-4=5	10-5=5	11-5=6
7-1=6	8-2=6	9-3=6	10-4=6	11-5=6	12-6=6
8-1=7	9-2=7	10-3=7	11-4=7	12-5=7	13-6=7
9-1=8	10-2=8	11-3=8	12-4=8	13-5=8	14-6=8
10-1=9	11-2=9	12-3=9	13-4=9	14-5=9	15-6=9
11-1=10	12-2=10	13-3=10	14-4=10	15-5=10	16-6=10
12-1=11	13-2=11	14-3=11	15-4=11	16-5=11	17-6=11

sevens	eights	nines	tens	elevens	twelves
7-0=7	8-0=8	9-0=9	10-0=10	11-0=11	12-0=12
8-1=7	9-1=8	10-1=9	11-1=10	12-1=11	13-1=12
9-1=8	10-1=9	11-1=10	12-1=11	13-1=12	14-1=13
10-1=9	11-1=10	12-1=11	13-1=12	14-1=13	15-1=14
11-1=10	12-1=11	13-1=12	14-1=13	15-1=14	16-1=15
12-1=11	13-1=12	14-1=13	15-1=14	16-1=15	17-1=16
13-1=12	14-1=13	15-1=14	16-1=15	17-1=16	18-1=17
14-1=13	15-1=14	16-1=15	17-1=16	18-1=17	19-1=18
15-1=14	16-1=15	17-1=16	18-1=17	19-1=18	20-1=19
16-1=15	17-1=16	18-1=17	19-1=18	20-1=19	21-1=20
17-1=16	18-1=17	19-1=18	20-1=19	21-1=20	22-1=21
18-1=17	19-1=18	20-1=19	21-1=20	22-1=21	23-1=22
19-1=18	20-1=19	21-1=20	22-1=21	23-1=22	24-1=23
20-1=19	21-1=20	22-1=21	23-1=22	24-1=23	25-1=24



SUBTRACTION TOOL KIT

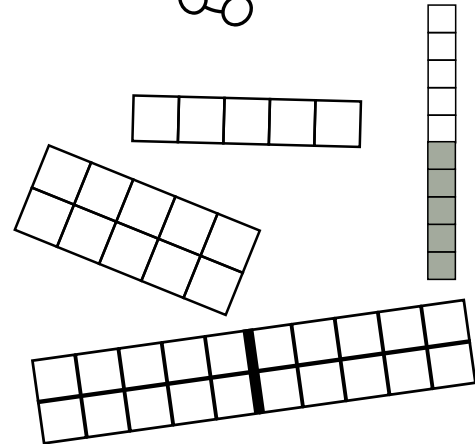
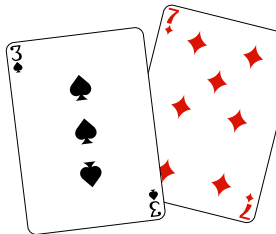
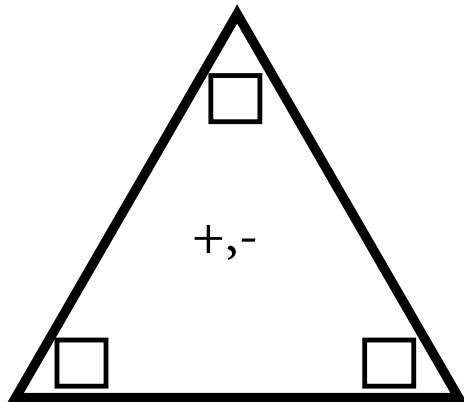
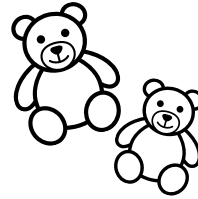
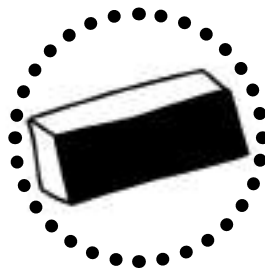
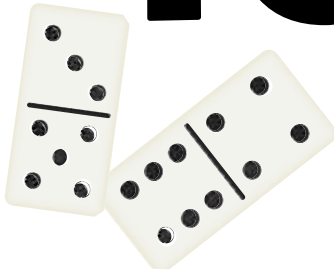


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Math Fact Fluency Playground

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Welcome to this book!

I am so excited that you are here to share this with me. This is the everything you ever wanted, needed, thought you might need, never even knew that you needed mega book of guided math subtraction templates. This book is organized by the priority standards topics that you will teach in k-2 for adding and subtracting within 20. It is written as a k-2 book in the spirit of acceleration and differentiation. The templates are differentiated along the learning progression so that you can meet your students where they are in small groups.

How to Use this Book!

This book has templates that the teacher can use for guided math groups, whole class activities, workstations and homework! The teacher can pull the different templates and make a binder for each person in the group. In the binder, put the templates in sheet protectors or laminate them so they can be used over and over again! Each student will have their own binder and they can use it as needed!

Big Ideas/Priority Standards

This book is aligned to the Big Ideas/Priority standards in k-2. It can be used as a supplement to any program. We have created a variety of templates to address the variations in state standards. These templates will provide you a way to reach back to catch up as well as extend learning for those students who are ready to go to the next steps.

Learning Trajectories

Speaking of steps, we have based all of our templates with the learning trajectories in mind. A learning trajectory is a developmental path that shows the landscape of learning a particular concept. Clements and Sarama have written extensively about learning trajectories (www.learningtrajectories.org). In the front of each book, you will find the learning trajectories for the topic.

Guided Math

Guided Math is a way of teaching students in small groups. Small groups allow us to get up close and personal with our students and their learning. In a small guided math group, there should be no more than 3-5 students. Groups meet for 10-15 minutes. The focus is on DOING MATH. These templates help you to do just that! They provide a space for students to explore, think, talk and work. In the small guided math group, students will make sense of math through working with their peers, their teacher and the different math materials (thinking mats, manipulatives, vocabulary/language talk frames).

While students are working together, the teacher guides them, asks important questions and provides the necessary feedback on their attempts at making sense of the math so that they can make the necessary connections and corrections and build a deeper understanding of the math concepts. The learning spirals and children build on prior knowledge as they engage in new experiences.

(Dewey 1933/1998; Piaget, 1972; Vygotsky, 1978; Bruner, 1973, 1990). In the guided math group, the student's should spend most of the time doing math rather than listening to the teacher talk about math.

Experiences are scaffolded in a way to maximize the learning opportunities. Students are working in their Zone of Proximal Development, meaning that they are working at a level that is just right, not too easy and not too difficult (Vygotsky, 1978). Through interaction with more capable peers, adults who are facilitating their learning and artifacts (in this case appropriately selected materials such as manipulatives, books, computer programs etc.), students make meaning of the math (Vygotsky).

Differentiated Instruction

As Coco Aguirre (my mentor teacher) had hanging above the threshold of her door, “If a student doesn’t learn the way you teach, then teach the way they learn.” This is a simple but powerful truth. Meet the children where they are and then take them to the next level. For me, differentiation is about always asking myself, “If they aren’t getting it, what can I do differently?” These templates provide you an option to scaffold the learning so that all students have access to the grade level content!

Tomlinson (1999) speaks of how differentiated instruction results in academically responsive classrooms. In this type of classroom teachers are aware of the academic levels of their students and create curriculum designed to respond to their needs. Tomlinson stated that at its most basic level, differentiating instruction means “shaking up” what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively (2001).

•••••
• While differentiation “advocates attending to students as individuals, it does not assume a separate assignment for each learner”(Tomlinson). “Differentiation needs to be student-centered, rooted in assessment, and dynamic” Serravello, 2010. We are constantly adjusting our teaching in response to what students are telling and showing us in their work and talk. Teachers who differentiate must take the time to get to know their students well. They have to understand them as people, learners and know what motivates them to reach their goals. Robb notes that “Differentiation is a way of teaching, it’s not a program or a package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning” (2008, p.13).
•

• Math Talk

• One of the most important things that happen in the math class is the discussion. We have to teach students to be active participants and engaged listeners. We want them to respect each other deeply and seek to truly understand each other without judgment. They have to learn to develop and defend their thinking, justify their answers and respectfully disagree with each other. The National Council of Teachers of Mathematics (NCTM) defines math talk as “the ways of representing, thinking, talking, and agreeing and disagreeing that teachers and students use to engage in [mathematical] tasks” (NCTM, 1991).
•
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•
•
•

Questioning

- It is so important to ask good questions. The
- questions should reach beyond the answer. As Phil Daro
- notes, we have to go “beyond answer-getting (<https://vimeo.com/79916037>).” The questions in the guided math
- group should be designed to get students to understand
- more fundamentally the mathematics of the grade level.
- Good questions don’t just happen, they are planned for.
- The teacher should know ahead of time the types of
- questions that she will ask and why she will ask them.
- In the plan for the lesson, the teacher should brainstorm
- some possible questions that push student thinking.
- These are not yes or no questions, but rather ones that
- require students to explain themselves, show what they
- know and defend and justify their thinking.

PROGRESSION OF SUBTRACTION



JOURNEY TO FLUENCY

FLUENCY IS

1 EFFICIENCY

2 ACCURACY

3 FLEXIBILITY

(NBS; Kilpatrick et al., 2001; NCTM 2000; NCTM, 2014)

SUBTRACTING 1 FROM A NUMBER
 $5 - 1$

SUBTRACTING 0 FROM A NUMBER
 $4 - 0$

SUBTRACTING WITHIN 5
 $3 - 2$

LOWER HALF FACTS
 $10 - 5$

DIFFERENCES OF 1 OR 2
 $10 - 8$

SUBTRACTING A NUMBER FROM ITSELF
 $8 - 8$

COUNTING BACK 1, 2 OR 3
 $8 - 2$

SUBTRACTING FROM 10
 $9 - 7$

SUBTRACTING WITHIN 10
 $10 - 3$

YAY! I CAN SUBTRACT WITHIN 10!

THINKING ABOUT NUMBER RELATIONSHIPS (WITHIN 20)
 $15 - 8$

SUBTRACTING ONES FROM A TEEN NUMBER
 $19 - 9$

SUBTRACTING 10 FROM A TEEN NUMBER
 $19 - 10$

SUBTRACT FROM 20
 $20 - 8$

SET A GOAL. MAKE A PLAN. ACHIEVE YOUR GOAL!

PROGRESSION OF SUBTRACTION



JOURNEY TO FLUENCY

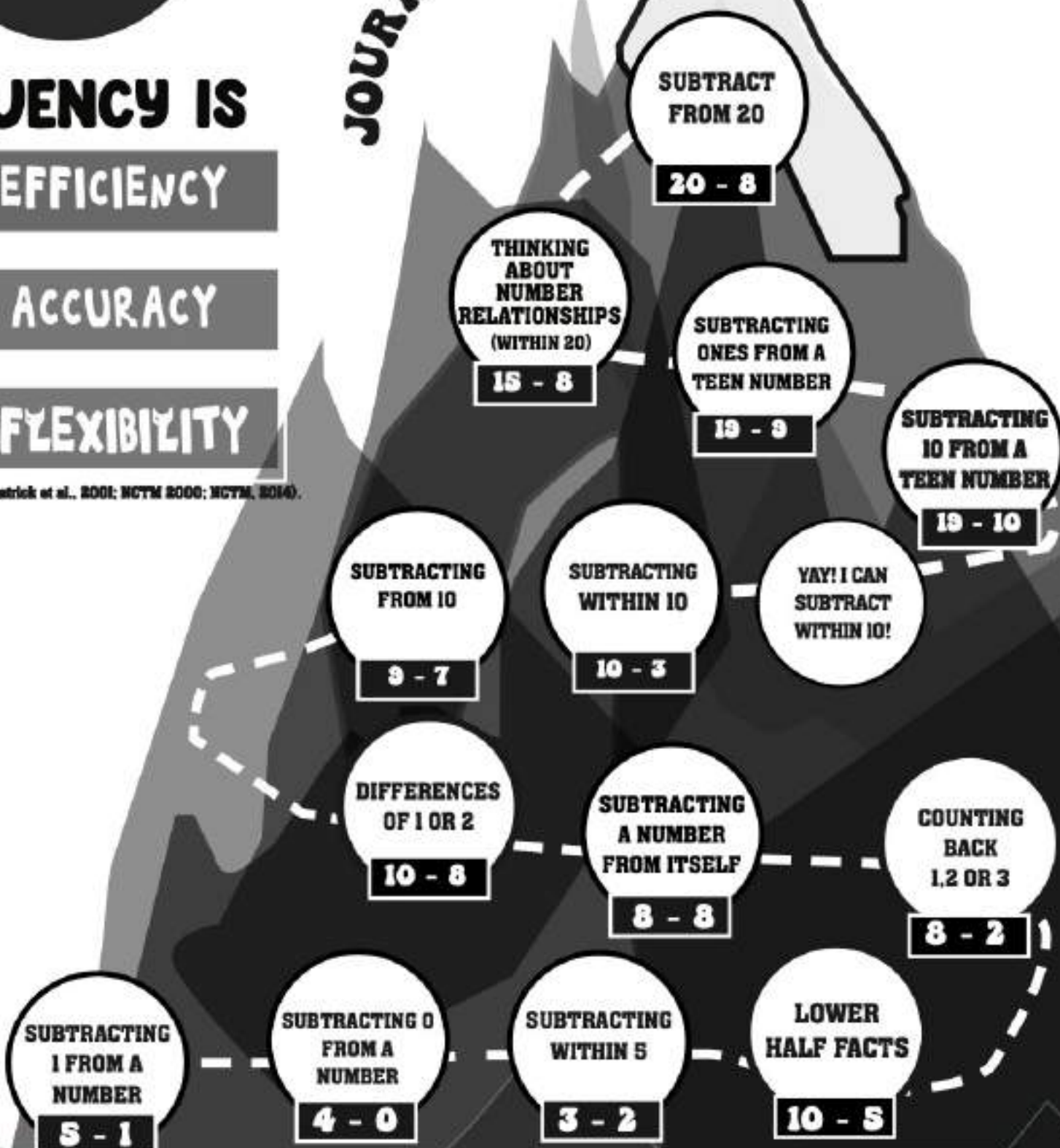
FLUENCY IS

1 EFFICIENCY

2 ACCURACY

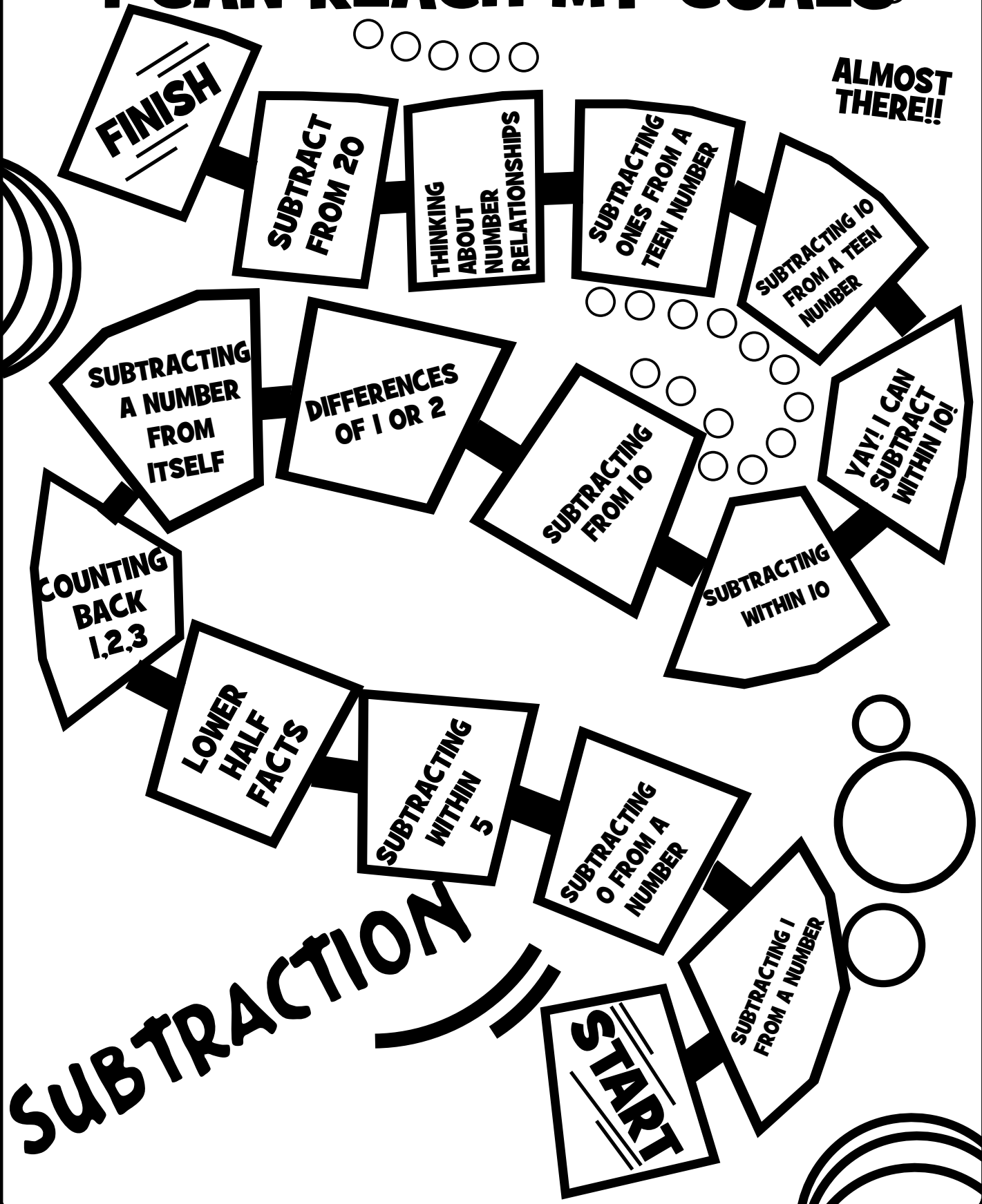
3 FLEXIBILITY

(MTC: Kilpatrick et al., 2001; NCTM 2000; NCTM, 2014).



SET A GOAL. MAKE A PLAN. ACHIEVE YOUR GOAL!

I CAN REACH MY GOALS

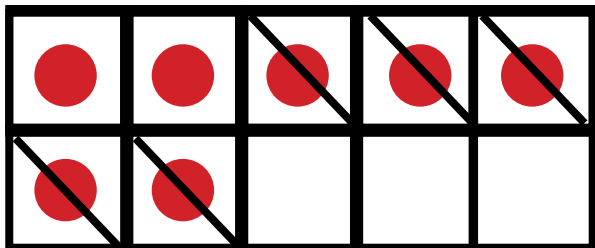


SUBTRACTION

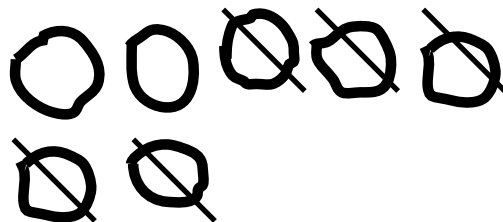
I Can Model Subtraction

$$7 - 5 = 2$$

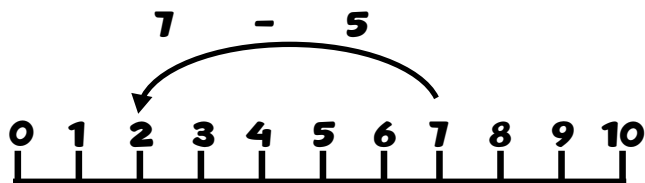
TEN FRAMES



MATH SKETCH



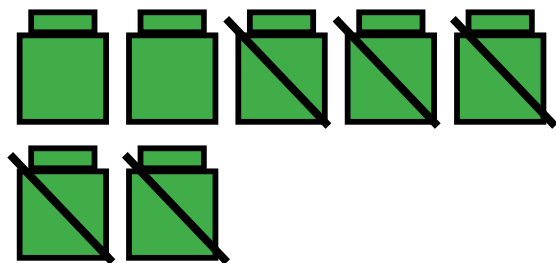
NUMBER LINE



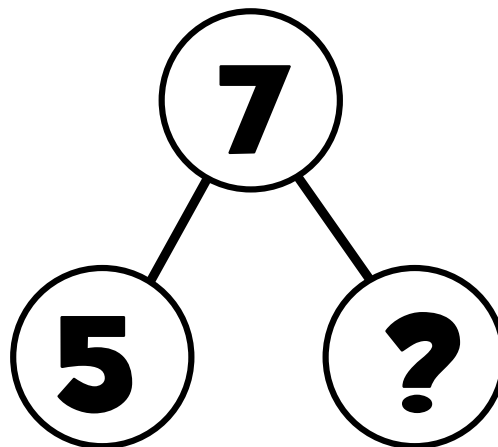
NUMBER SENTENCE

$$7 - 5 = 2$$

COUNTERS



NUMBER BONDS



VOCABULARY CARDS

SUBTRACTION

$$3 - 1 = 2$$



MINUS SIGN

(take away)

$$4 - 3 = 1$$



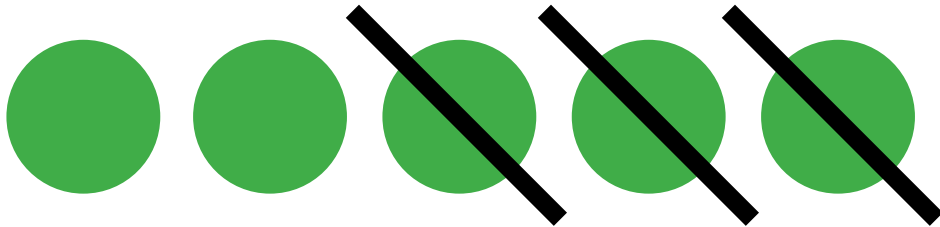
DIFFERENCE

$$5 - 3 = 2$$

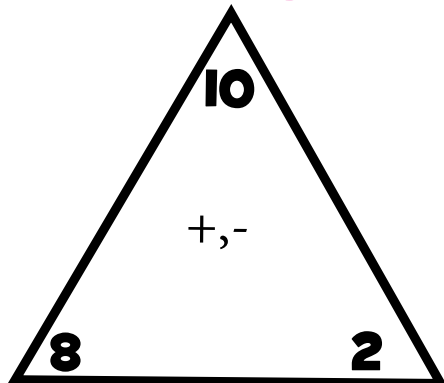


VOCABULARY CARDS

MINUS



RELATED FACTS



$$\frac{2}{\quad} + \frac{8}{\quad} = \frac{10}{\quad}$$

$$\frac{8}{\quad} + \frac{2}{\quad} = \frac{10}{\quad}$$

$$\frac{10}{\quad} - \frac{8}{\quad} = \frac{2}{\quad}$$

$$\frac{10}{\quad} - \frac{2}{\quad} = \frac{8}{\quad}$$

EQUAL SIGN



$$6 - 4 = 2$$

VOCABULARY CARDS

Subtraction Equation/ Number Sentence

8 Subtraction sign **-** **4** Equal Sign **=** **4**

MINUEND **SUBTRAHEND** **DIFFERENCE**

MISSING NUMBER

10 **-** **=** **1**

COMPARE



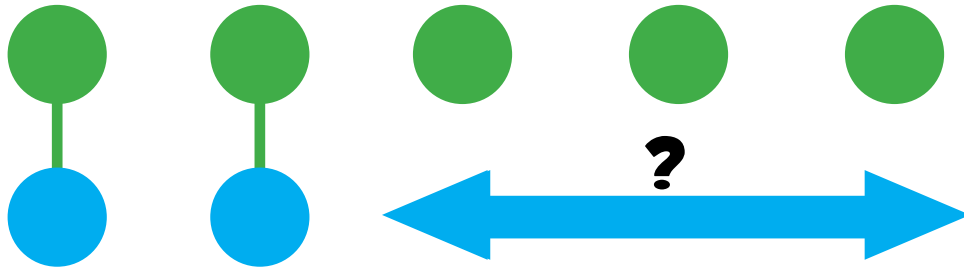
6 **>** **3**



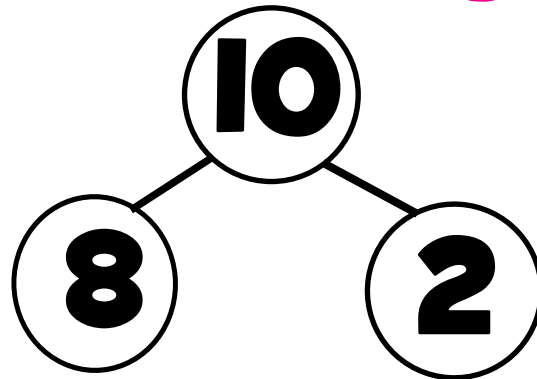
3 **<** **6**

VOCABULARY CARDS

FEWER



NUMBER BOND



PART PART WHOLE MAT

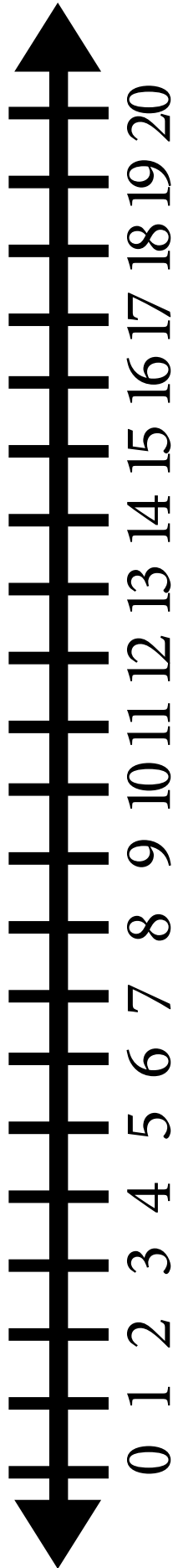
10

8

2

THINK SPACE

WORK MAT

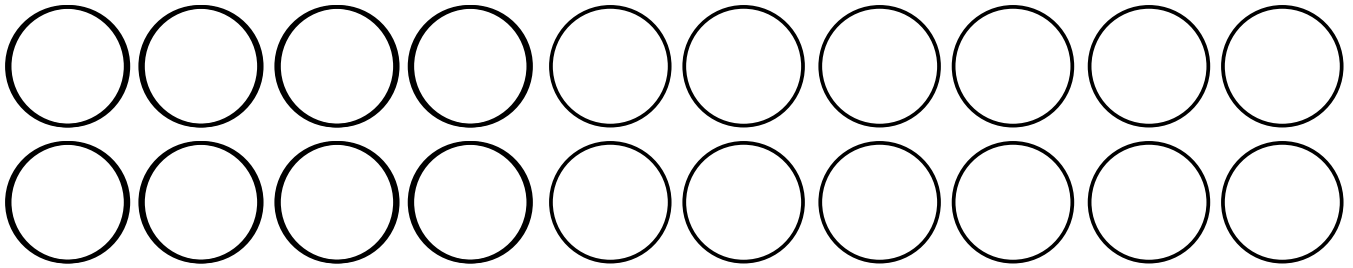


TEN FRAME

NUMBER BOND

WORK MAT

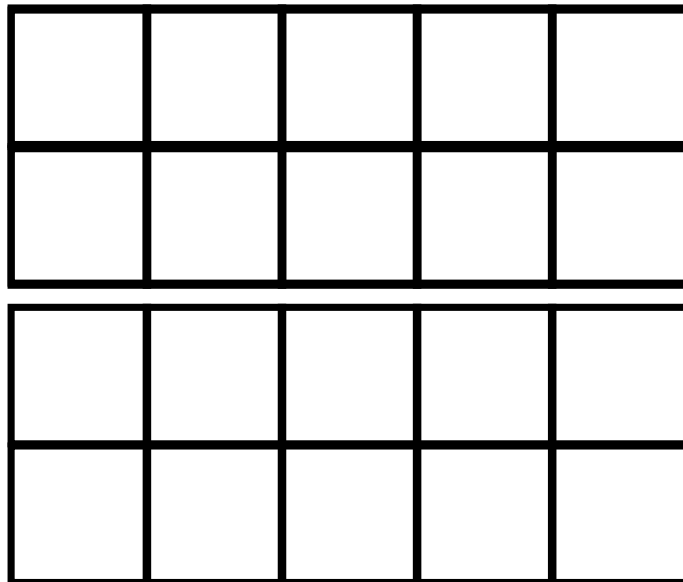
COLOR IT



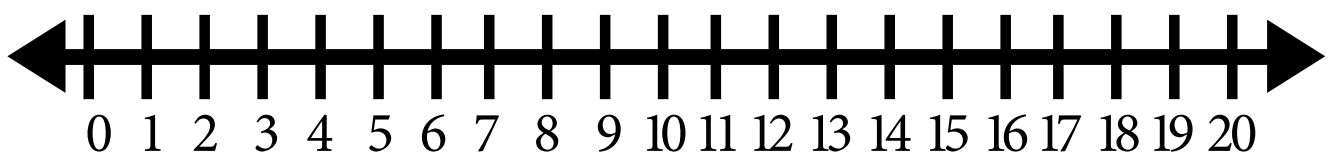
DRAW IT



TWENTY FRAMES



NUMBER LINE



FIVE FRAMES

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--	--	--	--	--

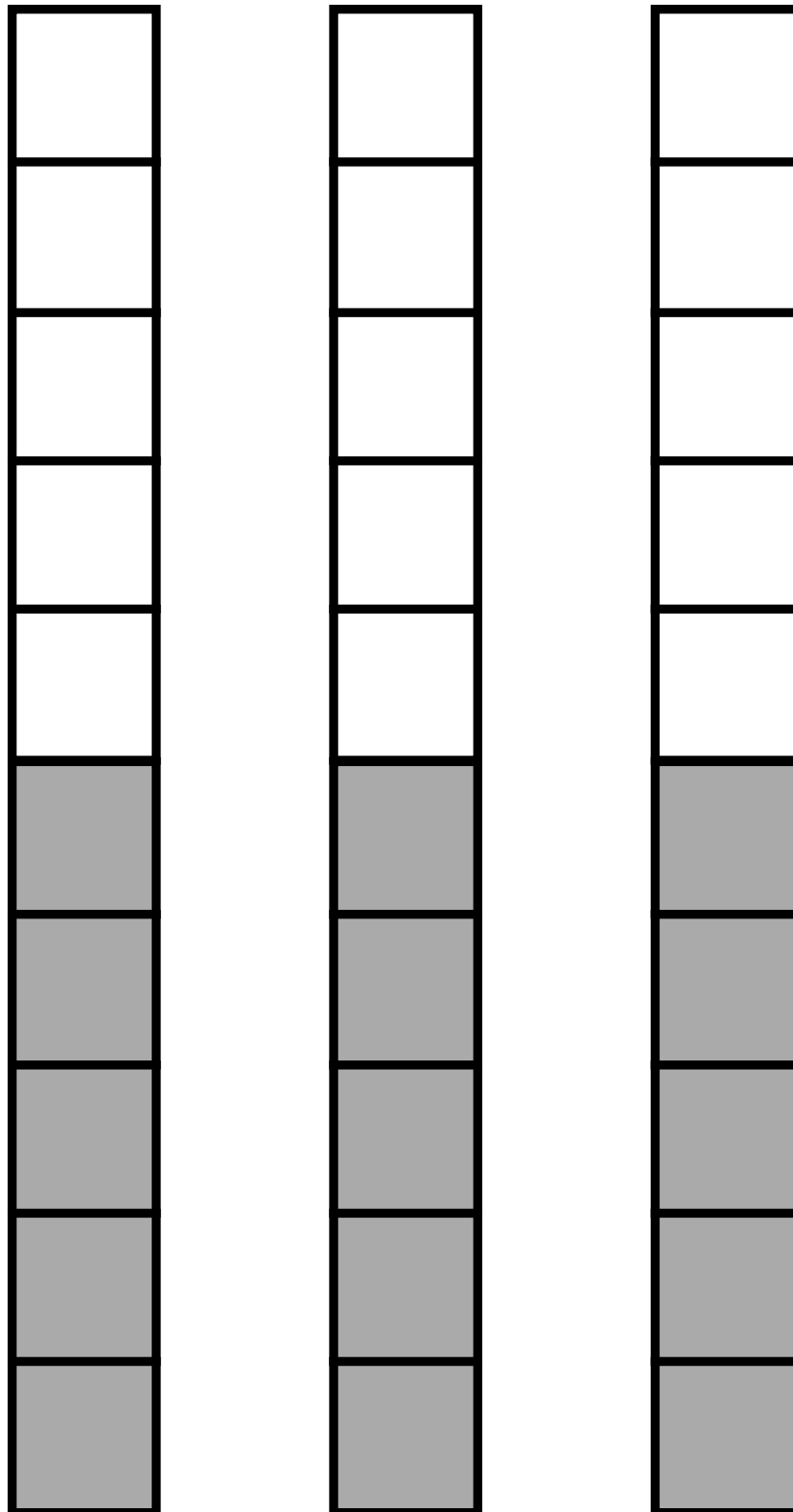
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FIVE FRAMES

TEN FRAMES

TEN FRAMES

TEN FRAMES



TWENTY FRAMES

TWENTY FRAMES

DOUBLE TEN FRAMES

SUBTRACTION TEMPLATE

$$\bigcirc - \bigcirc = \bigcirc$$

$$\bigcirc - \bigcirc = \bigcirc$$

$$\bigcirc - \bigcirc = \bigcirc$$

$$\bigcirc - \bigcirc = \bigcirc$$

$$\bigcirc - \bigcirc = \bigcirc$$

DICE TEMPLATE

-

=

-

=

-

=

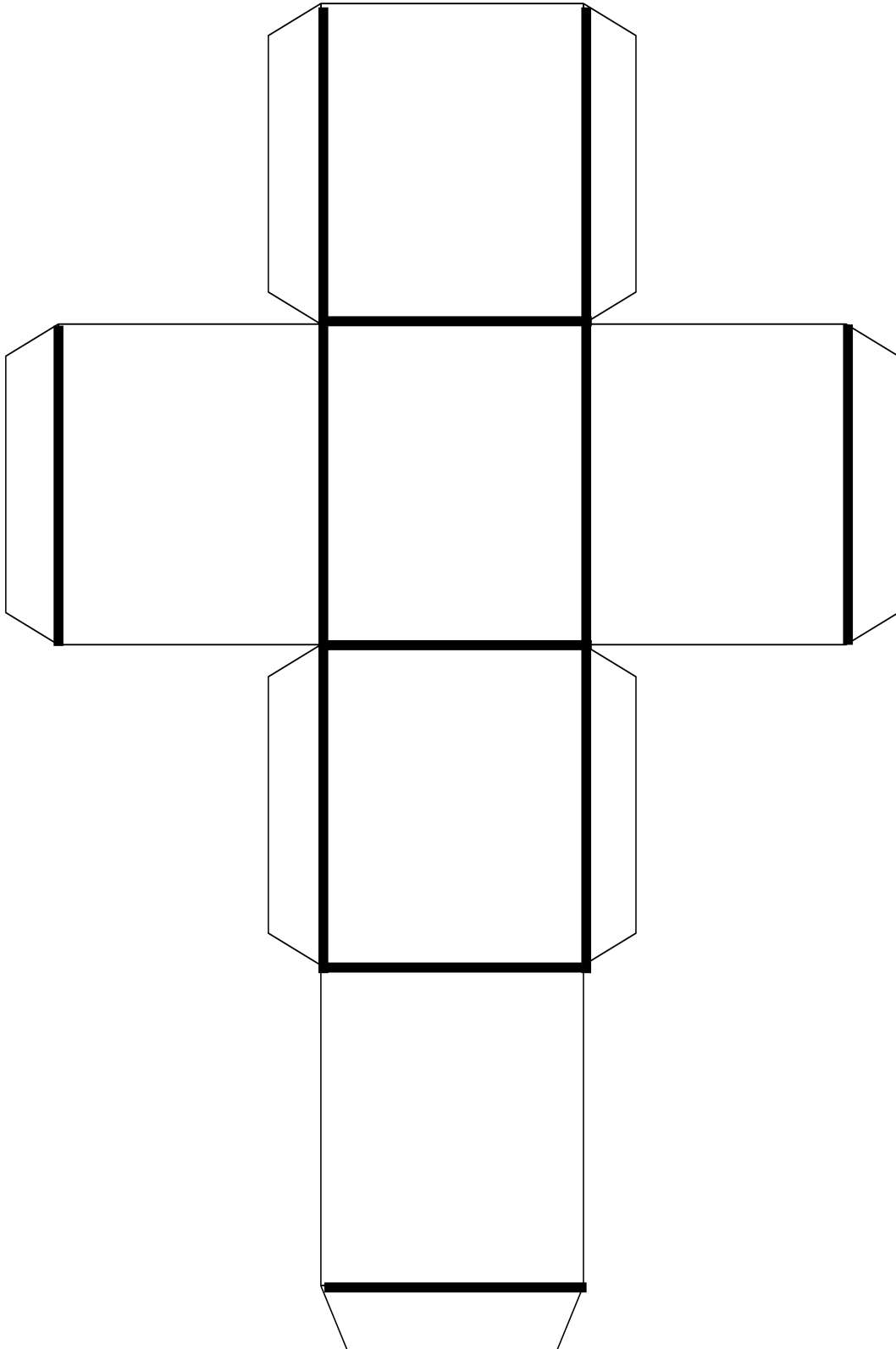
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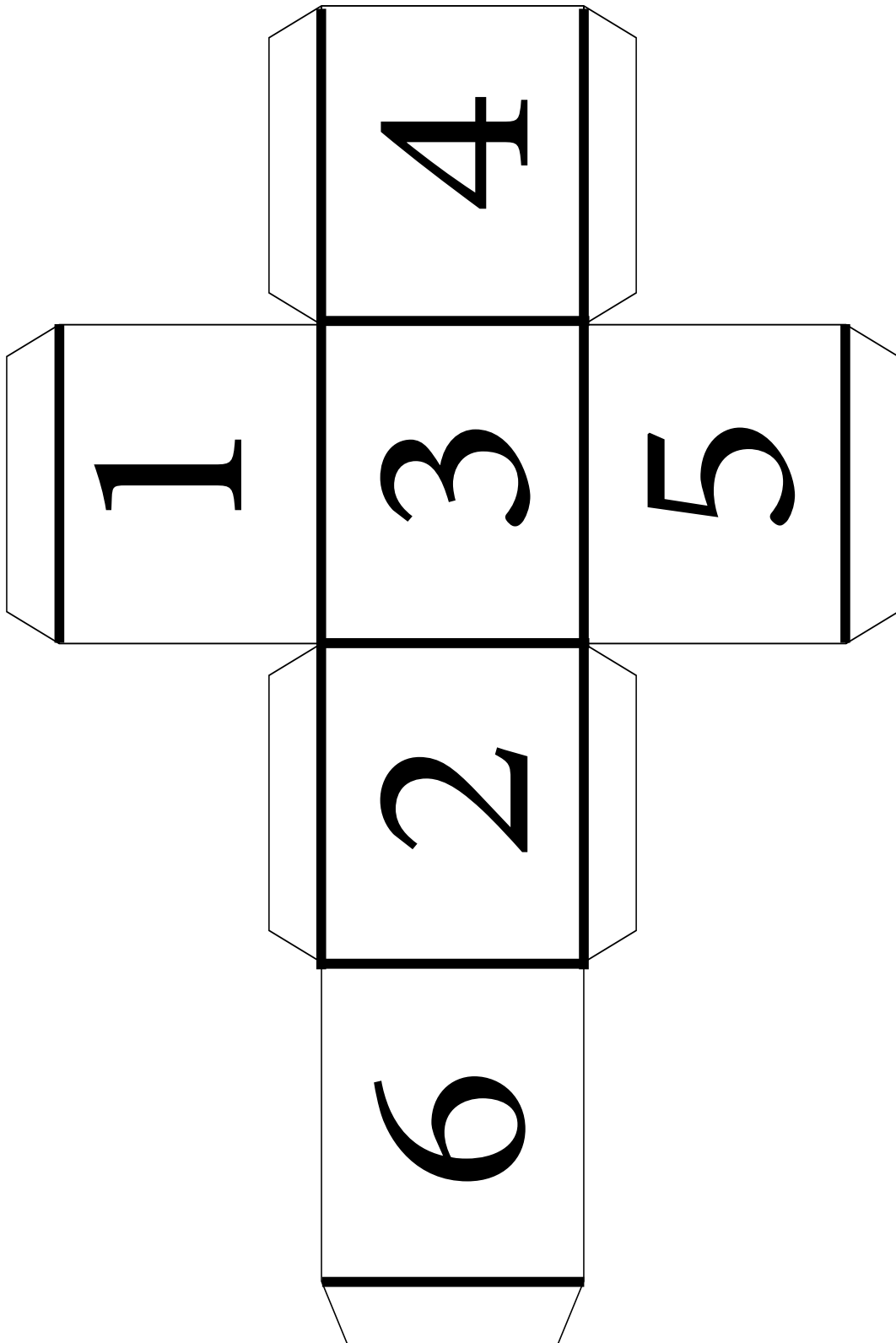
-

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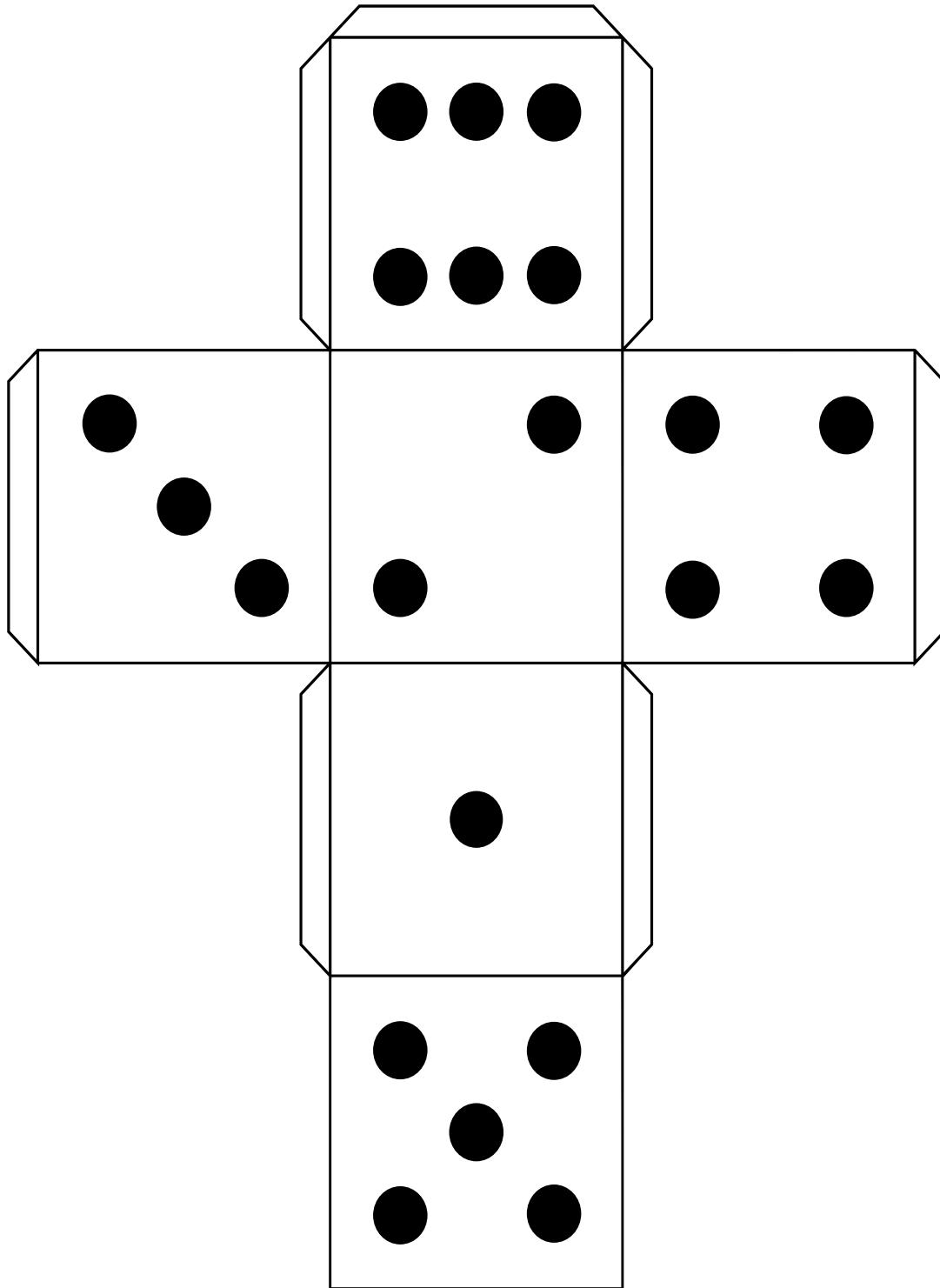
DICE TEMPLATE



DICE TEMPLATE



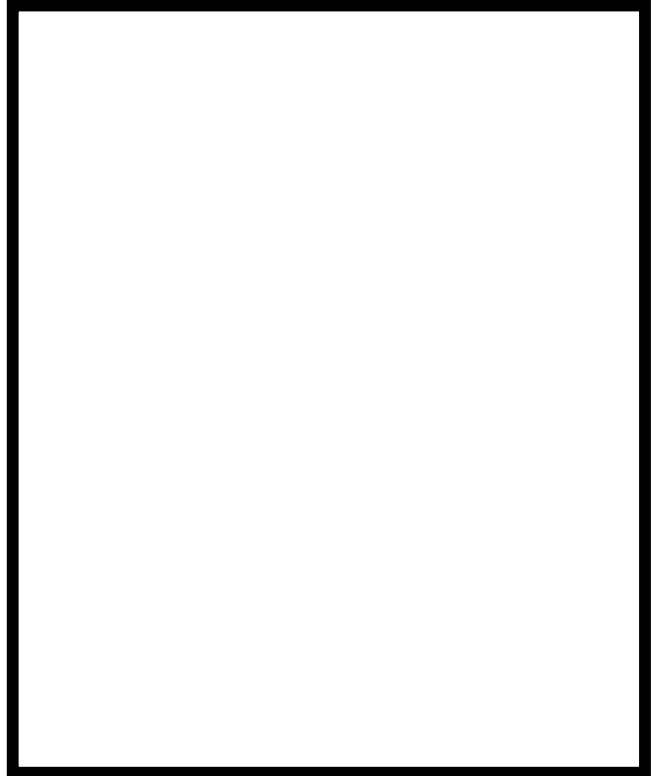
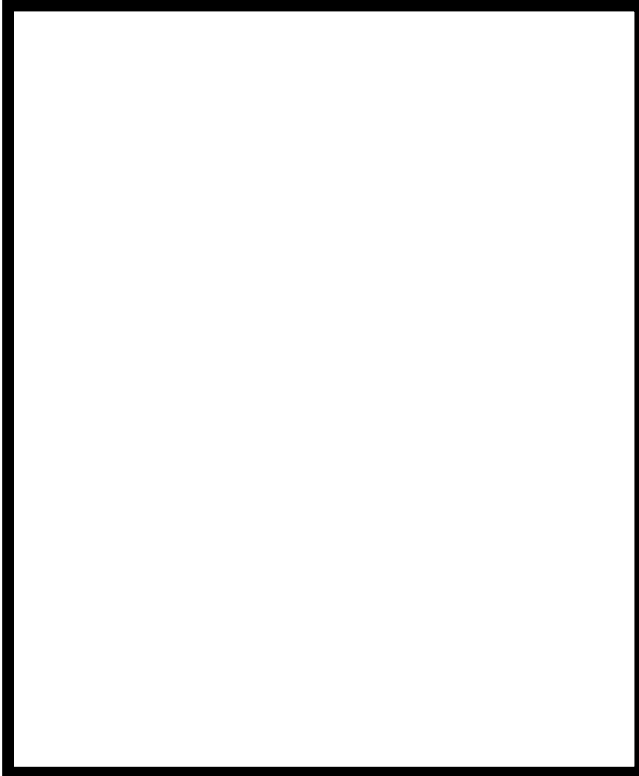
DICE TEMPLATE



FLASHCARD TEMPLATE



FLASHCARD TEMPLATE



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

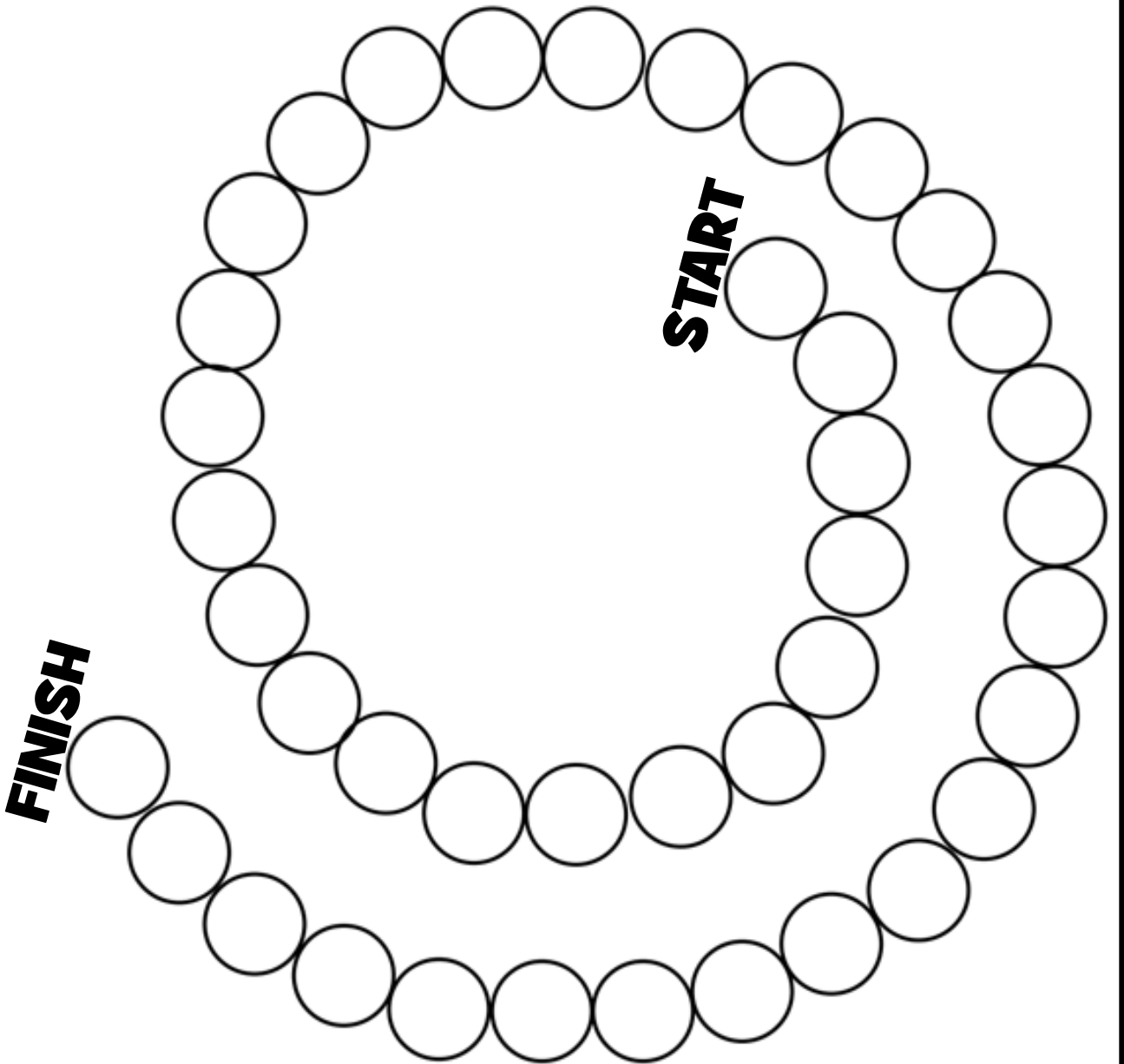
$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

PLAYING CARDS TEMPLATE

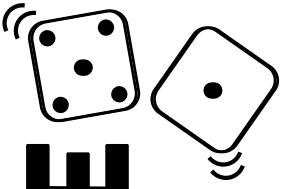


$$\square - \square = \square$$

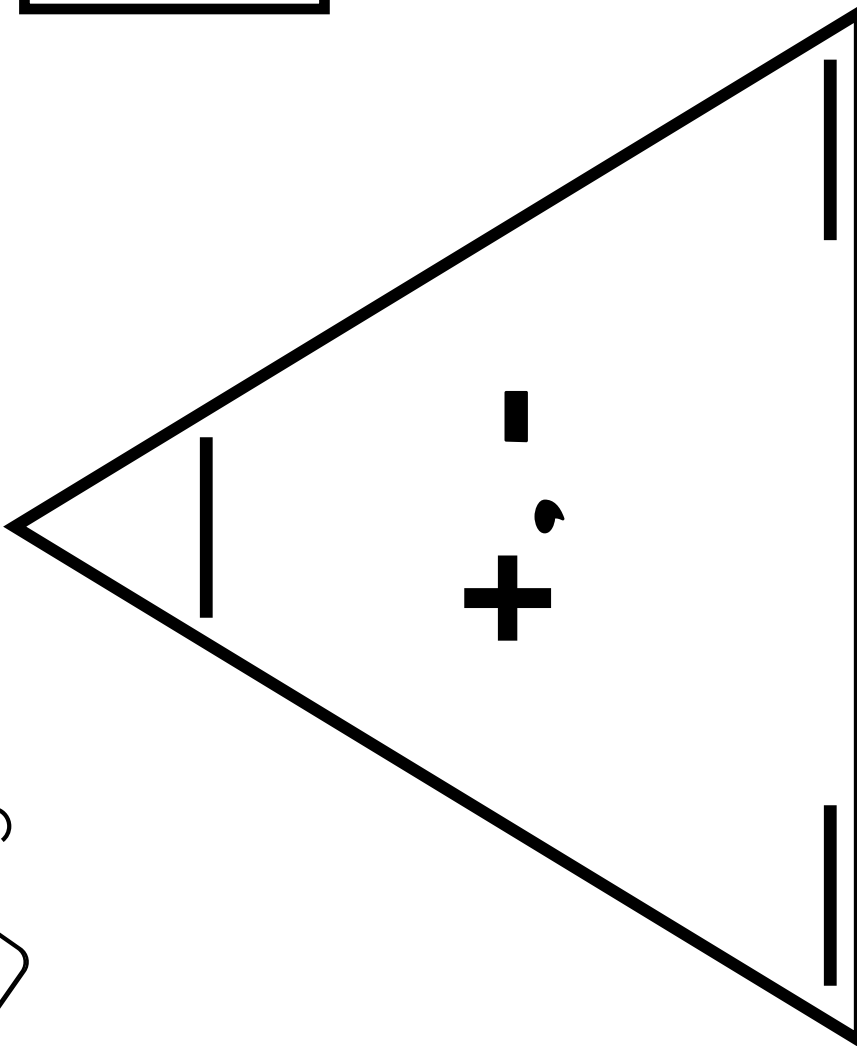
BOARD GAME TEMPLATE



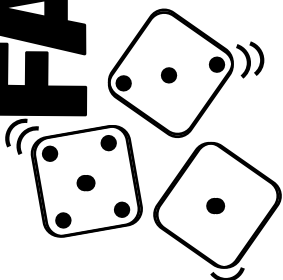
FACT FAMILY TRIANGLE



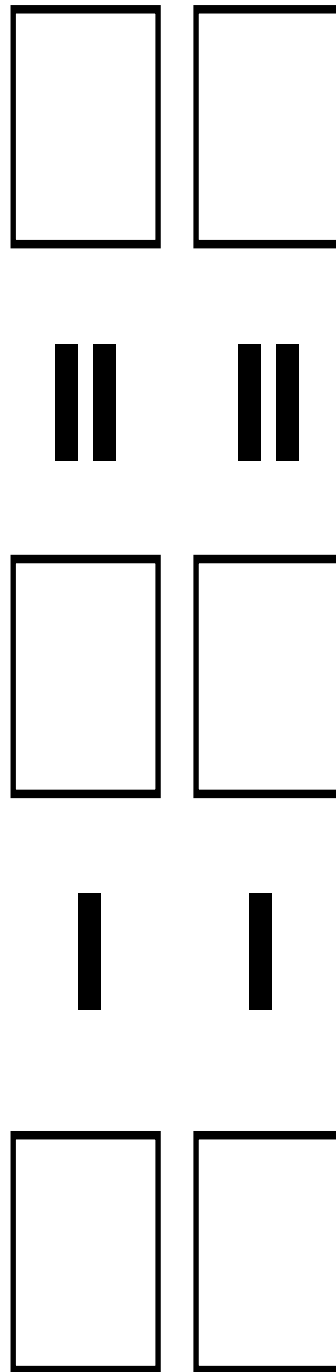
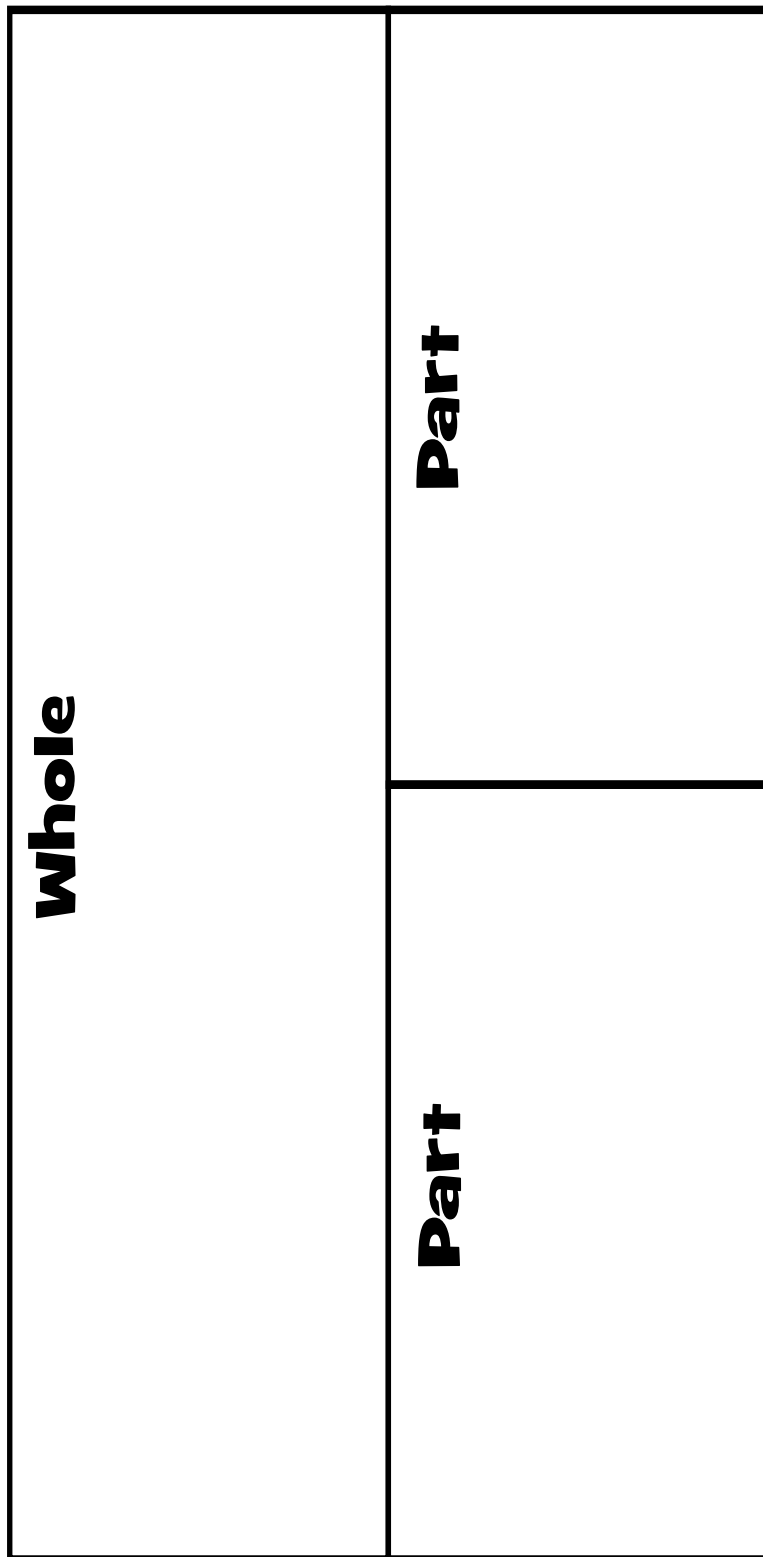
—
+
—



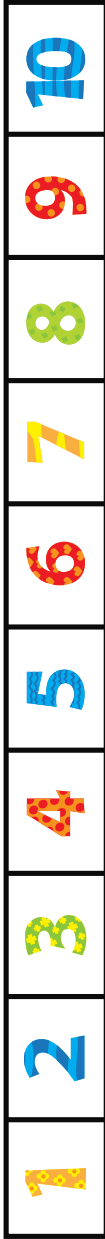
—	—	—	—
—	—	—	—



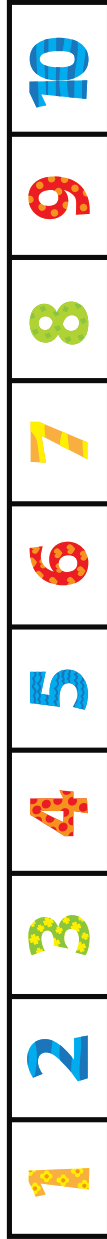
PART PART WHOLE MAT



Subtraction Number Paths



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



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



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



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

Subtraction Number Paths 2

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

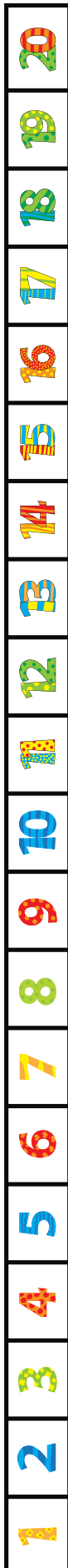
$$\begin{array}{r} _ \\ - \\ \hline = \end{array}$$

$$\begin{array}{r} _ \\ - \\ \hline = \end{array}$$

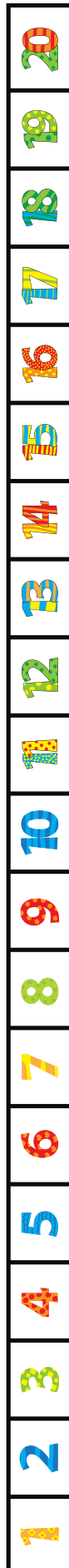
$$\begin{array}{r} _ \\ - \\ \hline = \end{array}$$

$$\begin{array}{r} _ \\ - \\ \hline = \end{array}$$

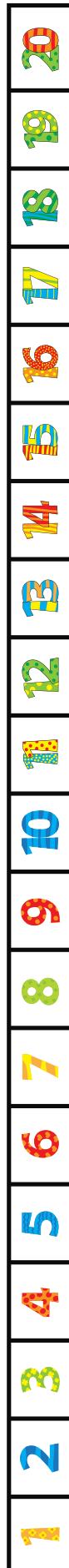
Subtraction Number Paths



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



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



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



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

Subtraction Number Paths 2

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

$$\begin{array}{r} _ \\ - \\ \hline = \\ _ \end{array}$$

$$\begin{array}{r} _ \\ - \\ \hline = \\ _ \end{array}$$

$$\begin{array}{r} _ \\ - \\ \hline = \\ _ \end{array}$$

$$\begin{array}{r} _ \\ - \\ \hline = \\ _ \end{array}$$

HUNDRED CHART SUBTRACTION

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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

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

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

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

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

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

USING A HUNDREDS CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

41

A COLUMN GOES **UP** AND **DOWN**

51

61

IT GOES BY **10s**

71

A ROW GOES **LEFT** AND **RIGHT**

34 35 36 37

IT GOES BY **1s**

⚡ A NUMBER LINE

NUMBERS GET SMALLER WHEN YOU COUNT DOWN



0 1 2 3 4 5 6 7 8 9 10



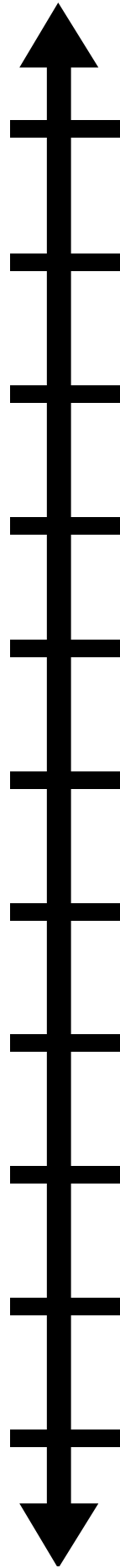
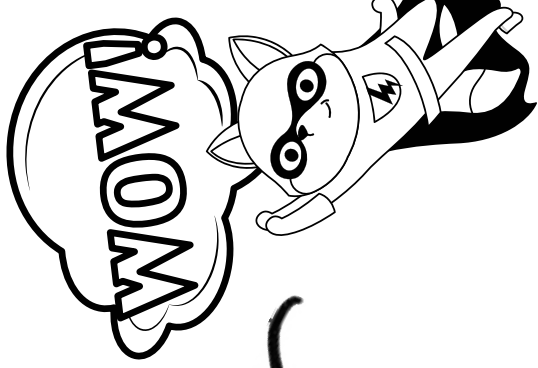
NUMBERS GET LARGER WHEN YOU COUNT UP





A NUMBER LINE

**NUMBERS GET SMALLER WHEN YOU
COUNT DOWN**



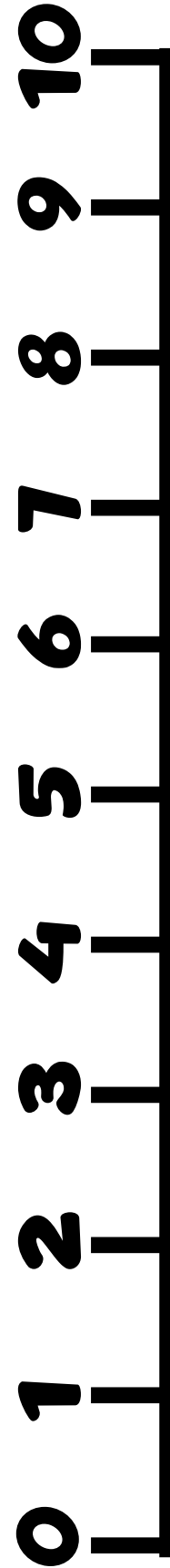
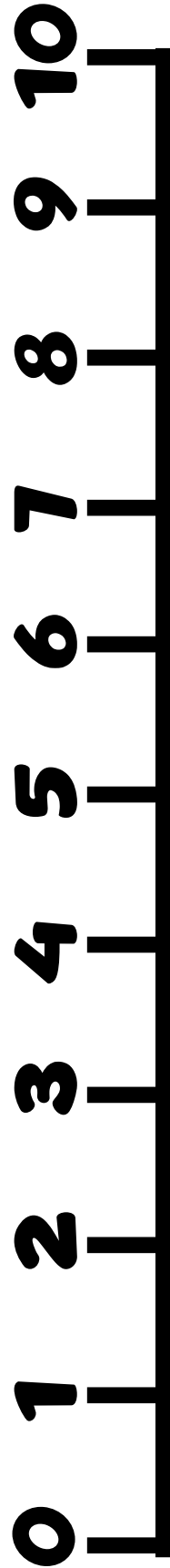
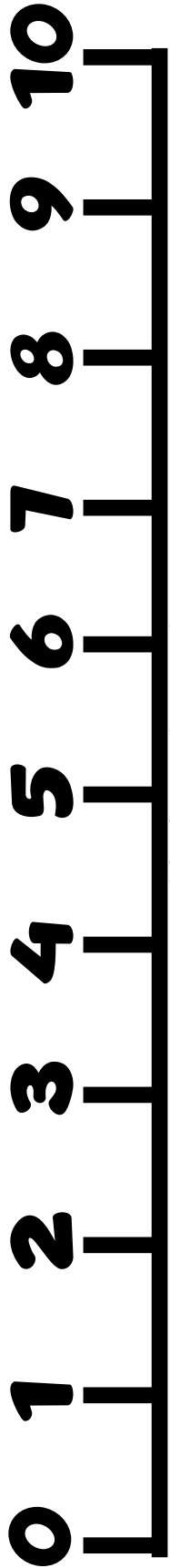
0 1 2 3 4 5 6 7 8 9 10



**NUMBERS GET SMALLER WHEN YOU
COUNT UP**



NUMBER LINE TO 10













NUMBER LADDER TO 10

A vertical ladder structure with 11 rungs. To the right of each rung is a large, bold number from 0 to 10, increasing from bottom to top. The ladder is enclosed in a rounded rectangular frame.

10
9
8
7
6
5
4
3
2
1
0

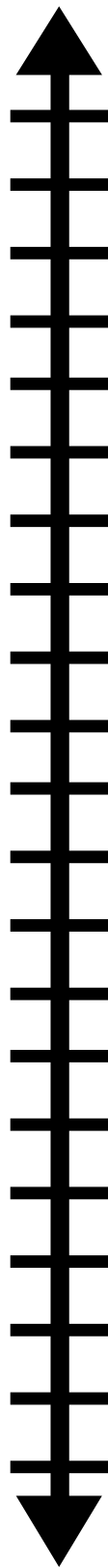
www.mathfactfluencyplayground.com

A vertical ladder structure with 11 rungs. To the right of each rung is a large, bold number from 0 to 10, increasing from bottom to top. To the right of each number is a small illustration of a sea creature. The ladder is enclosed in a rounded rectangular frame.

10
9 
8 
7 
6 
5 
4 
3 
2 
1 
0 

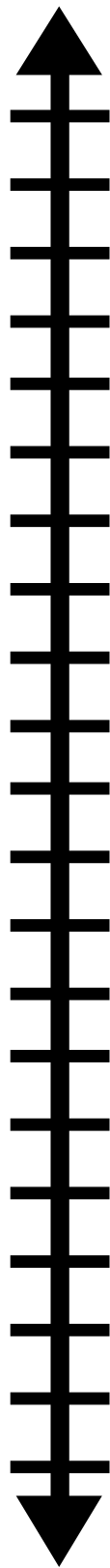
www.mathfactfluencyplayground.com

NUMBER LINE TO 20



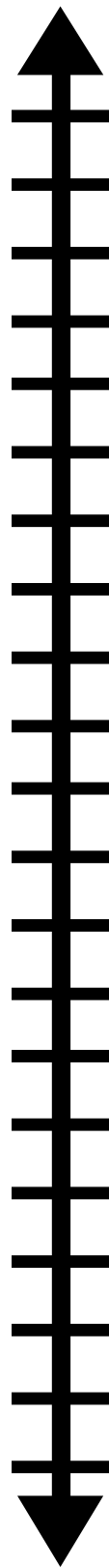
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

www.mathfactfluencyplayground.com



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

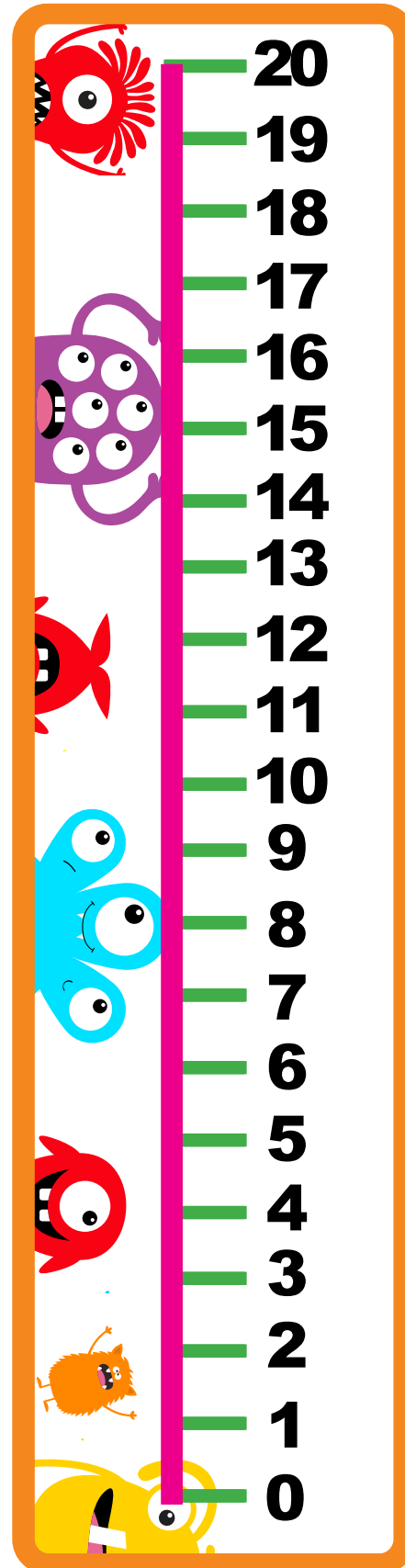
www.mathfactfluencyplayground.com



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

www.mathfactfluencyplayground.com

NUMBER LADDER TO 20



SUBTRACTION TABLE

-	10	9	8	7	6	5	4	3	2	1
1	9	8	7	6	5	4	3	2	1	0
2	8	7	6	5	4	3	2	1	0	
3	7	6	5	4	3	2	1	0		
4	6	5	4	3	2	1	0			
5	5	4	3	2	1	0				
6	4	3	2	1	0					
7	3	2	1	0						
8	2	1	0							
9	1	0								
10	0									

SUBTRACTION TABLES

ones

1-1=0
2-1=1
3-1=2
4-1=3
5-1=4
6-1=5
7-1=6
8-1=7
9-1=8
10-1=9
11-1=10
12-1=11

twos

2-2=0
3-2=1
4-2=2
5-2=3
6-2=4
7-2=5
8-2=6
9-2=7
10-2=8
11-2=9
12-2=10
13-2=11

threes

3-3=0
4-3=1
5-3=2
6-3=3
7-3=4
8-3=5
9-3=6
10-3=7
11-3=8
12-3=9
13-3=10
14-3=11

fours

4-4=0
5-4=1
6-4=2
7-4=3
8-4=4
9-4=5
10-4=6
11-4=7
12-4=8
13-4=9
14-4=10
15-4=11

fives

5-5=0
6-5=1
7-5=2
8-5=3
9-5=4
10-5=5
11-5=6
12-5=7
13-5=8
14-5=9
15-5=10
16-5=11

sixes

6-6=0
7-6=1
8-6=2
9-6=3
10-6=4
11-6=5
12-6=6
13-6=7
14-6=8
15-6=9
16-6=10
17-6=11

sevens

7-7=0
8-7=1
9-7=2
10-7=3
11-7=4
12-7=5
13-7=6
14-7=7
15-7=8
16-7=9
17-7=10
18-7=11

eights

8-8=0
9-8=1
10-8=2
11-8=3
12-8=4
13-8=5
14-8=6
15-8=7
16-8=8
17-8=9
18-8=10
19-8=11

nines

9-9=0
10-9=1
11-9=2
12-9=3
13-9=4
14-9=5
15-9=6
16-9=7
17-9=8
18-9=9
19-9=10
20-9=11

tens

10-10=0
11-10=1
12-10=2
13-10=3
14-10=4
15-10=5
16-10=6
17-10=7
18-10=8
19-10=9
20-10=10
21-10=11

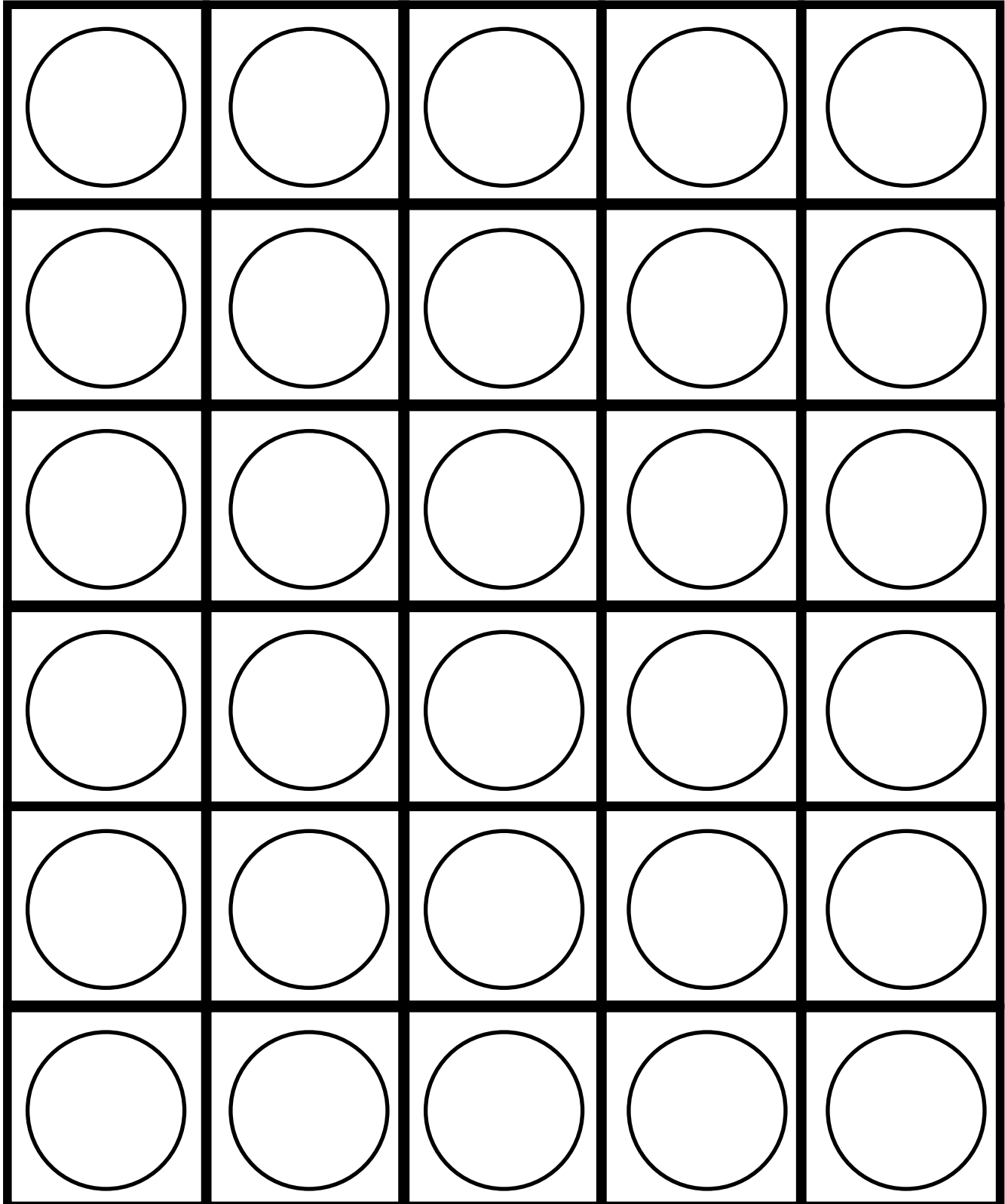
elevens

11-11=0
12-11=1
13-11=2
14-11=3
15-11=4
16-11=5
17-11=6
18-11=7
19-11=8
20-11=9
21-11=10
22-11=11

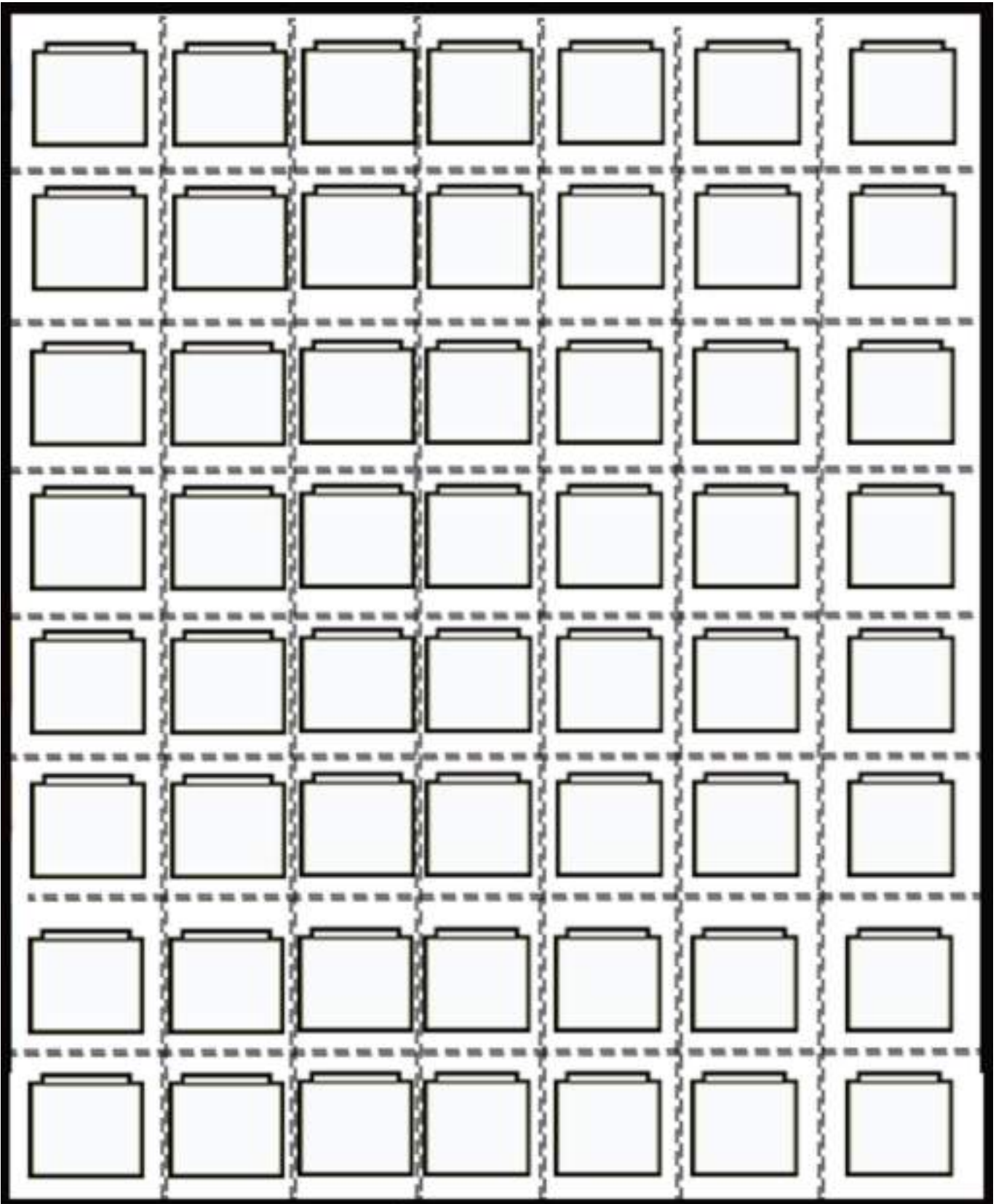
twelves

12-12=0
13-12=1
14-12=2
15-12=3
16-12=4
17-12=5
18-12=6
19-12=7
20-12=8
21-12=9
22-12=10
23-12=11

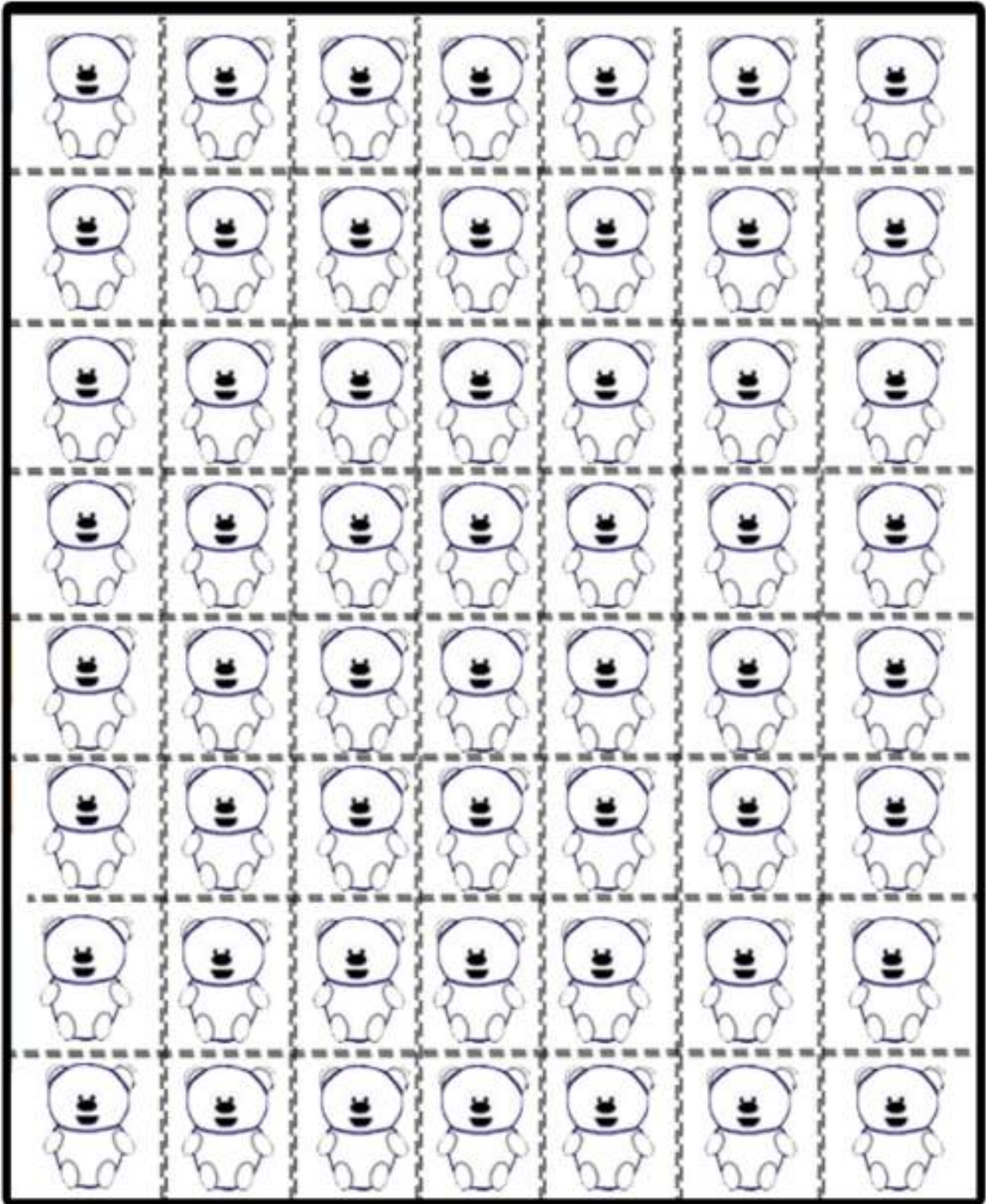
CIRCLE COUNTERS



CUBE COUNTERS



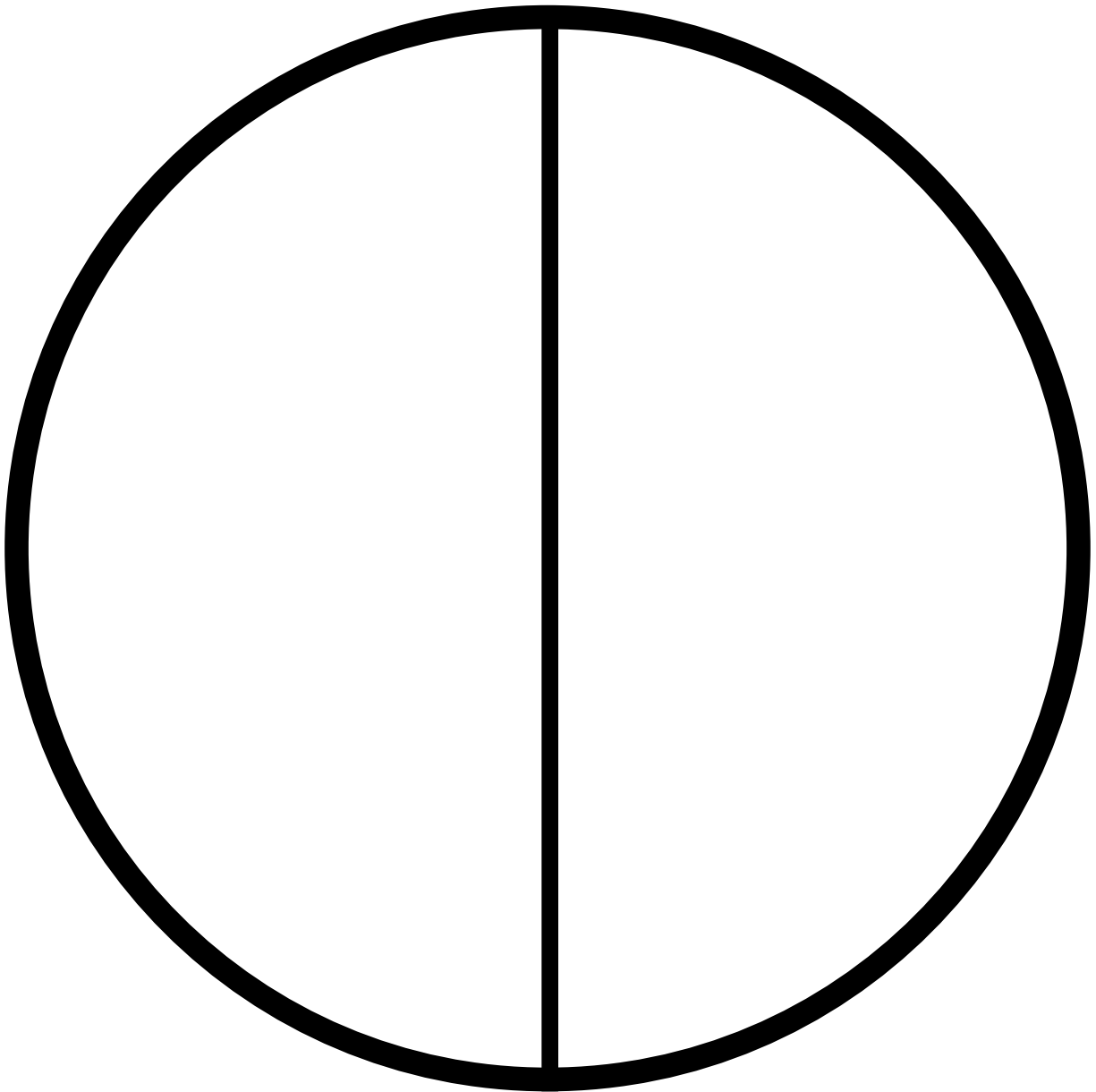
BEAR COUNTERS



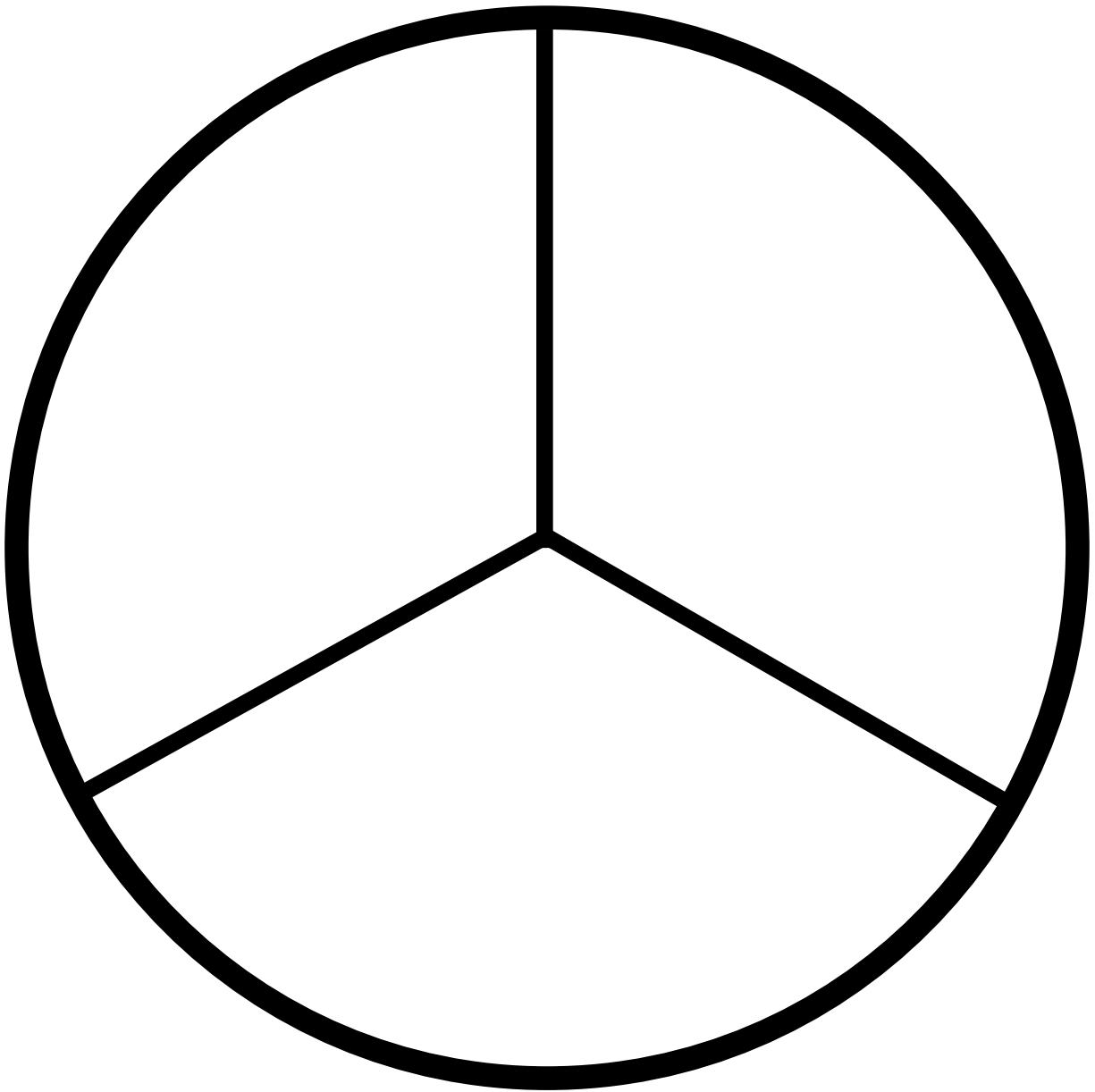
PENNY COUNTERS



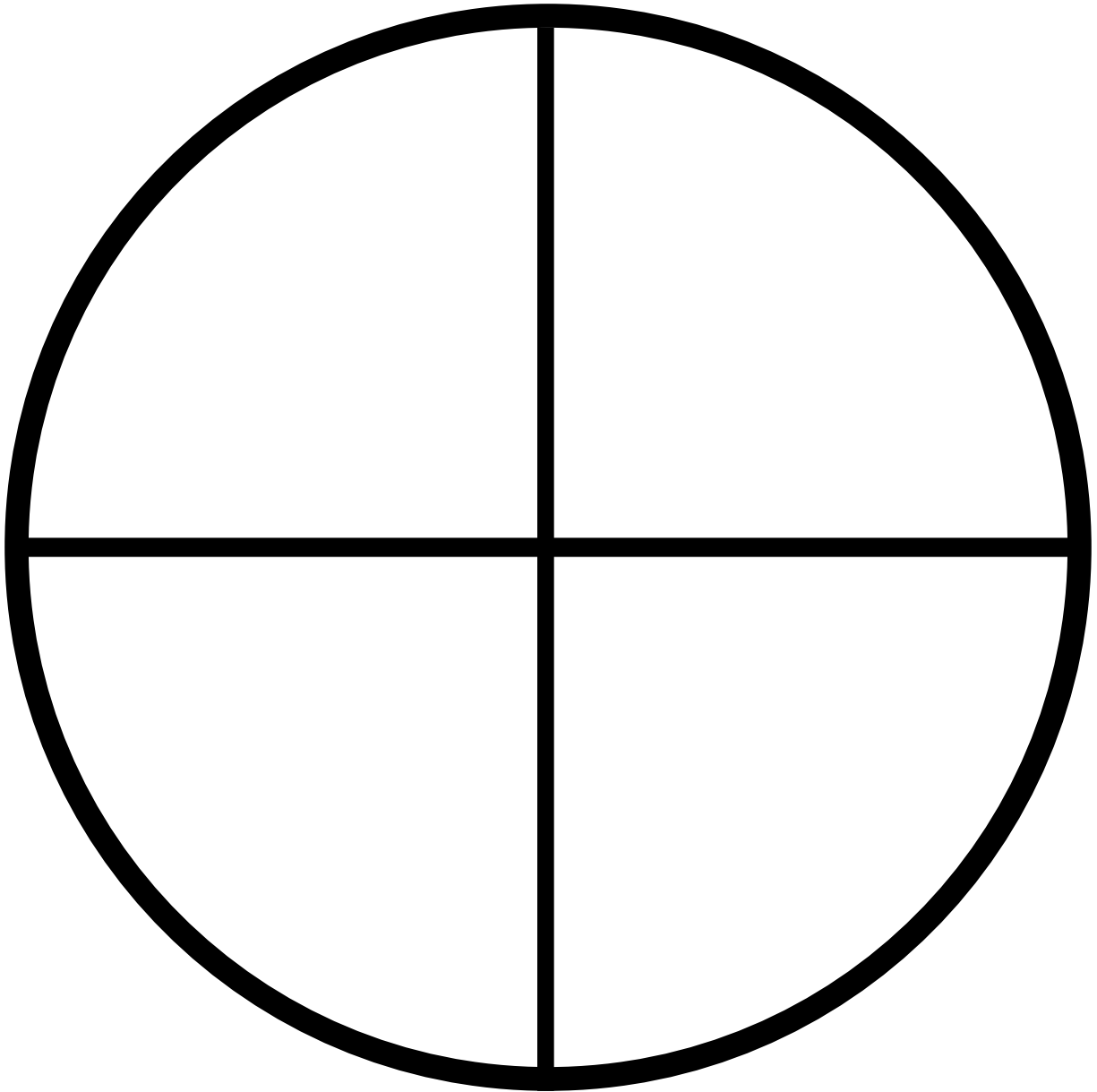
SPINNER



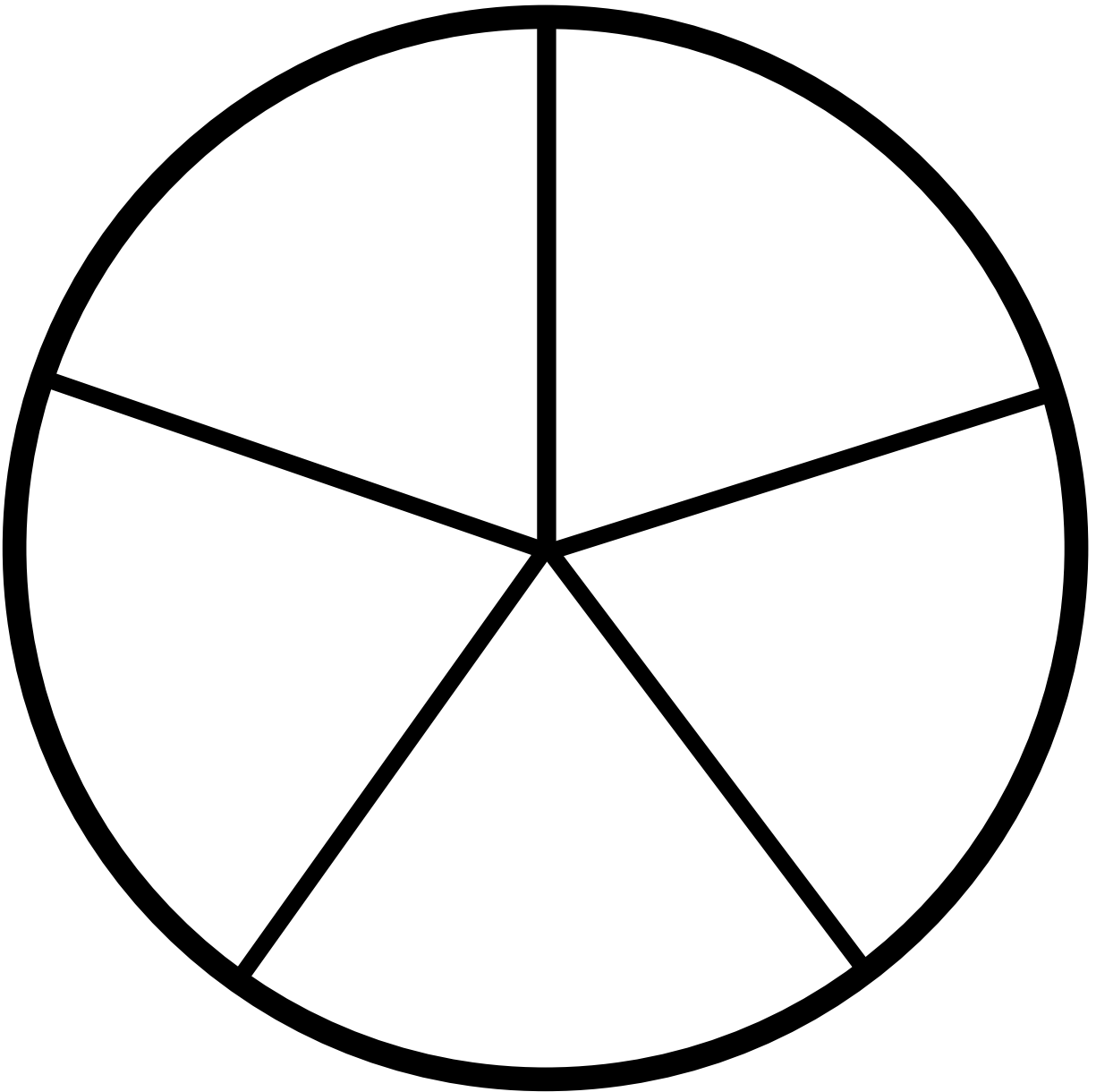
SPINNER



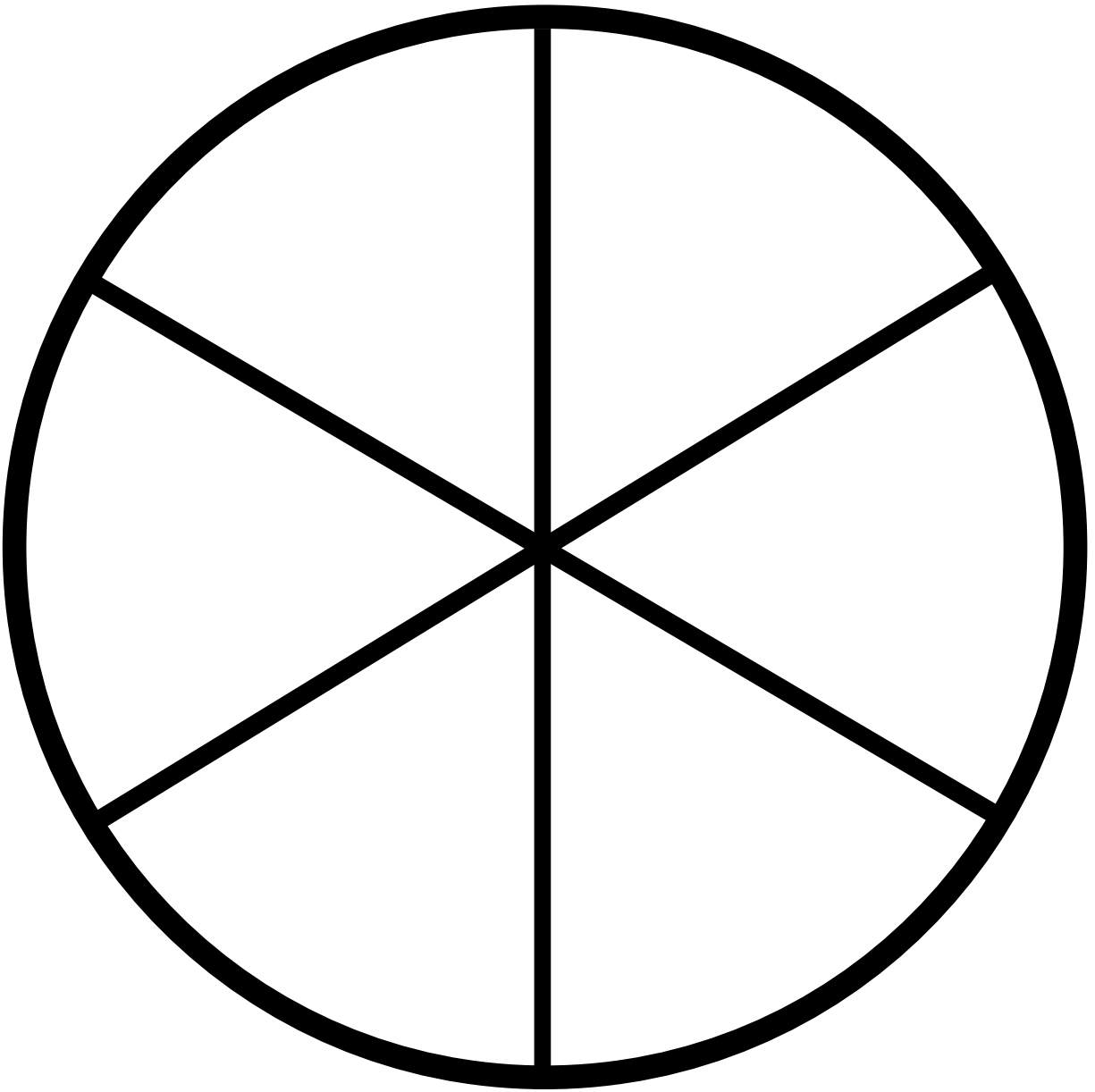
SPINNER



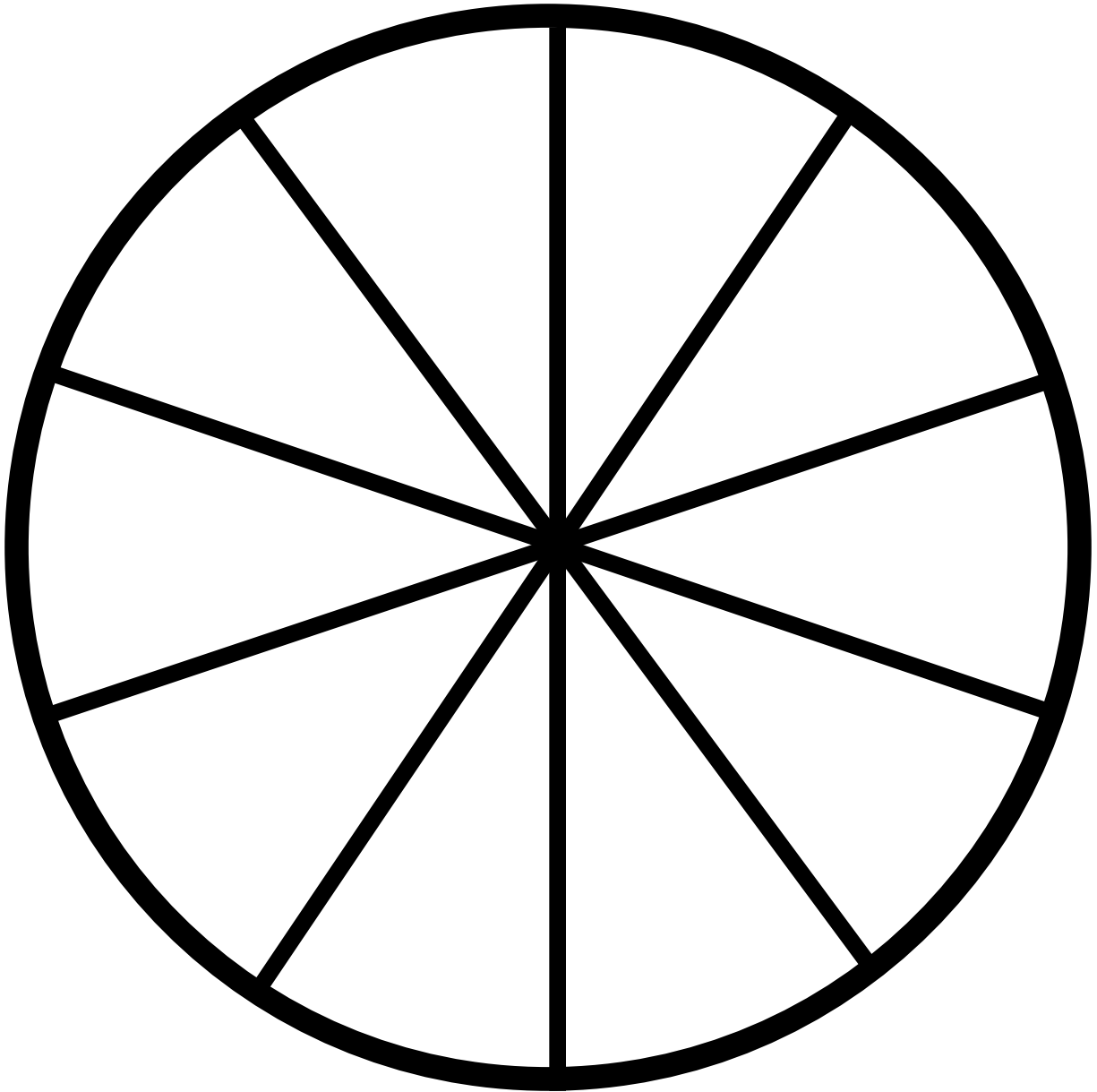
SPINNER



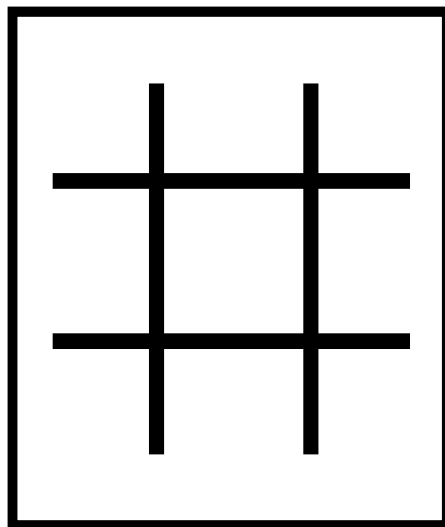
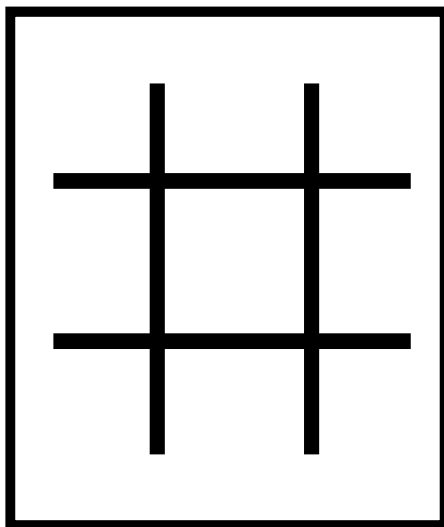
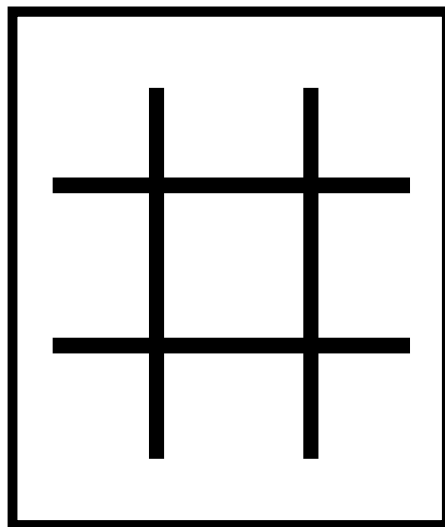
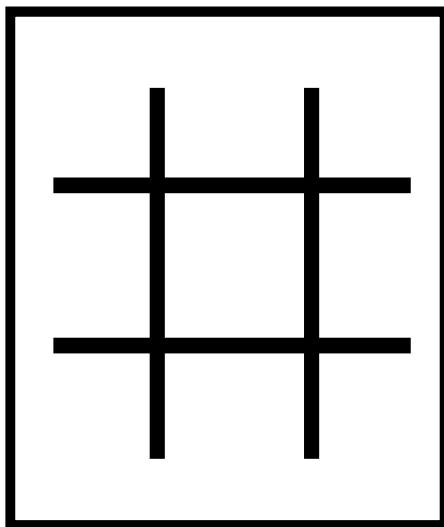
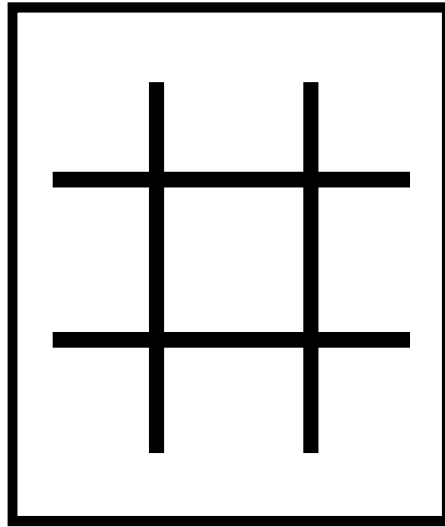
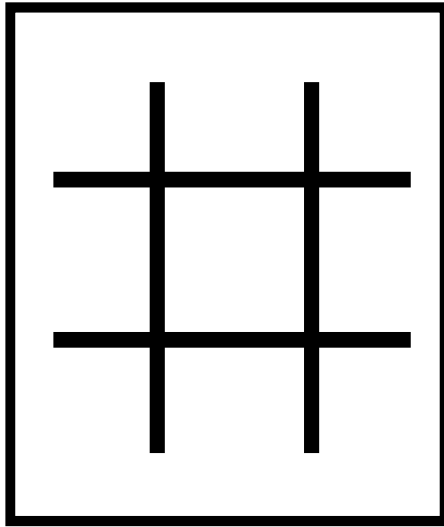
SPINNER



SPINNER



Tic Tac Toe



SUBTRACTING WITHIN 10 SUBTRACTION BOARD GAME

Instructions: Roll the dice. Move and solve the problem. Whoever reaches the end first wins!

The board game path consists of the following subtraction problems and illustrations:

- START** (Illustration: two monkeys)
- $5 - 3$
- $8 - 5$
- $9 - 4$
- $10 - 3$
- $8 - 2$ (Illustration: a peacock)
- $10 - 6$
- $10 - 8$
- $7 - 4$
- $6 - 1$
- $7 - 3$ (Illustration: a tiger)
- $10 - 7$
- $10 - 9$
- $5 - 1$
- $5 - 2$ (Illustration: a giraffe)
- $6 - 3$
- $7 - 6$
- $8 - 4$
- $9 - 6$ (Illustration: a tiger)
- $9 - 3$
- FINISH**

SUBTRACTING WITHIN 10 SUBTRACTION BOARD GAME

Instructions: Roll the dice. Move and solve the problem. Whoever reaches the end first wins!

The board game path consists of 10 numbered squares arranged in a winding path. The path starts at a 'START' box at the bottom right and ends at a 'FINISH' box at the top right. The path is decorated with illustrations of two monkeys, two tigers, a giraffe, a zebra, and a peacock. There are also two flowers along the path.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Subtraction Action

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Three sets of blank subtraction lines for practice:

$$\begin{array}{r} \underline{\quad} \\ - \underline{\quad} \\ \hline \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ - \underline{\quad} \\ \hline \end{array}$$

$$\begin{array}{r} \underline{\quad} \\ - \underline{\quad} \\ \hline \end{array}$$

Subtraction Action

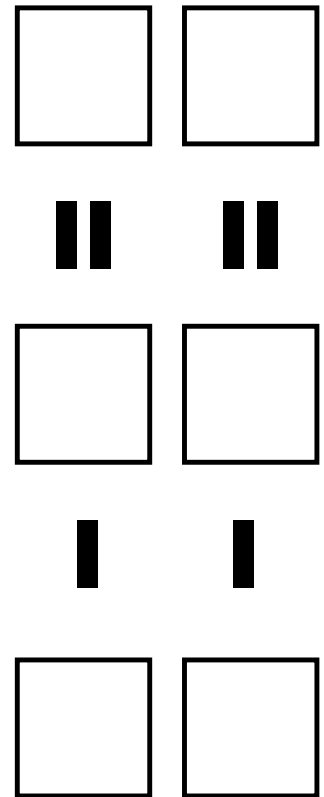
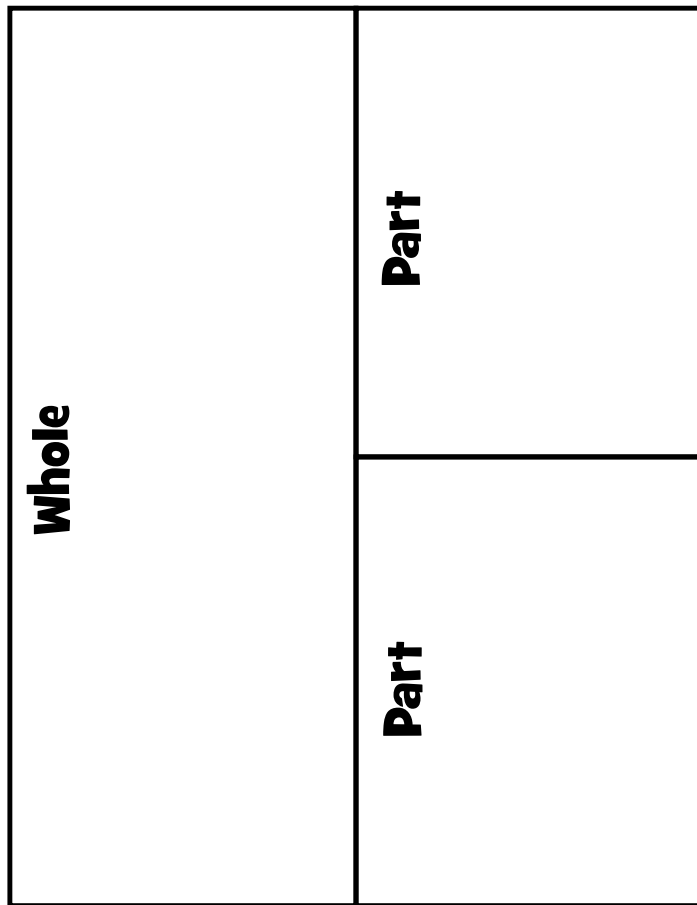
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

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

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

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

Number Bond Subtraction



Subtraction Mat

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=

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-

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Subtraction Mat

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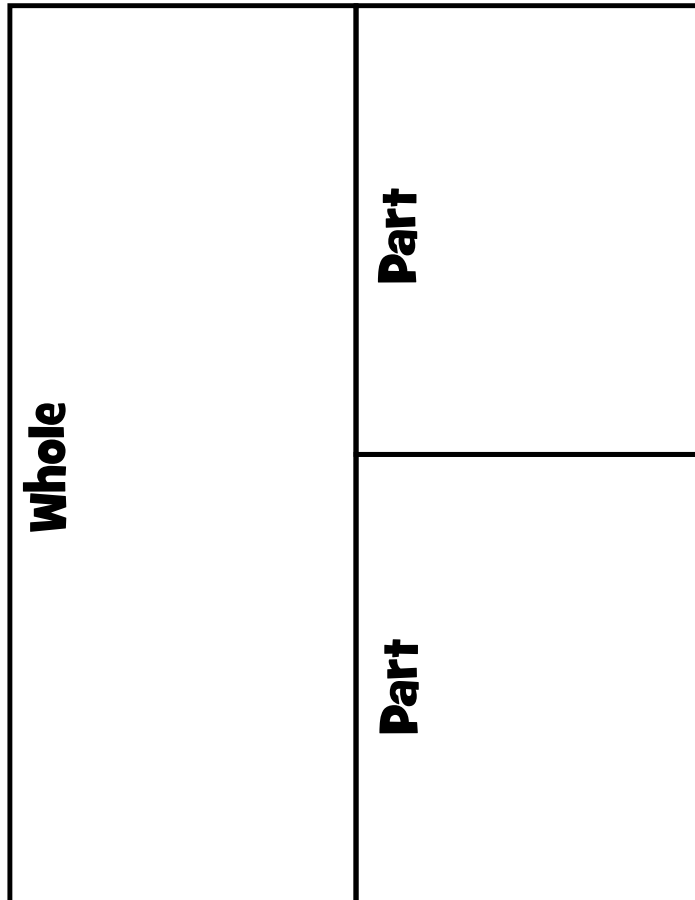
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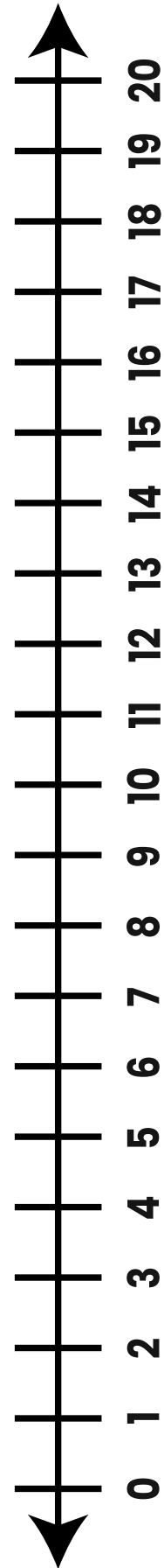
-

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Number Bond Subtraction



<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>	<input type="text"/>



Subtraction Mat

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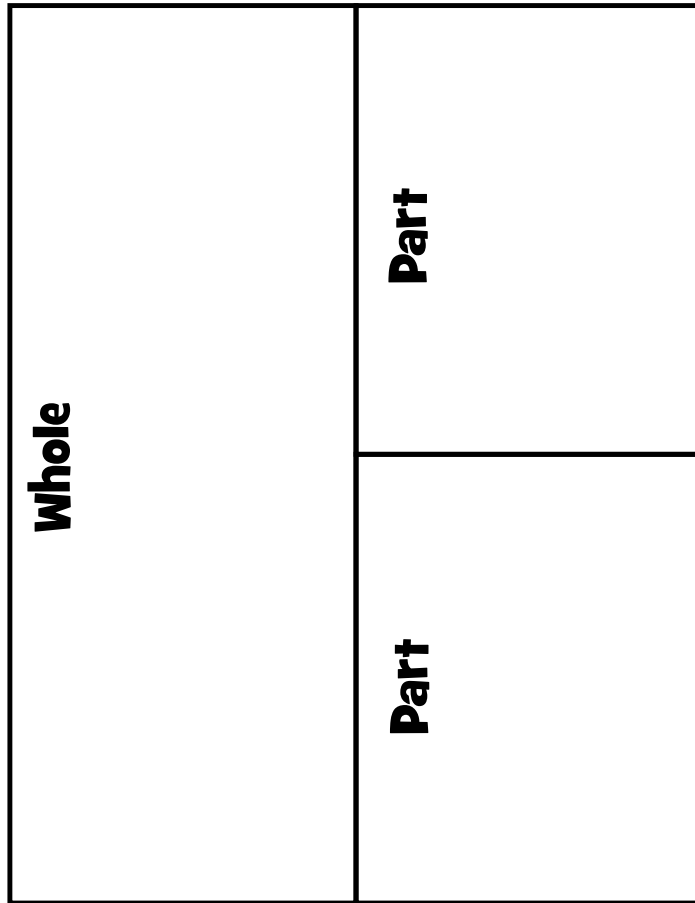
=

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-

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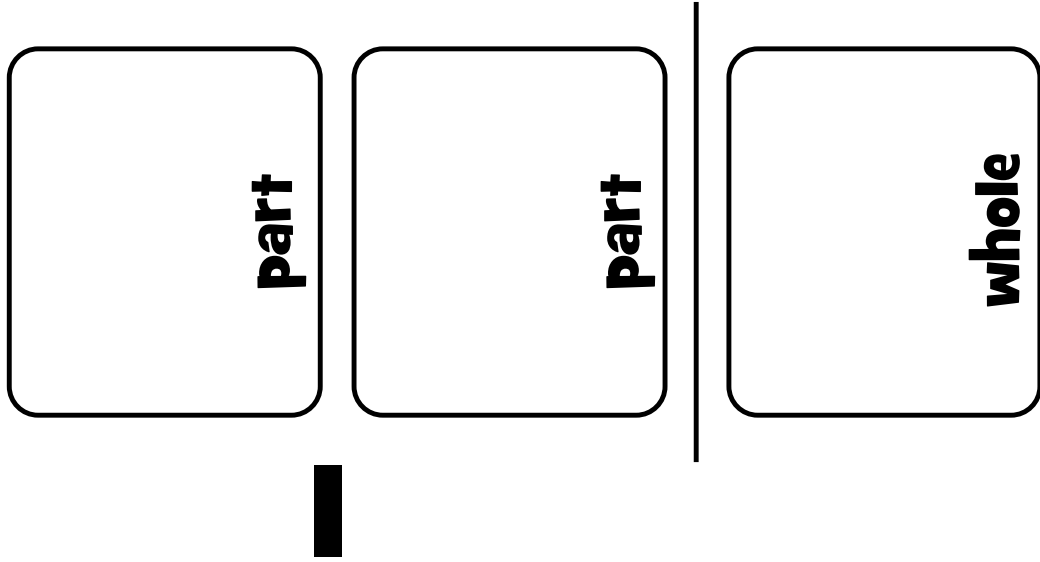
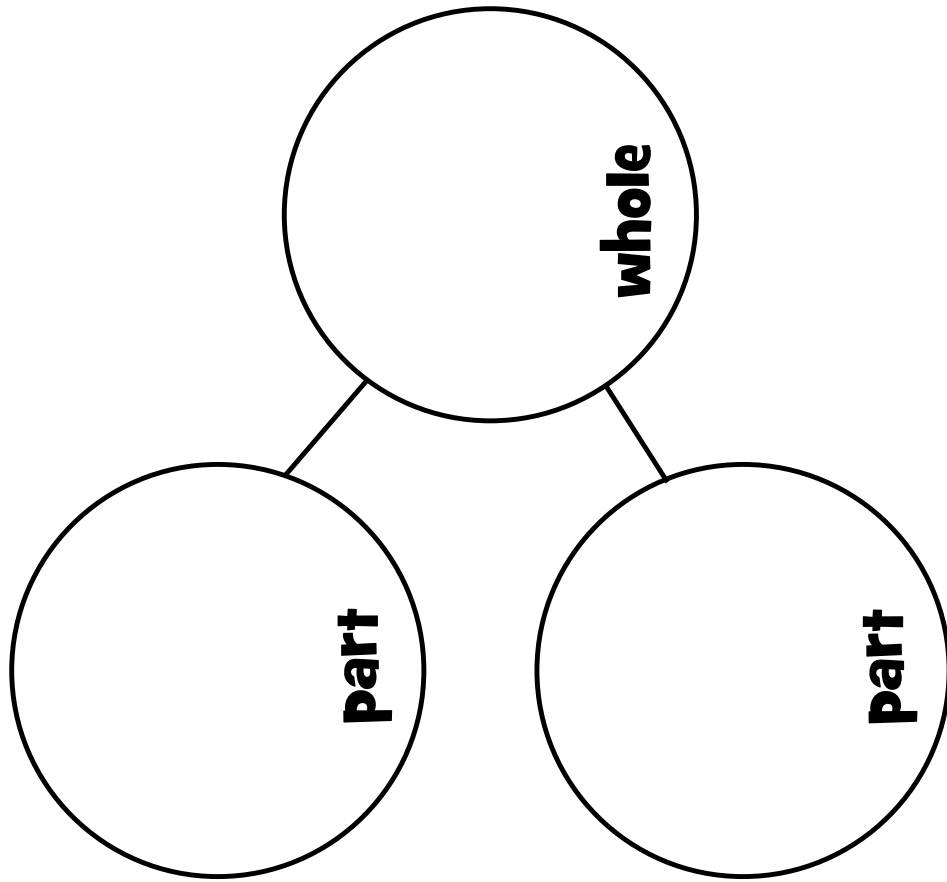
Number Bond Subtraction



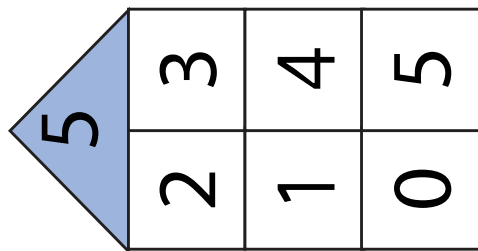
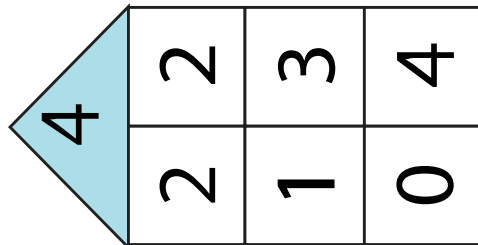
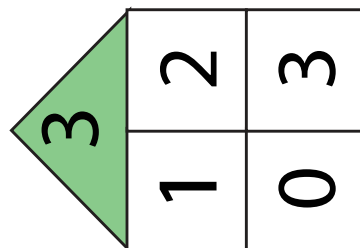
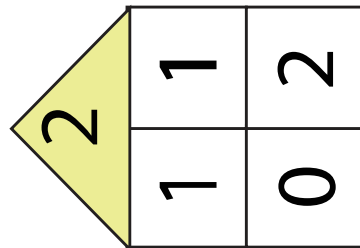
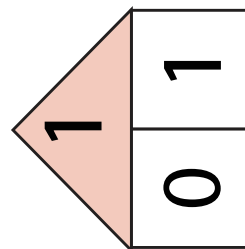
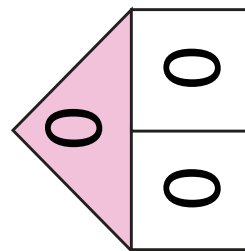
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

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

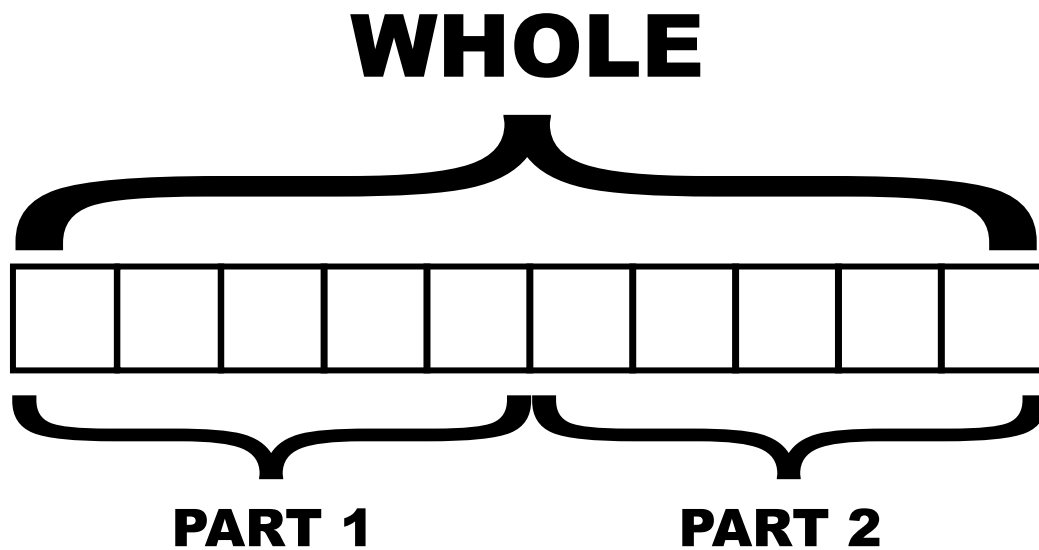
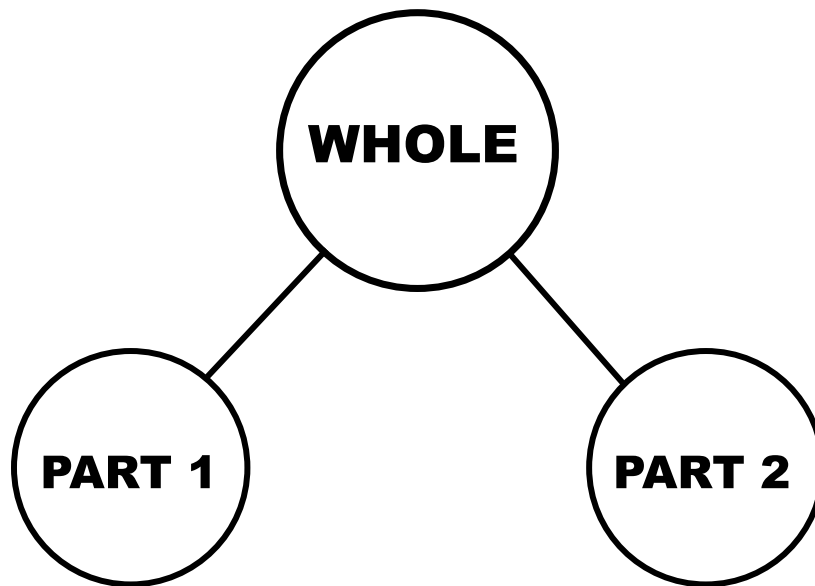
Number Bond Subtraction



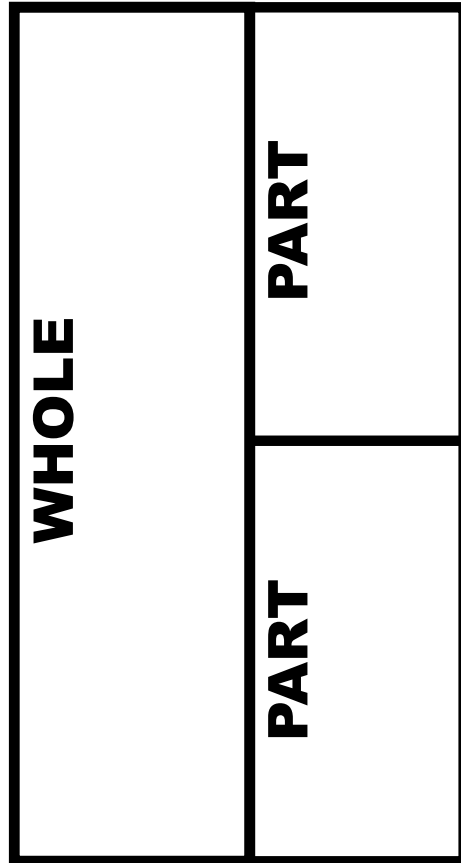
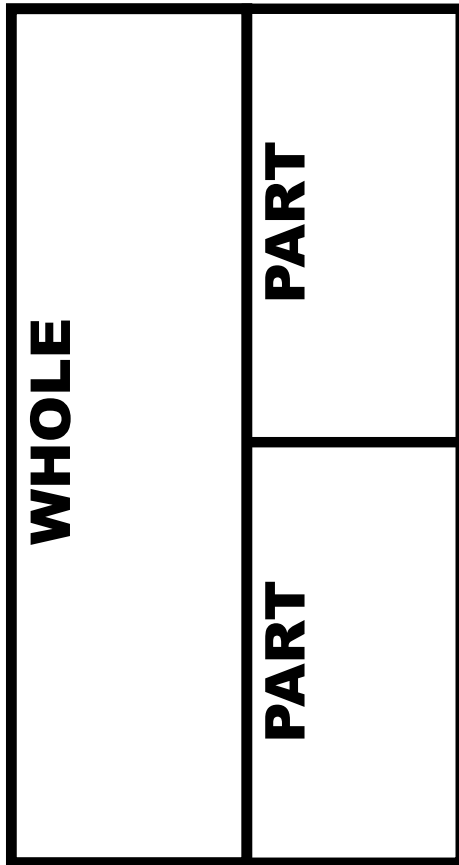
NUMBER HOUSES



PART PART WHOLE

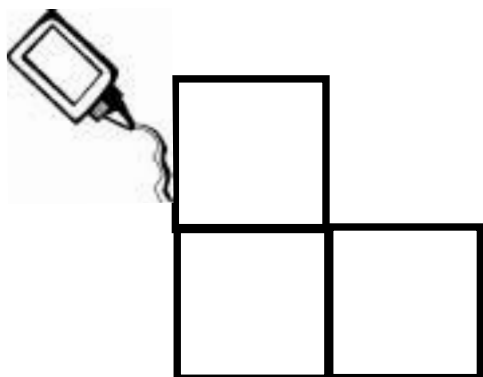
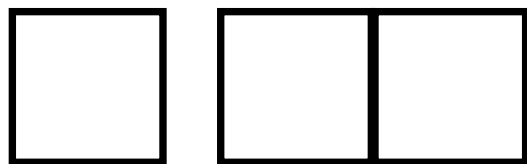


PART PART WHOLE MATS

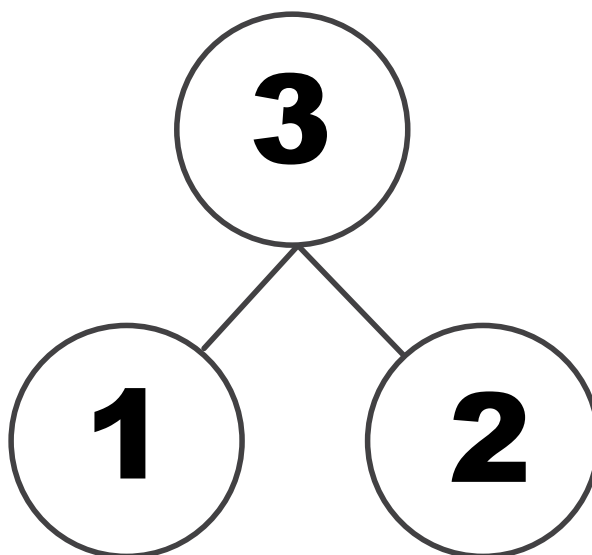
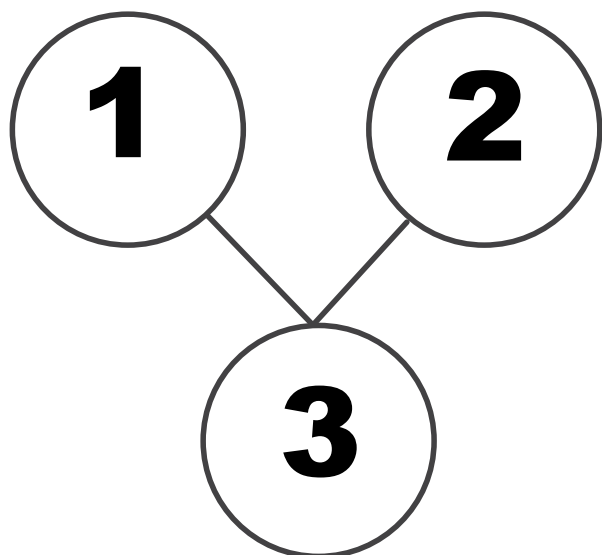
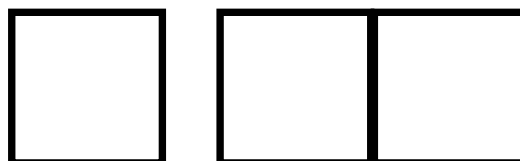
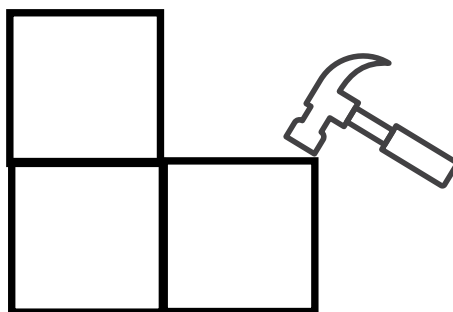


Composing and Decomposing

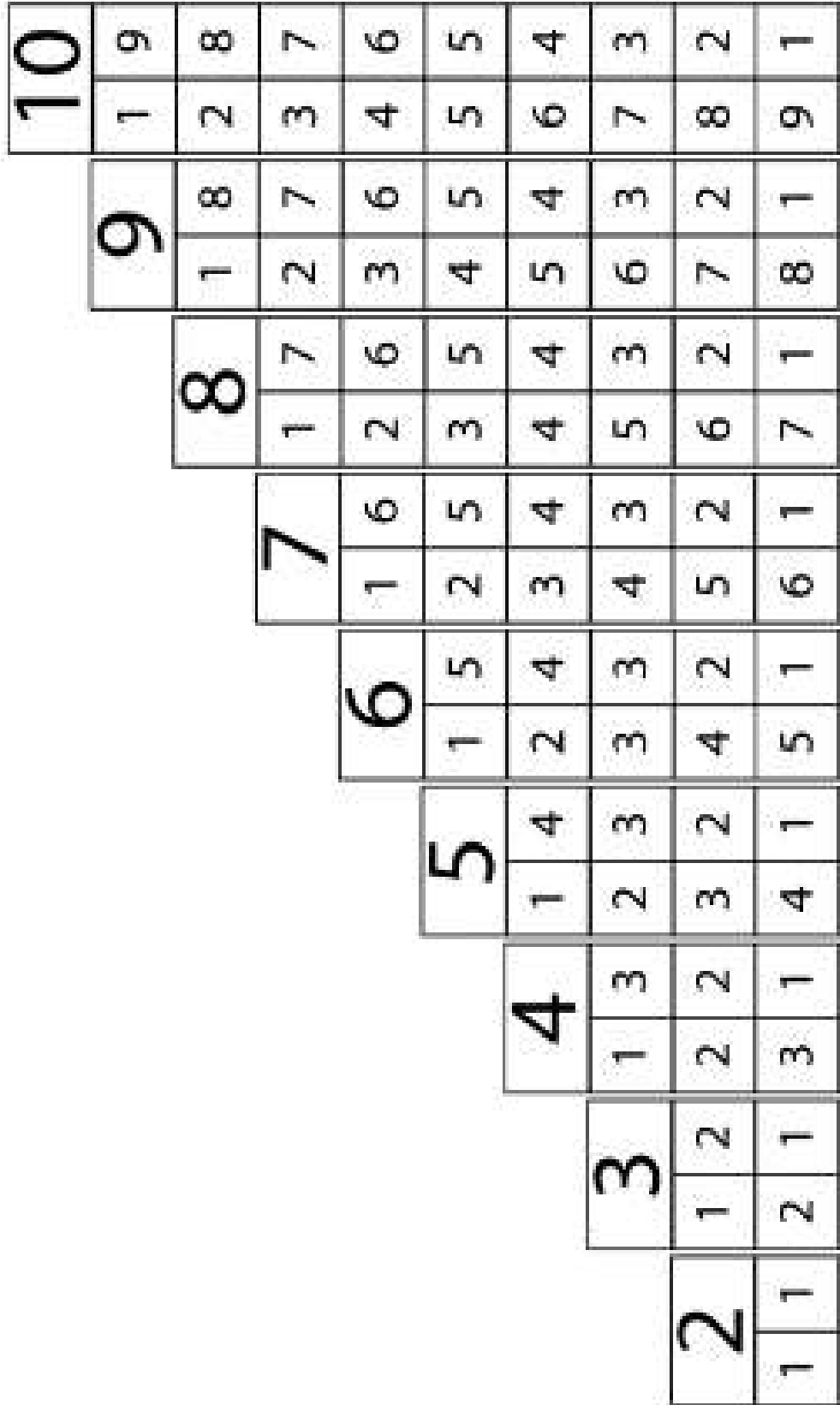
COMPOSE



DECOMPOSE



NUMBER STAIRCASE

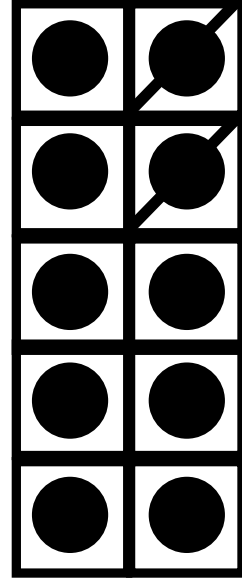


SUBTRACTING WITHIN 10

In many states, the first grade fluency is addition and subtraction within 10. Students need many concrete, pictorial and abstract activities that help them to build a conceptual understanding of subtraction so that they will gain procedural fluency.



$$10 - 2$$



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8

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SUBTRACTING WITHIN 10



$10 - 1$

●	●	●	●	●	●
●	●	●	●	●	●

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9

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$10 - 0$

●	●	●	●	●	●
●	●	●	●	●	●

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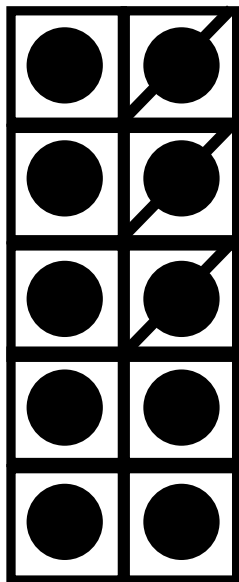
10

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SUBTRACTING WITHIN 10



$$10 - 3$$



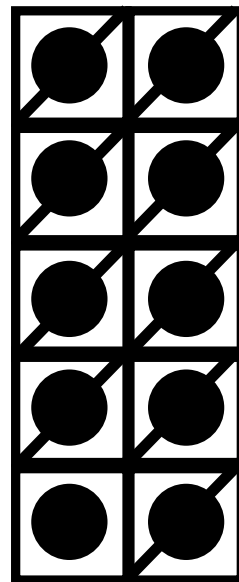
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www.mathfactfluencyplayground.com

7



$$10 - 9$$



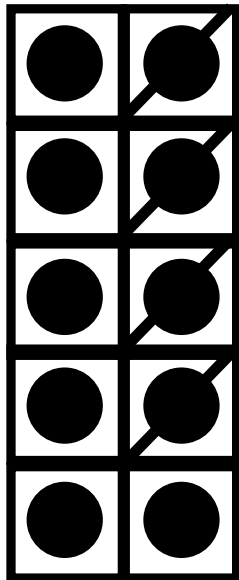
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1

SUBTRACTING WITHIN 10

$$10 - 4$$

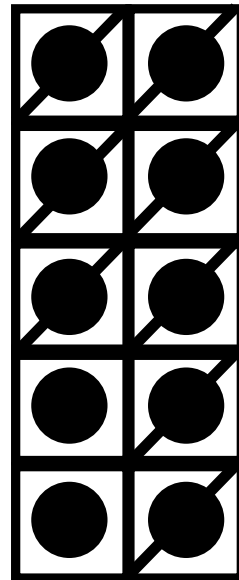


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$$10 - 8$$



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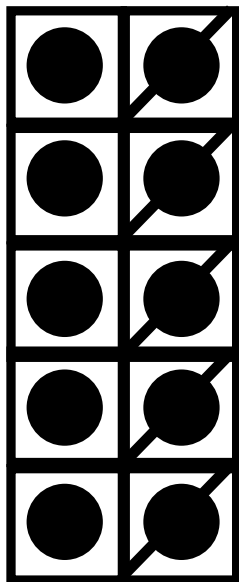
2

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SUBTRACTING WITHIN 10



$$10 - 5$$



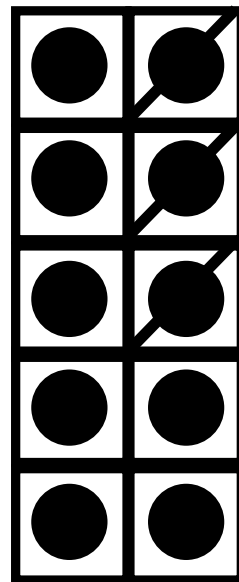
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5

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$$10 - 7$$



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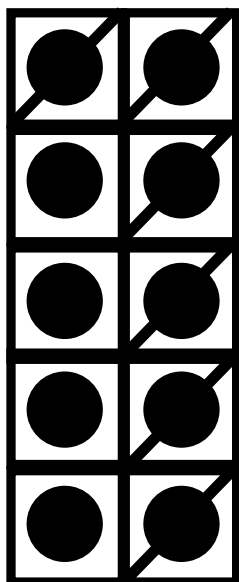
3

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SUBTRACTING WITHIN 10



$$10 - 6$$



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4

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MISSING NUMBERS TO 10



$$5 - ? = 3$$



0 1 2 3 4 5 6 7 8 9 10

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2

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**Look for doubles and make ten facts first*

$$8 - ? = 5$$



0 1 2 3 4 5 6 7 8 9 10

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3

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MISSING NUMBERS TO 10



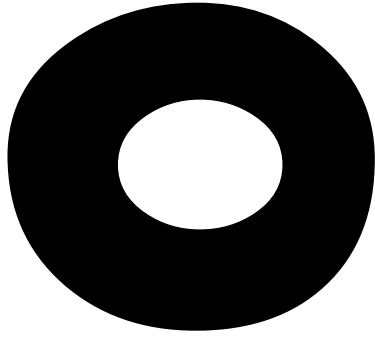
$$3 - ? = 3$$



0 1 2 3 4 5 6 7 8 9 10

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***Look for doubles and make ten facts first**

$$7 - ? = 6$$



0 1 2 3 4 5 6 7 8 9 10

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MISSING NUMBERS TO 10



$$9 - ? = 5$$



0 1 2 3 4 5 6 7 8 9 10

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4

www.mathfactfluencyplayground.com



**Look for doubles and make ten facts first*

$$8 - ? = 5$$



0 1 2 3 4 5 6 7 8 9 10

www.mathfactfluencyplayground.com

3

www.mathfactfluencyplayground.com

MISSING NUMBERS TO 10

$$10 - ? = 5$$



0 1 2 3 4 5 6 7 8 9 10

www.mathfactfluencyplayground.com

5

www.mathfactfluencyplayground.com

***Look for doubles and make ten facts first**

$$8 - ? = 1$$



0 1 2 3 4 5 6 7 8 9 10

www.mathfactfluencyplayground.com

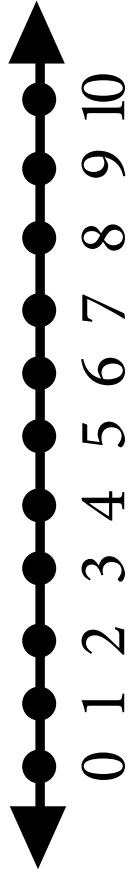
7

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MISSING NUMBERS TO 10



$$9 - ? = 0$$



0 1 2 3 4 5 6 7 8 9 10

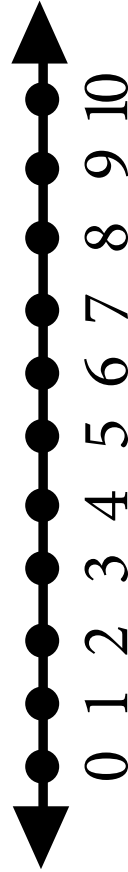
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www.mathfactfluencyplayground.com



***Look for doubles and make ten facts first**

$$9 - ? = 1$$



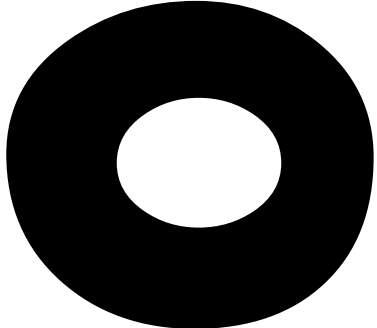
0 1 2 3 4 5 6 7 8 9 10

www.mathfactfluencyplayground.com

www.mathfactfluencyplayground.com

MISSING NUMBERS TO 10



<p>10 - ? = 10</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>www.mathfactfluencyplayground.com</p>	 <p>www.mathfactfluencyplayground.com</p>
---	---

BOOKMARKS

0

SUBTRACTION

$0 - 0 = 0$

$1 - 0 = 1$

$2 - 0 = 2$

$3 - 0 = 3$

$4 - 0 = 4$

$5 - 0 = 5$

$6 - 0 = 6$

$7 - 0 = 7$

$8 - 0 = 8$

$9 - 0 = 9$

$10 - 0 = 10$

0

SUBTRACTION

$0 - 0 = 0$

$1 - 0 = 1$

$2 - 0 = 2$

$3 - 0 = 3$

$4 - 0 = 4$

$5 - 0 = 5$

$6 - 0 = 6$

$7 - 0 = 7$

$8 - 0 = 8$

$9 - 0 = 9$

$10 - 0 = 10$

0

SUBTRACTION

$0 - 0 = 0$

$1 - 0 = 1$

$2 - 0 = 2$

$3 - 0 = 3$

$4 - 0 = 4$

$5 - 0 = 5$

$6 - 0 = 6$

$7 - 0 = 7$

$8 - 0 = 8$

$9 - 0 = 9$

$10 - 0 = 10$

BOOKMARKS

○
1

SUBTRACTION

$1 - 0 = 1$

$1 - 1 = 0$

$2 - 1 = 1$

$3 - 1 = 2$

$4 - 1 = 3$

$5 - 1 = 4$

$6 - 1 = 5$

$7 - 1 = 6$

$8 - 1 = 7$

$9 - 1 = 8$

$10 - 1 = 9$

○
1

SUBTRACTION

$1 - 0 = 1$

$1 - 1 = 0$

$2 - 1 = 1$

$3 - 1 = 2$

$4 - 1 = 3$

$5 - 1 = 4$

$6 - 1 = 5$

$7 - 1 = 6$

$8 - 1 = 7$

$9 - 1 = 8$

$10 - 1 = 9$

○
1

SUBTRACTION

$1 - 0 = 1$

$1 - 1 = 0$

$2 - 1 = 1$

$3 - 1 = 2$

$4 - 1 = 3$

$5 - 1 = 4$

$6 - 1 = 5$

$7 - 1 = 6$

$8 - 1 = 7$

$9 - 1 = 8$

$10 - 1 = 9$

BOOKMARKS

0
2
SUBTRACTION

$2 - 0 = 2$
 $2 - 1 = 1$
 $2 - 2 = 0$
 $3 - 2 = 1$
 $4 - 2 = 2$
 $5 - 2 = 3$
 $6 - 2 = 4$
 $7 - 2 = 5$
 $8 - 2 = 6$
 $9 - 2 = 7$
 $10 - 2 = 8$

0
2
SUBTRACTION

$2 - 0 = 2$
 $2 - 1 = 1$
 $2 - 2 = 0$
 $3 - 2 = 1$
 $4 - 2 = 2$
 $5 - 2 = 3$
 $6 - 2 = 4$
 $7 - 2 = 5$
 $8 - 2 = 6$
 $9 - 2 = 7$
 $10 - 2 = 8$

0
2
SUBTRACTION

$2 - 0 = 2$
 $2 - 1 = 1$
 $2 - 2 = 0$
 $3 - 2 = 1$
 $4 - 2 = 2$
 $5 - 2 = 3$
 $6 - 2 = 4$
 $7 - 2 = 5$
 $8 - 2 = 6$
 $9 - 2 = 7$
 $10 - 2 = 8$

BOOKMARKS

0
3
SUBTRACTION

$3 - 0 = 3$
 $3 - 1 = 2$
 $3 - 2 = 1$
 $3 - 3 = 0$
 $4 - 3 = 1$
 $5 - 3 = 2$
 $6 - 3 = 3$
 $7 - 3 = 4$
 $8 - 3 = 5$
 $9 - 3 = 6$
 $10 - 3 = 7$

0
3
SUBTRACTION

$3 - 0 = 3$
 $3 - 1 = 2$
 $3 - 2 = 1$
 $3 - 3 = 0$
 $4 - 3 = 1$
 $5 - 3 = 2$
 $6 - 3 = 3$
 $7 - 3 = 4$
 $8 - 3 = 5$
 $9 - 3 = 6$
 $10 - 3 = 7$

0
3
SUBTRACTION

$3 - 0 = 3$
 $3 - 1 = 2$
 $3 - 2 = 1$
 $3 - 3 = 0$
 $4 - 3 = 1$
 $5 - 3 = 2$
 $6 - 3 = 3$
 $7 - 3 = 4$
 $8 - 3 = 5$
 $9 - 3 = 6$
 $10 - 3 = 7$

BOOKMARKS

○
4

SUBTRACTION

$4 - 0 = 4$

$4 - 1 = 3$

$4 - 2 = 2$

$4 - 3 = 1$

$4 - 4 = 0$

$5 - 4 = 1$

$6 - 4 = 2$

$7 - 4 = 3$

$8 - 4 = 4$

$9 - 4 = 5$

$10 - 4 = 6$

○
4

SUBTRACTION

$4 - 0 = 4$

$4 - 1 = 3$

$4 - 2 = 2$

$4 - 3 = 1$

$4 - 4 = 0$

$5 - 4 = 1$

$6 - 4 = 2$

$7 - 4 = 3$

$8 - 4 = 4$

$9 - 4 = 5$

$10 - 4 = 6$

○
4

SUBTRACTION

$4 - 0 = 4$

$4 - 1 = 3$

$4 - 2 = 2$

$4 - 3 = 1$

$4 - 4 = 0$

$5 - 4 = 1$

$6 - 4 = 2$

$7 - 4 = 3$

$8 - 4 = 4$

$9 - 4 = 5$

$10 - 4 = 6$

BOOKMARKS

○
5

SUBTRACTION

$5 - 0 = 5$

$5 - 1 = 4$

$5 - 2 = 3$

$5 - 3 = 2$

$5 - 4 = 1$

$5 - 5 = 0$

$6 - 5 = 1$

$7 - 5 = 2$

$8 - 5 = 3$

$9 - 5 = 4$

$10 - 5 = 5$

○
5

SUBTRACTION

$5 - 0 = 5$

$5 - 1 = 4$

$5 - 2 = 3$

$5 - 3 = 2$

$5 - 4 = 1$

$5 - 5 = 0$

$6 - 5 = 1$

$7 - 5 = 2$

$8 - 5 = 3$

$9 - 5 = 4$

$10 - 5 = 5$

○
5

SUBTRACTION

$5 - 0 = 5$

$5 - 1 = 4$

$5 - 2 = 3$

$5 - 3 = 2$

$5 - 4 = 1$

$5 - 5 = 0$

$6 - 5 = 1$

$7 - 5 = 2$

$8 - 5 = 3$

$9 - 5 = 4$

$10 - 5 = 5$

BOOKMARKS

6

SUBTRACTION

$6 - 0 = 6$

$6 - 1 = 5$

$6 - 2 = 4$

$6 - 3 = 3$

$6 - 4 = 2$

$6 - 5 = 1$

$6 - 6 = 0$

$7 - 6 = 1$

$8 - 6 = 2$

$9 - 6 = 3$

$10 - 6 = 4$

6

SUBTRACTION

$6 - 0 = 6$

$6 - 1 = 5$

$6 - 2 = 4$

$6 - 3 = 3$

$6 - 4 = 2$

$6 - 5 = 1$

$6 - 6 = 0$

$7 - 6 = 1$

$8 - 6 = 2$

$9 - 6 = 3$

$10 - 6 = 4$

6

SUBTRACTION

$6 - 0 = 6$

$6 - 1 = 5$

$6 - 2 = 4$

$6 - 3 = 3$

$6 - 4 = 2$

$6 - 5 = 1$

$6 - 6 = 0$

$7 - 6 = 1$

$8 - 6 = 2$

$9 - 6 = 3$

$10 - 6 = 4$

BOOKMARKS

7

SUBTRACTION

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

7

SUBTRACTION

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

7

SUBTRACTION

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

BOOKMARKS

○
8

SUBTRACTION

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

○
8

SUBTRACTION

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

○
8

SUBTRACTION

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

BOOKMARKS

9

SUBTRACTION

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

9

SUBTRACTION

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

9

SUBTRACTION

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

BOOKMARKS

10

SUBTRACTION

$10 - 0 = 10$

$10 - 1 = 9$

$10 - 2 = 8$

$10 - 3 = 7$

$10 - 4 = 6$

$10 - 5 = 5$

$10 - 6 = 4$

$10 - 7 = 3$

$10 - 8 = 2$

$10 - 9 = 1$

$10 - 10 = 0$

10

SUBTRACTION

$10 - 0 = 10$

$10 - 1 = 9$

$10 - 2 = 8$

$10 - 3 = 7$

$10 - 4 = 6$

$10 - 5 = 5$

$10 - 6 = 4$

$10 - 7 = 3$

$10 - 8 = 2$

$10 - 9 = 1$

$10 - 10 = 0$

10

SUBTRACTION

$10 - 0 = 10$

$10 - 1 = 9$

$10 - 2 = 8$

$10 - 3 = 7$

$10 - 4 = 6$

$10 - 5 = 5$

$10 - 6 = 4$

$10 - 7 = 3$

$10 - 8 = 2$

$10 - 9 = 1$

$10 - 10 = 0$

BOOKMARKS

○
11

SUBTRACTION

$11 - 0 = 11$

$11 - 1 = 10$

$11 - 2 = 9$

$11 - 3 = 8$

$11 - 4 = 7$

$11 - 5 = 6$

$11 - 6 = 5$

$11 - 7 = 4$

$11 - 8 = 3$

$11 - 9 = 2$

$11 - 10 = 1$

○
11

SUBTRACTION

$11 - 0 = 11$

$11 - 1 = 10$

$11 - 2 = 9$

$11 - 3 = 8$

$11 - 4 = 7$

$11 - 5 = 6$

$11 - 6 = 5$

$11 - 7 = 4$

$11 - 8 = 3$

$11 - 9 = 2$

$11 - 10 = 1$

○
11

SUBTRACTION

$11 - 0 = 11$

$11 - 1 = 10$

$11 - 2 = 9$

$11 - 3 = 8$

$11 - 4 = 7$

$11 - 5 = 6$

$11 - 6 = 5$

$11 - 7 = 4$

$11 - 8 = 3$

$11 - 9 = 2$

$11 - 10 = 1$

BOOKMARKS

○
12

SUBTRACTION

$12 - 0 = 12$

$12 - 1 = 11$

$12 - 2 = 10$

$12 - 3 = 9$

$12 - 4 = 8$

$12 - 5 = 7$

$12 - 6 = 6$

$12 - 7 = 5$

$12 - 8 = 4$

$12 - 9 = 3$

$12 - 10 = 2$

○
12

SUBTRACTION

$12 - 0 = 12$

$12 - 1 = 11$

$12 - 2 = 10$

$12 - 3 = 9$

$12 - 4 = 8$

$12 - 5 = 7$

$12 - 6 = 6$

$12 - 7 = 5$

$12 - 8 = 4$

$12 - 9 = 3$

$12 - 10 = 2$

○
12

SUBTRACTION

$12 - 0 = 12$

$12 - 1 = 11$

$12 - 2 = 10$

$12 - 3 = 9$

$12 - 4 = 8$

$12 - 5 = 7$

$12 - 6 = 6$

$12 - 7 = 5$

$12 - 8 = 4$

$12 - 9 = 3$

$12 - 10 = 2$

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GUIDED MATH SUBTRACTION MATS TEACHER'S

TOOL KIT

This Teacher's Subtraction Resource Toolkit was created to help teach subtraction. There are many different templates, activity sheets and backline masters to use to differentiate instruction. Use these resources to scaffold access to grade level content for all your students!

