

Lesson 11 – Subtract 1-digit from 2-digits

NC Objective:

Subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones

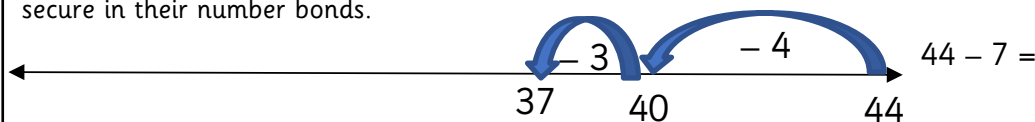
Resources needed:

Differentiated worksheets
Teaching slides
Number lines

Vocabulary:

Subtract, place value, columns, number line, tens, ones, subtraction, 1-digit, 2-digits, partition, number bonds

Just as with addition, children need to have a strong understanding of place value for subtraction. Children need to be able to count to 20 and need to be able to partition two-digit numbers in order to subtract from them. They need to understand the difference between one-digit and two-digit numbers and line them up in columns. In order to progress to using the number line more efficiently, children need to be secure in their number bonds.



Key Questions:

Are we counting backwards or forwards on the number line? Have got enough ones to subtract? Can we exchange a ten for ten ones? How can we show the takeaway?

Arithmetic

Arithmetic

Copy and solve the questions in your book.

★ Use number bonds	★★	★★★
12 - 9 =	72 - 9 =	47 - ____ = 39
11 - 5 =	81 - 5 =	98 - ____ = 89
11 - 8 =	91 - 8 =	45 - ____ = 37
22 - 3 =	42 - 3 =	76 - ____ = 68
25 - 9 =	75 - 9 =	62 - ____ = 57
21 - 7 =	51 - 7 =	83 - ____ = 78
17 - 8 =	27 - 8 =	35 - ____ = 26
24 - 5 =	34 - 5 =	44 - ____ = 37
24 - 7 =	64 - 7 =	92 - ____ = 86
22 - 8 =	42 - 8 =	46 - ____ = 38

★ Working Towards

Subtract 1-digit from 2-digits: ★★

Solve the calculations by counting back from the larger number.

17 - 9 = ____

14 - 6 = ____

11 - 2 = ____

22 - 5 = ____

23 - 4 = ____

26 - 9 = ____

★★ Working Within

Subtract 1-digit from 2-digits: ★★

Solve the calculations by counting back from the larger number.

17 - 9 = ____

63 - 5 = ____

95 - 7 = ____

21 - 5 = ____

66 - 4 = ____

31 - 4 = ____

★★★ Greater Depth

Subtract 1-digit from 2-digits: ★★

Use the number line to solve the calculations. Show the use of your number bonds to solve it efficiently.

13 - 8 = ____

46 - 9 = ____

77 - 9 = ____

33 - 5 = ____

55 - 7 = ____

82 - 3 = ____

Children work within 30 and start by using a completed number line to help them add numbers that cross 10. They progress to having an empty marked number line.

Arithmetic: Children calculate numbers within 40.

Children use an empty marked number line in order to solve the calculations.

Arithmetic: Children to use their preferred method to add numbers within 100 crossing the 10.

Children use a blank number line and show partitioning in order to solve the calculations. Arithmetic: Children to count back in order to find the missing number.

Reasoning & Problem Solving

Subtract 1-digit from 2-digits: Reasoning & Problem Solving ★

Match the number sentences to the number bonds that make the method more efficient.

52 - 5 52 - 2 - 5

52 - 7 53 - 3 - 5

53 - 6 52 - 2 - 3

53 - 8 53 - 3 - 3

Raise is counting back to solve 43 - 7.

She counts 43, 42, 41, 40, 39, 38, 37.

Is Raise correct? Explain your answer.

Leanna and Zach are solving 35 - 8.

Zach says, "I put 8 in my head and counted on to 35."

Leanna says, "I put 35 in my head and counted back 8."

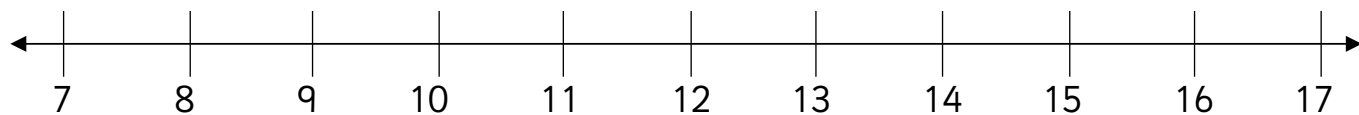
Whose method is the most efficient? Can you explain why? Can you think of another method to solve the subtraction?

Children continue working on subtracting 1-digit from 2-digits by answering reasoning tasks.

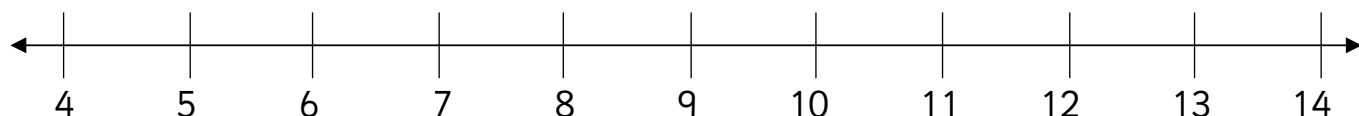


Solve the calculations by counting back from the larger number.

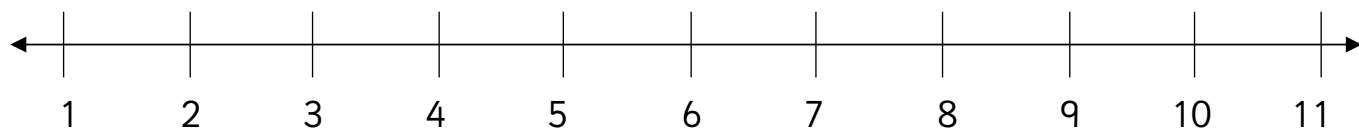
$$17 - 9 = \underline{\quad\quad}$$



$$14 - 6 = \underline{\quad\quad}$$



$$11 - 2 = \underline{\quad\quad}$$



$$22 - 5 = \underline{\quad\quad}$$



$$23 - 4 = \underline{\quad\quad}$$

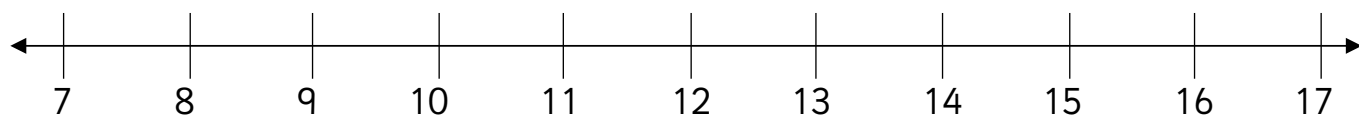


$$26 - 9 = \underline{\quad\quad}$$

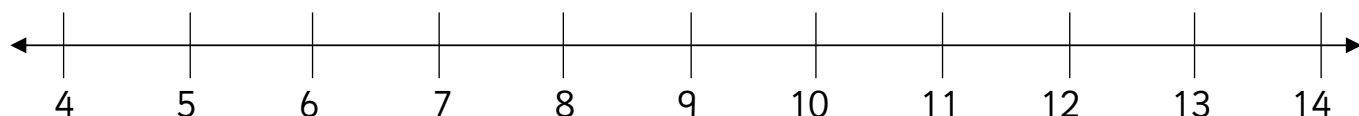


Solve the calculations by counting back from the larger number.

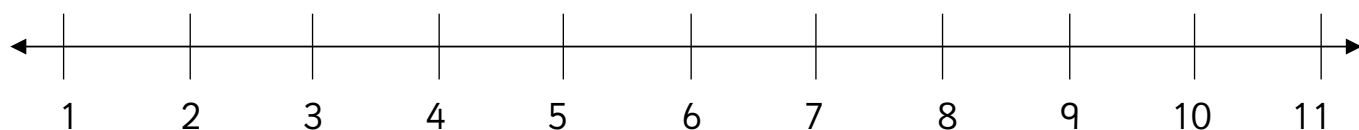
$$17 - 9 = \underline{8}$$



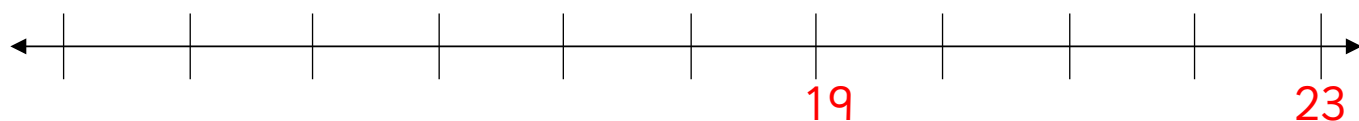
$$14 - 6 = \underline{8}$$



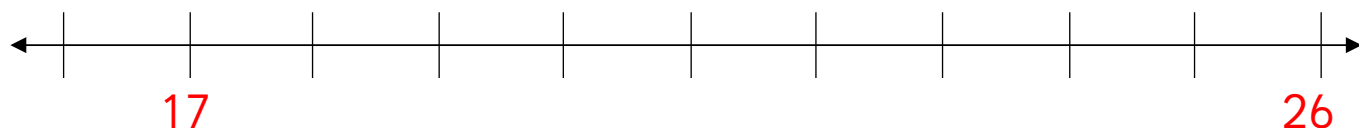
$$11 - 2 = \underline{9}$$



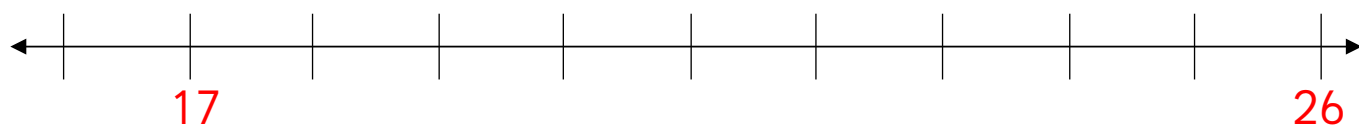
$$22 - 5 = \underline{18}$$



$$23 - 4 = \underline{19}$$



$$26 - 9 = \underline{17}$$



Solve the calculations by counting back from the larger number.

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



$$63 - 5 = \underline{\quad}$$



$$95 - 7 = \underline{\quad}$$



$$21 - 5 = \underline{\quad}$$



$$66 - 9 = \underline{\quad}$$



$$31 - 4 = \underline{\quad}$$





Solve the calculations by counting back from the larger number.

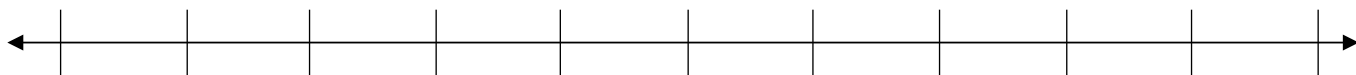
$$17 - 9 = \underline{8}$$



$$63 - 5 = \underline{58}$$



$$95 - 7 = \underline{88}$$



$$21 - 5 = \underline{16}$$



$$66 - 9 = \underline{57}$$



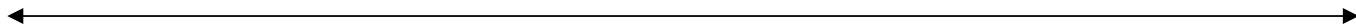
$$31 - 4 = \underline{27}$$



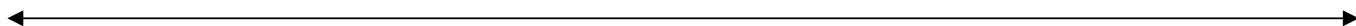


Use the number line to solve the calculations.
Show the use of your number bonds to solve it efficiently.

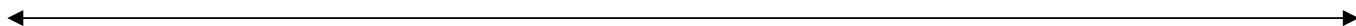
$$13 - 8 = \underline{\quad\quad}$$



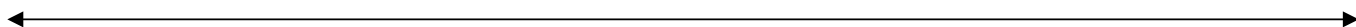
$$46 - 9 = \underline{\quad\quad}$$



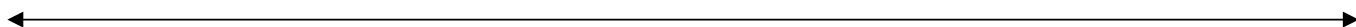
$$77 - 9 = \underline{\quad\quad}$$



$$33 - 5 = \underline{\quad\quad}$$



$$55 - 7 = \underline{\quad\quad}$$



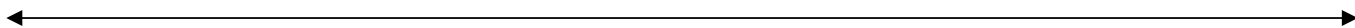
$$82 - 3 = \underline{\quad\quad}$$



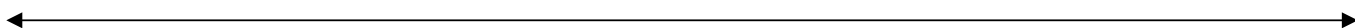


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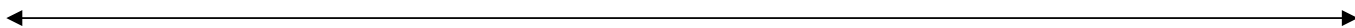
$$13 - 8 = \underline{5}$$



$$46 - 9 = \underline{37}$$



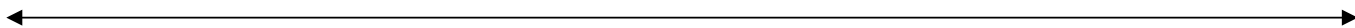
$$77 - 9 = \underline{68}$$



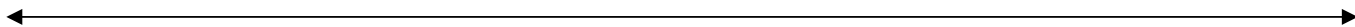
$$33 - 5 = \underline{28}$$



$$55 - 7 = \underline{48}$$









$$82 - 3 = \underline{79}$$









Arithmetic

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$12 - 9 =$	$72 - 9 =$	$47 - \underline{\quad\quad} = 39$
$11 - 5 =$	$81 - 5 =$	$98 - \underline{\quad\quad} = 89$
$11 - 8 =$	$91 - 8 =$	$45 - \underline{\quad\quad} = 37$
$22 - 3 =$	$42 - 3 =$	$76 - \underline{\quad\quad} = 68$
$25 - 9 =$	$75 - 9 =$	$62 - \underline{\quad\quad} = 57$
$21 - 7 =$	$51 - 7 =$	$83 - \underline{\quad\quad} = 78$
$17 - 8 =$	$27 - 8 =$	$35 - \underline{\quad\quad} = 26$
$24 - 5 =$	$34 - 5 =$	$44 - \underline{\quad\quad} = 37$
$24 - 7 =$	$64 - 7 =$	$92 - \underline{\quad\quad} = 86$
$22 - 8 =$	$92 - 8 =$	$46 - \underline{\quad\quad} = 38$

Arithmetic

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 Use equipment to help you.	 	  
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$11 - 5 = 6$	$81 - 5 = 76$	$98 - \underline{9} = 89$
$11 - 8 = 3$	$91 - 8 = 83$	$45 - \underline{8} = 37$
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$24 - 5 = 9$	$34 - 5 = 29$	$44 - \underline{7} = 37$
$24 - 7 = 17$	$64 - 7 = 57$	$92 - \underline{6} = 86$
$22 - 8 = 14$	$92 - 8 = 84$	$46 - \underline{8} = 38$

Match the number sentences to the number bonds that make the method more efficient.

$52 - 5$

$52 - 2 - 5$

$52 - 7$

$53 - 3 - 5$

$53 - 6$

$52 - 2 - 3$

$53 - 8$

$53 - 3 - 3$

Rosie is counting back to solve $43 - 7$.

She counts:

43, 42, 41, 40, 39, 38, 37.

Is Rosie correct?
Explain your answer.

Leanna and Zach are solving $35 - 8$.

Zach says,



I put 8 in my head and counted on to 35.

Leanna says,



I put 35 in my head and counted back 8.

Whose method is the most efficient?

Can you explain why?

Can you think of another method to solve the subtraction?

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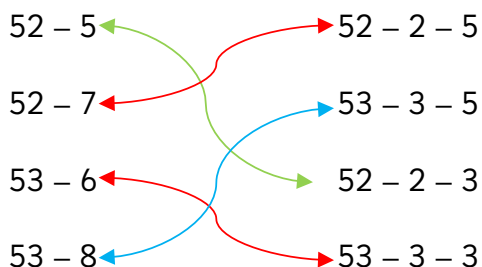
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Rosie is incorrect, because she has included 43 when counting back.

This is a common mistake and can be modelled on a number line.

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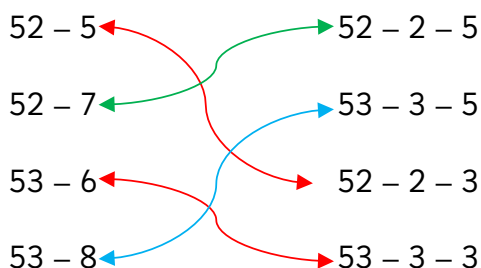
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Leanna's method is most efficient because there are less steps to take.

The numbers are quite apart so Zach's method of finding the difference takes a long time and has more room for error.

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