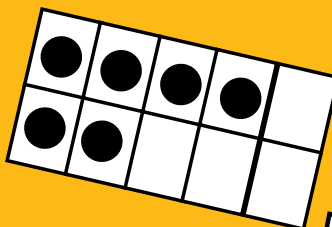
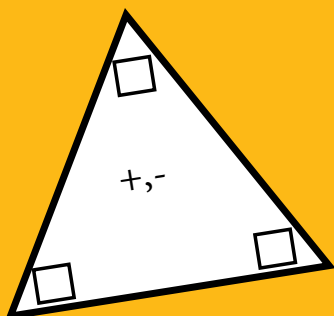


GUIDED MATH  
TEACHER'S

# SUBTRACTION Tool Kit



K-2

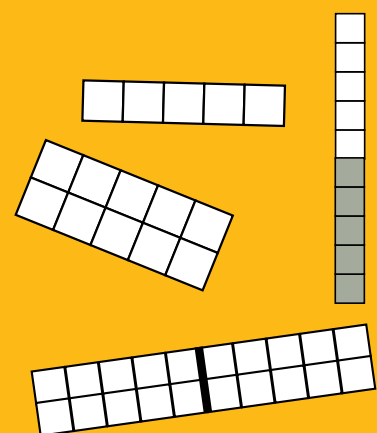
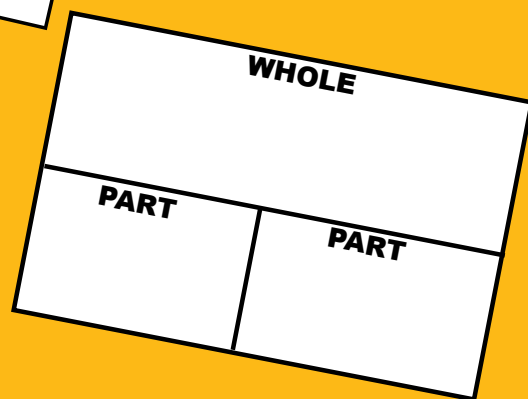


**SUBTRACTION TABLE**

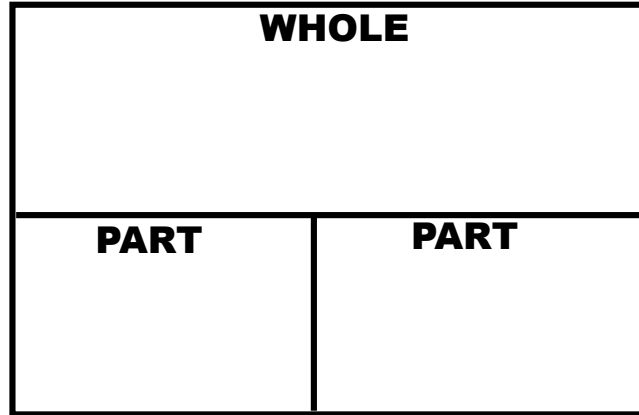
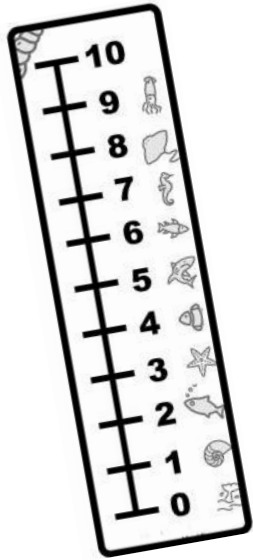
ones	twos	threes	four	fives	sixes
1-1=0	2-2=0	3-3=0	4-4=0	5-5=0	6-6=0
2-1=1	3-2=1	4-3=1	5-4=1	6-5=1	7-6=1
3-1=2	4-2=2	5-3=2	6-4=2	7-5=2	8-6=2
4-1=3	5-2=3	6-3=3	7-4=3	8-5=3	9-6=3
5-1=4	6-2=4	7-3=4	8-4=4	9-5=4	10-6=4
6-1=5	7-2=5	8-3=5	9-4=5	10-5=5	11-6=5
7-1=6	8-2=6	9-3=6	10-4=6	11-5=6	12-6=6
8-1=7	9-2=7	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	eleven	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

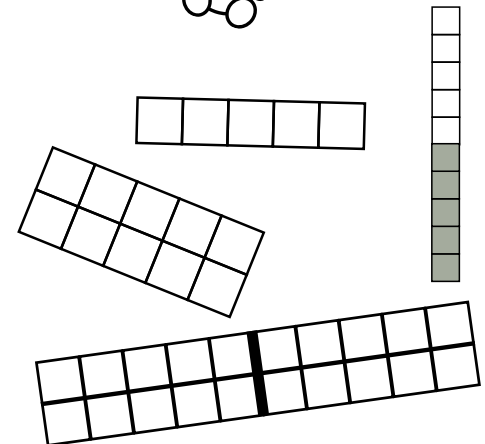
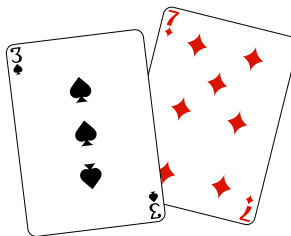
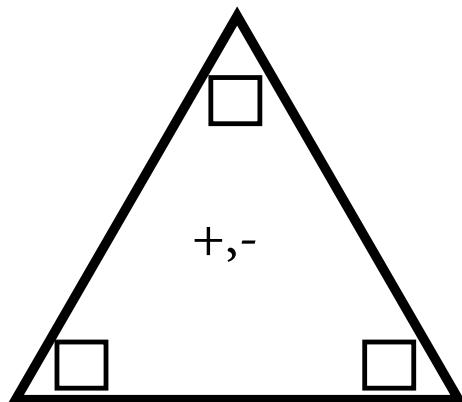
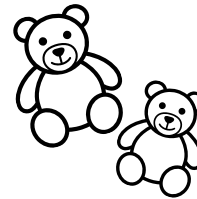
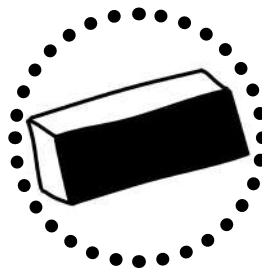
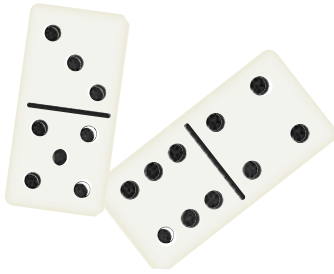


**SUBTRACTION TABLE**

ones	twos	threes	four	fives	sixes
1-1=0	2-2=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
13-1=12	14-2=12	15-3=12	16-4=12	17-5=12	18-6=12
14-1=13	15-2=13	16-3=13	17-4=13	18-5=13	19-6=13
15-1=14	16-2=14	17-3=14	18-4=14	19-5=14	20-6=14
16-1=15	17-2=15	18-3=15	19-4=15	20-5=15	21-6=15
17-1=16	18-2=16	19-3=16	20-4=16	21-5=16	22-6=16
18-1=17	19-2=17	20-3=17	21-4=17	22-5=17	23-6=17
19-1=18	20-2=18	21-3=18	22-4=18	23-5=18	24-6=18
20-1=19	21-2=19	22-3=19	23-4=19	24-5=19	25-6=19



# GUIDED MATH TEACHER'S SUBTRACTION TOOLKIT



# **GUIDED MATH TEACHER'S SUBTRACTION TOOLKIT**

**K-2**

Dr. Nicki Newton



**Math Fact Fluency Playground**

Math Fact Fluency Playground  
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Produced by Math Fact Fluency Playground  
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## Other Books in this Series

Guided Math Teacher's Addition Toolkit

Guided Math Teacher's Decimal Toolkit

Guided Math Teacher's Division Toolkit

Guided Math Teacher's Hundred Grid Toolkit

Guided Math Teacher's Multiplication Toolkit

Guided Math Teacher's Number Paths,  
Number Ladders, and Number Lines Toolkit



Math Fact Fluency Playground

**Dedicated to Mom and Pops, Always**

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# Acknowledgements

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# Author's Note

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](http://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).

## ● 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.



More Subtraction Posters!

# PROGRESSION OF SUBTRACTION



## JOURNEY TO FLUENCY

### FLUENCY IS

1 EFFICIENCY

2 ACCURACY

3 FLEXIBILITY

(NRC; 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!

SUBTRACTING 10 FROM A TEEN NUMBER

$19 - 10$

SUBTRACTING ONES FROM A TEEN NUMBER

$19 - 9$

THINKING ABOUT NUMBER RELATIONSHIPS (WITHIN 20)

$15 - 8$

SUBTRACT FROM 20

$20 - 8$

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



# PROGRESSION OF SUBTRACTION



## JOURNEY TO FLUENCY

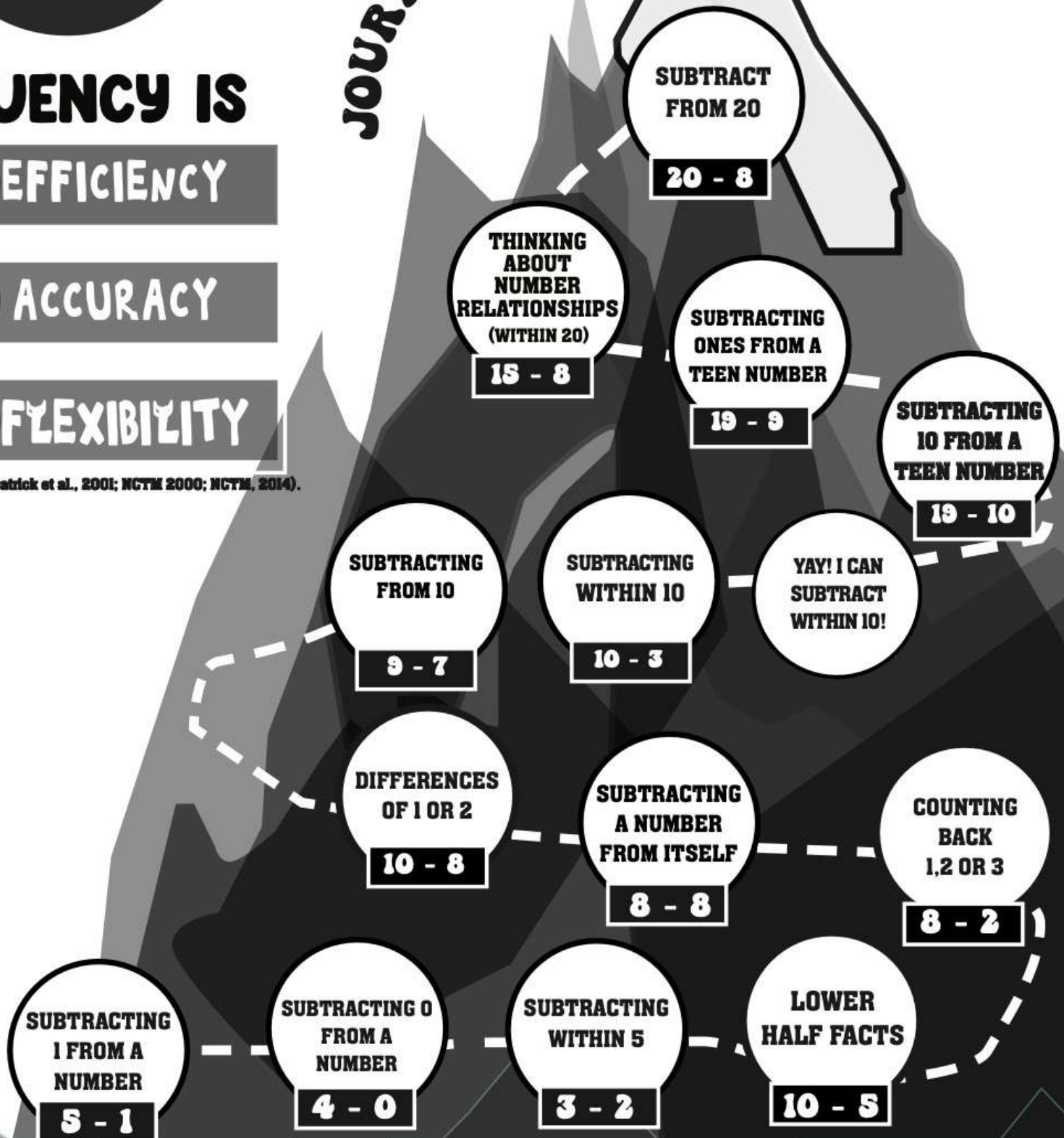
### FLUENCY IS

1 EFFICIENCY

2 ACCURACY

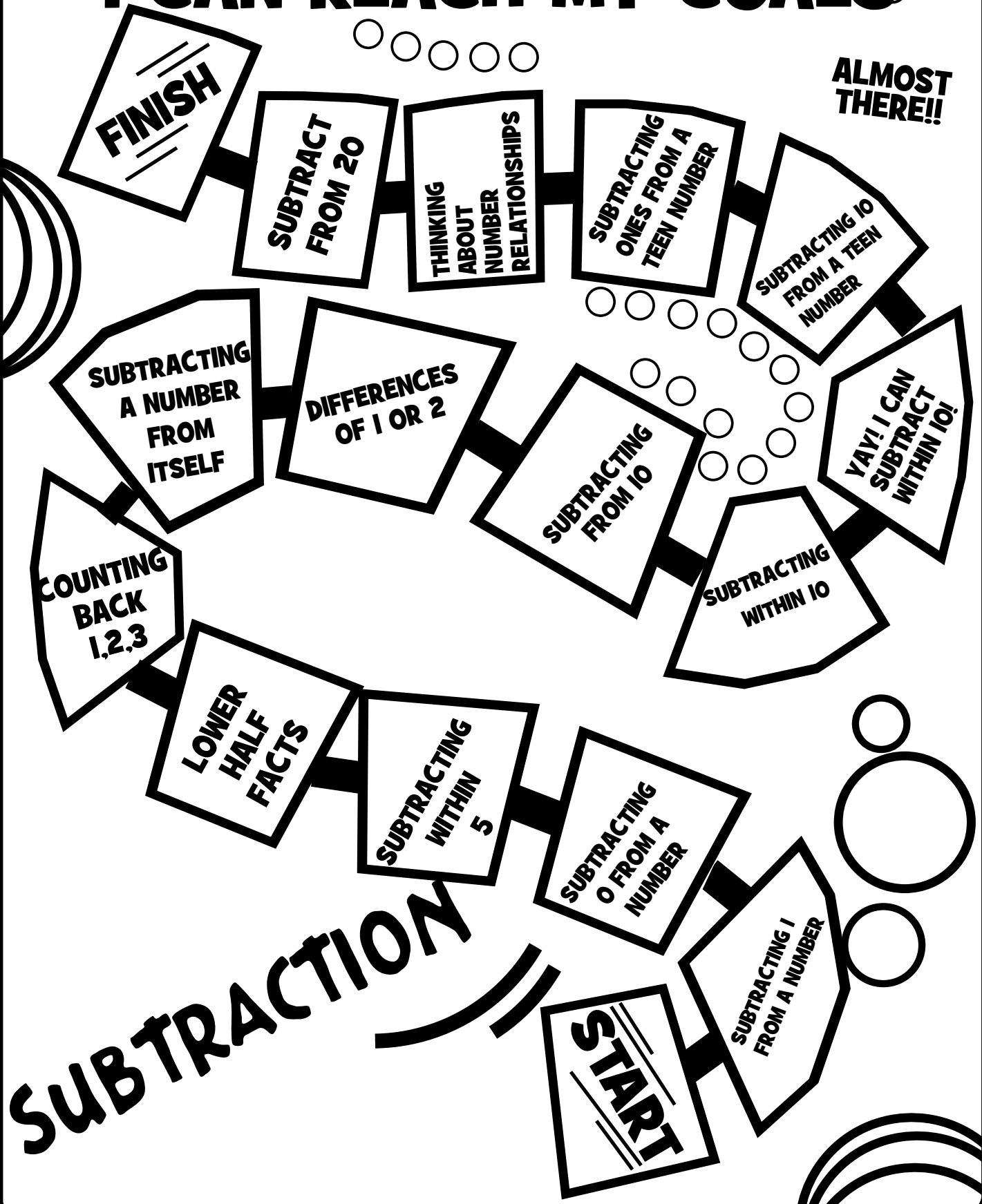
3 FLEXIBILITY

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



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

# I CAN REACH MY GOALS



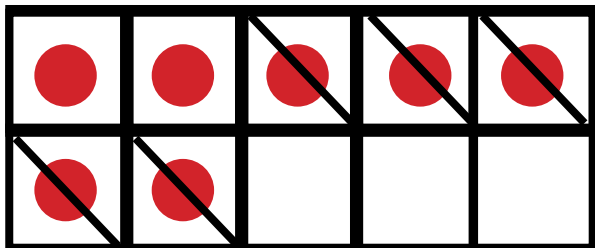
**SUBTRACTION**

**ALMOST THERE!!**

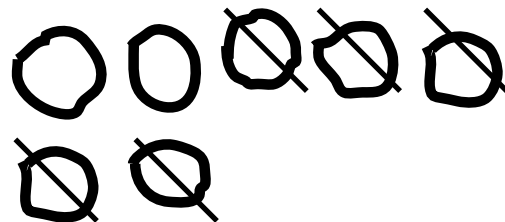
# I Can Model Subtraction

$$7 - 5 = 2$$

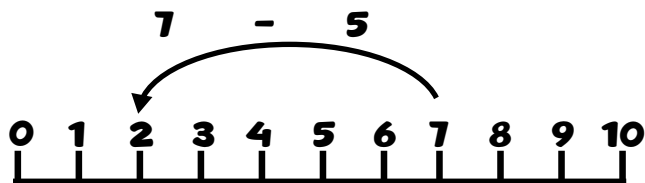
## TEN FRAMES



## MATH SKETCH



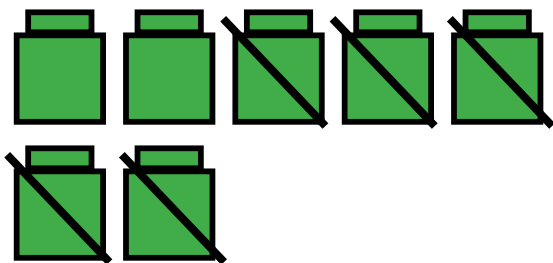
## NUMBER LINE



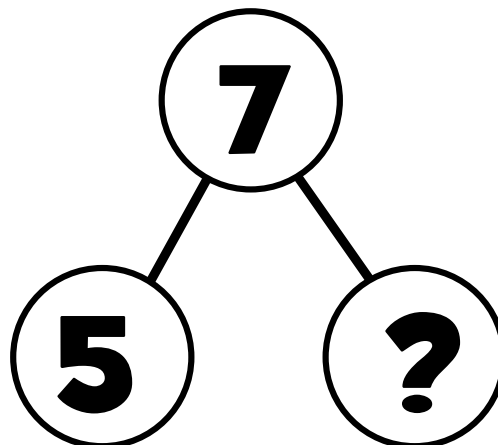
## NUMBER SENTENCE

$$7 - 5 = 2$$

## COUNTERS



## NUMBER BONDS



# VOCABULARY CARDS

## SUBTRACTION

$$3 - 1 = 2$$



## MINUS SIGN

(take away)

$$4 - 3 = 1$$



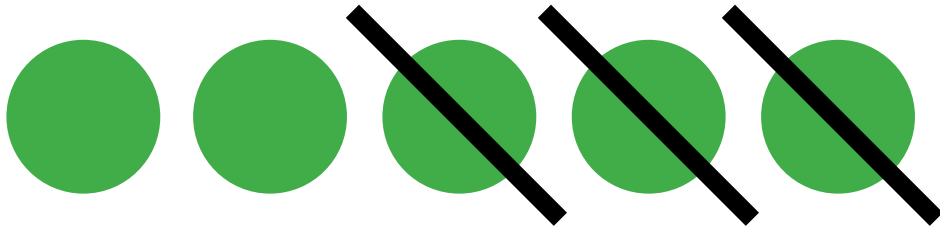
## DIFFERENCE

$$5 - 3 = 2$$

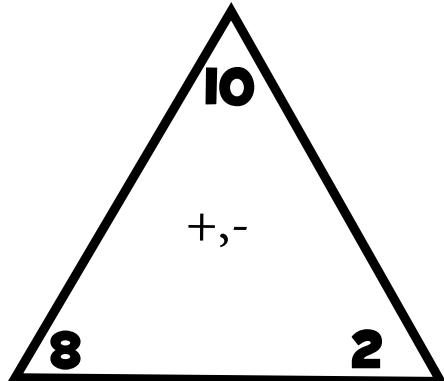


# VOCABULARY CARDS

## 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



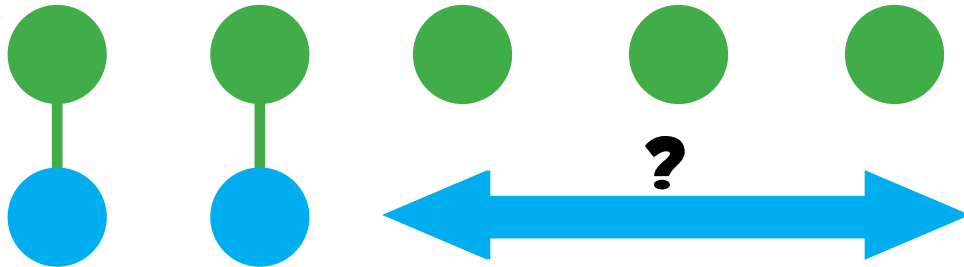
**6** **>** **3**



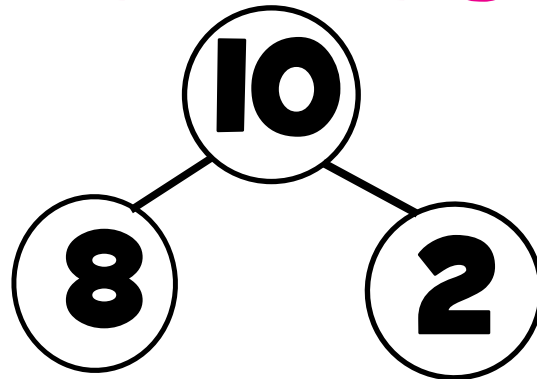
**3** **<** **6**

# VOCABULARY CARDS

**FEWER**



**NUMBER BOND**



**PART PART WHOLE MAT**

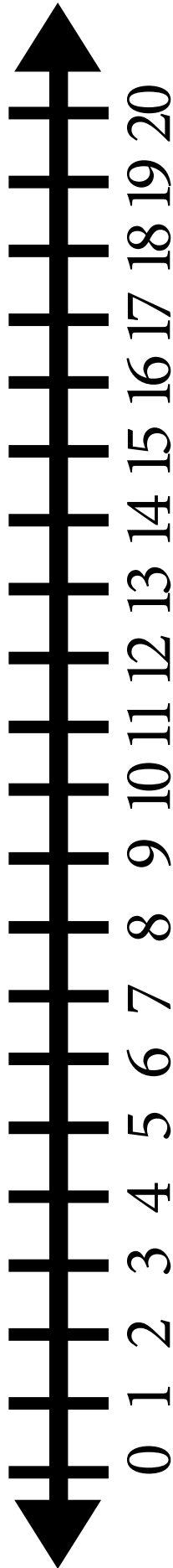
**10**

**8**

**2**

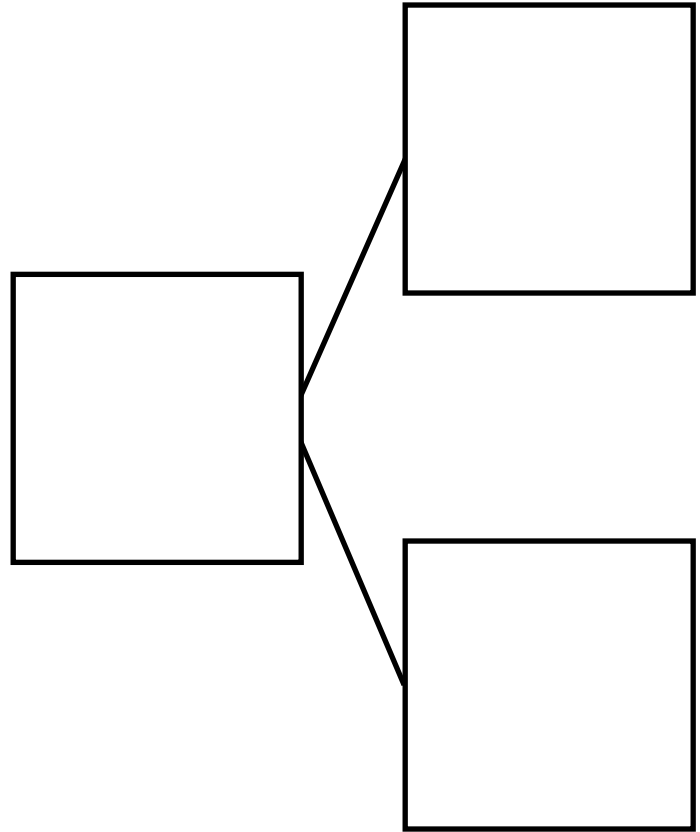
**THINK SPACE**

# WORK MAT



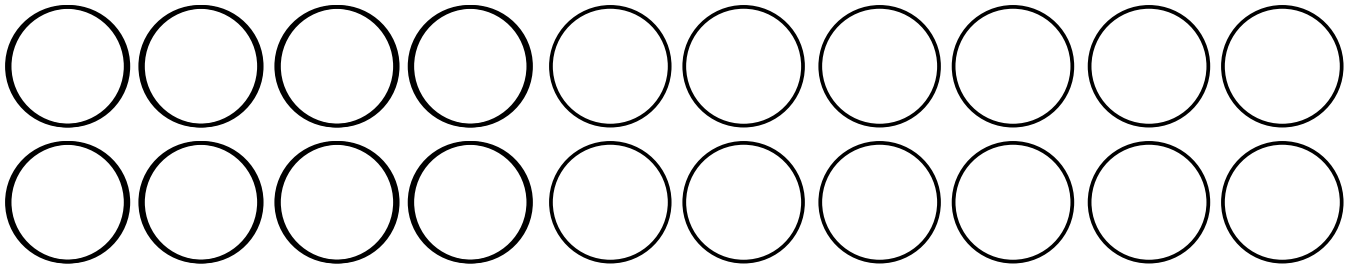
**TEN FRAME**


**NUMBER BOND**



# WORK MAT

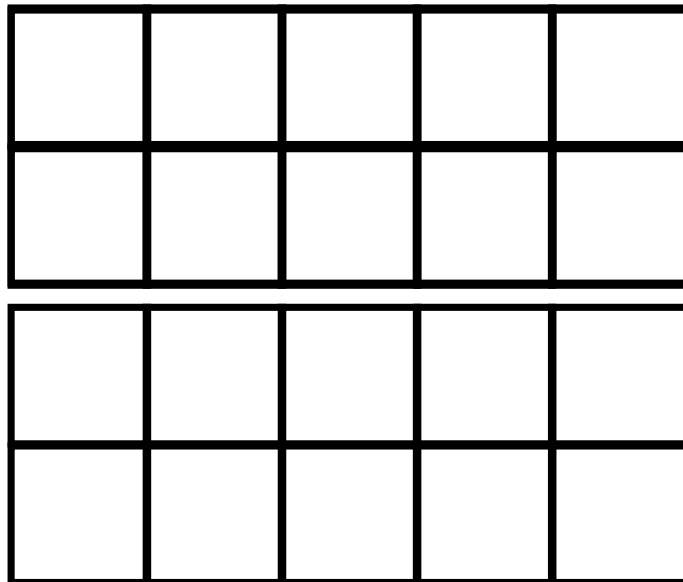
**COLOR IT**



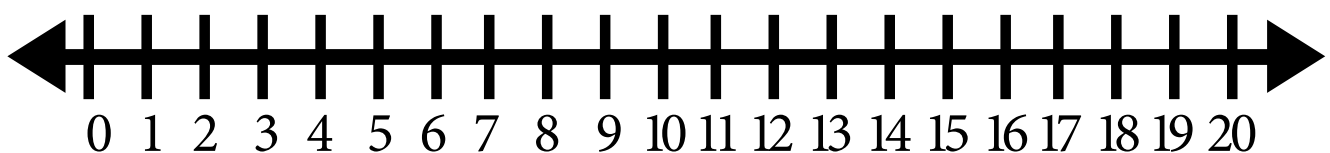
**DRAW IT**



**TWENTY FRAMES**



**NUMBER LINE**



# FIVE FRAMES

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

# FIVE FRAMES




# TEN FRAMES

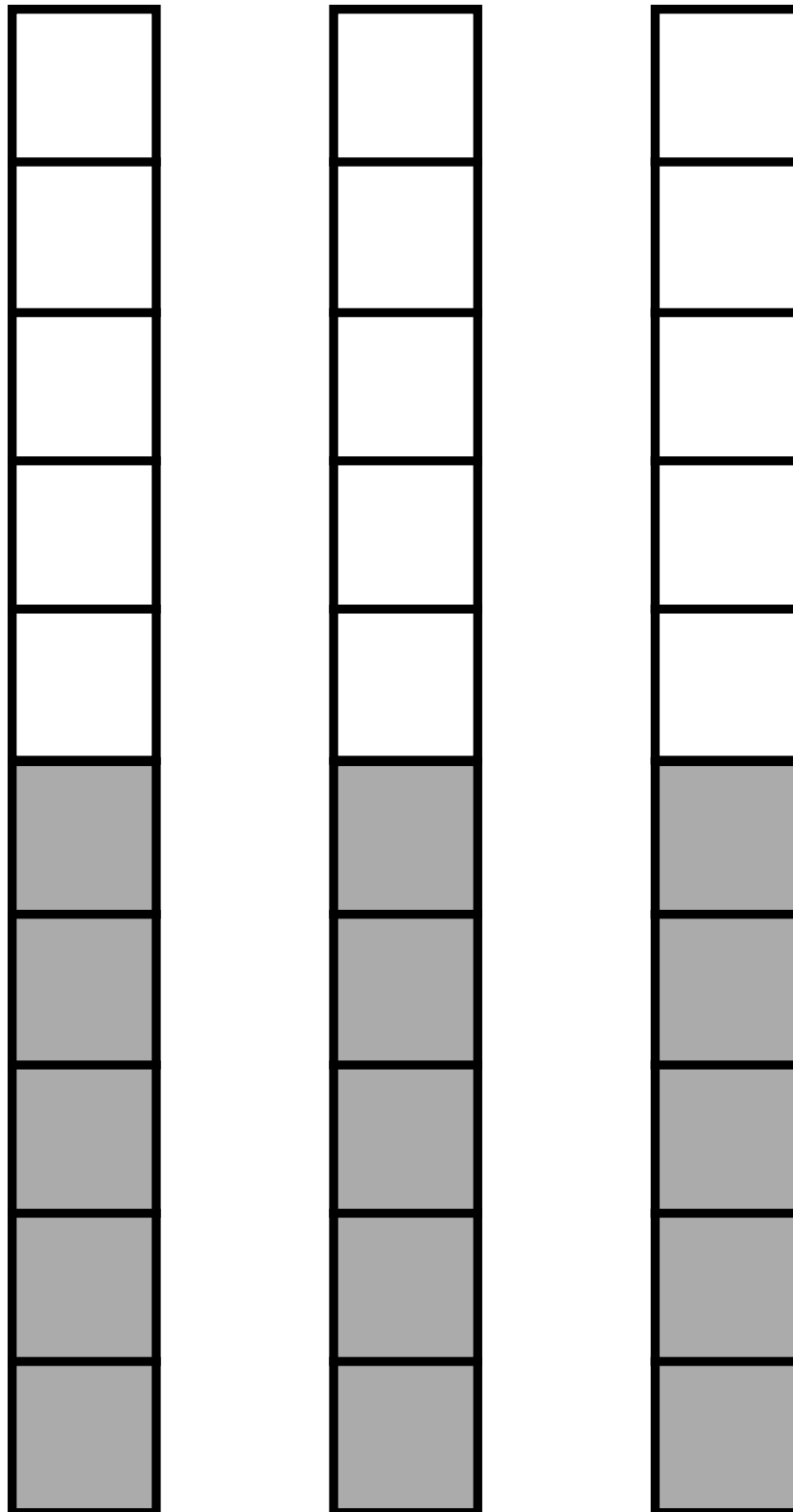





# TEN FRAMES




# 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

-

=

---

-

=

---

-

=

---

-

=

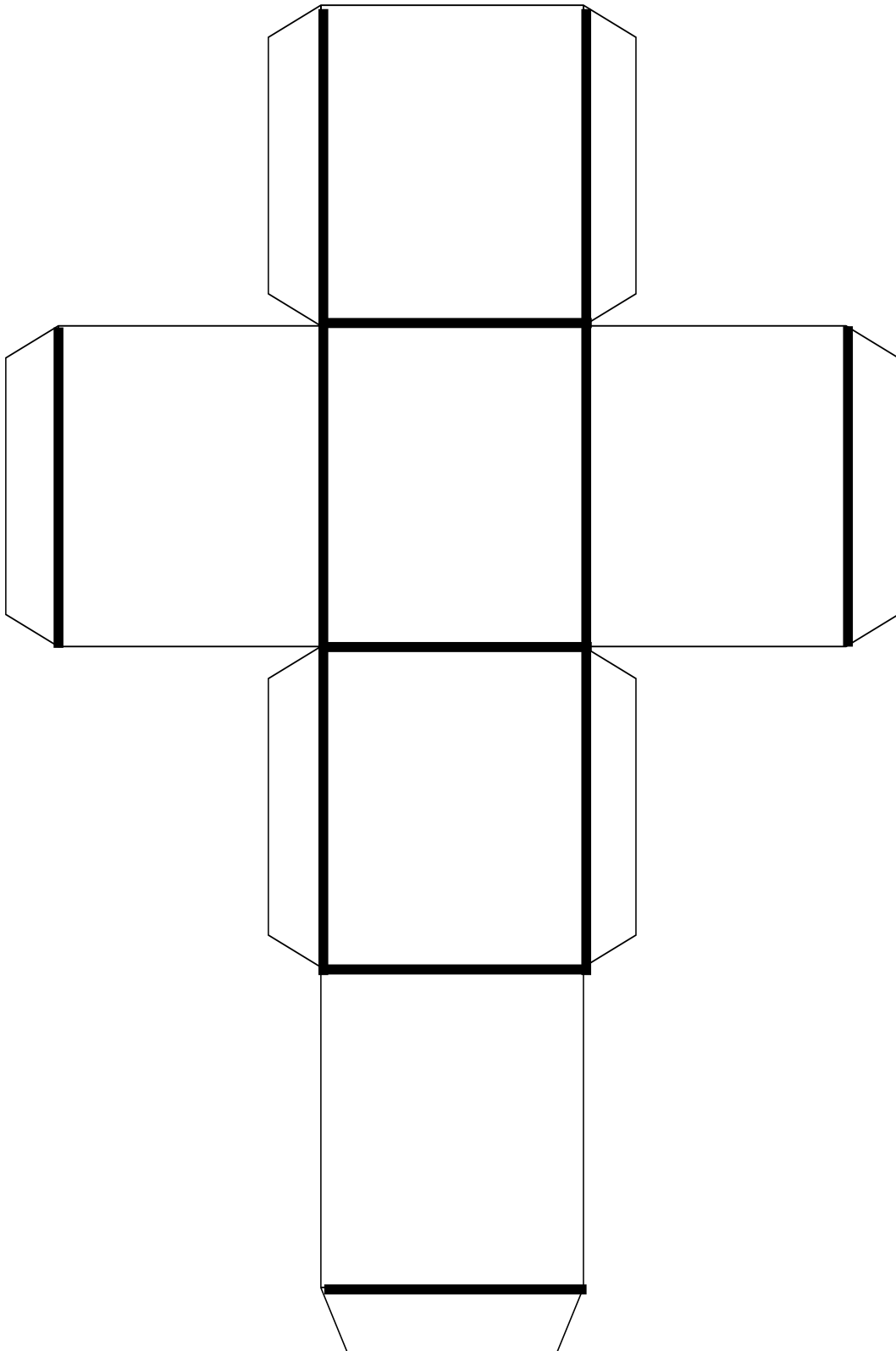
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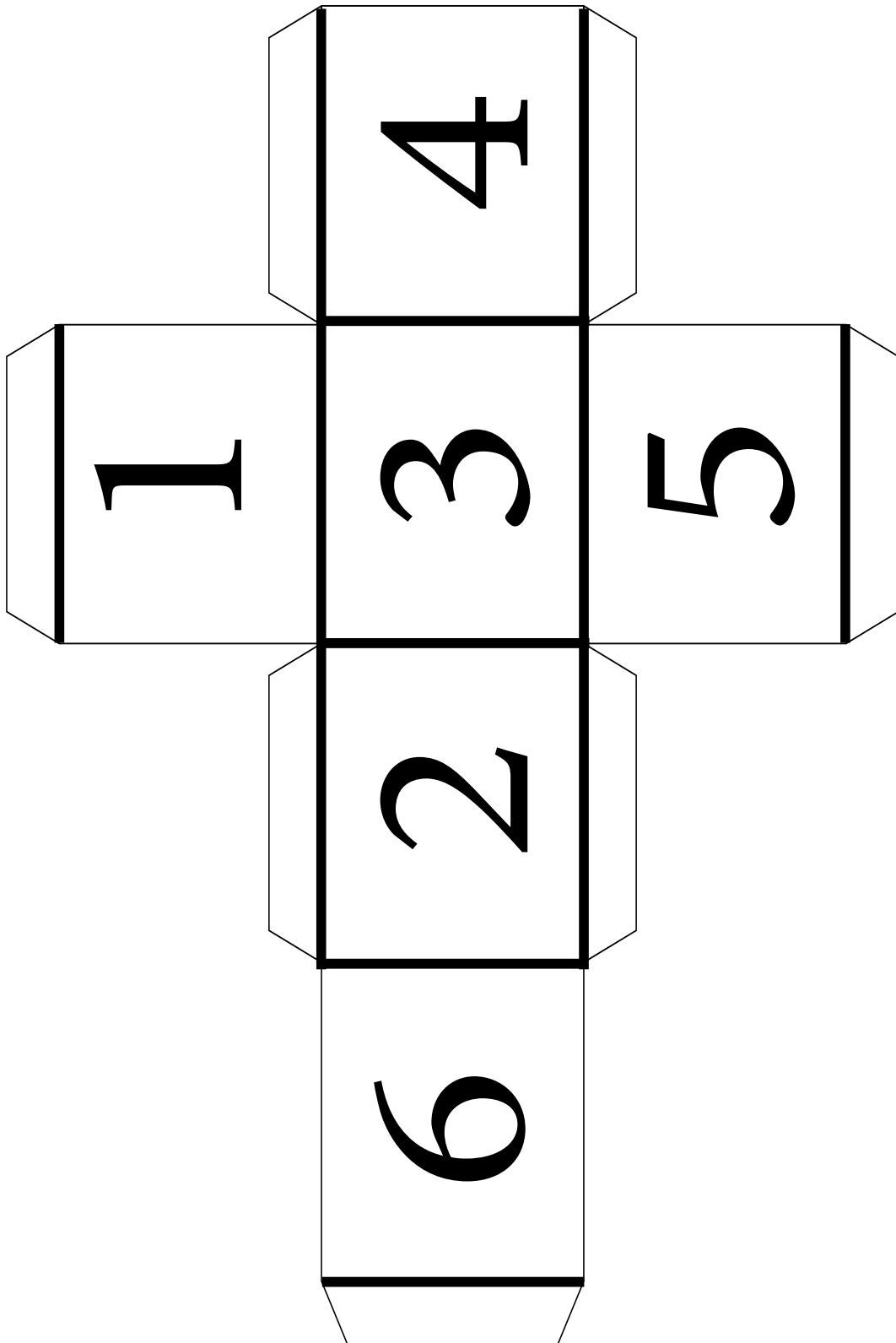
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# DICE TEMPLATE

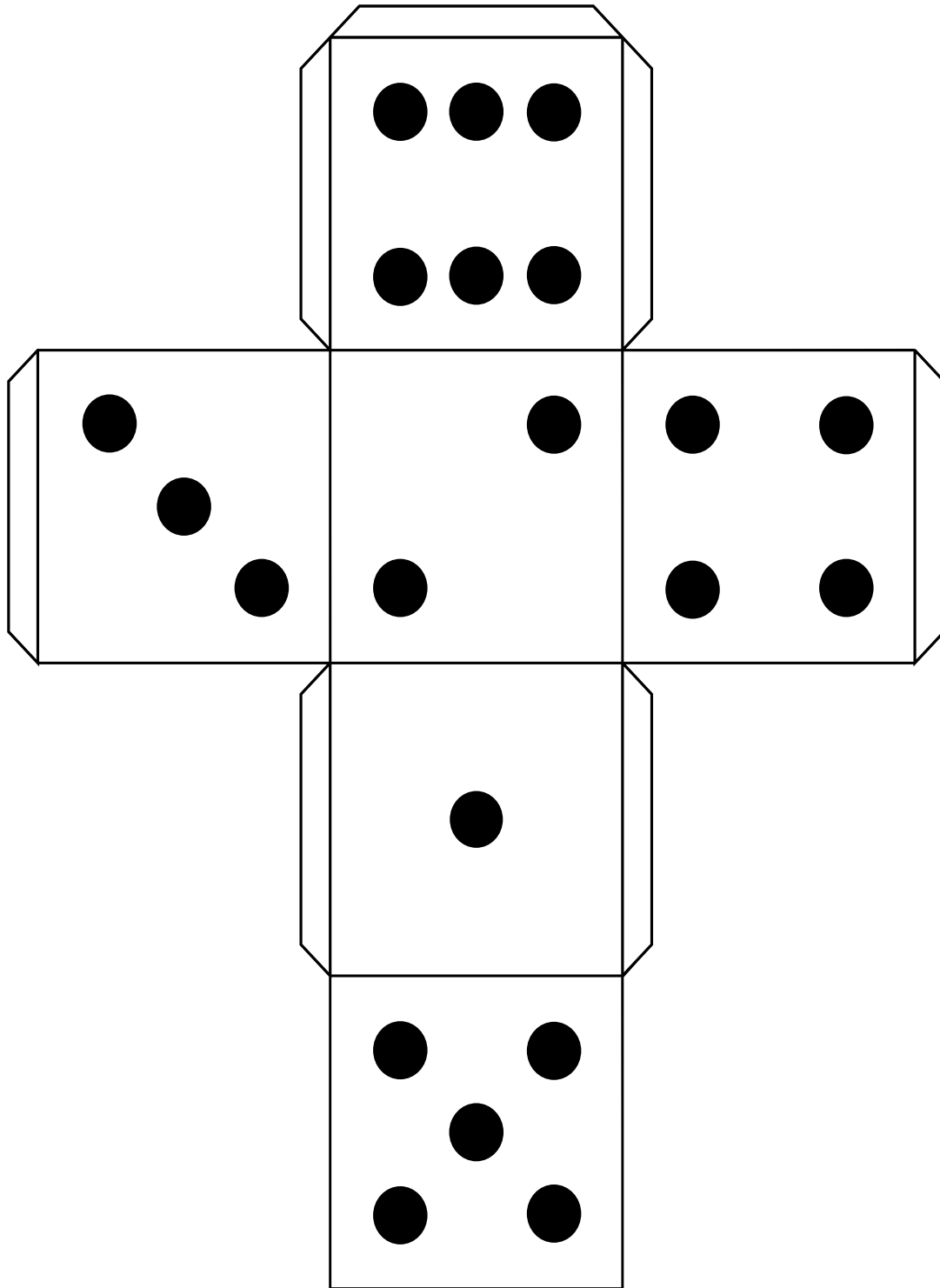




# DICE TEMPLATE



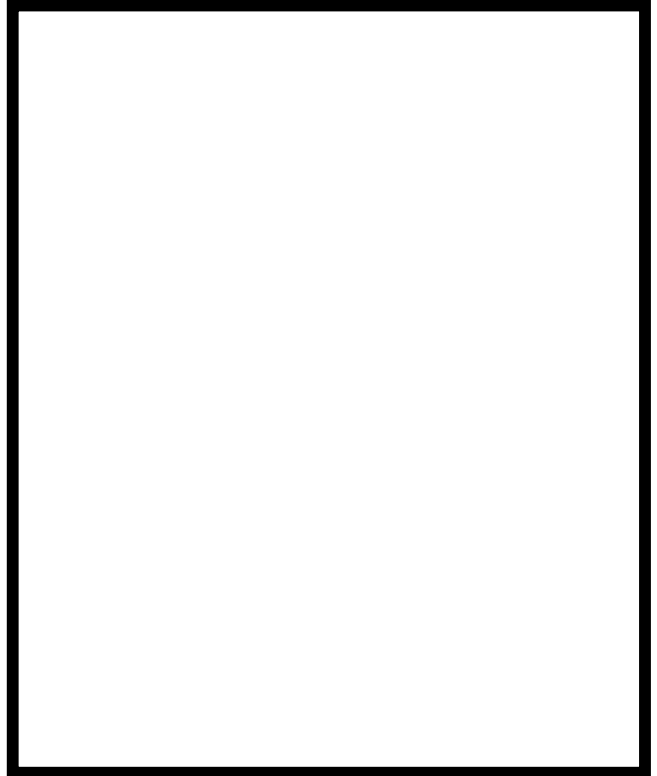
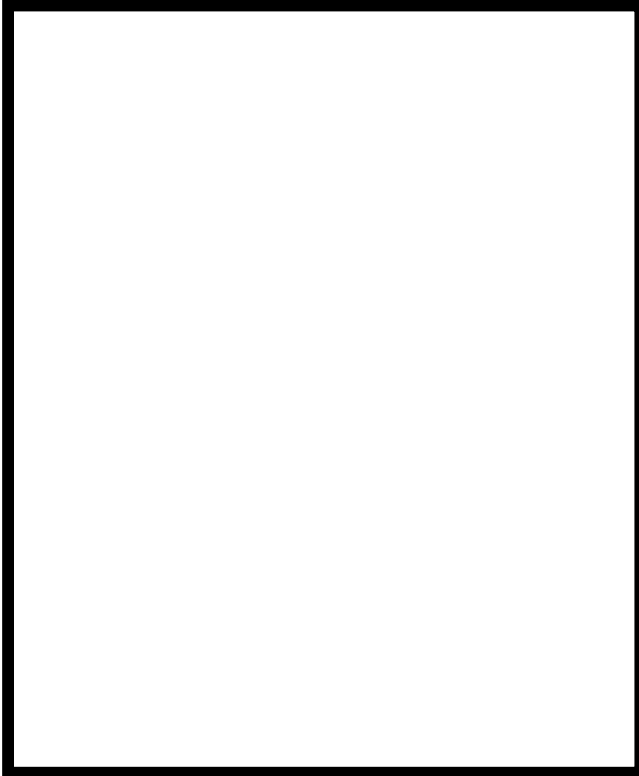
# DICE TEMPLATE



# FLASHCARD TEMPLATE



# FLASHCARD TEMPLATE



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

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

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

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

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

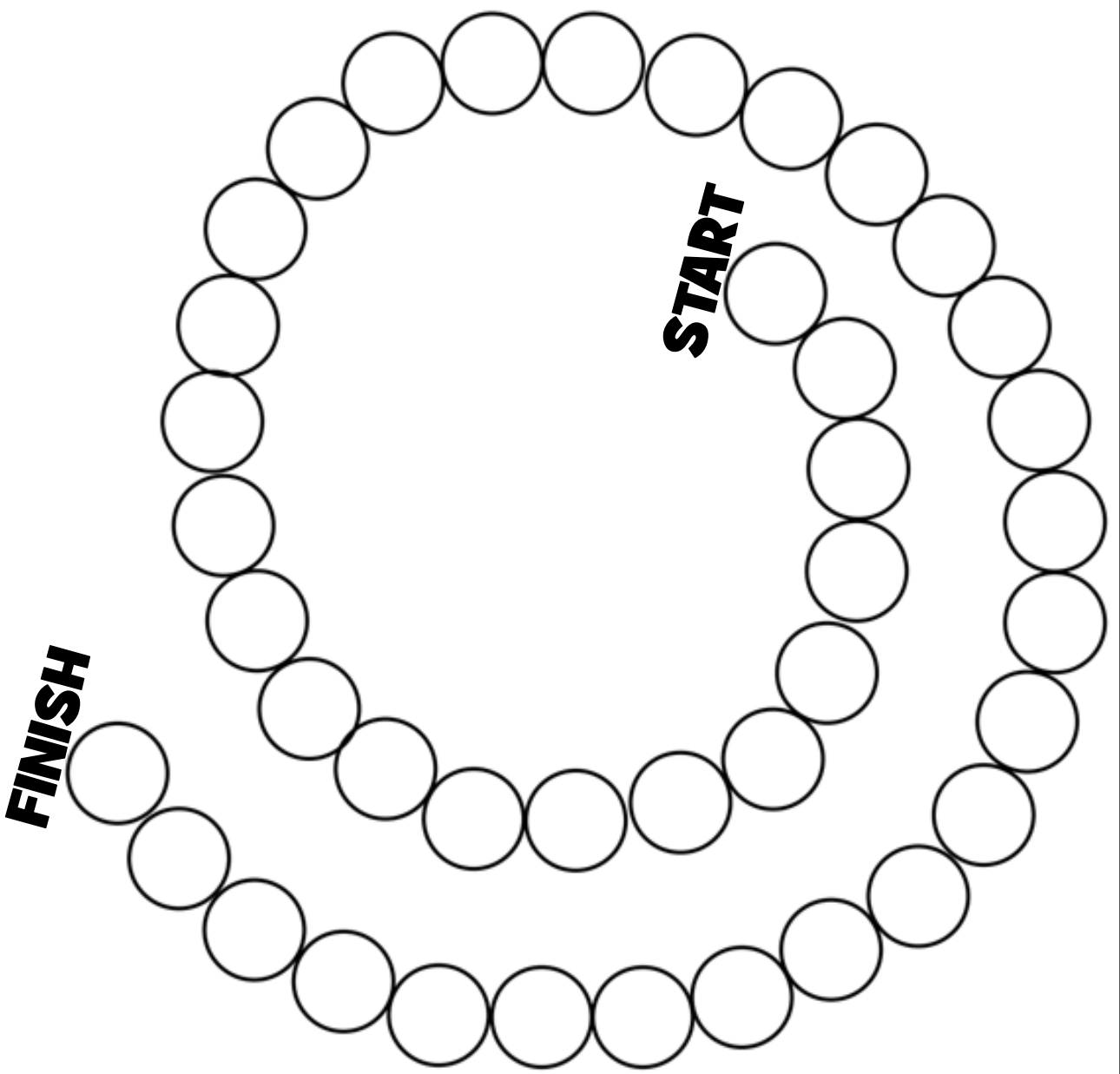
$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

# PLAYING CARDS TEMPLATE

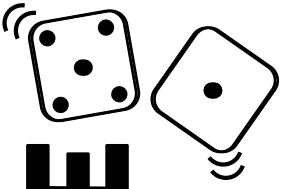


$$\square - \square = \square$$

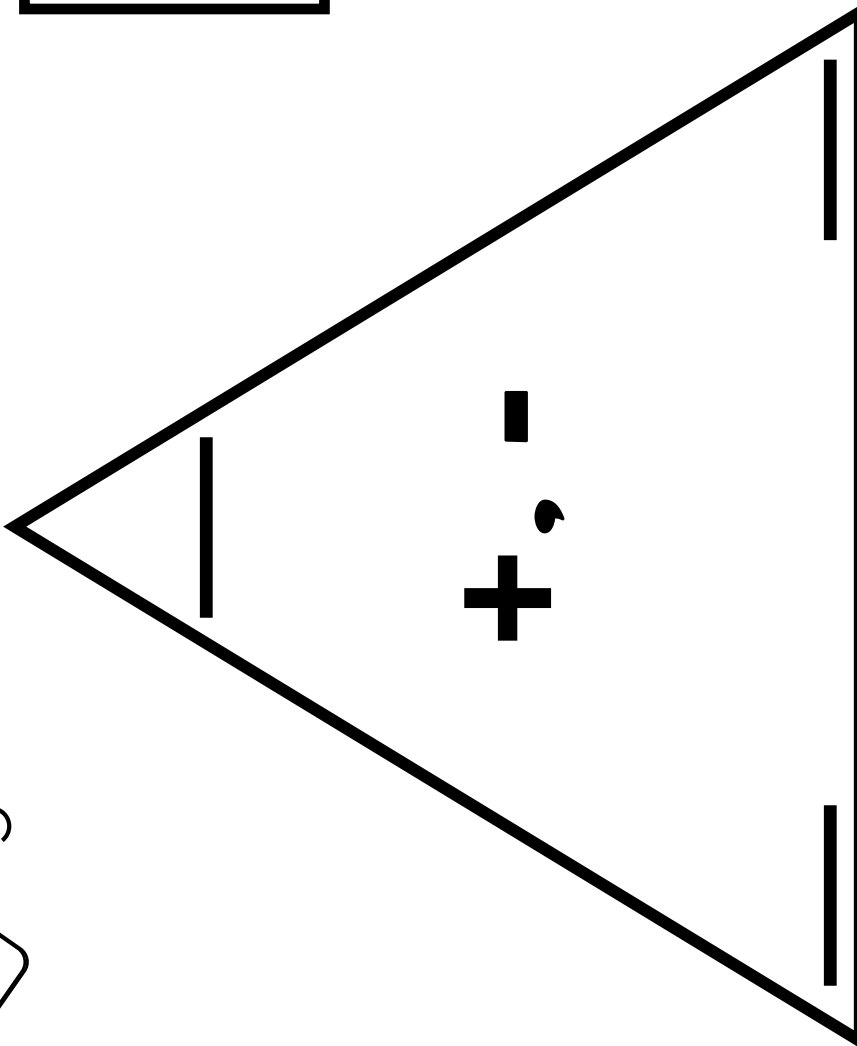
# BOARD GAME TEMPLATE



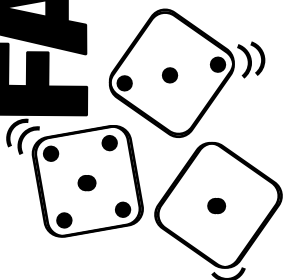
# FACT FAMILY TRIANGLE



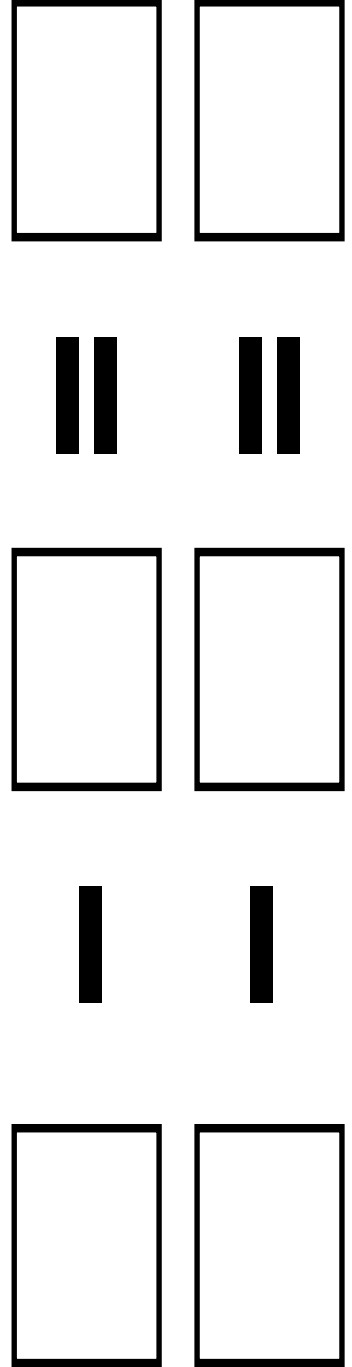
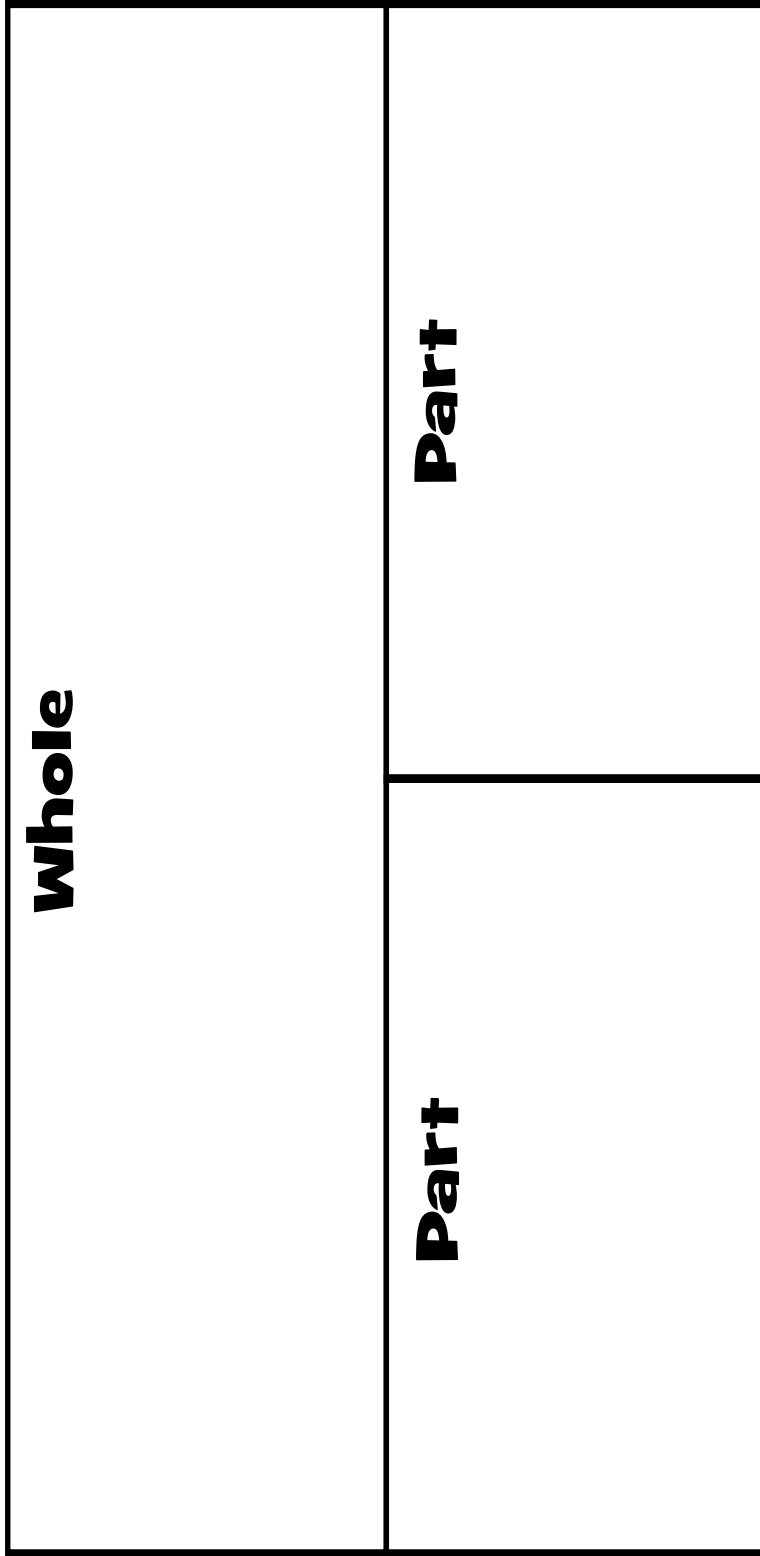
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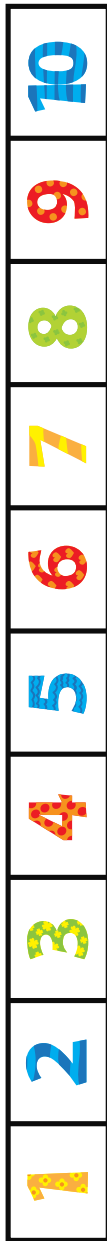


# PART PART WHOLE MAT

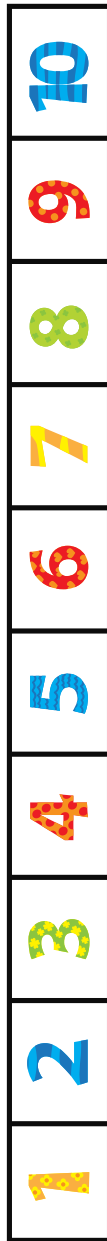




# Subtraction Number Paths



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



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



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



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

# Subtraction Number Paths 2

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

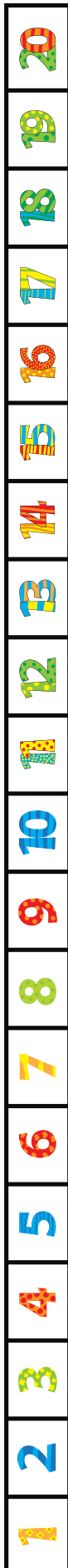
$$\begin{array}{r} \_ \\ - \\ \hline = \end{array} \begin{array}{r} \_ \\ - \\ \hline = \end{array}$$

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

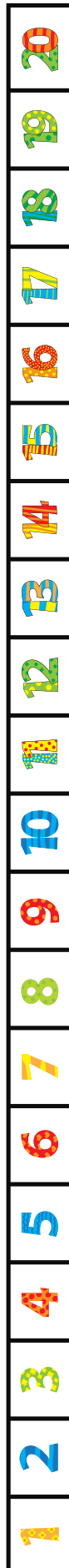
$$\begin{array}{r} \_ \\ - \\ \hline = \end{array} \begin{array}{r} \_ \\ - \\ \hline = \end{array}$$

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

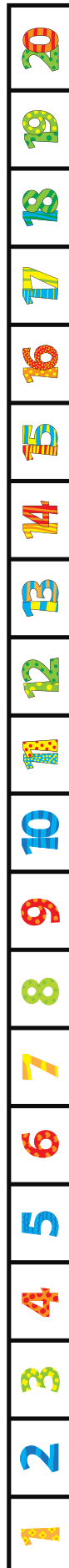
# Subtraction Number Paths



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



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



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



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

# 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



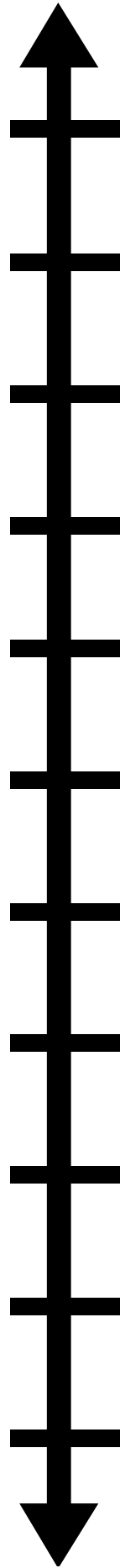
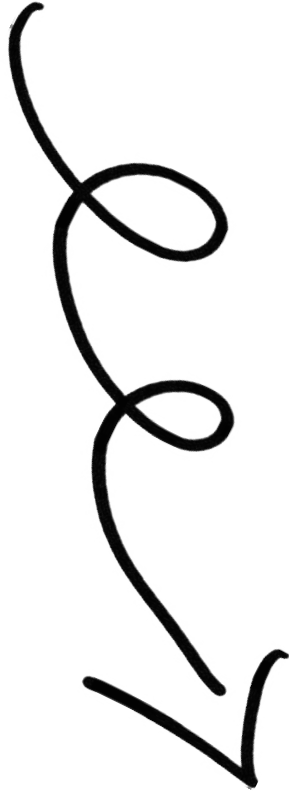
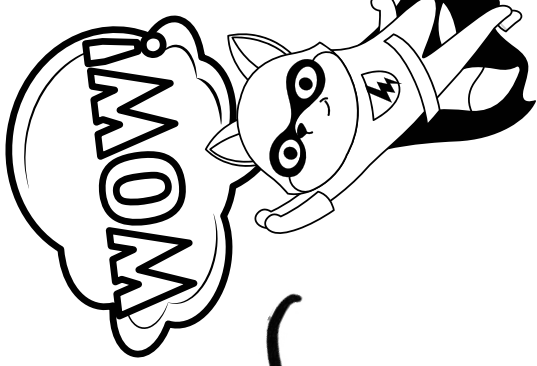
**NUMBERS GET LARGER WHEN YOU COUNT UP**



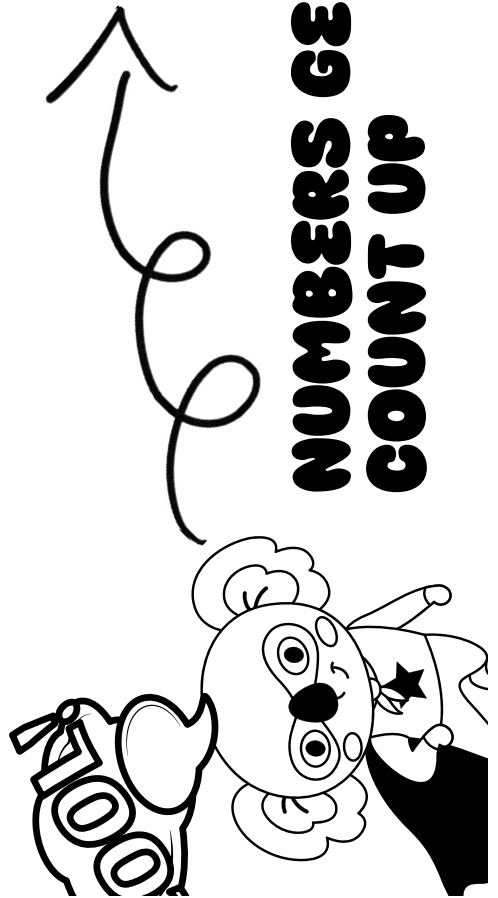


# A NUMBER LINE

**NUMBERS GET SMALLER WHEN YOU  
COUNT DOWN**



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

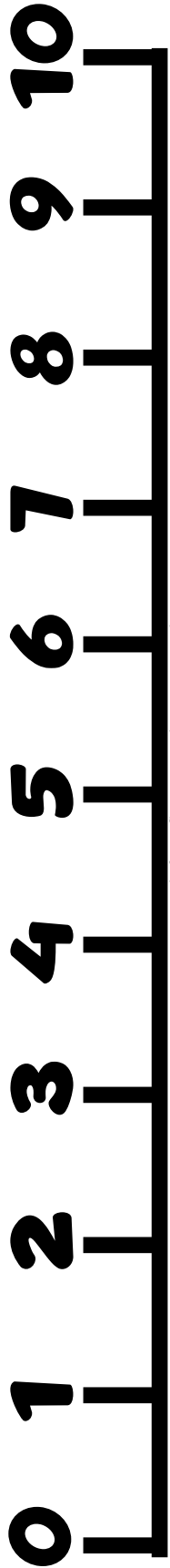


**NUMBERS GET SMALLER WHEN YOU  
COUNT UP**

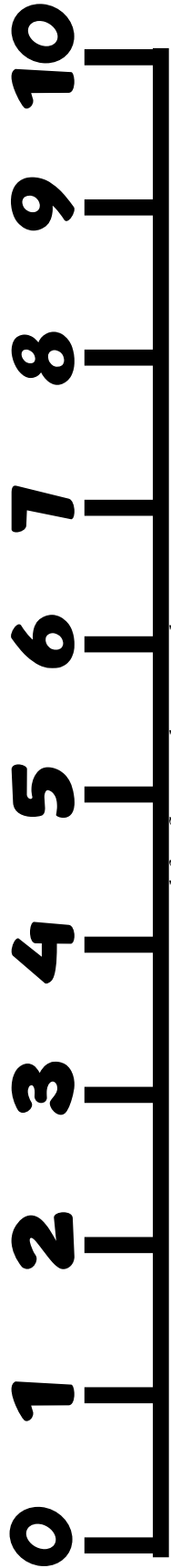




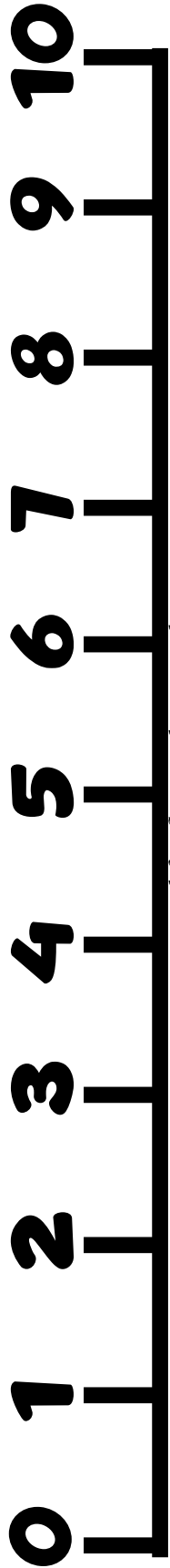
# NUMBER LINE TO 10



[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

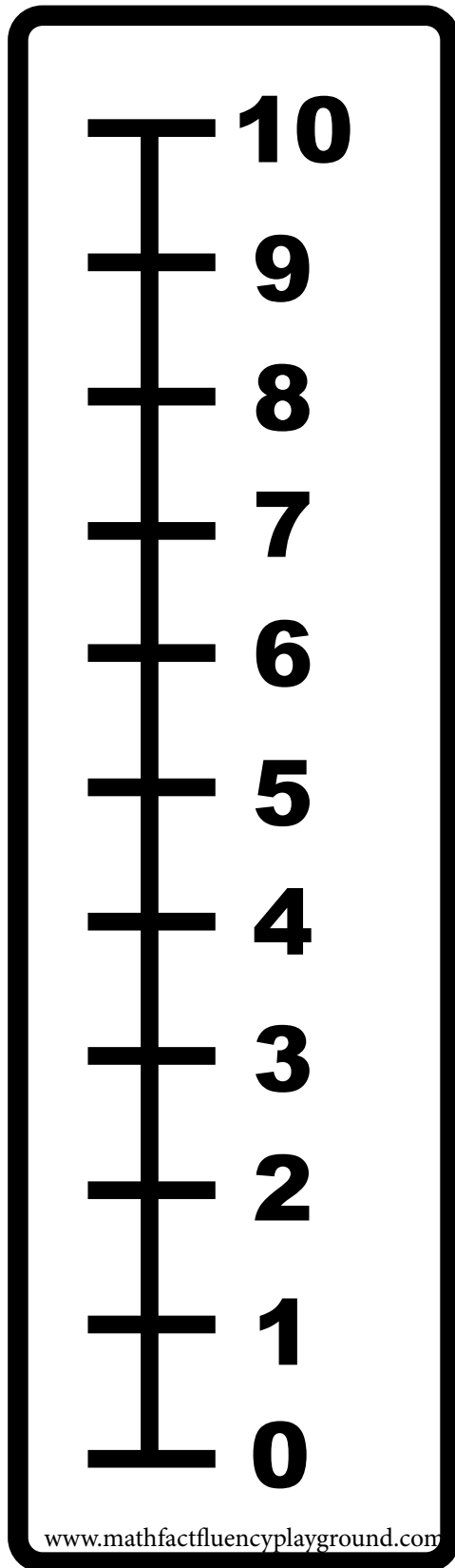


[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)



[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

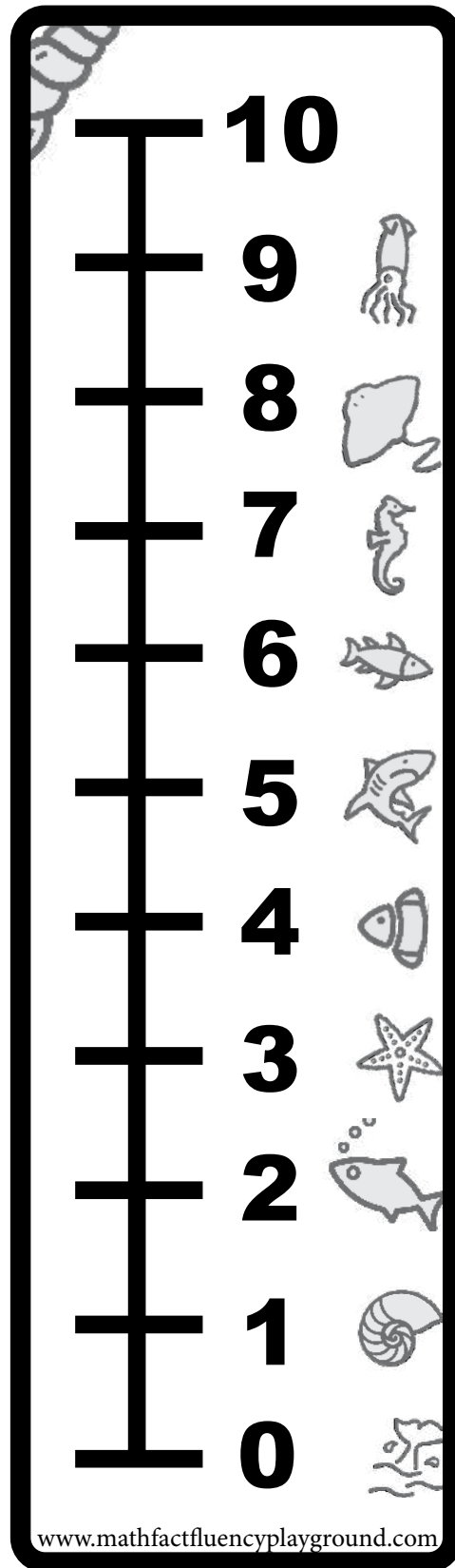
# NUMBER LADDER TO 10













A vertical number ladder with rungs labeled from 0 to 10. The rungs are represented by horizontal bars connected by a central vertical line. The numbers are written in a large, bold, black font to the right of each rung.

10  
9  
8  
7  
6  
5  
4  
3  
2  
1  
0

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

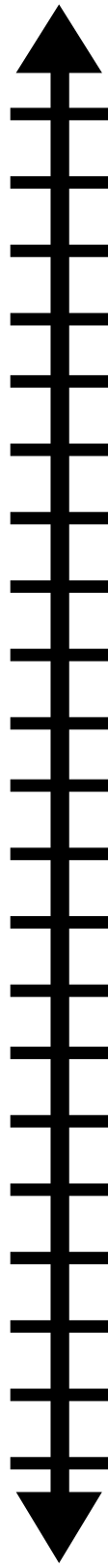


A vertical number ladder with rungs labeled from 0 to 10. Each rung is accompanied by a small illustration of a sea creature. The rungs are represented by horizontal bars connected by a central vertical line. The numbers are written in a large, bold, black font to the right of each rung.

10  
9   
8   
7   
6   
5   
4   
3   
2   
1   
0 

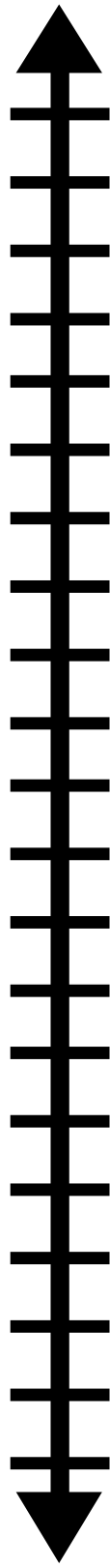
[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

# NUMBER LINE TO 20



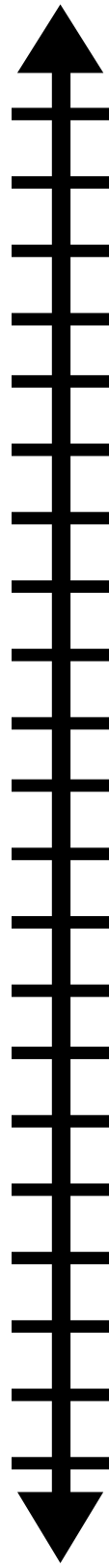
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)



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

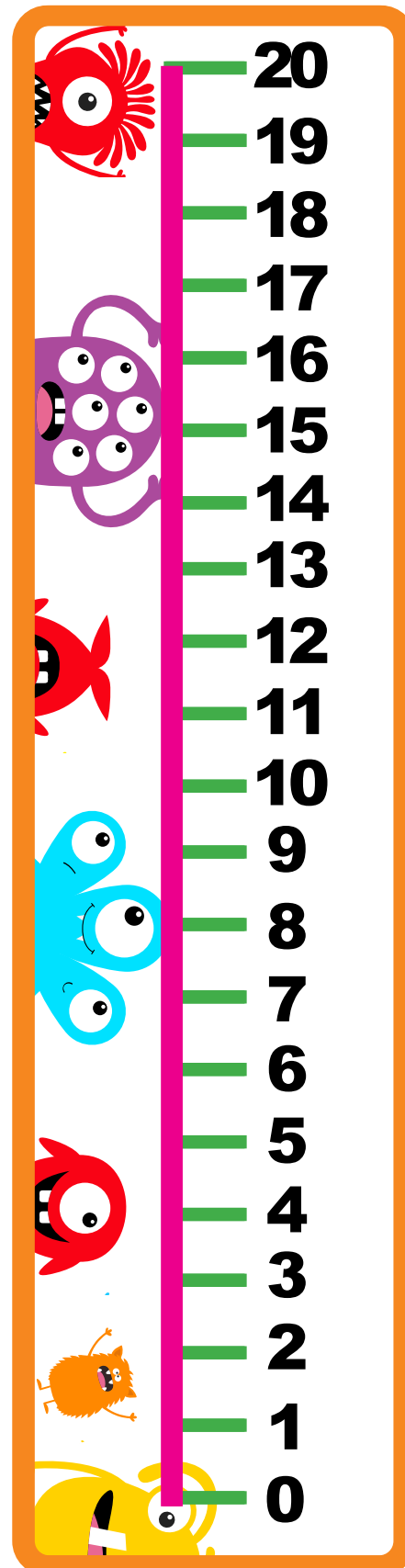
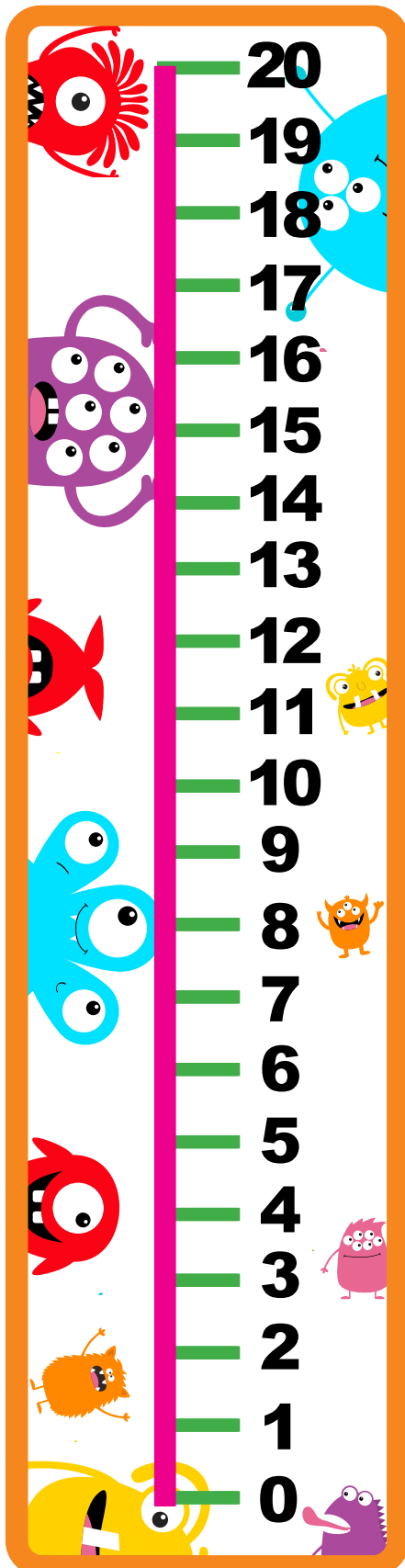
[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)



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

[www.mathfactfluencyplayground.com](http://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

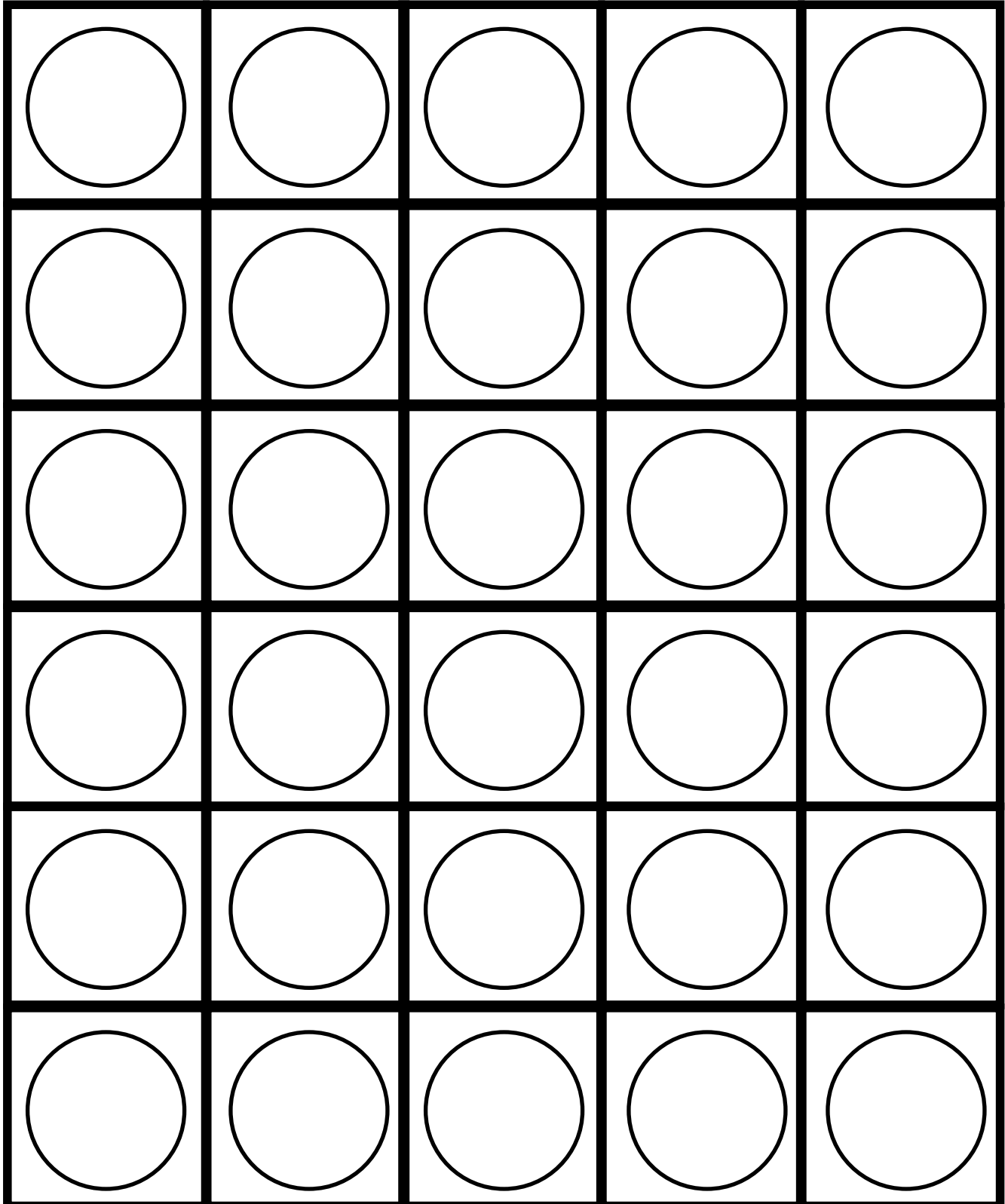
## elevens

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

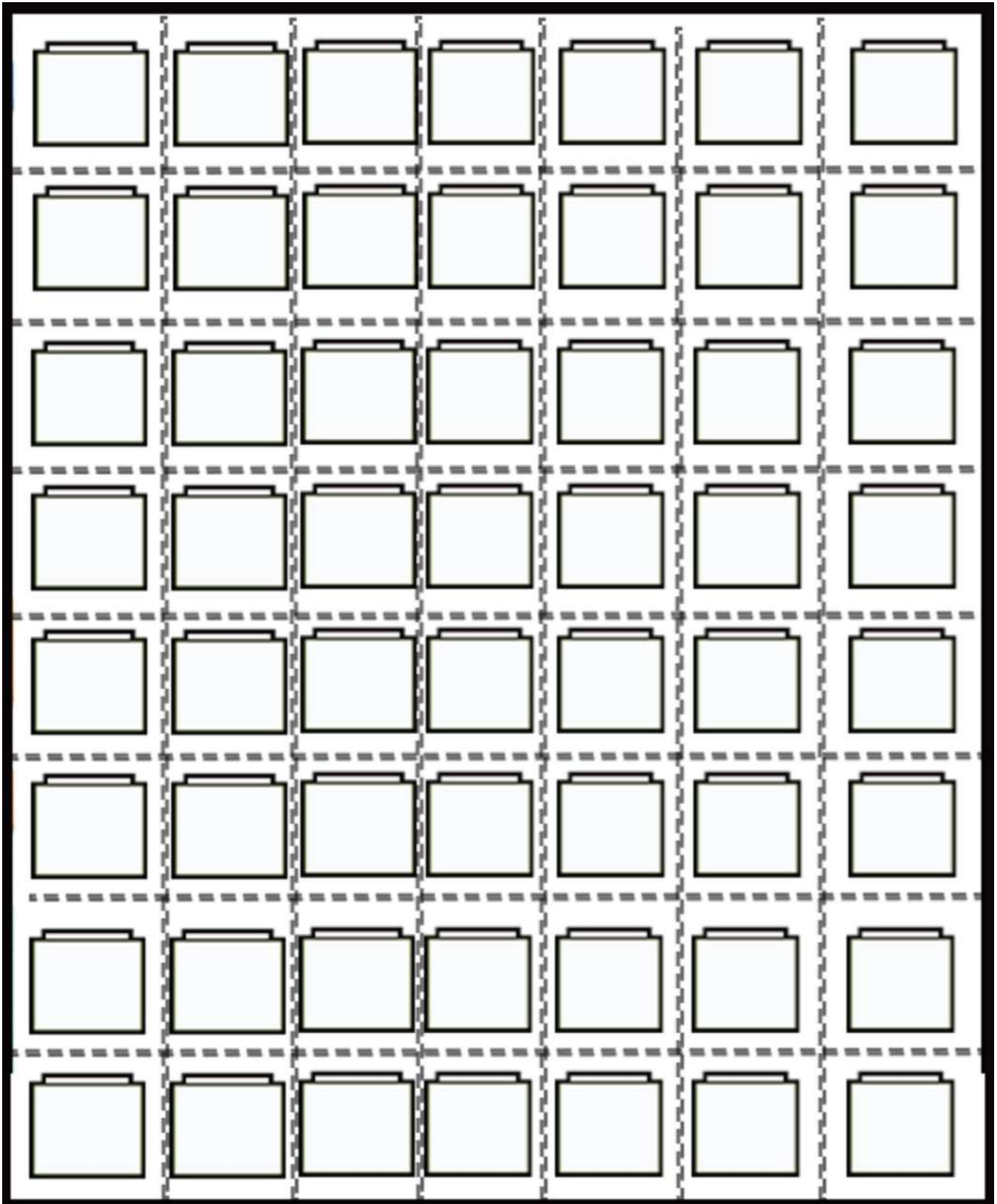
## twelves

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

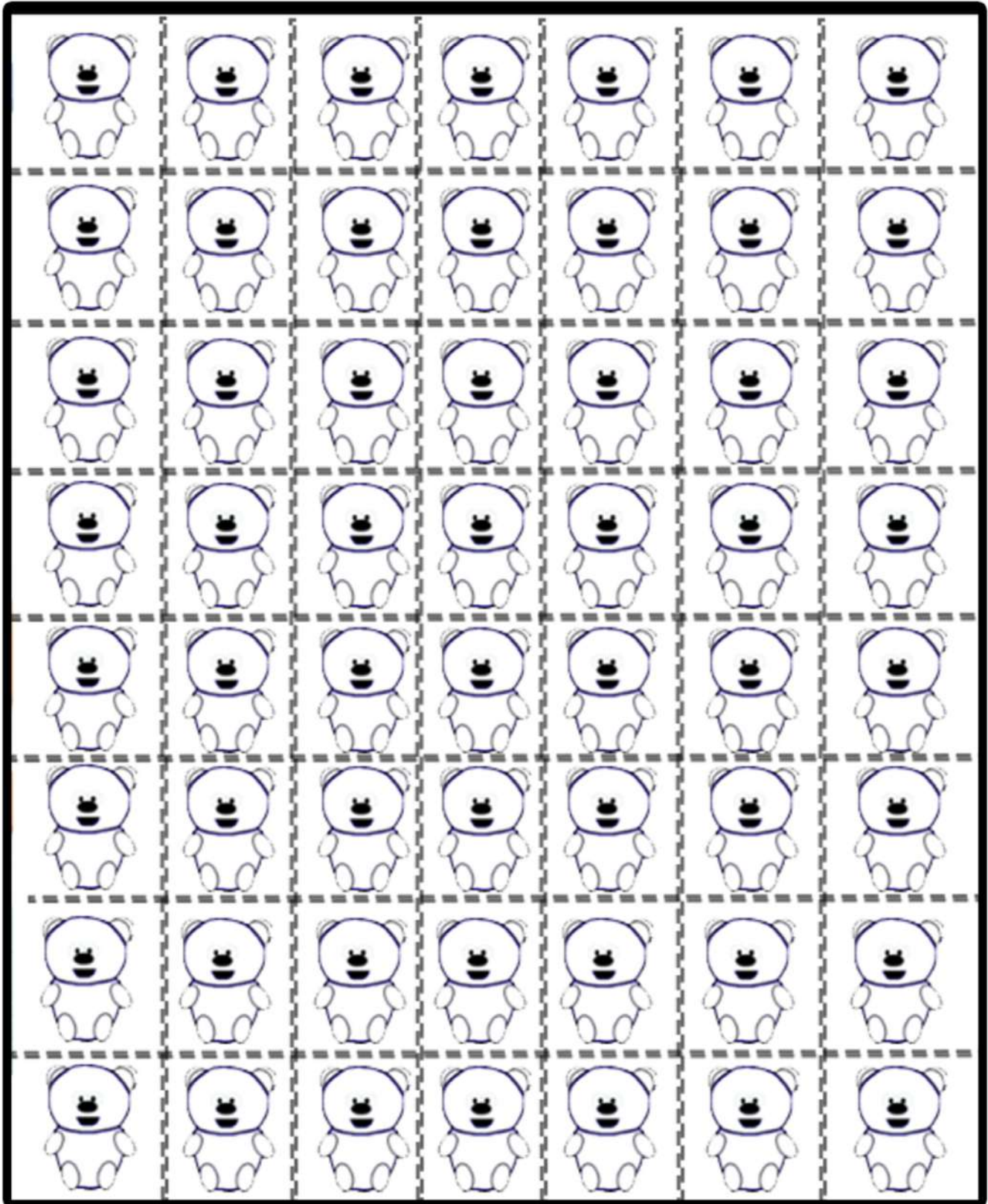


# CUBE COUNTERS





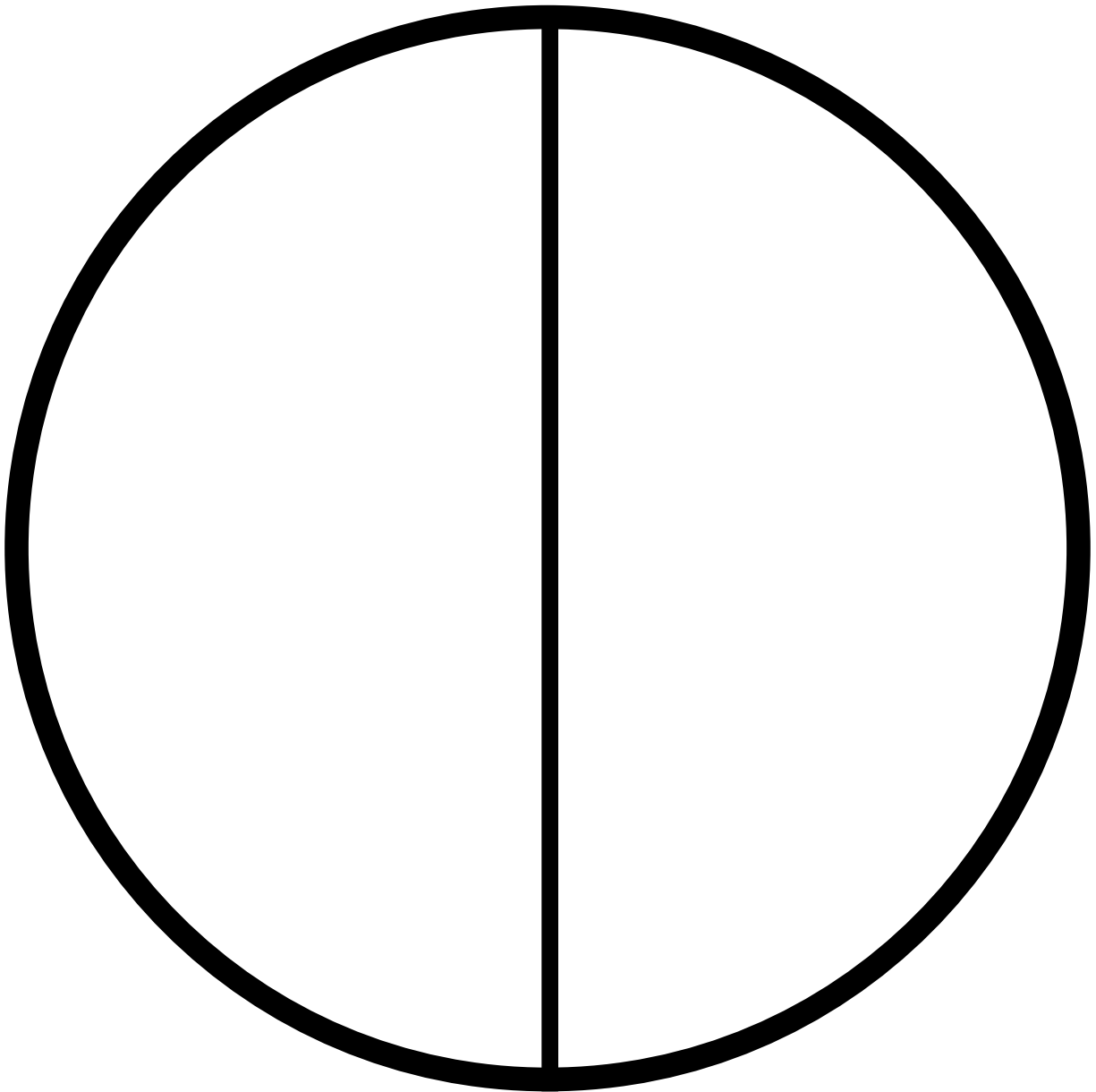
# BEAR COUNTERS



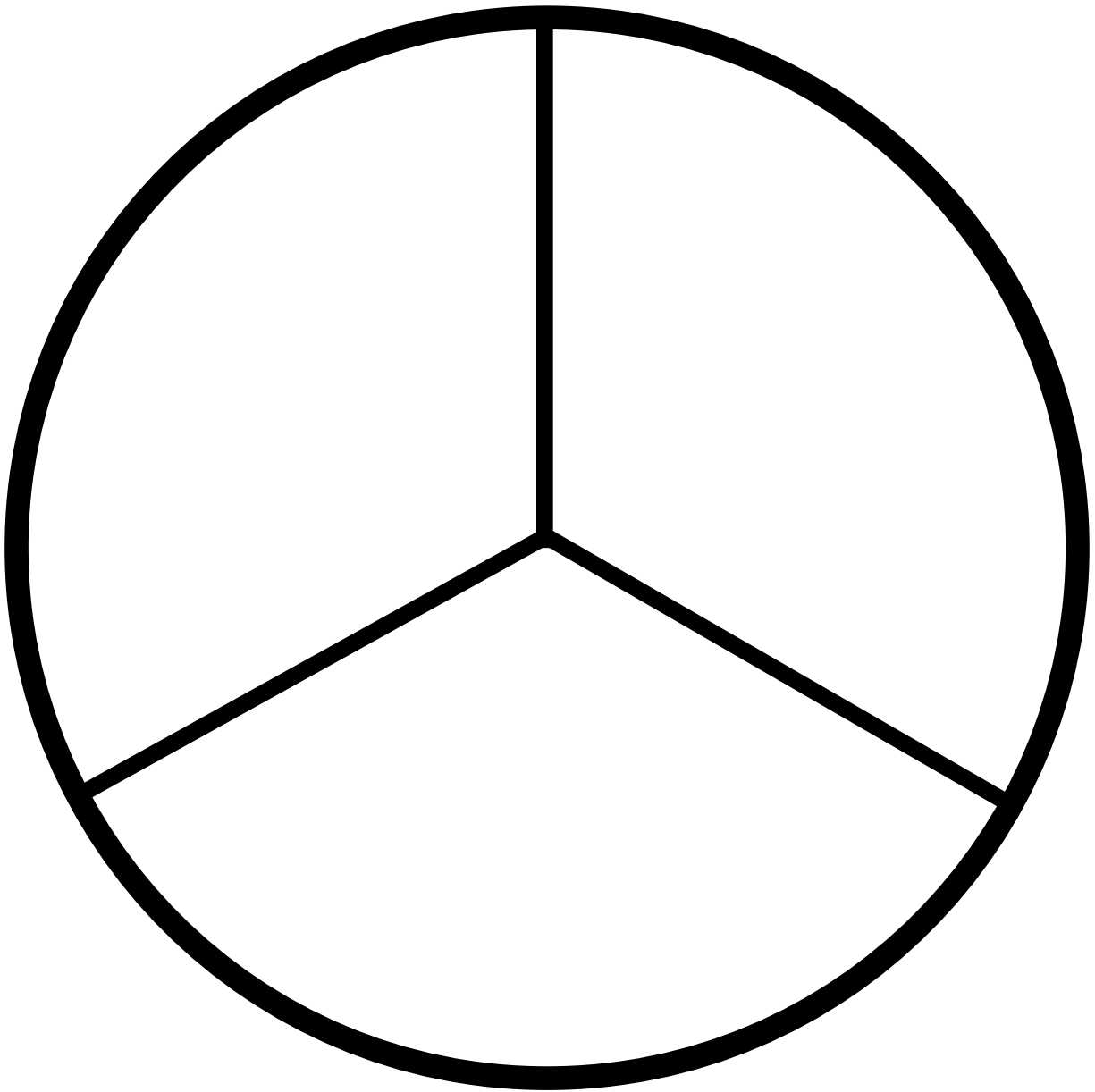
# PENNY COUNTERS



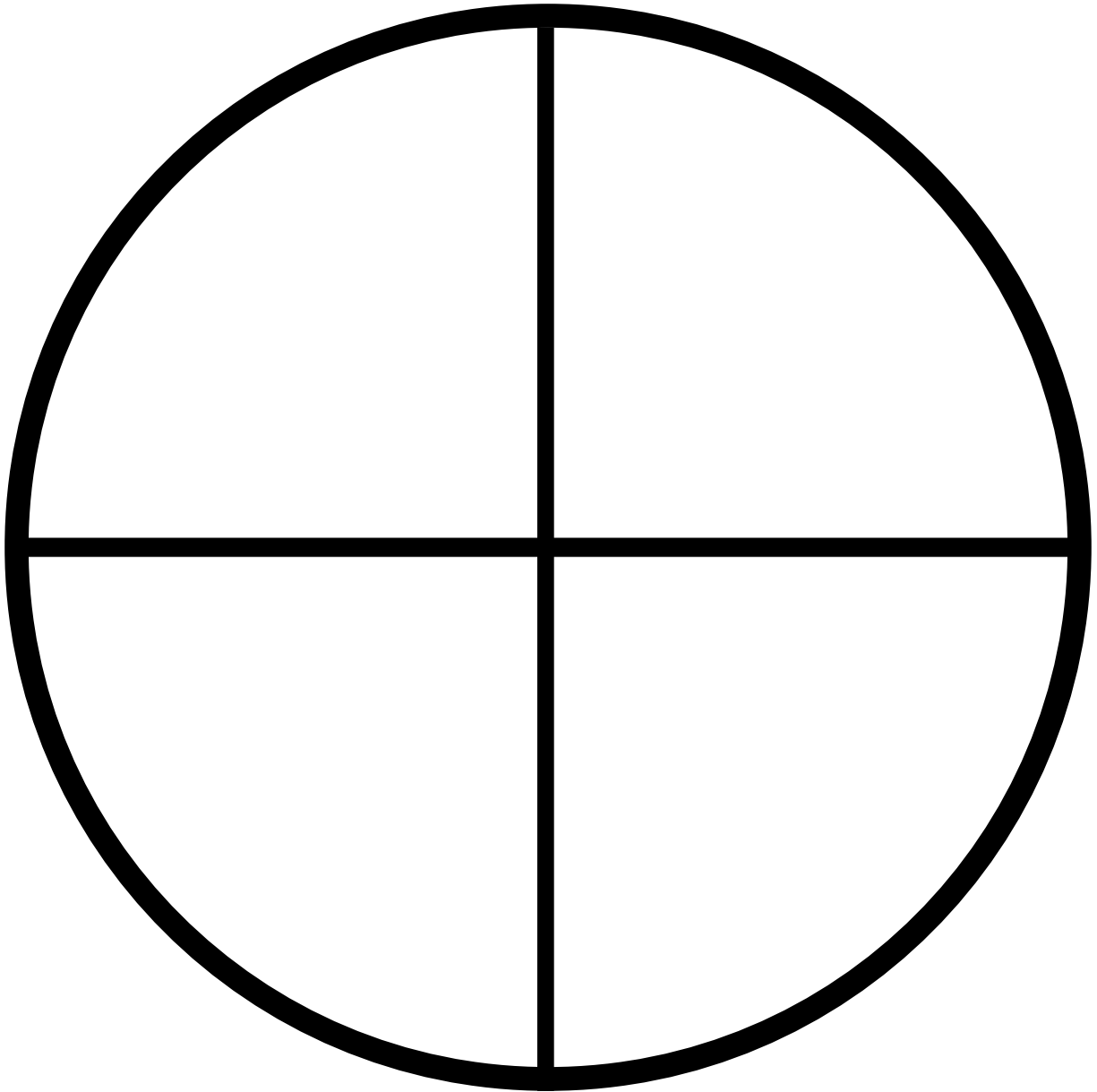
# SPINNER



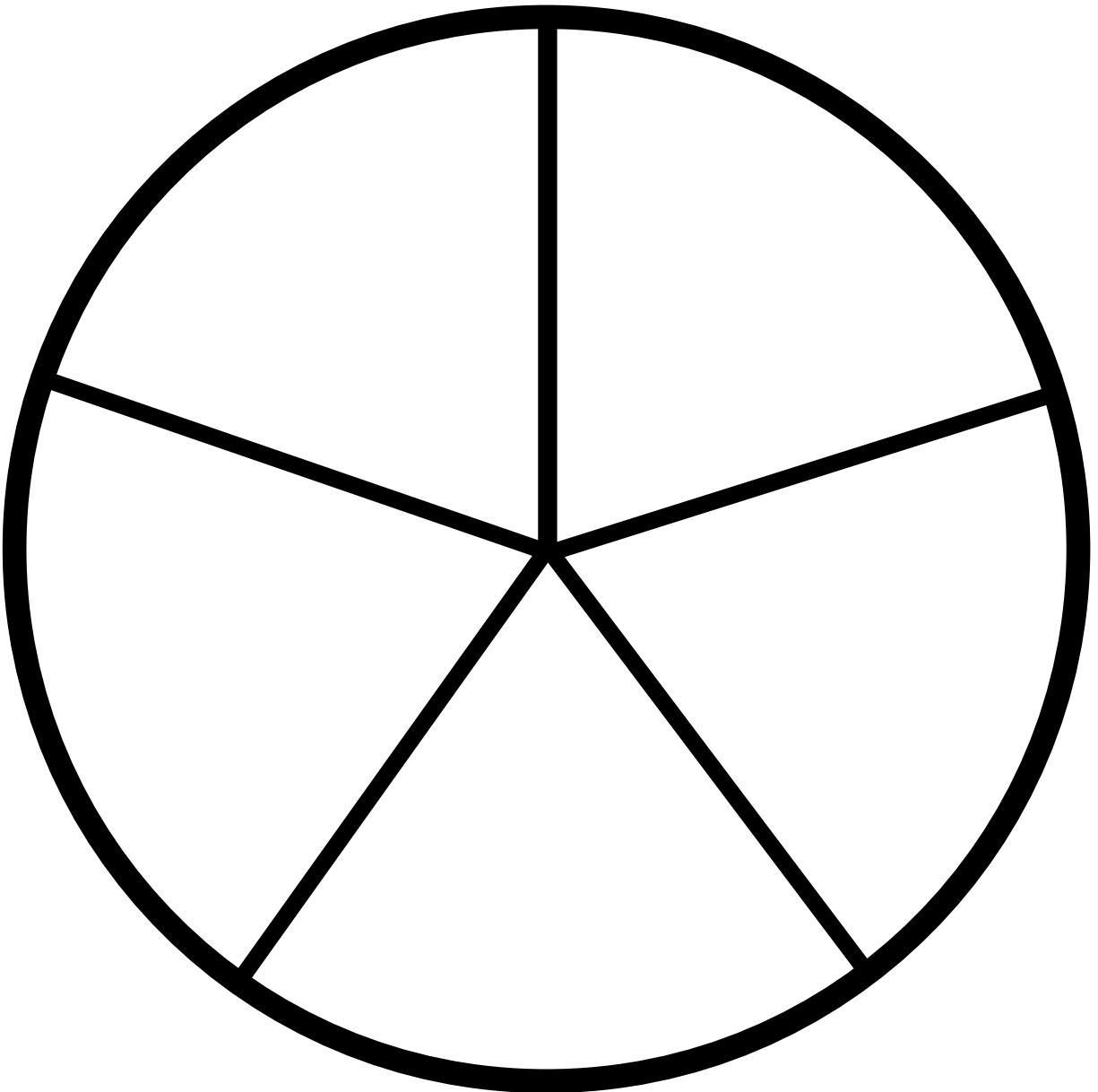
# SPINNER



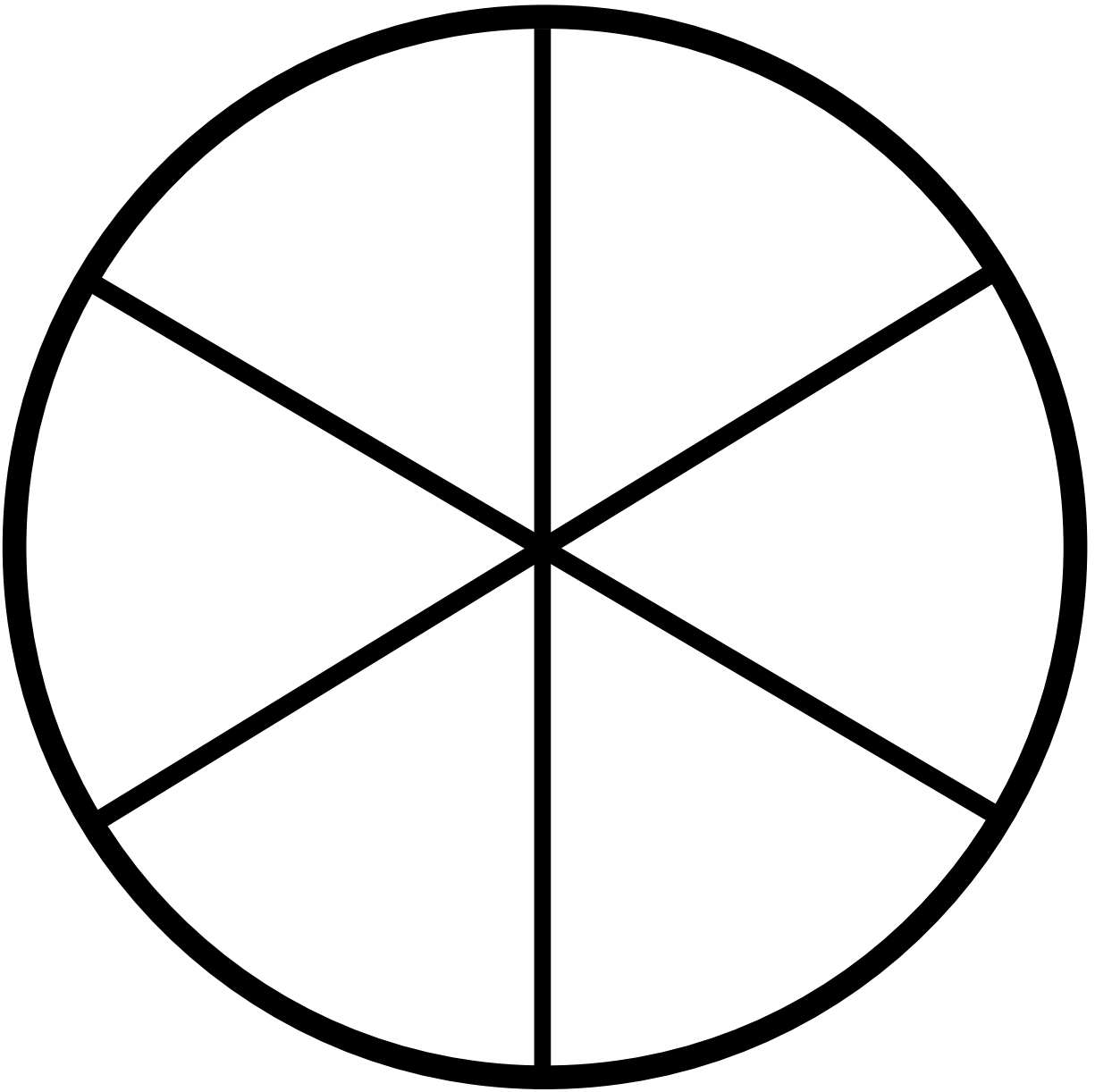
# SPINNER



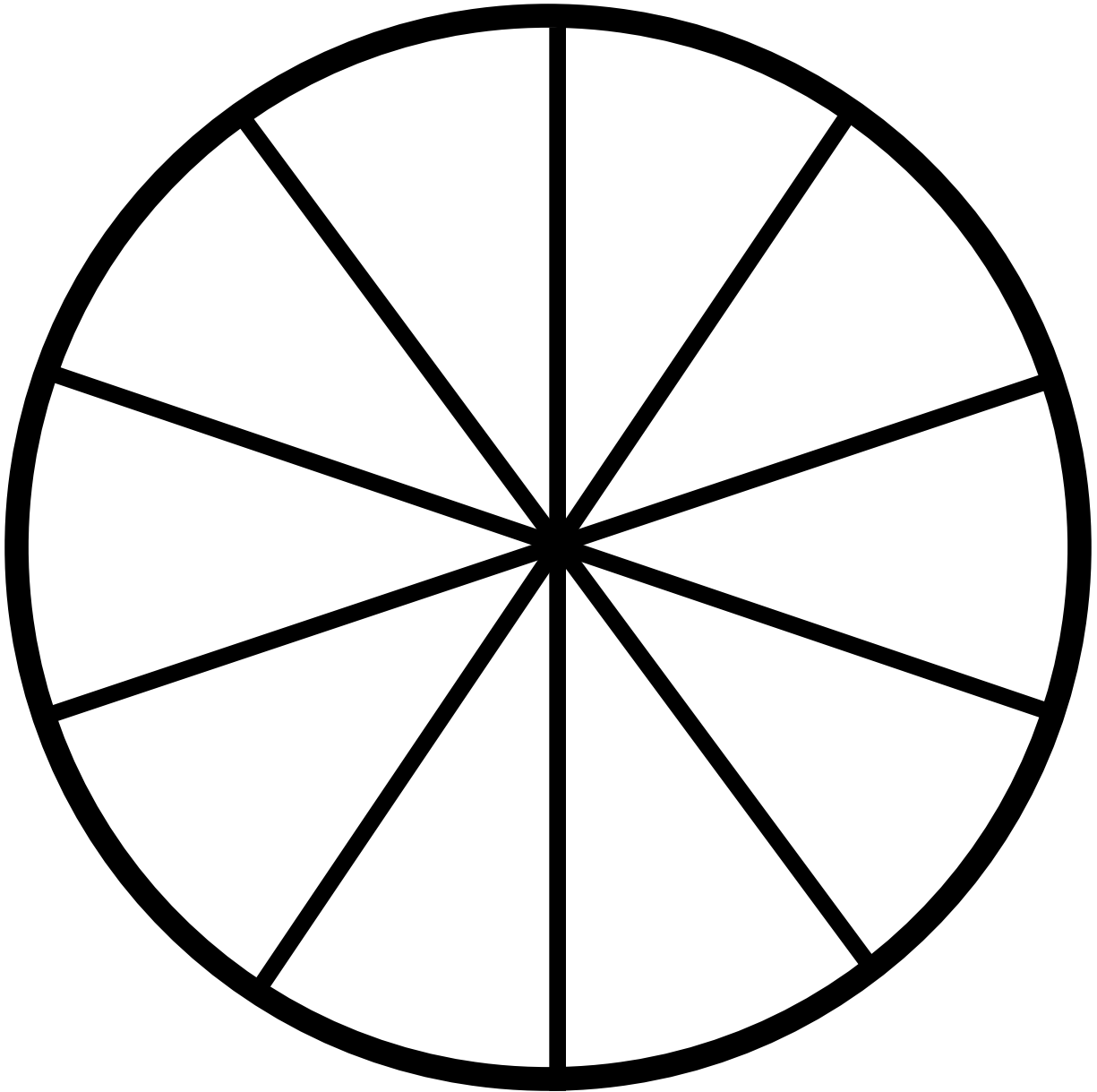
# SPINNER



# SPINNER

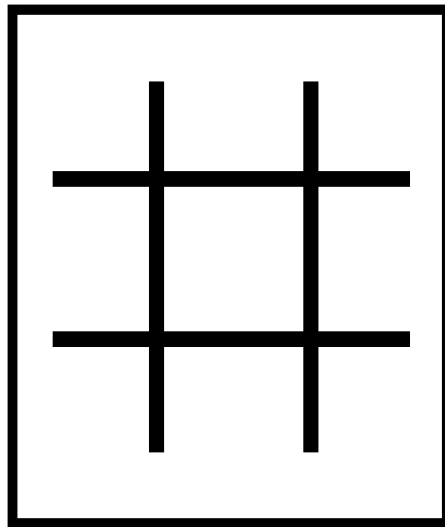
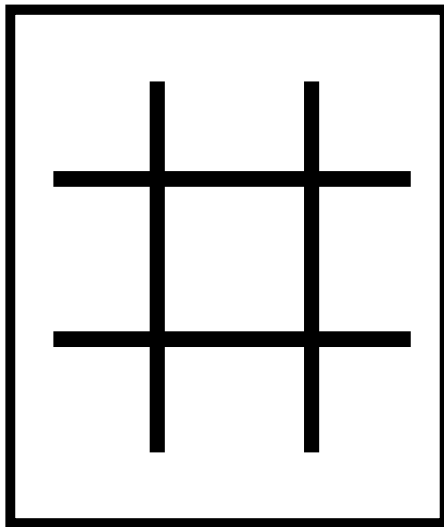
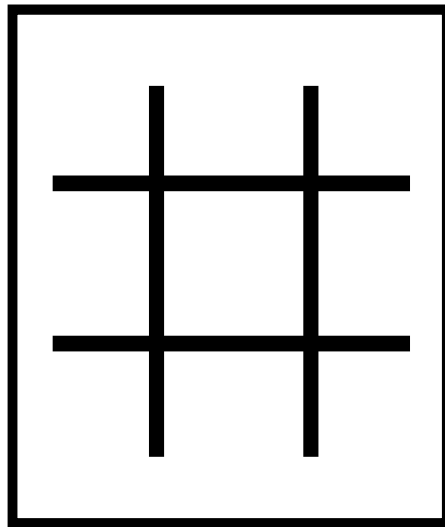
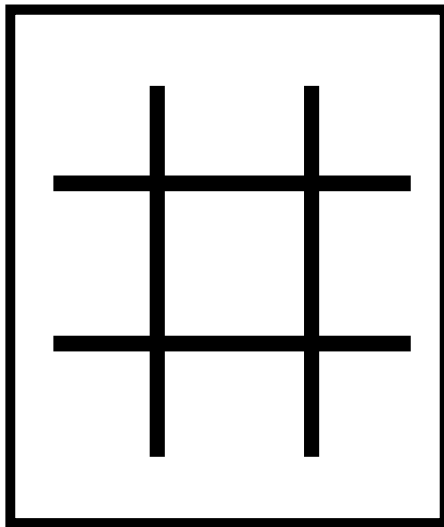
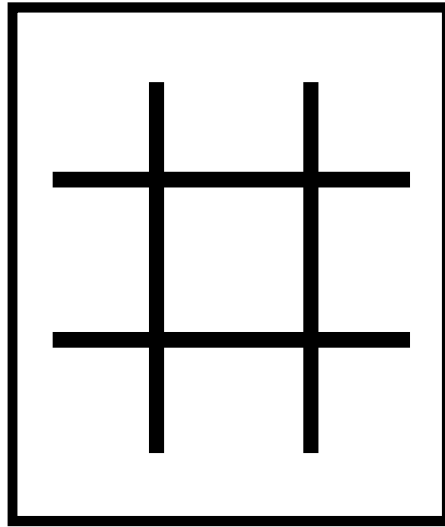
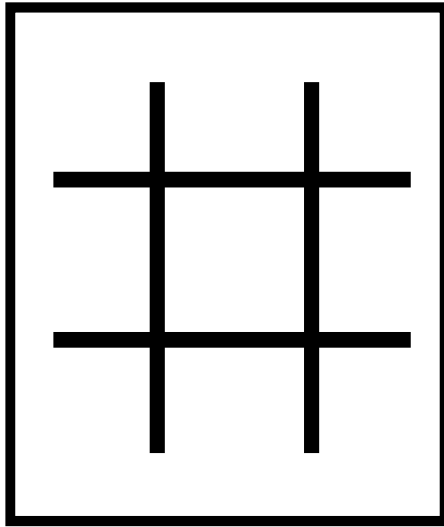


# SPINNER





# 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** (peacock illustration)
- $10 - 3$
- $9 - 4$
- $8 - 5$
- $5 - 3$
- $8 - 2$  (flower illustration)
- $10 - 6$
- $10 - 8$
- $7 - 4$
- $6 - 1$  (zebra illustration)
- $10 - 4$
- $5 - 1$
- $10 - 9$
- $10 - 7$
- $7 - 3$
- $5 - 2$  (giraffe illustration)
- $9 - 6$
- $8 - 4$
- $7 - 6$
- $6 - 3$  (two monkeys illustration)
- $9 - 3$  (two tigers illustration)
- 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 consists of a winding path of squares. The path starts at a box labeled "START" at the bottom right and ends at a box labeled "FINISH" at the top right. The path includes illustrations of a peacock, a zebra, a giraffe, a tiger, and two monkeys. There are also decorative flowers and a vine.



# Subtraction Action



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

—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

# 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

—	—	—	—	—	—	—	—	—	—
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—	—	—	—	—	—	—	—	—	—

# Subtraction Action

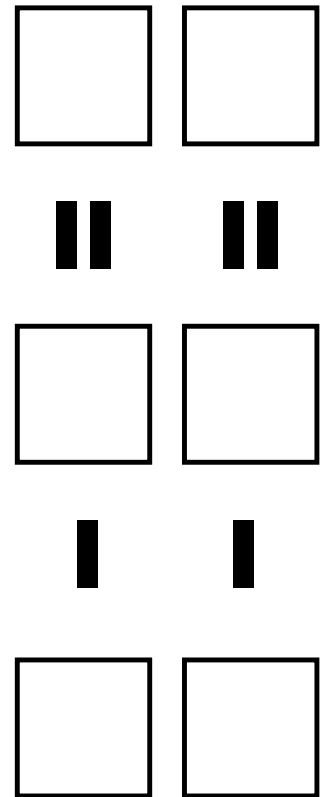
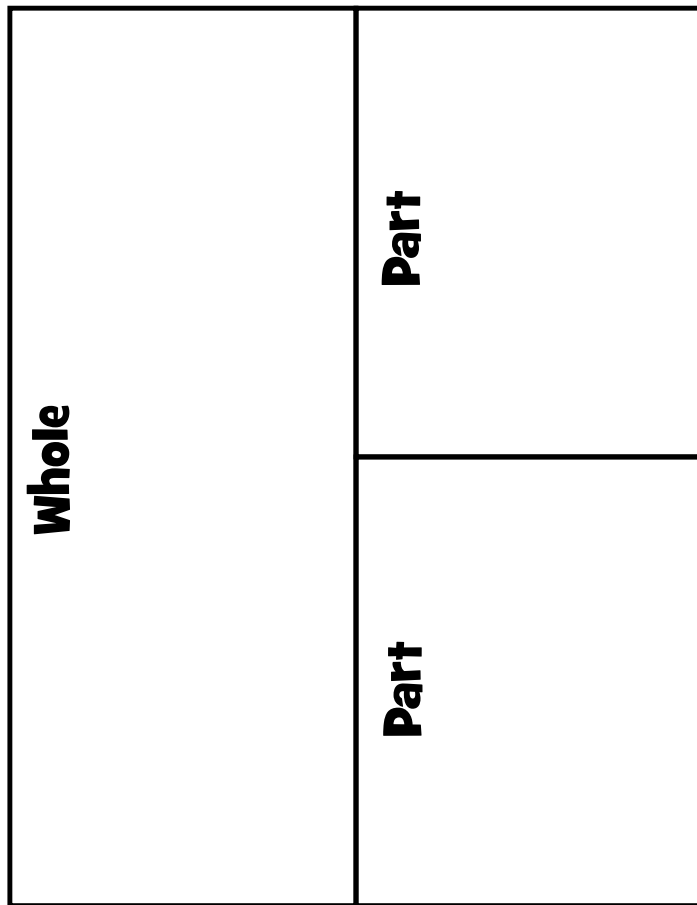
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

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

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

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

# Number Bond Subtraction





# Subtraction Mat

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=

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-

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# Subtraction Mat

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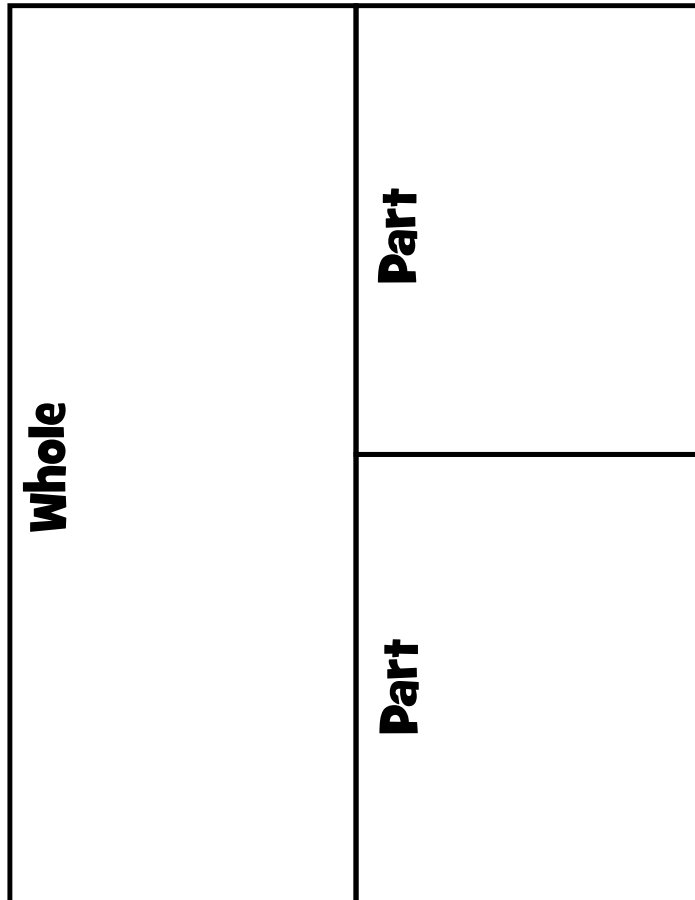
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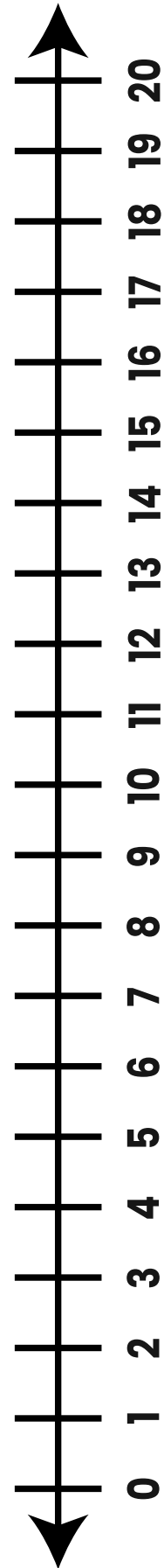
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# Number Bond Subtraction



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



# Subtraction Mat

	<b>=</b>	
	<b>-</b>	


# Subtraction Mat

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=

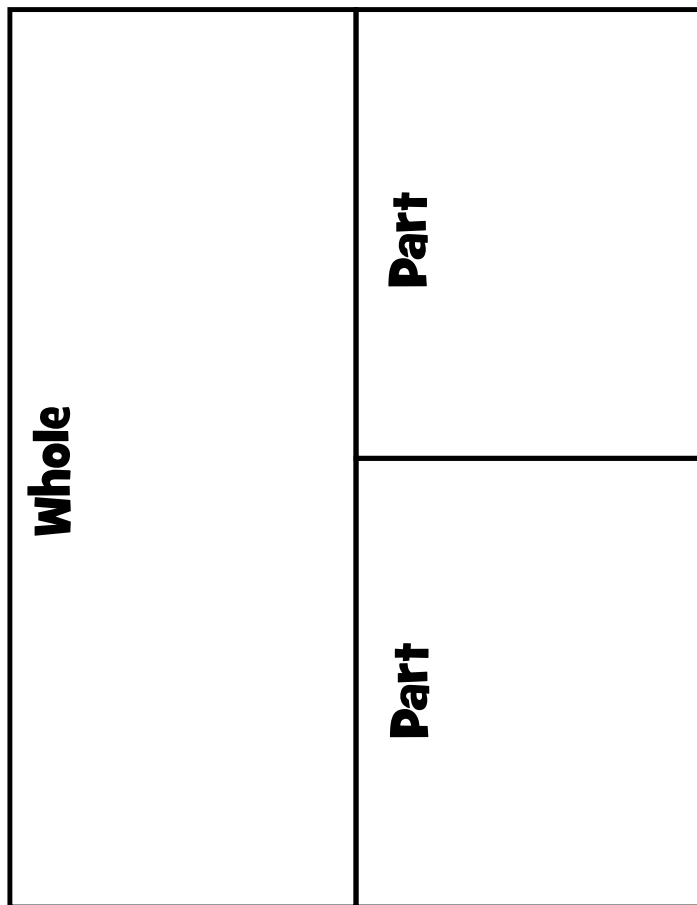
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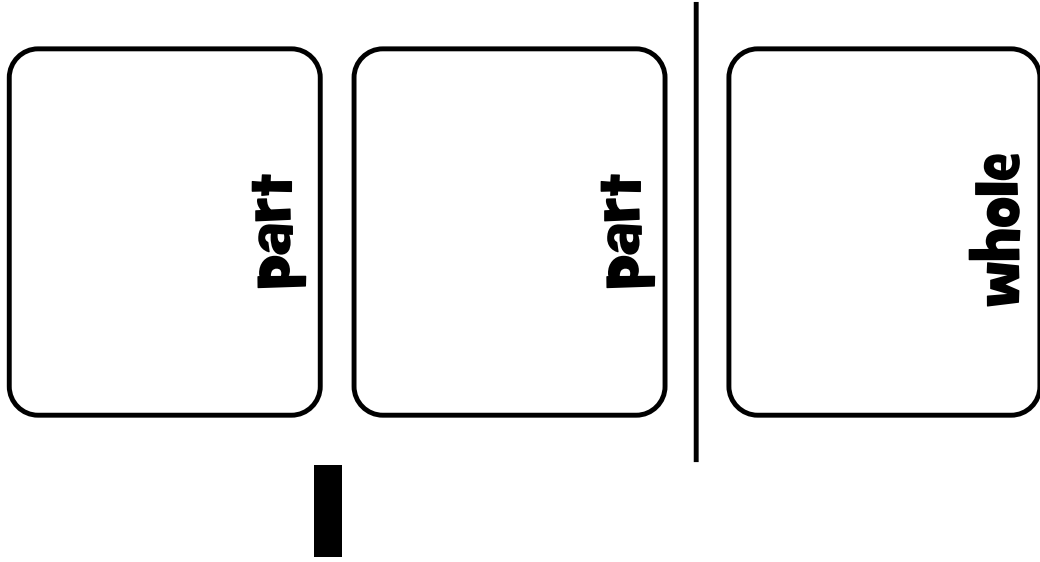
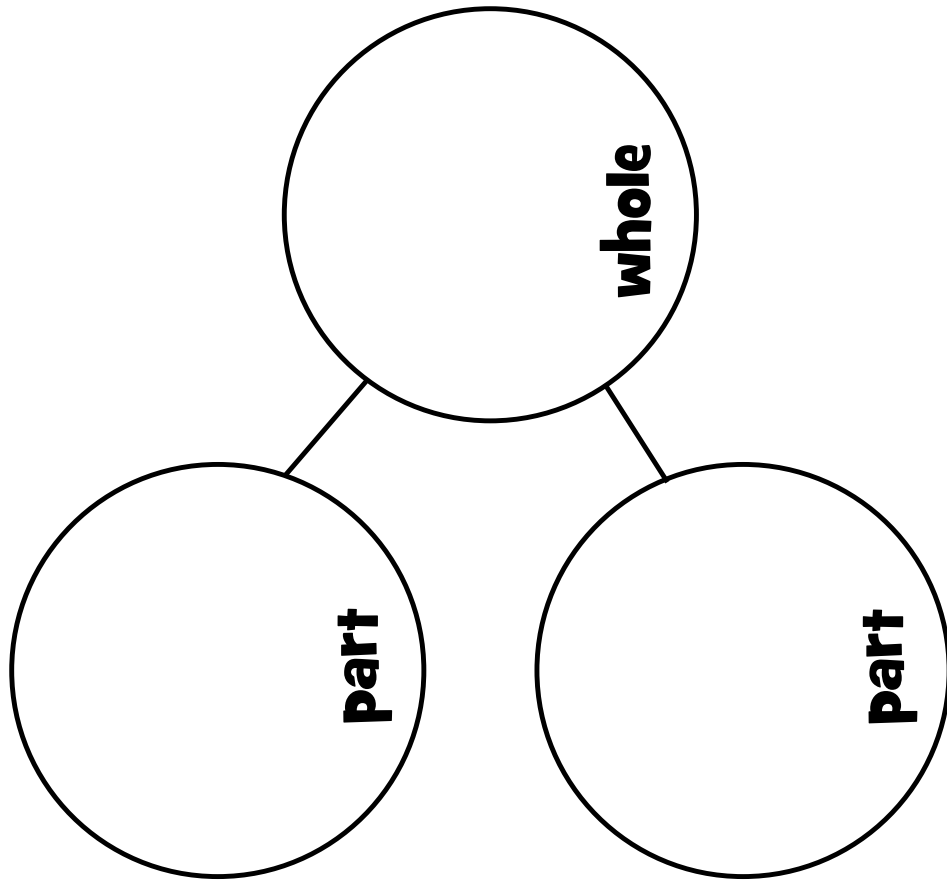
# Number Bond Subtraction



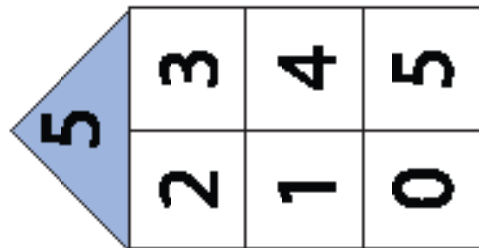
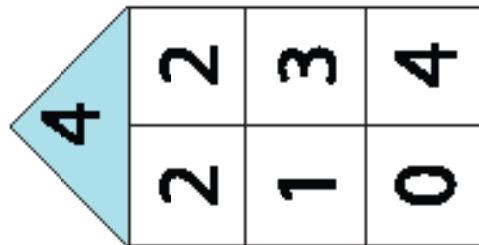
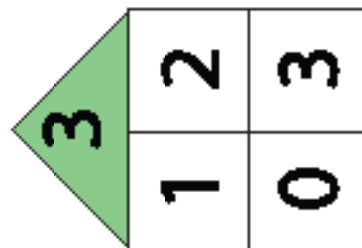
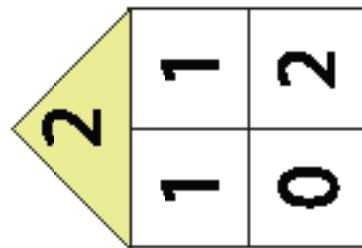
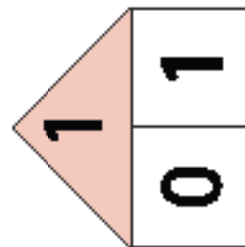
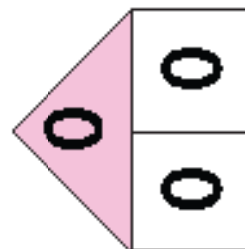
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<input type="text"/>	<b>-</b>	<input type="text"/>	<b>=</b>	<input type="text"/>

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

# Number Bond Subtraction

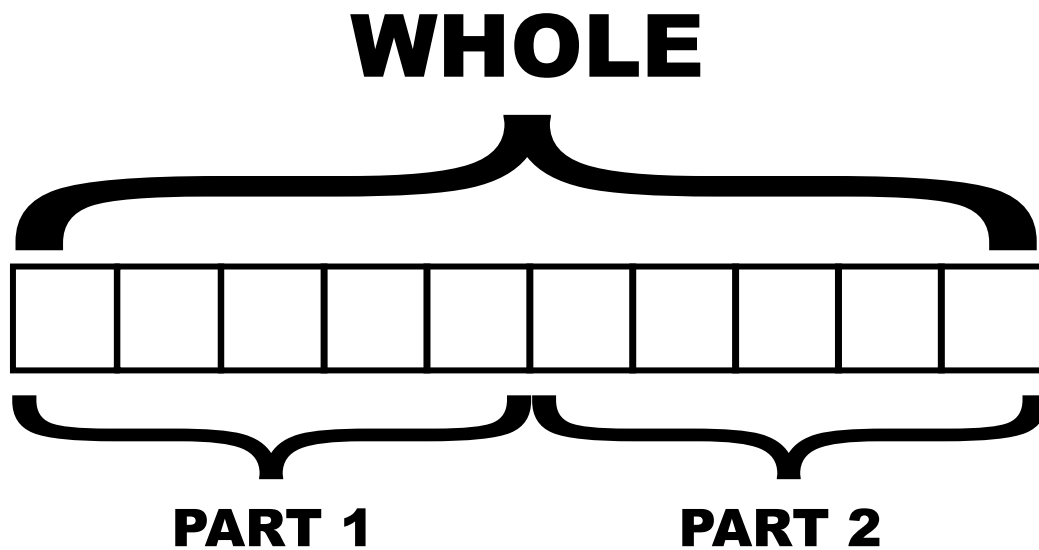
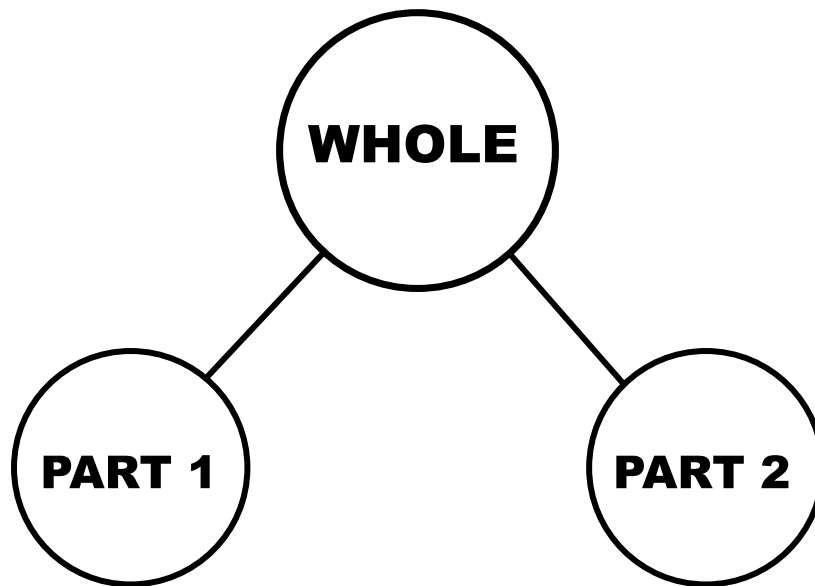


# NUMBER HOUSES

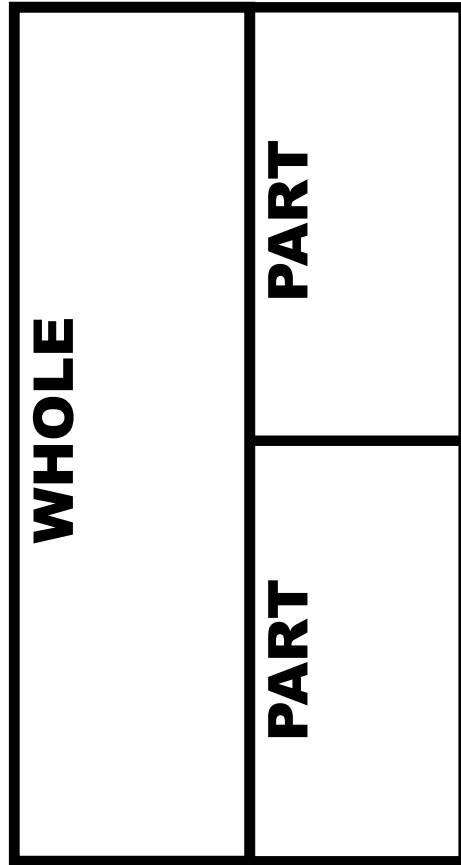
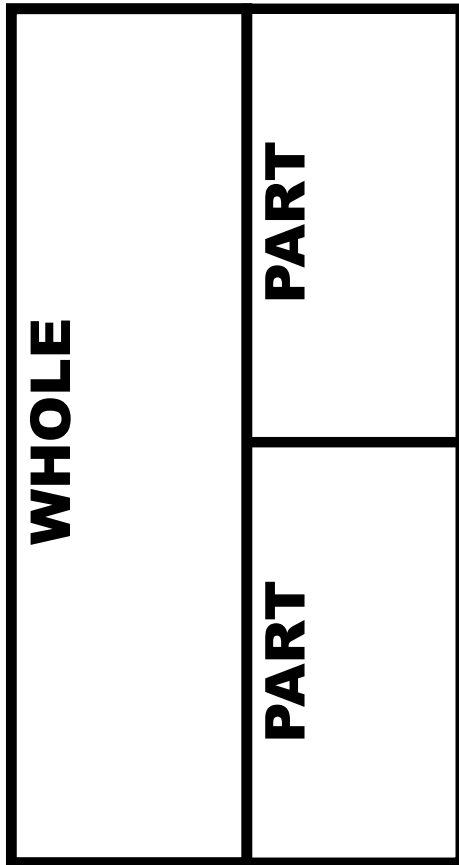




# PART PART WHOLE

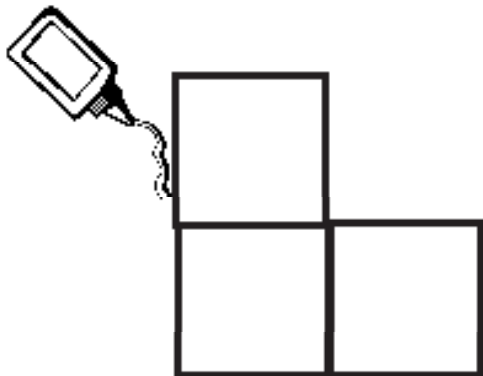


# PART PART WHOLE MATS

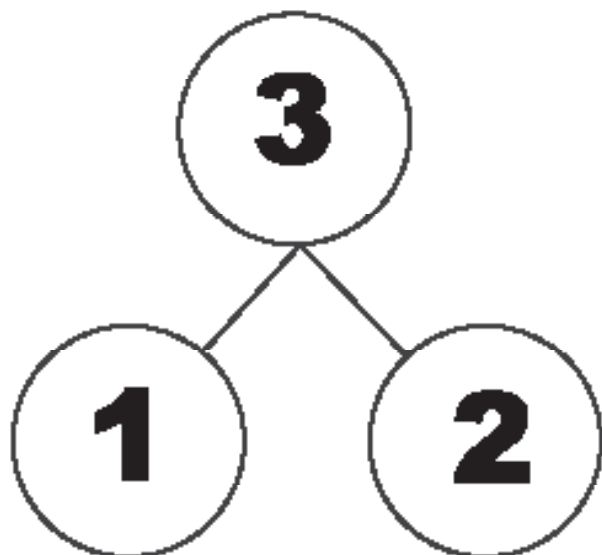
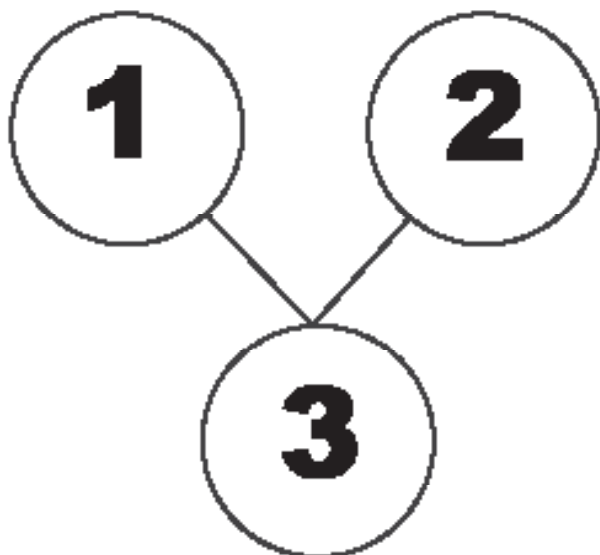
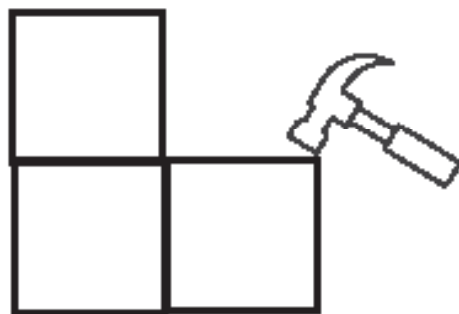


# Composing and Decomposing

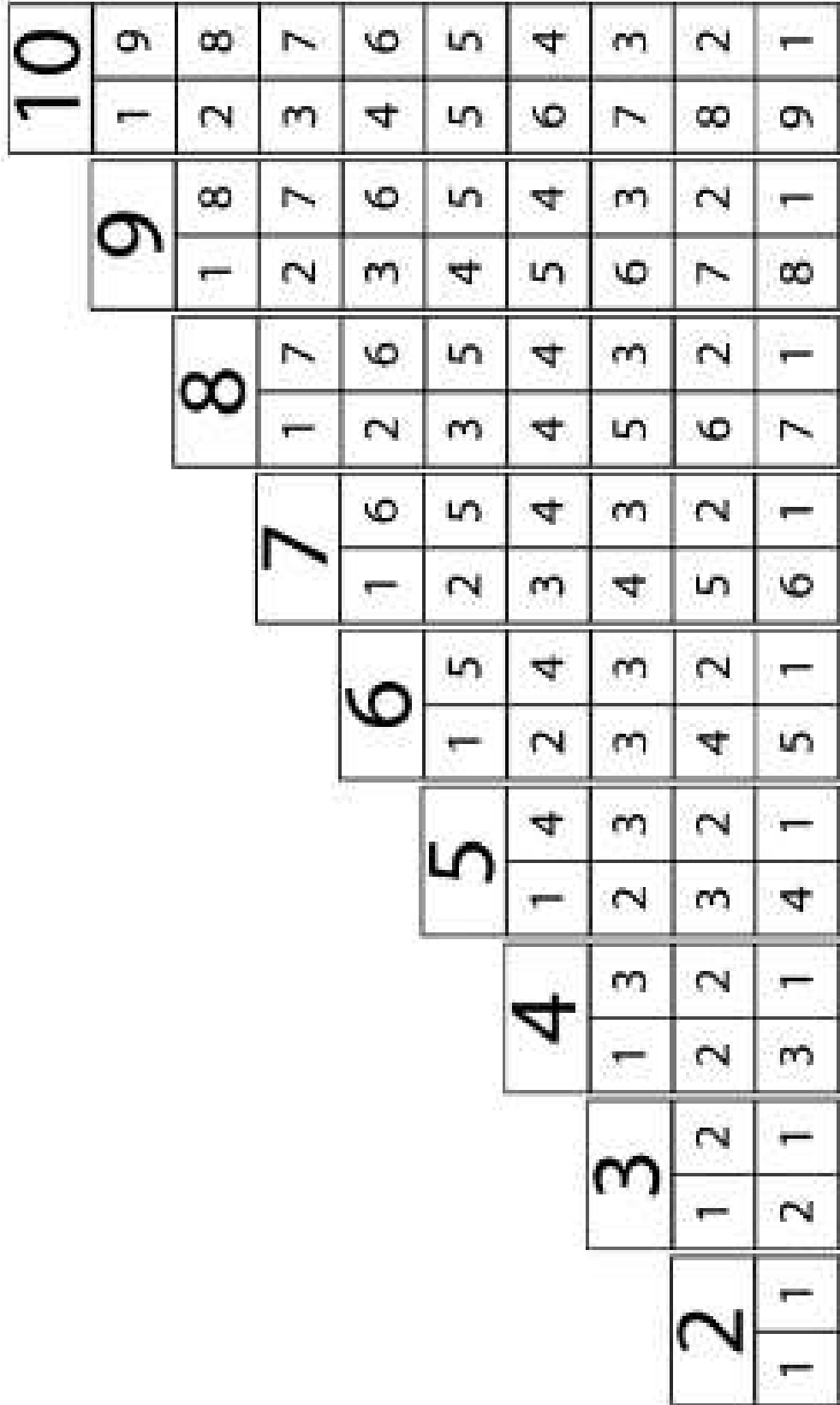
**COMPOSE**



**DECOMPOSE**



# NUMBER STAIRCASE

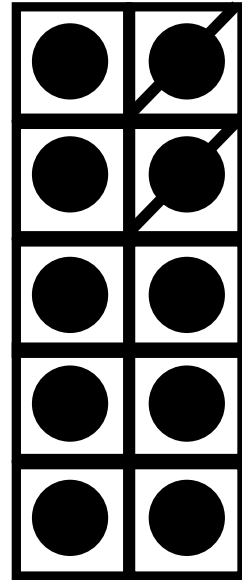


# SUBTRACTING WITHIN 10

**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

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

# SUBTRACTING WITHIN 10



$10 - 1$

●	●	●	●	●	●
●	●	●	●	●	●

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9

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)



$10 - 0$

●	●	●	●	●	●
●	●	●	●	●	●

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

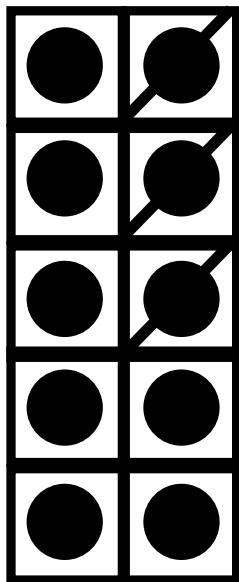
10

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# SUBTRACTING WITHIN 10



$$10 - 3$$



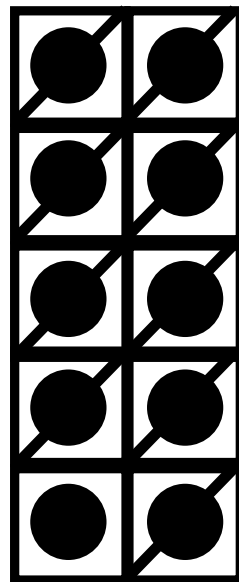
www.mathfactfluencyplayground.com

www.mathfactfluencyplayground.com

7



$$10 - 9$$



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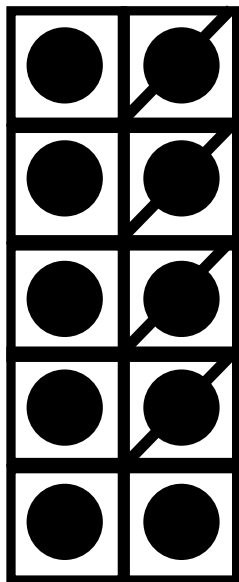
www.mathfactfluencyplayground.com

1

# SUBTRACTING WITHIN 10



$$10 - 4$$



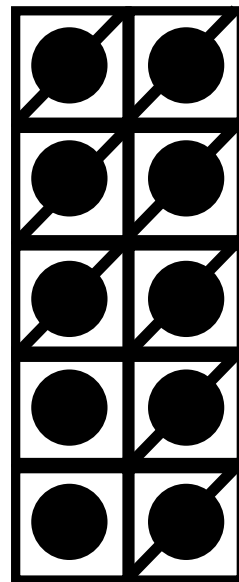
www.mathfactfluencyplayground.com

www.mathfactfluencyplayground.com

6



$$10 - 8$$



www.mathfactfluencyplayground.com

www.mathfactfluencyplayground.com

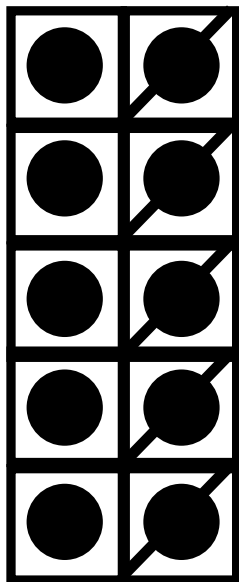
2



# SUBTRACTING WITHIN 10



$$10 - 5$$



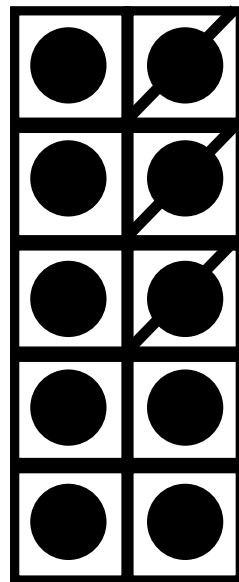
www.mathfactfluencyplayground.com

5

www.mathfactfluencyplayground.com



$$10 - 7$$



www.mathfactfluencyplayground.com

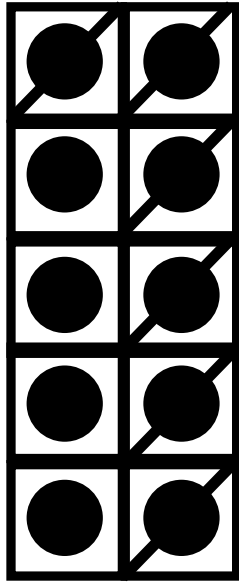
3

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# SUBTRACTING WITHIN 10



$$10 - 6$$



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4

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

# MISSING NUMBERS TO 10



$$5 - ? = 3$$



0 1 2 3 4 5 6 7 8 9 10

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

2

[www.mathfactfluencyplayground.com](http://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](http://www.mathfactfluencyplayground.com)

3

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

# MISSING NUMBERS TO 10



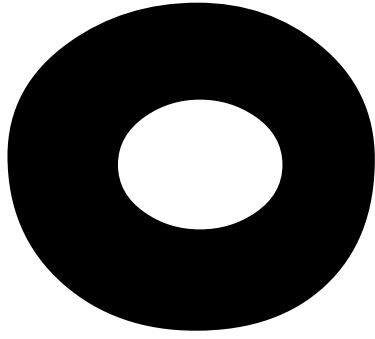
$$3 - ? = 3$$



0 1 2 3 4 5 6 7 8 9 10

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[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)



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

$$7 - ? = 6$$



0 1 2 3 4 5 6 7 8 9 10

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)



# MISSING NUMBERS TO 10



$$9 - ? = 5$$



0 1 2 3 4 5 6 7 8 9 10

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

# 4

[www.mathfactfluencyplayground.com](http://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](http://www.mathfactfluencyplayground.com)

# 3

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

# MISSING NUMBERS TO 10

$$10 - ? = 5$$



0 1 2 3 4 5 6 7 8 9 10

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

5

[www.mathfactfluencyplayground.com](http://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](http://www.mathfactfluencyplayground.com)

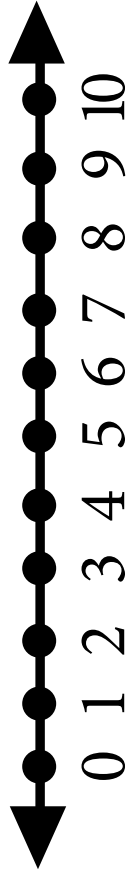
7

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

# MISSING NUMBERS TO 10



$$9 - ? = 0$$



0 1 2 3 4 5 6 7 8 9 10

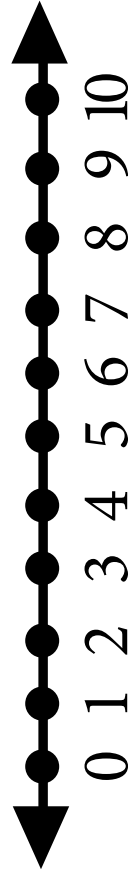
[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)



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

$$9 - ? = 1$$



0 1 2 3 4 5 6 7 8 9 10

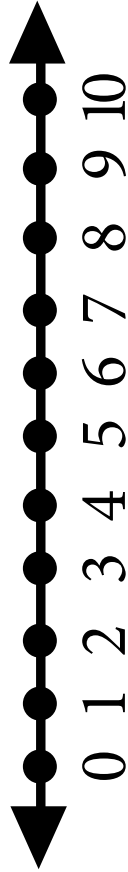
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[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

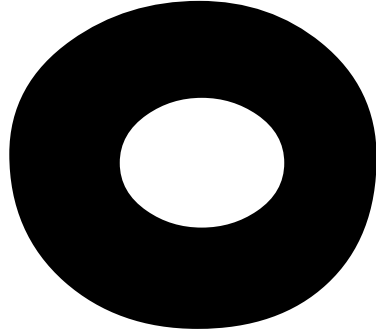
# MISSING NUMBERS TO 10



**10 - ? = 10**

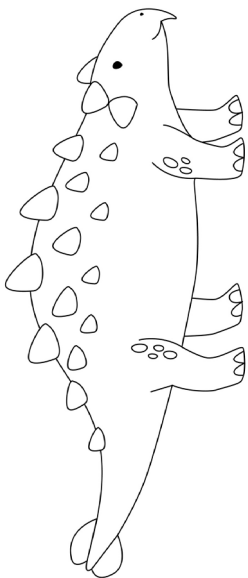
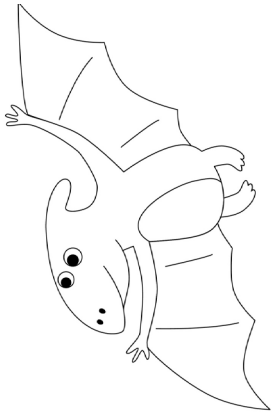
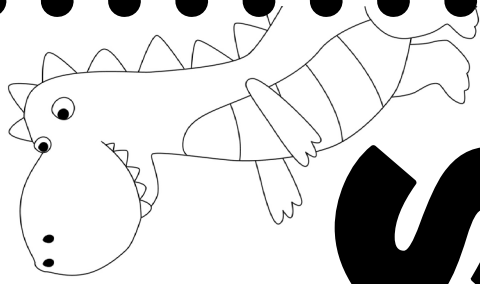


[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)

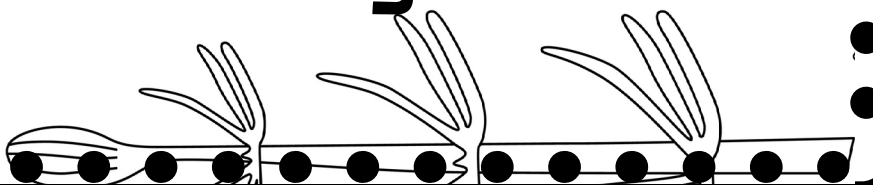
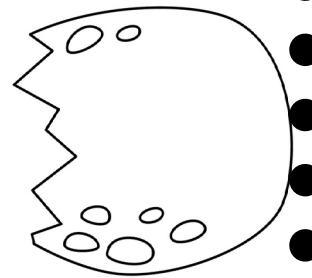
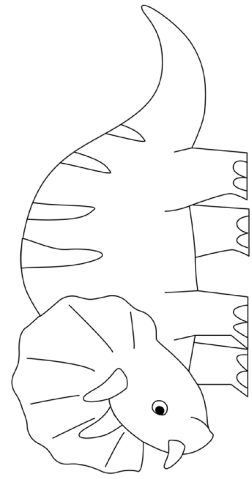
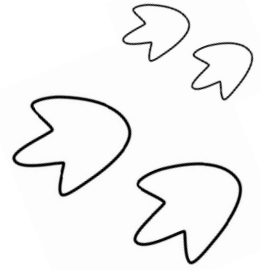
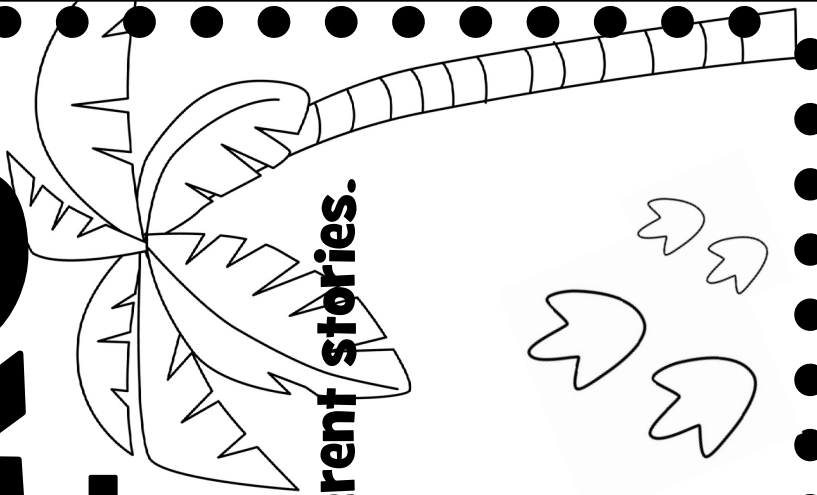


[www.mathfactfluencyplayground.com](http://www.mathfactfluencyplayground.com)



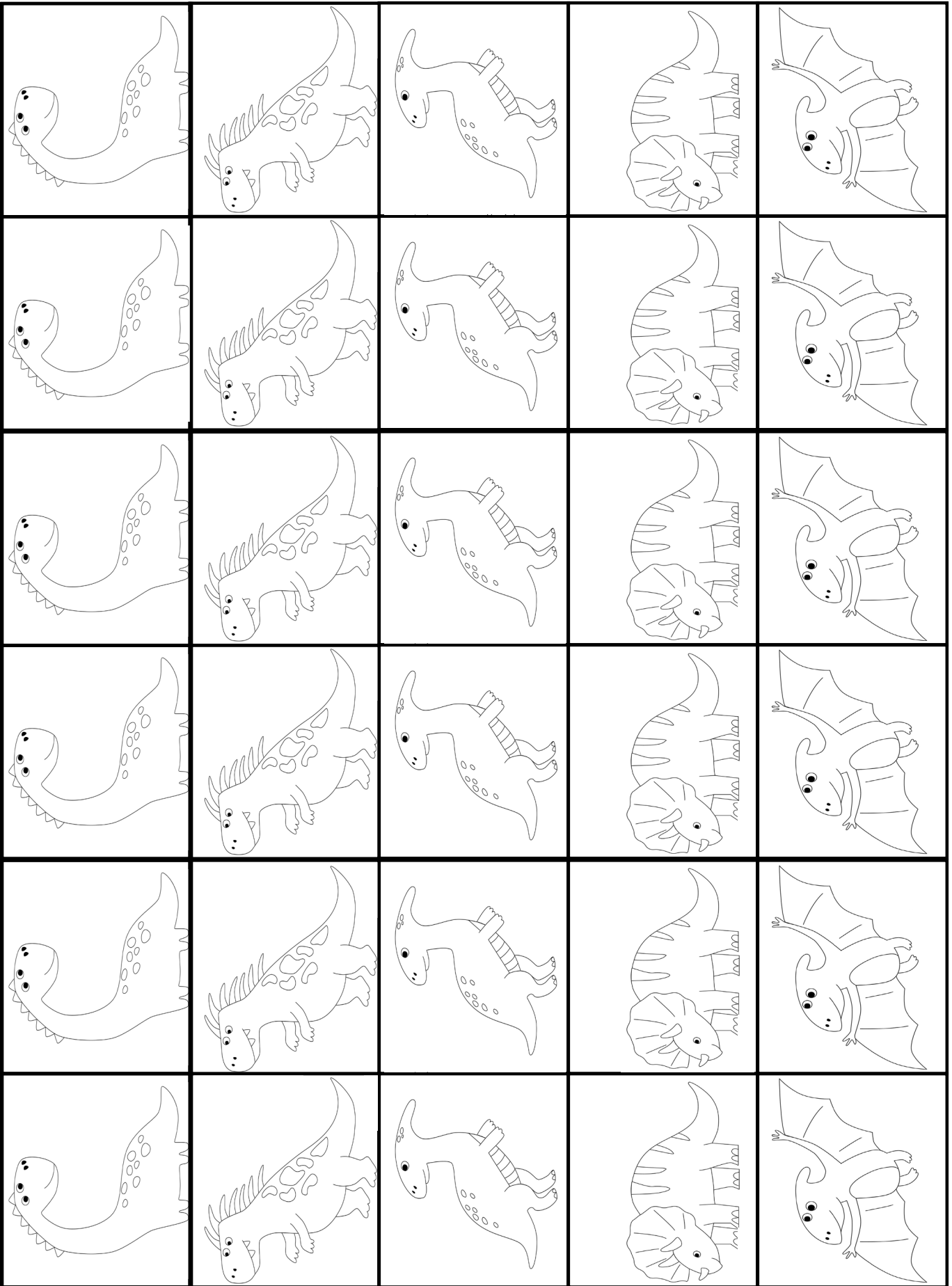


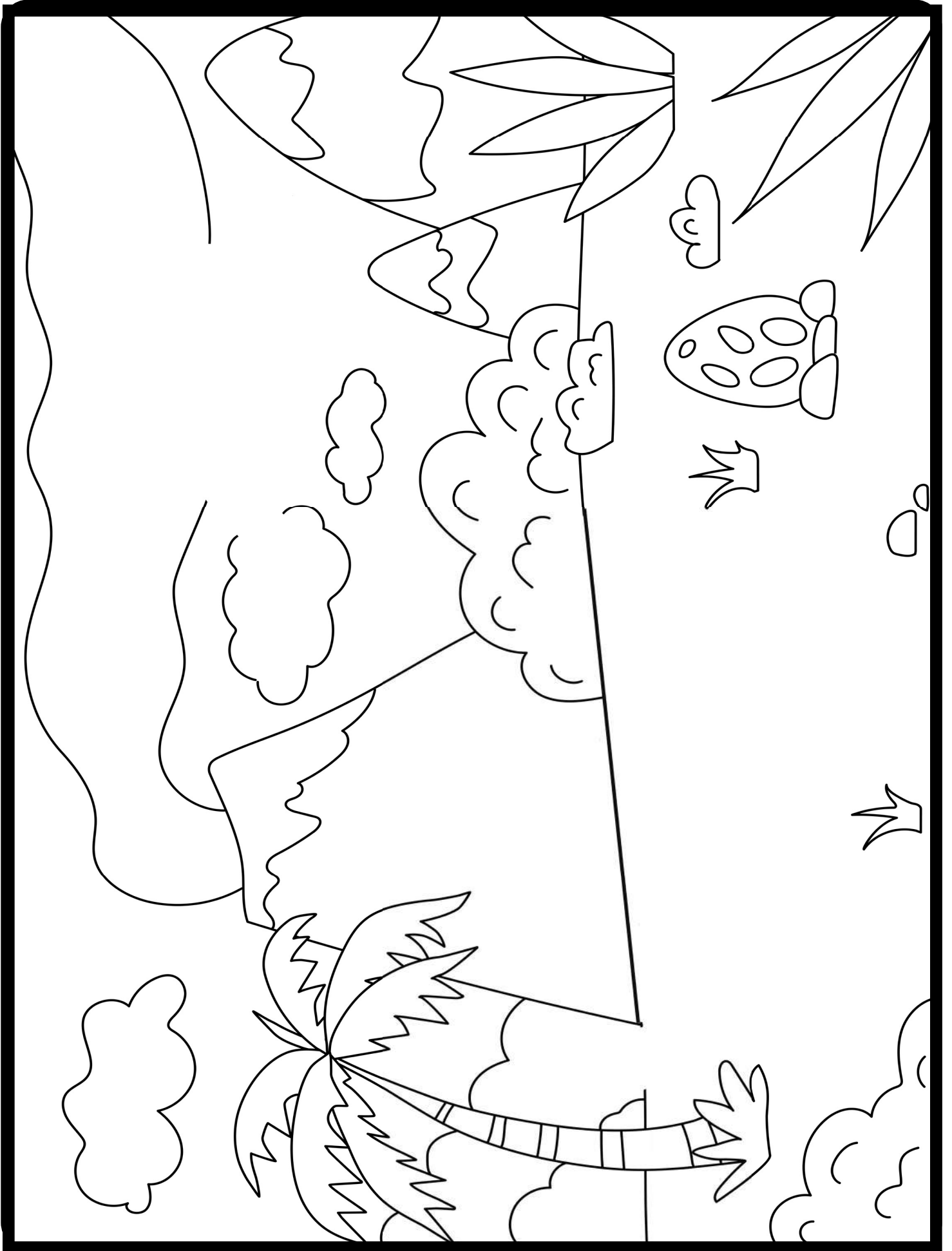
# DINOSAURS STORY MAT



Use these story mats to make up and tell different stories.

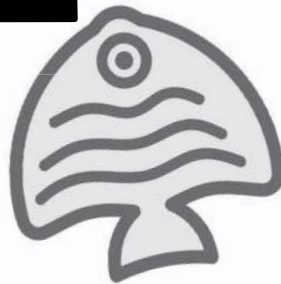
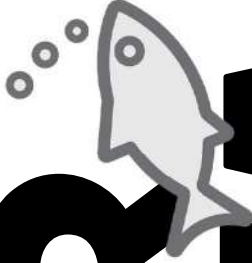
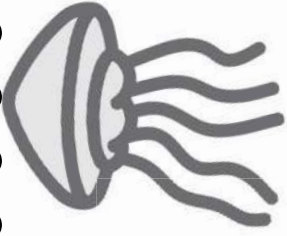
**BY: DR NICKI NEWTON**





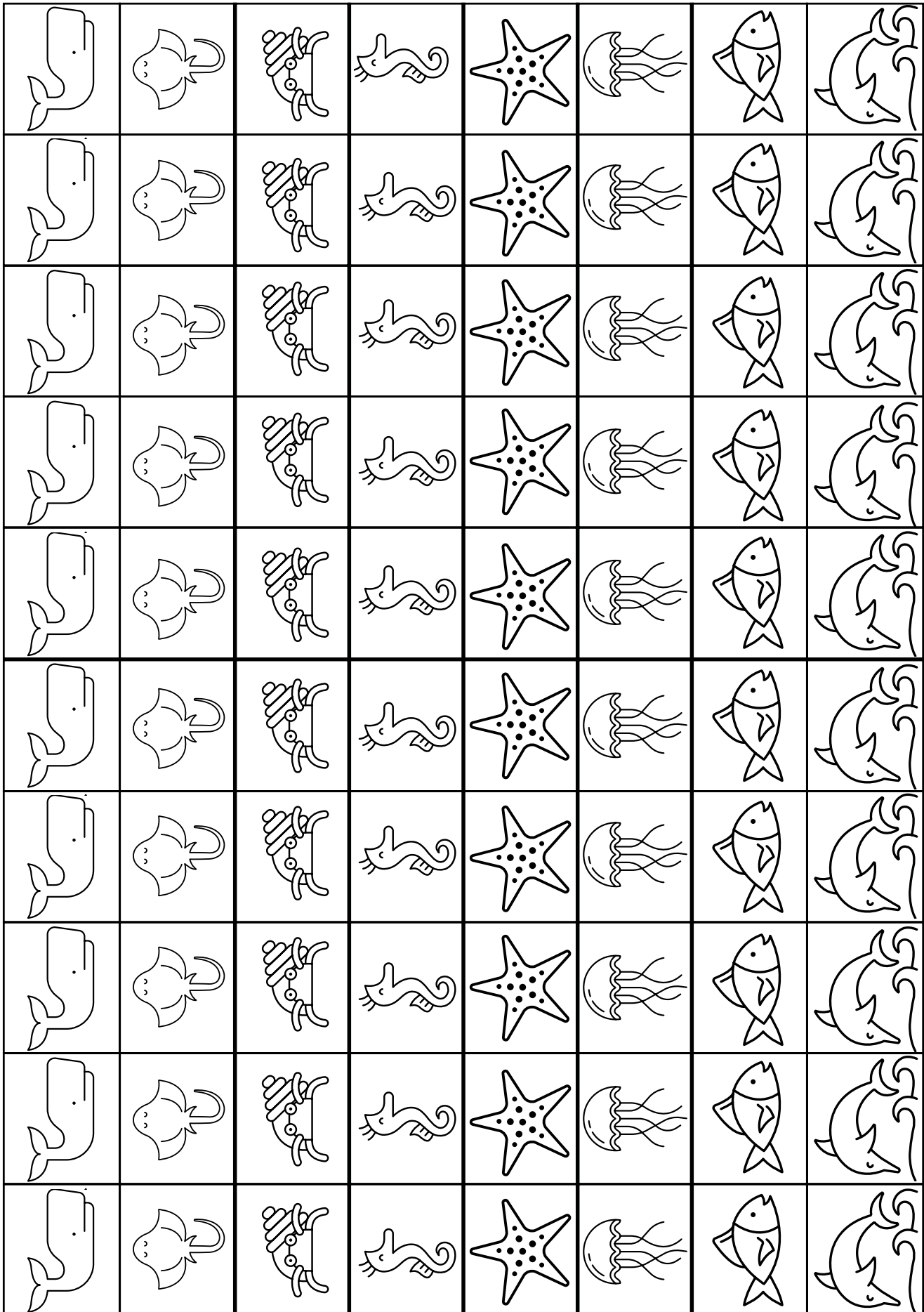


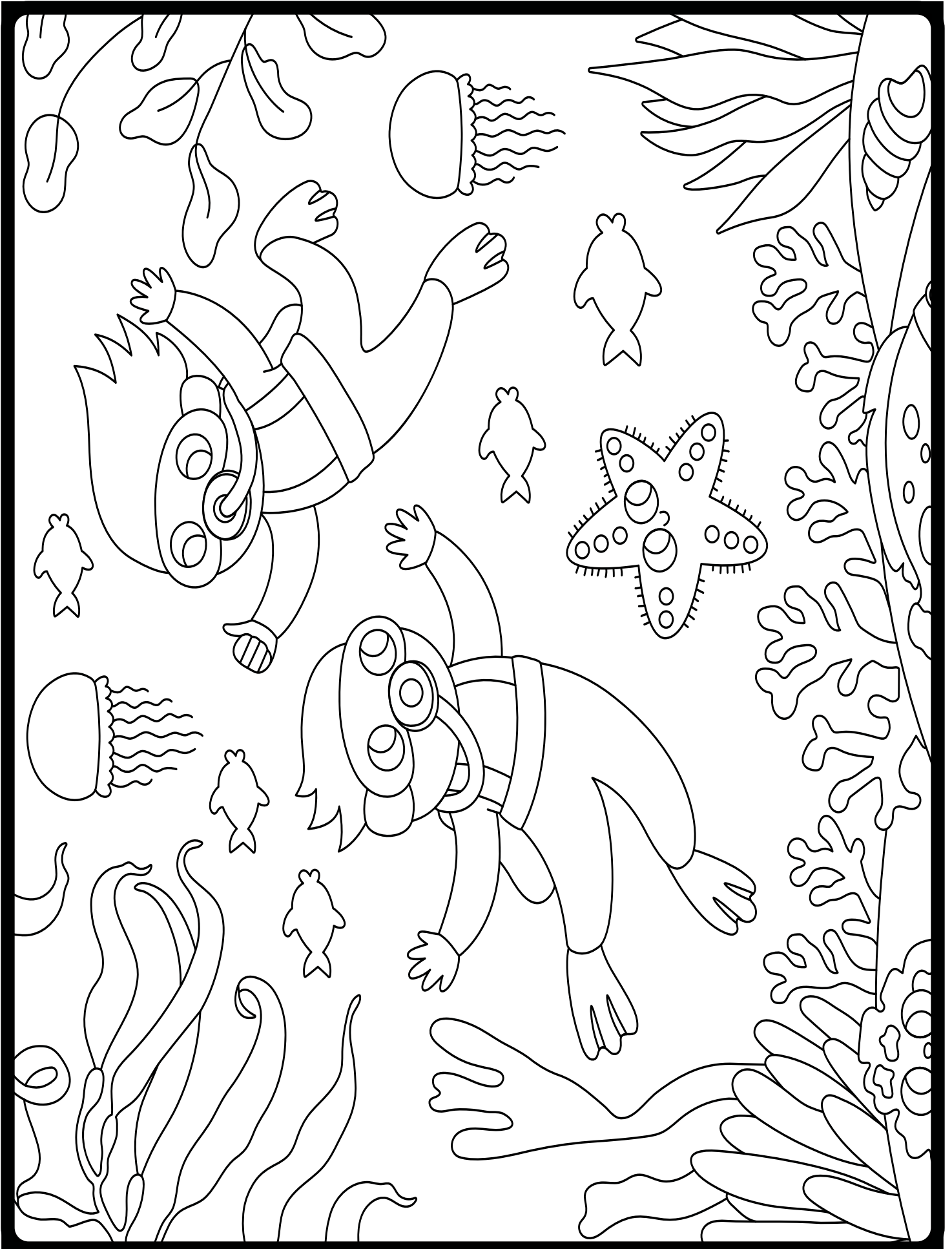
# UNDER THE SEA STORY MAT



Use these story mats to make up and tell different stories.

BY: DR NICKI NEWTON





# TEN FRAME CARDS

**1**  
**ONE**

●				

[www.drnickinewton.com](http://www.drnickinewton.com)

**2**  
**TWO**

●	●			

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**3**  
**THREE**

●	●	●		

[www.drnickinewton.com](http://www.drnickinewton.com)

**4**  
**FOUR**

●	●	●	●	

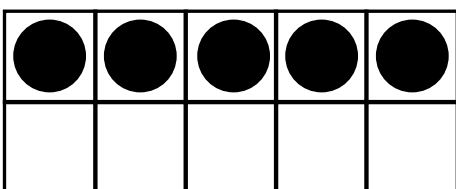
[www.drnickinewton.com](http://www.drnickinewton.com)



# TEN FRAME CARDS



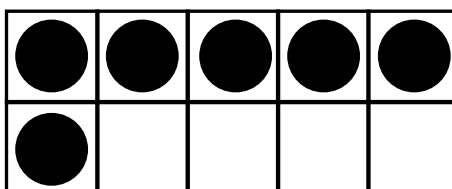
**FIVE**



[www.drnickinewton.com](http://www.drnickinewton.com)



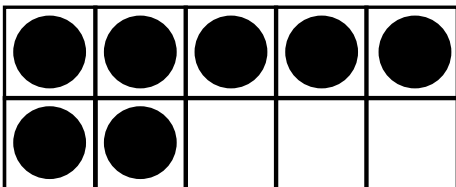
**SIX**



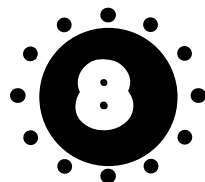
[www.drnickinewton.com](http://www.drnickinewton.com)



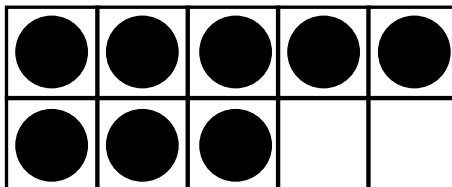
**SEVEN**



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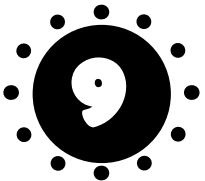


**EIGHT**




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# TEN FRAME CARDS

  
**NINE**

●	●	●	●	●
●	●	●	●	


[www.drnickinewton.com](http://www.drnickinewton.com)

  
**TEN**

●	●	●	●	●
●	●	●	●	●


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# TWENTY FRAME CARDS

  
**ELEVEN**

●	●	●	●	●
●	●	●	●	●
●				

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**TWELVE**

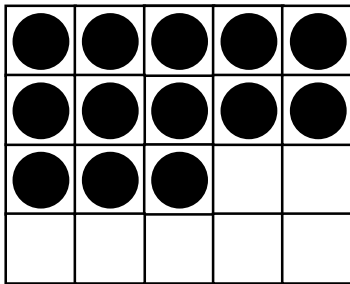
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# TWENTY FRAME CARDS



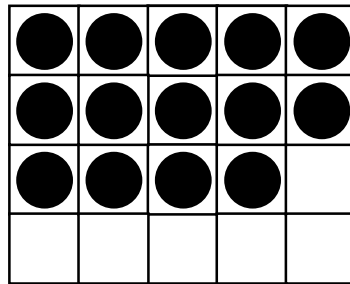
**THIRTEEN**



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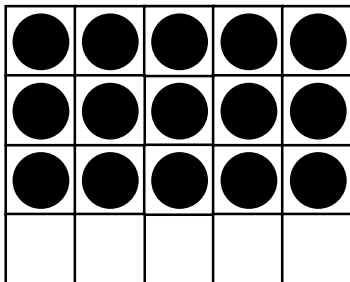
**FOURTEEN**



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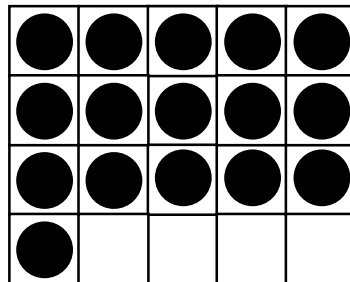
**FIFTEEN**



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**SIXTEEN**

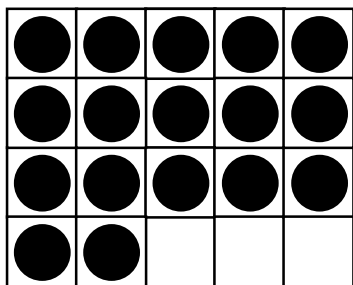


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# TEN FRAME CARDS



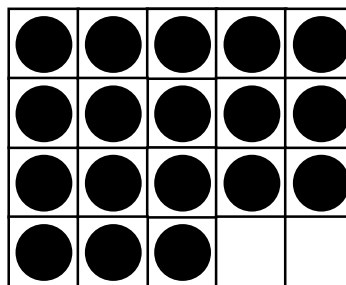
**SEVENTEEN**



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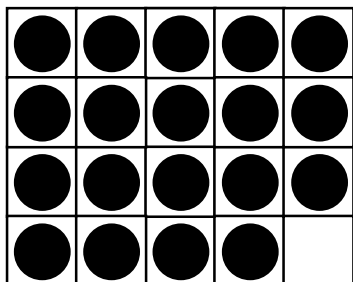
**EIGHTEEN**



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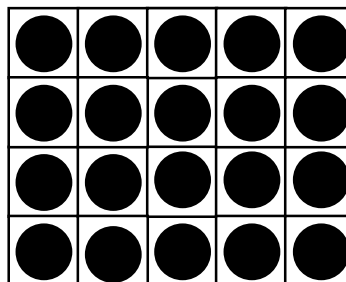
**NINETEEN**



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**TWENTY**



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# 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**

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



# Math Fact Fluency Playground

See it, do it, learn it!

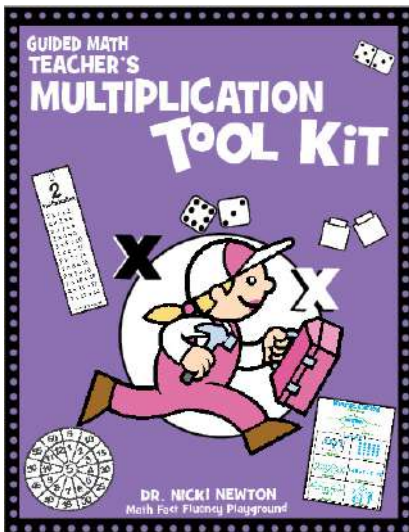
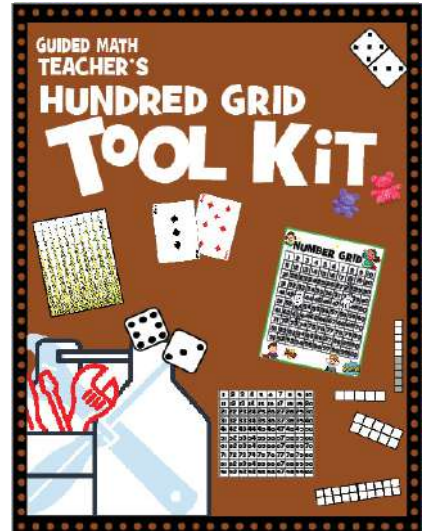
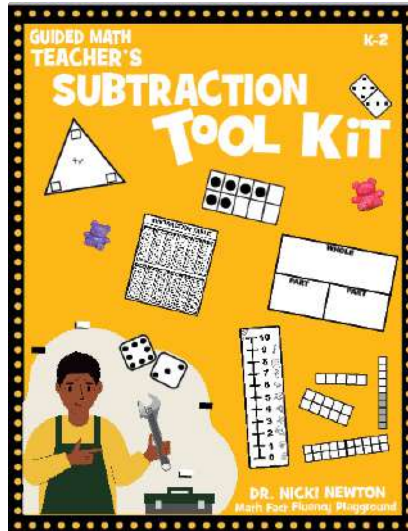
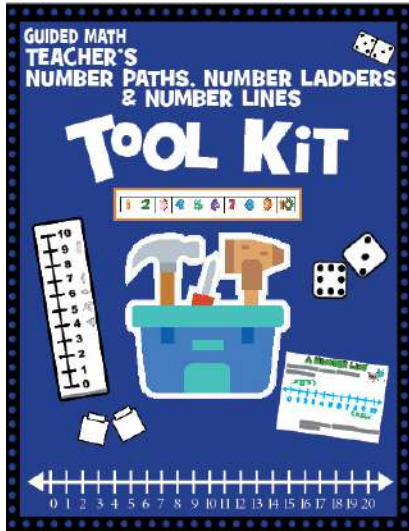
Math Fact Fluency Playground has one mission: Every student can learn and do math!

We work with teachers, schools, districts, regions and state educational agencies to help create a better math world. We believe that when teachers know more students soar! We believe that together we can change the world by creating research-based, engaging, student-friendly, classroom-tested math resources. Building on the research that says instruction is the linchpin and creative, evidence based resources are a powerful tool, we provide powerful pd and amazing resources to help you turn your math story around!

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# OTHER BOOKS IN THE SERIES



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GUIDED MATH  
SUBTRACTION MATS  
TEACHER'S

# TOOL KIT

**Guided Math Templates help students to visualize and do the math.**

This must-have book of resources provides teachers with the templates, tools, and blackline masters that they need to use to support children in learning subtraction. There are also number bonds. Built on Dr. Nicki's work with students and teachers around the world, these research based, student friendly resources allow all students to access the knowledge and skills needed to learn and practice subtraction.

**This powerful resource includes:**

- **Thinking Templates** so that students can practice and model their thinking. These include five frames, ten frames and twenty frames as well as number paths and number lines. There are also number bonds, part-part whole mats and spinners. Many of these templates are on the same page so students can solve one way and check another.
- **Board Games** that help students to practice their facts in fun and engaging ways. There are some premade games and other blank game templates so that the teacher can create differentiated game boards and also so that students can build their own games.
- **Visual Flashcards** that help students to practice their facts in fun and engaging ways. There are some premade ones. There are also blank flashcard templates so that the teacher and/or the student can make differentiated ones.
- **Story Mats and Paper Manipulatives** can help students to act out different problems. These 2 tools help students to not only solve but also to tell word problems. As with the other resources in this book, they work on visualizing and acting out the problems.

**The Guided Math Teacher's Subtraction Toolkit is the essential resource for teachers to prepare and deliver hands-on, visual lessons.**

