

# PROGRESSION OF SUBTRACTION



ACHIEVING THE GOAL

**SUBTRACT FROM 20**  
20 - 2   20 - 10   20 - 8

SUBTRACTING

Thinking about number relationships (differences between 10 and 20)

18 - 15   17 - 9   15 - 8

SUBTRACTING ONES FROM A TEEN NUMBER

19 - 9   16 - 6   11 - 1

SUBTRACTING 10 FROM A TEEN NUMBER

19 - 10   17 - 10   11 - 10

SUBTRACTING FROM 10

10 - 3   10 - 7   10 - 6

SUBTRACTING WITHIN 10

9 - 5   6 - 1   3 - 2

DIFFERENCES OF 1 OR 2

10 - 8   7 - 6   5 - 3

SUBTRACTING A NUMBER FROM ITSELF

8 - 8   7 - 7   4 - 4

COUNTING BACK 1,2,3

3 - 2   5 - 1   8 - 2

LOWER HALF FACTS

2 - 1   4 - 2   8 - 4

SUBTRACTING WITHIN 5

2 - 1   4 - 2   3 - 2

SUBTRACTING 0 FROM A NUMBER

9 - 0   4 - 0   2 - 0

SUBTRACTING 1 FROM A NUMBER

8 - 1   5 - 1   2 - 1

FLUENCY IS

EFFICIENCY

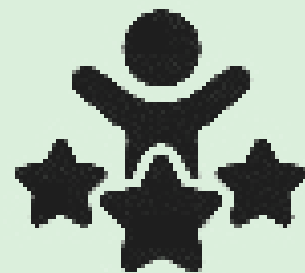
ACCURACY

FLEXIBILITY

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

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

# PROGRESSION OF SUBTRACTION



## JOURNEY TO FLUENCY

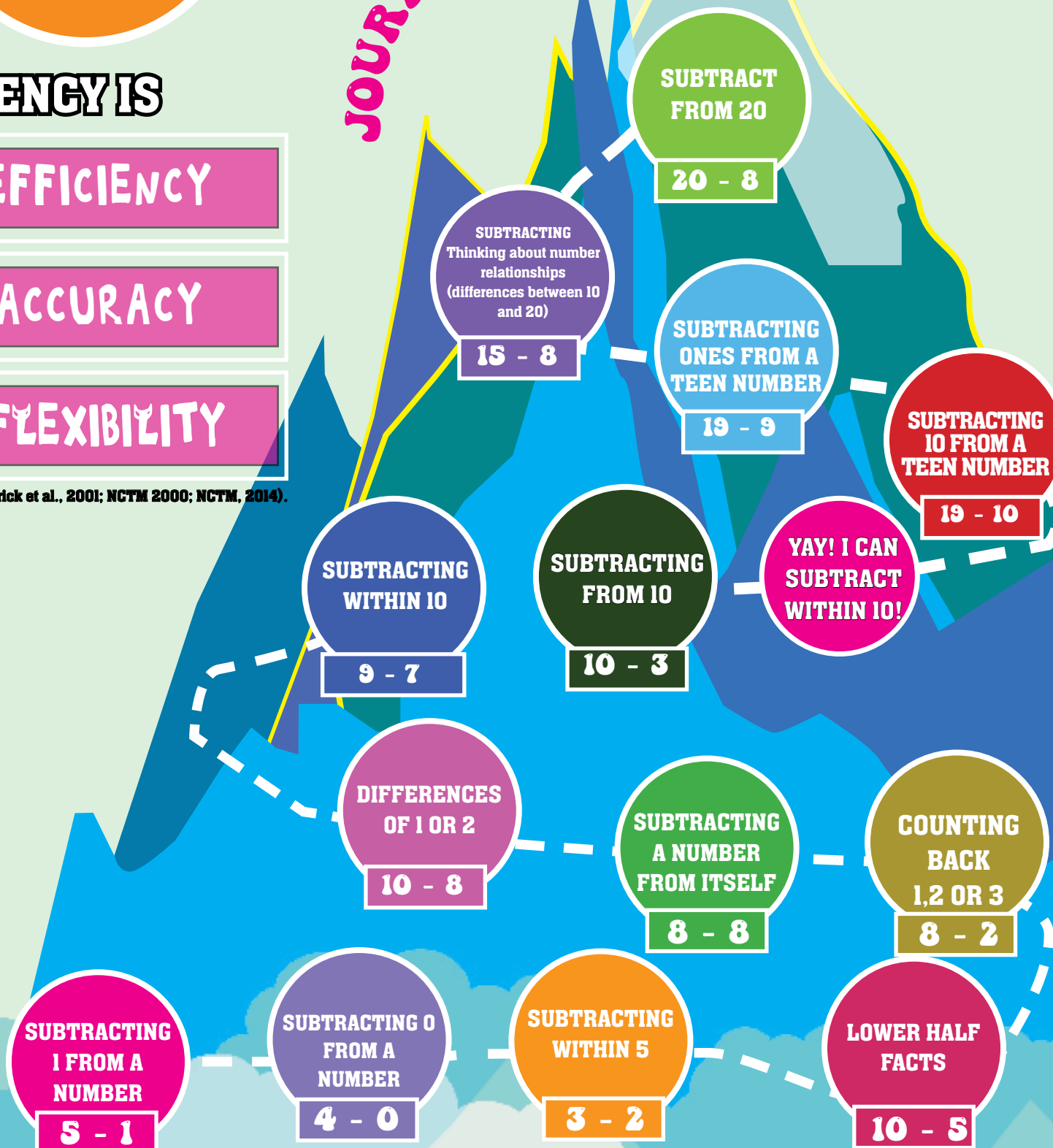
### FLUENCY IS

1 EFFICIENCY

2 ACCURACY

3 FLEXIBILITY

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



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



ACHIEVEMENT OF A MATHS GOAL

**SUBTRACT FROM 20**  
20 - 2   20 - 10   20 - 8

**SUBTRACTING**  
Thinking about number relationships (differences between 10 and 20)  
18 - 5   17 - 9   15 - 8

**SUBTRACTING ONES FROM A TEEN NUMBER**  
19 - 9   11 - 1   13 - 3

**SUBTRACTING 10 FROM A TEEN NUMBER**  
19 - 10   13 - 10   11 - 10

**SUBTRACTING FROM 10**  
10 - 3   10 - 6   10 - 4   10 - 9

**SUBTRACTING WITHIN 10**  
9 - 7   4 - 5   8 - 4

**DIFFERENCES OF 1 OR 2**  
10 - 8   5 - 3   7 - 6

**SUBTRACTING A NUMBER FROM ITSELF**  
9 - 9   1 - 1   4 - 4

**COUNTING BACK 1,2,3**  
8 - 2   7 - 3   2 - 1

**LOWER HALF FACTS**  
2 - 1   4 - 2   8 - 4

**SUBTRACTING WITHIN 5**  
2 - 1   4 - 2   3 - 2

**SUBTRACTING 0 FROM A NUMBER**  
9 - 0   4 - 0   2 - 0

**SUBTRACTING 1 FROM A NUMBER**  
8 - 1   5 - 1   2 - 1

**FLUENCY IS**

**EFFICIENCY**

**ACCURACY**

**FLEXIBILITY**

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

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

# PROGRESSION OF SUBTRACTION

## FLUENCY IS

1 EFFICIENCY

2 ACCURACY

3 FLEXIBILITY

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

## JOURNEY TO FLUENCY



SUBTRACT  
FROM 20

$$20 - 8$$

SUBTRACTING  
Thinking about number  
relationships  
(differences between 10  
and 20)

$$15 - 8$$

SUBTRACTING  
ONES FROM A  
TEEN NUMBER

$$19 - 9$$

SUBTRACTING  
10 FROM A  
TEEN NUMBER

$$19 - 10$$

SUBTRACTING  
WITHIN 10

$$9 - 7$$

SUBTRACTING  
FROM 10

$$10 - 3$$

YAY! I CAN  
SUBTRACT  
WITHIN 10!

DIFFERENCES  
OF 1 OR 2

$$10 - 8$$

SUBTRACTING  
A NUMBER  
FROM ITSELF

$$8 - 8$$

COUNTING  
BACK  
1, 2 OR 3

$$8 - 2$$

SUBTRACTING  
1 FROM A  
NUMBER

$$5 - 1$$

SUBTRACTING 0  
FROM A  
NUMBER

$$4 - 0$$

SUBTRACTING  
WITHIN 5

$$3 - 2$$

LOWER HALF  
FACTS

$$10 - 5$$

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

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## About the Dr. Nicki Newton



Dr. Nicki Newton is an education consultant who works with schools and districts around the country and Canada on K-8 math curriculum. She has taught elementary school, middle school, and graduate school. Dr. Nicki has an Ed.M. and an Ed.D from Teachers College Columbia University. She is greatly interested in teaching and learning practices around the world and has researched education in Denmark, Guatemala and India. She has written several books, including being a part of the curriculum team for the new McGraw Hill Reveal Math series. She is currently working on a book about counting.

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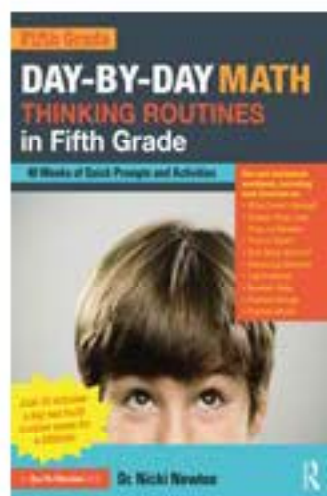
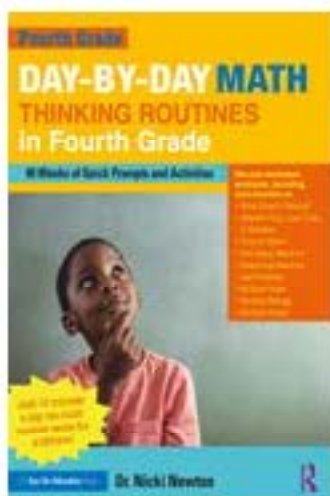
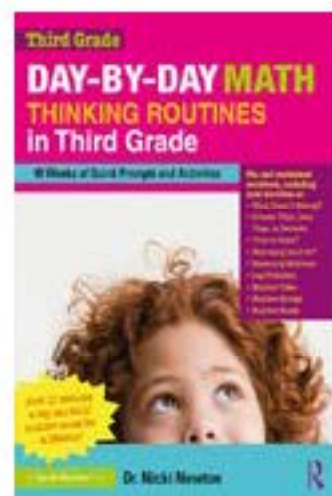
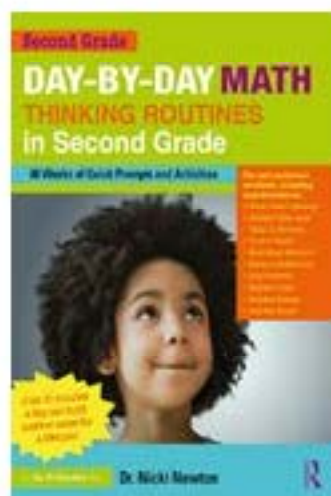
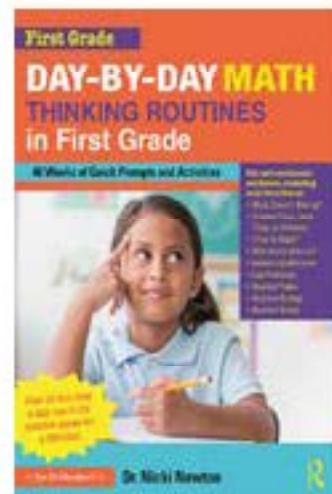
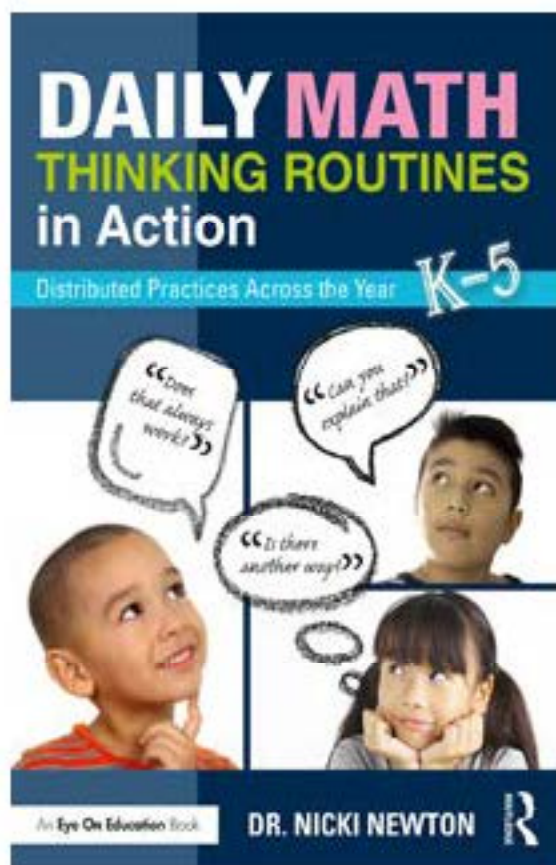
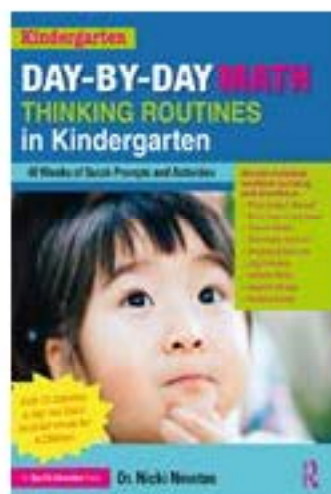
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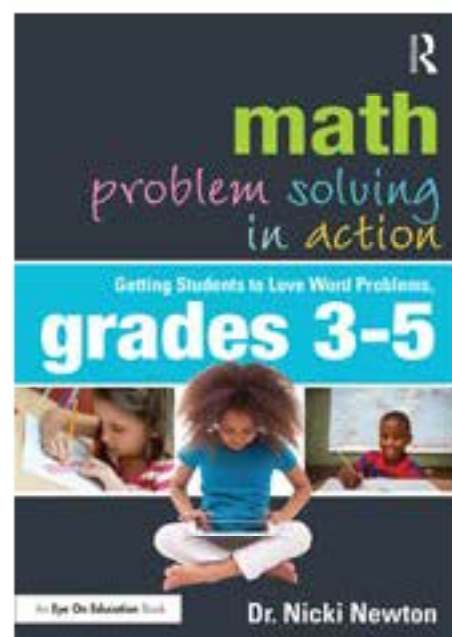
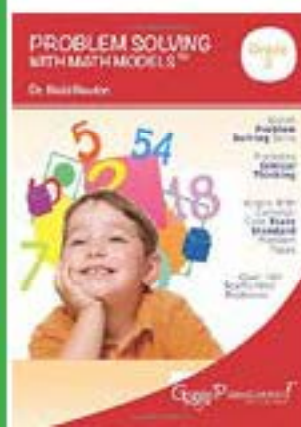
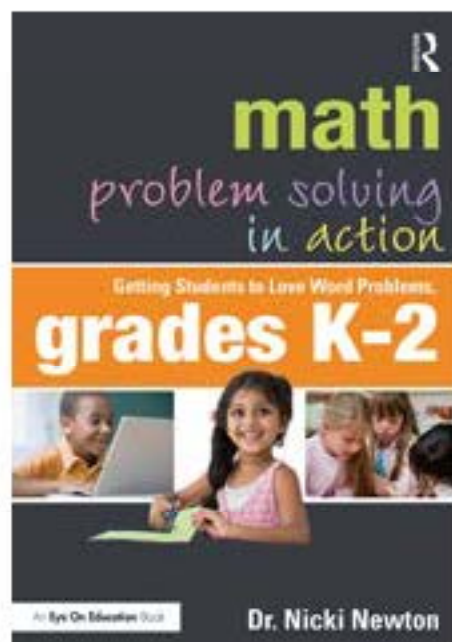
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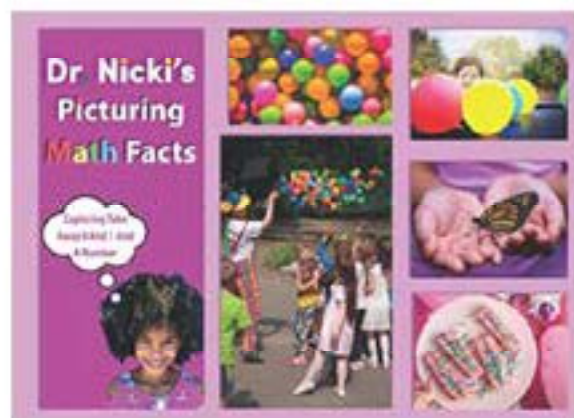
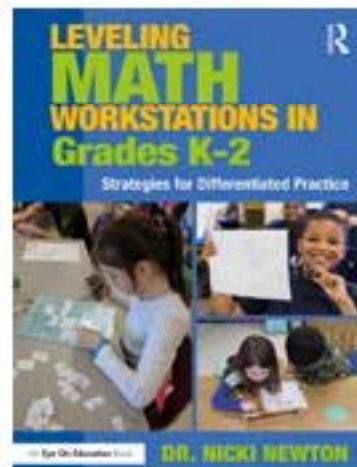
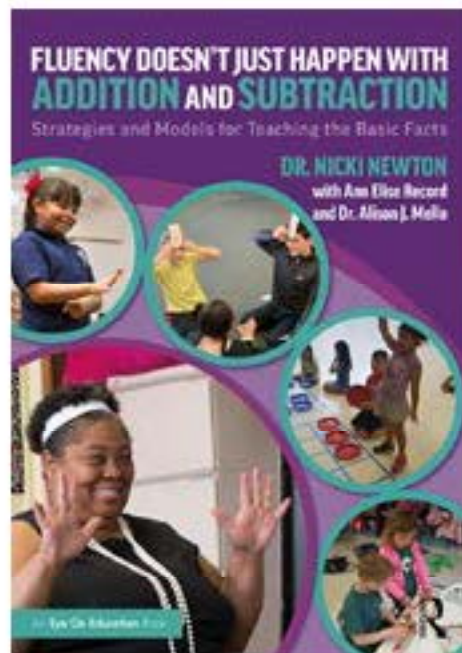
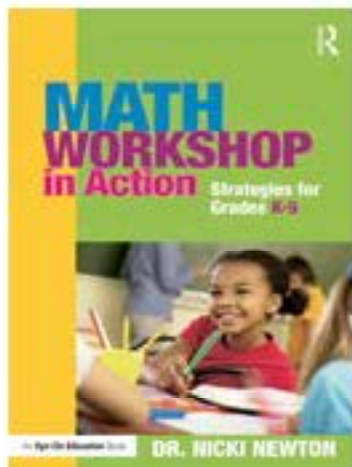
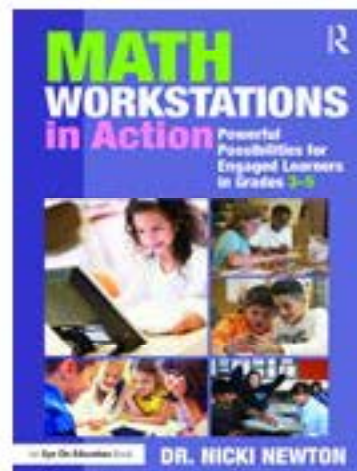
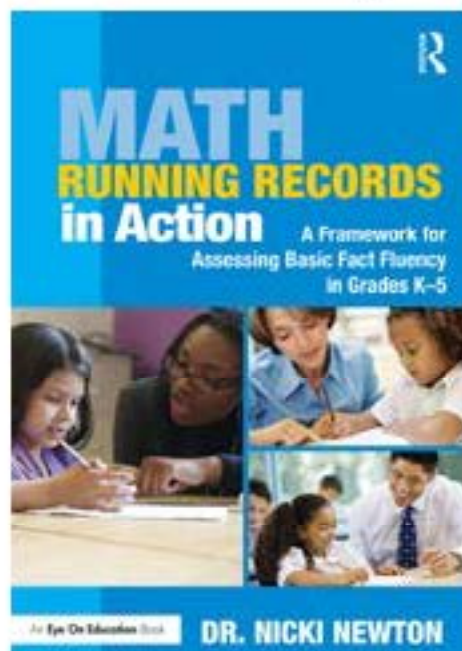
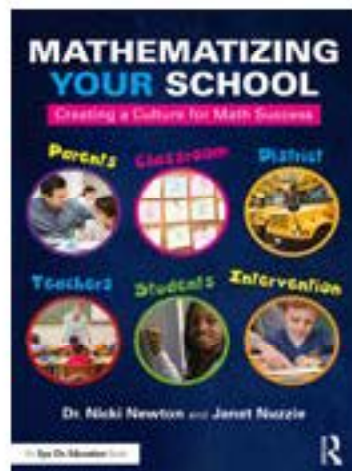
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