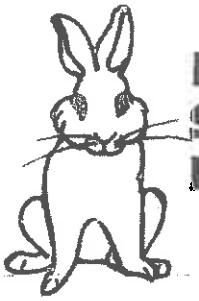

Mixed Strategies Practice

Name _____

Match the Facts

Cut and glue each fact under the best strategy.

Count Back -1, -2, -3	Doubles

Tens Partners	Minus Ten

30 - 10 =	11 - 2 =	6 - 3 =
10 - 6 =	12 - 2 =	40 - 10 =
9 - 3 =	8 - 4 =	10 - 7 =

Mixed Strategies Practice

Name _____

Match the Strategies

Cut and glue each fact under the best strategy.

A Number Minus Itself	Minus Ten

Doubles	Count Up

50 − 10 =	18 − 16 =	4 − 2 =
10 − 8 =	9 − 9 =	60 − 10 =
15 − 15 =	12 − 6 =	

Mixed Strategies Practice

Name _____

Subtraction Challenge

Subtract and color.

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

If the difference is between	Color the square
0 and 5	white
6 and 8	yellow
9 and 11	red
12 and 15	blue
16 and 20	green

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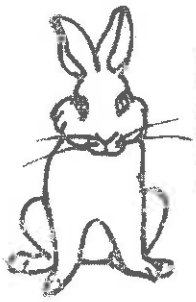


Mixed Strategies Practice

Name _____

Match the Facts

Use addition to solve subtraction.
Solve and match.

Tens Partners Addition and Subtraction

4 + 6 = 10	10 − 5 = _____
2 + 8 = _____	10 − 6 = 4
3 + 7 = _____	10 − 8 = _____
1 + 9 = _____	10 − 9 = _____
5 + 5 = _____	10 − 7 = _____

Doubles Addition and Subtraction

5 + 5 = _____	12 − 6 = _____
6 + 6 = _____	14 − 7 = _____
7 + 7 = _____	16 − 8 = _____
8 + 8 = _____	10 − 5 = _____
9 + 9 = _____	18 − 9 = _____

Mixed Strategies Practice

Name _____

Subtraction Strategies

~~Count Up~~	Doubles	A Number Minus Itself
Minus Zero	Minus Ten	Tens Partners

Complete each series. Write the strategy name.

Strategy name

Count Up

20 − 18 = 2

14 − 13 = ____

19 − 17 = ____

11 − 9 = ____

12 − 8 = ____

Strategy name

10 − 4 = ____

10 − 8 = ____

10 − 7 = ____

10 − 5 = ____

10 − 3 = ____

Strategy name

9 − 9 = ____

8 − 8 = ____

4 − 4 = ____

5 − 5 = ____

7 − 7 = ____

Strategy name

10 − 5 = ____

12 − 6 = ____

6 − 3 = ____

14 − 7 = ____

20 − 10 = ____

Strategy name

18 − 10 = ____

19 − 10 = ____

17 − 10 = ____

15 − 10 = ____

16 − 10 = ____

Strategy name

18 − 0 = ____

16 − 0 = ____

14 − 0 = ____

12 − 0 = ____

8 − 0 = ____

Mixed Strategies Practice

Name _____

Which Strategy Fits?

Write each fact under the best strategy.
Solve the problems.

Count Back −1, −2, −3

Doubles

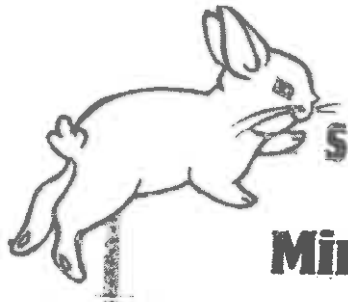
Tens Partners

10 − 7 = 3

Minus Ten

Cross out the facts you use.

~~10 − 7~~	10 − 2	12 − 6
16 − 1	18 − 2	50 − 10
40 − 10	18 − 9	8 − 4
10 − 4	13 − 2	30 − 10



Name _____

Strategy

Minus Ten

When you subtract 10, the tens-place digit decreases by one, and the ones-place digit stays the same.

Use the number grid to help you jump back 10 each time.

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

50 − 10 = _____

40 − 10 = _____

39 − 10 = _____

30 − 10 = _____

57 − 10 = _____

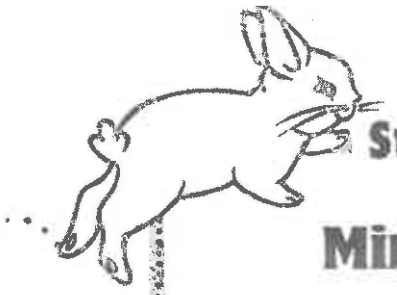
28 − 10 = _____

33 − 10 = _____

24 − 10 = _____

15 − 10 = _____

46 − 10 = _____



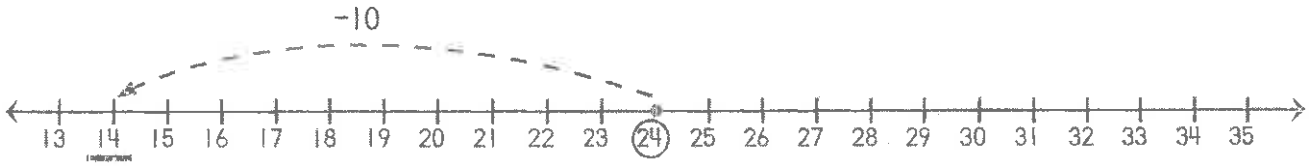
Name _____

Strategy

Minus Ten

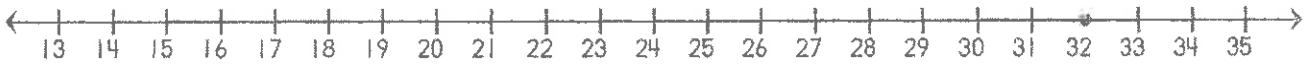
When you subtract 10, the tens-place digit decreases by one, and the ones-place digit stays the same.

Show 24 − 10 = 14



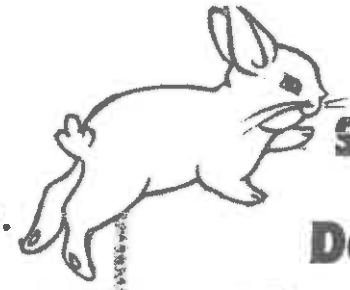
Jump back 10 on the number line.

Show 32 − 10 = _____



Show 51 − 10 = _____

Show 64 − 10 = _____



Name _____

Strategy

Doubles

If you know the addition Doubles facts, then you know the related subtraction facts.

Do the addition facts first. Then use addition to solve the subtraction facts.

Doubles Addition

5 + 5	7 + 7
8 + 8	3 + 3
4 + 4	6 + 6
9 + 9	2 + 2
10 +10	11 +11

Doubles Subtraction

10 - 5	20 -10
14 - 7	8 - 4
12 - 6	18 - 9
16 - 8	6 - 3
18 - 9	4 - 2

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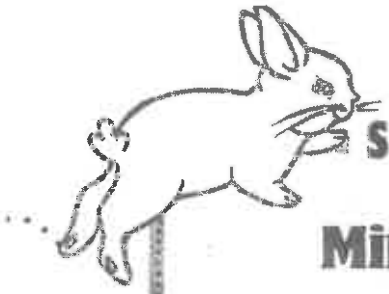


Name _____

Strategy

Minus Ten

When you subtract 10, the tens-place digit decreases by one, and the ones-place digit stays the same.

Use the number grid to help you jump back 10 each time.

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

30 − 10 = _____

22 − 10 = _____

20 − 10 = _____

28 − 10 = _____

29 − 10 = _____

24 − 10 = _____

17 − 10 = _____

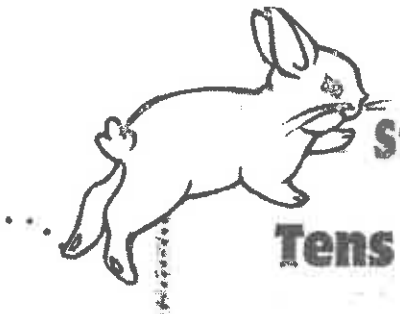
18 − 10 = _____

15 − 10 = _____

13 − 10 = _____

25 − 10 = _____

19 − 10 = _____



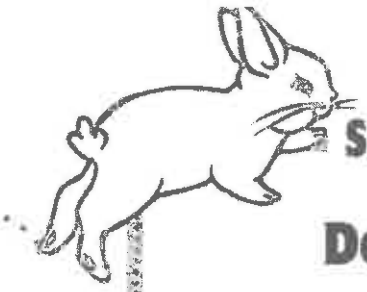
Name _____

Strategy
Tens Partners

If you know the Tens Partners, then you know the related subtraction facts.

Match the addition facts to the subtraction facts.
Write the answers.

Tens Partners Addition			Tens Partners Subtraction	
8 + 2 = 10	2 + 8 = 10		10 − 3	10 − 7
3 + 7 =	7 + 3 =		10 − 8 = 2	10 − 2 = 8
1 + 9 =	9 + 1 =		10 − 5	10 − 5
6 + 4 =	4 + 6 =		10 − 6	10 − 4
5 + 5 =	5 + 5 =		10 − 9	10 − 1



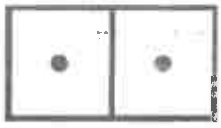
Name _____

Strategy

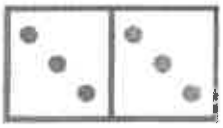
Doubles

If you know the addition Doubles, then you know the related subtraction facts.

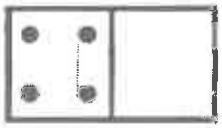
Draw dots to show **Doubles**. Add.



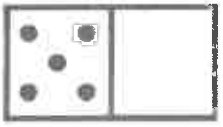
1 + ___ = 2



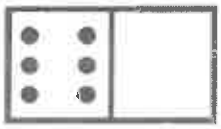
3 + ___ = 6



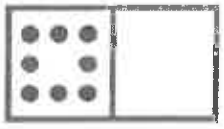
4 + ___ = ___



5 + ___ = ___

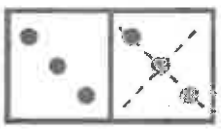


6 + ___ = ___

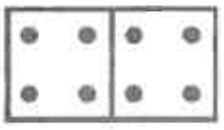


8 + ___ = ___

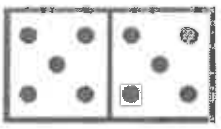
Count the dots. Cross out one double. Subtract.



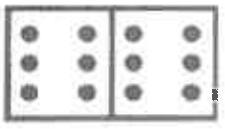
6 − 3 = 3



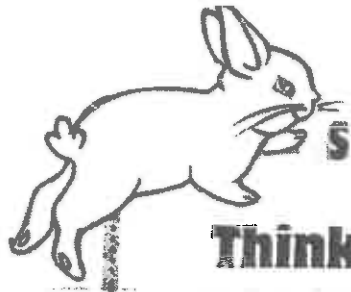
___ − ___ = ___



___ − ___ = ___



___ − ___ = ___



Name _____

Strategy

Think Addition

Every subtraction problem can be solved as addition.

Solve the problems. Match the addition facts to the related subtraction facts.

Add	Match	Subtract
4 + 4 = 8		11 − 5 = _____
6 + 5 = _____		8 − 4 = 4
7 + 7 = _____		14 − 7 = _____
8 + 7 = _____		12 − 9 = _____
3 + 9 = _____		13 − 2 = _____
11 + 2 = _____		15 − 7 = _____
12 + 3 = _____		15 − 3 = _____

Write two addition facts. Match them to the related subtraction facts.

Add	Match	Subtract
_____		_____
_____		_____

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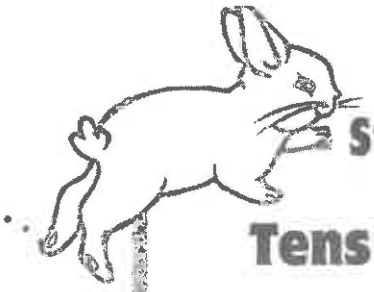


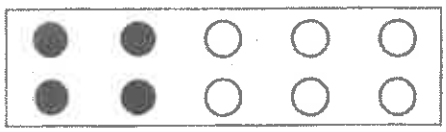
Name _____

Strategy

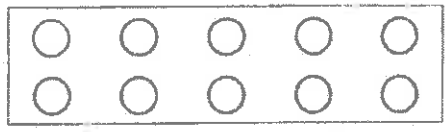
Tens Partners

If you know the Tens Partners, then you know the related subtraction facts.

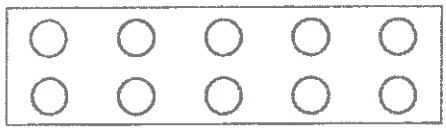
Color the dots to show the number given.
Count the rest of the dots. Write the number.



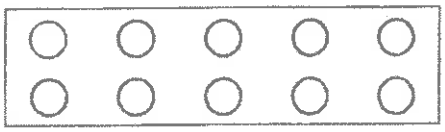
4 + 6 = 10



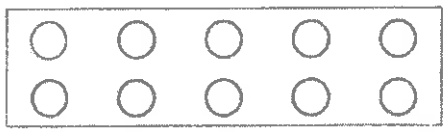
_____ + 7 = 10



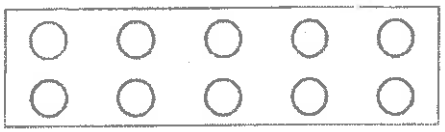
_____ + 8 = 10



5 + _____ = 10

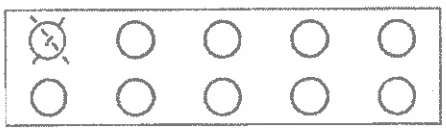


0 + _____ = 10

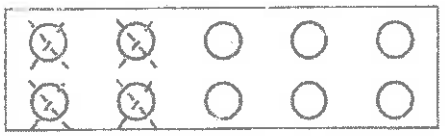


_____ + 9 = 10

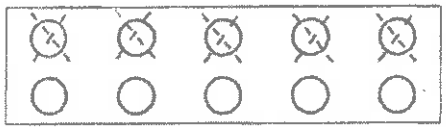
Use the **Tens Partners** facts to complete the equations.



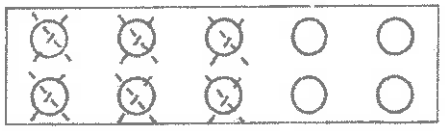
10 − _____ = _____



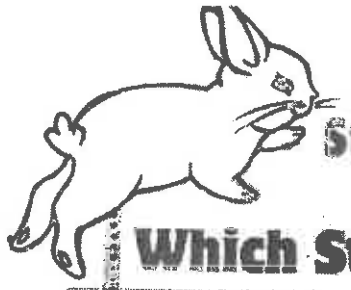
10 − _____ = _____



10 − _____ = _____



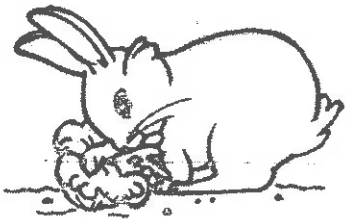
10 − _____ = _____



Strategy

Which Strategy Fits?

Name _____



Count Back

Count back when subtracting a small number. **Count Back** works for −1, −2, and −3 problems.

100 − 2 = 98

It is fast to count back 2.

Count Up

Count up when subtracting a large number. **Count Up** works best when the numbers in the problem are close together.

100 − 99 = 1

It is too far to count back 99.
It is easy to count up from 99.

Circle **Count Back** problems in blue.
Circle **Count Up** problems in red.
Solve.

20 − 17 = _____

17 − 15 = _____

14 − 2 = _____

14 − 3 = _____

9 − 7 = _____

16 − 14 = _____

15 − 3 = _____

19 − 1 = _____

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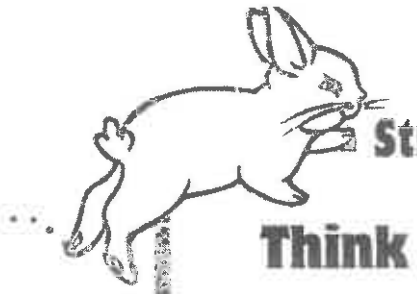


Name _____

Strategy

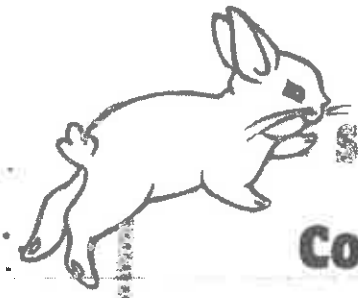
Think Addition

Every subtraction problem can be solved as addition.

$7 - 5 = \boxed{2}$ (add) is the same as $2 + \boxed{5} = 7$

Solve the subtraction problems. Rewrite them as addition problems.

Subtraction		Addition
$9 - 2 = \square$ (add)		$7 + \square = 9$
$10 - 7 = \square$		$3 + \square = 10$
$7 - 4 = \square$		$\square + \square = 7$
$8 - 6 = \square$		$\square + \square = 8$
$6 - 3 = \square$		$\square + \square = 6$
$10 - 6 = \square$		$4 + \square = 10$
$9 - 5 = \square$		$4 + \square = 9$



Strategy

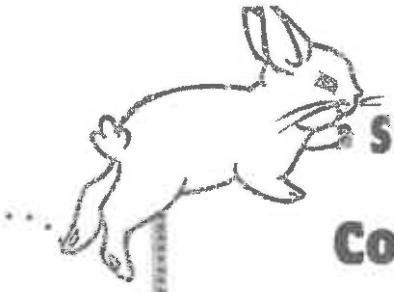
Count Up

Name _____

Count Up to find the difference between numbers.

Make dots to **Count Up** from the smaller number.
Count the dots to find the difference.

14,15 15 - 13 = 2	9,10,11 11 - 8 = 3	9 - 7 = _____
14 - 12 = _____	12 - 9 = _____	8 - 6 = _____
11 - 9 = _____	10 - 8 = _____	7 - 5 = _____
15 - 12 = _____	13 - 11 = _____	14 - 13 = _____
10 - 9 = _____	12 - 10 = _____	16 - 14 = _____
13 - 10 = _____	16 - 13 = _____	12 - 11 = _____



Name _____

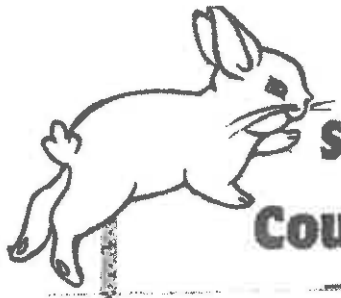
Strategy

Count Up

Count Up to find the difference between numbers.

Count Up to subtract.
Start at the second number and count up to the first number.

5 − 4 = _____	9 − 8 = _____
7 − 5 = _____	7 − 4 = _____
8 − 6 = _____	9 − 7 = _____
6 − 4 = _____	8 − 5 = _____
10 − 8 = _____	14 − 12 = _____
15 − 13 = _____	18 − 15 = _____



Name _____

Strategy
Count Back
−1, −2, −3

Count Back to take away small numbers, such as 1, 2, or 3.

Start at the first number.
Count Back in your head. Write the difference.

5 − 2 = 3

9 − 2 = 7

8 − 3 = 5

8 − 2 = _____

6 − 2 = _____

5 − 1 = _____

9 − 3 = _____

8 − 1 = _____

7 − 3 = _____

9 − 1 = _____

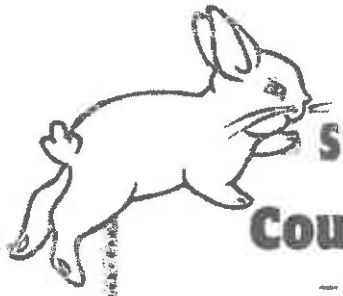
7 − 2 = _____

6 − 3 = _____

10 − 3 = _____

11 − 2 = _____

12 − 3 = _____



Name _____

Strategy

Count Back

-1, -2, -3

Count Back to take away small numbers, such as 1, 2, or 3.

Count Back to subtract.
Use the number line if you like.

$6 - 2 = \square$

$8 - 3 = \square$

$12 - 1 = \square$

$7 - 2 = \square$

$9 - 3 = \square$

$14 - 1 = \square$

Complete the equations.

$12 - \square = 11$

$7 - \square = 6$

$8 - \square = 6$

$15 - \square = 12$

$6 - \square = 3$

$18 - \square = 16$

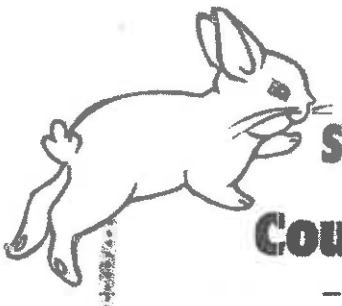
Write your own equations.

$\square - 2 = \square$

$\square - 3 = \square$

$\square - 1 = \square$

$\square - 2 = \square$

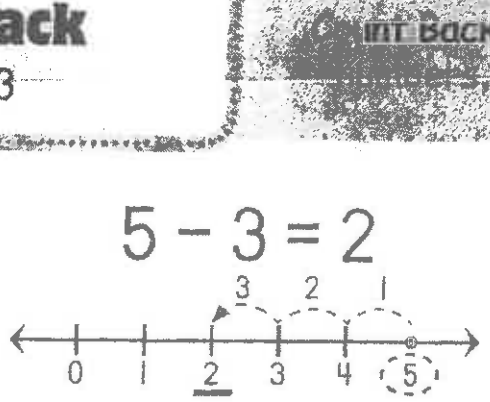


Name _____

Strategy

Count Back

-1, -2, -3

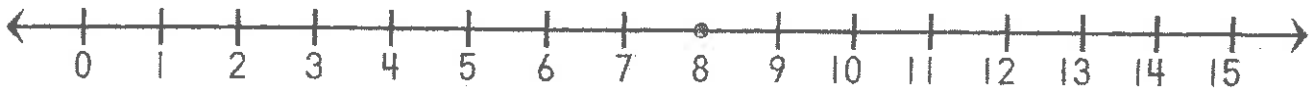


Use the number line to **Count Back**.

Start at 9 and count back 2.

9 - 2 = _____

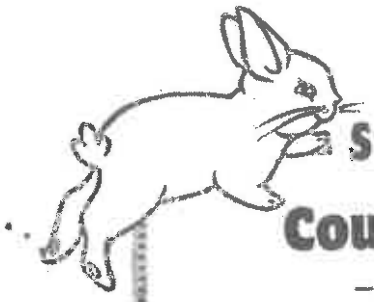
Start at 8 and count back 3.



8 - 3 = _____

Start at 13 and count back 2.

13 - 2 = _____



Name _____

Strategy

Count Back

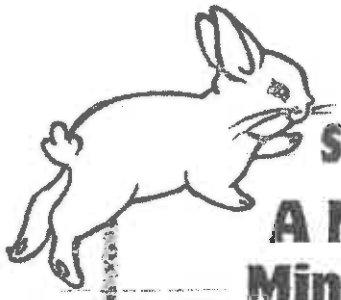
-1, -2, -3

Count Back to take away small numbers, such as 1, 2, or 3.

Count Back to find the difference.
Use the number line if you like.

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

8	15	4	10	6	6
- 3	- 1	- 3	- 1	- 1	- 2
_____	_____	_____	_____	_____	_____



Name _____

Strategy
A Number Minus Itself

Subtract a number from itself and the result is 0.

$$6 - 6 = 0$$

Subtract the number from itself.

$4 - 4 = \square$ $\qquad$ $6 - 6 = \square$

$7 - 7 = \square$ $\qquad$ $8 - 8 = \square$

$3 - \square = 0$ $\qquad$ $12 - \square = 0$

$15 - \square = 0$ $\qquad$ $9 - 9 = \square$

Write problems in which the difference is 0.

$\square - \square = 0$ $\qquad$ $\square - \square = 0$

$$\begin{array}{r} \square \\ -\ \square \\ \hline 0 \end{array} \qquad \begin{array}{r} \square \\ -\ \square \\ \hline 0 \end{array} \qquad \begin{array}{r} \square \\ -\ \square \\ \hline 0 \end{array}$$

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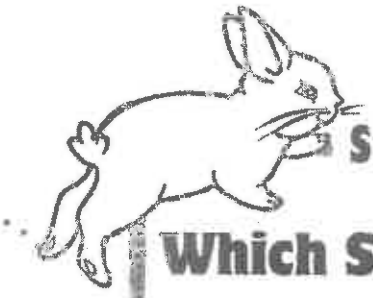
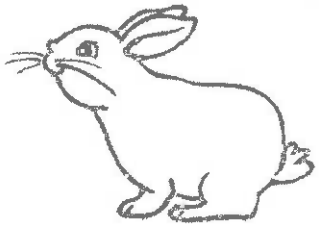


Strategy

Which Strategy Fits?

Name _____



Minus Zero

Subtract 0 and the number stays the same.

$5 - 0 = 5$

A Number Minus Itself

Subtract a number from itself and the result is 0.

$5 - 5 = 0$

Circle the **Minus Zero** problems in blue.
Circle the **Number Minus Itself** problems in yellow.
Solve the problems.

6 − 6 = _____	4 − 0 = _____	10 − 10 = _____
3 − 0 = _____	9 − 9 = _____	17 − 0 = _____
8 − 8 = _____	6 − 0 = _____	19 − 19 = _____
3 − 3 = _____	7 − 0 = _____	24 − 24 = _____

7	5	13	15	26	34
− 7	− 0	− 13	− 15	− 0	− 34
_____	_____	_____	_____	_____	_____

Name _____

Strategy

Minus Zero

Subtract 0 and the number stays the same.

$$3 - 0 = 3$$

Subtract 0.

$5 - 0 = \square$ $\quad$ $8 - 0 = \square$

$9 - 0 = \square$ $\quad$ $14 - 0 = \square$

$5 - \square = 5$ $\quad$ $12 - \square = 12$

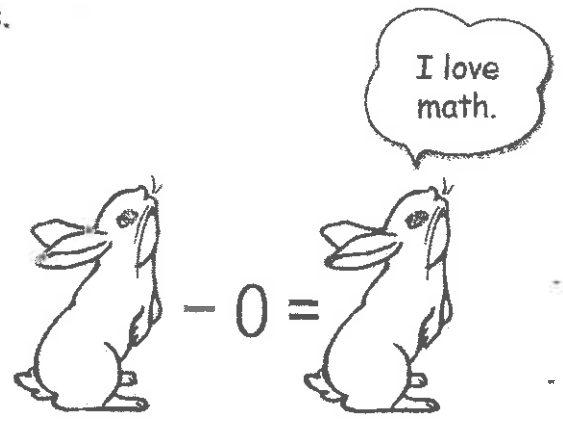
Find the difference.

$95 - 0 = \square$ $\quad$ $86 - 0 = \square$

$104 - 0 = \square$ $\quad$ $56 - 0 = \square$

Write and solve your own **Minus Zero** problems.

$$\begin{array}{r} \square \\ -\ 0 \\ \hline \square \end{array} \qquad \begin{array}{r} \square \\ -\ 0 \\ \hline \square \end{array} \qquad \begin{array}{r} \square \\ -\ 0 \\ \hline \square \end{array}$$



Subtraction Strategies

Minus Zero	Subtract 0 from a number and the number stays the same. $3 - 0 = 3$
A Number Minus Itself	Subtract a number from itself and the result is 0. $3 - 3 = 0$
Count Back −1, −2, −3	Count Back to take away small numbers, such as 1, 2, or 3. $11 - 2 = 9$ Start at 11 and count back two.
Count Up	Count Up to find the difference when the numbers are close together. $11 - 9 = 2$ Count up two from 9 to 11.
Think Addition	Every subtraction problem can be solved as addition. $3 + 1 = 4$ so $4 - 1 = 3$
Tens Partners	If you know the Tens Partners, then you know the related subtraction facts. $9 + 1 = 10$ so $10 - 1 = 9$
Doubles	If you know the addition Doubles facts, then you know the related subtraction facts. $2 + 2 = 4$ so $4 - 2 = 2$
Minus Ten	Subtract 10 and the tens-place digit decreases by one, while the ones-place digit stays the same. $30 - 10 = 20$

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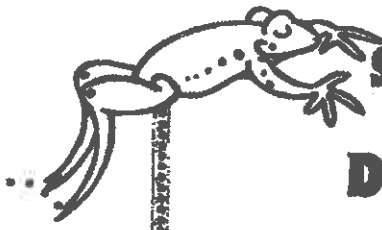
Name _____



Strategy

Doubles

If you know the addition Doubles, then you know the related subtraction facts.

Do the addition facts. Then use addition to solve the subtraction facts.

Doubles Addition

5 + 5	9 + 9
8 + 8	3 + 3
4 + 4	6 + 6
7 + 7	2 + 2
10 + 10	11 + 11

Doubles Subtraction

10 - 5	20 - 10
12 - 6	8 - 4
14 - 7	4 - 2
16 - 8	6 - 3
18 - 9	22 - 11

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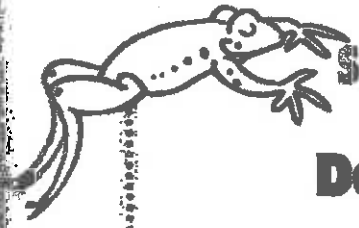
Name _____



Strategy

Doubles

If you know the addition Doubles, then you know the related subtraction facts.

Apply addition to subtraction facts.

2 + 2 = _____	so	4 − _____ = 2
3 + 3 = _____	so	6 − _____ = 3
4 + 4 = _____	so	8 − _____ = 4
5 + 5 = _____	so	10 − _____ = 5
6 + 6 = _____	so	12 − _____ = 6
7 + 7 = _____	so	14 − _____ = 7
8 + 8 = _____	so	16 − _____ = 8
9 + 9 = _____	so	18 − _____ = 9

Social Studies Tasks: Communities

Research one indigenous community in Manitoba. Use the internet or call someone from this community and ask.

Get a signature for each completed activity

What is the land like in this community? Rivers? Lakes? Mountains? Hills? Rocks?	What do people do for work in this community?	What do people like to eat in this community?	How do people travel in this community? Snowmobile? Boat? Quad? Car? Train? Plane?
What stores or restaurants are there in this community?	How many people live in this community?	What natural resources are in this community? Oil? Fish? Lumber? Gold? Iron? Copper?	What are 5 interesting facts about this community?

Where is this community on the map of Manitoba? What direction is it from Winnipeg? (East, North, West, South, North East, North West, etc.)

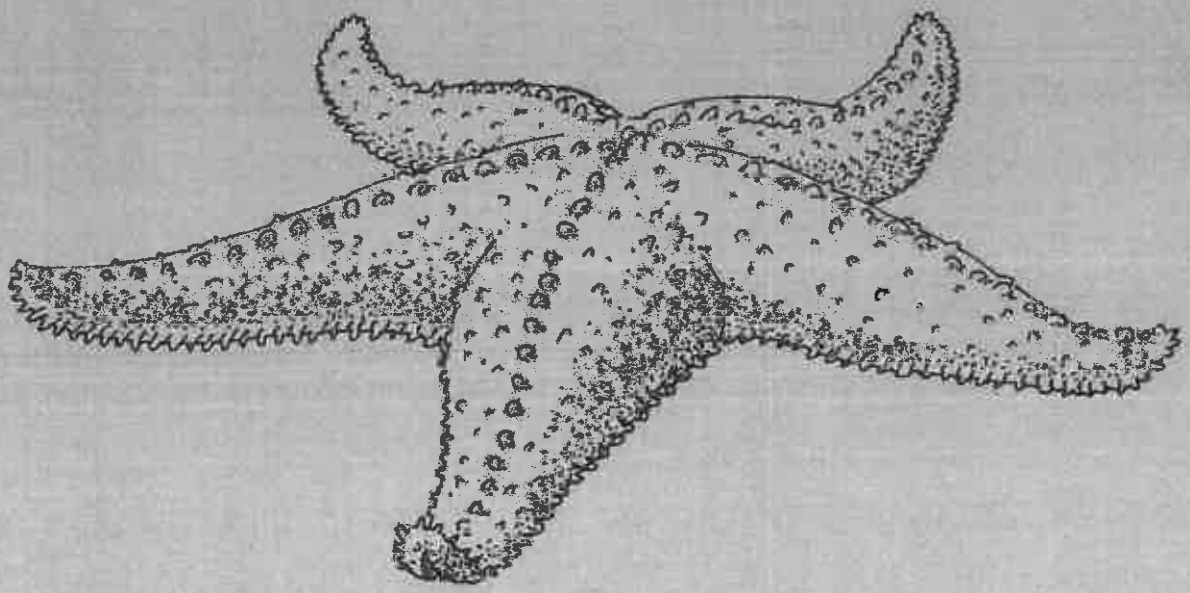
Making a Difference

(author unknown)

An old man was sitting on a pier overlooking the beach when he noticed a young boy throwing things into the water. For the longest time he could not figure out what the little boy was throwing. To satisfy his curiosity, he walked down to the beach only to notice the entire beach was filled with starfish that had washed onshore. One by one, the little boy was picking the starfish up and throwing them in the water.

After a short time, the old man began to get frustrated that the little boy was throwing the starfish in the water. So, he walked over and asked what he was doing. "Young boy, why are you throwing these starfish back into the ocean? They are everywhere. You can't possibly expect to make a difference and save all of them."

The little boy looked down at the starfish in his hand and said, "No, you're right, but it makes a difference to this one."



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Complete after reading the Starfish story

Making a Difference
Pledge Sheet

What I will do to make a difference in my community:

_____

_____

_____

What I will do to make a difference in the world:

_____

_____

_____

This is what I hope to do in the future to make a difference:

_____

_____

_____

Signature: _____ **Date:** _____

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Pick any country to research

Country Studied 1 _____ Name _____

Art _____

Clothing _____

Dance _____

Festivals/Ceremonies _____

Food_____

Games_____

Music_____

Stories_____

Bonus: Traditions_____

Science Tasks: Structures
Get a signature for each completed activity

Make a list of different materials that are used to construct buildings. 1. 2. 3. 4. 5.	Draw an example of an unsafe structure.	What are some hobbies and jobs that use information about structures? 1. 2. 3. 4. 5.	Build a structure out of flexible material. What material is flexible?
Build a structure out of strong material. What material is very strong?	What is a frame structure? Draw a picture of a frame structure.	Build a frame structure out of triangle shapes (use tooth pics, popsicle sticks, or anything else that will work for a frame structure).	Draw a building/structure that uses circular shapes, cylinders, or triangles.
What natural structure uses hexagon shapes? (Hint- bzzzzz)	Draw or build 2 structures. One that is balanced and one that is not balanced.	Build a fort. Write a description of your fort. Include which materials you used.	Build a structure out of cutlery. This is a type of frame structure. How tall can you build your structure? Measure this in centimeters.

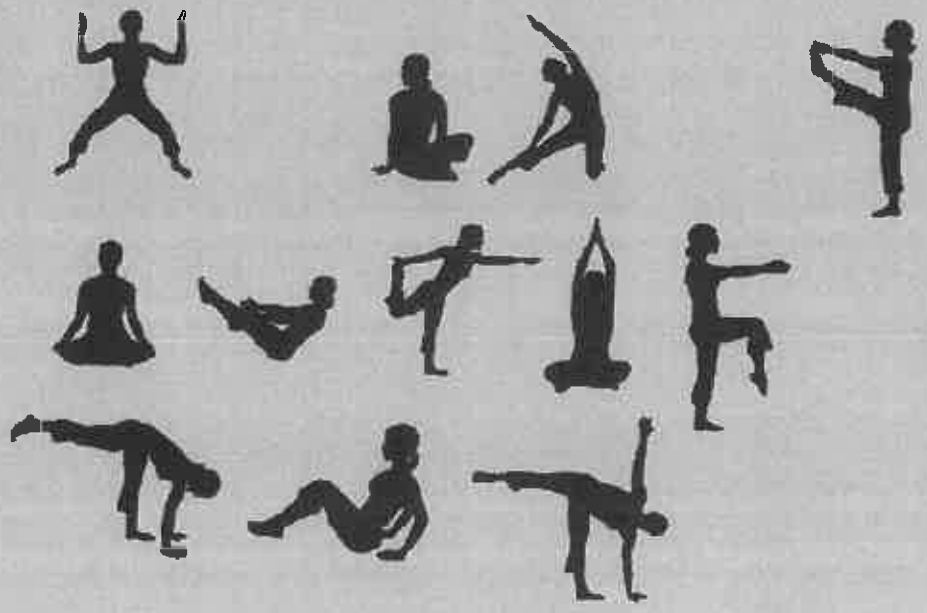
Stability and Structures Worksheet

Name: _____ Date: _____

Do different shaped structures have the same stability? Circle your answer:

YES NO

Which pose was the most stable? Circle your answer in red. Which pose was the most unstable. Circle your answer in blue.



Explain what made a pose the most stable.

_____

_____

_____

Explain what made a pose unstable.

_____

_____

_____

_____

Stability and Structures Poses - Handout and Ranking Sheet

Students can use this sheet to rank the poses as the most stable (1) to the least stable (12).

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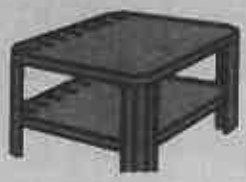
Activity #2: Stablility and Structures

Both people and animals build structures, and both people and animals need their structures to be strong and stable and to last a long time.

Look at the pictures below. For each one, list what makes it strong and what makes it stable.

Object	What makes it strong? (won't break)	What makes it stable? (won't fall)
		

Activity #4: Stability and Structures Experiment

Students will work in groups of 3.

Materials:

- One long cardboard tube (from a paper towel roll or rolls of food wrap) for each group.
- A collection of materials that students may use, placed on a "materials table":
    - Tissue paper
    - Rubber bands
    - String
    - Lengths of wire
    - Cardboard
    - Tape
    - Dried beans
    - Plastic straws
    - Paper
    - Yarn
    - Paperplates
    - Paper clips, etc.
    - A fan

The task:

Using some of the things on the materials table, make your tall tube stable enough to remain standing against the force of wind (use a fan), or tremors (shake your table or desk slightly). Test it and make improvements if necessary.

Describe the steps you took to make your tube more stable:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

_____

Activity #4: Stability and Structures Review

Replay the tower experiment in Chapter 6 from the "Structures" Video.

Find pictures of the tallest structures structures (towers or skyscrapers) from around the world and sketch or copy pictures into the chart below.

Name and picture of the structure	Country where it is located	Year it was completed	What makes it stable?

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Materials and Structures: Worksheet #1

Explain why the object listed is made out of the material indicated. What properties make it a suitable material for the object or structure?

Object	Material	Reason
Car Tire	Rubber	
Desk	Steel or Wood	
Window	Glass	
House	Bricks	
Sweater	Wool	
Support Beams	Metal	
Hockey Stick	Wood or carbon fibre	

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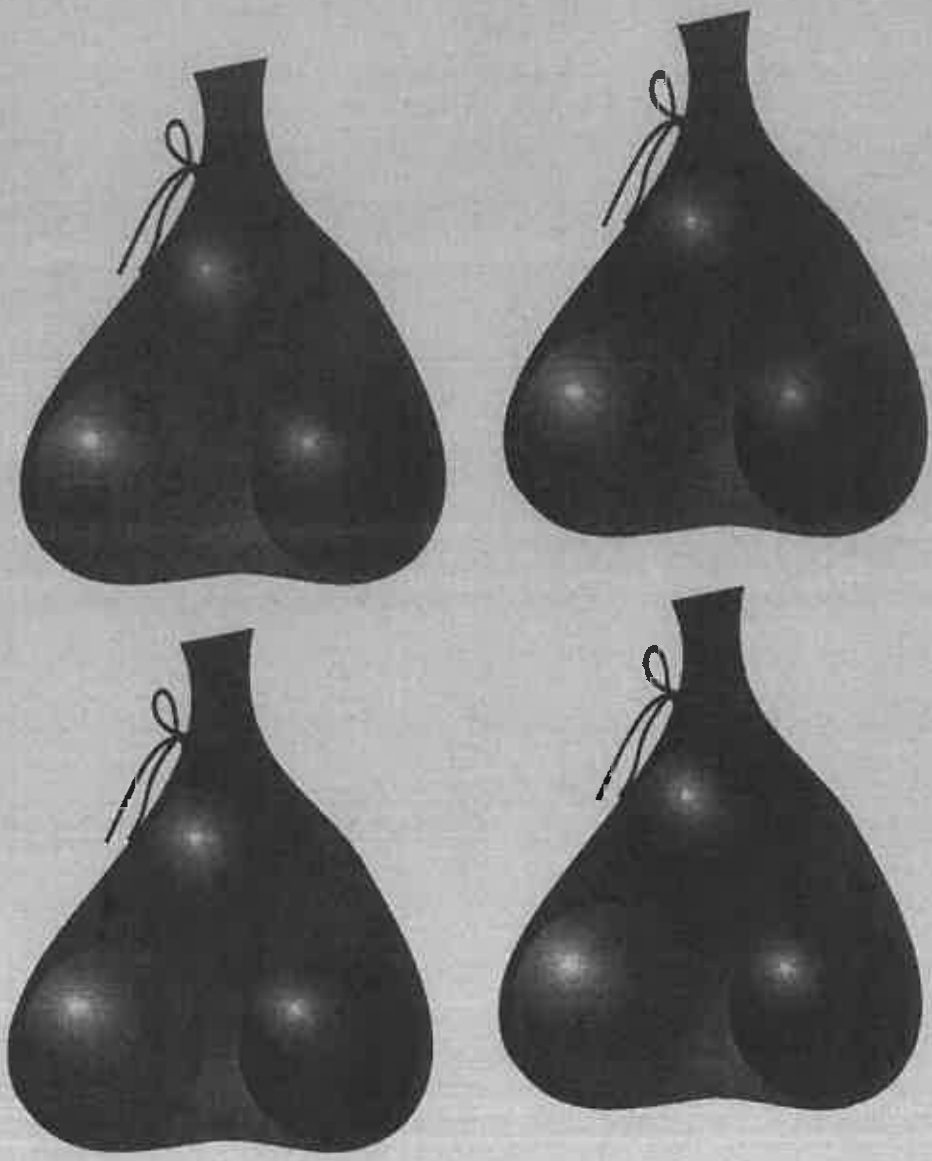
Mental Math

Multiplication Strategies



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Strategy: Doubling (X 2)

Use doubling to solve these problems.

3 X 2 = *(double 3)*	3 doubled is 6 6	7 X 2 =	
4 X 2 =		8 X 2 =	
6 X 2 =		9 X 2 =	
2 X 2 =		10 X 2 =	
5 X 2 =		11 X 2 =	

Strategy: Doubling and Add One More Group (X 3)

Find the product by first doubling, and then add another group.

5 X 3 = *(double 5, then add 5)*	*5 doubled is 10. Add 5 is 15.*	7 X 3 =	
4 X 3 =		8 X 3 =	
6 X 3 =		9 X 3 =	
2 X 3 =		10 X 3 =	
5 X 3 =		11 X 3 =	

Strategy: Repeat Doubling X 4

Double and then double one more time!

3 X 4 = *(double 3, then double again))*	***3 doubled is 6. 6 doubled is 12***	**7 X 4 =**	
5 X 4 =		**8 X 4 =**	
6 X 4 =		**9 X 4 =**	
2 X 4 =		**10 X 4 =**	

Strategy: Tens Facts

Follow the pattern to find the product!

3 X 10 = *(Add a zero)*	**30**	**7 X 10 =**	
4 X 10 =		**8 X 10 =**	
6 X 10 =		**9 X 10 =**	
2 X 10 =		**10 X 10 =**	
5 X 10 =		**11 X 10 =**	

Strategy: Skip Counting

Skip count, showing your work to find the product.

3 X 6 = *(count by 3s 6 times)*	3, 6, 9, 12, 15, 18	4 X 7 = (count by 4s)	
3 X 5 =		3 X 4 =	
2 X 7 = (count by 2s 7 times)		5 X 7 =	
2 X 4 =		3 X 8 =	
5 X 8 = (count by 5s)		2 X 6 =	

Strategy: Commutative Property

Use what you know to show how it doesn't matter what order the question is in when doing multiplication .

3 X 2 = 6 2 X 3 =	*6*	7 X 10 = 70 10 X 7 =	
4 X 5 =20 5 X 4 =		8 X 2 = 16 2 X 8 =	
6 X 2 = 12 2 X 6		9 X 5 = 45 5 X 9 =	
3 X 8 = 24 8 X 3 =		10 X 2 = 20 2 X 10 =	
5 X 7 = 7 X 5 =		11 X 3 = 33 3 X 11 =	

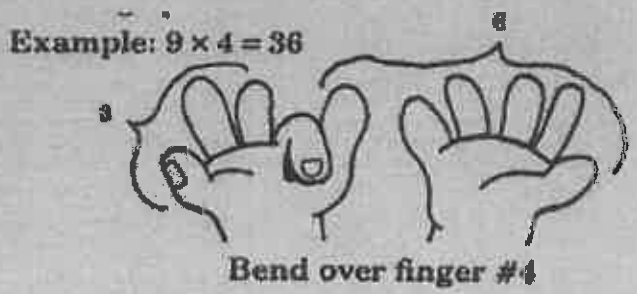
Strategy: Adding on to a Known Fact (AKA Skip Counting from a Known Fact)

Use what you know and build onto it to find the product.

If 6 X 5 = 30 6 X 6 = (Add one more group of 6)	30 + 6 = 36 *6 X 6 = 36*	7 X 2= 14 7 X 3 = (Add one more group of 7)	
4 X 5 = 20 4 X 6 = (Add one group of 4)		8 X 3 = 24 8 X 4 =	
6 X 10 = 60 6 X 11 =		5 X 9 =45 5 X 10 =	
4 X 7 = 28 4 X 8 =		2 X 10 = 20 2 X 11 =	
5 X 7 = 35 5 X 8 =		7 X 5 = 35 7 X 6 =	

Strategy: 9s pattern or Finger Trick

Use the finger trick to solve these problems.



3 X 9 =		2 X 9 =		8 X 9 =	
6 X 9 =		5 X 9 =		7 X 9 =	

Strategy: One Property (X 1)

Anything multiplied by one is itself.

13 X 1 =	13	7 X 1 =	
4 X 1 =		800 X 1 =	
6 X 1 =		99 X 1 =	
22 X 1 =		10 X 1 =	
52 X 1 =		11 X 1 =	

Strategy: Zero Property

Anything multiplied by zero is always zero!

3 X 0 =	0	7 X 0 =	
4 X 0 =		28 X 0 =	
6 X 0 =		9 X 0 =	
22 X 0 =		10 X 0 =	
15 X 0 =		11 X 0 =	

Journal Writing Ideas

20. What would you do if you did very poorly of a test?
21. What would you do if a friend borrows things from you but never returns them?
22. What would you do if You were the teacher and everyone forgot his homework?
23. What would you do if you were in the middle of the lake and your boat began to leak?
24. What would you do if Your friend had a broken leg? How would you cheer him up?
25. What would you do if you saw little bugs in your salad?
26. What would you do if you woke up in another country and no one could understand you?
27. What would you do if you ordered an ice cream cone and you forgot to bring money?
28. What would you do if someone got in front of you when you were in line at the movies?
29. What would you do if your jelly sandwich fell upside down on the floor?
30. What would you do if only one hot dog is left and neither you nor your friend have had one?
31. What would you do if two of your best friends went to the movies without inviting you?
32. What would you do if the surprise party was for you but you weren't surprised?
33. What would you do if you got a present you didn't like?
34. What would you do if you were at home and your homework was at school?
35. What would you do if you dropped the cookie jar and it broke?
36. What would you do if you were invited to two parties on the same day?
37. What would you do if you promised to feed your pet and you didn't?
38. What would you do if someone said you did something wrong and you didn't?
39. What would you do if your new shoes felt fine in the store but now they are hurting?
40. What would you do if someone told you a joke that you don't think is funny?
41. What would you do if an hour before the party you remember you don't have a gift?
42. What would you do if a friend comes to your house and his/her mom doesn't know he's/she's there?
43. What would you do if you had four math problems marked wrong that were right?
44. What would you do if you found in the street?
45. What would you do if you found a magic wand?
46. What would you do if you wanted to be friends with someone who spoke no English?
47. What would you say if someone told you it was all right to steal from a large department store?

48. What would you do if you saw a friend cheating--report it, confront the friend, nothing--and why?
49. If you could have been someone in history, who would you have been?
50. If you could only take 3 people with you on a trip around the world, who would you take and why?
51. If you could give any gift in the world, what would you give and to whom?
52. If you could live anywhere in the world, where would it be?
53. If you received any sum of money as a gift, what would you do with it?
54. If you could do whatever you wanted to right now, what would you do?
55. If you were principal of this school, what would you do?
56. If you were a mouse in your house in the evening, what would you see your family doing?
57. If you were five years older you would...
58. If you were lost in the woods and it got dark, what would you do?
59. If it were your job to decide what shows can be on t.v., how would you choose?
60. If there were no rules, what do you think would happen?
61. If you owned a store, what would you do to discourage people from stealing from you?
62. If you could participate in an Olympic event, which one would you choose and why? If you could break the Guiness Book of Records it would be for?
63. If you had to describe yourself as a colour, which would you choose?
64. If your friend told you of a secret plan to run away from home, what would you do and why?

What do you think...

1. What do you think of 3D movies?
2. What do you think someone your age can do to help reduce the amount of pollution in our environment?
3. What do you think the world needs now?
4. What do you think your friends say to each other when you're not around?
5. What do you think about the amount of violence on T.V.?
6. What do you think about people polluting the environment?
7. What do you think about having set rules for people to follow?
8. What do you think about people who are inconsiderate of others?
9. What do you think should be done to keep people who are under the influence of alcohol off the road?
10. What do you think the world will be like when you are a grown up?
11. What do you think about ghosts?
12. What do you think of someone who has bad manners?
13. What do you think about people who take advantage of others?
14. What do you think about when you can't fall asleep?
15. What do you think courage means?
16. What do you think makes a good friend?
17. What do you think makes a happy family?

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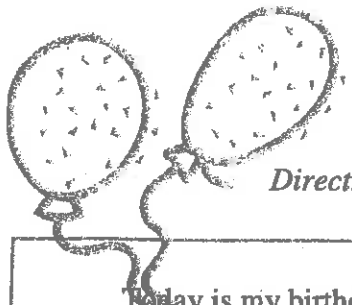
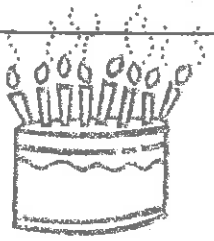
Name_____

Date_____



"The Birthday Party"

Writing Practice – Finish the Story



Directions: Read the story below. Then finish it with your own writing.

Today is my birthday. I am having a big party at my house. I invited everyone in my class. I hope that they all come.

My doorbell is ringing. I answer it. Three of my friends are at the door! The rest of my friends arrive. It is time for the party to begin.

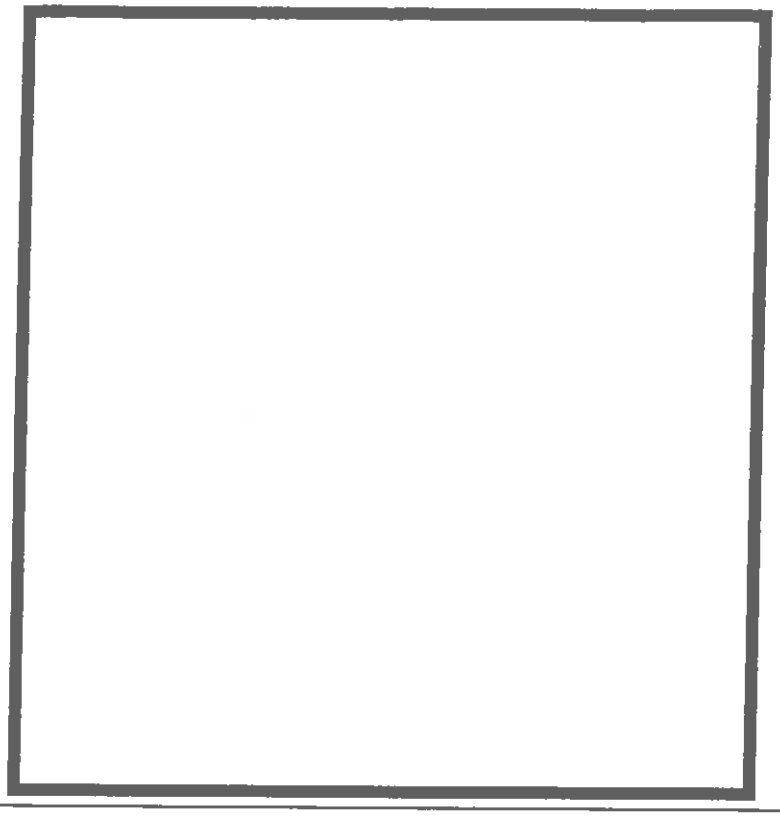
First, we play games. We play pin the tail on the donkey. Jasmine wins. My mom gives her a prize. She is very happy. I am happy that my friends are having fun. We also play tag and musical chairs.

Next, we eat cake. My favorite kind of cake is chocolate with vanilla icing. My mom made a special cake for me. She wrote "Happy Birthday" on it in red icing. Mom lights the candles. My friends sing the birthday song. I make a wish and blow out my candles.

Now it is time to open presents. Jack hands me the first present. I unwrap it and open the box.

Design a Character

Character Name: _____ Your Name _____



About my Character

Describe your character:

_____

_____

_____

Friends: _____

_____

Behaviours: _____

_____

_____

Emotions: _____

_____

Favourites: _____

_____

_____

Family: _____

_____

Reading at Home

Purpose

To build fluency, comprehension, word-solving and a love for reading in a supportive, loving environment using text at an independent level.

Guidelines

- Sit next to your child while s/he reads so you can see the words & illustrations.
- Expect it to be on the easy side.
- Make it your child's responsibility to return it to school every single day. [illegible]

Parents, please make a point to...

support & Compliment

Word-Solving

When an error is made WAIT to give your child a chance to work on it independently. When you are certain they are going to keep going, stop them saying something like, "Try that again," or "Make it match."

Comprehension

Ask questions that invite recall AND thinking, such as, "Why do you think __ happened?" or "What do you think __ means?" Urge re-reading to build comprehension as needed.

Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

word-solving

- You used the first letter & checked the picture!
- You tried more than one strategy on your own!
- Nice job trying a different vowel sound!
- Super work making your eyes go through the beginning, middle & end of that word!
- Lovely job sticking with it to work on solving!

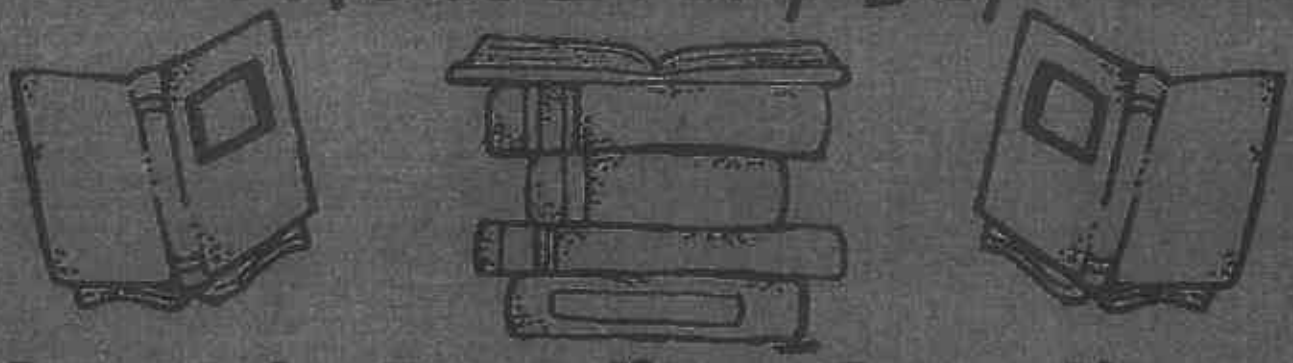
comprehension

- You are self-monitoring & working on it when it does not make sense!
- Your expression is showing that you understand what you're reading.
- Wonderful job stopping to think about the text instead of reading to just get to the next page!
- You remember the details beautifully!

fluency

- You sounded just like the character would sound!
- I could hear you take a break after the punctuation marks!
- You are reading in phrases, not word-by-word!
- Your speed is just right! Not too fast or too slow!

Read Every Day



Sample Reading Questions

- What is the title of the story? Can you think of another title?
- What is the story about?
- Could this story really happen? Why or why not?
- Is this story real or make believe? How do you know?
- Is this story full of facts? If so, tell me two facts that you learned.
- Where is the setting of the story? (Where does the story take place)
- What time of day does the story take place?
- Who are the characters in the story?
- Is there a problem in the story? If so, what is the problem?
- What is the solution to the problem in the story? Can you think of another solution?
- How do you think your solution will change the ending?
- What happens at the beginning, middle, and end of the story?
- Did you like the story? Why or why not?
- Can you think of a different ending for the story?
- What would you do if you were in the story?
- Would you recommend this story to a friend? Why or why not?

HOME READING LOG

Name _____

Book Title (For a chapter book, write how many pages or chapters you read each night)	Date	Who did you read with?	Rating (Draw rating out of 5 stars)
1. **EXAMPLE:** *Junie B Jones And Meanie Jim*, chapter 1.	Sept 22	Grandma	★★★★
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

HOME READING LOG

Name _____

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1. **EXAMPLE:** *Junie B Jones And Meanie Jim*, chapter 1.	Sept 22	Grandma	★★★★
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7.			
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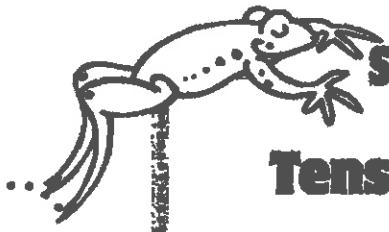
15.			
16.			
17.			
18.			
19.			
20.			

Name _____



Strategy

Tens Partners

If you know the Tens Partners, then you know the related subtraction facts.

Do the addition facts. Then apply addition to subtraction facts.

Tens Partners Addition

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

Tens Partners Subtraction

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

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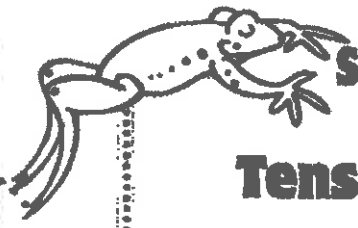
Name _____



Strategy

Tens Partners

If you know the **Tens Partners**, then you know the related subtraction facts.

Use the **Tens Partners** facts to solve subtraction.

$2 + 8 = \_\_\_\_\_$ so $10 - \_\_\_\_\_ = 2$, $10 - \_\_\_\_\_ = 8$

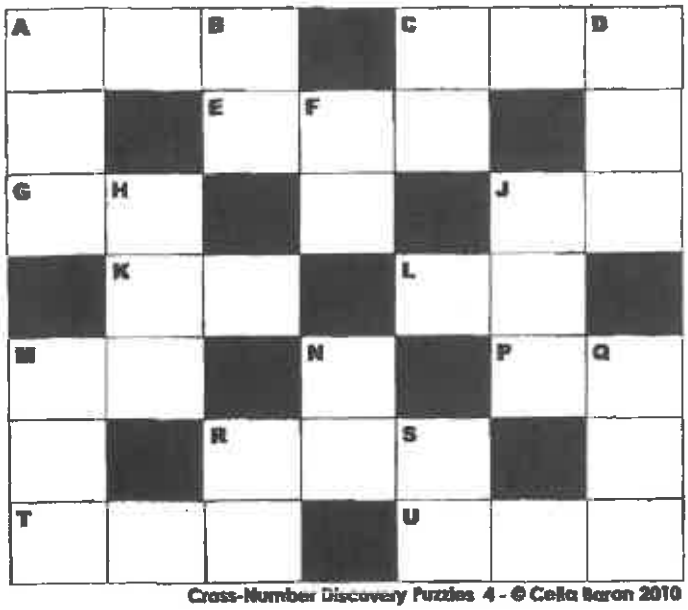
$7 + 3 = \_\_\_\_\_$ so $10 - \_\_\_\_\_ = 7$, $10 - \_\_\_\_\_ = 3$

$9 + 1 = \_\_\_\_\_$ so $10 - \_\_\_\_\_ = 9$, $10 - \_\_\_\_\_ = 1$

$6 + 4 = \_\_\_\_\_$ so $10 - \_\_\_\_\_ = 6$, $10 - \_\_\_\_\_ = 4$

$5 + 5 = \_\_\_\_\_$ so $10 - \_\_\_\_\_ = 5$, $10 - 5 = \_\_\_\_\_$

CROSS-NUMBER PUZZLE 34



Cross-Number Discovery Puzzles 4 - © Celia Baron 2010

ACROSS:

A. The number of minutes in 5 hours and 45 minutes

C. 8 x 74

E. 8 x 70

G. 8 x 4

J. 40 ÷ 4 = ◯ ; 36 ÷ 4 = ☐
Solve: ◯ + ☐

K. 300 ÷ 10

L. The number of ten-frames needed to show the number 300

M. An even number

P. 54 ÷ 2

R. A number that reads the same backwards and forwards

T. The next number in the pattern:
718, 713, 708, 703, ☐

U. 336 + 474

DOWN:

A. A number whose digits add to 15

B. A number with both digits the same

C. An even number

D. 825 - 576

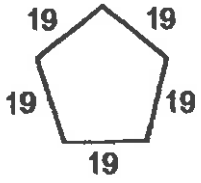
F. 66 - 2 + 2 - 2 + 3 - 2 + 3

H. 700 = 470 + ☐

J. A number with two even digits

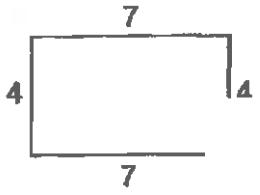
M. The number of cents in 16 quarters, 1 nickel and 1 penny

N. The perimeter of the pentagon



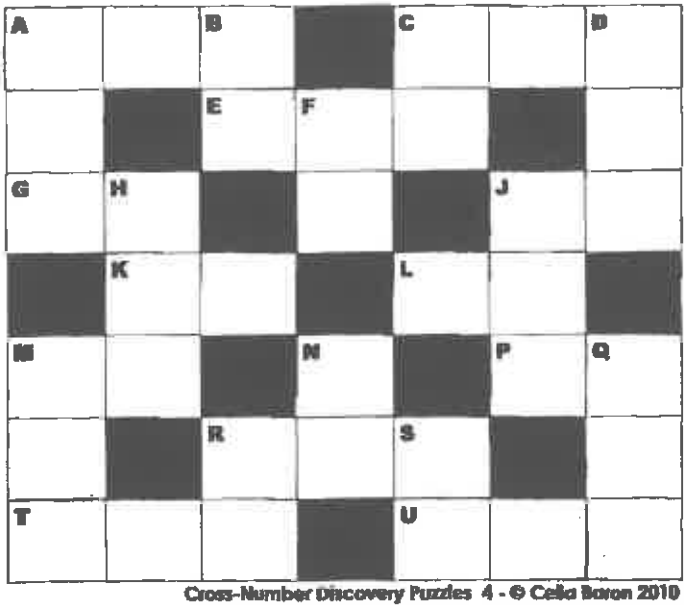
Q. The hundred that 652 is closest to

R. The area of the rectangle



S. Draw unit squares to fill the inside of the rectangle. How many are there?

CROSS-NUMBER PUZZLE 35



Cross-Number Discovery Puzzles 4 - © Celia Baron 2010

ACROSS:

A. 588 + 275

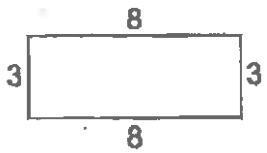
C. 7 x 68

E. 7 x 60

G. 7 x 8

J. 95 + 4 - 4 + 4 - 5 + 4 – 5

K. Draw unit squares to fill the inside of the rectangle. How many are there?



L. The area of the rectangle

M. 58 ÷ 2

P. 8 + 4 + 27 + 9 + 11 + 3 + 12

R. A number between 100 and 200

T. The number of minutes in 5 hours and 21 minutes

U. 900 = 430 + ☐

DOWN:

A. The next number in the pattern: 923, 916, 909, 902, ☐

B. A number between 30 and 40

C. An even number

D. The number that means 5 hundreds, 14 tens and 13 ones

F. 714 - 694

H. A number with two even digits

J. A number whose digits add to 20

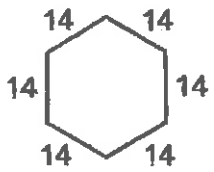
M. Since 381 - 100 = 281, then 381 - 98 = ☐

N. 450 ÷ 10

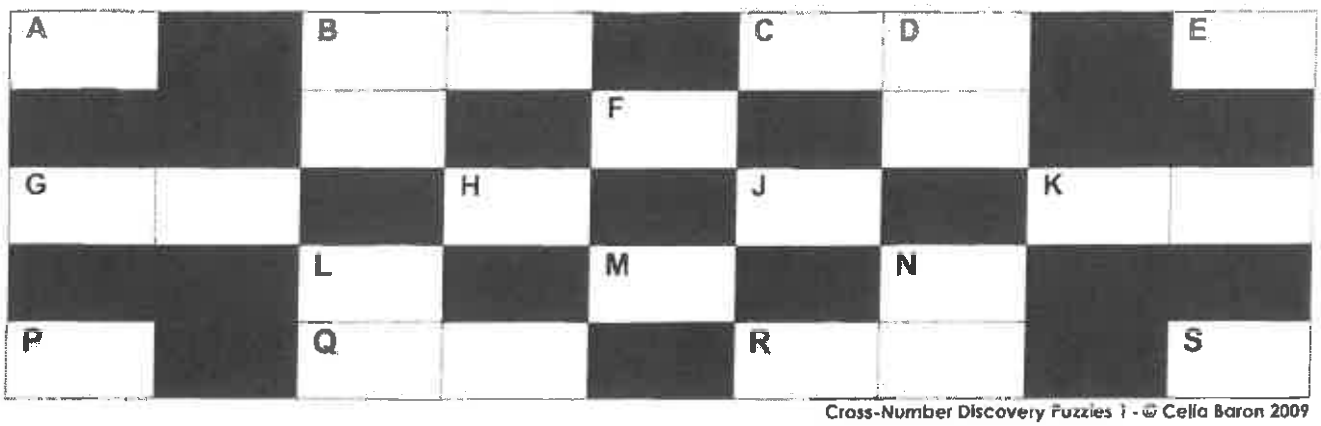
Q. 45 x 10

R. 28 ÷ 7 = ◯ ; 28 ÷ 4 = ☐
Solve: ◯ + ☐

S. The perimeter of the hexagon



CROSS-NUMBER PUZZLE 1



Cross-Number Discovery Puzzles 1 - © Celia Baron 2009

ACROSS:

A. The number after 6

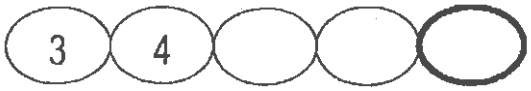
B. The number of beads

C. The number of dots on the domino

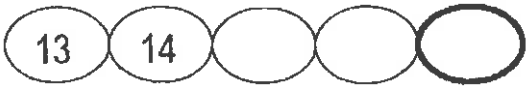
E. Choose the greatest number:

7, 6, 8, 5

F. The last number in the chain



G. The last number in the chain

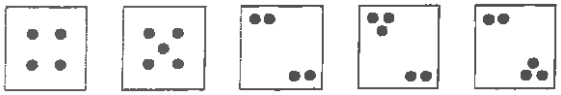


H. The number of fingers

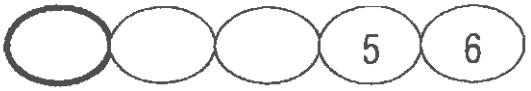
J. The number that is 1 more than 5

K. The number of beads

M. How many cards have 5 dots?



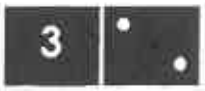
P. The first number in the chain



Q. The number of fingers

R. 5 + 5 = ☐

S. There are 3 dots hidden. How many are there in all?



DOWN:

B. The number of sticks

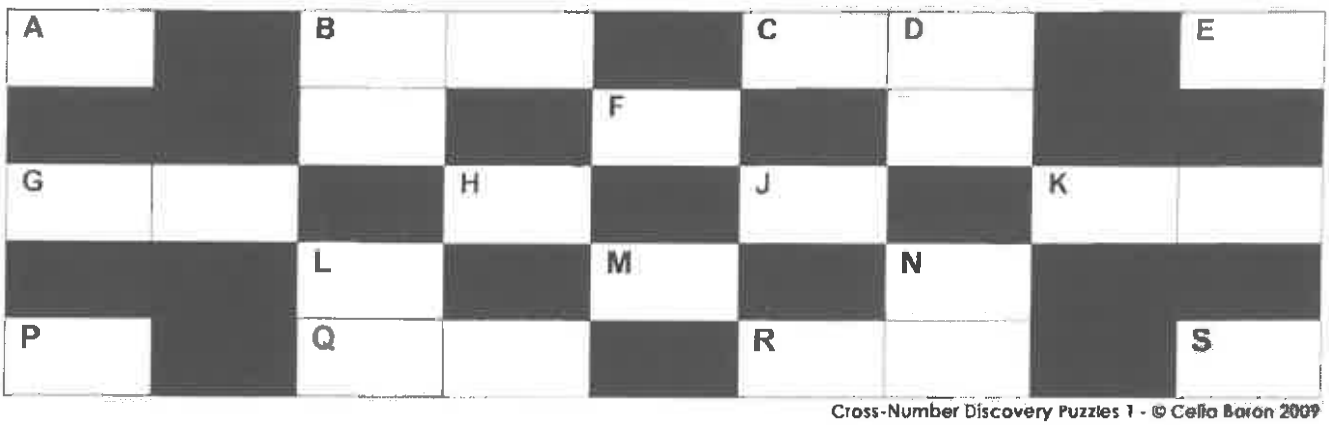
D. The number of beads

L. Choose the greatest number:

9, 11, 10, 8

N. The number after 9

CROSS-NUMBER PUZZLE 2



Cross-Number Discovery Puzzles 1 - © Celia Baron 2009

ACROSS:

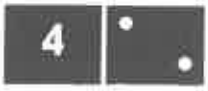
A. The first number in the chain

B. Choose the greatest number:

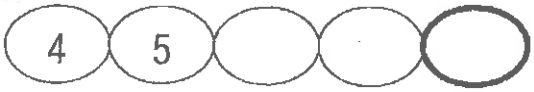
11, 13, 12, 14

C. The number of beads

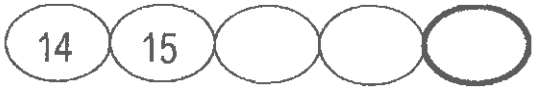
E. There are 4 dots hidden. How many are there in all?



F. The last number in the chain



G. The last number in the chain

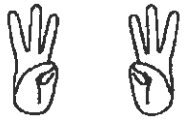


H. The number of fingers

J. The number that is 2 more than 5

K. The number after 11

M. The number of fingers



P. 3 + 3 = ☐

Q. The number of beads

R. The number of sticks

S. How many cards have 5 dots?

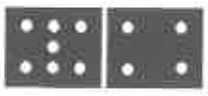
DOWN:

B. The number after 9

D. Choose the greatest number:

12, 11, 13, 10

L. The number of dots on the domino



N. The number of beads

Number of the Day

Date:_____

Odd or Even? 2.N.2

The **biggest** number you can make is:

The smallest number you can make is:

3.N.2; 4.N.2

100 more is:

_____

3.N.9 ; 4.N.5

100 less is:

_____

Double the number:

4.N.5

Multiply the digits!

4.N.6

3.N.2

Draw the Number

3.N.2

Write the number in words!

Start at today's number and count up by 10's, five times:

4.N.5

Number of the Day

Date:_____

Odd or Even? 2.N.2

The **biggest** number you can make is:

The smallest number you can make is:

3.N.2; 4.N.2

100 more is:

_____

3.N.9 ; 4.N.5

100 less is:

_____

Double the number:

4.N.5

Multiply the digits!

4.N.6

3.N.2

Write the number in words!

Draw the Number

3.N.2

Start at today's number and count up by 10's, five times:

4.N.5

Name _____

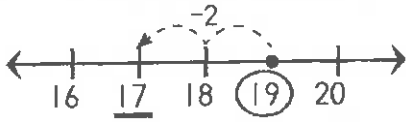
Strategy

Count Back

Count Back to take away small numbers, such as 1, 2, or 3.

A number line can help you count back.

$19 - 2 = 17$



Start at 19, hop back 2, and land on 17.

Count Back to subtract.

19, 18

$20 - 2 =$ 18

$18 - 1 =$ _____

$14 - 2 =$ _____

16, 15

$17 - 2 =$ _____

$11 - 2 =$ _____

$16 - 0 =$ _____

18, 17, 16

$19 - 3 =$ _____

$9 - 3 =$ _____

$12 - 3 =$ _____

Now solve these problems.

81, 80, 79

$82 - 3 =$ _____

$61 - 2 =$ _____

$40 - 2 =$ _____

$100 - 1 =$ _____

$55 - 2 =$ _____

$72 - 3 =$ _____

Fill in the missing number.

$38 - \square = 35$

$11 - \square = 9$

$20 - \square = 18$

$14 - \square = 11$

$12 - \square = 9$

$19 - \square = 16$

Name _____

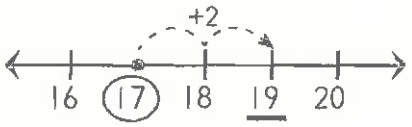
Strategy

Count Up

Count Up to find the difference. This works best when the numbers are close together.

A number line can help you count up.

$19 - 17 = 2$



Start at 17 and count up to 19.

Count Up from the bottom number to find the difference.

16 − 14	13 − 11	20 − 17	12 − 10
15 − 12	19 − 18	19 − 16	11 − 9
21 − 19	22 − 19	30 − 28	45 − 43

Count Up to find the difference between the two numbers.

18 − 16 = _____	12 − 11 = _____	12 − 9 = _____
14 − 12 = _____	16 − 15 = _____	17 − 14 = _____
27 − 25 = _____	30 − 29 = _____	32 − 29 = _____

Mixed Strategies Practice

Name _____

Which Strategy Fits?

Count Back

Count back to take away small numbers like 1, 2, or 3.

100 − 2 = 98

It is easy to count back 2 for this problem.

Count Up

Count up to find the difference between numbers that are close together.

100 − 97 = 3

It is too far to count back 97. Count up from 97 to find the difference.

Circle **Count Back** problems in red.
Circle **Count Up** problems in blue.
Solve all the problems.

80 − 1 = _____	101 − 1 = _____	31 − 2 = _____
80 − 78 = _____	101 − 98 = _____	31 − 29 = _____
99 − 2 = _____	59 − 58 = _____	90 − 3 = _____

Write an example of each type of problem.

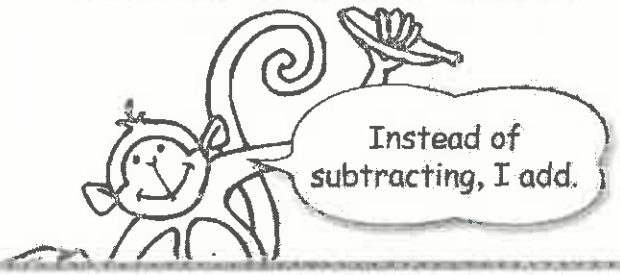
Count Back	Count Up

Name _____

Strategy

Think Addition

To subtract, think of the related addition fact.



$13 - 9 = ?$

Think $? + 9 = 13$

That's $4 + 9 = 13$

Think of the related addition fact to subtract.

$17 - 12 = \underline{\ 5\ }$ (+) $20 - 14 =$ _____ $15 - 9 =$ _____

$11 - 7 =$ _____ $19 - 9 =$ _____ $12 - 7 =$ _____

$15 - 11 =$ _____ $16 - 8 =$ _____ $13 - 6 =$ _____

$$\begin{array}{r} 17 \\ -\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -\ 11 \\ \hline \end{array} \qquad \begin{array}{r} 15 \\ -\ 12 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 5 \\ \hline \end{array}$$

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Name _____

Strategy

Think Addition

To subtract, think of the related addition fact.

Solve and match the facts.

16 − 14 = 2	• 3 + _____ = 11
11 − 8 = _____	• 2 + 14 = 16
14 − 7 = _____	• 7 + _____ = 14
15 − 8 = _____	• 7 + _____ = 15
13 − 8 = _____	• 9 + _____ = 18
18 − 9 = _____	• 5 + _____ = 13
15 − 9 = _____	• 14 + _____ = 20
20 − 6 = _____	• 6 + _____ = 15

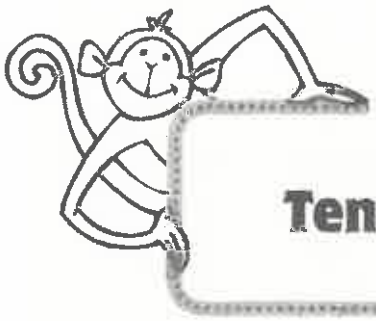
Write three related addition and subtraction facts.

Example: 17 + 3 = 20 and 20 − 3 = 17

_____

_____

_____



Name _____

Strategy

Tens Partners

Knowing the Tens Partners can help you solve subtraction problems.

Warm-Up

Write the six different **Tens Partners**.

10 + 0 = 10 ____ + ____ = 10 ____ + ____ = 10

____ + ____ = 10 ____ + ____ = 10 ____ + ____ = 10

Use **Tens Partners** to solve the subtraction problems.

10 − 7 = _____ 10 − 3 = _____ 10 − 5 = _____

10 − 4 = _____ 10 − 8 = _____ 10 − 9 = _____

10 − 2 = _____ 10 − 1 = _____ 10 − 6 = _____

Now solve these problems.

20 − 15 = _____ 20 − 17 = _____ 20 − 11 = _____

20 − 13 = _____ 20 − 3 = _____ 20 − 9 = _____

20 − 12 = _____ 20 − 14 = _____ 20 − 16 = _____

100 − 70 = _____ 100 − 75 = _____ 100 − 55 = _____

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Name _____

Strategy

Doubles

Knowing **Doubles** can help you solve subtraction problems.

Warm-Up

Write the **Doubles** for each sum.

5 + 5 = 10 ____ + ____ = 12 ____ + ____ = 14

____ + ____ = 16 ____ + ____ = 18 ____ + ____ = 20

Use **Doubles** facts to subtract.

20 − 10 = _____ 16 − 8 = _____ 12 − 6 = _____

14 − 7 = _____ 18 − 9 = _____ 10 − 5 = _____

$$\begin{array}{r} 16 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 18 \\ -\ 9 \\ \hline \end{array}$$

Now solve these **Doubles** subtraction problems.

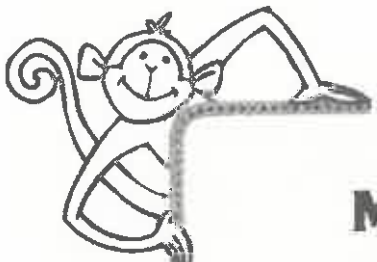
100 − 50 = _____ 60 − 30 = _____ 80 − 40 = _____

50 − 25 = _____ 30 − 15 = _____ 24 − 12 = _____

Fill in the missing numbers.

42 − ____ = ____ 28 − ____ = ____ 64 − ____ = ____

↑ same number ↑ ↑ same number ↑ ↑ same number ↑



Name _____

Strategy

Minus 10

It's easy to subtract 10.
Can you describe the pattern?

Subtract 10.

Number	Number −10
54	44
34	
84	
24	
44	
64	
94	
74	

What happens to a number when 10 is subtracted?

_____

_____

_____

_____

Subtract.

15 − 10	19 − 10	20 − 10	14 − 10	17 − 10	13 − 10
45 − 10	79 − 10	30 − 10	64 − 10	87 − 10	93 − 10

Name _____

Strategy

Minus 10, Minus 20

When you subtract 10, the tens-place digit decreases by one. When you subtract 20, the tens-place digit decreases by two.

Minus 10

14 − 10 = _____

36 − 10 = _____

57 − 10 = _____

62 − 10 = _____

99 − 10 = _____

Minus 20

44 − 20 = _____

56 − 20 = _____

87 − 20 = _____

92 − 20 = _____

99 − 20 = _____

Solve the **Minus 100** problems.

To subtract 100, decrease the _____s-place digit by one.

140 − 100 = _____ 360 − 100 = _____

570 − 100 = _____ 620 − 100 = _____

Now solve the **Minus 200** problems.

340 − 200 = _____ 460 − 200 = _____

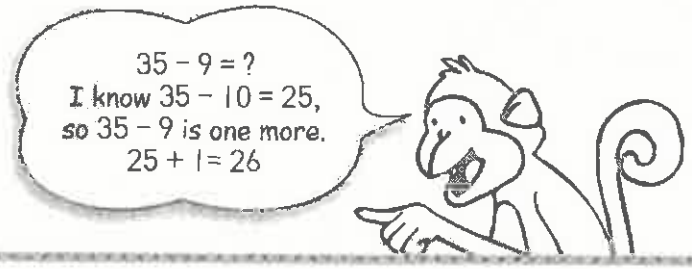
570 − 200 = _____ 820 − 200 = _____

Name _____

Strategy

Minus 9

See 9. Think 10.
It's easy to subtract 10. For Minus 9, subtract 10 and add 1.



Subtract. Use **See 9. Think 10.**

35 − 9 = 26

38 − 9 = _____

37 − 9 = _____

42 − 9 = _____

26 − 9 = _____

45 − 9 = _____

28 − 9 = _____

65 − 9 = _____

25 − 9 = _____

75 − 9 = _____

17 − 9 = _____

88 − 9 = _____

What happens to a number's ones-place digit when you subtract 9?

_____

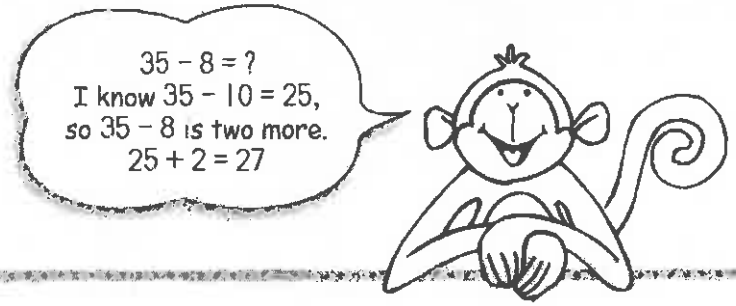
_____

Name _____

Strategy

Minus 8

See 8. Think 10.
It's easy to subtract 10. For Minus 8, subtract 10 and add 2.



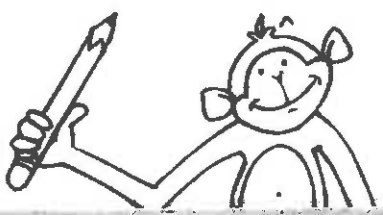
Subtract. Use **See 8. Think 10.**

35 − 8 = 27 45 − 8 = _____ 36 − 8 = _____

24 − 8 = _____ 25 − 8 = _____ 47 − 8 = _____

Subtract. Use three strategies.

Minus 10	Minus 9	Minus 8
37 − 10 = _____	37 − 9 = _____	37 − 8 = _____
55 − 10 = _____	55 − 9 = _____	55 − 8 = _____
42 − 10 = _____	42 − 9 = _____	42 − 8 = _____



Name _____

Strategy

Minus 19

See 19. Think 20.
It's easy to subtract 20. For Minus 19, subtract 20 and add 1.

$45 - 19 = (45 - 20) + 1 = 25 + 1 = 26$

Try it.

$67 - 19 =$ $(67 - 20) + 1 = 47 + 1 = 48$

$48 - 19 =$ _____

$74 - 19 =$ _____

$56 - 19 =$ _____

Strategy

Minus 99

See 99. Think 100.
Think 100 to solve Minus 99 problems. Subtract 100 and add 1.

$260 - 99 =$ $(260 - 100) + 1 = 160 + 1 = 161$

$240 - 99 =$ _____

$370 - 99 =$ _____

$480 - 99 =$ _____

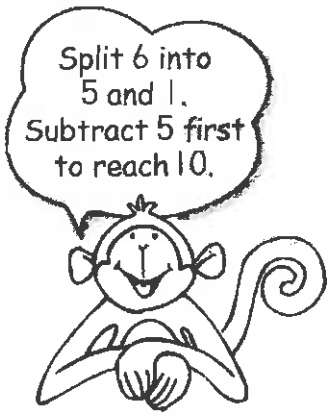
Name _____

Strategy

Subtract in Small Steps

Split the number you are subtracting into two parts so that you can subtract down to a 10. Then think Tens Partners to get the answer.

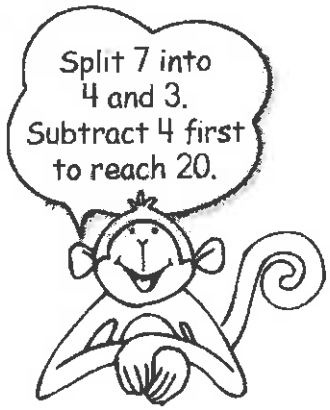
Subtracting in small steps is easier than it sounds.
Look below.



$15 - 6 = ?$

Subtract 6 in two steps: first −5 and then −1.

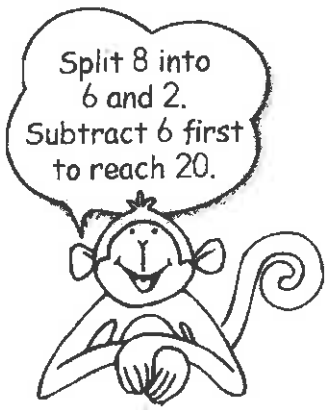
$$15 - 6 = 15 - 5 - 1$$
$$= 10 - 1$$
$$= 9$$



$24 - 7 = ?$

Subtract 7 in two steps: first −4 and then −3.

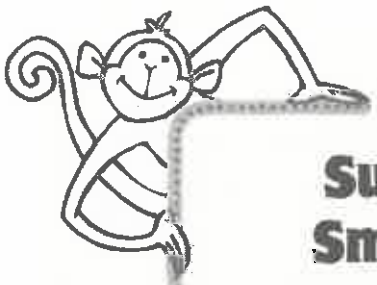
$$24 - 7 = 24 - 4 - 3$$
$$= 20 - 3$$
$$= 17$$



$26 - 8 = ?$

Subtract 8 in two steps: first −6 and then −2.

$$26 - 8 = 26 - \square - 2$$
$$= \_\_\_\_\_$$
$$= \_\_\_\_\_$$



Name _____

Strategy

Subtract in Small Steps

Split the number you are subtracting into two parts so that you can subtract down to a 10. Then think Tens Partners to get the answer.

Subtract in small steps.

-2 and -2 22 - 4 = 18	-5 and -1 25 - 6 = _____	-3 and -1 13 - 4 = _____
and 24 - 6 = _____	and 21 - 4 = _____	and 14 - 5 = _____
and 26 - 7 = _____	and 22 - 5 = _____	and 24 - 7 = _____
and 34 - 8 = _____	and 42 - 7 = _____	and 52 - 4 = _____
and 104 - 8 = _____	and 106 - 7 = _____	and 202 - 5 = _____

Can you think of a better name for this strategy? Explain.

_____

_____

_____

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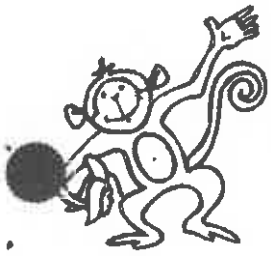

Mixed Strategies Practice

Name _____

Which Strategy Fits?

Strategy Names

Count Back	Doubles	Minus 10
Minus 9	Tens Partners	~~Think Addition~~

Solve the problems.
Write the strategy name.

Strategy name
Think Addition

17 − 9 = _____
20 − 5 = _____
15 − 6 = _____
10 − 3 = _____
11 − 7 = _____
16 − 11 = _____

Strategy name

17 − 10 = _____
14 − 10 = _____
15 − 10 = _____
27 − 10 = _____
36 − 10 = _____
48 − 10 = _____

Strategy name

17 − 9 = _____
14 − 9 = _____
15 − 9 = _____
27 − 9 = _____
36 − 9 = _____
48 − 9 = _____

Strategy name

10 − 6 = _____
10 − 7 = _____
10 − 8 = _____
10 − 9 = _____
10 − 3 = _____
10 − 4 = _____

Strategy name

14 − 7 = _____
16 − 8 = _____
18 − 9 = _____
8 − 4 = _____
12 − 6 = _____
6 − 3 = _____

Strategy name

11 − 2 = _____
22 − 3 = _____
18 − 1 = _____
12 − 3 = _____
19 − 1 = _____
21 − 2 = _____

Mixed Strategies Practice

Name _____

Which Strategy Fits?

Strategy Names

Minus 20	Doubles	Minus 10
Minus 9	Tens Partners	~~Count Up~~

Solve the problems.
Write the strategy name.

Strategy name

40 − 20 = _____
22 − 11 = _____
60 − 30 = _____
26 − 13 = _____
48 − 24 = _____
88 − 44 = _____

Strategy name

38 − 9 = _____
95 − 9 = _____
51 − 9 = _____
77 − 9 = _____
23 − 9 = _____
86 − 9 = _____

Strategy name

87 − 20 = _____
99 − 20 = _____
25 − 20 = _____
64 − 20 = _____
33 − 20 = _____
58 − 20 = _____

Strategy name

82 − 10 = _____
66 − 10 = _____
19 − 10 = _____
47 − 10 = _____
50 − 10 = _____
75 − 10 = _____

Strategy name

Count Up

22 − 19 = _____
40 − 37 = _____
15 − 12 = _____
25 − 23 = _____
31 − 28 = _____
51 − 49 = _____

Strategy name

10 − 9 = _____
10 − 7 = _____
20 − 12 = _____
20 − 9 = _____
10 − 4 = _____
20 − 16 = _____

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