

SUBTRACT WITHIN 100

1-Digit From a 2-Digit

1ST GRADE

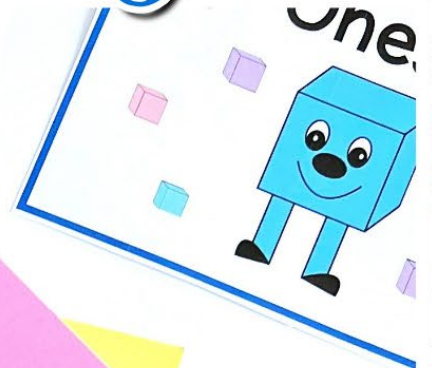
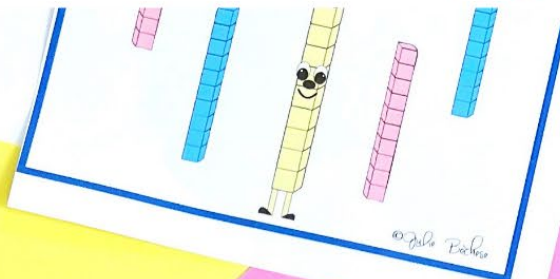
a 2-digit
tion
rouping

= $\frac{\text{TENS}}{5} \frac{\text{ONES}}{6}$

$\frac{\text{TENS}}{4} \frac{\text{ONES}}{4}$

our ones

52



Name: _____ Date: _____

Subtraction with a Number Line

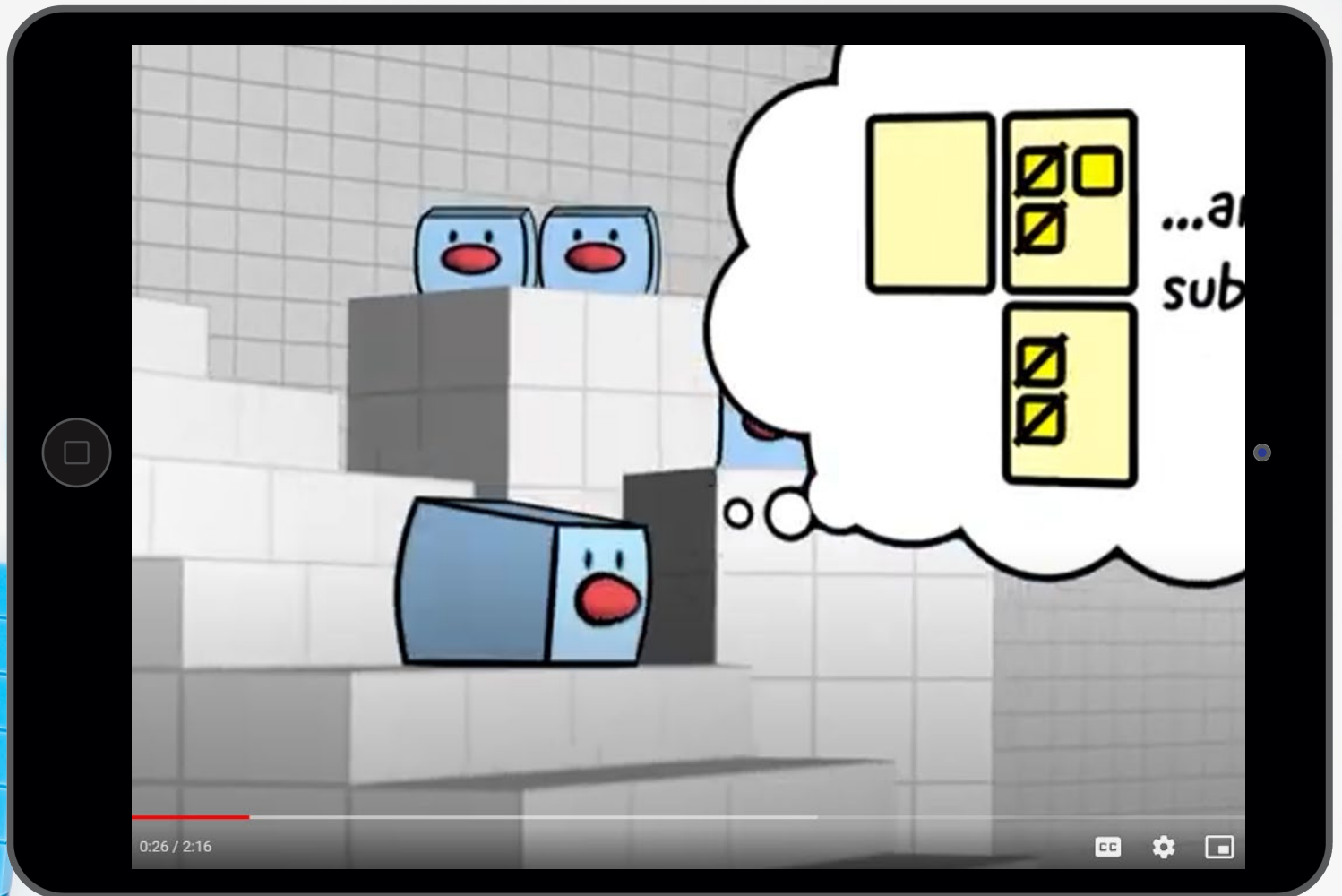
Directions: Use the number lines to help you subtract. Circle the larger number and back the number of spaces of the smaller number to find the difference.

- $35 - 7 = \underline{\quad}$
- $29 - 9 = \underline{\quad}$
- $53 - 5 = \underline{\quad}$
- $86 - 3 = \underline{\quad}$
- $44 - 6 = \underline{\quad}$
- $68 - 4 = \underline{\quad}$

COMPLETE UNIT INCLUDES VIDEO SONG, ANCHOR CHARTS, WORKSHEETS, CENTERS, & ASSESSMENT

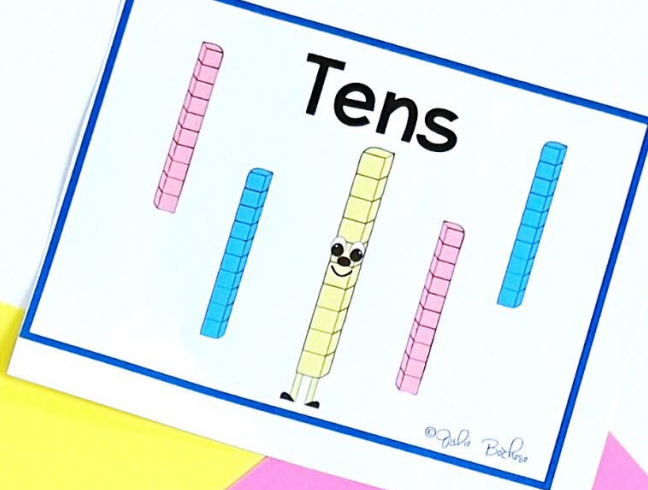


Make Learning Fun!
Original song and
video to introduce and
reinforce the skill.



Digit from a 2-digit Subtraction Without Regrouping

$$56 - 4 =$$



place
rmine

est

ur ones

$$56 -$$

Subtraction Without Regrouping: Drawing

Directions: Solve the subtraction equations by taking away the ones. Draw your 10s and 1s.

1. $45 - 3 =$

TENS	ONES

2. $87 -$

TENS

4. $38 - 6 =$

TENS	ONES

5. $86 -$

TENS

7. $29 - 7 =$

TENS	ONES

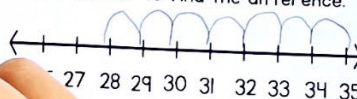
8. $54 -$

TENS

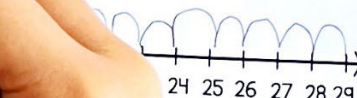
Subtraction with a Number Line

Directions: Use the number lines to help you subtract. Circle the larger number and hop back the number of spaces of the smaller number to find the difference.

1. $35 - 7 = 28$



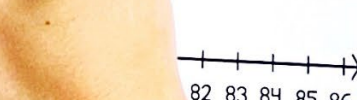
2. $29 - 9 = 20$



3. $53 - 5 = 48$



4. $86 - 3 =$



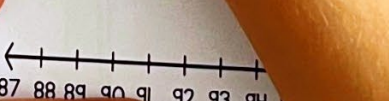
5. $44 - 6 =$



6. $68 - 4 =$

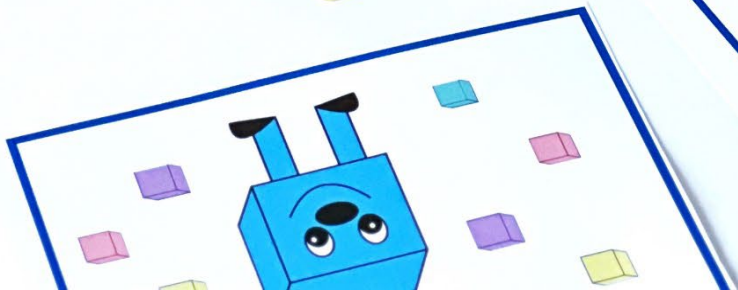


7. $97 - 5 =$





Blank
Number
Line



Subtraction Without Regrouping: Drawing

Name: _____ Date: _____
Subtraction Without Regrouping: Drawing
 Directions: Solve the subtraction equations by taking away the ones. Draw your 10s and 1s.

1. $45 - 3 = \underline{\quad}$

TENS	ONES

4. $38 - 6 = \underline{\quad}$

TENS	ONES

7. $29 - 7 = \underline{\quad}$

TENS	ONES

Subtraction with a Number Line

Directions: Use the number lines to help you subtract. Circle the larger number and hop back the number of spaces of the smaller number to find the difference.

1. $35 - 7 = \underline{28}$

2. $29 - 9 = \underline{20}$

3. $53 - 5 = \underline{48}$

4. $86 - 3 = \underline{83}$

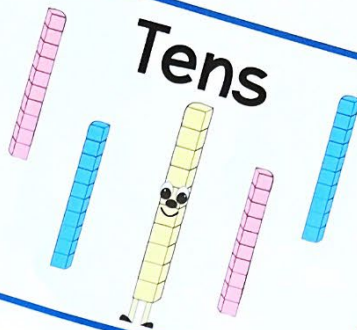
5. $44 - 6 = \underline{\quad}$

6. $68 - 4 = \underline{\quad}$

7. $97 - 5 = \underline{\quad}$

8. $71 - 8 = \underline{\quad}$

Tens



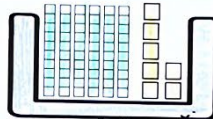
One



Subtraction Without Regrouping

Directions: Solve the subtraction equations by taking away the ones. Use your manipulatives to help you.

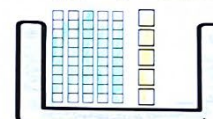
1. $67 - 6 = \underline{\quad}$



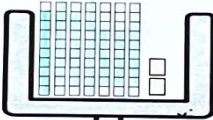
2. $34 - 2 = \underline{\quad}$



3. $55 - 3 = \underline{\quad}$



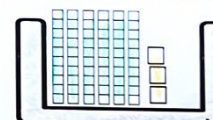
4. $72 - 2 = \underline{\quad}$



5. $29 - 5 = \underline{\quad}$



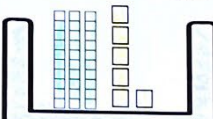
6. $63 - 2 = \underline{\quad}$



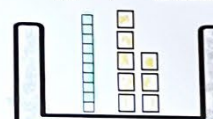
7. $84 - 3 = \underline{\quad}$



8. $36 - 3 = \underline{\quad}$



9. $18 - 7 = \underline{\quad}$



SUBTRACT WITHIN 100

1. Pedagogy
2. Lesson Plans
3. Vocabulary Cards
4. Subtraction Regrouping Song
5. Place Value Mat
6. Number Line Mat
7. Anchor Chart: 1-digit from a 2-digit Subtraction Without Regrouping
8. Model Word Problem: Hot Dogs
9. Subtraction Without Regrouping Worksheet
10. Subtraction Without Regrouping: Drawing Worksheet
11. Anchor Chart: 1-digit from a 2-digit Subtraction With Regrouping
12. Subtraction With Regrouping Worksheet
13. Subtraction Regrouping Group Poster Activity
14. Subtraction With Regrouping: Drawing Worksheet
15. Subtraction with a Number Line Worksheet
16. Number Line Pairs Activity
17. Subtraction with a Blank Number Line Worksheet
18. Restaurant Subtraction Activity
19. Problem Solver
20. Subtraction Fry Clip Center Game
21. Quiz

Subtract Within 100

As with addition within 100, subtraction within 100 is an essential pillar of student mathematical progress. While students might develop mastery of subtraction within 10, subtraction within 100 can be much more complex. However, once strategies are identified and understood, students are able to apply those strategies to solve a broad array of subtraction equations.

Throughout first grade math, addition is considered the easiest operation to crack, making subtraction the more challenging of the two. For this reason, subtraction within 100 focuses on the subtraction of a 1-digit number from a 2-digit number. With time, students will be able to build upon this concept and these skills to eventually subtract 2-digits from 2-digits. To have the most success in this unit, students should already have an understanding of how to use place value and a number line. These skills will allow them to grasp the unit's concepts and understand how to take ones from ones, and then also how to regroup a ten. The unit will focus on using manipulatives, drawings, place value, and counting back with a number line to subtract a 1-digit number from a 2-digit number. Students will not only practice this without regrouping but with regrouping and the distributing of a ten, as well.

Students will know how to identify when a number needs to be regrouped and how to distribute the ten into ones. Students will be able to subtract with confidence and begin making connections that will help them tackle more complex subtraction equations in the future.

Subtract Within 100

Day 1: Introduce subtraction within 100; a 1-digit from a 2-digit using manipulatives

Mini Lesson: Introduce the purpose of the lesson today: to subtract a 1-digit from a 2-digit using manipulatives, without regrouping.

- Introduce the unit vocabulary cards.
- Introduce the "1-digit from a 2-digit Subtraction Without Regrouping" anchor chart.
- Introduce the concept with the model word problem. Read the word problem, and model creating an equation from it. Use manipulatives to represent the numbers; place value 10s and 1s blocks would be the best option for this. Make the equation using the blocks and narrate how to take the ones away to solve the subtraction equation.
- Model solving 3 additional 1-digit from a 2-digit subtraction equations using your place value blocks as manipulatives.

Guided Practice: Introduce the fun manipulative of pretzel sticks and M&M's. Write up 3-4 1-digit from a 2-digit subtraction equations on the board. As a class, guide the students through solving the subtraction equations using their pretzel sticks as the 10s and the M&M's as the ones. Because we are not using regrouping yet, the subtraction should only be taking place with the 1s M&M's, not the 10s pretzel sticks. Have students share out their answers with the class.

Independent Practice: Students work on their Subtraction without Regrouping with Manipulatives worksheets. Students should be using manipulatives. You can choose to have them continue to use the pretzel sticks and M&M's, or the place value 10s and 1s blocks.

Day 2: Subtraction within 100; 1-digit from a 2-digit using drawings

Mini Lesson: Introduce the purpose of the lesson today: to subtract a 1-digit from a 2-digit using drawings, without regrouping.

- Review the unit vocabulary cards.
- Review the "1-digit from a 2-digit Subtraction Without Regrouping" anchor chart.
- Highlight to students that they will be continuing to subtract a 1-digit from a 2-digit, but instead of using manipulatives, they will be drawing the place value blocks.
- Model solving 3 additional 1-digit from a 2-digit subtraction equations by drawing the place value blocks and crossing off the ones blocks as you go.

Guided Practice: Pass out Place Value Mats to all students. Write 3-4 1-digit from a 2-digit subtraction equations on the board. Guide students through solving each equation and solve them as a class. Students should be using their Place Value Mats to help them.

Independent Practice: Students work on their Subtraction without Regrouping with Drawing worksheets. Students will be drawing their 10s and 1s instead of using blocks this time

Day 3: Subtraction within 100; 1-digit from a 2-digit using manipulatives with regrouping

Mini Lesson: Introduce the purpose of the lesson today: to subtract a 1-digit from a 2-digit using manipulatives with regrouping.

- Review unknown number unit vocabulary cards.
- Watch the "Subtraction Regrouping" song.
- Introduce the "1-digit from a 2-digit Subtraction With Regrouping" anchor chart.
- Model solving 4 1-digit from a 2-digit subtraction equations with manipulatives but utilize regrouping. To ensure equations comply with regrouping, the 1-digit number has to be greater than the 1s place of the 2-digit number. The best manipulative for this modeling is connecting cubes. That way you can break the 10 up into 1s.
- Be sure to highlight what regrouping means and that with regrouping in subtraction, you are breaking up a 10 and placing it into the 1s column so you can subtract. In essence, you are doing two subtraction equations.

Day 3 continued ...

Guided Practice: Distribute connecting cubes to students. Write 4 1-digit from a 2-digit subtraction equations up on the board. Have students work in pairs to work through the 4 equations using their connecting cubes. Once students have finished, have some pairs share out their answers and discuss them as a group.

Independent Practice: Students work on their Subtraction with Regrouping Using Manipulatives worksheets. Students should be able to use the connecting cubes as they work through their worksheets.

Day 4: Subtraction within 100; 1-digit from a 2-digit using drawings with regrouping

Mini Lesson: Introduce the purpose of the lesson today: to subtract a 1-digit from a 2-digit using drawings, with regrouping.

- Review the unit vocabulary cards.
- Watch the "Subtraction Regrouping" song.
- Review the "1-digit from a 2-digit Subtraction With Regrouping" anchor chart.
- Highlight to students that they will be continuing to subtract a 1-digit from a 2-digit, but instead of using manipulatives, they will be drawing the place value blocks.
- Model solving 3 additional 1-digit from a 2-digit subtraction equations by drawing the place value blocks.
- Be sure to explicitly highlight how you cross off a 10 and add 10 1s to the 1s place. Then model how to cross off the ones and come up with the final difference.

Guided Practice: Place students in groups of 3 or 4. Pass out a poster to each group. Each poster should have a subtraction equation pasted on the top and a place value chart pasted below. Ask the groups to draw out the equation with 10s and 1s and demonstrate regrouping by breaking up the 10s and then subtraction from the 1s place. Have each group present their poster and share their reasoning.

Independent Practice: Students work on their Subtraction with Regrouping Using Drawing worksheets.

Day 5: Subtraction within 100; 1-digit from a 2-digit using a number line

Mini Lesson: Introduce the purpose of the lesson today: to subtract a 1-digit from a 2-digit using a number line to count back.

- Review the unit vocabulary cards.
- Review the "Subtraction Regrouping" song.
- Highlight to students that they will be continuing to subtract a 1-digit from a 2-digit, we will be counting back using a number line.
- If students need a refresher on how to use a number line, take some time to refresh the students' memories.
- Model solving 3 additional 1-digit from a 2-digit subtraction equations by counting back on the number line. Use a blank number line for this and model filling it in by writing in the biggest number at the far end of the number line, and then filling in backward from there.

Guided Practice: Pass out blank Number Lines to each student. Write up 4 1-digit from a 2-digit subtraction equations on the board and guide the students through filling in the number line to match the equation. Then, work together as a class to solve.

Independent Practice: Students work on their Subtraction with a Number Line worksheet.

Day 6: Subtraction within 100; 1-digit from a 2-digit using a number line

Mini Lesson: Introduce the purpose of the lesson today: to subtract a 1-digit from a 2-digit using a number line to count back.

- Review unknown number unit vocabulary cards.
- Watch the "Subtraction Regrouping" song.
- Model solving 3 additional 1-digit from a 2-digit subtraction equations by counting back on the number line. Use a blank number line for this and model filling it in by writing in the biggest number at the far end of the number line, and then filling in backward from there.

Guided Practice: Place the students in pairs. Pass out a large blank number line to each pair and pass out an equation slip. Have the pairs work together to fill in their number line to work with their equation, and then count back to subtract. When students are done, pair up the paired groups. Have the two groups present to one another and explain how they solved the equation by counting back.

Independent Practice: Students work on their Subtraction Using a Blank Number Line worksheet.

Day 7: Review strategies for 1-digit from a 2-digit subtraction

Mini Lesson: Introduce the purpose of the lesson today: to subtract a 1-digit from a 2-digit using a variety of strategies.

- Review the unit vocabulary cards.
- Watch the "Subtraction Regrouping" song.
- Review the unit anchor charts.
- Introduce the activity, Restaurant Subtraction.

Guided Practice: Students work in small groups to play Restaurant Subtraction.

Independent Practice: Students work on Problem Solvers.

Day 8: Subtracting a 1-digit from a 2-digit within 100

Mini Lesson: Introduce the purpose of the lesson today: to subtract a 1-digit from a 2-digit using a variety of strategies.

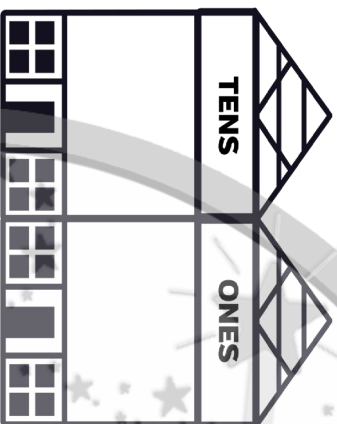
- Review the unit vocabulary cards.
- Watch the "Subtraction Regrouping" song.
- Review the unit anchor charts.

Guided Practice: Optional to teach the bonus game, Subtraction Clip, in small groups/pairs.

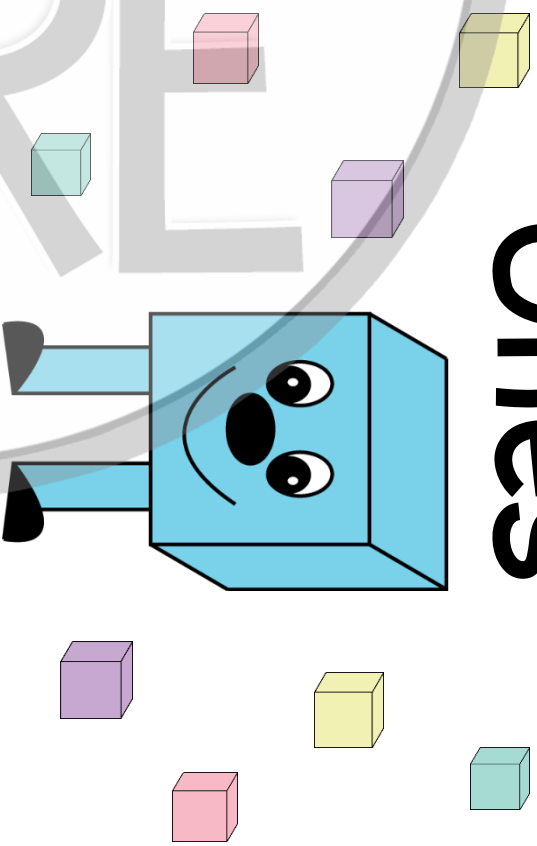
✱ **Independent Practice:** Subtraction 1-digit from a 2-digit Quiz. ✱

Place Value

Chart

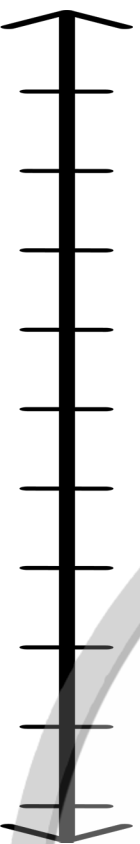


Ones

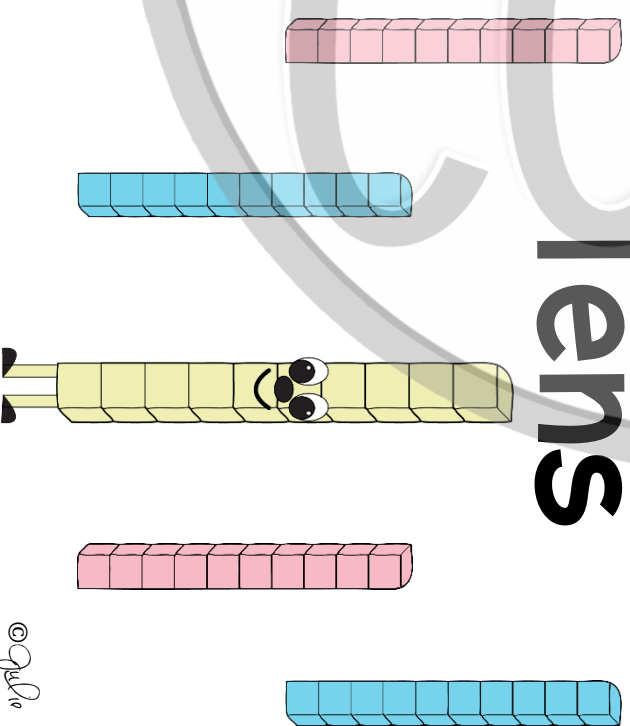


Blank

Number Line



Tens



Subtraction Regrouping

Let's go over the steps of subtraction regrouping.

The steps of subtraction regrouping.

When a one-digit number is subtracted from a two-digit number.

The steps of subtraction regrouping. (4x)

When a one-digit number is subtracted from a two-digit number.

The steps of subtraction regrouping. (2x)



Step number one: Look at the place value.

Step two: Can you subtract from the ones column?

If the top number in a column is smaller than the one below it, it's time to regroup!

Step Three: Borrow a ten and place it in the ones column.

Step Four: Subtract your ones and find the difference.

Now we've covered the steps of subtraction regrouping.

The steps of subtraction regrouping.

When a one-digit number is subtracted from a two-digit number.

The steps of subtraction regrouping. (4x)

When a one-digit number is subtracted from a two-digit number.

The steps of subtraction regrouping. (2x)

There are 4 simple steps to subtraction regrouping.

(4 simple steps to subtraction regrouping.)

4 simple steps to subtraction regrouping.

(4 simple steps to subtraction regrouping.)

There are 4 simple steps to subtraction regrouping.

(4 simple steps to subtraction regrouping.)

4 simple steps to subtraction regrouping.

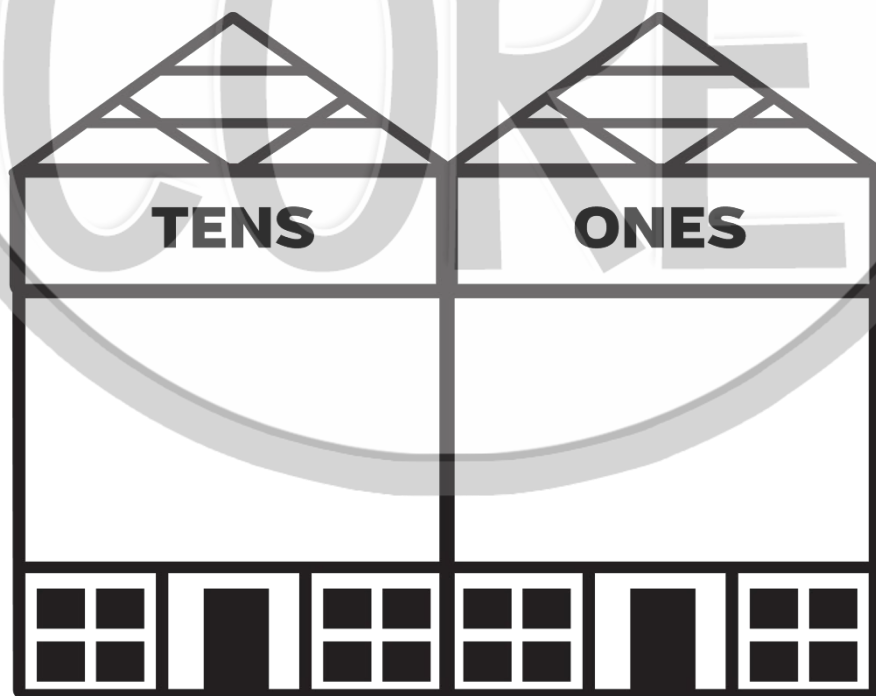
When a 1-digit number is subtracted from a two-digit number.

Place Value Mat

Directions:

Print, cut out, and laminate a Place Value Mat for each student to use throughout the unit.

You can have students keep these in their math journals/folders to use the rest of the year, or have a class set that you keep and pass out when necessary.



NUMBER LINE MAT

Directions:

Print, cut out, and laminate a Number Line Mat for each student to use throughout the unit.

You can have students keep these in their math journals/folders to use the rest of the year, or have a class set that you keep and pass out when necessary.

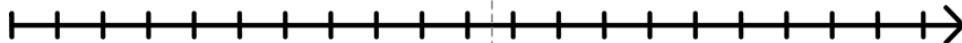
NUMBER LINE



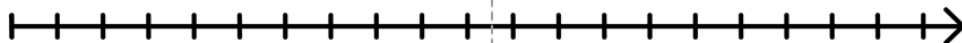
NUMBER LINE



NUMBER LINE



NUMBER LINE



1-digit from a 2-digit Subtraction Without Regrouping

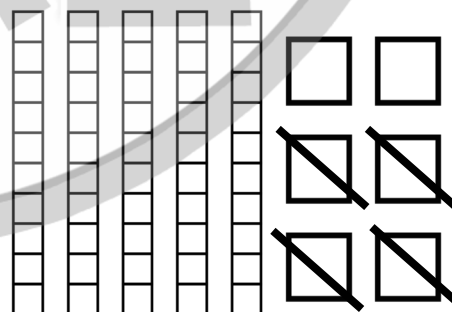
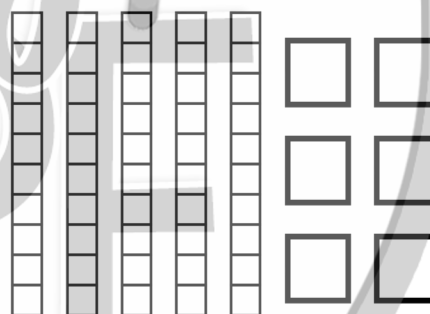
$$56 - 4 = \underline{\quad\quad}$$

1. Look at the place value and determine what you are subtracting.

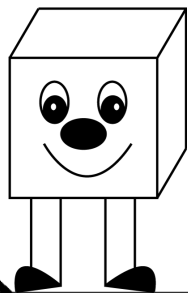
2. Build the biggest number.

3. Take away your ones and find your difference.

TENS	ONES
5	6
	4



$$\underline{56 - 4 = 52}$$

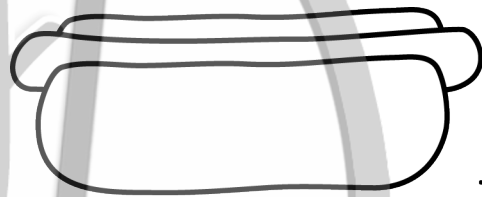


Hot Dogs

There are 48 guests at the party.

We gave 5 guests hot dogs to eat.

How many guests do not have hot dogs?



Directions:

- First, read the word problem aloud.
- Pull out the equation $48 - 5$.
- Walk through the steps on the anchor chart, making sure to voice how you only have to build the biggest number in subtraction because you are taking away, not adding more.
- Build 45 out of 10s and 1s.
- Narrate how 5 guests already have a hot dog and take those 5 ones away.
- Count how many are left and complete the equation.

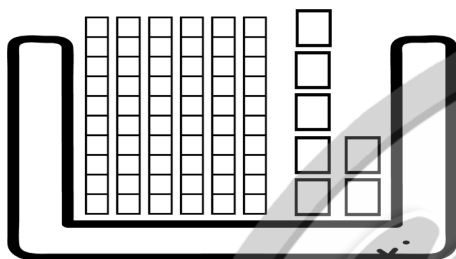
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Subtraction Without Regrouping

Directions: Solve the subtraction equations by taking away the ones. Use your manipulatives to help you.

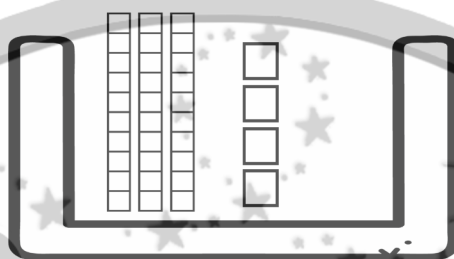
1.

$$67 - 6 = \underline{\hspace{2cm}}$$



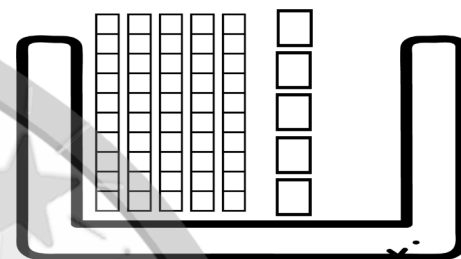
2.

$$34 - 2 = \underline{\hspace{2cm}}$$



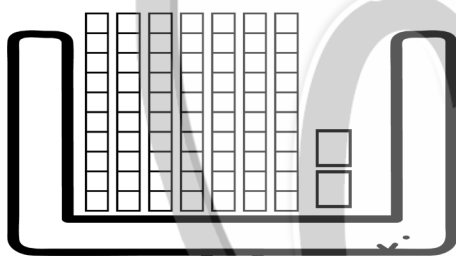
3.

$$55 - 3 = \underline{\hspace{2cm}}$$



4.

$$72 - 2 = \underline{\hspace{2cm}}$$



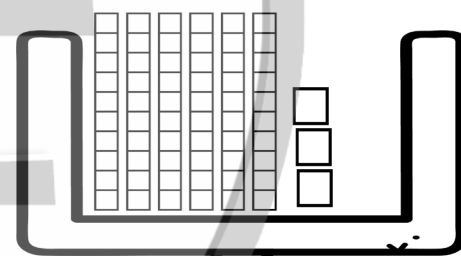
5.

$$29 - 5 = \underline{\hspace{2cm}}$$



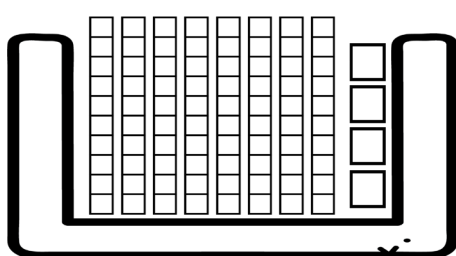
6.

$$63 - 2 = \underline{\hspace{2cm}}$$



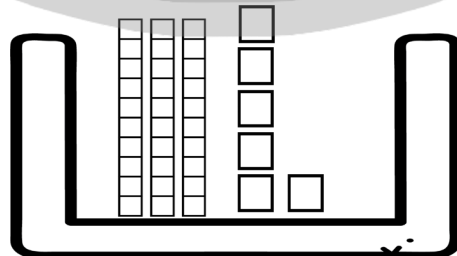
7.

$$84 - 3 = \underline{\hspace{2cm}}$$



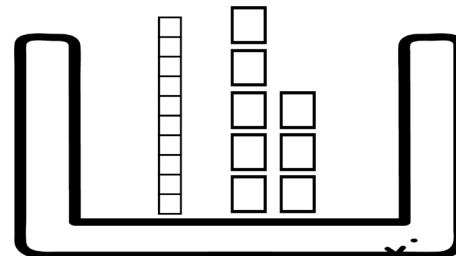
8.

$$36 - 3 = \underline{\hspace{2cm}}$$



9.

$$18 - 7 = \underline{\hspace{2cm}}$$



Name: _____ Date: _____

Subtraction Without Regrouping: Drawing

Directions: Solve the subtraction equations by taking away the ones. Draw your 10s and 1s.

1.

$59 - 8 = \underline{\quad\quad}$

TENS	ONES

2.

$27 - 5 = \underline{\quad\quad}$

TENS	ONES

3.

$97 - 4 = \underline{\quad\quad}$

TENS	ONES

4.

$86 - 6 = \underline{\quad\quad}$

TENS	ONES

5.

$43 - 2 = \underline{\quad\quad}$

TENS	ONES

6.

$58 - 7 = \underline{\quad\quad}$

TENS	ONES

7.

$19 - 3 = \underline{\quad\quad}$

TENS	ONES

8.

$66 - 5 = \underline{\quad\quad}$

TENS	ONES

9.

$96 - 2 = \underline{\quad\quad}$

TENS	ONES

1-digit from a 2-digit Subtraction With Regrouping

$$35 - 8 = \underline{\quad}$$

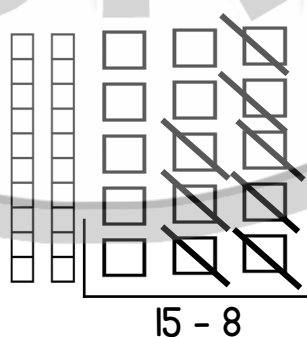
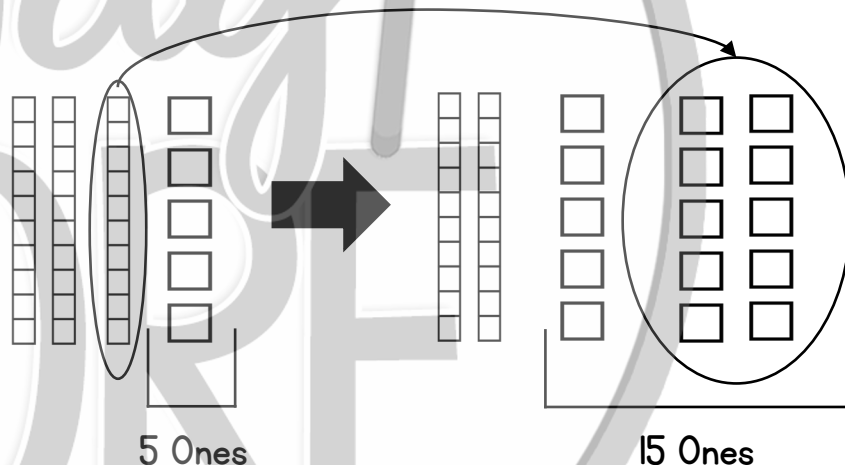
1. Look at the place value and determine if you can subtract the ones column.

2. If they can't be subtracted, you need to **regroup**.

3. Distribute a 10 into the 1s.

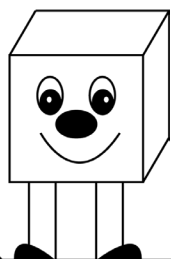
4. Subtract your ones and find the difference!

TENS	ONES
3	5
	8



TENS	ONES
3	5
	8
2	7

$$\underline{35 - 8 = 27}$$



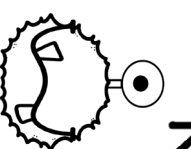
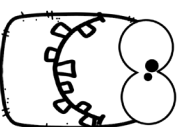


Name: _____

Date: _____

Subtraction With Regrouping

Directions: Solve the subtraction equations by regrouping a 10 and then subtracting the 1s.



1. $54 - 7 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
↓
SUBTRACT

TENS	ONES

4. $36 - 8 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
↓
SUBTRACT

TENS	ONES

2. $73 - 9 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
↓
SUBTRACT

TENS	ONES

5. $43 - 6 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
↓
SUBTRACT

TENS	ONES

3. $52 - 5 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
↓
SUBTRACT

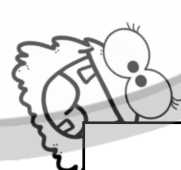
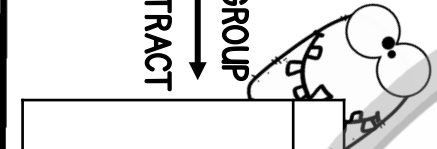
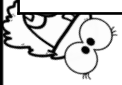
TENS	ONES

6. $67 - 9 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
↓
SUBTRACT

TENS	ONES

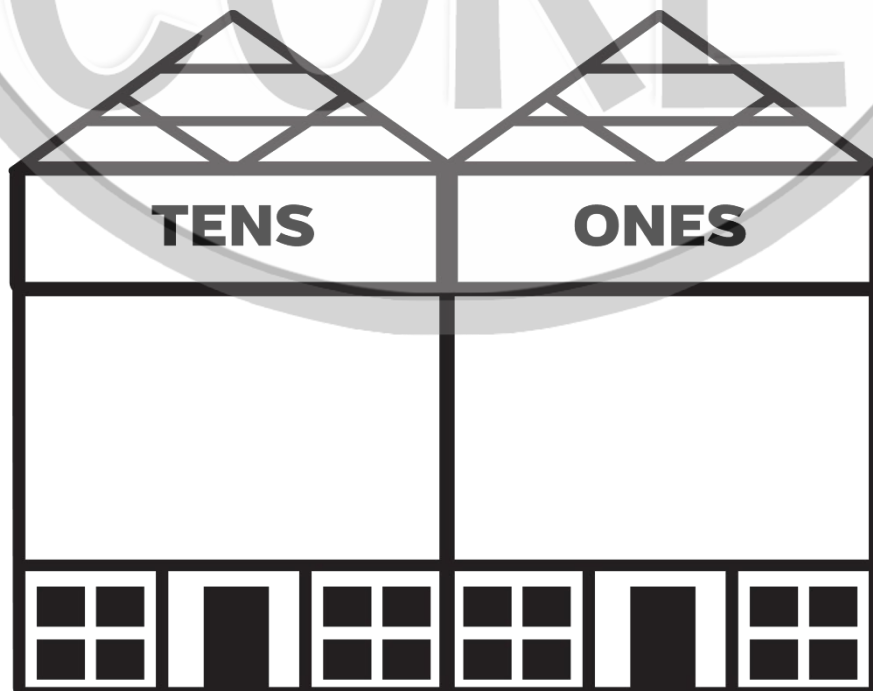


SUBTRACTION WITH REGROUPING GROUP POSTER

Directions:

1. Determine the number of groups you have and print out enough place value mats and number strips so each group has one place value mat and one number strip.
2. Cut out the number strips and place value mats.
3. On the top of a large poster, glue a number strip and a place value mat.
4. Groups work together to solve their equation by regrouping.
5. Groups need to show their work on the poster and then present their poster to the class.

$$36 - 9 = \underline{\hspace{2cm}}$$



$$72 - 7 = \underline{\hspace{2cm}}$$

$$36 - 8 = \underline{\hspace{2cm}}$$

$$63 - 9 = \underline{\hspace{2cm}}$$

$$44 - 5 = \underline{\hspace{2cm}}$$

$$51 - 6 = \underline{\hspace{2cm}}$$

Name: _____ Date: _____

Subtraction With Regrouping Drawing

Directions: Solve the subtraction equations by regrouping a 10 and then subtracting the 1s.

1. $94 - 8 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
→
SUBTRACT

4. $24 - 6 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
→
SUBTRACT

TENS	ONES

TENS	ONES

2. $67 - 8 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
→
SUBTRACT

5. $57 - 9 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
→
SUBTRACT

TENS	ONES

TENS	ONES

3. $26 - 9 = \underline{\hspace{2cm}}$

TENS	ONES

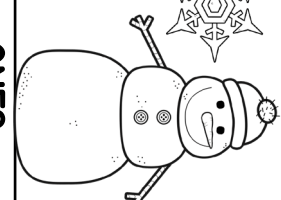
REGROUP
→
SUBTRACT

6. $41 - 4 = \underline{\hspace{2cm}}$

TENS	ONES

REGROUP
→
SUBTRACT

TENS	ONES



Name: _____ Date: _____

Subtraction with a Number Line

Directions: Use the number lines to help you subtract. Circle the larger number and hop back the number of spaces of the smaller number to find the difference.

1. $35 - 7 = \underline{\hspace{2cm}}$

25 26 27 28 29 30 31 32 33 34 35

2. $29 - 9 = \underline{\hspace{2cm}}$

19 20 21 22 23 24 25 26 27 28 29

3. $53 - 5 = \underline{\hspace{2cm}}$

43 44 45 46 47 48 49 50 51 52 53

4. $86 - 3 = \underline{\hspace{2cm}}$

76 77 78 79 80 81 82 83 84 85 86

5. $44 - 6 = \underline{\hspace{2cm}}$

34 35 36 37 38 39 40 41 42 43 44

6. $68 - 4 = \underline{\hspace{2cm}}$

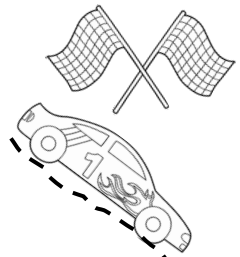
58 59 60 61 62 63 64 65 66 67 68

7. $97 - 5 = \underline{\hspace{2cm}}$

87 88 89 90 91 92 93 94 95 96 97

8. $71 - 8 = \underline{\hspace{2cm}}$

61 62 63 64 65 66 67 68 69 70 71



Number Line Pairs

Directions:

1. Determine the number of groups you have and print out enough number line group papers so each group has one.
2. Print off enough equation strips for each group to have one.
3. Cut up equation slips.
4. Pass out an equation slip and number line group work page to each pair.
5. Have students work in pairs, on their group work page, to solve the equation using the number line.
6. Once groups are finished, have each pair present to another pair, explaining how they solved the equation.

$$38 - 5 = \underline{\hspace{2cm}}$$



$$38 - 5 = \underline{\hspace{2cm}}$$

$$95 - 7 = \underline{\hspace{2cm}}$$

$$46 - 4 = \underline{\hspace{2cm}}$$

$$27 - 5 = \underline{\hspace{2cm}}$$

$$65 - 9 = \underline{\hspace{2cm}}$$

Name: _____ Date: _____



Subtraction with a Blank Number Line



Directions: Fill in the number line and use it to help you subtract. Circle the larger number and hop back the number of spaces of the smaller number to find the difference.



1.

$$27 - 4 = \underline{\hspace{2cm}}$$



2.

$$59 - 3 = \underline{\hspace{2cm}}$$



3.

$$86 - 8 = \underline{\hspace{2cm}}$$



4.

$$31 - 9 = \underline{\hspace{2cm}}$$



5.

$$53 - 6 = \underline{\hspace{2cm}}$$



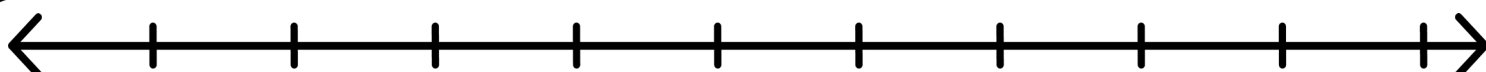
6.

$$78 - 5 = \underline{\hspace{2cm}}$$



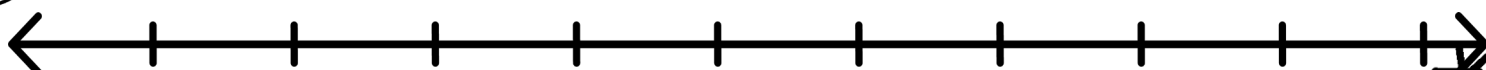
7.

$$49 - 7 = \underline{\hspace{2cm}}$$



8.

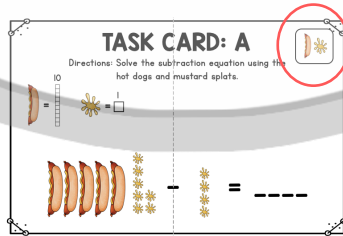
$$92 - 5 = \underline{\hspace{2cm}}$$



Restaurant Subtraction

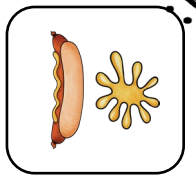
Directions:

- Students will work in groups of 4-5.
- Each group has to pick a name for their restaurant and make a poster for their restaurant.
- Each group will be given a packet of task cards and a checklist.
- Before anyone can “open” their restaurant, they have to get all the items on their checklist. To do this, they have to complete each task card one at a time. **(For Task G, include a # line and a place value mat)**
- Once a group completes a task card, they can bring it up to the teacher.
- The teacher then checks to see if the answer is correct.
- If it is correct, the teacher will give the group a cut-out laminated “item,” the same item on the corner of the task card. Then the group can check that item off their checklist.

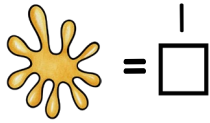
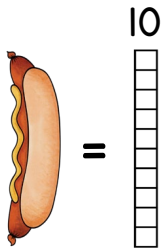


- If the answer is incorrect, the group must go back to resolve the equation.
- Once a group has gathered all the items on their checklist, the restaurant can open!

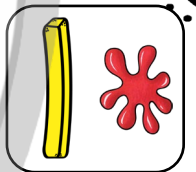
TASK CARD: A



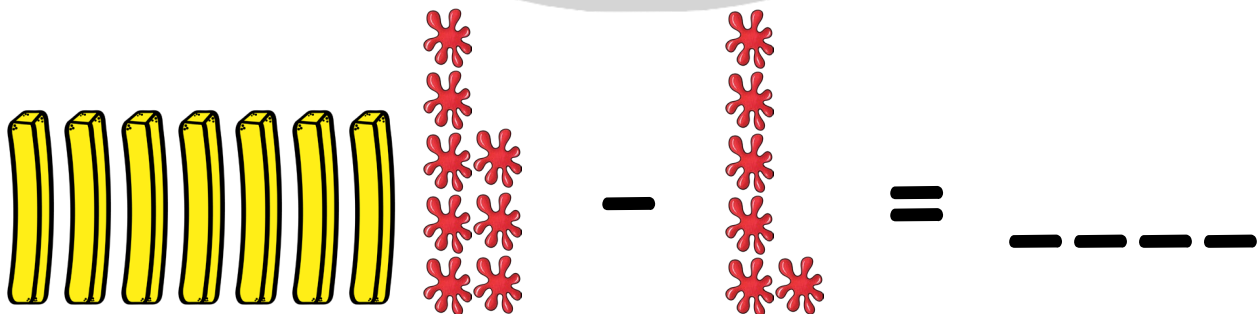
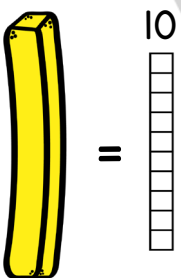
Directions: Solve the subtraction equation using the hot dogs and mustard splats.



TASK CARD: B



Directions: Solve the subtraction equation using the fries and ketchup splats.

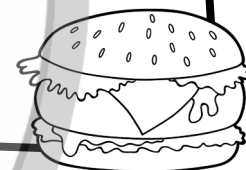


Name: _____ Date: _____

Problem Solver

Solve the word problems. Use your number line or draw 10s and 1s to help you.

1. Clementine helped her mom grill 42 hamburgers for their backyard BBQ. Clementine and her mom got hungry and ate 4 of the hamburgers before the BBQ started. How many hamburgers do they have for their guests?



2. Elliot has 77 socks in his sock drawer. He had to throw out 6 socks because they had holes and were smelly! How many socks are left in Elliot's sock drawer?



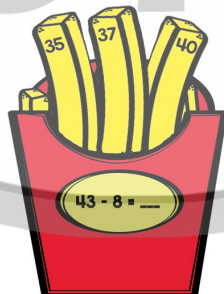
Subtraction Fry Clip Game

Directions:

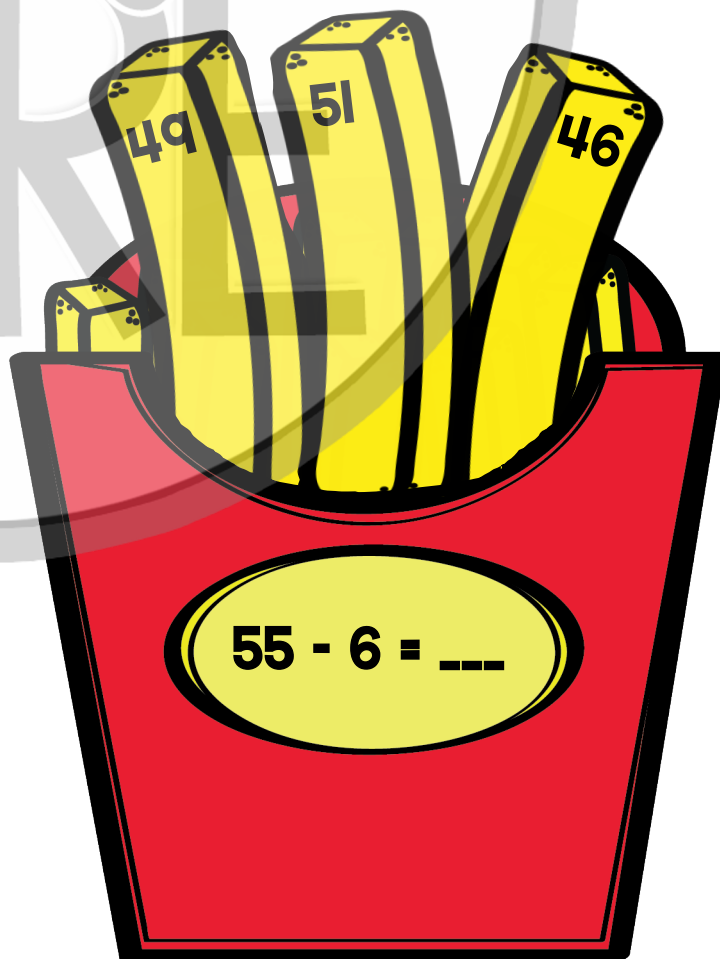
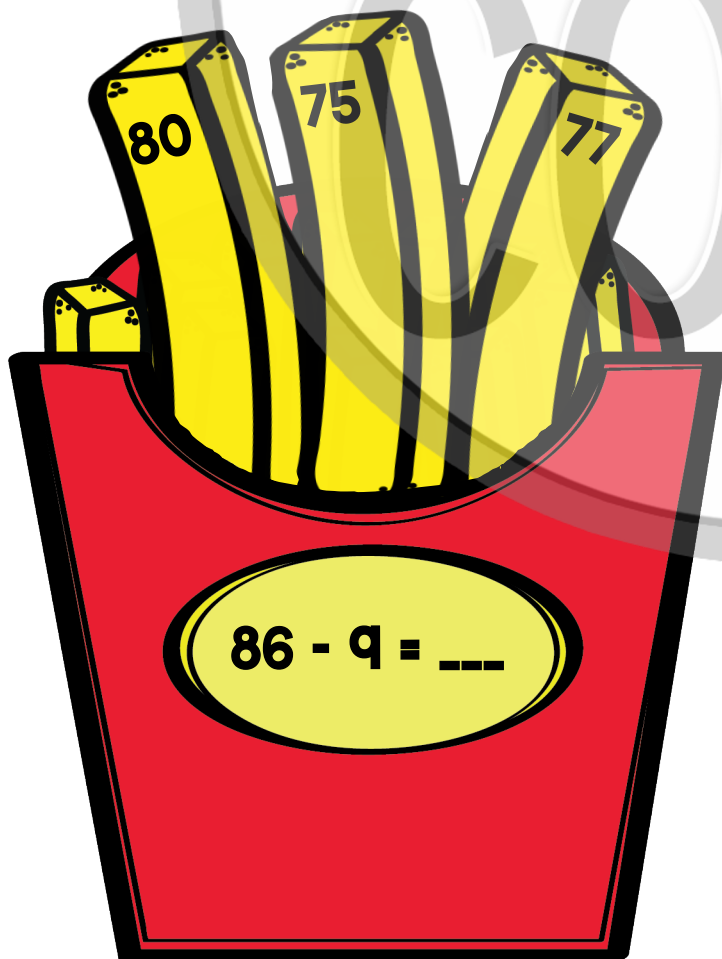
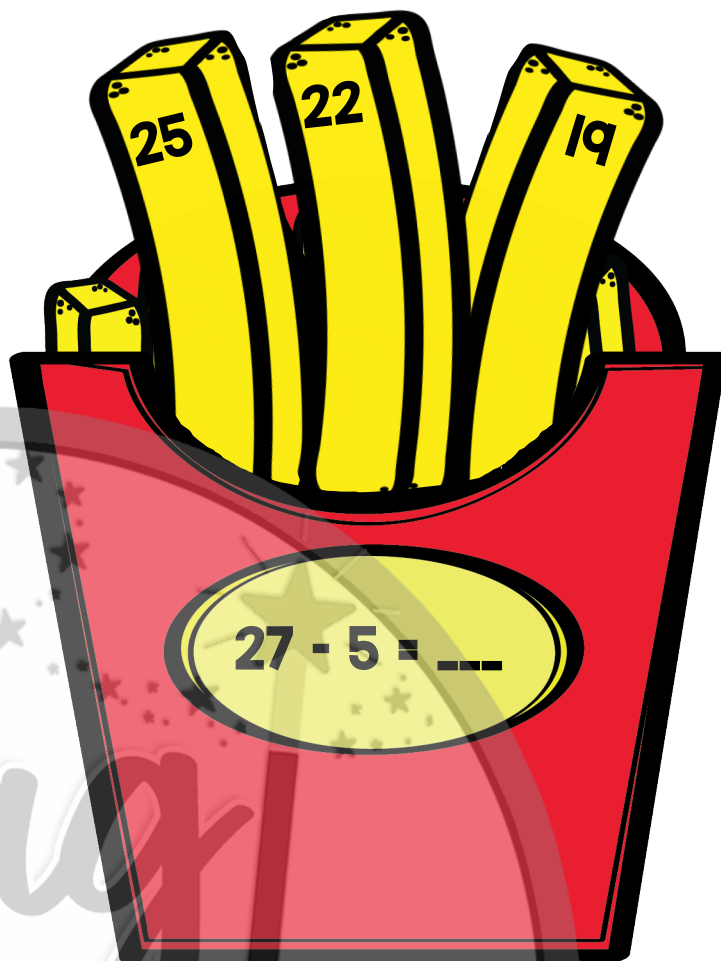
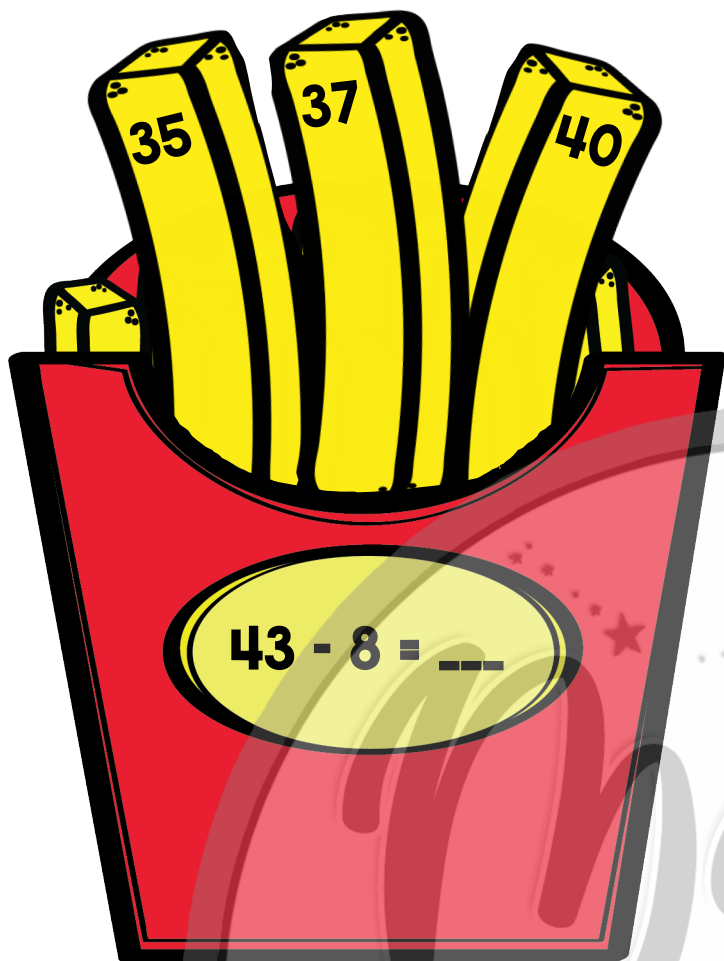
1. Print all equation cards.
2. Cut out and laminate.
3. Assemble the game by putting the laminated cards in a large Ziploc bag, along with 16 clips. The clips can be anything that can clamp, such as clothespins, paper clips, etc.
4. Include a laminated blank number line and place value chart so students can choose what they want to utilize to help them solve the equations.

Label

Subtraction Fry Clip Game



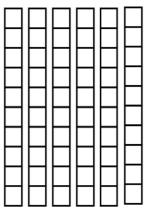
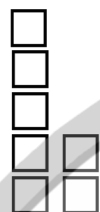
Directions: Solve the subtraction equation. Put a clip on the fry with the correct difference.



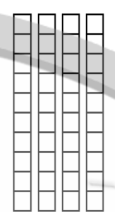
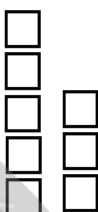
Subtract Within 100 Quiz

Solve the subtraction equation:

1. $67 - 4 = \underline{\hspace{2cm}}$

TENS	ONES
	

2. $48 - 3 = \underline{\hspace{2cm}}$

TENS	ONES
	

3. $72 - 9 = \underline{\hspace{2cm}}$

TENS	ONES

4. $26 - 7 = \underline{\hspace{2cm}}$

TENS	ONES

Use the number line to solve for the subtraction equations:

5. $36 - 5 = \underline{\hspace{2cm}}$



6. $83 - 8 = \underline{\hspace{2cm}}$



7. $54 - 9 = \underline{\hspace{2cm}}$



Use a strategy of choice to solve the subtraction equations:

7. $56 - 4 = \underline{\hspace{2cm}}$

8. $25 - 8 = \underline{\hspace{2cm}}$

9. $86 - 9 = \underline{\hspace{2cm}}$

10. $48 - 5 = \underline{\hspace{2cm}}$

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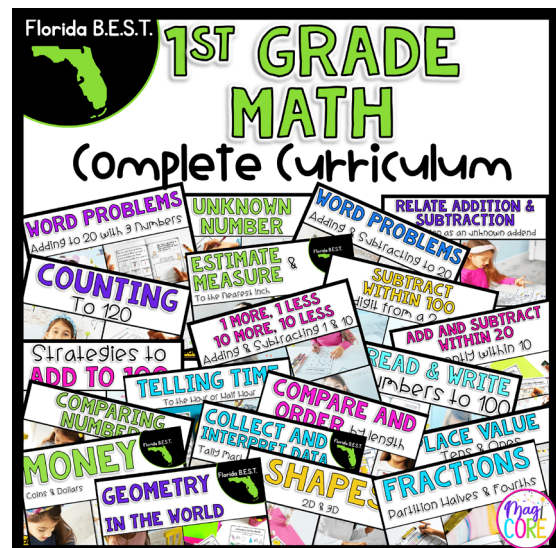
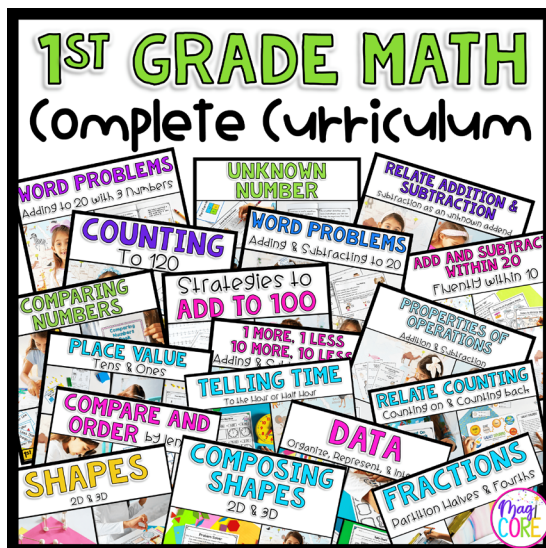
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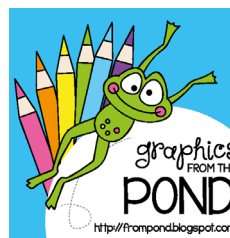
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