

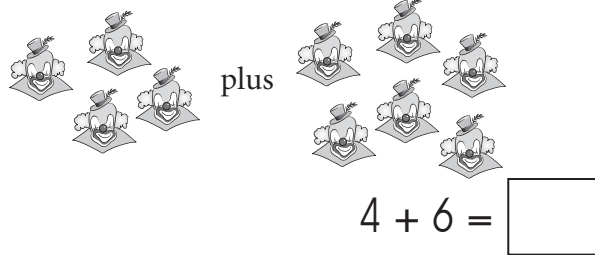
2. [Addition / Subtraction]

Skill 2.1 Adding the numbers from 1 to 10 represented by pictures, by counting on (1).

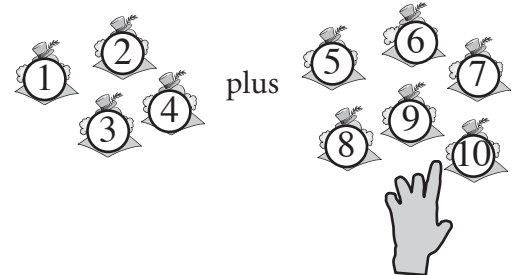
MM2.2 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

- Count all the objects in both groups to complete the addition.

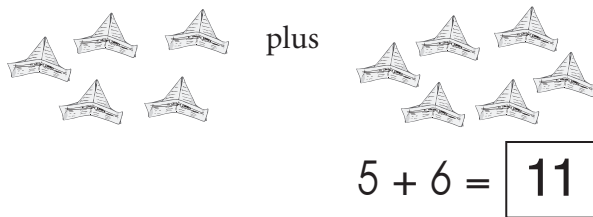
q. Complete the addition.



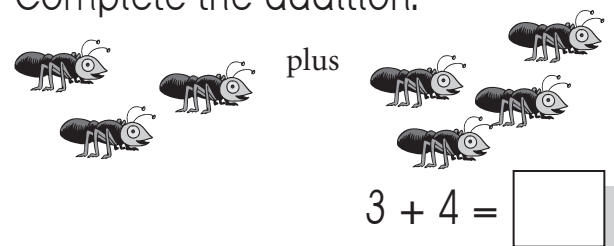
A. $4 + 6 = 10$



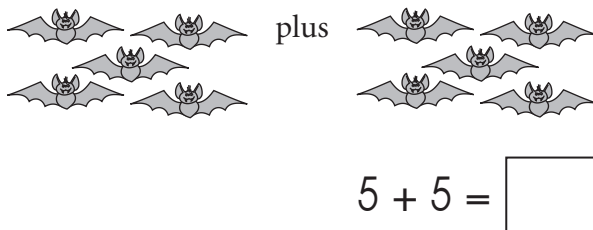
a) Complete the addition.



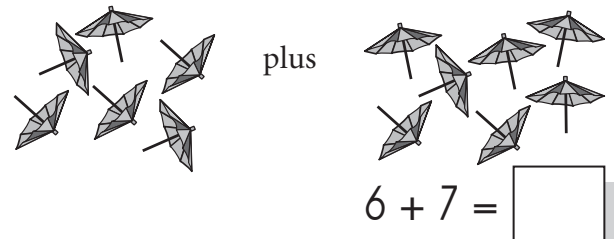
b) Complete the addition.



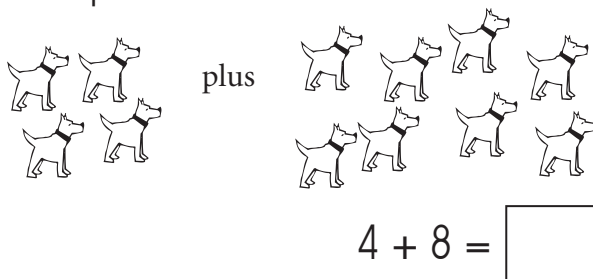
c) Complete the addition.



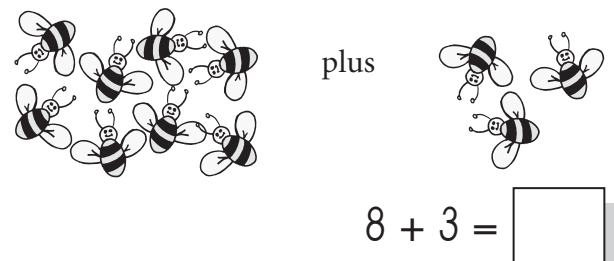
d) Complete the addition.



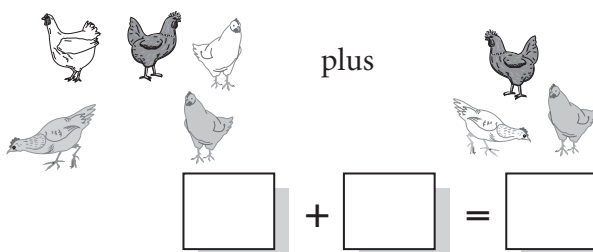
e) Complete the addition.



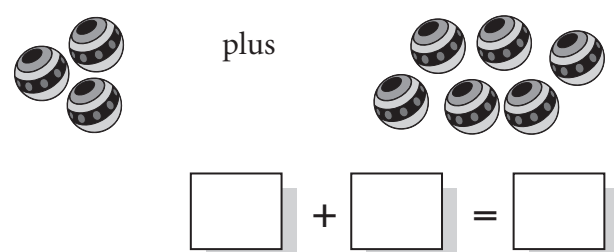
f) Complete the addition.



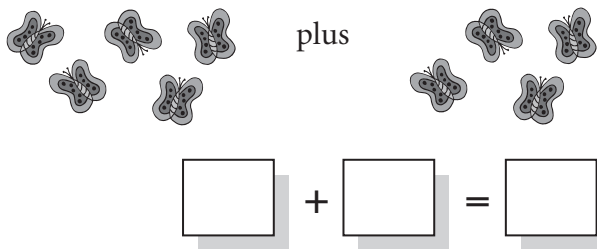
g) Complete the addition.



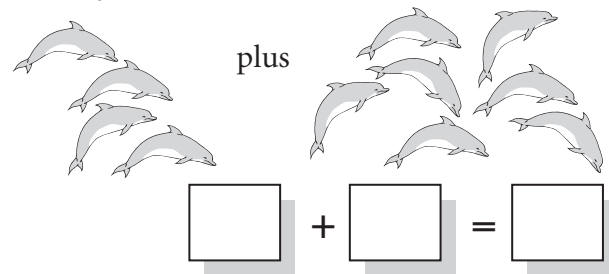
h) Complete the addition.



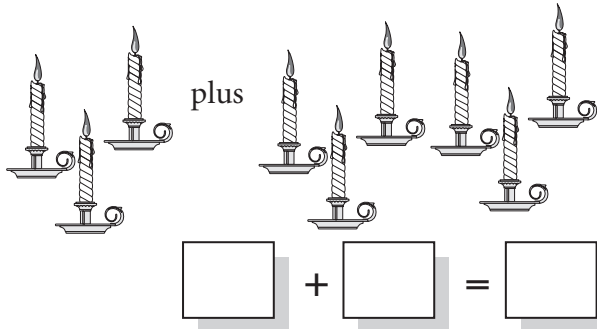
i) Complete the addition.



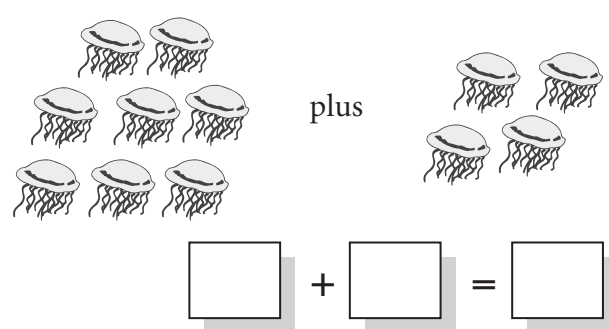
j) Complete the addition.



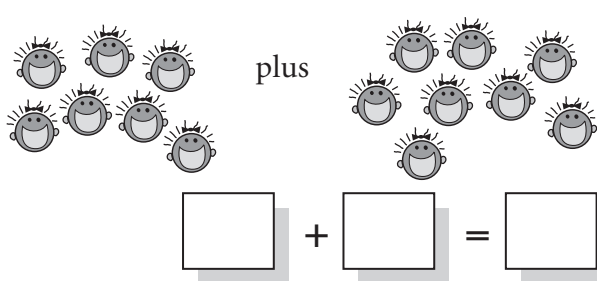
k) Complete the addition.



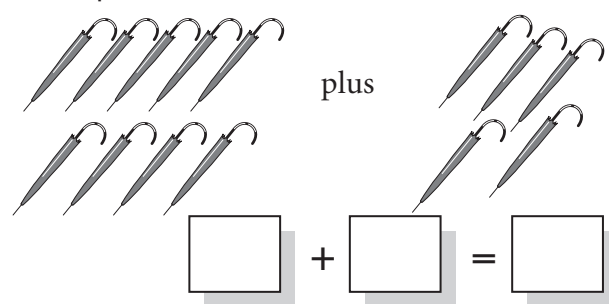
l) Complete the addition.



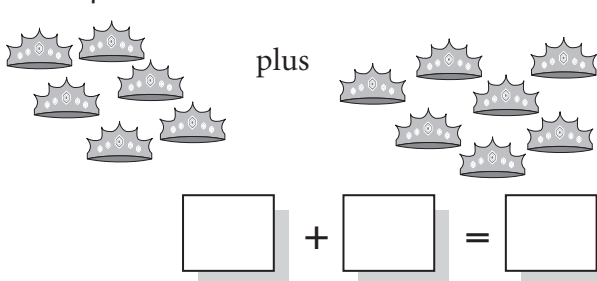
m) Complete the addition.



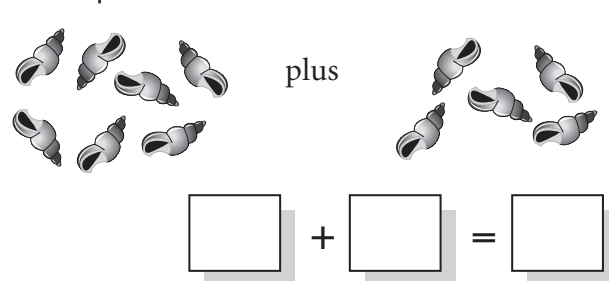
n) Complete the addition.



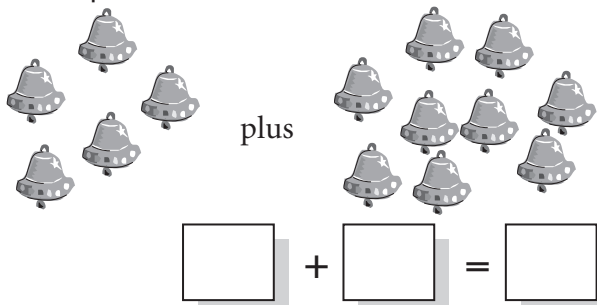
o) Complete the addition.



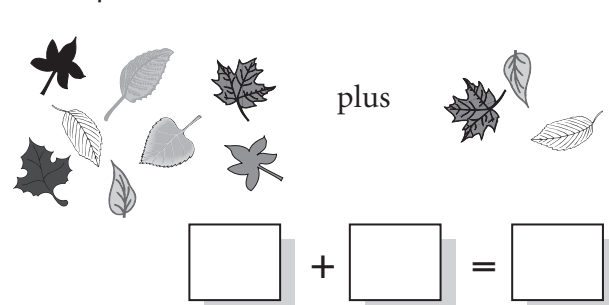
p) Complete the addition.



q) Complete the addition.



r) Complete the addition.



Numbers that add to 10:

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

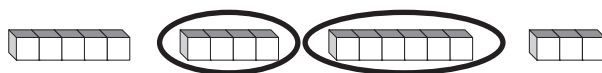
Q. Circle two blocks that add to 10.



A. The blocks are in order, 9, 4, 7 and 1.

The blocks are in order, 9, 4, 7 and 1.
 $9 + 1 = 10$

a) Circle two blocks that add to 10.



b) Circle two blocks that add to 10.



c) Circle two blocks that add to 10.



d) Circle two blocks that add to 10.



e) Circle two blocks that add to 10.



f) Circle two blocks that add to 10.



g) Circle two blocks that add to 10.



h) Circle two blocks that add to 10.



i) Draw lines to join pairs of numbers that add to 10.

2	5	1	7	4
3	6	9	5	8

j) Draw lines to join pairs of numbers that add to 10.

5	3	9	8	6
4	7	5	2	1

k) Draw lines to join pairs of numbers that add to 10.

7	4	5	2	1
6	9	3	8	5

l) Draw lines to join pairs of numbers that add to 10.

4	9	7	8	5
3	6	5	1	2

Skill 2.2 Recognising pairs of numbers that add to 10 (2).

MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

- m) Draw lines to join pairs of numbers that add to 10.

1	2	5	6	7
9	3	8	5	4

- n) Draw lines to join pairs of numbers that add to 10.

6	1	3	5	2
5	4	9	8	7

- o) Draw lines to join pairs of numbers that add to 10.

5	3	9	8	6
4	7	5	2	1

- p) Draw lines to join pairs of numbers that add to 10.

8	3	5	1	6
7	4	9	2	5

- q) Draw lines to join pairs of numbers that add to 10.

2	9	7	4	5
1	8	5	3	6

- r) Draw lines to join pairs of numbers that add to 10.

7	5	1	6	2
9	4	3	5	8

- s) Draw lines to join pairs of numbers that add to 10.

5	7	4	2	1
6	9	8	5	3

- t) Draw lines to join pairs of numbers that add to 10.

6	3	9	5	8
4	7	1	2	5

- u) Draw lines to join pairs of numbers that add to 10.

9	6	5	8	3
4	2	1	7	5

- v) Draw lines to join pairs of numbers that add to 10.

4	7	8	9	5
2	5	1	3	6

Skill 2.3 Adding numbers by first making 10 (1).

MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

- Recognise the pair of numbers that add to 10.

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

- Add the remaining number to 10.

- Q. Circle the numbers that make 10, then add.

A. $\textcircled{2} + 7 + \textcircled{8} = 17$

$$2 + 7 + 8 = \boxed{}$$

$$\begin{aligned} 2 + 8 &= 10 \\ 10 + 7 &= 17 \end{aligned}$$

- a) Circle the numbers that make 10, then add.

$$\textcircled{3} + 6 + \textcircled{7} = \boxed{16}$$

- b) Circle the numbers that make 10, then add.

$$5 + 9 + 5 = \boxed{}$$

- c) Circle the numbers that make 10, then add.

$$8 + 4 + 6 = \boxed{}$$

- d) Circle the numbers that make 10, then add.

$$1 + 9 + 3 = \boxed{}$$

- e) Circle the numbers that make 10, then add.

$$7 + 9 + 1 = \boxed{}$$

- f) Circle the numbers that make 10, then add.

$$8 + 5 + 2 = \boxed{}$$

- g) Circle the numbers that make 10, then add.

$$6 + 4 + 3 = \boxed{}$$

- h) Circle the numbers that make 10, then add.

$$7 + 1 + 3 = \boxed{}$$

- i) Circle the numbers that make 10, then add.

$$4 + 5 + 5 = \boxed{}$$

- j) Circle the numbers that make 10, then add.

$$2 + 8 + 6 = \boxed{}$$

- k) Circle the numbers that make 10, then add.

$$7 + 8 + 3 = \boxed{}$$

- l) Circle the numbers that make 10, then add.

$$4 + 6 + 9 = \boxed{}$$

Skill 2.3 Adding numbers by first making 10 (2).MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

- m)** Circle the numbers that make 10, then add.

$$1 + 6 + 2 + 9 = \boxed{18}$$

- n)** Circle the numbers that make 10, then add.

$$5 + 4 + 5 + 3 = \boxed{}$$

- o)** Circle the numbers that make 10, then add.

$$3 + 9 + 4 + 6 = \boxed{}$$

- p)** Circle the numbers that make 10, then add.

$$4 + 9 + 6 + 9 = \boxed{}$$

- q)** Circle the numbers that make 10, then add.

$$6 + 5 + 8 + 5 = \boxed{}$$

- r)** Circle the numbers that make 10, then add.

$$2 + 7 + 6 + 8 = \boxed{}$$

- s)** Circle the numbers that make 10, then add.

$$6 + 7 + 3 + 8 = \boxed{}$$

- t)** Circle the numbers that make 10, then add.

$$3 + 4 + 6 + 9 = \boxed{}$$

- u)** Circle the numbers that make 10, then add.

$$8 + 9 + 7 + 1 = \boxed{}$$

- v)** Circle the numbers that make 10, then add.

$$6 + 5 + 5 + 6 = \boxed{}$$

- w)** Circle the numbers that make 10, then add.

$$5 + 3 + 8 + 7 = \boxed{}$$

- x)** Circle the numbers that make 10, then add.

$$6 + 8 + 5 + 2 = \boxed{}$$

- y)** Circle the numbers that make 10, then add.

$$4 + 9 + 1 + 8 = \boxed{}$$

- z)** Circle the numbers that make 10, then add.

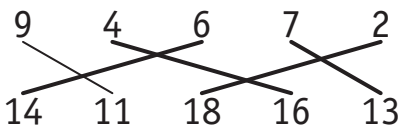
$$7 + 9 + 3 + 5 = \boxed{}$$

Numbers that add to 20:

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

Q. Draw lines to join pairs of numbers that add to 20.

9	4	6	7	2
14	11	18	16	13

A. 

$$4 + 16 = 20$$

$$6 + 14 = 20$$

$$7 + 13 = 20$$

$$2 + 18 = 20$$

a) Draw lines to join pairs of numbers that add to 20.

11	15	20	19	12
0	9	8	5	1

b) Draw lines to join pairs of numbers that add to 20.

3	10	7	4	2
16	18	10	13	17

c) Draw lines to join pairs of numbers that add to 20.

13	17	14	16	18
2	3	7	6	4

d) Draw lines to join pairs of numbers that add to 20.

9	6	8	1	5
14	19	15	11	12

e) Draw lines to join pairs of numbers that add to 20.

12	14	20	17	15
8	0	5	6	3

f) Draw lines to join pairs of numbers that add to 20.

8	2	10	4	3
16	12	17	18	10

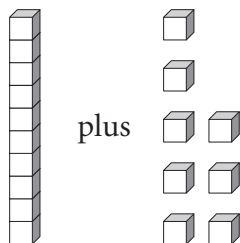
To add 10

- Count the tens and then add the units.
- OR
- Add a 1 to the tens place.
 - Keep the other digits unchanged.

To add 100

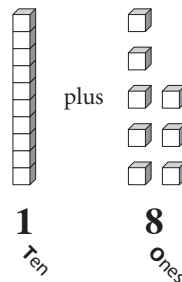
- Count the hundreds and the tens, and then add the units.
- OR
- Add a 1 to the hundreds place
 - Keep the other digits unchanged.

Q. Complete the addition.

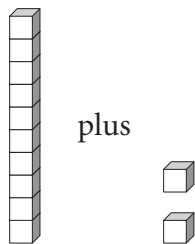


$$10 + 8 = \boxed{}$$

A. $10 + 8 = 18$

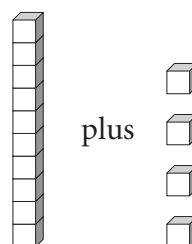


a) Complete the addition.



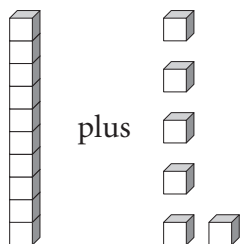
$$10 + 2 = \boxed{12}$$

b) Complete the addition.



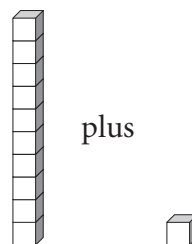
$$10 + 4 = \boxed{}$$

c) Complete the addition.



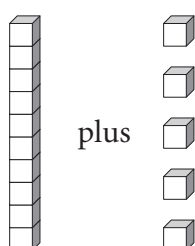
$$10 + 6 = \boxed{}$$

d) Complete the addition.



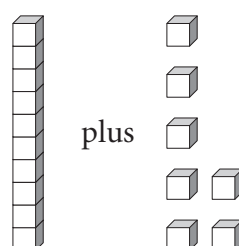
$$10 + 1 = \boxed{}$$

e) Complete the addition.



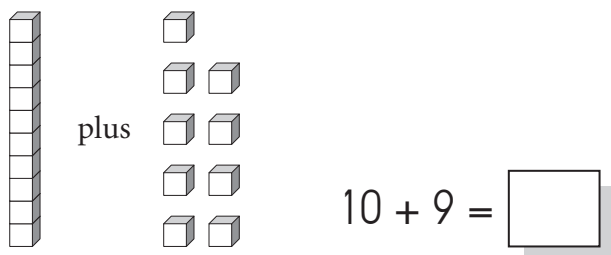
$$10 + 5 = \boxed{}$$

f) Complete the addition.

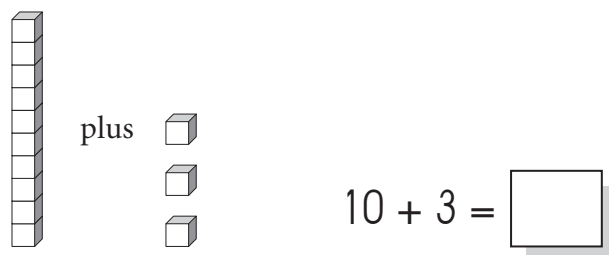


$$10 + 7 = \boxed{}$$

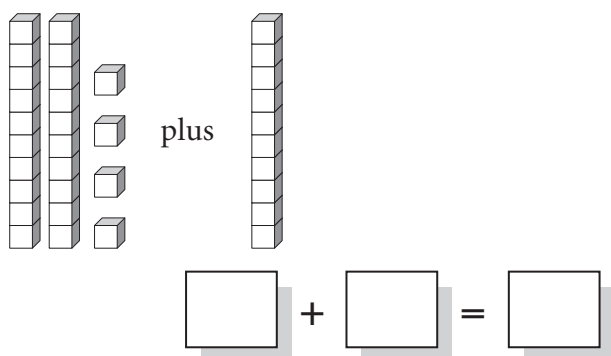
g) Complete the addition.



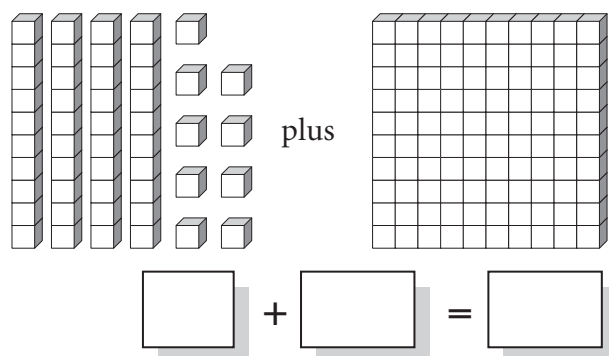
h) Complete the addition.



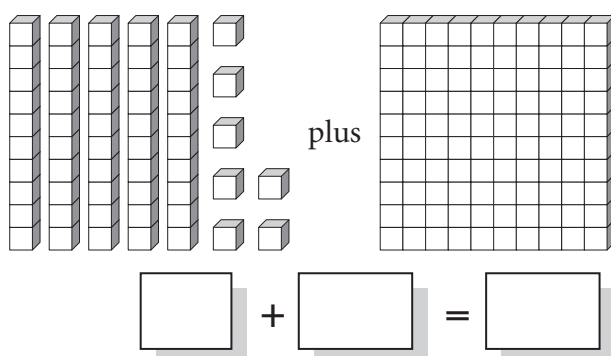
i) Complete the addition.



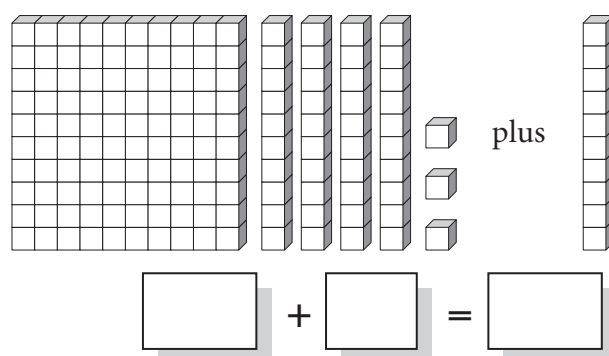
j) Complete the addition.



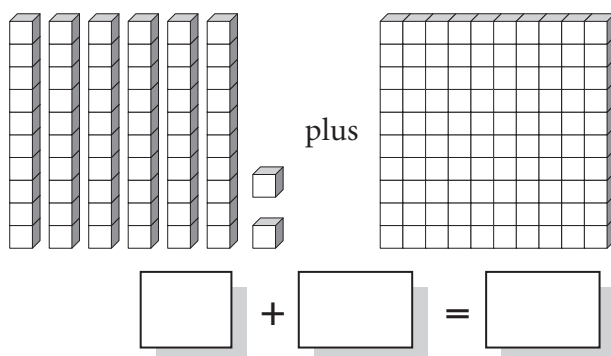
k) Complete the addition.



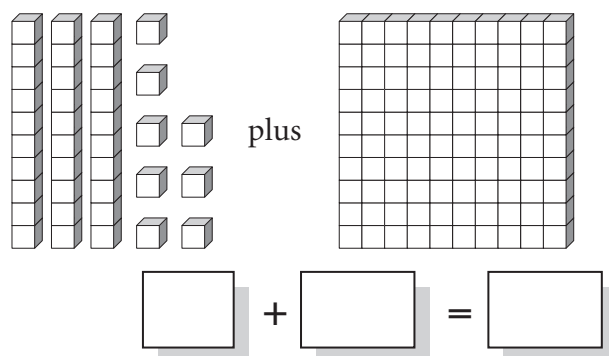
l) Complete the addition.



m) Complete the addition.



n) Complete the addition.

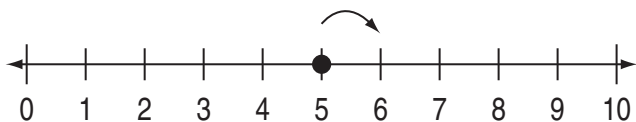


Skill 2.6 Adding the numbers from 1 to 10 by counting forwards on a number line (1).

MM2.2 11 22 33 44
MM3.1 11 22 33 44

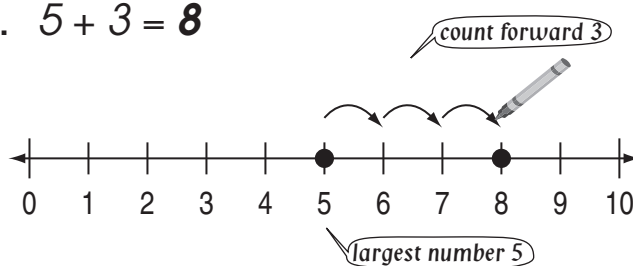
- Mark the largest number in the sum on the number line.
- Use your pencil to count forwards the smallest number.

Q.



$$5 + 3 = \boxed{}$$

A. $5 + 3 = 8$

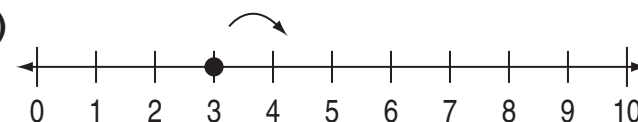


a)



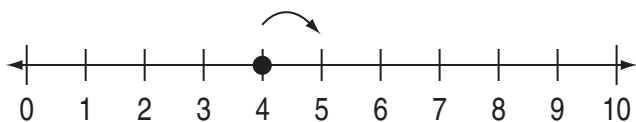
$$6 + 2 = \boxed{8}$$

b)



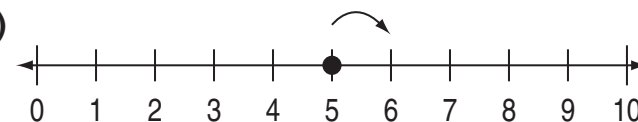
$$3 + 3 = \boxed{}$$

c)



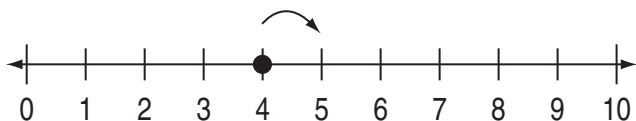
$$2 + 4 = \boxed{}$$

d)



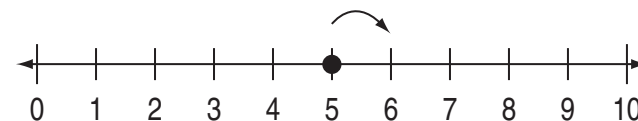
$$5 + 4 = \boxed{}$$

e)



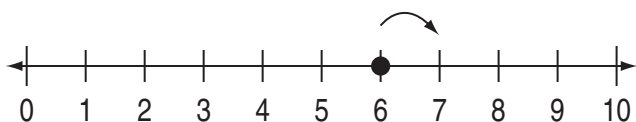
$$4 + 3 = \boxed{}$$

f)



$$2 + 5 = \boxed{}$$

g)



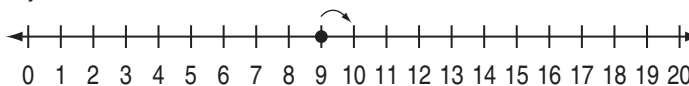
$$2 + 6 = \boxed{}$$

h)



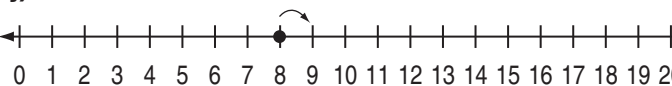
$$6 + 4 = \boxed{}$$

i)



$$7 + 9 = \boxed{}$$

j)

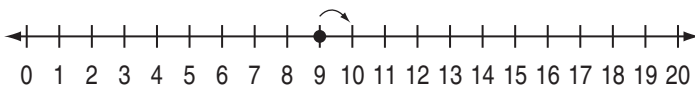


$$8 + 6 = \boxed{}$$

Skill 2.6 Adding the numbers from 1 to 10 by counting forwards on a number line (2).

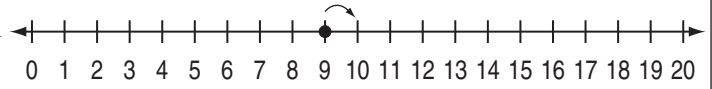
MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

k)



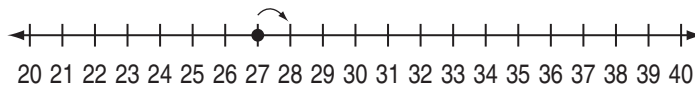
$$9 + 9 = \boxed{}$$

l)



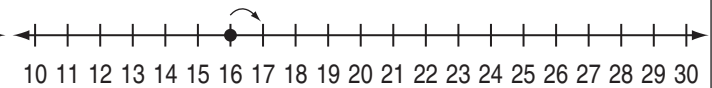
$$8 + 9 = \boxed{}$$

m)



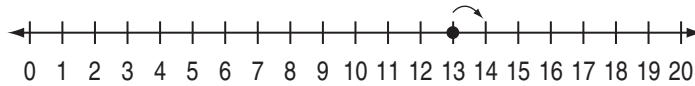
$$7 + 27 = \boxed{}$$

n)



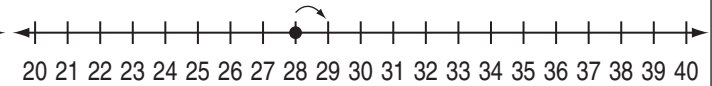
$$16 + 8 = \boxed{}$$

o)



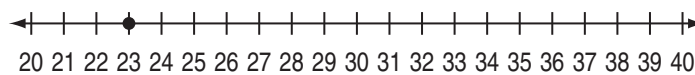
$$6 + 13 = \boxed{}$$

p)



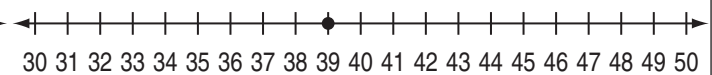
$$28 + 5 = \boxed{}$$

q)



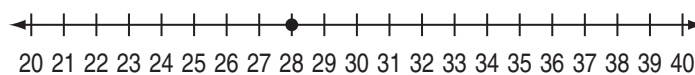
$$9 + 23 = \boxed{}$$

r)



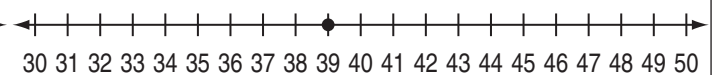
$$39 + 6 = \boxed{}$$

s)



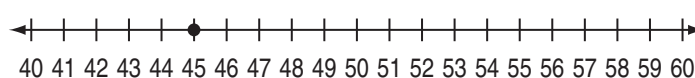
$$28 + 7 = \boxed{}$$

t)



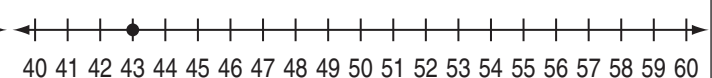
$$8 + 39 = \boxed{}$$

u)



$$6 + 45 = \boxed{}$$

v)



$$43 + 9 = \boxed{}$$

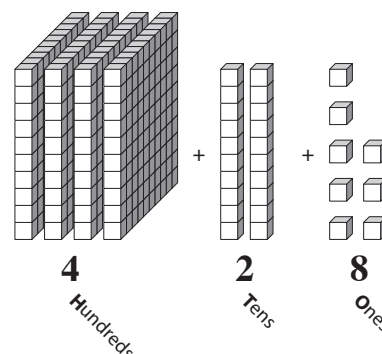
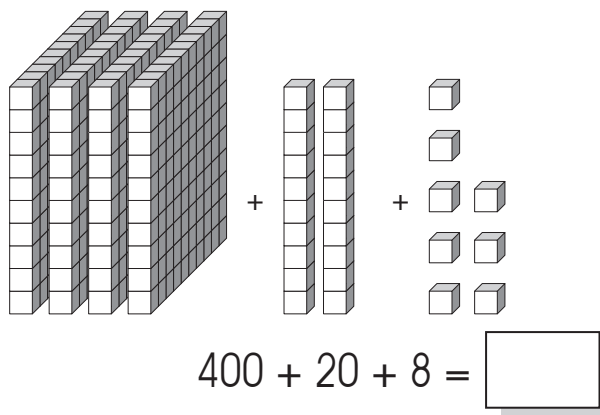
Skill 2.7 Adding numbers by using base 10 blocks (1).

MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

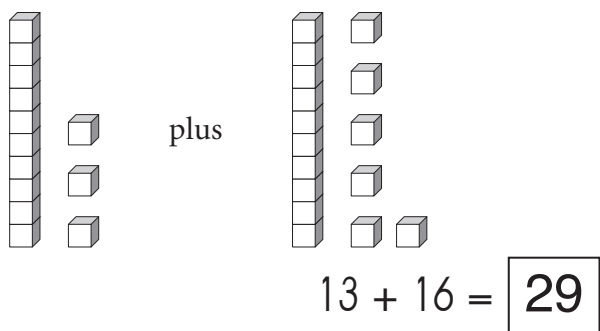
- Write the total number of 10×10 blocks in the hundreds place.
- Write the total number of 1×10 blocks in the tens place.
- Write the total number of minis in the ones place.

Q. Complete the addition.

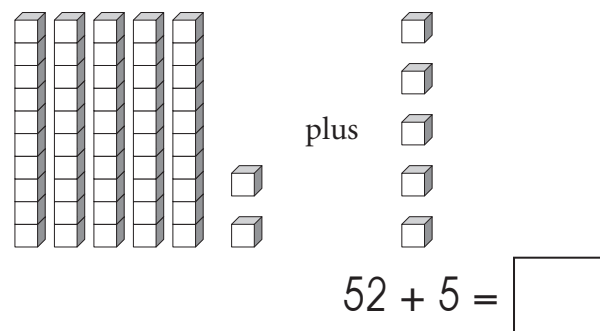
A. $400 + 20 + 8 = 428$



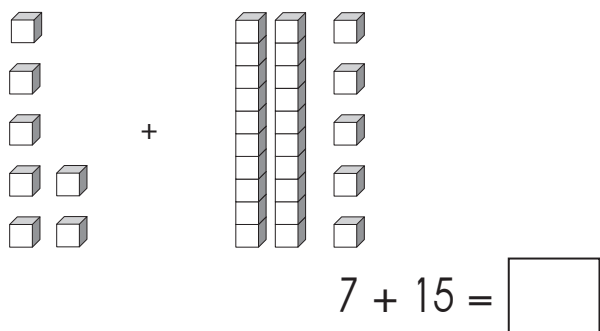
a) Complete the addition.



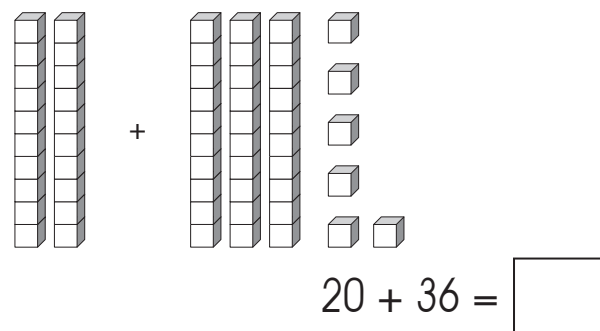
b) Complete the addition.



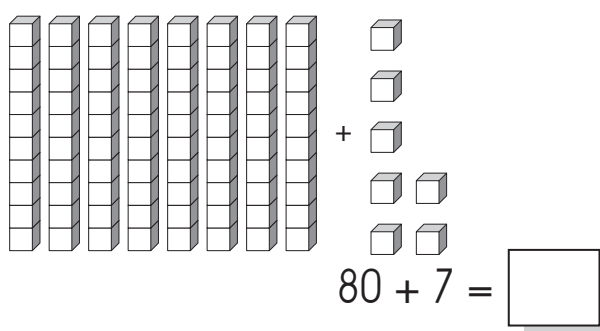
c) Complete the addition.



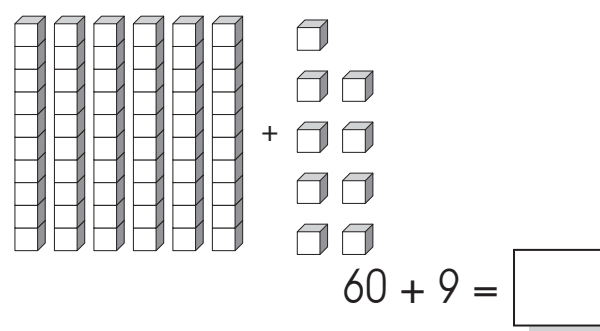
d) Complete the addition.



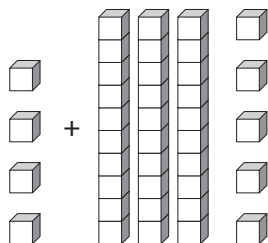
e) Complete the addition.



f) Complete the addition.

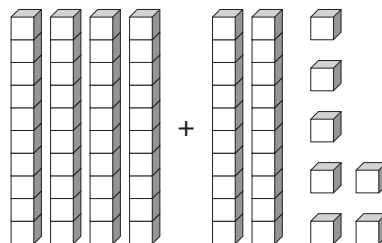


g) Complete the addition.



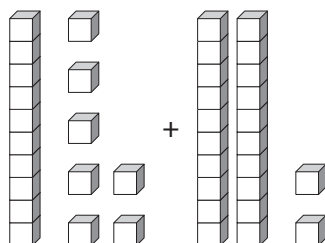
$$4 + 35 = \boxed{}$$

h) Complete the addition.



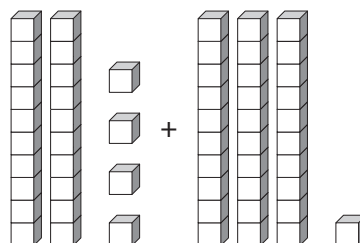
$$40 + 27 = \boxed{}$$

i) Complete the addition.



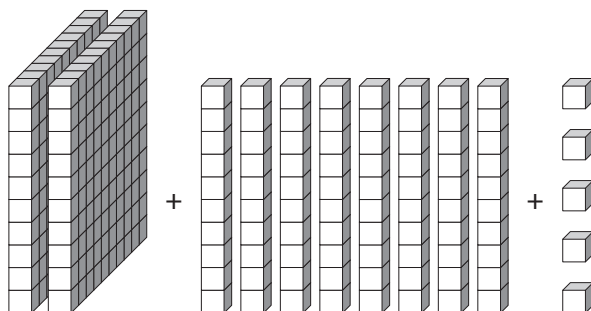
$$17 + 22 = \boxed{}$$

j) Complete the addition.



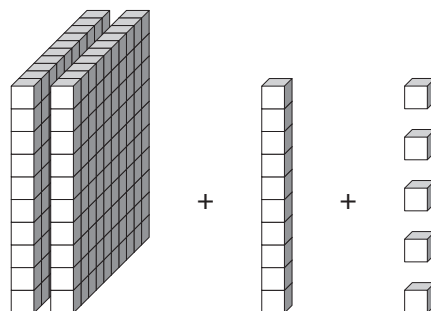
$$24 + 31 = \boxed{}$$

k) Complete the addition.



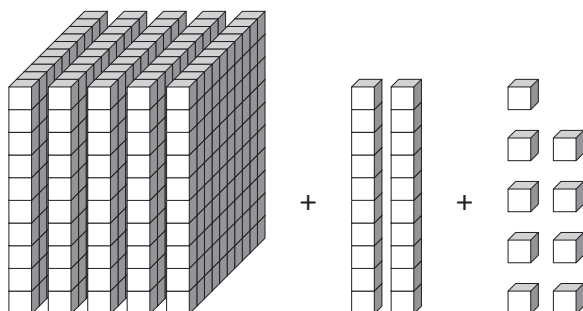
$$200 + 80 + 5 = \boxed{}$$

l) Complete the addition.



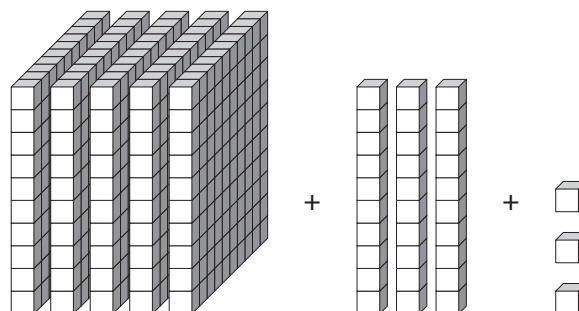
$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

m) Complete the addition.



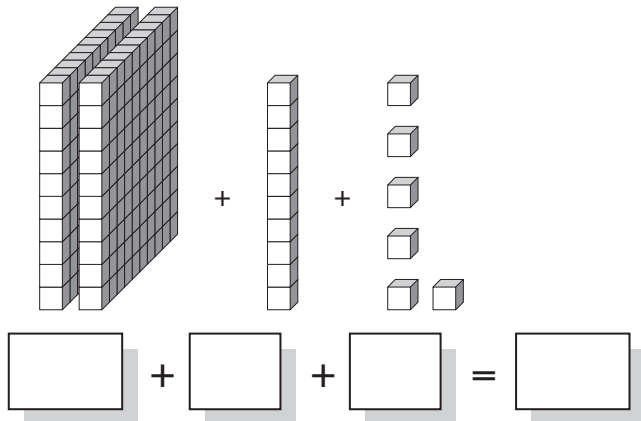
$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

n) Complete the addition.

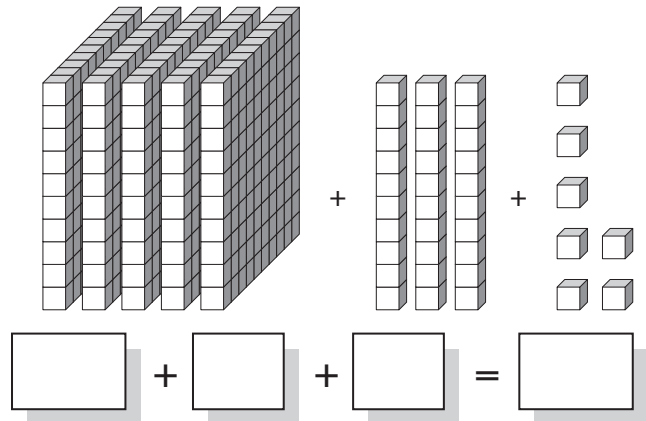


$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

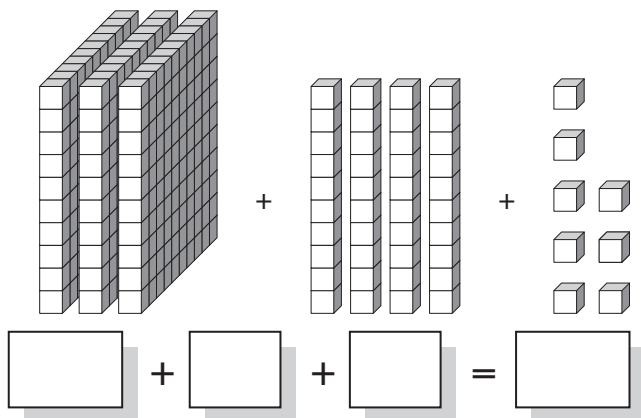
o) Complete the addition.



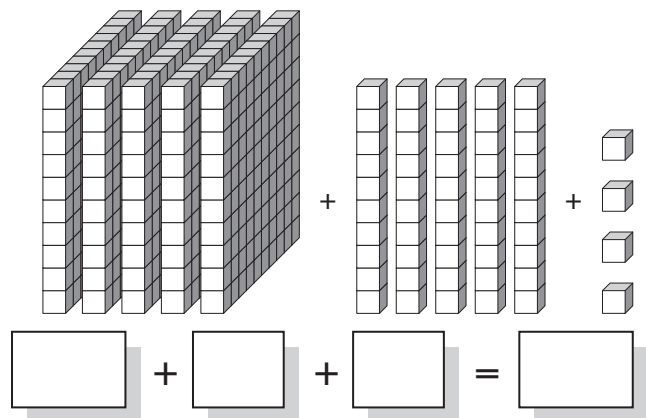
p) Complete the addition.



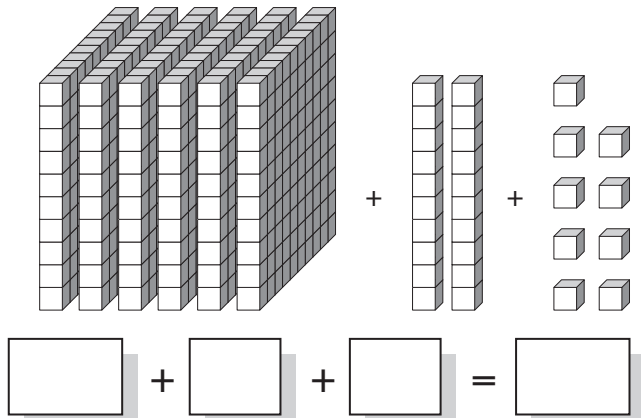
q) Complete the addition.



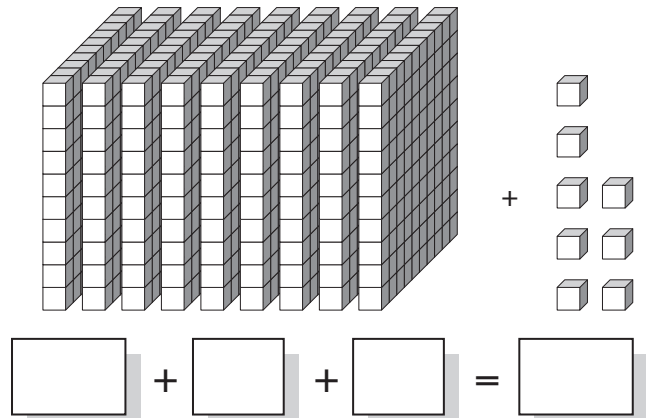
r) Complete the addition.



s) Complete the addition.



t) Complete the addition.



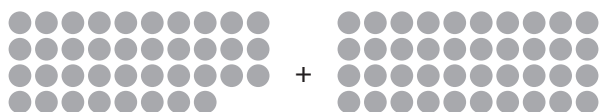
Skill 2.8 Completing addition number sentences by using base 10 representation.

MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

- Count by 10s the number of dots on each side of the number sentence.
- Add the totals.

Q. Complete the number sentence.

A. $38 + 41 = 79$



$$38 + \boxed{} = \boxed{}$$

a) Complete the number sentence.



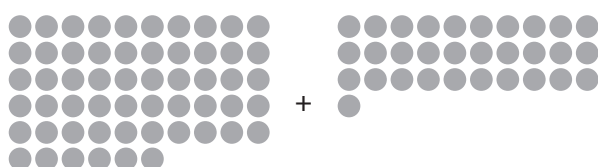
$$\boxed{16} + 30 = \boxed{46}$$

b) Complete the number sentence.



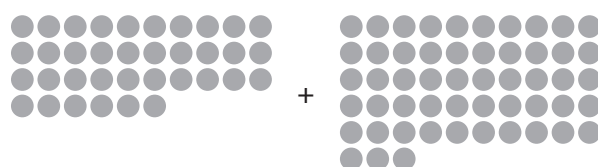
$$27 + \boxed{} = \boxed{}$$

c) Complete the number sentence.



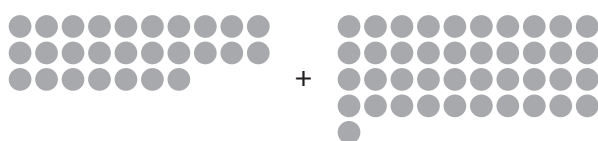
$$\boxed{} + 31 = \boxed{}$$

d) Complete the number sentence.



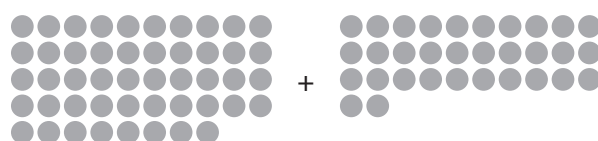
$$\boxed{} + 53 = \boxed{}$$

e) Complete the number sentence.



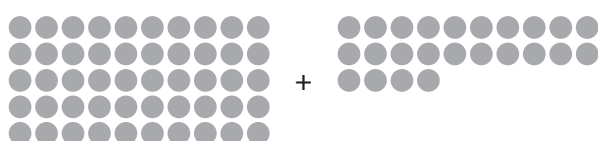
$$27 + \boxed{} = \boxed{}$$

f) Complete the number sentence.



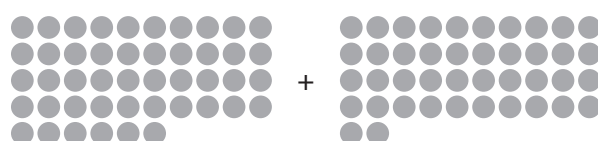
$$\boxed{} + 32 = \boxed{}$$

g) Complete the number sentence.



$$50 + \boxed{} = \boxed{}$$

h) Complete the number sentence.



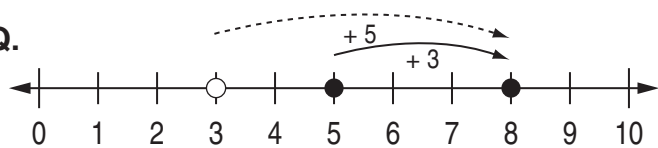
$$46 + \boxed{} = \boxed{}$$

Skill 2.9 Modelling the commutative property for addition on a number line.

MM2.2 11 22 33 44
MM3.1 11 22 33 44

- Use the number line to check both sums.
 - Find the missing number from the other side of the sum.
- Hint: When adding two numbers, the order of the numbers can be reversed.*

Q.



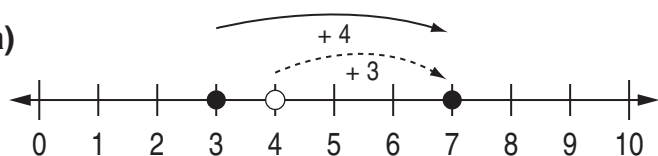
$$5 + 3 = 3 + \boxed{}$$

A. $5 + 3 = 3 + 5$

$$5 + 3 = 8$$

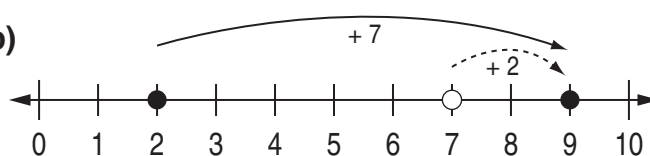
$$3 + 5 = 8$$

a)



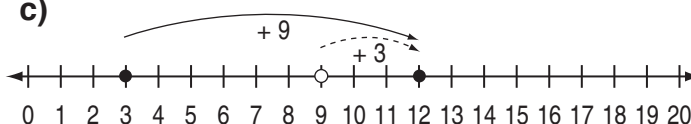
$$3 + 4 = \boxed{4} + 3$$

b)



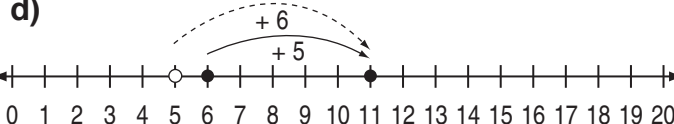
$$2 + 7 = 7 + \boxed{}$$

c)



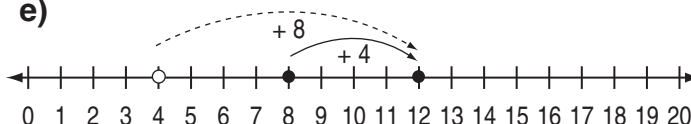
$$\boxed{} + 3 = 3 + 9$$

d)



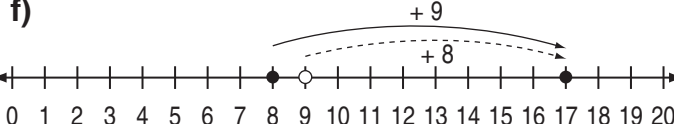
$$6 + 5 = \boxed{} + 6$$

e)



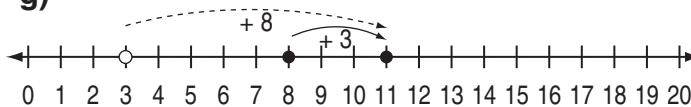
$$\boxed{} + 8 = 8 + 4$$

f)



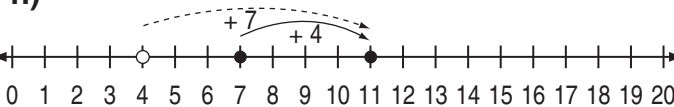
$$\boxed{} + 8 = 8 + 9$$

g)



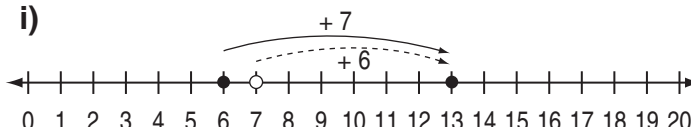
$$8 + 3 = \boxed{} + 8$$

h)



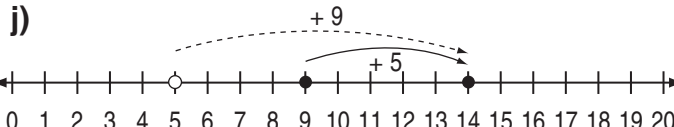
$$4 + \boxed{} = 7 + 4$$

i)



$$\boxed{} + 6 = 6 + 7$$

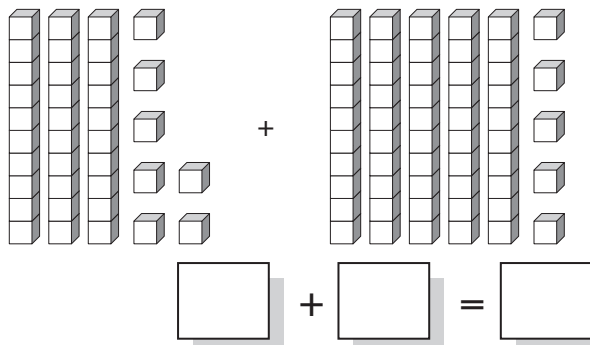
j)

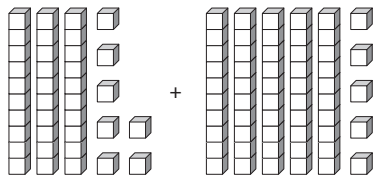


$$\boxed{} + 9 = 9 + 5$$

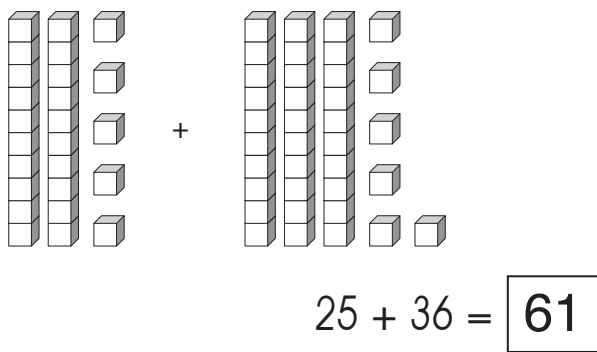
- Count the tens and ones on the first side of the number sentence.
- Count the tens and ones on the second side of the number sentence, and count the totals.

Q. Complete the addition.

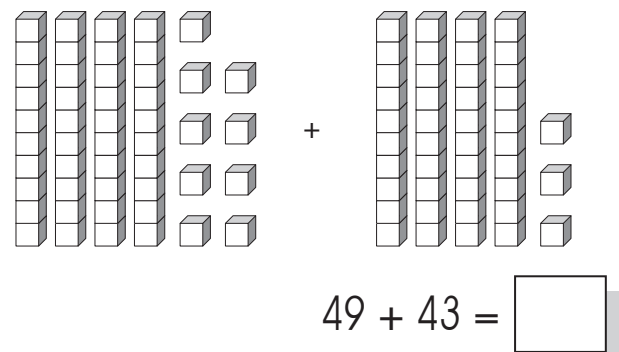


A.  $30 + 50 = 80$
 $7 + 5 = 12$
 $80 + 12 = 92$
 $37 + 55 = 92$

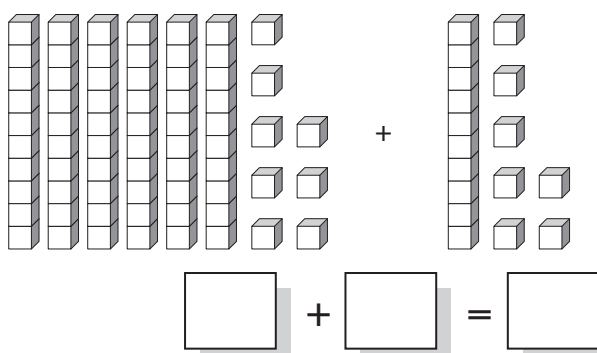
a) Complete the addition.



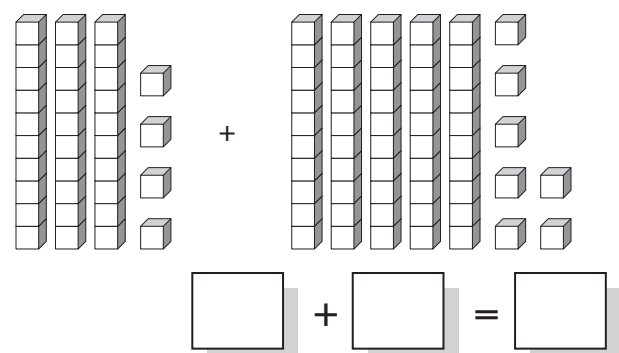
b) Complete the addition.



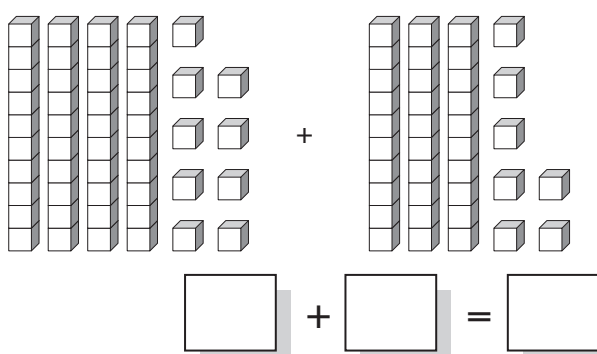
c) Complete the addition.



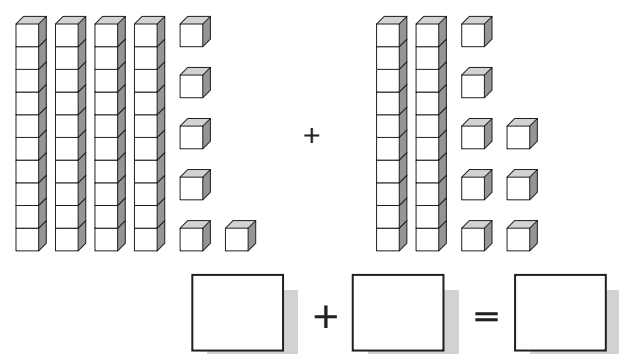
d) Complete the addition.



e) Complete the addition.



f) Complete the addition.



Skill 2.11 Subtracting the numbers from 1 to 10 represented by pictures, by counting back (1).

MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

- Look at the number you need to subtract.
- Cross this amount.
- Count the remaining objects to complete the subtraction.

q. Take away 4.

A. $7 - 4 = 3$



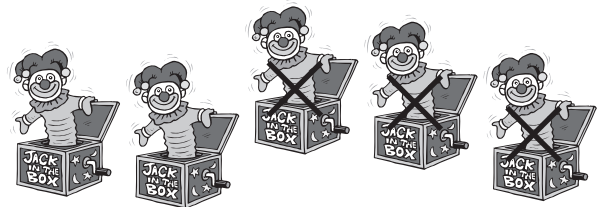
- =

a) Complete the subtraction.



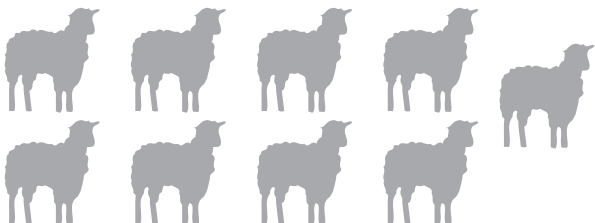
$6 - 2 =$

b) Complete the subtraction.



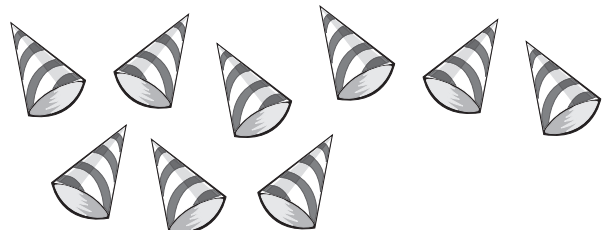
$5 - 3 =$

c) Complete the subtraction.



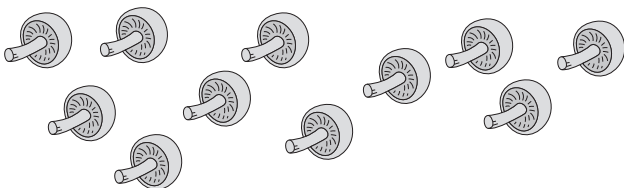
$9 - 3 =$

d) Complete the subtraction.



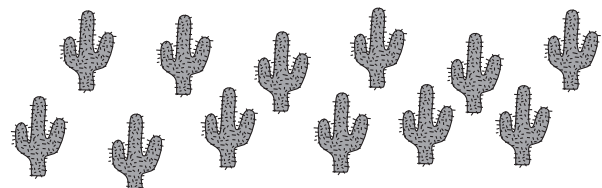
$9 - 8 =$

e) Take away 8.



$11 - 8 =$

f) Take away 7.



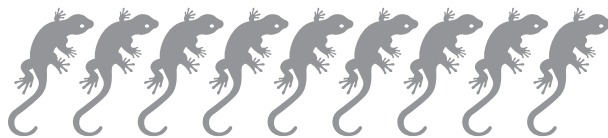
$12 - 7 =$

g) Take away 5.



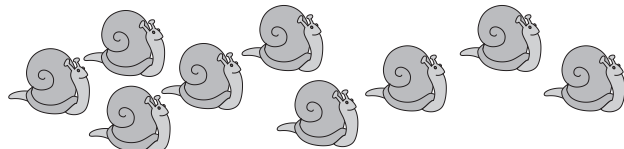
$$\square - \square = \square$$

h) Take away 6.



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

i) Take away 3.



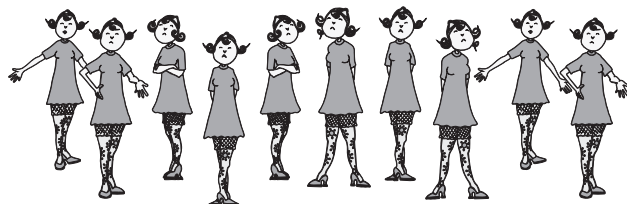
$$\square - \square = \square$$

j) Take away 4.



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

k) Take away 7.



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

l) Take away 6.



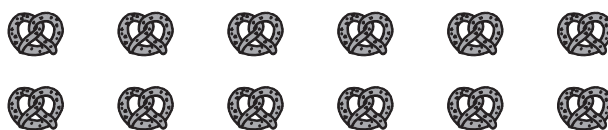
$$\square - \square = \square$$

m) Take away 6.



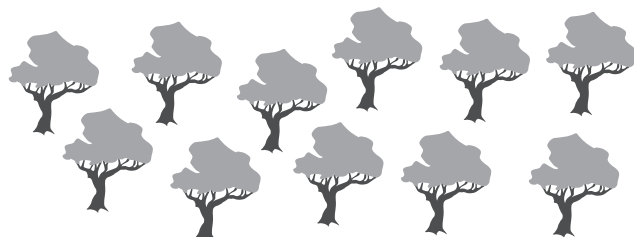
$$\square - \square = \square$$

n) Take away 8.



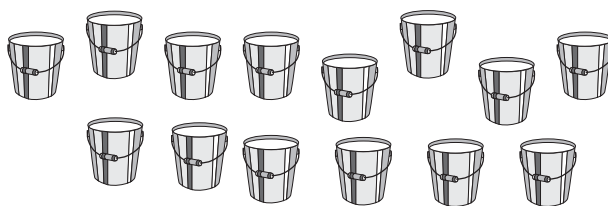
$$\square - \square = \square$$

o) Take away 2.



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

p) Take away 9.



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

Skill 2.12 Subtracting 1-digit and 2-digit numbers by using base 10 blocks, no trading (1).

MM2.2 11 22 33 44
MM3.1 11 22 33 44

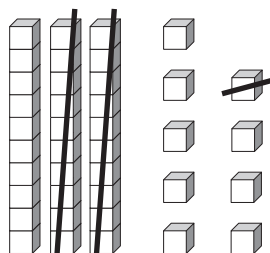
EITHER

- Count the total number of blocks.
- Cross off the number of blocks to be subtracted.
- Count the remaining blocks to complete the subtraction.

OR

- Count the total number of blocks. Write your answer in the first box.
- Count the blocks that have been crossed off. Write your answer in the box after the subtraction sign.
- Count the remaining blocks to complete the subtraction.

Q. Complete the subtraction.



$$\boxed{} - \boxed{} = \boxed{}$$

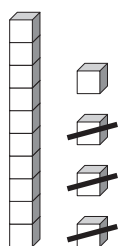
A. $39 - 21 = 18$

The total number of blocks is 39.

The number of blocks that have been crossed off is 21.

The number of remaining blocks is 18.

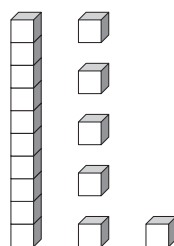
a) Complete the subtraction.



cross off 3 blocks

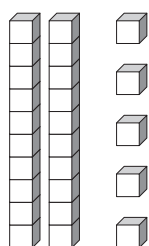
$$14 - 3 = \boxed{11}$$

b) Complete the subtraction.



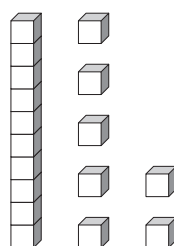
$$16 - 2 = \boxed{}$$

c) Complete the subtraction.



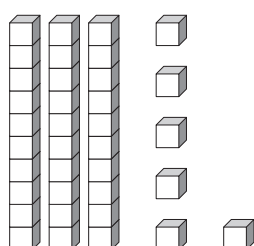
$$25 - 4 = \boxed{}$$

d) Complete the subtraction.



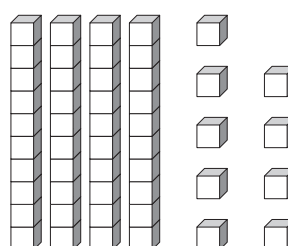
$$17 - 5 = \boxed{}$$

e) Complete the subtraction.



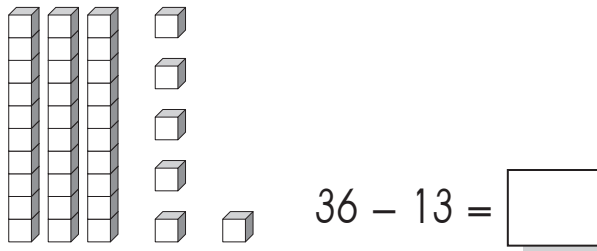
$$36 - 14 = \boxed{}$$

f) Complete the subtraction.



$$49 - 17 = \boxed{}$$

g) Complete the subtraction.



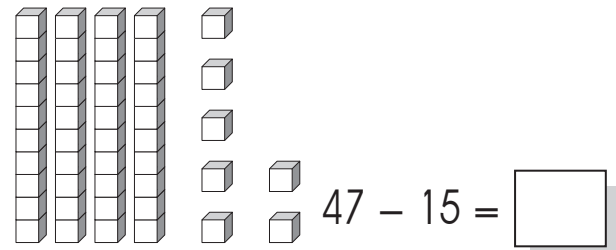
h) Complete the subtraction.



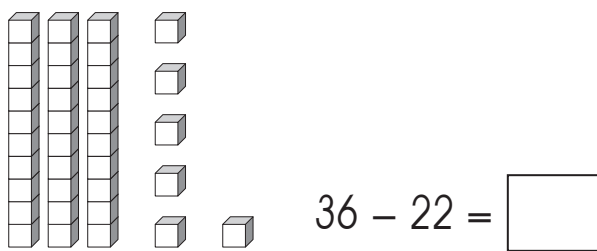
i) Complete the subtraction.



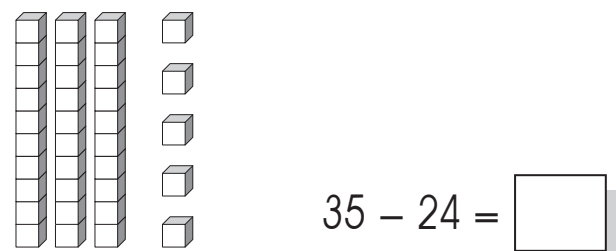
j) Complete the subtraction.



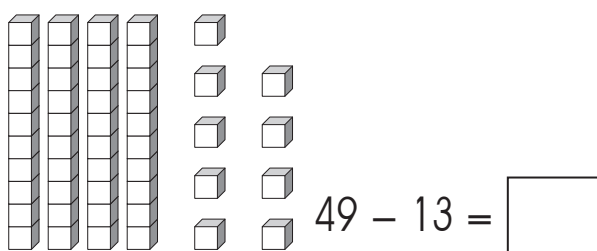
k) Complete the subtraction.



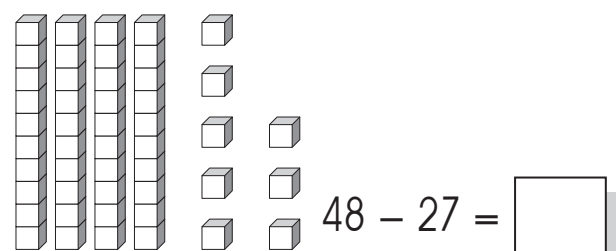
l) Complete the subtraction.



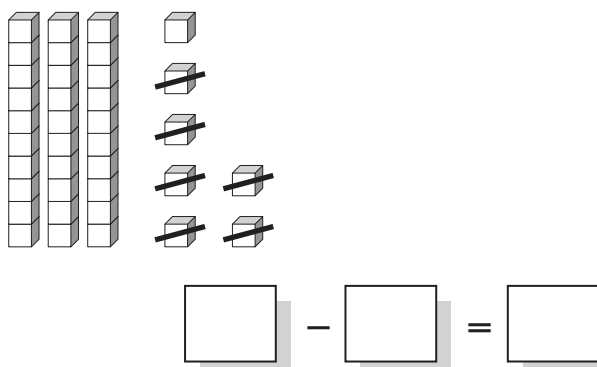
m) Complete the subtraction.



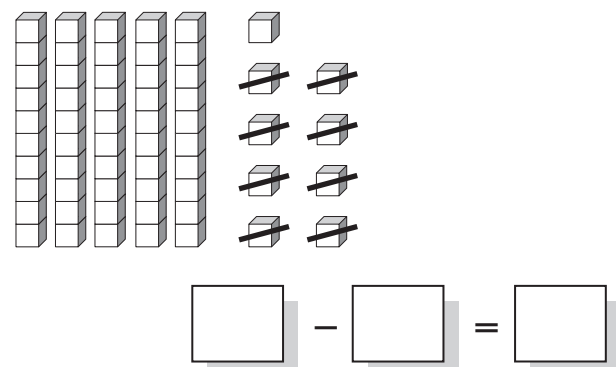
n) Complete the subtraction.



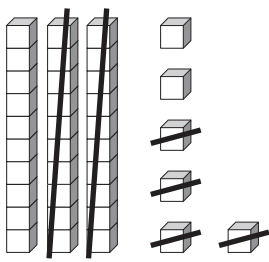
o) Complete the subtraction.



p) Complete the subtraction.

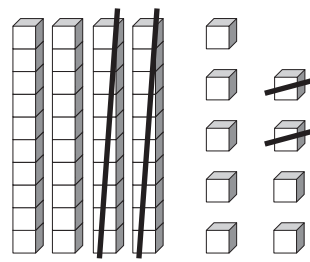


q) Complete the subtraction.



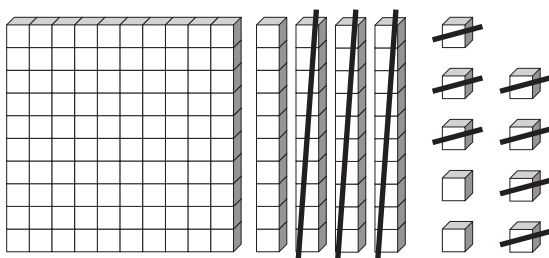
$$\square - \square = \square$$

r) Complete the subtraction.



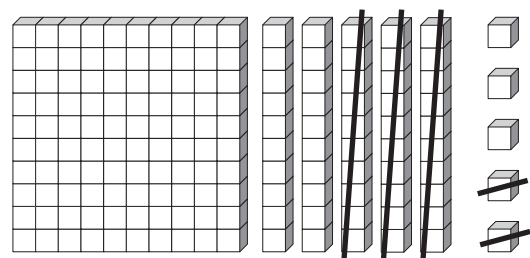
$$\square - \square = \square$$

s) Complete the subtraction.



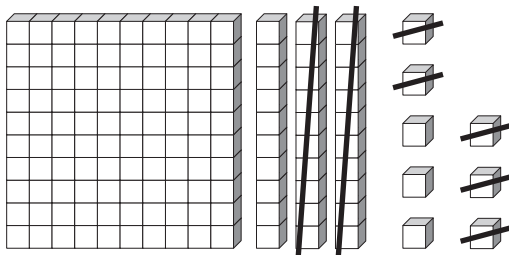
$$\square - \square = \square$$

t) Complete the subtraction.



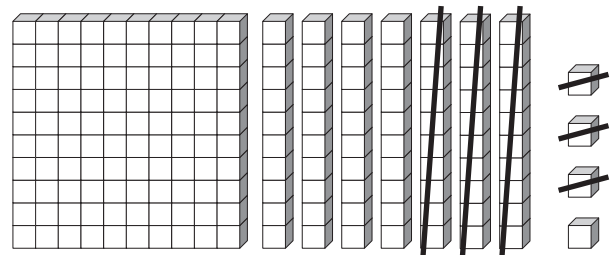
$$\square - \square = \square$$

u) Complete the subtraction.



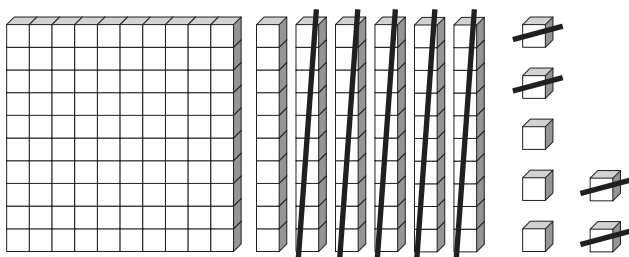
$$\square - \square = \square$$

v) Complete the subtraction.



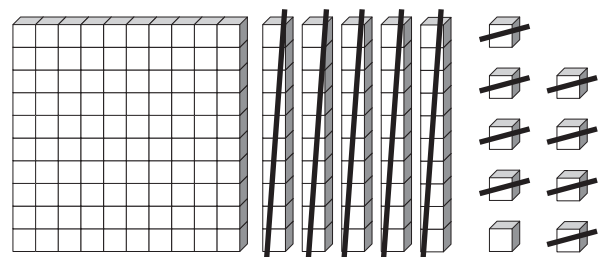
$$\square - \square = \square$$

w) Complete the subtraction.



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

x) Complete the subtraction.



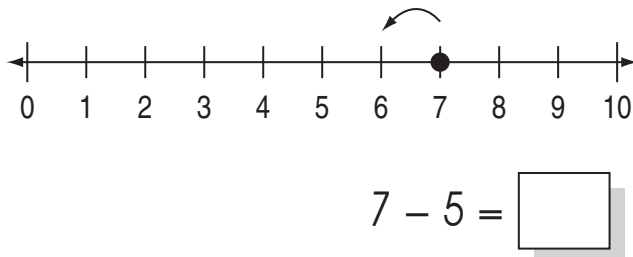
$$\square - \square = \square$$

Skill 2.13 Subtracting the numbers from 1 to 10 by counting backwards on a number line (1).

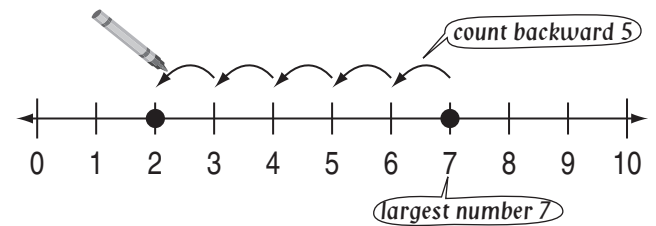
MM2.2 11 22 33 44
MM3.1 11 22 33 44

- Mark the first number in the subtraction on the number line.
- Use your pencil to count backwards the second number.

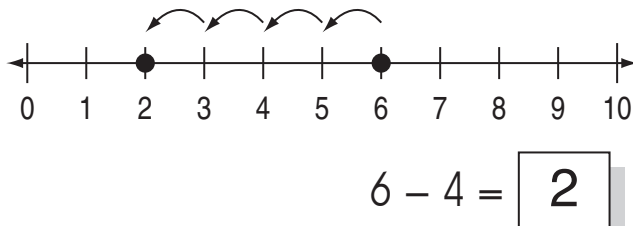
Q.



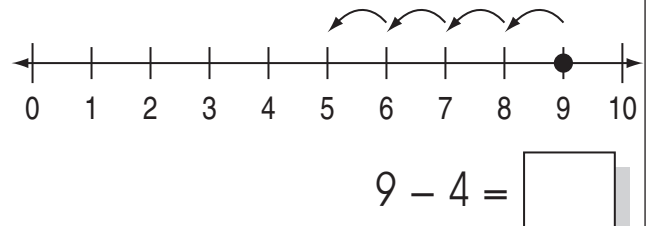
A. $7 - 5 = 2$



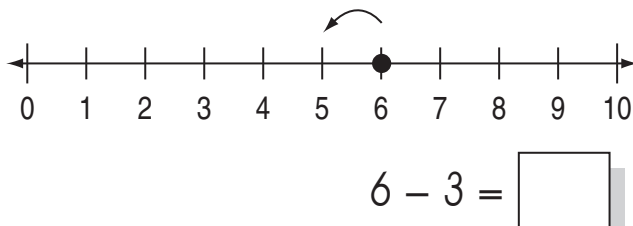
a)



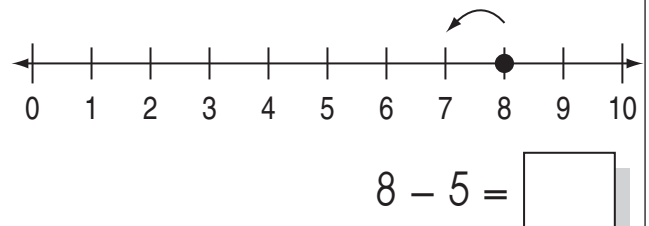
b)



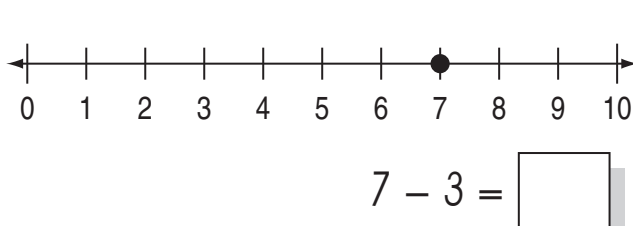
c)



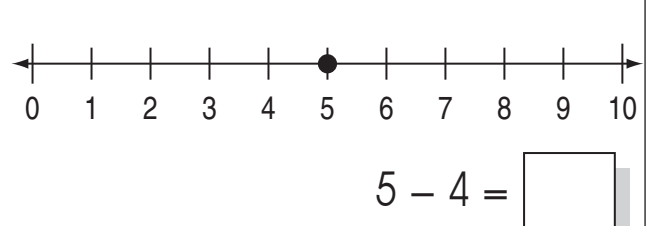
d)



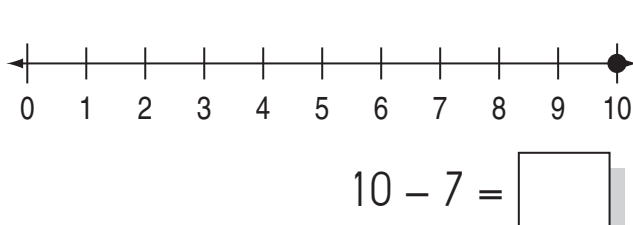
e)



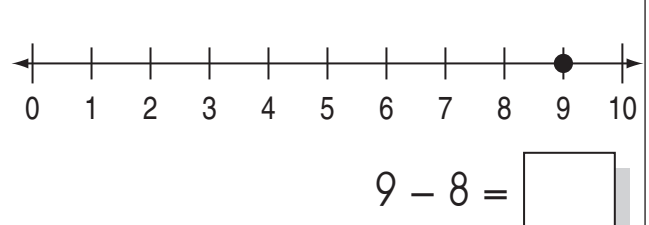
f)



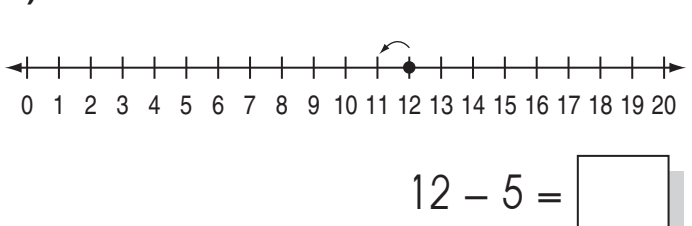
g)



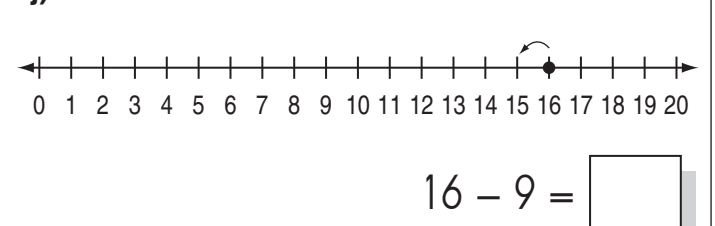
h)



i)



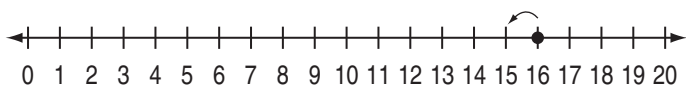
j)



Skill 2.13 Subtracting the numbers from 1 to 10 by counting backwards on a number line (2).

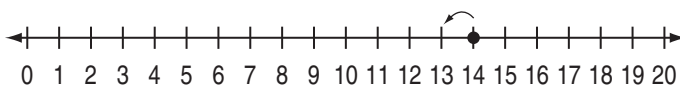
MM2.2 11 22 33 44
MM3.1 11 22 33 44

k)



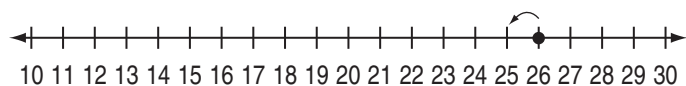
$$16 - 8 = \boxed{}$$

l)



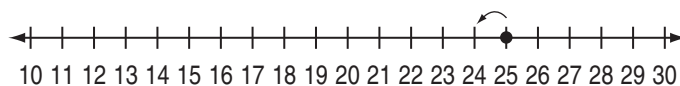
$$14 - 6 = \boxed{}$$

m)



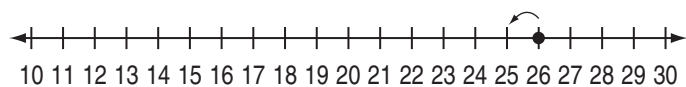
$$26 - 9 = \boxed{}$$

n)



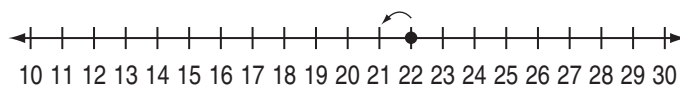
$$25 - 4 = \boxed{}$$

o)



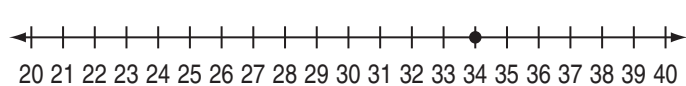
$$26 - 7 = \boxed{}$$

p)



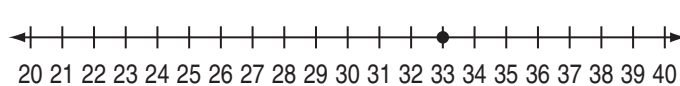
$$22 - 5 = \boxed{}$$

q)



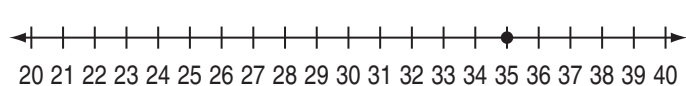
$$34 - 8 = \boxed{}$$

r)



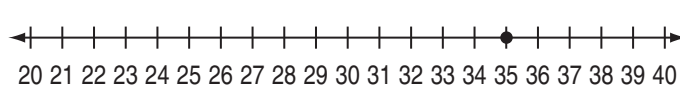
$$33 - 9 = \boxed{}$$

s)



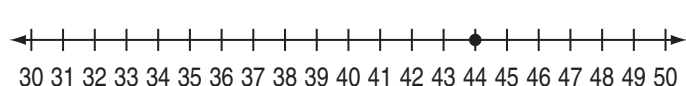
$$35 - 6 = \boxed{}$$

t)



$$35 - 7 = \boxed{}$$

u)



$$44 - 7 = \boxed{}$$

v)



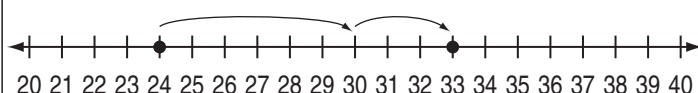
$$41 - 6 = \boxed{}$$

Skill 2.14 Subtracting 1-digit and 2-digit numbers by first building up to the nearest multiple of 10 on a number line (1).

MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

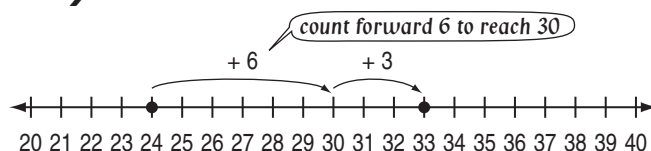
- Mark the smallest number in the subtraction on the number line.
- Count on to the nearest 10.
- Then count on to the total. (Repeat if necessary)
- Add the totals.
- Check the subtraction by counting backwards from the largest number.

Q. How much must be added to 24 to make 33?



$$33 - 24 = \boxed{}$$

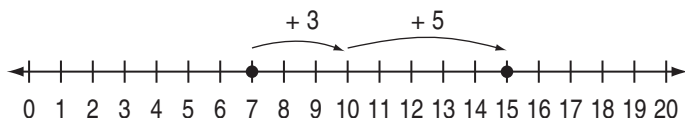
$$\begin{aligned} \text{A. } 33 - 24 \\ &= 6 + 3 \\ &= 9 \end{aligned}$$



6 units from 24 to 30.
3 units from 30 to 33.

Check that counting backwards 9 from 33 is 24.

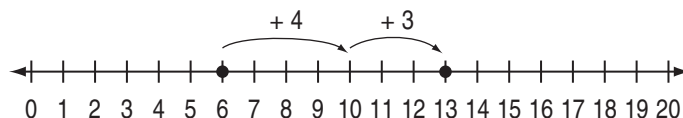
a) How much must be added to 7 to make 15?



$$15 - 7 =$$

$$3 + 5 = \boxed{8}$$

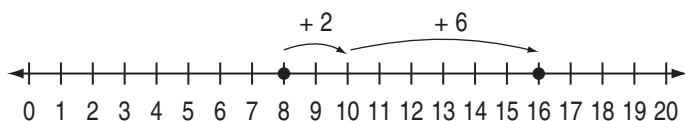
b) How much must be added to 6 to make 13?



$$13 - 6 =$$

$$= \boxed{}$$

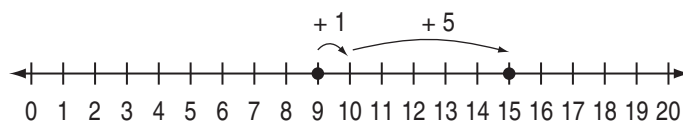
c) How much must be added to 8 to make 16?



$$16 - 8 =$$

$$= \boxed{}$$

d) How much must be added to 9 to make 15?



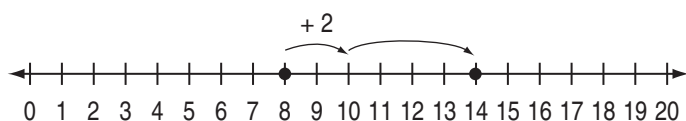
$$15 - 9 =$$

$$= \boxed{}$$

Skill 2.14 Subtracting 1-digit and 2-digit numbers by first building up to the nearest multiple of 10 on a number line (2).

MM2.2 11 22 33 44
MM3.1 11 22 33 44

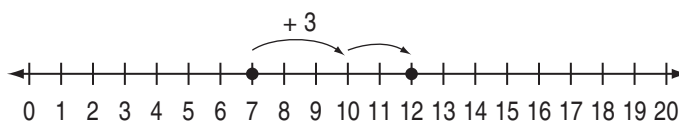
- e) How much must be added to 8 to make 14?



$$14 - 8 =$$

$$= \boxed{}$$

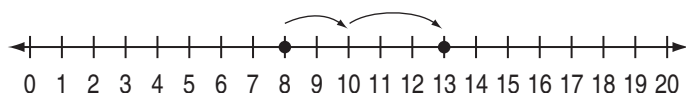
- f) How much must be added to 7 to make 12?



$$12 - 7 =$$

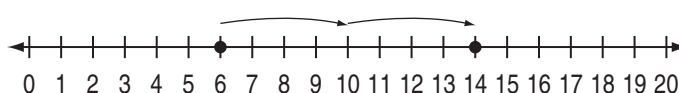
$$= \boxed{}$$

- g) How much must be added to 8 to make 13?



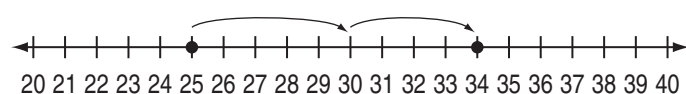
$$13 - 8 = \boxed{}$$

- h) How much must be added to 6 to make 14?



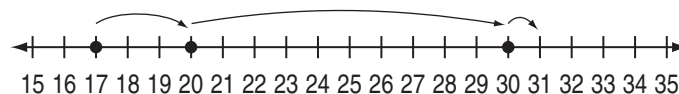
$$14 - 6 = \boxed{}$$

- i) How much must be added to 25 to make 34?



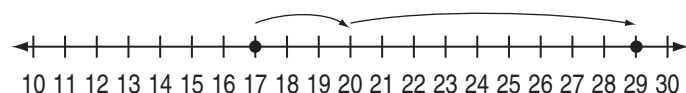
$$34 - 25 = \boxed{}$$

- j) How much must be added to 17 to make 31?



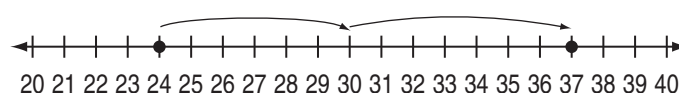
$$31 - 17 = \boxed{}$$

- k) How much must be added to 17 to make 29?



$$29 - 17 = \boxed{}$$

- l) How much must be added to 24 to make 37?

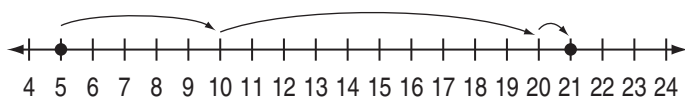


$$37 - 24 = \boxed{}$$

Skill 2.14 Subtracting 1-digit and 2-digit numbers by first building up to the nearest multiple of 10 on a number line (3).

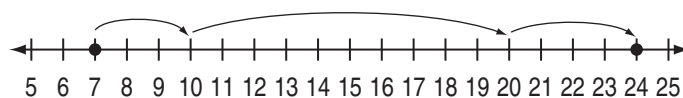
MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

m) How much must be added to 5 to make 21?



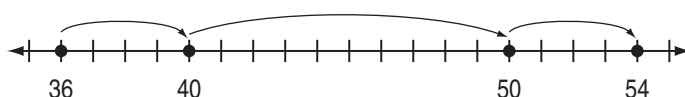
$$21 - 5 = \boxed{}$$

n) How much must be added to 7 to make 24?



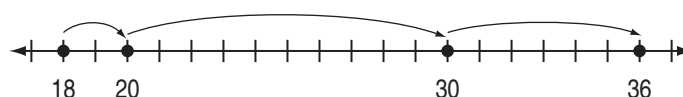
$$24 - 7 = \boxed{}$$

o) Subtract by first building up from 36 to 40.



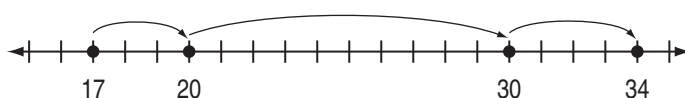
$$54 - 36 = \boxed{}$$

p) Subtract by first building up from 18 to 20.



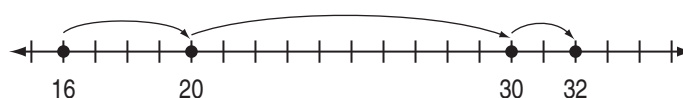
$$36 - 18 = \boxed{}$$

q) Subtract by first building up from 17 to 20.



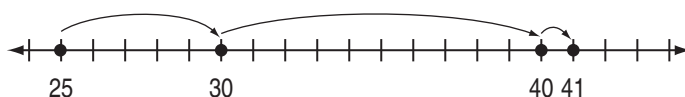
$$34 - 17 = \boxed{}$$

r) Subtract by first building up from 16 to 20.



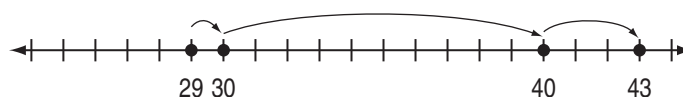
$$32 - 16 = \boxed{}$$

s) Subtract by first building up from 25 to 30.



$$41 - 25 = \boxed{}$$

t) Subtract by first building up from 29 to 30.



$$43 - 29 = \boxed{}$$

Skill 2.15 Subtracting the numbers from 1 to 10 from 2-digit numbers with smaller unit values, by trading with base 10 blocks (1). MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

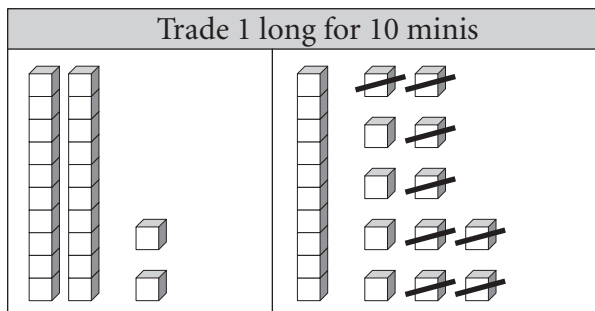
Note: The trading of 1 long (from the left) for 10 minis (on the right) is shown in the table.

Note: The crossing of the subtracted number of blocks is also shown.

- Count the number of remaining blocks on the right.

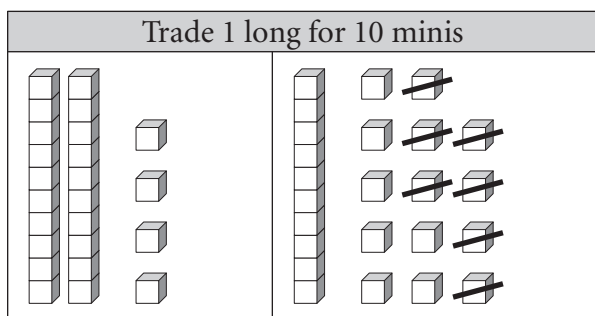
Q. Complete the subtraction.

A. $22 - 8 = 14$



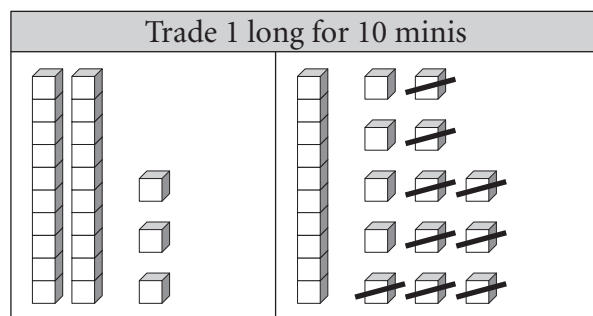
$22 - 8 = \boxed{}$

a) Complete the subtraction.



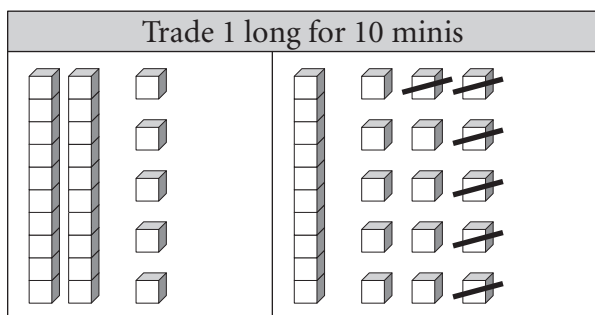
$24 - 7 = \boxed{17}$

b) Complete the subtraction.



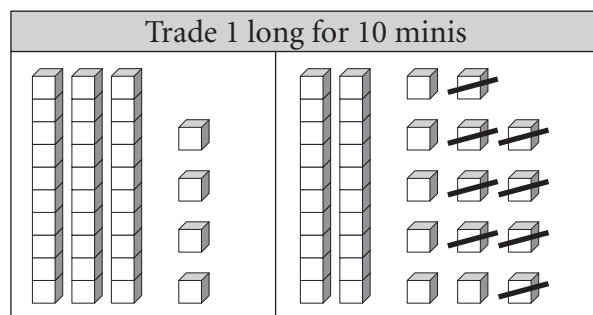
$23 - 9 = \boxed{}$

c) Complete the subtraction.



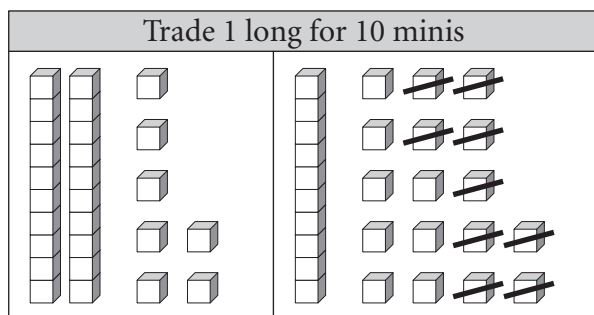
$25 - 6 = \boxed{}$

d) Complete the subtraction.



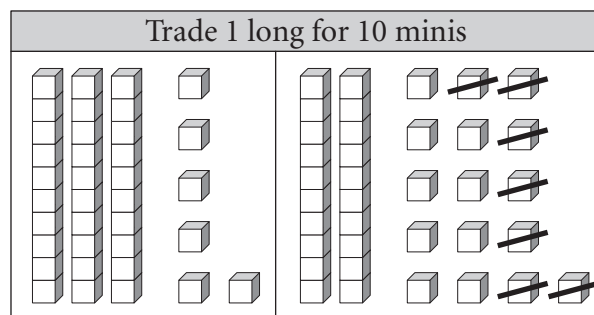
$34 - 8 = \boxed{}$

e) Complete the subtraction.



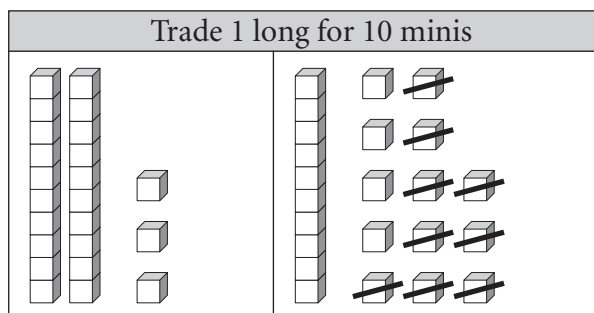
$$27 - 9 = \boxed{}$$

f) Complete the subtraction.



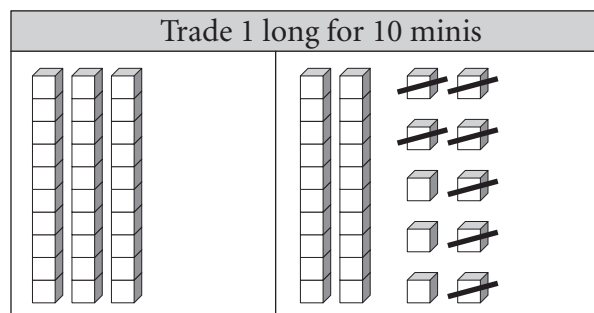
$$36 - 7 = \boxed{}$$

g) Complete the subtraction.



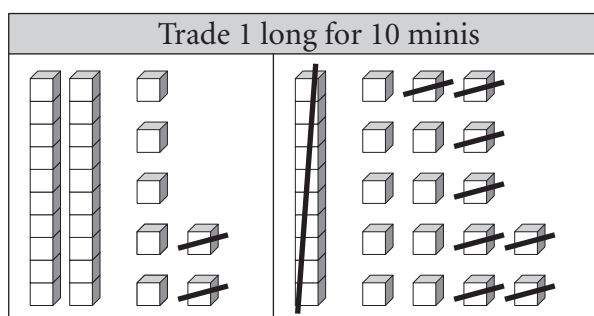
$$23 - 9 = \boxed{}$$

h) Complete the subtraction.



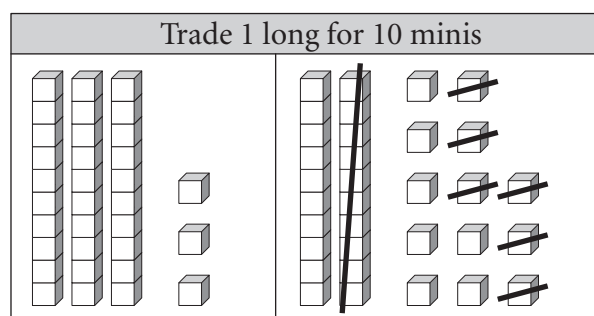
$$30 - 7 = \boxed{}$$

i) Complete the subtraction.



$$27 - 18 = \boxed{}$$

j) Complete the subtraction.



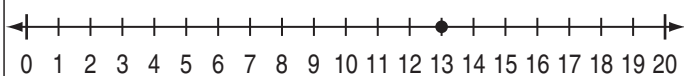
$$33 - 16 = \boxed{}$$

Skill 2.16 Relating addition and subtraction facts.

MM2.2 1 1 2 2 3 3 4 4
MM3.1 1 1 2 2 3 3 4 4

- Notice the arrangement of numbers in both the sum and the subtraction.
Use the sum to find the missing number in the subtraction.
- Check that the missing number is the result using the number line.

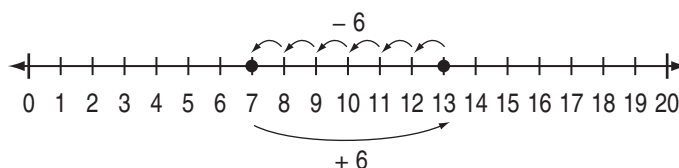
Q.



$$7 + 6 = 13$$

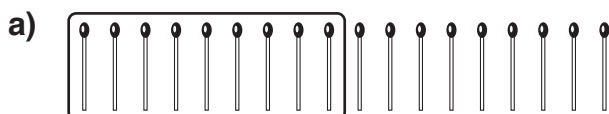
$$13 - \boxed{} = 7$$

A. $13 - 6 = 7$



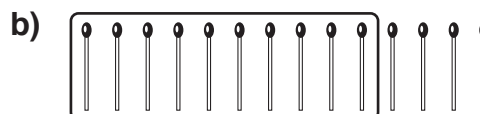
$$7 + 6 = 13$$

$$13 - ? = 7$$



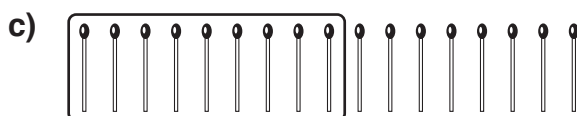
$$9 + \boxed{9} = 18$$

$$18 - 9 = \boxed{9}$$



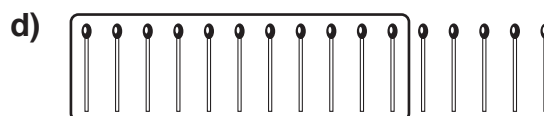
$$10 + \boxed{} = 14$$

$$14 - 10 = \boxed{}$$



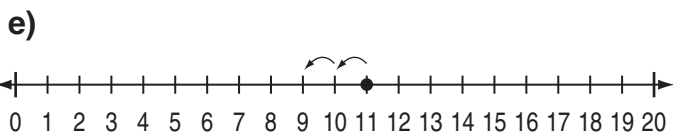
$$9 + \boxed{} = 17$$

$$17 - 9 = \boxed{}$$



$$11 + \boxed{} = 16$$

$$16 - 11 = \boxed{}$$



$$5 + 6 = 11$$

$$11 - 6 = \boxed{}$$



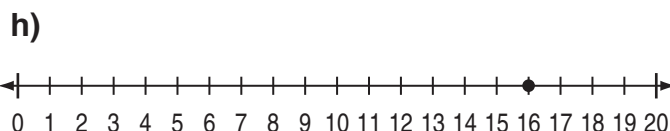
$$6 + 8 = 14$$

$$14 - \boxed{} = 6$$



$$9 + 4 = 13$$

$$13 - \boxed{} = 9$$



$$9 + 7 = 16$$

$$16 - 7 = \boxed{}$$

- Use the number line to do both subtractions.
- If the results are equal, then the fact is true.

Hint: When subtracting two numbers, the order of the numbers cannot be reversed to get the same result.

Q.

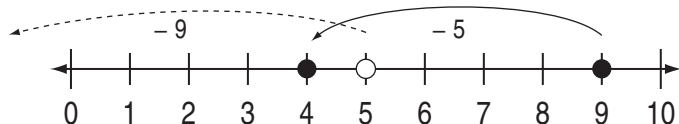
A. false



$$16 - 4 = 4 - 16$$

True or false?

a)

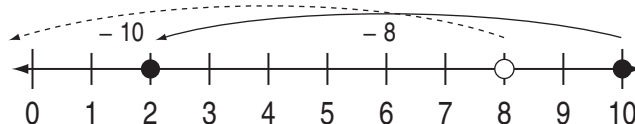


$$9 - 5 = 5 - 9$$

True or false?

false

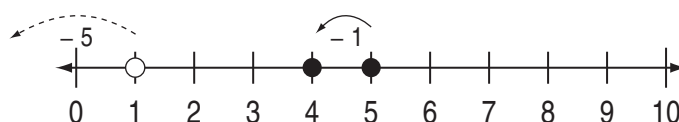
b)



$$10 - 8 = 8 - 10$$

True or false?

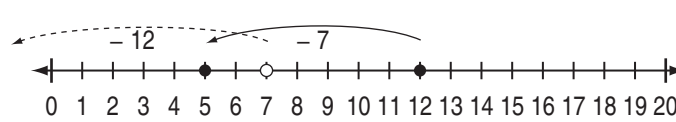
c)



$$5 - 1 = 1 - 5$$

True or false?

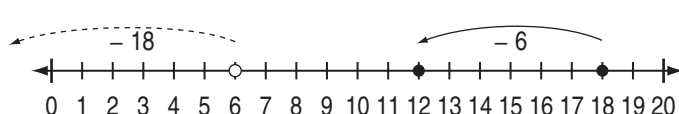
d)



$$12 - 7 = 7 - 12$$

True or false?

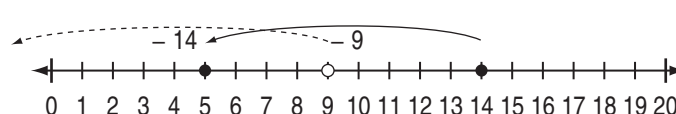
e)



$$18 - 6 = 6 - 18$$

True or false?

f)



$$14 - 9 = 9 - 14$$

True or false?