**Subtraction Strategy: Counting Back**

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| **Problem** | **Strategic Solution** |
| **9 – 3** |  |
| **14 – 5** |  |
| **26 – 11** |  |
| **78 – 10** |  |
| **78 – 20** |  |
| **78 – 22** |  |

**Written Response:**

Why might knowing the counting back strategy be beneficial?

**Subtraction Strategy: Finding Tens**

|  |  |
| --- | --- |
| **Problem** | **Strategic Solution** |
| **13 – 8** |  |
| **11 – 4** |  |
| **16 – 9** |  |
| **15 – 7** |  |
| **22 – 8** |  |
| **36 – 19** |  |

**Written Response:**

Evaluate why the finding tens strategy is seen as an efficient way to subtract.

**Subtraction Strategy: Number Lines**

|  |  |
| --- | --- |
| **Problem** | **Strategic Solution** |
| **82 – 9** |  |
| **21 – 16** |  |
| **37 – 12** |  |
| **43 – 15** |  |
| **76 – 37** |  |
| **100 – 29** |  |

**Written Response:**

Describe the types of numbers you found were the easiest to jump on a number line. Why do you feel that way?

**Subtraction Strategy: Near Doubles**

|  |  |
| --- | --- |
| **Problem** | **Strategic Solution** |
| **13 – 7** |  |
| **24 – 11** |  |
| **41 – 20** |  |
| **29 – 15** |  |
| **51 – 25** |  |
| **35 – 18** |  |

**Written Response:**

Explain how your knowledge of addition was helpful to you as you mentally used a near doubles strategy to subtract.