Tier 3

Intervention Lessons

2.OA.2b

Learning Target: I will subtract numbers within 20

Readiness for 2.NBT.5b: Subtract 2-digit numbers
## Table of Contents

Planning Guide ................................................................. p. 3

Sessions 1 through 8: Lesson Resources ........................................... p. 4-46

Independent Practice Activities: “Whose Difference is Greater?” .................................................. p. 47-49

Classroom Poster: Questions for Solving Word Problems .............................................. p. 50

Tier 1 Support Classroom Poster: Steps for Solving Word Problems ........................................ p. 51
## Tier 3 Intervention Planning Guide

**Learning Target:** I will subtract numbers to 20  
**Readiness** for adding and subtracting 2-digit numbers

<table>
<thead>
<tr>
<th>Recommended Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong> (5 min.)</td>
</tr>
</tbody>
</table>
| ➢ Review the learning target with the whole group  
 ➢ Ask each student to set a goal for the day based on their previous Quick Check Score  
 ➢ Have each student use a highlighter to plot their goal for the day |
| **Middle** (15 min.) |
| ➢ Model solving a word problem – “I do” *(Sessions 1, 3 and 6 only)*  
 ➢ Guided Practice – “We do”  

**Sessions 1 and 2:** Subtract within 20 using counters and the “think add to subtract” strategy.  

**Sessions 3, 4 and 5:** Subtract within 20 using drawings and the “think add to subtract” strategy.  

**Sessions 6, 7 and 8:** Subtract within 20 using number bonds and the “think add to subtract” strategy. |
| **End** (10 min.) |
| ➢ Bring the students back together.  
 ➢ Ask students to reflect on their progress towards the learning target  
   ➢ What did I learn today about counting?  
   ➢ How confident do you feel about counting on my own?  
   (Thumbs up, down, or sideways)  
 ➢ Assess each student’s progress using the next Quick Check form  
 ➢ Guide students to self-correct their Quick Check  
 ➢ Guide students to chart their progress in their Growth Chart  
   ➢ If not using Delta Math lessons, record the activity in the table  
 ➢ Collect each student’s Quick Check and Growth Chart |
| **After Session 6** |
| ➢ Differentiation Options:  
   ➢ Allow students who met the learning goal to work independently while others do the guided practice during the next session  
   ➢ Exit students who met the learning goal for a third time  
 ➢ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions |
Session 1: Modeling (I Do)

Learning Target: I will subtract numbers to 20

Readiness for adding and subtracting 2-digit numbers

Josiah brought 13 cookies to share with his friends. He gave 5 of them away before lunch. How many cookies did Josiah have to give away during lunch?
Session 1: Modeling  (I Do - Teacher Notes)

**Learning Target:** I will subtract numbers to 20  

**Readiness** for adding and subtracting 2-digit numbers

Josiah brought 13 cookies to share with his friends. He gave 5 of them away before lunch. How many cookies did Josiah have to give away during lunch?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

<table>
<thead>
<tr>
<th>First, it is important to know what the problem is about.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This problem is about Josiah sharing cookies with his friends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second, I need to determine what I need to find.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need to find the number of cookies Josiah had left to share during lunch.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third, I need to determine what I know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that he shared 5 cookies with friends before lunch.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth, I need to figure out what I can try.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to try modeling the actions using counters.</td>
</tr>
<tr>
<td>I will place 13 counters, red-side up, on the double 10-frame to represent the cookies Josiah gave away before lunch. (Place 13 counters red-side up.)</td>
</tr>
<tr>
<td>Since Josiah is giving away cookies, I will model this problem using subtraction... 13 – 5. (Place the Subtract Within 20: Equation card above the 10 frames.)</td>
</tr>
<tr>
<td>Next, I will turn 5 counters over to their yellow-sides to represent the cookies Josiah shared before lunch. (Flip 5 counters over to their yellow-sides.)</td>
</tr>
<tr>
<td>This leaves 8 red counters that represent the cookies Josiah has left to share with friends during lunch.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last, I need to make sure that my answer makes sense.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found that Josiah has 8 cookies to share during lunch. It makes sense because I knew how much he started with and the part he gave away before lunch. And, I modeled the problem with counters to find the unknown part.</td>
</tr>
</tbody>
</table>

I also know that the two parts added together must equal the total.

Can you see the addition problem, 5 plus 8 equals 13, on the double 10-frame mat?

Anytime I need to subtract a part from a total, I can think addition...the part plus what number equals the total. (Place the Ten-equation card “5 + ___ = 13” and answer under the double 10-frames.)

5 plus what number equals 13? 8
Double 10-Frame Mat
<table>
<thead>
<tr>
<th>Use for Modelling</th>
<th>Use for Problem 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - 5 = ____</td>
<td>14 - 9 = ____</td>
</tr>
<tr>
<td>Use for Problem 2</td>
<td>Use for Problem 3</td>
</tr>
<tr>
<td>15 - 7 = ____</td>
<td>16 - 8 = ____</td>
</tr>
<tr>
<td>Use for Problem 4</td>
<td>Use for Problem 5</td>
</tr>
<tr>
<td>13 - 6 = ____</td>
<td>12 - 5 = ____</td>
</tr>
<tr>
<td>Use for Problem 6</td>
<td>Use for Problem 7</td>
</tr>
<tr>
<td>13 - 8 = ____</td>
<td>11 - 8 = ____</td>
</tr>
<tr>
<td>Use for Problem 8</td>
<td>Use for Problem 9</td>
</tr>
<tr>
<td>15 - 6 = ____</td>
<td>13 - 5 = ____</td>
</tr>
<tr>
<td>Use for Problem 10</td>
<td></td>
</tr>
<tr>
<td>12 - 6 = ____</td>
<td></td>
</tr>
</tbody>
</table>
**Think Add to Subtract Cards**

<table>
<thead>
<tr>
<th>5 + ___ = 13</th>
<th>9 + ___ = 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + ___ = 15</td>
<td>8 + ___ = 16</td>
</tr>
<tr>
<td>6 + ___ = 13</td>
<td>5 + ___ = 12</td>
</tr>
<tr>
<td>8 + ___ = 13</td>
<td>8 + ___ = 11</td>
</tr>
<tr>
<td>6 + ___ = 15</td>
<td>5 + ___ = 13</td>
</tr>
<tr>
<td>6 + ___ = 12</td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will subtract numbers to 20

Session 1: Guided Practice (We Do)

Materials:
- 2-colored counters (20 per student)
- Double 10-frame mat (1 per student)
- Subtract Within 20 Equation Cards with Answers (1 set per student)
- Add to Subtract Cards (1 set per student)

We Do Together: (Teacher Actions)
- Say the subtraction problem and write the answer if you know it.
- Use counters, a double 10-frame and Think Add to Subtract cards to find or check your answer.

1. \( 14 - 9 = \) _____
2. \( 15 - 7 = \) _____
3. \( 16 - 8 = \) _____
4. \( 13 - 6 = \) _____
Learning Target: I will subtract numbers to 20

Session 1: Guided Practice  (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to add numbers to 20.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>12 − 5 = ____</td>
<td>6.</td>
<td>13 − 8 = ____</td>
</tr>
<tr>
<td>7.</td>
<td>11 − 8 = ____</td>
<td>8.</td>
<td>15 − 6 = ____</td>
</tr>
<tr>
<td>9.</td>
<td>13 − 5 = ____</td>
<td>10.</td>
<td>12 − 5 = ____</td>
</tr>
</tbody>
</table>
Session 1: Self-Reflection

**Learning Target:** I will subtract numbers to 20

Briefly discuss student responses:

➤ What did I learn today about subtracting numbers to 20?

➤ How confident do I feel about subtracting numbers to 20 on my own? *(Thumbs up, down, or sideways)*
Quick Check - Form A

Name__________________________________  Date________

Learning Target: I will subtract numbers within 20.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - 5 = _____</td>
<td>15 - 7 = _____</td>
</tr>
<tr>
<td>12 - 6 = _____</td>
<td>16 - 8 = _____</td>
</tr>
<tr>
<td>11 - 3 = _____</td>
<td>12 - 5 = _____</td>
</tr>
<tr>
<td>13 - 9 = _____</td>
<td>18 - 9 = _____</td>
</tr>
<tr>
<td>16 - 7 = _____</td>
<td>13 - 5 = _____</td>
</tr>
<tr>
<td>14 - 7 = _____</td>
<td>15 - 9 = _____</td>
</tr>
<tr>
<td>12 - 4 = _____</td>
<td>11 - 7 = _____</td>
</tr>
</tbody>
</table>

Number Correct = _____
Growth Chart

Name__________________________ Date________

Learning Target: I will subtract numbers within 20.

Goal: 10 out of 14 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 4:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 5:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 6:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 7:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 8:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will subtract numbers to 20

Session 2: Guided Practice (We Do)

Materials:

- 2-colored counters (20 per student)
- Double 10-frame mat (1 per student)
- Add to Subtract Cards (1 set per student – See Session 1)

We Do Together: (Teacher Actions)

- Say the subtraction problem and write the answer if you know it.
- Use counters, a double 10-frame and Think Add to Subtract cards to find or check your answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>13 – 5 = _____</td>
<td>11 – 8 = _____</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>12 – 5 = _____</td>
<td>16 – 8 = _____</td>
</tr>
</tbody>
</table>
Learning Target: I will subtract numbers to 20

Session 2: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to add numbers to 20.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>(14 - 9 = ______)</td>
<td>(15 - 7 = ______)</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>(13 - 6 = ______)</td>
<td>(15 - 6 = ______)</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>(13 - 8 = ______)</td>
<td>(12 - 6 = ______)</td>
</tr>
</tbody>
</table>
Session 2: Self-Reflection

**Learning Target:** I will subtract numbers to 20

Briefly discuss student responses:

- What did I learn today about subtracting numbers to 20?

- How confident do I feel about subtracting numbers to 20 on my own? (*Thumbs up, down, or sideways*)
Quick Check - Form B

Name__________________________________  Date________

Learning Target: I will subtract numbers within 20.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

13 - 5 = _____  14 - 7 = _____
15 - 6 = _____  16 - 7 = _____
11 - 3 = _____  12 - 9 = _____
13 - 9 = _____  18 - 9 = _____
16 - 8 = _____  12 - 6 = _____
15 - 7 = _____  14 - 5 = _____
12 - 4 = _____  11 - 7 = _____

Number Correct = _____
Session 3: Modeling (I Do)

**Learning Target:** I will subtract numbers to 20

**Readiness for adding and subtracting 2-digit numbers**

12 kangaroos were hopping around in a field. 5 of the kangaroos got tired and went home. How many kangaroos are in the field now?
Session 3: Modeling (I Do - Teacher Notes)

**Learning Target:** I will subtract numbers to 20

**Readiness** for adding and subtracting 2-digit numbers

12 kangaroos were hopping around in a field. 5 of the kangaroos got tired and went home. How many kangaroos are in the field now?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

<table>
<thead>
<tr>
<th>First, it is important to know what the problem is about. This problem is about kangaroos hopping around in a field.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second, I need to determine what I need to find. I need to find the number of kangaroos that got tired and went home.</td>
</tr>
<tr>
<td>Third, I need to determine what I know. I know that 12 kangaroos were hopping around in a field and 5 kangaroos got tired and went home.</td>
</tr>
<tr>
<td>Fourth, I need to figure out what I can try. This time, I am going to try modeling the actions with a drawing. I will draw 12 circles to represent the total number of kangaroos. (Draw and label 12 circles.) Next, I will cross out 5 circles to represent the kangaroos that went home. (Draw “subtraction” lines through 5 circles and write the subtraction equation.) There are 7 circles not crossed off, so 7 kangaroos stayed in the field. (Write the answer to the subtraction equation.)</td>
</tr>
<tr>
<td>![Drawing of total kangaroos and subtraction action]</td>
</tr>
<tr>
<td>Last, I need to make sure that my answer makes sense. I found that 7 kangaroos stayed in the field. It makes sense because I knew that there were 12 total and 5 went home, so I modeled the problem with a math drawing to find the unknown part of 12.</td>
</tr>
</tbody>
</table>

I also know that the two parts added together must equal the total.

Can you see the addition problem, 5 plus 7 equals 12, in the drawing?

(Write the “Add to Subtract” equation 5 + ___ = 12.)

Anytime I need to subtract, I can think addition...like 5 plus what number equals 12? 7
Learning Target: I will subtract numbers to 20

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem and write the answer if you know it.

➢ Use a math drawing and the Think Add to Subtract strategy to find or check your answer.

1. 15 – 9 = _____

2. 12 – 7 = _____

3. 14 – 8 = _____

4. 15 – 6 = _____
Learning Target: I will subtract numbers to 20

Readiness for adding and subtracting 2-digit numbers

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➤ Students take turns leading to subtract numbers within 20.

5. 14 − 5 = ____

6. 12 − 8 = ____

7. 13 − 7 = ____

8. 16 − 9 = ____

9. 15 − 7 = ____

10. 17 − 8 = ____
Learning Target: I will subtract numbers to 20

Readiness for adding and subtracting 2-digit numbers

Session 3: Guided Practice (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem and write the answer if you know it.
➢ Use a math drawing and the Think Add to Subtract strategy to find or check your answer.

1. 15 – 9 = \[
\begin{array}{c}
1 \\
5
\end{array}
\]
\[
\begin{array}{c}
6
\end{array}
\]

Count on from 9 to 15: “10...11, 12, 13, 14, 15”
Record the unknown part: “6”
Chunk the unknown part into the 10-partner and the rest: “I see 6 as 1 and 5”

2. 12 – 7 = \[
\begin{array}{c}
3 \\
2
\end{array}
\]
\[
\begin{array}{c}
5
\end{array}
\]

Count on from 7 to 12: “8, 9, 10...11, 12”
Record the unknown part: “5”
Chunk the unknown part into the 10-partner and the rest: “I see 5 as 3 and 2”

3. 14 – 8 = \[
\begin{array}{c}
2 \\
4
\end{array}
\]
\[
\begin{array}{c}
6
\end{array}
\]

Count on from 8 to 14: “9, 10...11, 12, 13, 14”
Record the unknown part: “6”
Chunk the unknown part into the 10-partner and the rest: “I see 6 as 2 and 4”

4. 15 – 6 = \[
\begin{array}{c}
4 \\
5
\end{array}
\]
\[
\begin{array}{c}
9
\end{array}
\]

Count on from 6 to 15: “8, 9, 10...11, 12”
Record the unknown part: “9”
Chunk the unknown part into the 10-partner and the rest: “I see 9 as 4 and 5”
Session 3: Self-Reflection

Learning Target: I will subtract numbers to 20

Briefly discuss student responses:

➢ What did I learn today about subtracting numbers to 20?

➢ How confident do I feel about subtracting numbers to 20 on my own? (Thumbs up, down, or sideways)
Quick Check - Form C

Learning Target: I will subtract numbers within 20.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

14 - 5 = _____  
13 - 4 = _____

15 - 6 = _____  
16 - 8 = _____

11 - 3 = _____  
12 - 6 = _____

15 - 8 = _____  
18 - 9 = _____

16 - 7 = _____  
13 - 9 = _____

14 - 7 = _____  
12 - 9 = _____

12 - 4 = _____  
11 - 7 = _____

Number Correct = _____
Learning Target: I will subtract numbers to 20
Readiness for adding and subtracting 2-digit numbers

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)
- Say the subtraction problem and write the answer if you know it.
- Use a math drawing and the Think Add to Subtract strategy to find or check your answer.

1. 14 – 9 = _____

2. 11 – 8 = _____

3. 13 – 9 = _____

4. 14 – 7 = ____
Learning Target: I will subtract numbers to 20

Readiness for adding and subtracting 2-digit numbers

Session 4: Guided Practice  (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to subtract numbers within 20.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>$14 - 6 = _____$</td>
<td>$12 - 9 = _____$</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>$13 - 8 = _____$</td>
<td>$16 - 8 = _____$</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>$15 - 6 = _____$</td>
<td>$17 - 9 = _____$</td>
</tr>
</tbody>
</table>
Session 4: Self-Reflection

Learning Target: I will subtract numbers to 20

Briefly discuss student responses:

➢ What did I learn today about subtracting numbers to 20?

➢ How confident do I feel about subtracting numbers to 20 on my own? (Thumbs up, down, or sideways)
Quick Check - Form D

Name________________________________________ Date________

Learning Target: I will subtract numbers within 20.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

13 – 4 = _____ 18 – 9 = _____
15 – 6 = _____ 11 – 5 = _____
11 – 3 = _____ 12 – 9 = _____
13 – 8 = _____ 14 – 7 = _____
11 – 7 = _____ 12 – 6 = _____
12 – 4 = _____ 14 – 5 = _____
15 – 7 = _____ 16 – 8 = _____

Number Correct = _____
Learning Target: I will subtract numbers to 20

Name ____________________________ Date ________

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem and write the answer if you know it.
➢ Use a math drawing and the Think Add to Subtract strategy to find or check your answer.

1. 15 – 8 = _____

2. 12 – 9 = _____

3. 14 – 5 = _____

4. 16 – 8 = _____
**Learning Target:** I will subtract numbers to 20

**Readiness** for adding and subtracting 2-digit numbers

**Session 5: Guided Practice** (We Do - Continued)

**You Do Together:** (As a class, or in small groups)
- Students take turns leading to subtract numbers within 20.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>(13 - 5) = ____</td>
<td>(11 - 8) = ____</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>(12 - 6) = ____</td>
<td>(15 - 9) = ____</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>(18 - 9) = ____</td>
<td>(14 - 8) = ____</td>
</tr>
</tbody>
</table>
Session 5: Self-Reflection

Learning Target: I will subtract numbers to 20

Briefly discuss student responses:

➤ What did I learn today about subtracting numbers to 20?

➤ How confident do I feel about subtracting numbers to 20 on my own? *(Thumbs up, down, or sideways)*
Quick Check - Form E

Name__________________________________  Date________

Learning Target: I will subtract numbers within 20.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

14 - 5 = _____  15 - 7 = _____
12 - 6 = _____  16 - 8 = _____
11 - 3 = _____  12 - 5 = _____
13 - 9 = _____  18 - 9 = _____
16 - 7 = _____  13 - 5 = _____
14 - 7 = _____  15 - 9 = _____
12 - 4 = _____  11 - 7 = _____

Number Correct = _____
Session 6: Modeling (I Do)

**Learning Target:** I will subtract numbers to 20

**Readiness for adding and subtracting 2-digit numbers**

Hector baked cookies for his brother’s birthday party. He needs 3 eggs to make 4 dozen cookies. If there were 12 eggs in the refrigerator when he started, how many eggs should be left after he was finished baking 4 dozen cookies?
**Session 6: Modeling**  (I Do - Teacher Notes)

**Learning Target:** I will subtract numbers to 20  
**Readiness** for adding and subtracting 2-digit numbers

Hector baked cookies for his brother’s birthday party. He needs 3 eggs to make 4 dozen cookies. If there were 12 eggs in the refrigerator when he started, how many eggs should be left after he was finished baking 4 dozen cookies?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

<table>
<thead>
<tr>
<th>First, it is important to know what the problem is about.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This problem is about Hector baking cookies for his brother’s birthday party.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second, I need to determine what I need to find.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need to find the number of eggs left in the refrigerator after making 4 dozen cookies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third, I need to determine what I know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that there were 12 eggs when he started and he needed to use 3 of them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth, I need to figure out what I can try.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This time, I am going to try modeling the actions using an equation with number bonds.</td>
</tr>
<tr>
<td>Since Hector started with 12 eggs and used 3, I will write and label each number.</td>
</tr>
<tr>
<td>(Write and label Total…12 and Part…3.)</td>
</tr>
<tr>
<td>Since we want to know the number of eggs he did not use, a subtraction statement is needed to model this problem…12 minus 3 equals what number? (Write the – and = signs and label the Unknown Part.)</td>
</tr>
<tr>
<td>I know that I can always think add to subtract, so I will draw number bonds under the unknown part. (Write two number bonds under the Unknown Part.)</td>
</tr>
<tr>
<td>So, 3 plus what number equals 12.</td>
</tr>
<tr>
<td>The first bond will be the number that makes 10 with the 3…7 plus 3 is 10. (Write a 7 under the first number bond and circle the ten.)</td>
</tr>
<tr>
<td>And, 2 more is 12. (Write a 2 under the second number bond.)</td>
</tr>
<tr>
<td>Since 7 + 2 = 9…9 is the other part of 12…so 12 – 3 = 9. (Write 9 as the answer.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last, I need to make sure that my answer makes sense.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found that there should be 9 eggs left. It makes sense because I knew Hector began with a total of 12 eggs and used 3 of them. So, I modeled the problem with a subtraction equation and used number bonds to help me find the unknown part by adding to ten then the rest.</td>
</tr>
</tbody>
</table>
Learning Target: I will subtract numbers to 20
Readiness for adding and subtracting 2-digit numbers

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem and write the answer if you know it.
➢ Use number bonds and the Think Add to Subtract strategy to find or check your answer.

1. \(15 - 9 = \) _____
2. \(12 - 7 = \) _____
3. \(14 - 8 = \) _____
4. \(13 - 6 = \) _____
Learning Target: I will subtract numbers to 20

Readiness for adding and subtracting 2-digit numbers

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to subtract numbers within 20.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>14 – 5 = ___</td>
<td>17 – 9 = ___</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>13 – 7 = ___</td>
<td>15 – 8 = ___</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>12 – 4 = ___</td>
<td>16 – 9 = ___</td>
</tr>
<tr>
<td>11.</td>
<td>12.</td>
</tr>
<tr>
<td>14 – 9 = ___</td>
<td>13 – 5 = ___</td>
</tr>
</tbody>
</table>
Learning Target: I will subtract numbers to 20  
Readiness for adding and subtracting 2-digit numbers

Session 6: Guided Practice (We Do - Teacher Notes)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem and write the answer if you know it.
➢ Use number bonds and the Think Add to Subtract strategy to find or check your answer.

1. “9 plus 1 is 10 and 5 more equals 15”

   \[
   15 - 9 = 6
   \]

2. “7 plus 3 is 10 and 2 more equals 12”

   \[
   12 - 7 = 5
   \]

3. “8 plus 2 is 10 and 4 more equals 14”

   \[
   14 - 8 = 6
   \]

4. “6 plus 4 is 10 and 3 more equals 13”

   \[
   13 - 6 = 7
   \]
Session 6: Self-Reflection

**Learning Target:** I will subtract numbers to 20

Briefly discuss student responses:

➢ What did I learn today about subtracting numbers to 20?

➢ How confident do I feel about subtracting numbers to 20 on my own? *(Thumbs up, down, or sideways)*
Quick Check - Form F

Name__________________________________  Date________

Learning Target: I will subtract numbers within 20.

Directions: When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

13 - 5 = _____  14 - 7 = _____
15 - 6 = _____  16 - 7 = _____
11 - 3 = _____  12 - 9 = _____
13 - 9 = _____  18 - 9 = _____
16 - 8 = _____  12 - 6 = _____
15 - 7 = _____  14 - 5 = _____
12 - 4 = _____  11 - 7 = _____

Number Correct = _______
Learning Target: I will subtract numbers to 20

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem and write the answer if you know it.
➢ Use number bonds and the Think Add to Subtract strategy to find or check your answer.

1. 14 – 8 = _____
2. 11 – 6 = _____
3. 13 – 9 = _____
4. 14 – 7 = _____
**Session 7: Guided Practice (We Do - Continued)**

**You Do Together:** (As a class, or in small groups)

- Students take turns leading to subtract numbers within 20.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>13 - 5 = _____</td>
<td>6.</td>
<td>18 - 9 = _____</td>
</tr>
<tr>
<td>7.</td>
<td>14 - 9 = _____</td>
<td>8.</td>
<td>16 - 7 = _____</td>
</tr>
<tr>
<td>9.</td>
<td>12 - 6 = _____</td>
<td>10.</td>
<td>15 - 8 = _____</td>
</tr>
<tr>
<td>11.</td>
<td>13 - 9 = _____</td>
<td>12.</td>
<td>12 - 7 = _____</td>
</tr>
</tbody>
</table>
Learning Target: I will subtract numbers to 20

Briefly discuss student responses:

- What did I learn today about subtracting numbers to 20?

- How confident do I feel about subtracting numbers to 20 on my own? (Thumbs up, down, or sideways)
## Quick Check - Form G

Name__________________________________  Date________

**Learning Target:** I will subtract numbers within 20.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>5</td>
<td>13</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>16</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>12</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>8</td>
<td>18</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>7</td>
<td>13</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>12</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>11</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Number Correct = _____**
Learning Target: I will subtract numbers to 20

Readiness for adding and subtracting 2-digit numbers

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Say the subtraction problem and write the answer if you know it.
➢ Use number bonds and the Think Add to Subtract strategy to find or check your answer.

1. 
   14 – 8 = ____

2. 
   11 – 6 = ____

3. 
   13 – 9 = ____

4. 
   15 – 7 = ____
Session 8: Self-Reflection

**Learning Target:** I will subtract numbers to 20

Briefly discuss student responses:

➢ What did I learn today about subtracting numbers to 20?

➢ How confident do I feel about subtracting numbers to 20 on my own? *(Thumbs up, down, or sideways)*
Name__________________________________  Date________

**Learning Target:** I will subtract numbers within 20.

**Directions:** When you are told to begin, answer as many subtraction problems as you can.
(Work Time: 1 minute)

13 – 4 = _____

15 – 6 = _____

11 – 3 = _____

13 – 8 = _____

11 – 7 = _____

12 – 4 = _____

15 – 7 = _____

18 – 9 = _____

11 – 5 = _____

12 – 9 = _____

14 – 7 = _____

12 – 6 = _____

14 – 5 = _____

16 – 8 = _____

**Number Correct = _____**
Learning Target: I will subtract numbers within 20

Title of Game: “Whose Difference is Greater?”

Number of Players: 2

Objective: To be the player with the most cards at the end of the game.

Materials:
- Subtraction Problem Cards
  - Player 1 gets set A
  - Player 2 gets set B

Directions:
- Each player shuffles their cards and places them face down in a pile.
- Player 1: Flip over the top card, say the problem and the “think add to subtract” equation to find the answer.
  
  Example for $12 - 8$: “Since $8 + 4 = 12$, then $12 - 8 = 4$”  
  or  
  “8 plus what is 12...8 + 2 is 10 and 2 more is 12...4”

- Player 2: Flip over the top card, say the problem and the “think add to subtract” equation to find the answer.
  
  Example for $14 - 9$: “Since $9 + 5 = 14$, then $14 - 9 = 5$”  
  or  
  “9 plus what is 14...9 + 1 is 10 and 4 more is 14...5”

- The player with the greater difference takes both cards
- Repeat until all cards have been played

Decide the Winner:
- At the end of the game, the teacher flips a coin
  - If the coin lands **heads up**, the winner is the player with the **greater** number of cards
  - If the coin lands **tails up**, the winner is the player with the **lesser** number of cards
Subtraction Problem Cards (Set A)

11 – 9 = _____
13 – 9 = _____

14 – 9 = _____
16 – 9 = _____

11 – 8 = _____
12 – 8 = _____

14 – 8 = _____
15 – 8 = _____

12 – 7 = _____
14 – 7 = _____
## Subtraction Problem Cards (Set B)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12 − 9 = _____</td>
<td>15 − 9 = _____</td>
</tr>
<tr>
<td>17 − 9 = _____</td>
<td>12 − 8 = _____</td>
</tr>
<tr>
<td>14 − 8 = _____</td>
<td>16 − 8 = _____</td>
</tr>
<tr>
<td>13 − 7 = _____</td>
<td>14 − 7 = _____</td>
</tr>
<tr>
<td>11 − 6 = _____</td>
<td>12 − 6 = _____</td>
</tr>
<tr>
<td>Q₁</td>
<td>What is the problem about?</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Q₂</td>
<td>What do I need to find?</td>
</tr>
<tr>
<td>Q₃</td>
<td>What do I know?</td>
</tr>
<tr>
<td>Q₄</td>
<td>What can I try?</td>
</tr>
<tr>
<td>Q₅</td>
<td>Does my answer make sense?</td>
</tr>
</tbody>
</table>
Steps for Solving Word Problems

Q1. What is the problem about?

Q2. What do I need to find?

Q3. What do I know?

Q4. What can I try?

Q5. Does my answer make sense?