Week Beginning 25.1.21

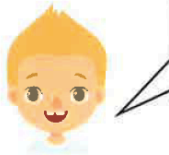
Year 1 Subtraction Crossing 10

Watch the videos on the White Rose Home Learning links for week 4 and use the videos to help you complete the following activities. They are arranged in increasing levels of difficulty.

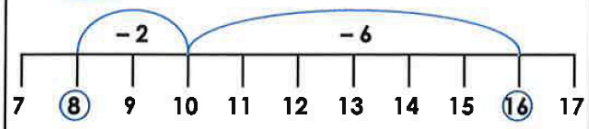
Developing skills

Subtraction Crossing 10 1

1a. Rex says,



I start on 16. I subtract 6 and then I subtract 2. What number will I land on?



Write the calculation to match.

□ − □ = □

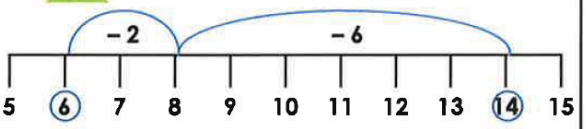
D

PS

Subtraction Crossing 10 1

1b. Kat says,

I start on 14. I subtract 6 and then I subtract 2. What number will I land on?



Write the calculation to match.

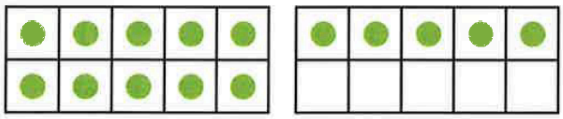
□ − □ = □

D

PS

2a. True or false?

15 − 6 = 9



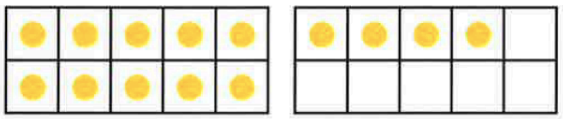
Use the ten frames to prove your answer.

D

R

2b. True or false?

14 − 7 = 3

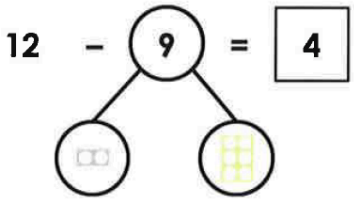


Use the ten frames to prove your answer.

D

R

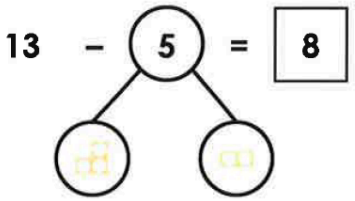
3a. Ava is using a part-whole model to subtract.



12 – 2 = 10 → 10 – 6 = 4

Is she correct? Explain your answer.

3b. Josh is using a part-whole model to subtract.

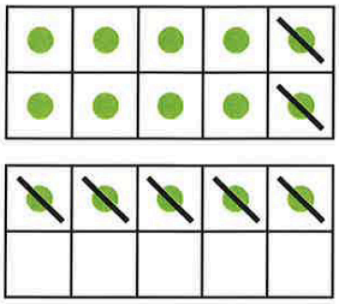


13 – 3 = 10 → 10 – 2 = 8

Is he correct? Explain your answer.

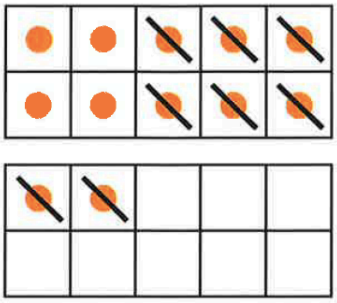
1a. Solve the calculation below using the ten frames.

15 – 7 = ☐



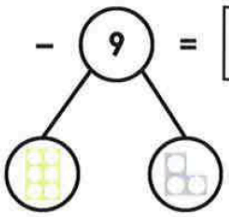
1b. Solve the calculation below using the ten frames.

12 – 8 = ☐

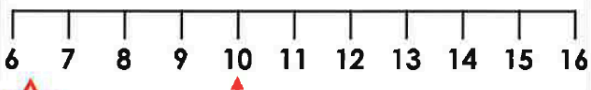


2a. Use the part-whole model to solve the calculation below.

16 – 9 = ☐

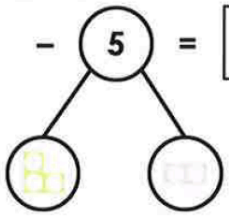


Use the number line to help with the partitioning to 10.

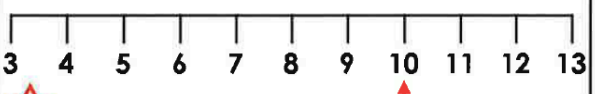


2b. Use the part-whole model to solve the calculation below.

13 – 5 = ☐

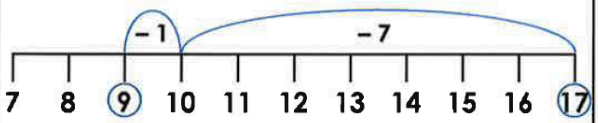


Use the number line to help with the partitioning to 10.



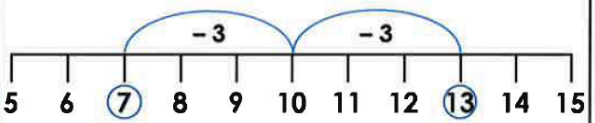
3a. Complete the calculation using the number line below.

17 – 8 = ☐



3b. Complete the calculation using the number line below.

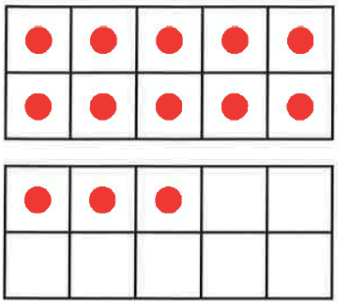
13 – 6 = ☐



Emerging Skills

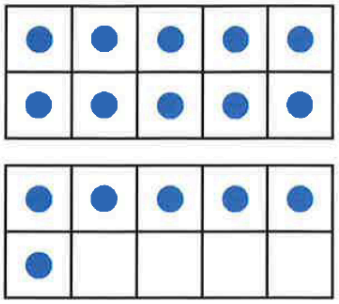
4a. Solve the calculation below using the ten frames.

13 – 4 = ☐



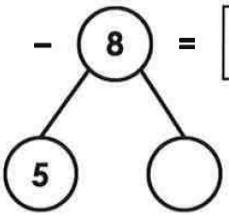
4b. Solve the calculation below using the ten frames.

16 – 9 = ☐

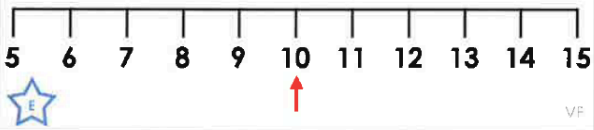


5a. Use the part-whole model to solve the calculation below.

15 – 8 = ☐

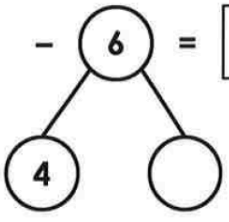


Use the number line to help with the partitioning to 10.

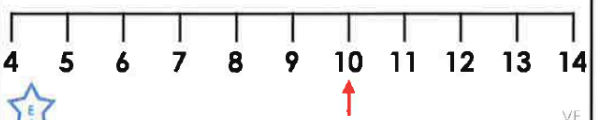


5b. Use the part-whole model to solve the calculation below.

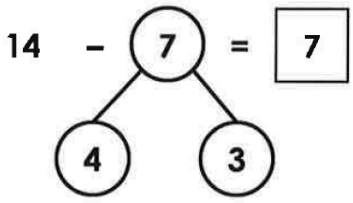
14 – 6 = ☐



Use the number line to help with the partitioning to 10.



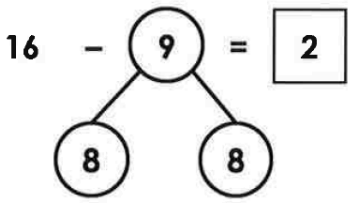
6a. Sarah is using a part-whole model to subtract.



14 – 4 = 10 → 10 – 3 = 7

Is she correct? Explain your answer.

6b. Abdul is using a part-whole model to subtract.

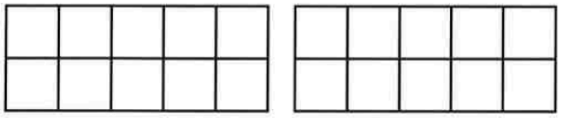


16 – 8 = 10 → 10 – 8 = 2

Is he correct? Explain your answer.

5a. True or false?

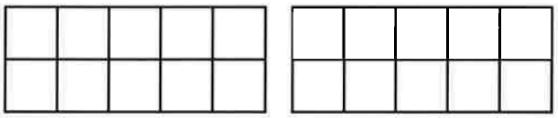
17 – 9 = 6



Use the ten frames to prove your answer.

5b. True or false?

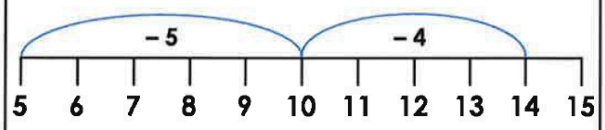
12 – 5 = 7



Use the ten frames to prove your answer.

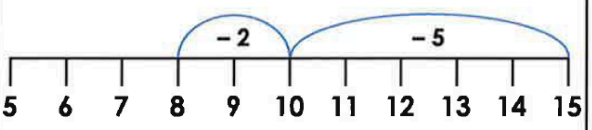
6a. Complete the calculation using the number line below.

14 – 9 = ☐



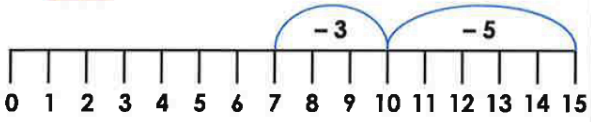
6b. Complete the calculation using the number line below.

15 – 7 = ☐



4a. Milo says,

I start on 15. I subtract 5 and then I subtract 3. What number will I land on?



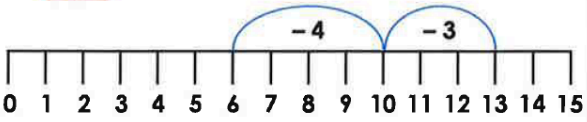
Write the calculation to match.

□ – □ = □

PS

4b. Alex says,

I start on 13. I subtract 3 and then I subtract 4. What number will I land on?



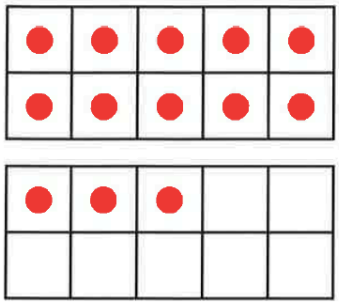
Write the calculation to match.

□ – □ = □

PS

4a. Solve the calculation below using the ten frames.

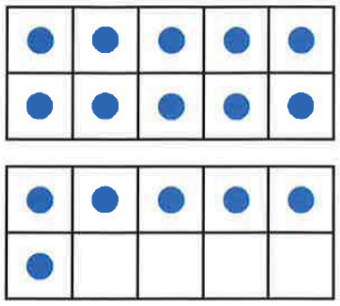
13 – 4 = □



VF

4b. Solve the calculation below using the ten frames.

16 – 9 = □

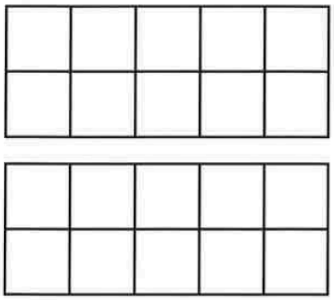


VF

Applying skills at greater depth

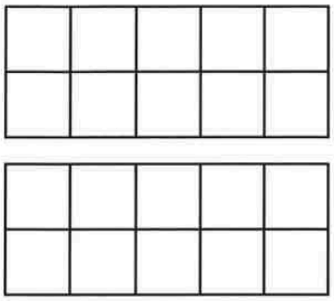
7a. Complete the ten frames to solve the calculation below.

16 – 7 = ☐



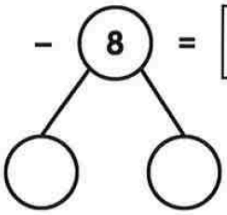
7b. Complete the ten frames to solve the calculation below.

12 – 5 = ☐

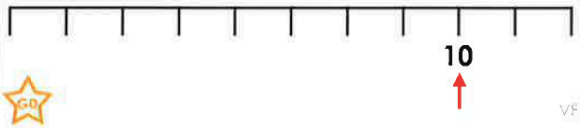


8a. Use the part-whole model to solve the calculation below.

12 – 8 = ☐

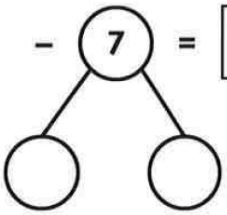


Use the number line to help with the partitioning to 10.

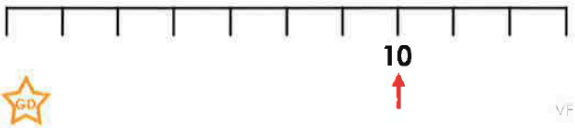


8b. Use the part-whole model to solve the calculation below.

13 – 7 = ☐

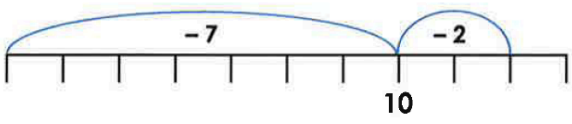


Use the number line to help with the partitioning to 10.



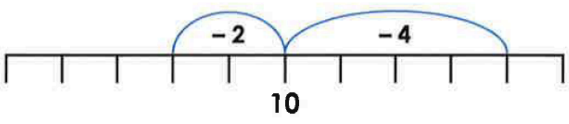
9a. Complete the calculation using the number line below.

12 – 9 = ☐



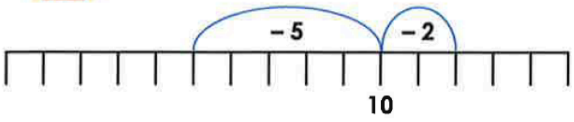
9b. Complete the calculation using the number line below.

14 – 6 = ☐



7a. Katie says,

I start on twelve. I subtract two and then I subtract five. What number will I land on?

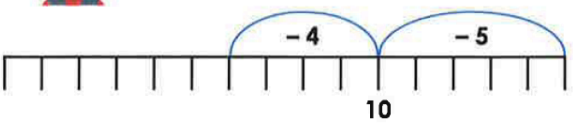


Write the calculation to match.

□ – □ = □

7b. Jacob says,

I start on fifteen. I subtract five and then I subtract four. What number will I land on?



Write the calculation to match.

□ – □ = □

8a. True or false?

16 – 7 = 5

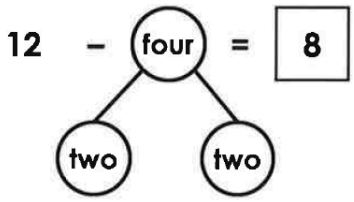
Prove your answer by partitioning to 10.

8b. True or false?

17 – 8 = 9

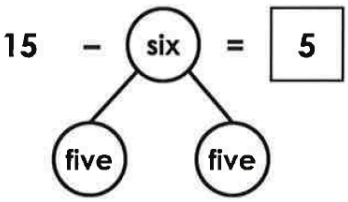
Prove your answer by partitioning to 10.

9a. Lucas is using a part-whole model to subtract.



Is he correct? Explain your answer.

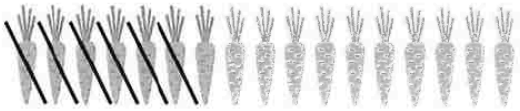
9b. Jess is using a part-whole model to subtract.



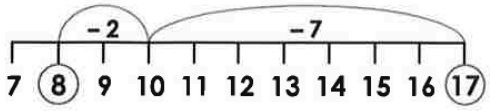
Is she correct? Explain your answer.

1. Which method below does not solve the calculation 17 – 9?

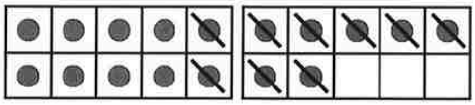
A.



B.



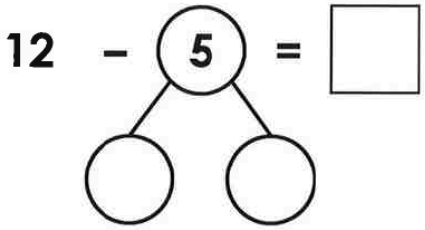
C.

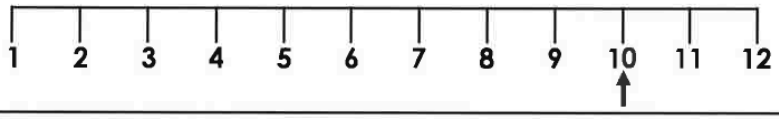


D

VF
HW/Ext

2. Complete the calculation below using the digit cards. Use the number line to help with your partitioning to 10.





D

VF
HW/Ext

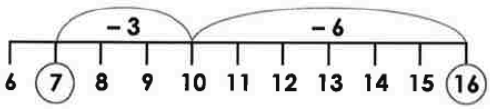
3. Lola and Jake are both trying to solve 16 – 9.

Lola says,

I got the answer 7.

Jake says,

I got the answer 9.



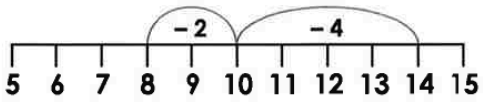
Who do you agree with? Explain your answer.

D

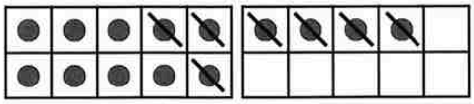
RPS
HW/Ext

4. Which method below does not solve the calculation 14 – 6?

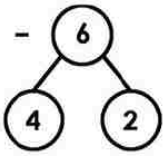
A.



B.



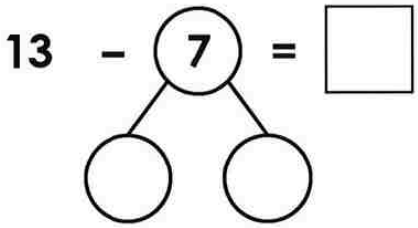
C.

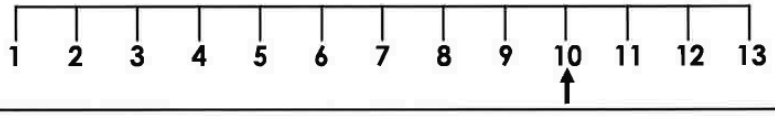


14 – 4 = 10 ⟶ 10 – 2 = 8

VF
HW/Ext

5. Complete the calculation below using the digit cards. Use the number line to help with your partitioning to 10.



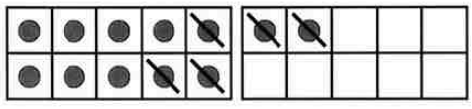


VF
HW/Ext

6. James and Aliza are both trying to solve 12 – 6.

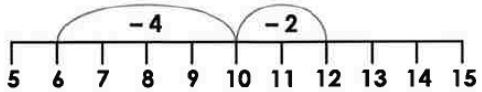
James says,

I have used a ten frame and my answer is 7.



Aliza says,

I have used a number line and my answer is 6.



Who do you agree with? Explain your answer.

RPS
HW/Ext

7. Which method below does not solve the calculation 13 – 9?

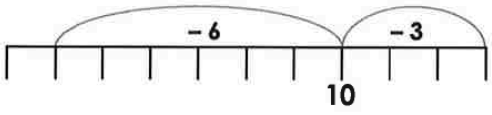
A.

13 – 3 = 10 and 10 – 6 = 4
13 – 9 = 4

B.

I had 13 cakes. I gave 3 to Tim and 7 to Ben. I have 4 cakes left.

C.



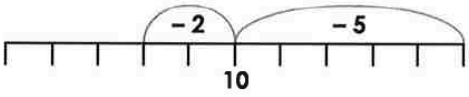
GD

VF
HW/Ext

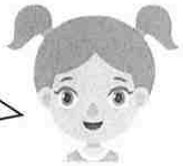
9. Tom and Hannah are both trying to subtract seven from fifteen.

Tom says,

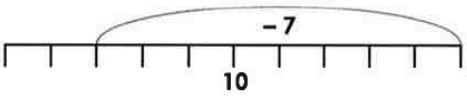
I have used a number line and my answer is eight.



Hannah says,



I have used a number line too but my answer is seven.



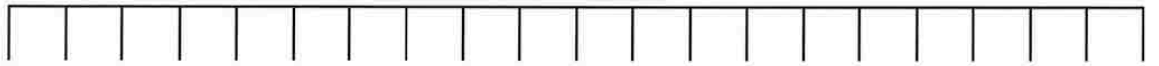
Who do you agree with? Explain your answer.

GD

RPS
HW/Ext

1. Mia has less than 20 cakes. She gives some to Sam and has 10 left.

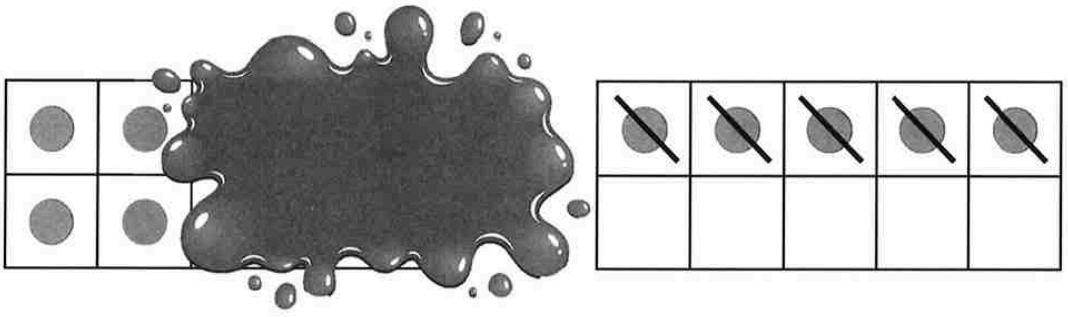
Then she gives some to Sue. She has 7 cakes left over.

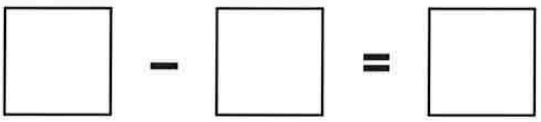


Investigate how many cakes Mia had to start with and how many she gave away in total. Write all possibilities in a calculation.

DP

2. Harry is subtracting using a ten frame but has spilt paint over his work!





What subtraction could Harry have been calculating? Find all possibilities.

DP