Read the math story. Make a simple math drawing with labels. Circle 10 and solve.

1. Chris bought some treats. He bought 5 granola bars, 6 boxes of raisins, and 4 cookies. How many treats did Chris buy?

\[
\begin{align*}
\text{granola} & \quad \text{raisins} & \quad \text{cookies} \\
0 & \quad 0 & \quad 0
\end{align*}
\]

\[
\begin{align*}
5 + (6 + 4) & = 15 \\
10 + 5 & = 15
\end{align*}
\]

Chris bought 15 treats.

2. Cindy has 5 cats, 7 goldfish, and 5 dogs. How many pets does she have in all?

\[
\begin{align*}
\text{cats} & \quad \text{goldfish} & \quad \text{dogs} \\
0 & \quad 0 & \quad 0
\end{align*}
\]

\[
\begin{align*}
(5 + 7 + 5) & = 17 \\
10 + 7 & = 17
\end{align*}
\]

Cindy has 17 pets.
3. Mary gets stickers at school for good work. She got 7 puffy stickers, 6 smelly stickers, and 3 flat stickers. How many stickers did Mary get at school altogether?

\[ \begin{align*}
\text{puffy} & : 7 + 1 + 3 = 10 \\
\text{smelly} & : 6 \\
\text{flat} & : 3 \\
\hline
10 + 6 + 3 & = 16 \\
\end{align*} \]

Mary got 16 stickers at school.

4. Jim sat at a table with 4 teachers and 9 children. How many people were at the table after Jim sat down?

\[ \begin{align*}
\text{teachers} & : 4 \\
\text{children} & : 9 + 1 = 10 \\
\text{Jim} & : 1 \\
\hline
4 + 9 + 1 & = 14 \\
10 + 4 & = 14 \\
\end{align*} \]

There were 14 people at the table after Jim sat down.
Circle the numbers that make ten. Draw a picture. Complete the number sentence.

1. $6 + 2 + 4 = \square$

   $10$

   $6 + 4 + 2$

   $10 + 2 = 12$

2. $5 + 3 + 5 = \square$

   $10$

   $5 + 5 + 3$

   $10 + 3 = 13$

3. $5 + 2 + 8 = \square$

   $10$

   $5 + 2 + 8$

   $5 + 10 = 15$

Lesson 2: Use the associative and commutative properties to make ten with three addends.
4. \( 2 + 7 + 3 = \square \)

\[ \begin{array}{c}
\text{10} \\
\text{2} + \text{7} + \text{3} \\
\end{array} \]

\( 2 + 10 = 12 \)

**Circle** the numbers that make ten and put them into a number bond. Write a new number sentence.

5. 

\[ \begin{array}{c}
3 + 5 + 7 = 15 \\
10 + 5 = 15 \\
\end{array} \]

6. 

\[ \begin{array}{c}
4 + 8 + 2 = 14 \\
4 + 10 = 14 \\
\end{array} \]

**Challenge:** Circle the addends that make ten. **Circle** the true number sentences.

a. \( 5 + 5 + 3 = 10 + 3 \)

b. \( 4 + 6 + 6 = 10 + 6 \)

c. \( 3 + 8 + 7 = 10 + 6 \)

d. \( 8 + 9 + 2 = 9 + 10 \)
Name ___________________________ Date __________________

Draw, label, and circle to show how you made ten to help you solve. Complete the number sentences.

1. Ron has 9 marbles and Sue has 4 marbles. How many marbles do they have in all?

![Diagram showing 9 marbles for Ron and 4 marbles for Sue](image1)

9 and ___ make 13
10 and ___ make 13

Ron and Sue have ___ marbles.

2. Jim has 5 cars and Tina has 9. How many cars do they have altogether?

![Diagram showing 5 cars for Jim and 9 cars for Tina](image2)

9 and ___ make 14
10 and ___ make 14

Jim and Tina have ___ cars.
3. Stan has 6 fish and Meg has 9. How many fish do they have in all?

\[ 9 + 6 = 15 \]

\[ 10 + 5 = 15 \]

Stan and Meg have 15 fish.

4. Rick made 7 cookies and Mom made 9. How many cookies did Rick and Mom make?

\[ 9 + 7 = 16 \]

\[ 10 + 6 = 16 \]

Rick and Mom made 16 cookies.

5. Dad has 8 pens and Tony has 9. How many pens do Dad and Tony have in all?

\[ 9 + 8 = 17 \]

\[ 10 + 7 = 17 \]

Dad and Tony have 17 pens.
Solve. Make math drawings using the ten-frame to show how you made 10 to solve.

1. \( 9 + 3 = 12 \)
   \[
   \begin{array}{c}
   9 \\
   \hline
   3 \\
   \hline
   12
   \end{array}
   \]

2. \( 9 + 6 = 15 \)
   \[
   \begin{array}{c}
   9 \\
   \hline
   6 \\
   \hline
   15
   \end{array}
   \]

3. \( 7 + 9 = 16 \)
   \[
   \begin{array}{c}
   7 \\
   \hline
   9 \\
   \hline
   16
   \end{array}
   \]
4. Match the number sentences to the bonds you used to help you make ten.

   a. $9 + 8 = 17$

   b. $15 = 9 + 6$

   c. $7 + 9 = 16$

5. Show how the expressions are equal.

   Use numbers bonds to make ten in the 9+ fact expression within the true number sentence. Draw to show the total.

   a. $9 + 2 = 10 + 1$

   b. $10 + 3 = 9 + 4$

   c. $5 + 10 = 6 + 9$
Solve the number sentences. Use number bonds to show your thinking. Write the 10+ fact and new number bond.

1. $9 + 6 = 15$

   $1 + 5$

   $10 + 5 = 15$

2. $9 + 8 = 17$

   $1 + 7$

   $10 + 7 = 17$

3. $5 + 9 = 14$

   $4 + 1$

   $10 + 4 = 14$

4. $7 + 9 = 16$

   $6 + 1$

   $10 + 6 = 16$
5. Solve. Match the number sentence to the 10+ number bond.

   a. \(9 + 5 = 14\)  
      \[
      \begin{array}{c}
      1 4 \\
      \hline
      1 4
      \end{array}
      \]

   b. \(9 + 6 = 15\)  
      \[
      \begin{array}{c}
      1 5 \\
      \hline
      1 5
      \end{array}
      \]

   c. \(9 + 8 = 17\)  
      \[
      \begin{array}{c}
      1 7 \\
      \hline
      1 7
      \end{array}
      \]

Use an efficient strategy to solve the number sentences.

*Answers may vary*

6. \(9 + 7 = 16\)

7. \(9 + 2 = 11\)

8. \(9 + 1 = 10\)

Use an efficient strategy to solve the number sentences.

9. \(8 + 9 = 17\)

10. \(4 + 9 = 13\)

11. \(9 + 9 = 18\)
1. Solve. Use your number bonds. Draw a line to match the related facts. Write the related 10+ fact.

   a. $9 + 6 = \underline{\phantom{10}}$  
   b. $\underline{\phantom{10}} = 3 + 9$  
   c. $\underline{\phantom{10}} = 9 + 5$  
   d. $8 + 9 = \underline{\phantom{10}}$  
   e. $9 + 7 = \underline{\phantom{10}}$

   $10 + 7 = 17$  
   $10 + 6 = 16$  
   $10 + 5 = 15$  
   $10 + 2 = 12$  
   $10 + 4 = 14$

2. Complete the addition sentences to make them true.

   a. $3 + 10 = \underline{13}$  
   b. $4 + 9 = \underline{13}$  
   c. $10 + 5 = \underline{15}$  
   d. $9 + 6 = \underline{15}$  
   e. $7 + 10 = \underline{17}$

   f. $\underline{16} = 7 + 9$  
   g. $10 + \underline{8} = 18$  
   h. $9 + 8 = \underline{17}$  
   i. $\underline{10} + 9 = 19$  
   j. $5 + 9 = \underline{14}$
3. Find and color the expression that is equal to the expression on the snowman’s hat. Write the true number sentence below.

a. 
\[
\begin{align*}
10 + 3 &= 9 + 4 \\
6 + 9 &= 9 + 3 \\
9 + 4 &= 9 + 3 \\
\end{align*}
\]

b. 
\[
\begin{align*}
10 + 6 &= 7 + 9 \\
\end{align*}
\]

c. 
\[
\begin{align*}
10 + 7 &= 8 + 9 \\
8 + 9 &= 9 + 5 \\
8 + 8 &= 9 + 5 \\
\end{align*}
\]

d. 
\[
\begin{align*}
10 + 8 &= 9 + 9 \\
\end{align*}
\]

Lesson 6: Use the commutative property to make ten.
Draw, label, and circle to show how you made ten to help you solve.

Write the number sentences you used to solve.

1. Meg gets 8 toy animals and 4 toy cars at a party. How many toys does Meg get in all?

\[
\begin{align*}
\text{ANIMALS} & \quad \text{CARS} \\
\circ \circ \circ \circ \circ & \quad \circ \circ \circ \circ \\
\end{align*}
\]

\[
8 + 4 = 12
\]

10 + \underline{2} = 12

Meg gets 12 toys.

2. John makes 6 baskets in his first basketball game and 8 baskets in his second. How many baskets does he make altogether?

\[
\begin{align*}
\text{F} & \quad \text{S} \\
\circ \circ \circ \circ \circ \circ & \quad \circ \circ \circ \circ \circ \circ \circ \circ \circ \\
\end{align*}
\]

\[
\begin{align*}
6 + 8 & = 14 \\
4 + 10 & = 14
\end{align*}
\]

John makes 14 baskets.
3. May has a party. She invites 7 girls and 8 boys. How many friends does she invite in all?

\[ 7 + 8 = 15 \]

\[ 5 + 10 = 15 \]

May invites 15 friends.

4. Alec collects baseball hats. He has 9 Mets hats and 8 Yankee hats. How many hats are in his collection?

\[ 9 + 8 = 17 \]

\[ 10 + 7 = 17 \]

Alec has 17 hats.
Solve. Make math drawings using the ten-frame to show how you made ten to solve.

1. \( 8 + 4 = 12 \)
   \[
   \begin{array}{c}
   \hline
   2 & 2 \\
   \hline
   \end{array}
   \]

2. \( 8 + 6 = 14 \)
   \[
   \begin{array}{c}
   \hline
   2 & 4 \\
   \hline
   \end{array}
   \]

3. \( 7 + 8 = 15 \)
   \[
   \begin{array}{c}
   \hline
   5 & 2 \\
   \hline
   \end{array}
   \]

4. \( 10 + 2 = 12 \)
   \[
   \begin{array}{c}
   \hline
   \end{array}
   \]

5. \( 10 + 1 = 11 \)
   \[
   \begin{array}{c}
   \hline
   \end{array}
   \]

6. \( 10 + 4 = 14 \)
   \[
   \begin{array}{c}
   \hline
   \end{array}
   \]

7. \( 10 + 5 = 15 \)
   \[
   \begin{array}{c}
   \hline
   \end{array}
   \]

EUREKA MATH

Lesson 8: Make ten when one addend is 8.
4. Make math drawings using ten-frames to solve. Circle the true number sentences. Write an X to show number sentences that are not true.

a. \( 8 + 4 = 10 + 2 \)  
   \[ \begin{array}{c|c|c} 2 & 2 \end{array} \]

b. \( 10 + 6 = 8 + 8 \)  
   \[ \begin{array}{c|c|c} 2 & 6 \end{array} \]

c. \( 7 + 8 = 10 + 6 \)  
   \[ \begin{array}{c|c|c} 5 & 2 \end{array} \]

d. \( 5 + 10 = 5 + 8 \)  
   \[ \begin{array}{c|c|c} 3 & 2 \end{array} \]

e. \( 2 + 10 = 8 + 3 \)  
   \[ \begin{array}{c|c|c} 2 & 1 \end{array} \]

f. \( 8 + 9 = 10 + 7 \)  
   \[ \begin{array}{c|c|c} 2 & 7 \end{array} \]
Use number bonds to show your thinking. Write the 10+ fact.

1. \[8 + 3 = 11\]  \[10 + \_ = 11\]
2. \[6 + 8 = 14\]  \[4 + 10 = 14\]
3. \[16 = 8 + 8\]  \[16 = 10 + \_\]
4. \[13 = 5 + 8\]  \[13 = 10 + 3\]

Complete the addition sentences.

5. a. \[7 + 8 = 15\]  b. \[10 + 5 = 15\]
6. a. \[16 = 8 + 8\]  b. \[10 + 6 = 16\]
Draw a line to the matching number sentence. You may use a number bond or 5-group drawing to help you.

8. \[11 = 8 + 3\]

9. Lisa had 5 red rocks and 8 white rocks. How many rocks did she have? \[5 + 8 = 13\]

10. \[10 + 1 = 11\] \[13 = 10 + 3\]
Solve. Match the number sentence to the 10+ number bond that helped you solve the problem. Write the 10+ number sentence.

1. \[8 + 6 = 14\]
   \[10 + 1 = 11\]

2. \[7 + 5 = 12\]
   \[10 + 5 = 15\]

3. \[5 + 8 = 13\]
   \[10 + 2 = 12\]

4. \[4 + 7 = 11\]
   \[10 + 4 = 14\]

5. \[6 + 9 = 15\]
   \[10 + 3 = 13\]
Complete the number sentences so they equal the given number bond.

6.  
   \[
   12 = 10 + 2
   \]
   \[
   9 + \underline{3} = 12
   \]
   \[
   8 + \underline{4} = 12
   \]
   \[
   7 + \underline{5} = 12
   \]

7.  
   \[
   13 = 10 + 3
   \]
   \[
   9 + \underline{4} = 13
   \]
   \[
   8 + \underline{5} = 13
   \]
   \[
   7 + \underline{6} = 13
   \]

8.  
   \[
   14 = 10 + 4
   \]
   \[
   9 + \underline{5} = 14
   \]
   \[
   8 + \underline{6} = 14
   \]
   \[
   7 + \underline{7} = 14
   \]

9.  
   \[
   15 = 10 + 5
   \]
   \[
   15 = 9 + \underline{6}
   \]
   \[
   15 = 8 + \underline{7}
   \]
   \[
   15 = 7 + \underline{8}
   \]

10.  
    \[
    16 = 10 + 6
    \]
    \[
    16 = 9 + \underline{7}
    \]
    \[
    16 = 8 + \underline{8}
    \]
    \[
    7 + \underline{9} = 16
    \]

11.  
    \[
    17 = 10 + 7
    \]
    \[
    17 = 9 + \underline{8}
    \]
    \[
    17 = 8 + \underline{9}
    \]
    \[
    17 = 7 + \underline{10}
    \]
Look at the student work. Correct the work. If the answer is incorrect, show a correct solution in the space below the student work.

1. Todd has 9 red cars and 7 blue cars. How many cars does he have altogether?

   Mary's work
   
   ![Mary's work](image)
   
   \[9 + 7 = 16\]

   Joe's work
   
   ![Joe's work](image)
   
   \[
   \begin{align*}
   9 + 7 &= 15 \\
   9 + 7 &= 15 \\
   9 + 7 &= 16 \\
   \end{align*}
   \]

   Len's work
   
   ![Len's work](image)
   
   \[
   \begin{align*}
   9 + 7 &= 16 \\
   9 + 7 &= 16 \\
   9 + 7 &= 16 \\
   \end{align*}
   \]

2. Jill has 8 beta fish and 5 goldfish. How many fish does she have in total?

   Frank's work
   
   ![Frank's work](image)
   
   \[8 + 5 = 13\]

   Lori's work
   
   ![Lori's work](image)
   
   \[
   \begin{align*}
   8 + 5 &= 14 \\
   8 + 5 &= 13 \\
   \end{align*}
   \]

   Mike's work
   
   ![Mike's work](image)
   
   \[
   \begin{align*}
   8 + 5 &= 13 \\
   8 + 5 &= 13 \\
   \end{align*}
   \]
3. Dad baked 7 chocolate and 6 vanilla cupcakes. How many cupcakes did he bake in all?

**Mary's work**

\[
\begin{array}{c}
\text{\begin{tabular}{|c|c|c|c|c|c|c|}
\hline
& & & & & & \\
\hline
\hline
\end{tabular}}
\end{array}
\]

\[13 = 7 + 6\]

**Joe's work**

\[10 + 3 = 13\]

**Lori's work**

\[7 + 6 = 13\]

\[7 + 6 = 13\]

4. Mom caught 9 fireflies and Sue caught 8 fireflies. How many fireflies did they catch altogether?

**Mike's work**

\[10 + 7 = 17\]

**Len's work**

\[17 = 9 + 8\]

**Frank's work**

\[18 = 9 + 8\]

\[9 + 8 = 17\]

\[17 = 9 + 8\]
Make a simple math drawing. Cross out from the 10 ones to show what happens in the stories.

1. There were 15 squirrels by a tree. 10 of them were eating nuts. 5 squirrels were playing. A loud noise scared away 9 of the squirrels eating nuts. How many squirrels were left by the tree?

```
15  -- 10---
  5
```

There were 6 squirrels left by the tree.

2. There are 17 ladybugs on the plant. 10 of them are on a leaf, and 7 of them are on the stem. 9 of the ladybugs on the leaf crawled away. How many ladybugs are still on the plant?

```
17  -- 10---
  7
```

There are 8 ladybugs on the plant.
3. Use the number bond to fill in the math story. Make a simple math drawing. Cross out from 10 ones or some ones to show what happens in the stories.

There were 13 ants in the ant hill.
10 of the ants are sleeping and 3 of them are awake.
9 of the sleeping ants woke up.
How many ants are awake now?

Math drawing:

There are 4 ants awake now.

4. Use the number bond below to come up with your own math story. Include a simple math drawing. Cross out from 10 ones to show what happens.

Math drawing:

Number sentences:

Statement:

There are 5 caterpillars left on the leaves.
Lesson 12: Solve word problems with subtraction of 9 from 10.
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Lesson 12: Solve word problems with subtraction of 9 from 10.
Solve. Use 5-group rows and cross out to show your work. Write number sentences.

1. In a park, 10 dogs are running on the grass and 1 dog is sleeping under the tree. 9 of the running dogs leave the park. How many dogs are left in the park?

\[
11 - 9 = 2
\]

There are 2 dogs left in the park.

2. Alejandro had 9 rocks in his yard and 10 rocks in his room. 9 of the rocks in his room are gray rocks and the rest of the rocks are white. How many white rocks does Alejandro have?

\[
19 - 9 = 10
\]

Alejandro has 10 white rocks.
3. Sophia has 8 toy cars in the kitchen and 10 toy cars in her bedroom. 9 of the toy cars in the bedroom are blue. The rest of her cars are red. How many red cars does Sophia have?

\[
\begin{array}{c}
\text{18} \\
\text{8} \\
\text{10}
\end{array}
\]

\[18 - 9 = 9\]

Sophia has \_9\_ red cars.

4. Complete the number bond, and fill in the math story. Use 5-group rows and cross out to show your work. Write number sentences.

\[
\begin{array}{c}
\text{14} \\
\text{4}
\end{array}
\]

\[14 - 9 = 5\]

There were \_10\_ birds splashing in a puddle and \_4\_ birds walking on the dry grass. 9 of the splashing birds flew away. How many birds are left?

There are \_5\_ birds left.
Circle 10 and subtract. Make a number bond.

1. $15 - 9 = 6$

Draw and circle 10. Subtract and make a number bond.

2. $14 - 9 = 5$

3. $12 - 9 = 3$

4. $13 - 9 = 4$

5. $16 - 9 = 7$
6. Complete the number bond and write the number sentence that helped you.

   \[ \begin{array}{c}
   12 \\
   3
   \end{array} \]

   \[ 1 + 2 = 3 \]

   a. \[ \begin{array}{c}
   13 \\
   9 \\
   4
   \end{array} \]

   \[ 1 + 3 = 4 \]

   b. \[ \begin{array}{c}
   5 \\
   14 \\
   9
   \end{array} \]

   \[ 1 + 4 = 5 \]

   c. \[ \begin{array}{c}
   15 \\
   6 \\
   9
   \end{array} \]

   \[ 1 + 5 = 6 \]

   d. \[ \begin{array}{c}
   16 \\
   9 \\
   7
   \end{array} \]

   \[ 1 + 6 = 7 \]

7. Make the number bond that would come next and write a number sentence that matches.

\[ \begin{array}{c}
17 \\
9 \\
8
\end{array} \]

\[ 9 + 8 = 17 \]
Write the number sentence for each 5-group row drawing.

1.

\[
\begin{align*}
\text{13} - 9 &= 4 \\
\text{16} - 9 &= 7 \\
\text{19} - 9 &= 10 \\
\text{17} - 9 &= 8 \\
\text{18} - 9 &= 9 \\
\text{14} - 9 &= 5
\end{align*}
\]

Draw 5-groups to complete the number bond and write the 9-number sentence.

2. 

\[
\begin{align*}
15 - 9 &= 6
\end{align*}
\]

3. 

\[
\begin{align*}
17 - 9 &= 8
\end{align*}
\]
Draw 5-groups to show making ten and taking from ten to solve the two number sentences. Make a number bond and write two additional number sentences that would have this number bond.

5. $8 + 9 = 17$

6. $17 - 9 = \underline{\hspace{2cm}}$

$9 + 8 = 17$

$17 = 8 + 9$

$17 = 9 + 8$

$17 - 8 = 9$

$9 = 17 - 8$

$8 = 17 - 9$
Complete the subtraction sentences by using either the count on or take from ten strategy. Tell which strategy you used.

1. $17 - 9 = \underline{8}$
   - $00000 \ 00$
   - [ ] take from ten
   - [X] count on

2. $12 - 9 = \underline{\underline{\underline{\underline{\underline{1}}}}} 2$
   - [X] take from ten
   - [ ] count on

3. $16 - 9 = \underline{7}$
   - $00000 \ 00$
   - [ ] take from ten
   - [X] count on

4. $11 - 9 = \underline{\underline{\underline{\underline{\underline{1}}}}} 1$
   - [X] take from ten
   - [ ] count on

5. Nicholas collected 14 leaves. He pasted 9 into his notebook. How many of his leaves were not pasted into his notebook? Choose the count on or take from ten strategy to solve.

   $14 - 9 = 5$
   - $00000 \ 00$
   - I chose this strategy:
   - [ ] take from ten
   - [ ] count on
6. Sheila had 17 oranges. She gave 9 oranges to her friends. How many oranges does Sheila have left? Choose the count on or take from ten strategy to solve.

\[
\begin{align*}
17 - 9 & = 8 \\
10 - 9 & = 1 \\
10 + 7 & = 8 \\
\end{align*}
\]

I chose this strategy:
- [ ] take from ten
- [ ] count on

7. Paul has 12 marbles. Lisa has 18 marbles. They each rolled 9 marbles down a hill. How many marbles did each student have left? Tell which strategy you chose for each student.

\[
\begin{align*}
\text{Paul has} & \quad 12 - 9 = 3 \\
\text{Lisa has} & \quad 18 - 9 = 9 \\
\end{align*}
\]

Paul has 3 marbles left. Lisa has 9 marbles left.

8. Just as you did today in class, think about how to solve the following problems and talk to your parent or caregiver about your ideas.

\[
\begin{align*}
15 - 9 & \quad 13 - 9 & \quad 17 - 9 \\
18 - 9 & \quad 19 - 9 & \quad 12 - 9 \\
11 - 9 & \quad 14 - 9 & \quad 16 - 9 \\
\end{align*}
\]

Circle the problems you think are easier to solve by counting on from 9. Put a rectangle around those that are easier to solve using the take from ten strategy. Remember, some might be just as easy using either method.
1. Match the number sentence to the picture or to the number bond.

   a. $13 - 7 = \underline{____}$
      \[
      \begin{array}{c}
      \hline
      13 \\
      10 \\
      \hline
      3
      \end{array}
      \begin{array}{c}
      10 - 7 = 3 \\
      3 + 3 = 6
      \end{array}
      \]

   b. $16 - 8 = \underline{____}$

   c. $11 - 8 = \underline{____}$

   d. $13 - 8 = \underline{____}$

2. Show how you would solve $14 - 8$, either with a number bond or a drawing.

   
   \[
   \begin{array}{c}
   14 - 8 = \underline{____}
   \end{array}
   \begin{array}{c}
   10 - 8 = 2 \\
   2 + 4 = 6
   \end{array}
   \]

   Circle $10$. Then subtract.

3. Milo has 17 rocks. He throws 8 of them into a pond. How many does he have left?

   Milo has $\underline{9}$ rocks left.
Draw and circle 10. Then, subtract.

4. Lucy has $12. She spends $8. How much money does she have now?

\[
\begin{array}{c}
\text{12-8}=4 \\
\text{Lucy has } 4 \text{ now.}
\end{array}
\]

Draw and circle 10, or use a number bond to break apart the teen number and subtract.

5. Sean has 15 dinosaurs. He gives 8 to his sister. How many dinosaurs does he keep?

\[
\begin{array}{c}
\text{15-8}=7 \\
\text{Sean keeps 7 dinosaurs.}
\end{array}
\]

6. Use the picture to fill in the math story. Show a number sentence.

\[
\begin{array}{c}
\text{Olivia saw 18 clouds in the sky.} \\
\text{13 clouds went away. How many clouds are left? 5}
\end{array}
\]

Try it! Can you show how to solve this problem with a number bond?

\[
\begin{array}{c}
18-13 = 5 \\
15 - 13 = 2 \\
2 + 3 = 5
\end{array}
\]
Draw 5-group rows and cross out to solve. Write the 2+ addition sentence that helped you add the two parts.

1. Annabelle had 13 goldfish. Eight goldfish ate fish food. How many goldfish did not eat fish food?

   \[ \begin{array}{c}
   \text{00000 00000 000} \\
   \end{array} \]

   \[ \begin{array}{c}
   2+3=5 \\
   \end{array} \]

   \[ \begin{array}{c}
   \boxed{5} \text{ goldfish did not eat fish food.} \\
   \end{array} \]

2. Sam collected 15 buckets of rain water. He used 8 buckets to water his plants. How many buckets of rain water does Sam have left?

   \[ \begin{array}{c}
   \text{00000 00000 0000} \\
   \end{array} \]

   \[ \begin{array}{c}
   2+5=7 \\
   \end{array} \]

   Sam has \[ \boxed{7} \text{ buckets of rain water left.} \]

3. There were 19 turtles swimming in the pond. Some turtles climbed up onto the dry rocks, and now there are only 8 turtles swimming. How many turtles are on the dry rocks?

   \[ \begin{array}{c}
   \text{00000 00000 0000} \\
   \end{array} \]

   \[ \begin{array}{c}
   2+9=11 \\
   \end{array} \]

   There are \[ \boxed{11} \text{ turtles on the dry rocks.} \]
Show making ten or taking from ten to solve the number sentences.

4. \[ 7 + 8 = \boxed{15} \]
   \[ \begin{array}{c}
   \hline
   \hline
   \end{array} \]
   \[ \begin{array}{c}
   5
   2
   \end{array} \]

5. \[ 15 - 8 = \boxed{7} \]
   \[ \begin{array}{c}
   \hline
   \hline
   \end{array} \]
   \[ \begin{array}{c}
   10
   5
   \end{array} \]
   \[ 10 - 8 = 2 \]
   \[ 2 + 5 = 7 \]

Find the missing number by drawing 5-group rows.

6. \[ 11 - 9 = \boxed{2} \]

7. \[ 14 - 9 = \boxed{5} \]

8. Draw 5-group rows to show the story. Cross out or use number bonds to solve. Write a number sentence to show how you solved the problem.

There were 14 people at home. Ten people were watching a football game. Four people were playing a board game. Eight people left. How many people stayed?

\[ \boxed{\begin{array}{c}
\hline
\hline
\end{array}} \]
\[ \begin{array}{c}
\hline
\hline
\end{array} \]
\[ \begin{array}{c}
\hline
\hline
\end{array} \]

\[ 14 - 8 = 6 \]

\[ 6 \text{ people stayed at home.} \]
Complete the subtraction sentences by using the take from ten strategy and count on.

1. a. $12 - 8 = \boxed{4}$  
   \[ \begin{array}{c} \mathbf{10} \\ 2 \end{array} \]

   b. $8 + \boxed{4} = 12$
   \[ \begin{array}{c} 00000 \\ \end{array} \]

2. a. $15 - 8 = \boxed{7}$  
   \[ \begin{array}{c} \mathbf{10} \\ 5 \end{array} \]

   b. $8 + \boxed{7} = 15$
   \[ \begin{array}{c} 00000 00 \end{array} \]

Choose the count on strategy or the take from ten strategy to solve.

3. $11 - 8 = \boxed{3}$
   \[ \begin{array}{c} 000 \end{array} \]

4. $17 - 8 = \boxed{9}$  
   \[ \begin{array}{c} \mathbf{10} \\ 7 \end{array} \]

Lesson 19: Compare efficiency of counting on and taking from ten.
Use a number bond to show how you solved using the take from ten strategy.

5. Elise counted 16 worms on the pavement. Eight worms crawled into the dirt. How many worms did Elise still see on the pavement?

\[ 16 - 8 = \underline{8} \]

Elise still saw 8 worms on the pavement.

6. John ate 8 orange slices. If he started with 13, how many orange slices does he have left?

\[ 13 - 8 = \underline{5} \]

John has 5 orange slices left.

7. Match the addition number sentence to the subtraction number sentence. Fill in the missing numbers.

a. \[ 12 - 8 = \underline{4} \]

\[ 8 + \underline{3} = 11 \]

b. \[ 15 - 8 = \underline{7} \]

\[ 8 + \underline{10} = 18 \]

c. \[ 18 - 8 = \underline{10} \]

\[ 8 + \underline{4} = 12 \]

d. \[ 11 - 8 = \underline{3} \]

\[ 8 + \underline{7} = 15 \]
Complete the number sentences to make them true.

1. $15 - 9 = \underline{6}$
2. $15 - 8 = \underline{7}$
3. $15 - 7 = \underline{8}$

4. $17 - 9 = \underline{8}$
5. $17 - 8 = \underline{9}$
6. $17 - 7 = \underline{10}$

7. $16 - 9 = \underline{7}$
8. $16 - 8 = \underline{8}$
9. $16 - 7 = \underline{9}$

10. $19 - 9 = \underline{10}$
11. $19 - 8 = \underline{11}$
12. $19 - 7 = \underline{12}$

13. Match equal expressions.
   a. $19 - 9 \times \underline{12 - 7}$
   b. $13 - 8 \times \underline{18 - 8}$
14. Read the math story. Use a drawing or a number bond to show how you know who is right.
   a. Elsie says that the expressions 17 - 8 and 18 - 9 are equal. John says they are not equal. Who is right?
      \[
      \begin{align*}
      17 - 8 &= 9 \\
      10 &\bigwedge 7 \\
      18 - 9 &= 9 \\
      10 &\bigwedge 8 \\
      \end{align*}
      Elsie is right.
   
   b. John says that the expressions 11 - 8 and 12 - 8 are not equal. Elsie says they are. Who is right?
      \[
      \begin{align*}
      11 - 8 &= 3 \\
      10 &\bigwedge 1 \\
      12 - 8 &= 4 \\
      10 &\bigwedge 2 \\
      \end{align*}
      John is right.
   
   c. Elsie says that to solve 17 - 9, I can take one from 17 and give it to 9 to make 10. So, 17 - 9 is equal to 16 - 10. John thinks Elsie made a mistake. Who is correct?
      Elsie is correct.
   
   d. John and Elsie are trying to find several subtraction number sentences that start with numbers larger than 10 and have an answer of 7. Help them figure out number sentences. They started the first one.
      \[
      \begin{align*}
      16 - 9 &= 7 \\
      15 - 8 &= 7 \\
      14 - 7 &= 7 \\
      13 - 6 &= 7 \\
      \end{align*}
      \]
Olivia and Jake both solved the word problem.
Write the strategy used under their work.
Check their work. If incorrect, solve correctly.
If solved correctly, solve using a different strategy.

1. A fruit bowl had 13 apples. Mike ate 6 apples from the fruit bowl. How many apples were left?

**Olivia's work**

\[
\begin{align*}
13 - 6 &= 7 \\
103 - 6 &= 7
\end{align*}
\]

a. Strategy: Count on

**Jake's work**

\[
\begin{align*}
6 + ? &= 13 \\
3 + ? &= 7
\end{align*}
\]

b. Strategy: Take from 10

\[
\begin{align*}
13 - 6 &= 7 \\
10 - 6 &= 4 \\
4 + 3 &= 7
\end{align*}
\]

c. Explain your strategy choice below.
2. Drew has 17 baseball cards in a box. He has 8 cards with Red Sox players, and the rest are Yankee players. How many Yankee player cards does Drew have in his box?

a. Strategy: **Take from 10**

\[
17 - 8 = 9
\]

b. Strategy: **Count on**

\[
17 + 8 = 25
\]

\[
8 + 9 = 17
\]

\[
10 - 8 = 2
2 + 7 = 9
\]

c. Explain your strategy choice below.
Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.
Remember to draw a box around your solution in the number sentence.

1. Michael and Anastasia pick 14 flowers for their mom. Michael picks 6 flowers. How many flowers does Anastasia pick?

\[
\begin{array}{c}
\text{M} \\
\text{A}
\end{array}
\]
\[14 - \boxed{6} = \boxed{8}\]

Anastasia picked 8 flowers

2. Daquan bought 6 toy cars. He also bought some magazines. He bought 15 items in all. How many magazines did Daquan buy?

\[
\begin{array}{c}
\text{C} \\
\text{M}
\end{array}
\]
\[6 + \boxed{9} = 15\]

Daquan bought 9 magazines.

3. Henry and Millie baked 18 cookies. Nine of the cookies were chocolate chip. The rest were oatmeal. How many were oatmeal?

\[
\begin{array}{c}
\text{C} \\
\text{O}
\end{array}
\]
\[9 + \boxed{9} = 18\]

They ate 9 cookies.

EUREKA MATH™

Lesson 22: Solve put together/take apart with addend unknown word problems and relate counting on to the take from ten strategy.
4. Felix made 8 birthday invitations with hearts. He made the rest with stars. He made 17 invitations in all. How many invitations had stars?

\[8 + \boxed{9} = 17\]

9 invitations had stars.

5. Ben and Miguel are having a bowling contest. Ben wins 9 times. They play 17 games in all. There are no tied games. How many times does Miguel win?

\[9 + \boxed{8} = 17\]

Miguel won 8 games.

6. Kenzie went to soccer practice 16 days this month. Only 9 of her practices were on a school day. How many times did she practice on a weekend?

\[9 + \boxed{7} = 16\]

Kenzie practiced 7 weekend days.
Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

1. Micah collected 9 pinecones on Friday and some more on Saturday. Micah collected a total of 14 pinecones. How many pinecones did Micah collect on Saturday?

\[
\text{\(9 + 5 = 14\)}
\]
Micah collected 5 pinecones on Saturday.

2. Giana bought 8 star stickers to add to her collection. Now, she has 17 stickers in all. How many stickers did Giana have at first?

\[
\text{\(17 - 9 = 8\)}
\]
Giana had 9 stickers at first.
3. Samil counted 5 pigeons on the street. Some more pigeons came. There were 13 pigeons in all. How many pigeons came?

\[ 8 \text{ pigeons came to the street.} \]

\[ 8 + 5 = 13 \]

4. Claire had some eggs in the fridge. She bought 12 more eggs. Now, she has 18 eggs in all. How many eggs did Claire have in the fridge at first?

\[ \text{Claire had 6 eggs in the fridge.} \]

\[ 12 + 6 = 18 \]
Read the word problem.
Draw and label.
Write a number sentence and a statement that matches the story.

1. Toby dropped 12 crayons on the classroom floor. Toby picked up 9 crayons. Marnie picked up the rest. How many crayons did Marnie pick up?

\[ 12 - 9 = 3 \]
Marnie picked up 3 crayons.

2. Of the students on the playground, 7 went back into the classroom. If 11 students stayed outside, how many were on the playground at first?

\[ 11 - 7 = 4 \]
4 students were on the playground at first.
3. At the play, 8 students from Mr. Frank's room got a seat. If there were 17 children from Room 24, how many children did not get a seat?

\[
\begin{align*}
8 & \quad 2+7 = 9 \\
\text{seat} & \quad \text{no seat}
\end{align*}
\]

\[17 - 8 = 9\]

9 children did not get a seat.

4. Simone had 12 bagels. She shared some with friends. Now, she has 9 bagels left. How many did she share with friends?

\[
\begin{align*}
9 & \quad 1+2 = 3 \\
0000000000 & \quad 00
\end{align*}
\]

\[12 - 9 = 3\]

Simone shared 3 bagels.
1. Circle "true" or "false."

<table>
<thead>
<tr>
<th>Equation</th>
<th>True or False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 2 + 3 = 5 + 1</td>
<td><strong>True</strong> / <strong>False</strong></td>
</tr>
<tr>
<td>b. 7 + 9 = 6 + 10</td>
<td><strong>True</strong> / <strong>False</strong></td>
</tr>
<tr>
<td>c. 11 - 8 = 12 - 9</td>
<td><strong>True</strong> / <strong>False</strong></td>
</tr>
<tr>
<td>d. 15 - 4 = 14 - 5</td>
<td><strong>True</strong> / <strong>False</strong></td>
</tr>
<tr>
<td>e. 18 - 6 = 2 + 10</td>
<td><strong>True</strong> / <strong>False</strong></td>
</tr>
<tr>
<td>f. 15 - 8 = 2 + 5</td>
<td><strong>True</strong> / <strong>False</strong></td>
</tr>
</tbody>
</table>

2. Lola and Charlie are using expression cards to make true number sentences. Use pictures and words to show who is right.

   a. Lola picked 4 + 8, and Charlie picked 9 + 3. Lola says these expressions are equal, but Charlie disagrees. Who is right? Explain your thinking.

   \[ \begin{align*}
   4 + 8 &= 12 \\
   9 + 3 &= 12 \\
   \end{align*} \]

   **Lola is right.**
b. Charlie picked 11 - 4, and Lola picked 6 + 1. Charlie says these expressions are not equal, but Lola disagrees. Who is right? Use a picture to explain your thinking.

\[ \begin{align*} 
11 - 4 &= 7 \\
6 + 1 &= 7 \\
\end{align*} \]

Lola is right.

c. Lola picked 9 + 7, and Charlie picked 15 - 8. Lola says these expressions are equal but Charlie disagrees. Who is right? Use a picture to explain your thinking.

\[ \begin{align*} 
9 + 7 &= 16 \\
15 - 8 &= 7 \\
\end{align*} \]

Charlie is right.

3. The following addition number sentences are FALSE. Change one number in each problem to make a TRUE number sentence, and rewrite the number sentence.

a. \[ 10 + 5 = 9 + 6 \]

b. \[ 10 + 2 = 8 + 4 \]

c. \[ 9 + 3 = 8 + 4 \]
Circle **ten**. Write the number. How many **tens** and **ones**?

1. \[\text{10} \quad 18\] is the same as \[\underline{1} \text{ ten and } \underline{8} \text{ ones.}\]

2. \[\text{10} \quad 17\] is the same as \[\underline{1} \text{ ones and } \underline{7} \text{ ten.}\]

Use the Hide Zero pictures to draw the ten and ones shown on the cards.

3. \[10 \quad 8\] \[\underline{1} \text{ ten and } \underline{8} \text{ ones}\]

4. \[10 \quad 3\] \[\underline{1} \text{ ten and } \underline{3} \text{ ones}\]
Draw using 5-groups columns to show the tens and ones.

5. \[ \underline{1} \text{ ten and } \underline{2} \text{ ones} \]

6. \[ \underline{1} \text{ ten and } \underline{3} \text{ ones} \]

Draw your own examples using 5-groups columns to show the tens and ones.

7. \[ \underline{16} \]
   \[ 16 \text{ is the same as } \underline{1} \text{ ten and } \underline{6} \text{ ones.} \]

8. \[ \underline{19} \]
   \[ 19 \text{ is the same as } \underline{9} \text{ ones and } \underline{1} \text{ ten.} \]
Solve the problems. Write the answers to show how many tens and ones. If there is only one ten, cross off the "s."

1. \[8 + 5 = \boxed{13}\] 1 tens and 3 ones

2. \[12 - 4 = \boxed{8}\] 0 tens and 8 ones

3. \[15 - 6 = \boxed{9}\] 0 tens and 9 ones

4. \[14 + 5 = \boxed{19}\] 1 tens and 9 ones

5. \[13 + 5 = \boxed{18}\] 1 tens and 8 ones

6. \[17 - 8 = \boxed{9}\] 0 tens and 9 ones
Read the word problem. Draw and label. Write a number sentence and statement that matches the story. Rewrite your answer to show its tens and ones.

7. Mike has some red cars and 8 blue cars. If Mike has 9 red cars, how many cars does he have in all?

\[
\begin{array}{c}
8 \\
00000000 \\
B
\end{array} \quad \begin{array}{c}
9 \\
00000000 \\
R
\end{array}
\]

\[8 + 9 = 17\]

Mike has 17 cars.

\[\_ \text{ tens} \quad \_ \text{ ones}\]

8. Yani and Han had 14 golf balls. They lost some balls. They had 8 golf balls left. How many balls did they lose?

\[
\begin{array}{c}
0000000000 \\
8 \text{ left}
\end{array} \quad \begin{array}{c}
0000 \\
6 \text{ lost}
\end{array}
\]

\[14 - 8 = 6\]

They lost 6 balls.

\[\_ \text{ tens} \quad \_ \text{ ones}\]

9. Nick rides his bike for 6 miles over the weekend. He rides 14 miles during the week. How many total miles does Nick ride?

\[
\begin{array}{c}
6 \\
00000000 \\
W
\end{array} \quad \begin{array}{c}
14 \\
000000000000 \\
D
\end{array}
\]

\[6 + 14 = 20\]

Nick rides 20 miles.

\[\_ \text{ tens} \quad \_ \text{ ones}\]
Solve the problems. Write your answers to show how many **tens** and **ones**.

1. \(9 + 7 = \boxed{16}\)
   
   \[9 + 1 = 10\]
   
   \[10 + 6 = 16\]

2. \(8 + 5 = \boxed{13}\)
   
   \[8 + 2 = 10\]
   
   \[10 + 3 = 13\]

Solve. Write the two number sentences for each step to show how you make a **ten**.

3. Boris has 9 board games on his shelf and 8 board games in his closet. How many board games does Boris have altogether?
   
   \[9 + 8 = 17\]
   
   \[9 + 1 = 10\]
   
   \[10 + 7 = 17\]

4. Sabra built a tower with 8 blocks. Yuri put together another tower with 7 blocks. How many blocks did they use?
   
   \[8 + 7 = 15\]
   
   \[8 + 2 = 10\]
   
   \[10 + 5 = 15\]
5. Camden solved 6 addition word problems. She also solved 9 subtraction word problems. How many word problems did she solve altogether?

\[ 6 + 9 = 15 \quad 9 + 1 = 10 \]
\[ 10 + 5 = 15 \]

6. Minna made 4 bracelets and 8 necklaces with her beads. How many pieces of jewelry did Minna make?

\[ 4 + 8 = 12 \quad 8 + 2 = 10 \]
\[ 10 + 2 = 12 \]

7. I put 5 peaches into my bag at the farmer's market. If I already had 7 apples in my bag, how many pieces of fruit did I have in all?

\[ 5 + 7 = 12 \quad 7 + 3 = 10 \]
\[ 10 + 2 = 12 \]
Solve the problems. Write your answers to show how many tens and ones.

1. \[ 17 - 8 = 9 \]
   \[ 10 - 8 = 2 \]
   \[ 2 + 7 = 9 \]

2. \[ 16 - 7 = 9 \]
   \[ 10 - 7 = 3 \]
   \[ 3 + 6 = 9 \]

Solve. Write the two number sentences for each step to show how you take from ten. Remember to put a box around your solution and write a statement.

3. Yvette counted 12 kids at the park. She counted 3 on the playground and the rest playing in the sand. How many kids did she count playing in the sand?

\[ 12 - 3 = 9 \]
\[ 10 - 3 = 7 \]
\[ 7 + 2 = 9 \]

Yvette counted 9 kids playing in the sand.

4. Eli read some science magazines. Then, he read 9 sports magazines. If he read 18 magazines altogether, how many science magazines did Eli read?

\[ 18 - 9 = 9 \]
\[ 10 - 9 = 1 \]
\[ 1 + 8 = 9 \]

Eli read 9 science magazines.
5. On Monday, Paulina checked out 6 whale books and some turtle books from the library. If she checked out 13 books in all, how many turtle books did Paulina check out?

\[
10 - 6 = 4 \\
4 + 3 = 7
\]

Paulina checked out 7 turtle books.

6. Some children are at the park playing soccer. Seven are wearing white shirts. If there are 14 children playing soccer in all, how many children are not wearing white shirts?

\[
14 - 7 = 7 \\
10 - 7 = 3 \\
3 + 4 = 7
\]

7 children are not wearing white shirts.

7. Dante has 9 stuffed animals in his room. The rest of his stuffed animals are in the TV room. Dante has 15 stuffed animals. How many of Dante's stuffed animals are in the TV room?

\[
15 - 9 = 6 \\
10 - 9 = 1 \\
1 + 5 = 6
\]

6 stuffed animals are in the TV room.