Lesson 1: Analyze and describe embedded numbers (to 10) using 5-groups and number bonds.

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Make a number bond that shows 5 as one part.

7.

8.

9.

10.

11.

12.
Circle 5, and then make a number bond.

1.  

2.  

3.  

4.  

Make a number bond that shows 5 as one part.

5.  

6.  

7.  

8.
Lesson 1 Homework

9. Make a number bond for the dominoes.

10. Make a number bond for the dominoes.

11. Make a number bond for the dominoes.

12. Make a number bond for the dominoes.

13. Circle 5 and count. Then, make a number bond.


15. Circle 5 and count. Then, make a number bond.

16. Circle 5 and count. Then, make a number bond.

Lesson 1: Analyze and describe embedded numbers (to 10) using 5-groups and number bonds.

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Lesson 1:
Analyze and describe embedded numbers (to 10) using 5-groups and number bonds.
Name _____________________________  Date ____________

Circle 2 parts you see. Make a number bond to match.

1.   

2.   

3.   

4.   

5.   

6.   

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7. \[ \begin{array}{c}
    \bullet \\
    \bullet \\
    \bullet \\
    \bullet \\
    \bullet \\
    \bullet \\
    \bullet \\
    \bullet \\
\end{array} \]

8. \[ \begin{array}{c}
    \bullet \\
    \bullet \\
    \bullet \\
    \bullet \\
    \bullet \\
    \bullet \\
    \bullet \\
\end{array} \]

9. How many pieces of fruit do you see? Write at least 2 different number bonds to show different ways to break apart the total.
Lesson 2: Reason about embedded numbers in varied configurations using number bonds.

Name _________________________________ Date _____________

Circle 2 parts you see. Make a number bond to match.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

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How many animals do you see? Write at least 2 different number bonds to show different ways to break apart the total.

9.

10.
Draw one more in the 5-group. In the box, write the numbers to describe the new picture.

1. ⭐⭐⭐⭐⭐
   1 more than 7 is ____.
   $7 + 1 = _____$

2. ⭐⭐⭐⭐⭐
   1 more than 9 is ____.
   $9 + 1 = _____$

3. △△△△△
   1 more than 6 is ____.
   $6 + 1 = _____$

4. ○○○○○
   1 more than 5 is ____.
   $5 + 1 = _____$
Lesson 3: See and describe numbers of objects using 1 more within 5-group configurations.

5. 

1 more than 8 is _____.
8 + 1 = _____

6. 

_____ is 1 more than 7.
_____ = 7 + 1

7. 

_____ is 1 more than 6.
_____ = 6 + 1

8. 

_____ is 1 more than 5.
_____ = 5 + 1

9. Imagine adding 1 more backpack to the picture. Then, write the numbers to match how many backpacks there will be.

1 more than 7 is _____.
______ + 1 = ______
Lesson 3: See and describe numbers of objects using 1 more within 5-group configurations.

How many objects do you see? Draw one more. How many objects are there now?

1. [Image of five cans]  
   1 more than 9 is ____.  
   \[9 + 1 = ____\]

2. [Image of six stars]  
   ____ is 1 more than 7.  
   \[____ = 7 + 1\]

3. [Image of five triangles]  
   ____ is 1 more than 5.  
   \[____ = 5 + 1\]

4. [Image of seven suns]  
   1 more than 8 is _____.  
   \[____ + 1 = ____\]
5. Imagine adding 1 more pencil to the picture. Then, write the numbers to match how many pencils there will be.

   1 more than 5 is ____.  
   5 + 1 = ____

6. Imagine adding 1 more flower to the picture. Then, write the numbers to match how many flowers there will be.

   ____ is 1 more than 8.  
   ____ + 1 = _____
Lesson 3: See and describe numbers of objects using 1 more within 5-group configurations.

5-group mat

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Lesson 4 Problem Set

Ways to Make 6.

Use the apple picture to help you write all of the different ways to make 6.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

Name ___________________________ Date ____________

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Today, we learned the different combinations that make 6. For homework, cut out the flashcards below, and write the number sentences that you learned today on the back. Keep these flashcards in the place where you do your homework to practice ways to make 6 until you know them really well! As we continue to learn different ways to make 7, 8, 9, and 10 in the upcoming days, continue to make new flashcards.

*Note to families: Be sure students make each of the combinations that make 6. The flashcards can look something like this:

Front of Card

Back of Card
Lesson 4:

Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total.
Lesson 4: Represent putting together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total.

6 apples picture card
Ways to Make 7. Use the classroom picture to help you write the expressions and number bonds to show all of the different ways to make 7.

\[ \square + \square + \square + \square + \square + \square \]
Lesson 5: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total.

Lesson 5 Homework

Name ___________________________ Date ______________

1. Match the dice to show different ways to make 7. Then, draw a number bond for each pair of dice.
   a. 
   b. 
   c. 

2. Make 2 number sentences. Use the number bonds above for help.
   \[ \square + \square = 7 \]
   \[ 7 = \square + \square \]

3. Fill in the missing number in the number bond. Then, write addition number sentences for the number bond you made.
   \[ 7 \quad \square \quad 0 \]
   \[ 7 = \square + \square \]
   \[ 7 = \square + \square \]
4. Color the dominoes that make 7.

5. Complete the number bonds for the dominoes you colored.
Lesson 5: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total.
Lesson 6: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.

Name _______________________________ Date ________________

Circle the part. Count on to show 8 with the picture and number bond. Write the expressions.

1. Circle 6. How many more does 6 need to make 8?

2. Circle 5. How many more does 5 need to make 8?

3. Circle 4. How many more does 4 need to make 8?

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4. These number bonds are in an order starting with the biggest part first. Write to show which number bonds are missing.

a.  
\[
\begin{array}{c}
8 \\
8 \\
\end{array}
\]

b.  
\[
\begin{array}{c}
8 \\
0 \\
\end{array}
\]

c.  
\[
\begin{array}{c}
8 \\
7 \\
\end{array}
\]

d.  
\[
\begin{array}{c}
8 \\
6 \\
\end{array}
\]

e.  
\[
\begin{array}{c}
8 \\
3 \\
\end{array}
\]

5. Use the expression to write a number bond and draw a picture that makes 8.

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

6. Use the expression to write a number bond and draw a picture that makes 8.

\[
\begin{array}{c}
8 \\
+ \\
0 \\
\end{array}
\]
1. Match the dots to show different ways to make 8. Then, draw a number bond for each pair.

   a. 
   b. 
   c. 

2. Show 2 ways to make 8. Use the number bonds above for help.

   \[ 3 + \square \]
   \[ \square + \square \]

3. Fill in the missing number in the number bond. Write 2 addition sentences for the number bond you made. Notice where the equal sign is to make your sentence true.

   \[ \square + 8 = \square \]
   \[ \square = \square + \square \]
4. These number bonds are in an order starting with the smallest part first. Write to show which number bonds are missing.

a. \[ \begin{array}{c}
8 \\
0 \quad 8
\end{array} \]

b. \[ \begin{array}{c}
8 \\
1 \quad 
\end{array} \]

c. \[ \begin{array}{c}
8 \\
\quad 6
\end{array} \]

d. \[ \begin{array}{c}
8 \\
3 \quad 
\end{array} \]

e. \[ \begin{array}{c}
8 \\
\quad 
\end{array} \]

5. Use the expression to write a number bond and draw a picture that makes 8.

\[ 2 + 6 \]

6. Use the expression to write a number bond and draw a picture that makes 8.

\[ 0 + 8 \]
Lesson 6: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.
Lesson 6: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.
Name ___________________________________________  Date __________

Use your 5-group cards to help you write the expressions and number bonds to show all of the different ways to make 8.

ways to make 8
Circle the part. Count on to show 9 with the picture and number bond. Write the expressions.

1. Circle 7. How many more does 7 need to make 9?

2. Circle 4. How many more does 4 need to make 9?

3. Circle 3. How many more does 3 need to make 9?
Lesson 7: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.

4. Draw a line to show partners of 9.

a.  

b.  

c.  

d.  

e.  

5. Write a number bond for each partner of 9. Use the partners above for help.

a.  

b.  

c.  

d.  

e. Write number sentences to match this number bond! 

\[ \square + \square = \square \] 

\[ \square + \square = \square \]
Lesson 7: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.

Name ____________________________ Date ____________

**Ways to Make 9**

Use the bookshelf picture to help you write the expressions and number bonds to show all of the different ways to make 9.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

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Lesson 7: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.

9 books picture card
Lesson 7: Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9, and generate all expressions for each total.
1. Use your bracelet to show different partners of 10. Then, draw the beads. Write an expression to match.
2. Match the partners of 10. Then, write a number bond for each partner.

a. [Number bond diagram]

b. [Number bond diagram]

c. [Number bond diagram]

d. [Number bond diagram]

e. [Number bond diagram]

f. [Number bond diagram]

3. Color the number bond that has 2 parts that are the same. Write addition sentences to match that number bond.

f. [Addition sentence diagram]
1. Rex found 10 bones on his walk. He can’t decide which part he wants to bring to his doghouse and which part he should bury. Help show Rex his choices by filling in the missing parts of the number bonds.

![Number bonds](image1)

2. He decided to bury 3 and bring 7 back home. Write all the adding sentences that match this number bond.

![Adding sentences](image2)
Lesson 9: Solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution.

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Lesson 9: Solve _add_ to with _result unknown_ and put together with _result unknown_ math stories by drawing, writing equations, and making statements of the solution.

Problem Set 1

3.  

| Flag | Flag | Flag | Flag | Flag | Flag |

|   |   |   |   |   |   |

There are _____ dark flags. There are ___ white flags.
Altogether, there are ____ flags.

Make a number bond to match the story.

4.  

| Flower | Flower | Flower | Flower | Flower | Flower | Flower | Flower |

|   |   |   |   |   |   |   |   |

There are _____ white flowers. There are ___ dark flowers.
Altogether, there are ____ flowers.

Make a number bond to match the story.
Lesson 9 Homework

Name ________________________________

1. Use the picture to tell a math story.

Write a number sentence to tell the story.

\[ \square + \square = \square \]

There are _______ sharks.

2. Use the picture to tell a math story.

Write a number sentence to tell the story.

\[ \square = \square + \square \]

There are _______ students.
3. Jim has 4 big dogs and 3 small dogs. How many dogs does Jim have?

Draw a picture to match the story.

\[ \square + \square = \square \]

Jim has \( \square \) dogs.

4. Liv plays at the park. She plays with 3 girls and 6 boys. How many kids does she play with at the park?

\[ \square = \square + \square \]

Liv plays with \( \square \) kids.
Lesson 9: Solve add to with result unknown and put together with result unknown math stories by drawing, writing equations, and making statements of the solution.

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Lesson 10 Problem Set

1. Use the picture to write the number sentence and the number bond.

   ______ little turtles + ______ big turtles = ______ turtles

2. ______ dogs that are awake + ______ sleeping dogs = ______ dogs

3. ______ pigs not in mud + ______ pigs in mud = ______ pigs
4. Draw a line from the picture to the matching 5-group cards.

a.

b.

c.

d.
1. Use your 5-group cards to solve.

\[
\begin{array}{ccc}
\hspace{1cm} & \hspace{1cm} & \\
\hspace{1cm} & \hspace{1cm} & \\
\hspace{1cm} & \hspace{1cm} & \\
\hspace{1cm} & \hspace{1cm} & \\
\end{array} \\
+ \\
= \\
\end{array}
\]

Draw the other 5-group card to show what you did.

2. Use your 5-group cards to solve.

\[
\begin{array}{ccc}
\hspace{1cm} & \hspace{1cm} & \\
\hspace{1cm} & \hspace{1cm} & \\
\hspace{1cm} & \hspace{1cm} & \\
\hspace{1cm} & \hspace{1cm} & \\
\end{array} \\
= \\
\end{array}
\]

Draw the other 5-group card to show what you did.
3. There are 4 tall boys and 5 short boys. Draw to show how many boys there are in all.

There are ______ boys in all.

Write a number bond to match the story.

Write a number sentence to show what you did.

\[
\begin{array}{cccc}
\phantom{\text{+}} & \phantom{\text{+}} & \phantom{\text{=}} \\
\phantom{\text{+}} & \phantom{\text{+}} & \phantom{\text{=}} \\
\phantom{\text{=}} & \phantom{\text{=}} & \phantom{\text{=}} \\
\end{array}
\]

4. There are 3 girls and 5 boys. Draw to show how many children there are altogether.

There are ______ children altogether.

Write a number bond to match the story.

Write a number sentence to show what you did.

\[
\begin{array}{cccc}
\phantom{\text{+}} & \phantom{\text{+}} & \phantom{\text{=}} \\
\phantom{\text{+}} & \phantom{\text{+}} & \phantom{\text{=}} \\
\phantom{\text{=}} & \phantom{\text{=}} & \phantom{\text{=}} \\
\end{array}
\]
1. Jill was given a total of 5 flowers for her birthday. Draw more flowers in the vase to show Jill's birthday flowers.

   How many flowers did you have to draw? ___ flowers

   Write a number sentence and a number bond to match the story.

   \[
   \Box = \Box + \Box
   \]

2. Kate and Nana were baking cookies. They made 2 heart cookies and then made some square cookies. They made 8 cookies altogether. How many square cookies did they make? Draw and count on to show the story.

   Write a number sentence and a number bond to match the story.

   \[
   2 + \Box = 8
   \]
Lesson 11 Problem Set 1.1

Show the parts. Write a number bond to match the story.

3. Bill has 2 trucks. His friend, James, came over with some more. Together, they had 5 trucks. How many trucks did James bring over?

James brought over _____ trucks.

Write a number sentence to explain the story.

$$2 + \_ = 5$$

4. Jane caught 7 fish before she stopped to eat lunch. After lunch, she caught some more. At the end of the day, she had 9 fish. How many fish did she catch after lunch?

Jane caught ______ fish after lunch.

Write a number sentence to explain the story.

$$\_ + \_ = \_$$
Lesson 11: Solve add to with change unknown math stories as a context for counting on by drawing, writing equations, and making statements of the solution.

Name ____________________________ Date ______________

1. Use the 5-group cards to count on to find the missing number in the number sentences.

a. \[ 2 + \square = 7 \]

b. \[ 8 = 5 + \square \]

c. \[ 9 = 7 + \square \]

d. \[ 9 = \square + 9 \]
2. Match the number sentence to the math story. Draw a picture or use your 5-group cards to solve.

a. Scott has 3 cookies. His mom gives him some more. Now, he has 8 cookies. How many cookies did his mom give him?

Scott’s mom gave him ________ cookies.

3 + ? = 9

b. Kim sees 6 birds in the tree. Some more birds fly in. Kim sees 9 birds in the tree. How many birds flew to the tree?

_____ birds flew to the tree.

4 + ? = 8
Fill in the missing numbers.

1. 3 + ___ = 5

2. 5 + ___ = 9

3. 4 + ___ = 10
Lesson 12 Problem Set

4. Kate and Bob had 6 balls at the park. Kate had 2 of the balls.

How many balls did Bob have?

_______ balls = _______ balls + _______ balls

Bob had _______ balls at the park.

5. I had 3 apples. My mom gave me some more. Then, I had 10 apples.

How many apples did my mom give me?

_______ apples + _______ apples = _______ apples

Mom gave me _______ apples.
Lesson 12: Solve add to with change unknown math stories using 5-group cards.

Use your 5-group cards to count on to find the missing number in the number sentences.

1. \[ 5 + ? = 7 \]
   The mystery number is __________

2. \[ 2 + ? = 8 \]
   The mystery number is __________

3. \[ 6 + ? = 9 \]
   The mystery number is __________
Use your 5-group cards to count on and solve the math stories. Use the boxes to show your 5-group cards.

4. Jack reads 4 books on Monday. He reads some more on Tuesday. He reads 7 books total. How many books does Jack read on Tuesday?

\[
\begin{array}{c}
\phantom{+} \hspace{1cm} + \hspace{1cm} = \\
\phantom{+} \hspace{1cm} \phantom{=} \hspace{1cm} \phantom{=}
\end{array}
\]

Jack reads \underline{_____} books on Tuesday.

5. Kate has 1 sister and some brothers. She has 7 brothers and sisters in all. How many brothers does Kate have?

\[
\begin{array}{c}
\phantom{+} \hspace{1cm} + \hspace{1cm} = \\
\phantom{+} \hspace{1cm} \phantom{=} \hspace{1cm} \phantom{=}
\end{array}
\]

Kate has \underline{_____} brothers.

6. There are 6 dogs in the park and some cats. There are 9 dogs and cats in the park altogether. How many cats are in the park?

\[
\begin{array}{c}
\phantom{+} \hspace{1cm} + \hspace{1cm} = \\
\phantom{+} \hspace{1cm} \phantom{=} \hspace{1cm} \phantom{=}
\end{array}
\]

There are \underline{_____} cats total.
With a partner, create a story for each of the number sentences below. Draw a picture to show. Write the number bond to match the story.

1. \[6 + 2 = \Box\]

2. \[5 + 5 = \Box\]
Lesson 13 Problem Set

1. Tell put together with result unknown, add to with result unknown, add to with change unknown stories from equations.

3. \[5 + \square = 7\]

4. \[6 + \square = 10\]
Lesson 13 Homework

Use the number sentences to draw a picture, and fill in the number bond to tell a math story.

1. \(5 + 2 = 7\)

2. \(3 + 6 = 9\)

3. \(7 + ? = 9\)
Lesson 14: Count on up to 3 more using numeral and 5-group cards and fingers to track the change.

1. Count on to add.

There are ____ flowers altogether.

2. There are ____ oranges in all.

There are ____ oranges in all.

3. There is a total of ____ crayons.
4. Use your 5-group cards to count on to add. Try to use as few dot cards as you can.

   a. \[ 6 + 1 = \square \]

   b. \[ 6 + 3 = \square \]

   c. \[ 7 + 2 = \square \]

   d. \[ \square + 5 + 3 \]

5. Use your 5-group cards, your fingers, or your known facts to count on to add.

   a. \[ 8 + 2 = \square \]

   b. \[ \square + 4 + 1 \]

   c. \[ 4 + 3 = \square \]

   d. \[ \square + 6 + 3 \]
Lesson 14: Count on up to 3 more using numeral and 5-group cards and fingers to track the change.

Name ___________________________ Date ______________

Count on to add.

a. 
\[5 + 1 = \square\] 

Write what you say when you count on.

b. 
\[5 + 2 = \square\] 

c. 
\[7 + 2 = \square\] 

d. 
\[\square = 6 + 3\] 

e. 
\[\square = 7 + \square\]
1. **Count on to add.**

   a. 
   
   There are ____ crayons altogether.

   b. 
   
   There are a total of ____ balloons.

   c. 
   
   In all, there are ____ pencils.
2. What shortcut or efficient strategy can you find to add?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>4 + 1</td>
<td>=</td>
</tr>
<tr>
<td>b.</td>
<td>4 + 3</td>
<td>=</td>
</tr>
<tr>
<td>c.</td>
<td>7 + 1</td>
<td>=</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td>= 6 + 2</td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td>= 5 + 3</td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td>= 3 + 6</td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td>= 3 + 7</td>
</tr>
<tr>
<td>h.</td>
<td>2 + 5</td>
<td>=</td>
</tr>
<tr>
<td>i.</td>
<td>7 + 2</td>
<td>=</td>
</tr>
<tr>
<td>j.</td>
<td>7 + 3</td>
<td>=</td>
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<tr>
<td>k.</td>
<td></td>
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<td>l.</td>
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<td>= 2 + 5</td>
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<tr>
<td>m.</td>
<td></td>
<td>= 6 + 2</td>
</tr>
<tr>
<td>n.</td>
<td></td>
<td>= 2 + 8</td>
</tr>
</tbody>
</table>

Lesson 15: Count on up to 3 more using numeral and 5-group cards and fingers to track the change.

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Use your 5-group cards or your fingers to count on to solve.

1. \[5 + 3 = \square\]

2. \[6 + 2 = \square\]

3. \[7 + 3 = \square\]

Show the shortcut you used to add.

Show the strategy you used to add.

4. \[\square = 8 + 2\]

5. \[\square = 6 + 3\]

6. \[\square = 7 + 2\]
Lesson 16: Count on to find the unknown part in missing addend equations such as $6 + \_ = 9$. Answer, “How many more to make 6, 7, 8, 9, and 10?”

Lesson 16 Problem Set

Name ______________________________ Date __________________

1. Draw more apples to solve $4 + \_ = 6$.

2. How many more to make 7?

3. How many more to make 8?

4. How many more to make 9?

I added ____ apples to the tree.
Lesson 16: Count on to find the unknown part in missing addend equations such as \(6 + \_ = 9\). Answer, “How many more to make 6, 7, 8, 9, and 10?”

5. Count on to add. Circle the strategy you used to keep track.

a. \(4 + \_ = 5\)

b. \(4 + \_ = 7\)

c. \(8 = 5 + \_\)

d. \(10 = \_ + 8\)

e. \(7 + \_ = 8\)

f. \(\_ + 5 = 7\)

g. \(8 = 6 + \_\)

h. \(10 = \_ + 7\)
Lesson 16: Count on to find the unknown part in missing addend equations such as $6 + \_ = 9$. Answer, “How many more to make 6, 7, 8, 9, and 10?”

1. Use simple math drawings. Draw more to solve $4 + \_ = 6$.

2. Use your 5-group cards to solve $6 + \_ = 8$

3. Use counting on to solve $7 + \_ = 10$
Lesson 17: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences

Name _________________________ Date ____________________

Write an expression that matches the groups on each plate. If the plates have the same amount of fruit, write the equal sign between the expressions.

1.

[Image of two plates with fruit, one having 3 apples and 2 oranges, the other having 2 apples and 3 oranges, and a third plate with 4 oranges and 1 apple.]

[Blank boxes to be filled with numbers.]

2.

[Image of two plates with fruit, one having 3 apples and 2 oranges, the other having 2 apples and 3 oranges, and a third plate with 4 oranges and 1 apple.]

[Blank boxes to be filled with numbers.]

3.

[Image of two plates with fruit, one having 3 apples and 2 oranges, the other having 2 apples and 3 oranges, and a third plate with 4 oranges and 1 apple.]

[Blank boxes to be filled with numbers.]

4.

[Image of two plates with fruit, one having 3 apples and 2 oranges, the other having 2 apples and 3 oranges, and a third plate with 4 oranges and 1 apple.]

[Blank boxes to be filled with numbers.]
Lesson 17: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences

5. Write an expression to match each domino.
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

   g. Find two sets of expressions from (a)-(f) that are equal. Connect them below with = to make true number sentences.

6. 
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

   g. Find two sets of expressions from (a)-(f) that are equal. Connect them below with = to make true number sentences.
1. Match the equal dominoes. Then, write true number sentences.

   a. 
   
   b. 
   
   c. 

2. Find the expressions that are equal. Use the equal expressions to write true number sentences.

   a. 
   
   b. 

1. Add. Color the balloons that match the number in the boy’s mind. Find expressions that are equal. Connect them below with = to make true number sentences.

a. 

\[
\begin{align*}
3 + 6 &= 9 \\
5 + 1 &= 6 \\
4 + 3 &= 7 \\
3 + 3 &= 6 \\
8 + 2 &= 10
\end{align*}
\]

b. 

\[
\begin{align*}
4 + 5 &= 9 \\
5 + 3 &= 8 \\
3 + 7 &= 10 \\
6 + 3 &= 9 \\
4 + 4 &= 8
\end{align*}
\]
Lesson 18: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.

Lesson 18 Problem Set 1.1

2. Are these number sentences true? ✓ if it is true. ✗ if it is false.

If it is false, rewrite the number sentence to make it true.

a. $3 + 1 = 2 + 2$  

b. $9 + 1 = 1 + 2$

c. $2 + 3 = 1 + 4$

d. $5 + 1 = 4 + 2$

e. $4 + 3 = 3 + 5$

f. $0 + 10 = 2 + 8$

g. $6 + 3 = 4 + 5$

h. $3 + 7 = 2 + 6$

3. Write a number in the expression and solve. ✓ if it is true. ✗ if it is false.

a. $1 + ___ = 3 + 2$

b. $___ + 4 = 2 + 5$

c. $___ + 5 = 6 + ___$

d. $7 + ___ = 8 + ___$
Lesson 18: Understand the meaning of the equal sign by pairing equivalent expressions and constructing true number sentences.

Name ____________________________ Date ________________

1. The pictures below are not equal. Make the pictures equal, and write a true number sentence.

```
hearts     smileys
  □ □ □ □       □ □ □ □
  □ □ □ □       □ □ □ □
  □ □ □ □       □ □ □ □
  □ □ □ □       □ □ □ □
```

2. Circle the true number sentences, and rewrite the false sentences to make them true.

```
a. 4 = 4          b. 5 + 1 = 6 + 1          c. 3 + 2 = 5 + 0

d. 6 + 2 = 4 + 4  e. 3 + 3 = 6 + 2          f. 9 + 0 = 7 + 2

g. 4 + 3 = 2 + 4  h. 8 = 8 + 0          i. 6 + 3 = 5 + 4
```
3. Find the missing part to make the number sentences true.

a. \[8 + 0 = \_\_\_ + 4\]  
b. \[7 + 2 = 9 + \_\_\_\]  
c. \[5 + 2 = 4 + \_\_\_\]

d. \[5 + \_\_\_ = 6 + 0\]  
e. \[6 + \_\_\_ = 4 + 3\]  
f. \[5 + 4 = \_\_\_ + 3\]
1. Write the number bond to match the picture. Then, complete the number sentences.

   a. + + = 5 + + = 5

   b. + + = 8 + = 8

   c. + + = + + = + + =
Write the expression under each plate. Add the equal sign to show they are the same amount.

2.

3.

4. Draw to show the expression.

5. Draw and write to show 2 expressions that use the same numbers and have the same total.
1. Use the picture to write a number bond. Then, write the matching number sentences.

2. Write the number sentences to match the number bonds.

   a. 
   
   b. 

Lesson 19: Represent the same story scenario with addends repositioned (the commutative property).

a.

b.

c.

\[
\begin{array}{ccc}
8 & + & 2 \\
2 & + & 8 \\
\end{array}
\]

d.

\[
\begin{array}{ccc}
7 & + & 5 \\
5 & + & 7 \\
\end{array}
\]

e.

\[
\begin{array}{ccc}
10 & = & 3 \\
3 & = & 10 \\
\end{array}
\]

\[
\begin{array}{ccc}
10 & = & 7 \\
7 & = & 10 \\
\end{array}
\]

f.

\[
\begin{array}{ccc}
9 & + & 3 \\
3 & + & 9 \\
\end{array}
\]

\[
\begin{array}{ccc}
9 & + & 3 \\
3 & + & 9 \\
\end{array}
\]
Circle the larger amount and count on. Write the number sentence, starting with the larger number.

1.

Circle the larger part, and complete the number bond. Write the number sentence, starting with the larger part.

2.

3.

4.
Color the larger part of the bond. Count on from that part to find the total, and fill in the number bond. Complete the first number sentence, and then rewrite the number sentence to start with the larger part.

5. 

6. 

Circle the larger number, and count on to solve.

7. $1 + 5 = \underline{\quad}$
8. $2 + 6 = \underline{\quad}$

9. $4 + 3 = \underline{\quad}$
10. $3 + 6 = \underline{\quad}$
Lesson 20: Apply the commutative property to count on from a larger addend.

Color the larger part, and complete the number bond. Write the number sentence, starting with the larger part.

1. \[2 + \_ \_ \_ = \_ \_ \_ \]

2. \[\_ \_ \_ + \_ \_ \_ = \_ \_ \_ \]

3. \[\_ \_ \_ + \_ \_ \_ = \_ \_ \_ \]

4. \[\_ \_ \_ + \_ \_ \_ = \_ \_ \_ \]
Lesson 20: Apply the commutative property to count on from a larger addend.

5.  \[ \underline{5} + \underline{3} = \underline{8} \]

6.  \[ \underline{4} + \underline{4} = \underline{8} \]

7.  \[ \underline{5} + \underline{4} = \underline{9} \]
Lesson 21:
Visualize and solve doubles and doubles plus 1 with 5-group cards.

Name ___________________________ Date ________________

Add the numbers on the pairs of cards. Write the number sentences. Color doubles red. Color doubles plus 1 blue.

1. 3 + 3 = __________

2. 4 + 4 = __________

3. 3 + 4 = __________

4. 5 + 4 = __________

Solve. Use your doubles to help. Draw and write the double that helped.

5. 5 + 4 = __________

6. 4 + 3 = __________
7. Solve the doubles and the doubles plus 1 number sentences.

   a. 0 + 0 = □  0 + 1 = □

   b. 2 + 2 = □  2 + 3 = □

   c. 3 + 3 = □  3 + 4 = □

   d. 4 + 4 = □  4 + 5 = □

   e. 3 + □ = 6  3 + □ = 7

   f. 5 + □ = 10  4 + □ = 9

8. Show how this strategy can help you solve 5 + 6 = □

9. Write a set of 4 related addition facts for the number sentences of Problem 7(d).
Lesson 21 Homework

1. Draw the 5-group card to show a double. Write the number sentence to match the cards.
   a. [Diagram of a 5-group card showing the number 4]
   b. [Diagram of a 5-group card showing the number 3]
   c. [Diagram of a 5-group card showing the number 5]

2. Fill in the 5-group cards in order from least to greatest, double the number, and write the number sentences.
   a. [Diagram of 5-group cards with numbers filled in as 1, 1, 2, 4, 3, 5, 6, 7, 8, 9]
   b. [Diagram of 5-group cards with numbers filled in as 1, 1, 2, 4, 3, 5, 6, 7, 8, 9]
   c. [Diagram of 5-group cards with numbers filled in as 1, 1, 2, 4, 3, 5, 6, 7, 8, 9]
   d. [Diagram of 5-group cards with numbers filled in as 1, 1, 2, 4, 3, 5, 6, 7, 8, 9]
   e. [Diagram of 5-group cards with numbers filled in as 1, 1, 2, 4, 3, 5, 6, 7, 8, 9]
Lesson 21: Visualize and solve doubles and doubles plus 1 with 5-group cards.

3. Solve the number sentences.

a. \[ 3 + 3 = \_\_\_ \]

b. \[ 5 + \_\_\_ = 10 \]

c. \[ 1 + \_\_\_ = 2 \]

d. \[ 4 = \_\_\_ + 2 \]

e. \[ 8 = 4 + \_\_\_ \]

4. Match the top cards to the bottom cards to show doubles plus 1.

a. \[ 1 \]

b. \[ 4 \]

c. \[ 3 \]

d. \[ 2 \]

5. Solve the number sentences. Write the double fact that helped you solve the double plus 1.

a. \[ 2 + 3 = \_\_\_ \]

b. \[ 3 + \_\_\_ = 7 \]

c. \[ 4 + \_\_\_ = 9 \]
Lesson 22 Problem Set

Name ____________________________ Date ____________

1. Use RED to color boxes with 0 as an addend. Find the total for each.
2. Use ORANGE to color boxes with 1 as an addend. Find the total for each.
3. Use YELLOW to color boxes with 2 as an addend. Find the total for each.
4. Use GREEN to color boxes with 3 as an addend. Find the total for each.
5. Use BLUE to color the boxes that are left. Find the total for each.

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<td>1+7</td>
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<td>10+0</td>
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Lesson 22: Look for and make use of repeated reasoning on the addition chart by solving and analyzing problems with common addends.

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Lesson 22 Homework

Solve the problems without counting all. Color the boxes using the key.

Step 1: Color the problems with “+ 1” or “1 +” blue.
Step 2: Color the remaining problems with “+ 2” or “2 +” green.
Step 3: Color the remaining problems with “+ 3” or “3 +” yellow.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a.</td>
<td>7 + 1 = ___</td>
<td>b.</td>
<td>8 + ___ = 9</td>
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<tr>
<td>c.</td>
<td>3 + 1 = ___</td>
<td>d.</td>
<td>5 + 3 = ___</td>
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<td>e.</td>
<td>5 + ___ = 7</td>
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<td>4 + ___ = 7</td>
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<td>g.</td>
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<td>2 + ___ = 3</td>
<td>v.</td>
<td>9 + 1 = ___</td>
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<td>w.</td>
<td>7 + 3 = ___</td>
<td>x.</td>
<td>1 + ___ = 3</td>
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Name ____________________________  Date ________________

Use your chart to write a list of number sentences in the spaces below.

<table>
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<tr>
<th>Totals of 10</th>
<th>Totals of 9</th>
<th>Totals of 8</th>
<th>Totals of 7</th>
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Lesson 23: Look for and make use of structure on the addition chart by looking for and coloring problems with the same total.

Fill in the missing box, and find the totals for all of the expressions. Use your completed addition chart to help you.

1. \[ 1 + 2 \] \[ 1 + 3 \]
   \[ 2 + 2 \]
   \[ 3 + 2 \] \[ 3 + 3 \]

2. \[ 6 + 1 \] \[ 6 + 2 \]
   \[ 7 + 1 \]
   \[ 8 + 2 \]
   \[ 9 + 1 \]

3. \[ 4 + 4 \] \[ 4 + 5 \]
   \[ 5 + 4 \]
   \[ 6 + 4 \]

4. \[ 2 + 4 \] \[ 2 + 6 \]
   \[ 3 + 5 \]
Lesson 23: Look for and make use of structure on the addition chart by looking for and coloring problems with the same total.

addition chart; from Lesson 21
Lesson 24: Practice to build fluency with facts to 10.

Name ________________________________ Date __________

Related Fact Ladders

1. 2 + 1 = 3

2. 4 + 1 = 5

3. 5 + 5 = 10

4. 3 + 4 = 7

5. 2 + 6 = 8

6. 7 + 3 = 10

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Solve and sort the number sentences. One number sentence can go in more than one place when you sort.

| 5 + 1 = ____ | 6 + 2 = ____ | 2 + 3 = ____ |
| 3 + 3 = ____ | 7 + 1 = ____ | 2 + 2 = ____ |
| ____ = 4 + 4 | 8 + 2 = ____ | 3 + 4 = ____ |
| ____ = 5 + 4 | 10 = 1 + ____ | ____ = 5 + 2 |

<table>
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<tr>
<th>Doubles</th>
<th>Doubles +1</th>
<th>+1</th>
<th>+2</th>
<th>Mentally visualized 5-groups</th>
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Write your own number sentences, and add them to the chart.
Solve and practice math facts.

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Lesson 24: Practice to build fluency with facts to 10.

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Lesson 25: Solve *add to with change unknown* math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences.

Name __________________________________________ Date ____________

Break the total into parts. Write a number bond and addition and subtraction number sentences to match the story.

1. Rachel and Lucy are playing with 5 trucks. If Rachel is playing with 2 of them, how many is Lucy playing with?

   ![Diagram of trucks]

   Lucy is playing with ______ trucks.

2. Jane caught 9 fish. She caught 7 fish before she ate lunch. How many fish did she catch after lunch?

   ![Diagram of fish]

   Jane caught ______ fish after lunch.
3. Dad bought 6 shirts. The next day he returned some of them. Now, he has 2 shirts. How many shirts did Dad return?

\[
\begin{array}{c}
\text{Dad returned} \\
\end{array}
\]

4. John had 3 strawberries. Then, his friend gave him more fruit. Now, John has 7 pieces of fruit. How many pieces of fruit did John's friend give him?

\[
\begin{array}{c}
\text{John's friend gave him} \\
\end{array}
\]
Lesson 25 Homework

Name ____________________________ Date __________

Break the total into parts. Write a number bond and addition and subtraction number sentences to match the story.

1. Six flowers bloomed on Monday. Some more bloomed on Tuesday. Now, there are 8 flowers. How many flowers bloomed on Tuesday?

   6 flowers bloomed on Monday.
   ______ flowers bloomed on Tuesday.
   
   \[ \begin{align*}
   2 + 1 &= 3 \\
   3 - 2 &= 1 \\
   \end{align*} \]

2. Below are the balloons that Mom bought. She bought 4 balloons for Bella, and the rest of the balloons were for Jim. How many balloons did she buy for Jim?

   Mom bought Jim _______ balloons.
Draw a picture to solve the math story.

3. Missy buys some cupcakes and 2 cookies. Now, she has 6 desserts. How many cupcakes did she buy?

\[
\begin{array}{c}
\text{Missy bought} \quad \underline{\quad} \quad \text{cupcakes.}
\end{array}
\]

4. Jim invited 9 friends to his party. Three friends arrived late, but the rest came early. How many friends came early?

\[
\begin{array}{c}
\underline{\quad} \quad \text{friends came early.}
\end{array}
\]

5. Mom paints her fingernails on both hands. First, she paints 2 red. Then, she paints the rest pink. How many fingernails are pink?

\[
\begin{array}{c}
\text{Mom paints} \quad \underline{\quad} \quad \text{fingernails pink.}
\end{array}
\]
Lesson 25: Solve add to with change unknown math stories with addition, and relate to subtraction. Model with materials, and write corresponding number sentences.

number bond and number sentences
Name ______________________________ Date ______________

Use the number path to solve.

1.  
   \[ 6 - 4 = \_\_\_ \quad 4 + \_\_\_ = 6 \]

2.  
   \[ 8 - 5 = \_\_\_ \quad 5 + \_\_\_ = 8 \]

3.  
   \[ 9 - 6 = \_\_\_ \quad 6 + \_\_\_ = 9 \]

4.  
   \[ 9 - 3 = \_\_\_ \quad 3 + \_\_\_ = 9 \]
Use the number path to help you solve.

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

5. $5 - 4 = \_\_\_\_$  
   $4 + \_\_\_\_ = 5$

6. $5 - 1 = \_\_\_\_$  
   $1 + \_\_\_\_ = 5$

7. $7 - 5 = \_\_\_\_$  
   $5 + \_\_\_\_ = 7$

8. $10 - 6 = \_\_\_\_$  
   $6 + \_\_\_\_ = 10$

9. $9 - 3 = \_\_\_\_$  
   $3 + \_\_\_\_ = 9$

Lesson 26: Count on using the number path to find an unknown part.
Lesson 26 Homework

Use the number path to solve.

1. 5 - 3 = _____

2. a. 8 - 6 = ____  6 + ____ = 8
   b. 7 - 4 = ____  4 + ____ = 7
   c. 8 - 2 = ____
   d. 9 - 6 = ____
Use the number path to solve. Match the addition sentence that can help you.

3.  
   a. $6 - 4 = \underline{\phantom{10}}$  
      $6 + 4 = 10$
   
   b. $9 - 5 = \underline{\phantom{10}}$  
      $10 = 7 + 3$
   
   c. $10 - 6 = \underline{\phantom{10}}$  
      $4 + 5 = 9$
   
   d. $10 - 7 = \underline{\phantom{10}}$  
      $6 = 4 + 2$

4. Write an addition and subtraction number sentence for the number bond. You may use the number path to solve.

   a. $8$
      $3$  
      $\underline{\phantom{10}}$

   b. $9$
      $3$  
      $\underline{\phantom{10}}$
Lesson 26:

Count on using the number path to find an unknown part.
Lesson 27 Problem Set 1

Name ___________________________ Date ____________

Rewrite the subtraction number sentence as an addition number sentence.
Place a ☐ around the unknown. Use the number path if you want to.

1. 4 – 3 = ☐ ☐ + ☐ ☐ = ☐ ☐
2. 6 – 2 = ☐ ☐ + ☐ ☐ = ☐ ☐
3. 7 – 3 = ☐ ☐ + ☐ ☐ = ☐ ☐
4. 9 – 6 = ____________________
5. 10 – 2 = ____________________

Use the number path to count on.

6. 8 – 4 = ☐ ☐ ☐ ☐ 4 + ☐ ☐ ☐ ☐ = 8
7. 9 – 5 = ☐ ☐ ☐ ☐ 5 + ☐ ☐ ☐ ☐ = 9
Lesson 27: Count on using the number path to find an unknown part.

10. Pick the best way to solve the problem. Check the box.

- **a.** $10 - 9 = \underline{\hspace{1cm}}$
  - [ ] Count on
  - [ ] Count back

- **b.** $9 - 1 = \underline{\hspace{1cm}}$
  - [ ] Count on
  - [ ] Count back

- **c.** $8 - 5 = \underline{\hspace{1cm}}$
  - [ ] Count on
  - [ ] Count back

- **d.** $8 - 6 = \underline{\hspace{1cm}}$
  - [ ] Count on
  - [ ] Count back

- **e.** $7 - 4 = \underline{\hspace{1cm}}$
  - [ ] Count on
  - [ ] Count back

- **f.** $6 - 3 = \underline{\hspace{1cm}}$
  - [ ] Count on
  - [ ] Count back
Use the number path to complete the number bond, and write an addition and a subtraction sentence to match.

1.

```
Number Path
1  2  3  4  5  6  7  8  9  10
```

- a. \[ \begin{array}{c}
\text{10} \\
\text{3} \\
\end{array} \]

- b. \[ \begin{array}{c}
\text{10} \\
\text{6} \\
\end{array} \]

2. Solve the number sentences. Pick the best way to solve. Check the box.

- a. \[9 - 7 = _____\ ]
- b. \[8 - 2 = _____\ ]
- c. \[7 - 5 = _____\ ]
3. Solve the number sentence. Pick the best way to solve. Use the number path to show why.

<table>
<thead>
<tr>
<th></th>
<th>Count on</th>
<th>Count back</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 7 - 5 = _____</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>I counted _______________ because it needed fewer hops.</td>
<td></td>
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</tr>
</tbody>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>b. 9 - 1 = _____</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>[ ]</td>
<td>[ ]</td>
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<thead>
<tr>
<th></th>
<th>Count on</th>
<th>Count back</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 10 - 8 = ___</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Make a math drawing or write a number sentence to show why this is best.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 28 Problem Set

Name ___________________________ Date ________________

Read the story. Draw a horizontal line through the items that are leaving the story.

Then, complete the number bond, sentence, and statement.

1. There are 5 toy airplanes flying at the park.
   One went down and broke.
   How many airplanes are still flying?

   \[ 5 - 1 = \underline{\hspace{2cm}} \]

   There are ________ airplanes still flying.

2. I had 6 eggs from the store.
   Three of them were cracked.
   How many eggs did I have that were not cracked?

   \[ 6 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \]

   ________ eggs were not cracked.
Draw a number bond and math drawing to help you solve the problems.

3. Kate saw 8 cats playing in the grass.
   Three went away to chase a mouse.
   How many cats remained in the grass?

   \[ \underline{8} - \underline{3} = \underline{5} \]

   \( \underline{5} \) cats remained in the grass.

4. There were 7 mango slices.
   Two of them were eaten.
   How many mango slices are left to eat?

   \[ \underline{7} - \underline{2} = \underline{5} \]

   There are \( \underline{5} \) mango slices left.
Lesson 28 Homework

Name ______________________________ Date __________________

Read the story. Make a math drawing to solve.

1. There were 6 hot dogs on the grill. Two finish cooking and are removed. How many hot dogs remain on the grill?

   \[ 6 - \_\_ = \_\_ \]

   There are ___ hot dogs remaining on the grill.

2. Bob buys 8 new toy cars. He takes 3 out of the bag. How many cars are still in the bag?

   \[ \_\_ - \_\_ = \_\_ \]

   ____ cars are still in the bag.

3. Kira sees 7 birds in the tree. Three birds fly away. How many birds are still in the tree?

   \[ \_\_ - \_\_ = \_\_ \]

   ____ birds are still in the tree.
4. Brad has 9 friends over for a party. Six friends get picked up. How many friends are still at the party?

\[
\begin{array}{c}
\text{____ - ____ = ___} \\
\text{____ friends are still at the party.}
\end{array}
\]

5. Jordan was playing with 10 cars. He gave 7 to Kate. How many cars is Jordan playing with now?

\[
\begin{array}{c}
\text{____ - ____ = ___} \\
\text{Jordan is playing with ____ cars now.}
\end{array}
\]

6. Tony takes 4 books from the bookshelf. There were 10 books on the shelf to start. How many books are on the shelf now?

\[
\begin{array}{c}
\text{____ - ____ = ___} \\
\text{____ books are on the shelf now.}
\end{array}
\]
Complete the story and solve. Label the number bond. Color the missing part in the number sentence and number bond.

1. There are _____ apples.
   _____ have worms. Yuck!
   How many good apples are there?

2. _____ books are in the case.
   _____ books are on the top shelf.
   How many books are on the bottom shelf?
Lesson 29: Solve *take apart with addend unknown* math stories with math drawings, equations, and statements, circling the known part to find the unknown.

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Lesson 29 Problem Set

Use number bonds and math drawings in a line to solve.

3. There are 8 animals at the pond. Two are big. The rest are small. How many are small?

   \[ \square - \square = \square \]

   _____ animals are small.

4. There are 7 students in the class. _____ students are girls. How many students are boys?

   \[ \square - \square = \square \]

   _____ students are boys.
Lesson 29 Homework

Name _____________________________ Date _____________

Read the math stories. Make math drawings to solve.

1. Tom has a box of 7 crayons. Five crayons are red. How many crayons are not red?

\[ \text{\_\_\_ - \_\_\_ = \_\_\_} \]

\[ \text{\_\_\_ crayons are not red.} \]

2. Mary picks 8 flowers. Two are daisies. The rest are tulips. How many tulips does she pick?

\[ \text{\_\_\_ - \_\_\_ = \_\_\_} \]

\[ \text{Mary picks \_\_\_ tulips.} \]

3. There are 9 pieces of fruit in the bowl. Four are apples. The rest are oranges. How many pieces of fruit are oranges?

\[ \text{\_\_\_ - \_\_\_ = \_\_\_} \]

\[ \text{The bowl has \_\_\_ oranges.} \]
4. Mom and Ben make 10 cookies. Six are stars. The rest are round. How many cookies are round?

\[
\begin{align*}
\text{\underline{\quad - \quad = \quad}}
\end{align*}
\]

There are \underline{\quad} round cookies.

5. The parking lot has 7 spaces. Two cars are parked in the lot. How many more cars can park in the lot?

\[
\begin{align*}
\text{\underline{\quad - \quad = \quad}}
\end{align*}
\]

\underline{\quad} more cars can park in the lot.

6. Liz has 2 fingers with Band Aids. How many fingers are not hurt?

\[
\begin{align*}
\text{\underline{\quad - \quad = \quad}}
\end{align*}
\]

Write a statement for your answer:
Lesson 30: Solve add to with change unknown math stories with drawings, relating addition and subtraction.

Solve the math stories. Complete and label the number bond and the picture number bond. Lightly shade in the solution.

1. Jill was given a total of 5 flowers for her birthday. She put 3 in one vase and the rest in another vase. How many flowers did she put in the other vase?

   ![Diagram for Jill's flowers]

   

   \[
   3 + \square = 5
   \]

   

   \[
   5 - 3 = \square
   \]

2. Kate and Nana were baking cookies. They made 5 heart-shaped cookies and then made some square cookies. They made 8 cookies altogether. How many square cookies did they make? Draw and solve.

   ![Diagram for Kate and Nana's cookies]

   

   \[
   5 + \square = 8
   \]

   

   \[
   8 - 5 = \square
   \]
Solve. Complete and label the number bond and the picture number bond. Circle the unknown number.

3. Bill has 2 trucks. His friend James came over with some more. Together, they have 6 trucks. How many trucks did James bring over?

\[
\begin{align*}
\text{_____} + \text{_____} &= 6 \\
6 - \text{_____} &= \text{_____}
\end{align*}
\]

James brought over ______ trucks.

4. Jane caught 5 fish before she stopped to eat lunch. After lunch, she caught some more. At the end of the day, she had 9 fish. How many fish did she catch after lunch?

\[
\begin{align*}
\text{_____} + \text{_____} &= 9 \\
9 - \text{_____} &= \text{_____}
\end{align*}
\]

Jane caught ______ fish after lunch.
Lesson 30 Homework

Name ______________________________________ Date ____________

Solve the math stories. Draw and label a picture number bond to solve. Circle the unknown number.

1. Grace has a total of 7 dolls. She puts 2 in the toy box and takes the rest to her friend’s house. How many dolls does she take to her friend’s house?

   dolls
   
   toy box  friend’s house

   ____ + ____ = 7
   7 - ____ = ____

   Grace takes ______ dolls to her friend’s house.

2. Jack can invite 8 friends to his birthday party. He makes 3 invitations. How many invitations does he still need to make?

   ____ + ____ = 8
   8 - ____ = ____

   Jack still needs to make ______ invitations.
3. There are 9 dogs at the park. Five dogs play with balls. The rest are eating bones. How many dogs are eating bones?

\[
\begin{align*}
\square + \square &= 9 \\
\square &\text{ dogs are eating bones.}
\end{align*}
\]

\[
\begin{align*}
\square - \square &= \square
\end{align*}
\]

4. There are 10 students in Jim’s class. Seven bought lunch at school. The rest brought lunch from home. How many students brought lunch from home?

\[
\begin{align*}
\square + \square &= \square
\end{align*}
\]

\[
\begin{align*}
\square - \square &= \square
\end{align*}
\]

\[
\begin{align*}
\square &\text{ students brought lunch from home.}
\end{align*}
\]
Name ________________________________ Date ________________

Make a math drawing, and circle the part you know. Cross out the unknown part.

Complete the number sentence and number bond.

1. Kate made 7 cookies. Bill ate some. Now, Kate has 5 cookies. How many cookies did Bill eat?

Bill ate _________ cookies.

2. On Monday, Tim had 8 pencils. On Tuesday, he lost some pencils. On Wednesday, he has 4 pencils. How many pencils did Tim lose?

Tim lost _________ pencils.
3. A store had 6 shirts on the rack. Now, there are 2 shirts on the rack. How many shirts were sold?

_________ shirts were sold.

4. There were 9 children at the park. Some children went inside. Five children stayed. How many children went inside?

_________ children went inside.
Name ___________________________ Date ____________

Make a math drawing, and circle the part you know. Cross out the unknown part. Complete the number sentence and number bond.

1. Missy gets 6 presents for her birthday. She unwraps some. Four are still wrapped. How many presents did she unwrap?

   Missy unwrapped ________ presents.

   \[
   \begin{array}{c}
   6 \\
   \left. \begin{array}{c}
   \bigcirc \\
   \bigcirc \\
   \end{array} \right\} \\
   \bigcirc = \bigcirc \\
   \end{array}
   \]

2. Ann has a box of 8 markers. Some fall on the floor. Six are still in the box. How many markers fell on the floor?

   _____ markers fell on the floor.

   \[
   \begin{array}{c}
   \bigcirc \\
   \left. \begin{array}{c}
   \bigcirc \\
   \bigcirc \\
   \end{array} \right\} \\
   \bigcirc = \bigcirc \\
   \end{array}
   \]

3. Nick makes 7 cupcakes for his friends. Some cupcakes were eaten. Now, there are 5 left. How many cupcakes were eaten?

   _____ cupcakes were eaten.

   \[
   \begin{array}{c}
   \bigcirc \\
   \left. \begin{array}{c}
   \bigcirc \\
   \bigcirc \\
   \end{array} \right\} \\
   \bigcirc = \bigcirc \\
   \end{array}
   \]
4. A dog has 8 bones. He hides some. He still has 5 bones. How many bones are hidden?

_____ bones are hidden.

5. The cafeteria table can seat 10 students. Some of the seats are taken. Seven seats are empty. How many seats are taken?

_____ seats are taken.

6. Ron has 10 sticks of gum. He gives one stick to each of his friends. Now, he has 3 sticks of gum left. How many friends did Ron share with?

Ron shared with _____ friends.
Lesson 32: Solve put together/take apart with addend unknown math stories.

Solve. Use simple math drawings to show how to solve with addition and subtraction. Label the number bond.

1.
There are 5 apples.
Four are Sam's.
The rest are Jim's.
How many apples does Jim have?

Jim has _____ apple.

2.
There are 8 mushrooms. Five are black. The rest are white.
How many mushrooms are white?

_____ mushrooms are white.
Use the number bond to complete the number sentences. Use simple math drawings to tell math stories.

3.

\[ \square + \square = 8 \]

\[ 8 - \square = \square \]

4.

\[ \square + \square = \square \]

\[ \square - \square = \square \]
Match the math stories to the number sentences that tell the story. Make a math drawing to solve.

1. a.

There are 10 flowers in a vase. 6 are red. The rest are yellow. How many flowers are yellow?

\[
\begin{align*}
\square + \square &= 9 \\
9 - \square &= \square
\end{align*}
\]

b.

There are 9 apples in a basket. 6 are red. The rest are green. How many apples are green?

\[
\begin{align*}
3 + \square &= 10 \\
10 - \square &= \square
\end{align*}
\]

c.

Kate has her fingernails painted. 3 have designs. The rest are plain. How many fingernails are plain?

\[
\begin{align*}
6 + \square &= 10 \\
10 - 6 &= \square
\end{align*}
\]
Use the number bond to tell an addition and subtraction math story with pictures. Write an addition and subtraction number sentence.

2.

\[ \begin{array}{c}
7 \\
4 \\
\end{array} \]

\[ \underline{__} + \underline{__} = \underline{__} \]

\[ \underline{__} - \underline{__} = \underline{__} \]

3.

\[ \begin{array}{c}
8 \\
5 \\
\end{array} \]

\[ \underline{__} + \underline{__} = \underline{__} \]

\[ \underline{__} - \underline{__} = \underline{__} \]
Lesson 33 Problem Set

Name ____________________________________________ Date ________________

Cross off, when needed, to subtract.

1.  
   6 - 1 = ___
   6 - 0 = ___

2.  
   8 - 1 = ___
   8 - 0 = ___

If you want, make a 5-group drawing for each problem like the ones above. Show the subtraction.

3.  
   7 - 1 = ___
   7 - 0 = ___

4.  
   10 - 1 = ___
   10 - 0 = ___

5.  
   8 - 1 = ___
   8 - 0 = ___

6.  
   9 - 1 = ___
   9 - 0 = ___

7.  
   10 - 1 = ___

8.  
   10 - 0 = ___

9.  
   9 - 1 = ___

10. 
    9 - 0 = ___
Cross off, when needed, to subtract.


\[
\begin{align*}
6 - 1 &= \_\_ \\
8 - 1 &= \_\_ \\
9 - 0 &= \_\_ \\
\end{align*}
\]

Subtract.

14. 15. 16.

\[
\begin{align*}
7 - 1 &= \_\_ \\
8 - 0 &= \_\_ \\
9 - 1 &= \_\_ \\
\end{align*}
\]

17. Fill in the missing number. Visualize your 5-groups to help you.

a. 6 - 0 = \_\_ 

b. 6 - 1 = \_\_ 

c. 7 - \_\_ = 7  

d. 7 - 1 = \_\_ 

e. 8 - 0 = \_\_ 

f. 8 - \_\_ = 7 

g. 9 - \_\_ = 9 

h. 9 - 1 = \_\_ 

i. 10 - \_\_ = 10 

j. 10 - \_\_ = 9 

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Name ___________________________ Date __________________

Show the subtraction. If you want, use a 5-group drawing for each problem.

1. 2.

   $9 - 1 = ___$       $9 - 0 = ______$

3. 4.

   $6 - ____ = 6$       $6 = 7 - ____$

Show the subtraction. If you want, use a 5-group drawing like the model for each problem.

5. 6.

   $9 - ____ = 9$       $8 = 8 - ____$

7. 8.

   $10 - ____ = 9$       $7 - ____ = 7$
Write the subtraction number sentence to match the 5-group drawing.

9.  

10. 

11. 

12. 

13. 

14. Fill in the missing number. Visualize your 5-groups to help you.

a. 7 - ____ = 6
b. 0 = 7 - ____

c. 8 - ____ = 7
d. 6 - ____ = 5

e. 8 = 9 - ____
f. 9 = 10 - ____

9. 10 - ____ = 10

g. h. 9 - ____ = 8
Lesson 34 Problem Set

Name ________________________________  Date __________________

Cross off to subtract.

1.  ❌  2.  ❌

   6 – 6 = ___  6 – 5 = ___

Subtract. Make a math drawing, like those above, for each.

3.  4.

   7 – 7 = ___  7 – 6 = ___

5.  6.

   10 – 10 = ___  10 – 9 = ___

7.  8.

   8 – 8 = ___  8 – 7 = ___

9.  10.

   9 – 9 = ___  9 – 8 = ___
Lesson 34: Model \( n - n \) and \( n - (n - 1) \) pictorially and as subtraction sentences.

Cross off, when needed, to subtract.

11. \( \quad \) 12. \( \quad \) 13. \( \quad \)

\[
\begin{align*}
6 - 6 &= \_\_\_ \\
8 - 8 &= \_\_\_ \\
9 - 8 &= \_\_\_
\end{align*}
\]

Subtract. Make a math drawing, like those above, for each.

14. \( \quad \) 15. \( \quad \) 16. \( \quad \)

\[
\begin{align*}
7 - 7 &= \_\_\_ \\
8 - 7 &= \_\_\_ \\
9 - 9 &= \_\_\_
\end{align*}
\]

17. Fill in the missing number. Visualize your 5-groups to help you.

a. \( 6 - 6 = \_\_\_ \)  b. \( 6 - 5 = \_\_\_ \)

c. \( 7 - \_\_\_ = 0 \)  d. \( 7 - 6 = \_\_\_ \)

e. \( 8 - 8 = \_\_\_ \)  f. \( 8 - \_\_\_ = 1 \)

g. \( 9 - \_\_\_ = 0 \)  h. \( 9 - 8 = \_\_\_ \)

i. \( 10 - \_\_\_ = 10 \)  j. \( 10 - \_\_\_ = 1 \)
Lesson 34: Model \( n - n \) and \( n - (n - 1) \) pictorially and as subtraction sentences.

Name ________________________________ Date __________________

Cross off to subtract.
1. [Diagram: 5 circles, 3 crossed off]  
2. [Diagram: 4 circles, 1 crossed off]  

\[ 10 - 10 = \_ \quad 9 - 8 = \_ \]

Make a 5-group drawing like those above. Show the subtraction.
3. \[ 1 = \_ - 7 \]
4. \[ 8 - \_ = 0 \]

5. \[ 0 = \_ - 7 \]
6. \[ 6 - \_ = 1 \]

Make a 5-group drawing like the model for each problem. Show the subtraction.
7. \[ 9 - \_ = 1 \]
8. \[ 0 = 8 - \_ \]

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Lesson 34: Model $n - n$ and $n - (n - 1)$ pictorially and as subtraction sentences.

Write the subtraction number sentence to match the 5-group drawing.

9. \[ \text{____ - ____ = ___} \]
10. \[ \text{____ - ____ = ___} \]
11. \[ \text{____ - ____ = ___} \]

12. \[ \text{____ - ____ = ___} \]
13. \[ \text{____ - ____ = ___} \]

14. Fill in the missing number. Visualize your 5-groups to help you.
   a. $7 - ____ = 0$
   b. $1 = 7 - ____$
   c. $8 - ____ = 1$
   d. $6 - ____ = 0$
   e. $0 = 9 - ____$
   f. $1 = 10 - ____$
   g. $10 - ____ = 0$
   h. $9 - ____ = 1$
Lesson 35 Problem Set

Name __________________________________________ Date _____________

Solve the sets of number sentences. Look for easy groups to cross off.

1.  
   6 - 5 = ___  
   6 - 1 = ___  

2.  
   8 - 3 = ___  
   8 - 5 = ___  

3.  
   9 - 4 = ___  
   9 - 5 = ___  

Subtract. Make a math drawing for each problem like the ones above. Write a number bond.

4.  

    7 - 5 = ___  

5.  

    10 - 5 = ___  

    7 - 2 = ___
6. Solve. Visualize your 5-groups to help you.

a. \( 7 - 5 = \) 

b. \( 7 - \) = 5

c. \( 8 - 3 = \)

d. \( 9 - \) = 4

e. \( 9 - \) = 5

f. \( 8 - \) = 3

Complete the number bond and number sentence for each problem.

7. \( 4 - 2 = \)

8. \( 6 - 3 = \)

9. \( 10 - 5 = \)

10. \( 8 - 4 = \)

11. \( 8 - 4 = \)

12. \( 6 - 3 = \)

13. Complete the number sentences below. Circle the strategy that can help.

a. \( 7 - 5 = \)

b. \( 7 - 2 = \)

c. \( 8 - 4 = \)

d. \( 8 - 3 = \)

e. \( 8 - 5 = \)

f. \( 10 - 5 = \)
Lesson 35 Homework

Name _____________________________ Date ________________

Solve the sets of number sentences. Look for easy groups to cross off.

1.  
   7 – 5 = ____  
   7 – 2 = ____  

2.  
   6 – 5 = ___  
   6 – 1 = ___  

3.  
   9 – ____ = 4  
   9 – ____ = 5  

Subtract. Make a math drawing for each problem like the ones above. Write a number bond.

4.  
   10 – 5 = ______  

5.  
   8 – 5 = ____  
   8 – ____ = 5  

   a. 9 – ____ = 4  
   b. ____ – 5 = 5  
   c. 8 – ____ = 5  
   d. ____ – 5 = 2  
   e. ____ – 5 = 3  
   f. ____ – 4 = 5
Lesson 35: Relate subtraction facts involving fives and doubles to corresponding decompositions.

Complete the number sentence and number bond for each problem.

7. \[ 6 - 3 = \square \]

8. \[ \square - 5 = 5 \]

9. \[ 8 - \square = 4 \]

10. Match the number sentence to the strategy that helps you solve.

   a. \[ 7 - \square = 2 \]

   b. \[ 8 - \square = 3 \]

   c. \[ 10 - \square = 5 \]

   d. \[ \square - 3 = 3 \]

   e. \[ 8 - \square = 4 \]

   f. \[ 9 - \square = 5 \]
Lesson 36: Relate subtraction from 10 to corresponding decompositions.

Name ________________________________ Date ____________________

Solve the sets. Cross off on the 5-groups. Use the first number sentence to help you solve the next.

1. \[ \begin{align*} \text{10} - 9 &= \_\_\_ \\ \text{10} - 1 &= \_\_\_ \\ \text{6} - 1 &= \_\_\_ \end{align*} \]

2. \[ \begin{align*} \text{10} - 6 &= \_\_\_ \\ \text{10} - 4 &= \_\_\_ \\ \text{6} - 5 &= \_\_\_ \end{align*} \]

3. \[ \begin{align*} \text{10} - 3 &= \_\_\_ \\ \text{10} - 7 &= \_\_\_ \end{align*} \]

Make a math drawing and solve.

4. \[ \begin{align*} \text{10} - 4 &= \_\_\_ \end{align*} \]

5. \[ \begin{align*} \text{10} - 5 &= \_\_\_ \end{align*} \]

6. \[ \begin{align*} \text{10} - 8 &= \_\_\_ \\ \text{10} - 2 &= \_\_\_ \end{align*} \]
Lesson 36: Relate subtraction from 10 to corresponding decompositions.

Subtract. Then, write the related subtraction sentence. Make a math drawing if needed, and complete a number bond for each.

7. 8.

10 - 8 = ___

______________

10 - 9 = ___

______________

9. 10.

10 - 3 = ___

______________

10 - 6 = ___

______________

11. Fill in the missing part. Write the 2 matching subtraction sentences.

a. b. c. d.

________________

________________

________________

________________

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________________

________________
Lesson 36 Homework

Make a math drawing, and solve. Use the first number sentence to help you write a related number sentence that matches your picture.

1. 2. 3.

10 - 2 = ____  10 - 1 = ____  10 - 7 = ____
___ - ___ = ___  ___ - ___ = ___  ___ - ___ = ___

Subtract. Then, write the related subtraction sentence. Make a math drawing if needed, and complete a number bond for each.

4. 5. 6.

10 - 2 = ___  10 - ___ = 9  10 - ___ = 6
_________  ___________  ___________

7. 8.

10 - ___ = 1  ___ = 10 - 5
____________  ___________
9. Complete the number bond. Match the number bond to the related subtraction sentence. Write the other related subtraction number sentence.

a. 
\[ \begin{array}{c}
10 \\
8 \\
\end{array} \]
\[ 10 - 5 = \_\_ \quad \_\_ - \_\_ = \_\_ \]

b. 
\[ \begin{array}{c}
10 \\
7 \\
\end{array} \]
\[ 10 - 1 = \_\_ \quad \_\_ - \_\_ = \_\_ \]

c. 
\[ \begin{array}{c}
10 \\
6 \\
\end{array} \]
\[ 10 - 2 = \_\_ \quad \_\_ - \_\_ = \_\_ \]

d. 
\[ \begin{array}{c}
5 \\
10 \\
\end{array} \]
\[ 10 - 4 = \_\_ \quad \_\_ - \_\_ = \_\_ \]

e. 
\[ \begin{array}{c}
10 \\
9 \\
\end{array} \]
\[ 10 - 3 = \_\_ \quad \_\_ - \_\_ = \_\_ \]
Lesson 37: Relate subtraction from 9 to corresponding decompositions.

Name __________________________________________ Date ______________

Solve the sets. Cross off on the 5-groups. Write the related subtraction sentence that would have the same number bond.

1. 

2. 

3.

9 – 8 = ___  
9 – 7 = ___  
9 – 9 = ___  
9 – 1 = ___  

Make a 5-group drawing. Solve, and write a related subtraction sentence that would have the same number bond. Cross off to show.

4. 

5. 

6.

9 – 6 = ___  
9 – 4 = ___  
9 – 3 = ___
Subtract. Then, write the related subtraction sentence. Make a math drawing if needed, and complete a number bond.

7.  
\[ 9 - 5 = \_\_\_ \]

8.  
\[ 9 - 8 = \_\_\_ \]

9.  
\[ 9 - 7 = \_\_\_ \]

10.  
\[ 9 - 3 = \_\_\_ \]

11. Fill in the missing part. Write the 2 matching subtraction sentences.

a.  
\[ 9 \]
\[ 0 \]
\[ \_\_\_\_\_\_\_\_ \]

b.  
\[ 8 \]
\[ 9 \]
\[ \_\_\_\_\_\_\_\_ \]

c.  
\[ 9 \]
\[ 2 \]
\[ \_\_\_\_\_\_\_\_ \]

d.  
\[ 6 \]
\[ 9 \]
\[ \_\_\_\_\_\_\_\_ \]

e.  
\[ 5 \]
\[ 9 \]
\[ \_\_\_\_\_\_\_\_ \]

Lesson 37: Relate subtraction from 9 to corresponding decompositions.

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Lesson 37: Relate subtraction from 9 to corresponding decompositions.

Name ________________________________  Date __________________

Make 5-group drawings and solve. Use the first number sentence to help you write a related number sentence that matches your picture.

1.  2.  3.

9 – 2 = ____  9 – 8 = ___  9 – 4 = ___
____ - ____ = __  ____ - ____ = __  ____ - ____ = __

Subtract. Then, write the related subtraction sentence. Make a math drawing if needed, and complete a number bond for each.

4.  5.  6.

9 – 7 = ___  9 – ___ = 9  9 – ___ = 6
____________  __________  __________

7.  8.

9 – ____ = 1  ____ = 9 – 5
____________  __________
9. Use 5-group drawings to help you complete the number bond. Match the number bond to the related subtraction sentence. Write the other related subtraction number sentence.

a. \[9 - 5 = \_\_\_\_\_\_\_\_\_\] \[\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\]

b. \[9 - 1 = \_\_\_\_\_\_\_\_\_\] \[\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\]

c. \[9 - 2 = \_\_\_\_\_\_\_\_\_\] \[\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\]

d. \[9 - 6 = \_\_\_\_\_\_\_\_\_\] \[\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\]

e. \[9 - \_\_\_\_\_\_\_\_\_ = 0\] \[\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\]
Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.

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</table>

Pick a subtraction card. Find the related addition fact on the chart and shade it in. Write the subtraction sentence and a number bond to match. Continue for at least 6 turns.
On your addition chart, shade a square orange. Write the related subtraction fact in a space below with its number bond. Color all the totals orange.

1. _______ - _______ = _______  

2. _______ - _______ = _______  

3. _______ - _______ = _______  

4. _______ = _______ - _______  

5. _______ = _______ - _______
Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.

Name ____________________________  Date __________________

Find and solve the 7 unshaded addition problems that are doubles and 5-groups.

Make subtraction flashcards for the related subtraction facts. (Remember, doubles will only make 1 related subtraction fact instead of 2 related facts.)

Make a number bond card and use your cards to play Memory.

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Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.
Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.

addition chart; from Lesson 21
Lesson 39: Analyze the addition chart to create sets of related addition and subtraction facts.

Study the addition chart to solve and write related problems.

Pick a subtraction card. Find the related addition fact on the chart and shade it in. Write the subtraction sentence and the shaded addition sentence. Write the other two related facts. Continue for at least 4 turns.
Choose an expression card, and write 4 problems that use the same parts and totals. Shade the totals orange.

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1. ______ – ______ = ____
   ____ + _____ = ____
   _______ = ___
   _______ = ___

2. ______ – _____ = ____
   ____ + ____  = ____
   _______ = ___
   _______ = ___

3. ______ – _____ = ____
   ____ + _____ = ____
   _______ = ___
   _______ = ___

4. ______ – _____ = ____
   ____ + _____ = ____
   _______ = ___
   _______ = ___
Solve the unshaded addition problems below.

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Pick an addition fact from the chart. Use the grid to write the two subtraction facts that would have the same number bond. Repeat in order to make a set of subtraction flash cards. To help you practice your addition and subtraction facts even more, make your own number bond flash cards with the templates on the last page.
Lesson 39: Analyze the addition chart to create sets of related addition and subtraction facts.

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Lesson 39: Analyze the addition chart to create sets of related addition and subtraction facts.
Lesson 39: Analyze the addition chart to create sets of related addition and subtraction facts.

addition chart; from Lesson 21
Cut Out Packet
Lesson 2: Reason about embedded numbers in varied configurations using number bonds.

dot cards of 6–9
Lesson 2: Reason about embedded numbers in varied configurations using number bonds.

dot cards of 6–9

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Lesson 2: Reason about embedded numbers in varied configurations using number bonds.

dot cards of 6–9
Lesson 3:
See and describe numbers of objects using 1 more within 5-group configurations.
Lesson 3: See and describe numbers of objects using 1 more within 5-group configurations.

2 is 1 more than 1.
3 is 1 more than 2.
4 is 1 more than 3.

1 more than 4 is 5.
1 more than 5 is 6.
1 more than 6 is 7.

8 is 1 more than 7.
1 more than 8 is 9.
1 more than 9 is 10.

1 more game cards
Lesson 5: Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total.

5-group cards

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Lesson 5:
Represent *put together* situations with number bonds. Count on from one embedded number or part to totals of 6 and 7, and generate all addition expressions for each total.

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<td>6</td>
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5-group cards, dot side
Lesson 11: Solve add to with change unknown math stories as a context for counting on by drawing, writing equations, and making statements of the solution.
### Lesson 18 Template

**true and false number sentence cards**

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<td>$9 + 1 = 4 + 6$</td>
</tr>
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Lesson 24: Practice to build fluency with facts to 10.
Lesson 24: Practice to build fluency with facts to 10.

expression cards
Lesson 24: Practice to build fluency with facts to 10.
### Lesson 24: Practice to build fluency with facts to 10.

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Lesson 38: Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.
Look for and make use of repeated reasoning and structure using the addition chart to solve subtraction problems.
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<table>
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<tr>
<th>Subtraction Cards</th>
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<td>7 - 1</td>
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subtraction expression cards
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subtraction expression cards