Name _____ Date _____

Solve the problem by counting on (a) and using a number bond to take from ten (b).

1. Lucy had 12 balloons at her birthday party. She gave 9 balloons to her friends. How many balloons did she have left?

   a. 12 - 9 = _____

   b. 12 – 9 = _____

   Lucy had ___ balloons left.

---

2. Justin had 15 blueberries on his plate. He ate 9 of them. How many does he have left to eat?

   a. 15 - 9 = _____

   b. 15 – 9 = _____

   Justin has ___ blueberries left to eat.

Complete the subtraction sentences by using the take from ten strategy and counting on. Tell which strategy you would prefer to use for Problems 3 and 4.

3. a. 11 - 9 = ____ b. 11 - 9 = ____

☐ take from ten

☐ count on

---

4. a. 18 - 9 = ____ b. 18 - 9 = ____

☐ take from ten

☐ count on

---

5. Think about how to solve the following subtraction problems:

| | | |
|---|---|---|
| 16 - 9 | 12 - 9 | 18 - 9 |
| 11 - 9 | 15 - 9 | 14 - 9 |
| 13 - 9 | 19 - 9 | 17 - 9 |

Choose which problems you think are easier to count on from 9 and which are easier to use the take from ten strategy for. Write the problems in the boxes below.

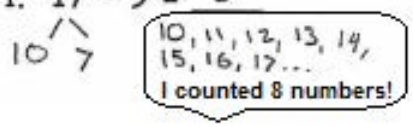
| **Problems to use the *count on* strategy with:** | **Problems to use the *take from ten* strategy with:** |
|---|---|
| | |

Were there any problems that were just as easy using either method? Did you use a different method for any problems?

Name _____ Date _____

Complete the subtraction sentences by using either the count on or take from ten strategy. Tell which strategy you used.

1. 17 - 9 = 8




This means to split 17 into 10 and 7, then take 9 from the 10. → ☐ take from ten

This means to count up from 9 to 17. → ☐ count on

---

2. 12 - 9 = ___

☐ take from ten

☐ count on

---

3. 16 - 9 = ___

☐ take from ten

☐ count on

---

4. 11 - 9 = ___

☐ 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.

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.

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.

Paul has _____ marbles left. Lisa has _____ 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.

| | | |
|---|---|---|
| 15 – 9 | 13 – 9 | 17 – 9 |
| 18 – 9 | 19 – 9 | 12 – 9 |
| 11 – 9 | 14 – 9 | 16 – 9 |

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.