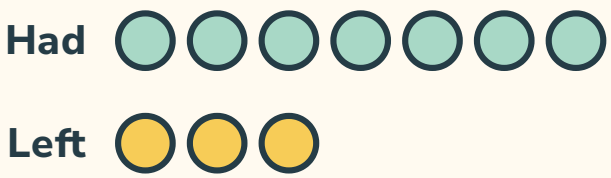
MATHS FIELD GUIDE · GRADE 1

Use ten to help you subtract

OPENING PROBLEM

How many left the first group?



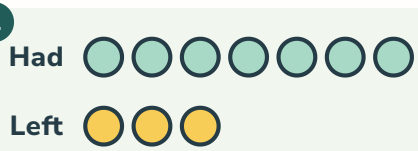
02 What does the difference count?
03 Rules and worked cases
04 Cross back through ten
05 Compare the models
06 Build ten and use the leftovers
07 Check your reasoning

ILLUSTRATED PROBLEM SHEET

What does the difference count?

Taking away, filling a gap and matching pairs can describe the same difference.

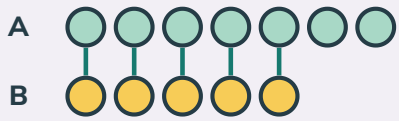
1



How many left the first group?

Four. Three remaining and four taken make seven.

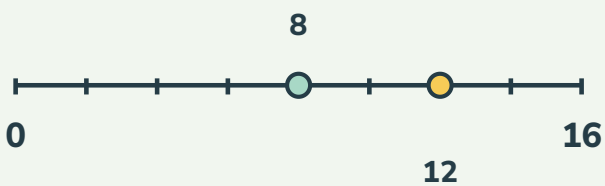
2



How many more counters does A have?

Five pairs use five from each group. Two are unmatched.

3



How much must you add to eight to reach twelve?

Two steps to ten, then two to twelve. The gap is four.

4



Fourteen minus six crosses a ten. How?

Take four to reach ten, then take two more. Eight remain.

15 − 8
remove five, then three: 7.

8 + □ = 15
count on seven to check.

CHAPTER PROBLEM

For 14 − 6, take away four to reach ten. How many more must go? What remains?

Two more must go. Eight remain.

MATHS REFERENCE · GRADE 1

Use ten to help you subtract

Subtraction within 20 finds what remains or a difference.

Seeing the ten and the extra ones can help us take away in small steps.

Cases to recognise

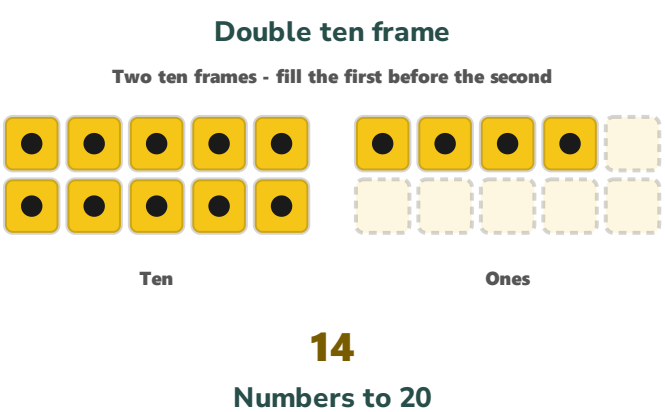
Situation	What to do and why
12 – 4	Remove two to reach ten, then two more: 8.
18 – 3	Keep one ten. Eight ones minus three ones leaves five, making 15.

Read the model

Take from the extra ones

Fourteen has a ten and four ones. Take away three ones.

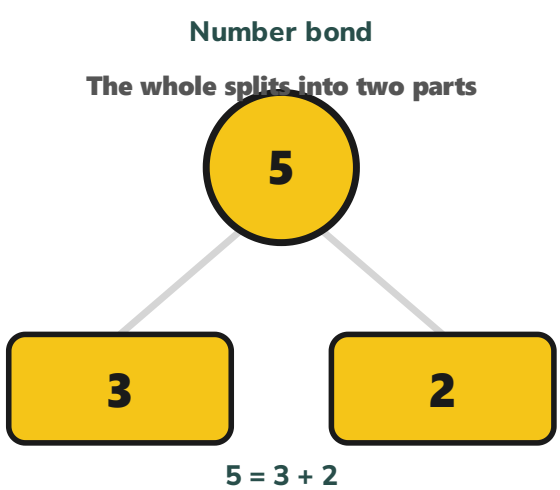
One ten and one one remain: eleven. 14 – 3 = 11.



Go back to ten first

To work out 13 – 5, take away the three extra ones first.

You reach ten. You have taken away three of the five.



remain Be left after some go away.
count back Move backwards through the number words.
check Use another way to see whether a result is right.

A ○○○○○○
B ○○

Start at six. Where do two more land?

Seven, eight. The sum is eight.

WORKED INVESTIGATION

Cross back through ten

Fourteen beads sit on a string. To take away six, slide four away to reach ten. You still need to slide two away, leaving eight.

Look at this part	What it tells you
14 – 4	10
Split 6	4 and 2
10 – 2	8

Work it through

For 13 – 5, split the five as three and two. Remove three to reach ten and two more to reach eight.

Catch the mistake

Reaching ten is a stopping place only if you have removed the whole amount. Keep track of how many removals are still needed.

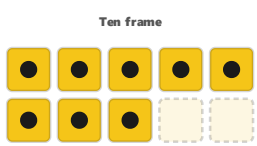
Compare the cases

Finish the take-away

Two more must go away. Ten take away two leaves eight.

So 13 – 5 = 8. Three and two together are the five taken away.

Ten frame



8

Ten frame - how many?

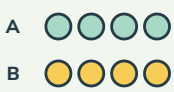
Check using addition

Eight and five make thirteen.

Joining the part you removed to the part left rebuilds the starting amount.

Change one condition

Check 14 – 6 with addition. Start at eight and put back six beads. The fourteenth bead completes the original set.



Which double do you see?

Four and four give eight without counting each dot again.

USE TEN TO HELP YOU SUBTRACT

Compare the models

Another bridge through ten

For 12 – 4, take away two to reach ten.

Then take away two more. Eight remain. You took away four altogether.

Do not remove the same part twice

After taking three from thirteen, do not take five more.

Only two of the five are still waiting to be removed.

Choose a short method

For 16 – 1, just take one away: fifteen.

You do not have to go through ten for every subtraction.

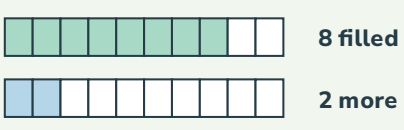
Explain your reasoning

Fifteen has a ten and five ones. Take away two ones. How many remain?

Thirteen: one ten and three ones.

Two more worked cases

Situation	Reasoning
15 – 13	Count up from thirteen: fourteen, fifteen. The gap is two.
16 – __ = 9	Nine plus seven rebuilds sixteen, so seven was removed.



How many are needed to fill ten from eight?

Two spaces. From 8 + 5, use two, then add the other three to ten: 13.

ILLUSTRATED PROBLEM SHEET

Build ten and use the leftovers

Ten ones can be traded for one ten.

1



1 tens 0 ones

How many ones make this rod?

Count its ten little blocks. One ten means ten ones.

2




1 tens 3 ones

What number is shown?

One ten and three ones make thirteen.

3



2 tens 0 ones

What if the loose ones are gone?

Two tens still make twenty.

4




2 tens 6 ones

Add four loose ones. What can you trade?

The six and four make a new ten. Three tens make thirty.

Ten loose ones
one rod.

One rod broken into ones
ten loose ones.

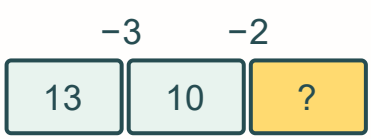
CHAPTER PROBLEM

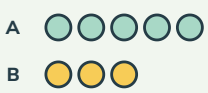
How can addition check 11 – 3 = 8?

Eight and three make eleven, the starting amount.

QUESTION BANK · FOLD OR COVER THE RIGHT COLUMN

Check your reasoning

Try the problem	Solution and reasoning
01 Can seven minus four and seven minus three have the same answer?	No. Taking one extra leaves one fewer.
02 A packet of ten opens. Did the number of objects increase?	No. There are ten loose ones in place of one full packet.
03 There are sixteen beads. Take away seven by stopping at ten. How many are left?	Remove six to reach ten, then one more to reach nine. Six and one account for all seven.
04 What is 17 – 9 if you subtract ten first?	Seven remain after subtracting ten. Put one back to get eight.
05 How many more does 11 need to reach 16?	Five. Adding five and subtracting eleven from sixteen describe the same gap.
06 Follow the two jumps back. Which number belongs in the box? 	Thirteen minus three gives ten. Two more back gives eight, so 13 – 5 = 8.



If one counter moves from A to B, does the sum change?

Four plus four still gives eight.

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