

## Subtraction Strategies with the Random Number CD

The Random Number CD is a powerful tool for all operations of mathematics. The teacher using this tool should not feel limited to what is within this book. To use the Random Number CD for subtraction requires an understanding of the two models of meaning for subtraction. Subtraction means to take away and the other model of subtraction is the difference between. The language of subtraction has become somewhat obsolete in the elementary mathematics curriculum. This language includes subtract, subtrahend, minuend, difference, take away, minus and between.

The subtraction strategies are the inverse of the addition strategies:

- Take away zero
- Take away one
- Take away ten
- Take away nine
- Take away half (recognition of doubles)
- Triangular Relationships
- Taking away a number from ten

The Random Number CD can be used with subtraction. The response board will be a powerful tool for the practice of the subtraction strategies. The teacher can also change any operational symbol to the minus symbol with whiteout.

Some other ways to use the Random Number CD for subtraction include:

1. Setting up subtraction equations starting with ten on the response board. Whatever number students hear would be taken away from the ten. For example:

$$10 - \square = \underline{\quad}$$

This would be the mental prompt of thinking about combinations that make a ten.

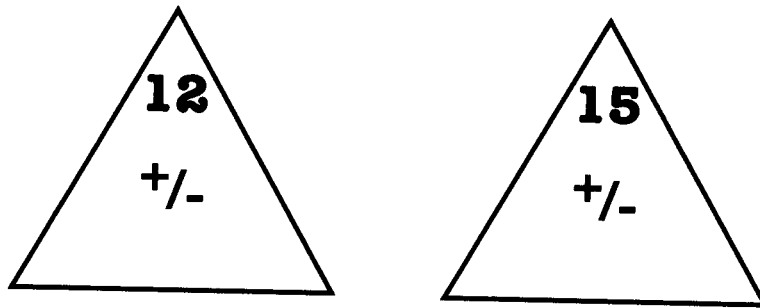
2. Setting up subtraction equations on the response board beginning with a certain total. Whatever number students hear would be taken away from that total. For example:

$$12 - \square = \underline{\quad}$$

$$\begin{array}{r}
 13 - \square = \underline{\hspace{2cm}} \\
 14 - \square = \underline{\hspace{2cm}} \\
 15 - \square = \underline{\hspace{2cm}}
 \end{array}$$

This would provide mixed practice of subtraction facts. The equations can all begin with the amount or vary for mixed practice.

3. Triangular Relationships can be done with subtraction relationships. The teacher would give students a number for the top angle on the equilateral triangle. The other two angles are blank except for the +/- in one angle. Students would record the number heard on the ear and compute the difference between the two numbers and record that difference in the remaining triangle. For example:



4. The practice sheets on pages 191 and 207 can be used with a take away drill command in preparation for regrouping (borrowing) situations. The students would be given a drill command of take away six. Whatever number is heard will have six taken away. If it cannot be done the student will write CD for "can't do." For example:

Name _____	
Drill Command -2	
5	3
4	2
2	0
1	CD

Name _____	
Drill Command -6	
9	3
4	CD

# Subtraction Strategies

1.  $10 - \square = \underline{\quad}$

11.  $10 - \square = \underline{\quad}$

2.  $10 - \square = \underline{\quad}$

12.  $10 - \square = \underline{\quad}$

3.  $10 - \square = \underline{\quad}$

13.  $10 - \square = \underline{\quad}$

4.  $10 - \square = \underline{\quad}$

14.  $10 - \square = \underline{\quad}$

5.  $10 - \square = \underline{\quad}$

15.  $10 - \square = \underline{\quad}$

6.  $10 - \square = \underline{\quad}$

16.  $10 - \square = \underline{\quad}$

7.  $10 - \square = \underline{\quad}$

17.  $10 - \square = \underline{\quad}$

8.  $10 - \square = \underline{\quad}$

18.  $10 - \square = \underline{\quad}$

9.  $\begin{array}{|l} 10 \\ \hline \end{array} - \square = \underline{\quad}$

19.  $10 - \square = \underline{\quad}$

10.  $\begin{array}{|l} 10 \\ \hline \end{array} - \square = \underline{\quad}$

20.  $10 - \square = \underline{\quad}$

# Subtraction Strategies

1.  $12 - \square = \underline{\quad}$

11.  $12 - \square = \underline{\quad}$

2.  $12 - \square = \underline{\quad}$

12.  $12 - \square = \underline{\quad}$

3.  $12 - \square = \underline{\quad}$

13.  $12 - \square = \underline{\quad}$

4.  $12 - \square = \underline{\quad}$

14.  $12 - \square = \underline{\quad}$

5.  $12 - \square = \underline{\quad}$

15.  $12 - \square = \underline{\quad}$

6.  $12 - \square = \underline{\quad}$

16.  $12 - \square = \underline{\quad}$

7.  $12 - \square = \underline{\quad}$

17.  $12 - \square = \underline{\quad}$

8.  $12 - \square = \underline{\quad}$

18.  $12 - \square = \underline{\quad}$

9.  $12 - \square = \underline{\quad}$

19.  $12 - \square = \underline{\quad}$

10.  $12 - \square = \underline{\quad}$

20.  $12 - \square = \underline{\quad}$

# Subtraction Strategies

1.  $13 - \square = \underline{\quad}$

11.  $13 - \square = \underline{\quad}$

2.  $13 - \square = \underline{\quad}$

12.  $13 - \square = \underline{\quad}$

3.  $13 - \square = \underline{\quad}$

13.  $13 - \square = \underline{\quad}$

4.  $13 - \square = \underline{\quad}$

14.  $13 - \square = \underline{\quad}$

5.  $13 - \square = \underline{\quad}$

15.  $13 - \square = \underline{\quad}$

6.  $13 - \square = \underline{\quad}$

16.  $13 - \square = \underline{\quad}$

7.  $13 - \square = \underline{\quad}$

17.  $13 - \square = \underline{\quad}$

8.  $13 - \square = \underline{\quad}$

18.  $13 - \square = \underline{\quad}$

9.  $13 - \square = \underline{\quad}$

19.  $13 - \square = \underline{\quad}$

10.  $13 - \square = \underline{\quad}$

20.  $13 - \square = \underline{\quad}$

# Subtraction Strategies

1.  $14 - \square = \underline{\quad}$       11.  $14 - \square = \underline{\quad}$

2.  $14 - \square = \underline{\quad}$       12.  $14 - \square = \underline{\quad}$

3.  $14 - \square = \underline{\quad}$       13.  $14 - \square = \underline{\quad}$

4.  $14 - \square = \underline{\quad}$       14.  $14 - \square = \underline{\quad}$

5.  $14 - \square = \underline{\quad}$       15.  $14 - \square = \underline{\quad}$

6.  $14 - \square = \underline{\quad}$       16.  $14 - \square = \underline{\quad}$

7.  $14 - \square = \underline{\quad}$       17.  $14 - \square = \underline{\quad}$

8.  $14 - \square = \underline{\quad}$       18.  $14 - \square = \underline{\quad}$

9.  $14 - \square = \underline{\quad}$       19.  $14 - \square = \underline{\quad}$

10.  $14 - \square = \underline{\quad}$       20.  $14 - \square = \underline{\quad}$

# Subtraction Strategies

1.  $15 - \square = \underline{\quad}$

11.  $15 - \square = \underline{\quad}$

2.  $15 - \square = \underline{\quad}$

12.  $15 - \square = \underline{\quad}$

3.  $15 - \square = \underline{\quad}$

13.  $15 - \square = \underline{\quad}$

4.  $15 - \square = \underline{\quad}$

14.  $15 - \square = \underline{\quad}$

5.  $15 - \square = \underline{\quad}$

15.  $15 - \square = \underline{\quad}$

6.  $15 - \square = \underline{\quad}$

16.  $15 - \square = \underline{\quad}$

7.  $15 - \square = \underline{\quad}$

17.  $15 - \square = \underline{\quad}$

8.  $15 - \square = \underline{\quad}$

18.  $15 - \square = \underline{\quad}$

9.  $15 - \square = \underline{\quad}$

19.  $15 - \square = \underline{\quad}$

10.  $15 - \square = \underline{\quad}$

20.  $15 - \square = \underline{\quad}$

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