

51. Subtracting with Trains: Getting Off the Train

- MODEL AND SOLVE SUBTRACTION PROBLEMS
- MODEL REGROUPING A TEN TO MAKE TEN ONES
- WRITE SUBTRACTION NUMBER SENTENCES

STUDENT NEEDS:

40 single blocks
4 small holders
blocks-of-10
worksheets

 30 minutes

HELPFUL HINTS:

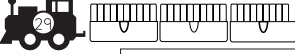
It is always important to note which students build their trains counting out single blocks and which ones reach for cars that are full from a previous activity. It is also important to notice how a student takes away the blocks. Does the student count by ones or does the student take full cars for the tens?

GROUP ACTIVITY:


Do as many examples with the whole group as needed.

1. Students build a train for a given number, the **minuend**, the larger or first number in a subtraction problem.
2. Students take the number of blocks indicated by the **subtrahend**, the smaller or second number in a subtraction problem, off the train. Note: The vocabulary minuend and subtrahend are not introduced in Kindergarten.
3. Students count the number of blocks left on the train to find the **difference** (the answer to a subtraction problem).
4. Students record the **difference** on the worksheet.

Make a train:



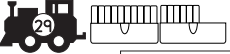
Take 13 off the train:



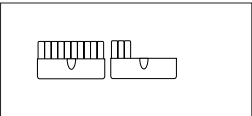
How many are left on the train?

$29 - 13 = \underline{\quad}$

Make a train:



Take 13 off the train:



How many are left on the train?

$29 - 13 = \underline{16}$

Assessment:

DOES THE STUDENT:

- build the correct quantity for the initial train
- take off the given number of blocks
- record the difference

Differentiation:

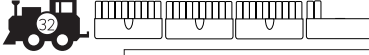
REINFORCEMENT:

- Keep small groups together all working on the same problem.


EXTENSION:

- Use larger numbers for students who are ready.

Make a train:



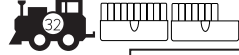
Take 15 off the train:



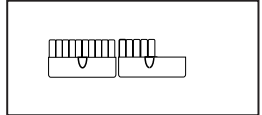
How many are left on the train?

$32 - 15 = \underline{\quad}$

Make a train:



Take 15 off the train:



How many are left on the train?

$32 - 15 = \underline{17}$

Name: _____

Make a train:



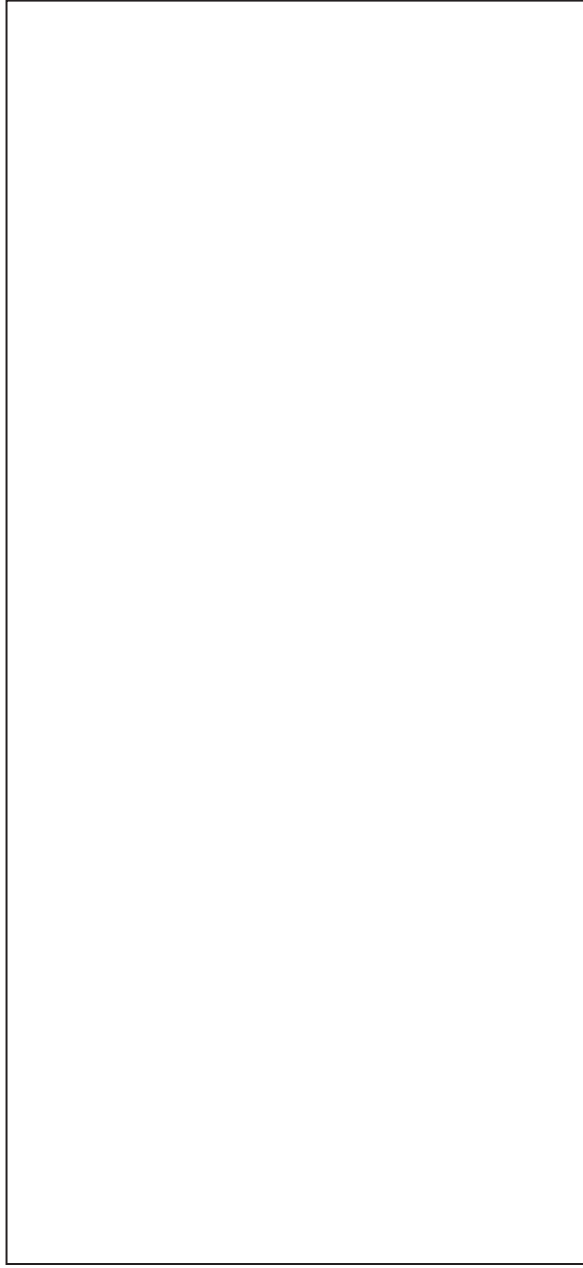
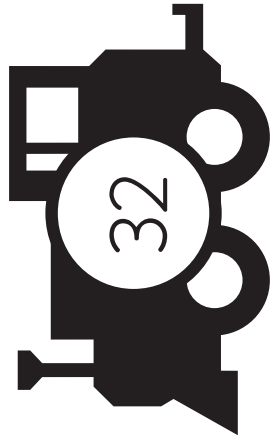
Take 13 off the train:

How many are left on the train?

$$\begin{array}{r} 29 \\ - 13 \\ \hline \end{array} = \underline{\quad}$$

Name: _____

Make a train:



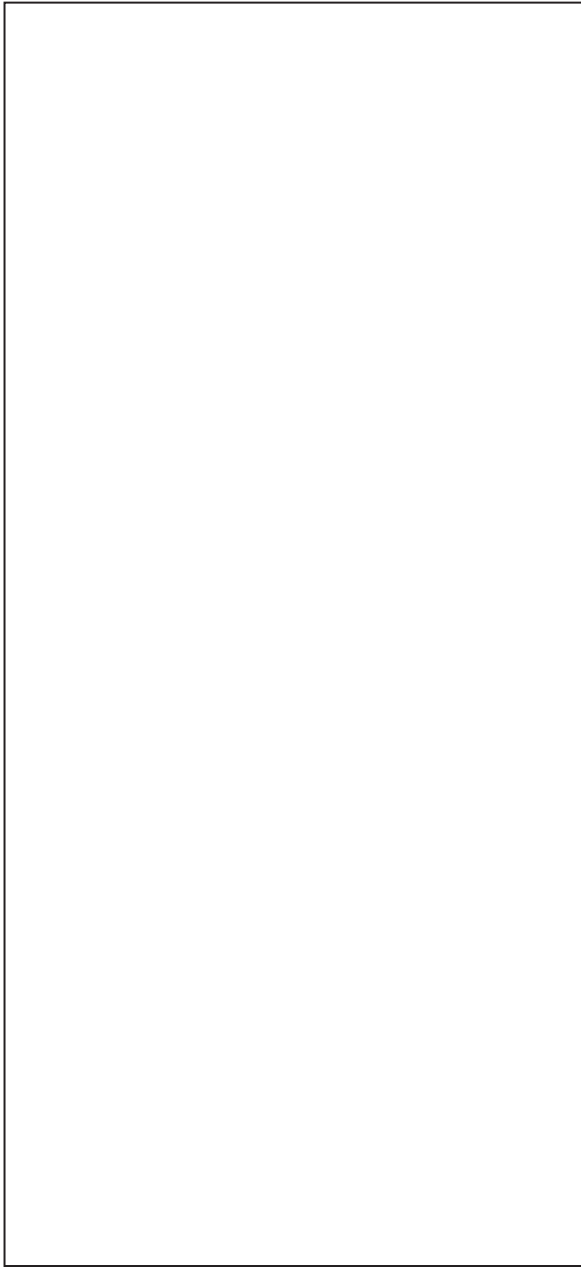
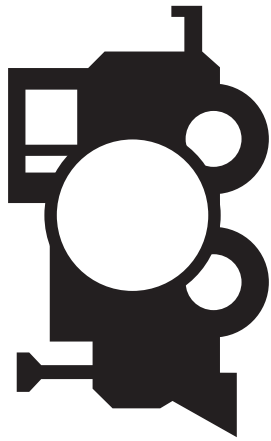
Take 15 off the train:

How many are left on the train?

$$\begin{array}{r} 32 \\ - 15 \\ \hline \end{array}$$

Name: _____

Make a train:



Take _____ off the train:

How many are left on the train?

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Name: _____

$$\underline{14} - \underline{9} = \underline{\quad}$$

$$\underline{29} - \underline{20} = \underline{\quad}$$


$$\underline{36} - \underline{17} = \underline{\quad}$$

$$\underline{21} - \underline{18} = \underline{\quad}$$


$$\underline{42} - \underline{35} = \underline{\quad}$$

Name: _____

_____  _____  _____

_____  _____  _____

_____  _____  _____

_____  _____  _____

_____  _____  _____