THINKING WITH NUMBERS
Lesson Descriptions

Using Known Facts To Subtract

Subtraction problems, with the whole greater than ten, are difficult for children. It is often much easier to use a known fact that is close to the problem, then adjust to solve the problem. For example, since 15 - 8 is just one less than 16 - 8 and 8 + 8 is known to be 16, 15 - 8 is just one less than 8, or 7. Any known fact can be used, but doubles and tens are often used. It is just as efficient with larger numbers. For example, to solve 42 - 20, is just 2 more than 40 – 20 which is a known fact. So 42 – 20 is 22. This is especially efficient when the known fact is within 1 or 2 of the problem.

Expected content outcomes include helping children learn:
- to make sense of using known facts to subtract,
- to recognize that using known facts is strategically efficient when the known fact is close to the problem, and
- to become proficient in using known facts to subtract.