Lesson 15 Subtraction: Doubles

Prepare

Watch Lesson 15 video

Read Lesson 15 instruction

Study the example problems

Materials

- Integer blocks
- Fact Check Cards (Lesson 15)
- Colored pencils

Session A: Present Lesson Instruction

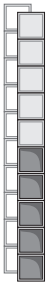
Your student has already learned the doubles addition facts, which are made by adding two equal groups (e.g., 7 + 7 = 14).

Because subtraction is the inverse of addition, we can rephrase subtraction doubles facts as doubles addition facts. For example, 10 – 5 can be changed to "What plus five is the same as ten?" Since we already mastered the addition doubles fact 5 + 5 = 10, we know that 10 – 5 = 5.

Example 1

10 – 5

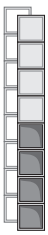
"Ten minus five" means "What plus five is the same as ten?" $x + 5 = 10$

10 – 5 5		Five plus five equals ten.	5 + 5 = 10
		Write the fact.	$10 - 5 = 5$
		Say the fact.	"Ten minus five equals five."

Example 2

8 – 4

"Eight minus four" means "What plus four is the same as eight?" $w + 4 = 8$

8 – 4 4		Four plus four equals eight.	4 + 4 = 8
		Write the fact.	$8 - 4 = 4$
		Say the fact.	"Eight minus four equals four."

Take a break before Session B.

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Session B: Demonstrate Understanding

- Student copy of Word Problems
- Word Problem Solutions
- Build, Write, Say Activities

See AIM Lesson Roadmap: Session B on page 14 for instructions and tips.

First, check that your student can proficiently teach back a few selected math facts *before* moving on to the word problems.

Next, use the Build, Write, Say method to solve each word problem.

1. Nathan is 12, and Mike is 6. What is the difference between their ages?
2. Genevieve estimated that it would take 10 hours to paint her room. How many hours of work should she have left after she paints for 5 hours?
3. Don decided to ride his bike 14 miles. When he had gone 7 miles, he stopped to rest. How many more miles did he have to ride?
4. Grace has six sisters and three brothers. How many more sisters than brothers does Grace have?
5. Isabella has eight t-shirts. Four t-shirts are blue. How many of her t-shirts are not blue?

Take a break before Session C.

Session C: Transition Math Facts to Visual Memory

- Fading Solutions
- Review Activities

See AIM Lesson Roadmap: Session C on page 14 for instructions and tips.

Can your student draw, write, and say the math facts from this lesson?

YES Celebrate! Set the Facts Known aside.

NO Continue to practice the Facts Not Yet Known.

Take a break before Session D.

Session D: Assess for Mastery

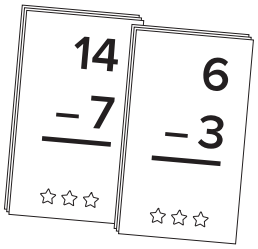
See AIM Lesson Roadmap: Session D on page 15 for instructions and tips.

Can your student recall the facts covered in the lesson?

YES Fill in one star for each Fact Known.

NO Continue to practice the Facts Not Yet Known.

Repeat the steps in Session D until **all three stars** are filled in on the Fact Check Cards for the lesson. Assess for the second and third stars on separate days so that you can be assured your student has mastered the facts.



- Review Activities
- Fast Fact Check-Ins
- Subtraction Facts Mastery Chart

Before moving to the next lesson, be sure:

- ◯ All Fact Check Cards from the lesson have three stars filled in.
- ◯ Each Fact Known has been marked on the Subtraction Facts Mastery Chart.
- ◯ To take 5–10 minutes to review Facts Known to maintain recall.

Lesson 15 Math Facts | Review Facts Known

4 − 2	5 − 3	6 − 4	7 − 5	8 − 6	9 − 7	10 − 8	11 − 9
5 − 2	6 − 3	7 − 4	8 − 5	9 − 6	10 − 7	11 − 8	12 − 9
6 − 2	7 − 3	8 − 4	9 − 5	10 − 6	11 − 7	12 − 8	13 − 9
7 − 2	8 − 3	9 − 4	10 − 5	11 − 6	12 − 7	13 − 8	14 − 9
8 − 2	9 − 3	10 − 4	11 − 5	12 − 6	13 − 7	14 − 8	15 − 9
9 − 2	10 − 3	11 − 4	12 − 5	13 − 6	14 − 7	15 − 8	16 − 9
10 − 2	11 − 3	12 − 4	13 − 5	14 − 6	15 − 7	16 − 8	17 − 9
11 − 2	12 − 3	13 − 4	14 − 5	15 − 6	16 − 7	17 − 8	18 − 9