

Master the Subtraction Facts from 10

4-group Math™ is a visual and kinesthetic method designed to develop number sense and fact fluency. It uses a unique set of number patterns to make math easy and fun.

For more information visit our website at 4groupmath.com.

Lynn Kuske, M.Ed.

Contents

Introduction to 4-group Math	4
Subitizing	4
The 4-group Number Patterns.....	4
Addition and Subtraction	5
4-group Math Counting Order.....	5
Master the Subtraction Facts from 10	
Activity 1 – <u>Take Away Partners</u> Directions.....	6
Activity 1 – Take Away <i>Partners</i> Block Board pgs. 1 & 2	7-8
Activity 2 – <u>Coloring</u> Take Away <i>Partners</i> Directions	9
Worksheet for 10– pgs. 1-3.....	10-12
Activity 3 – <u>Playing Card</u> Take Away <i>Partners</i> Directions	13
Activity 4 – <u>Build & Color</u> Take Away <i>Partners</i> Directions.....	14
Worksheet for 10– pgs. 1-3.....	15-17
Activity 5 – <u>Partner Flip Cards</u> Directions	18
Activity 5 – <i>Partner</i> Flip Cards for 10.....	19-22
Activity 6 – <u>Assessment</u> Directions.....	23
Activity 6 – Assessment Sheet.....	24
Appendix - Extra Worksheet Copies	
Worksheet for 10– pgs. 1-3.....	25-27
Activity 6 – Assessment Sheet.....	29

Introduction to 4-group Math

Mission statement: Creating a new generation of kids who love math.

To be successful in mathematics children must have **rapid** recall and know with **accuracy** and **confidence** their addition and subtraction facts.

Subitizing

The science behind 4-group Math is called *subitizing* (pronounced *sue-bi-tie-zing*): the brain's **rapid**, **accurate** and **confident** judgment of the quantity of a set of objects without counting.

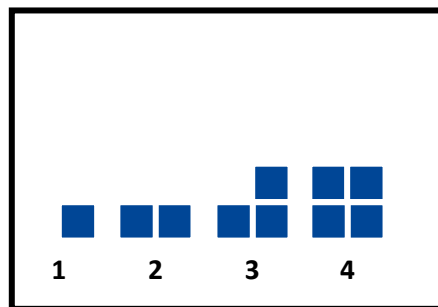
Young children can *subitize* a set of four objects when those objects are arranged in a square pattern.



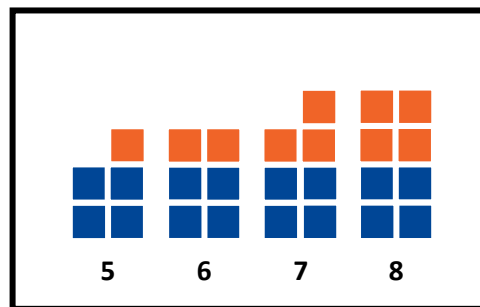
4-group Math, a visual and tactile model, uses this innate ability as an anchor to conceptualize the quantity of numbers.

The 4-group Number Patterns

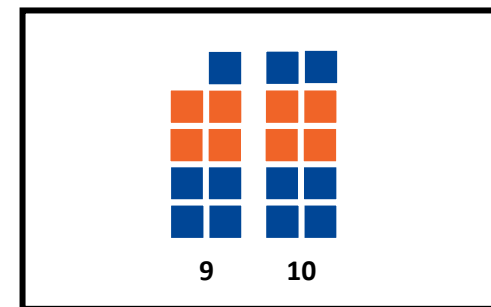
The 4-group Number Patterns
1-4 are easy to see and *subitize*.



1, 2, 3, & 4 are attached to another
4-pattern to create 5, 6, 7 and 8.

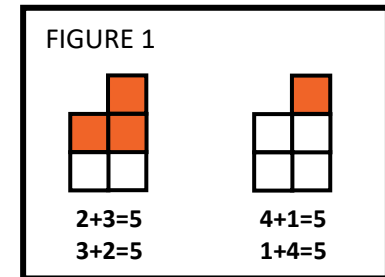


The 1- and 2- patterns are attached
to the 8-pattern to create 9 and 10.

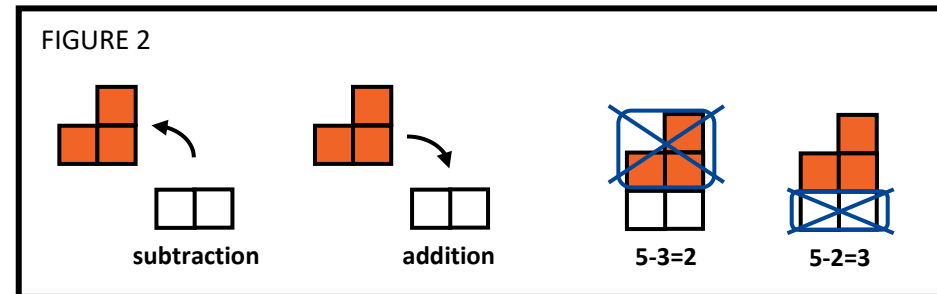


Addition and Subtraction

The 4-group Number Patterns are unique in that they are summative. They fit together like a puzzle to form the 4-group Number Pattern for their sum. For example; a 3-pattern and a 2-pattern combine to make the 5-pattern while the 4-pattern and 1-pattern combine to make the same 5-pattern. (FIGURE 1)



The 4-group Number Patterns are unique in that subtraction is modeled as the exact opposite of addition. (FIGURE 2)



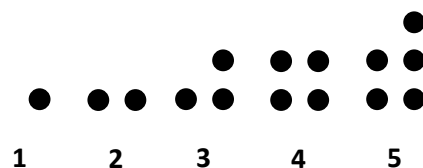
4-group Math Counting Order

4-group Math uses a unique counting order that starts at the bottom and counts up from right to left. We have found that children who count in this manner, make fewer mistakes in their counting.

We build the number patterns starting at the bottom and going up: right, left; right, left.

(10) (9)
(8) (7)
(6) (5)
(4) (3)
(2) (1)

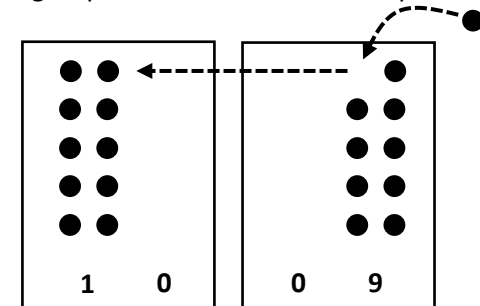
Children can stop their counting at any time and see the 4-group Number Pattern for the quantity.



When we add we regroup to the left.

$$\begin{array}{r} 1 \leftarrow \\ 2 \quad 8 \\ + 3 \quad 4 \\ \hline 2 \end{array}$$

We build right to left because numbers get bigger as the digits *move to the left*. For example, when 9 becomes a 10, the group moves left into the tens place.



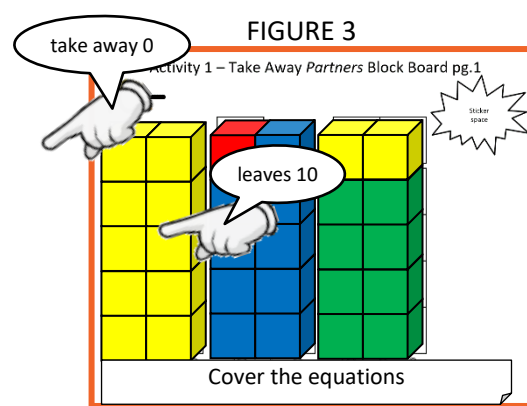
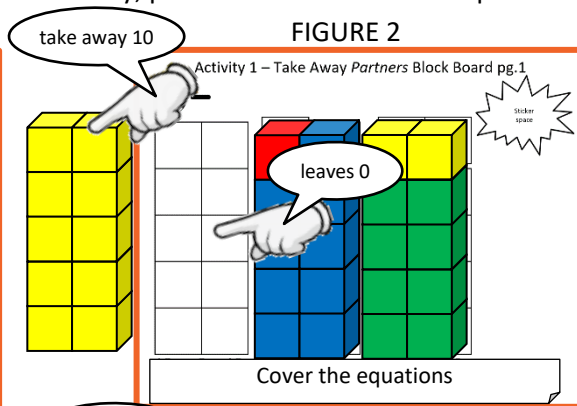
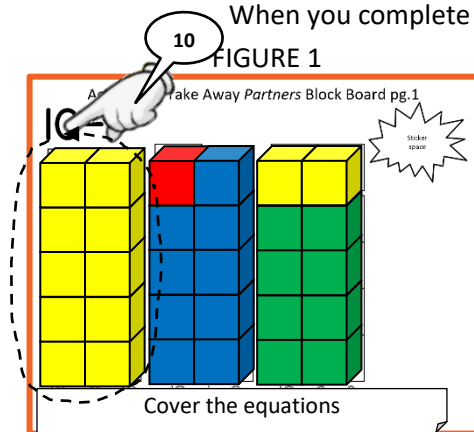
Activity 1 – Take Away Partners Directions

OBJECTIVE: Build, take away, and recite the subtraction equations from 10: $10-0=10$, $10-10=0$; $10-1=9$, $10-9=1$; $10-2=8$, $10-8=2$; $10-3=7$, $10-7=3$; $10-4=6$, $10-6=4$; $10-5=5$

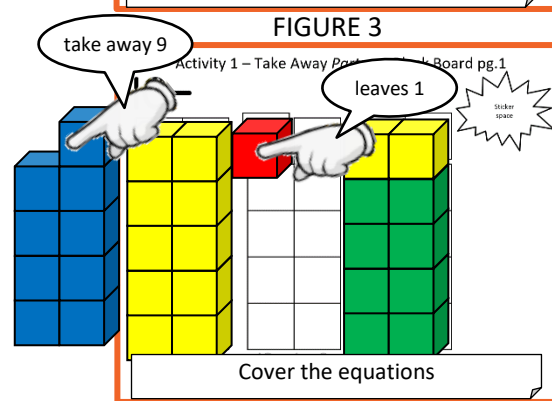
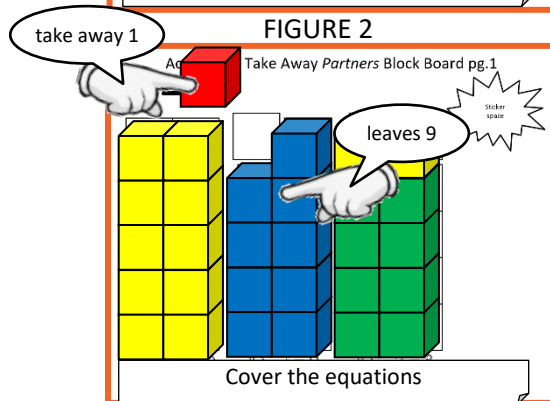
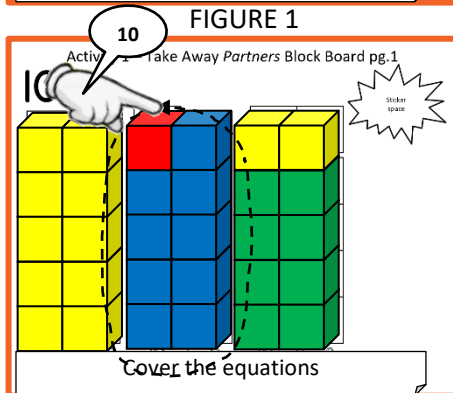
MATERIALS: 4-group Number Blocks: one 1-block, one 2-block, one 3-block, one 4-block, two 5-blocks, one 6-block, one 7-block, one 8-block, one 9-block, and one 10-block
Activity 1 – Take Away *Partners* Block Board, pages 1 & 2

GROUP: Independent, 1 on 1, or small group

DIRECTIONS: Build the block combinations to show the *partners* for ten. Use two colors of blocks for each set of *partners*, except 10-0, 10-10. Then, cover up the equations and Point and Say each equation to a friend. Circle the whole 10-pattern with your finger and say, “Ten.” (FIGURE 1) Physically take away a block as you Point and Say each subtraction equation. (FIGURE 2) Remember to switch the *partners*. (FIGURE 3) Begin with the language, “__ take away __ leaves __,” eventually switch to, “__ minus __ equals __.” When you complete this activity, put a sticker in the Sticker space.



(Block Board pg.1 and two examples of Point and Say the equations are shown.)



Activity 1 – Take Away *Partners* Block Board pg. 1 of 2

10–

$$10 - 0 = 10$$

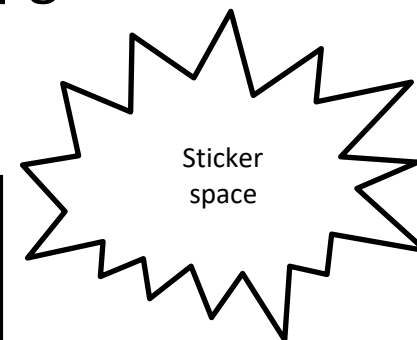
$$10 - 10 = 0$$

$$10 - 1 = 9$$

$$10 - 9 = 1$$

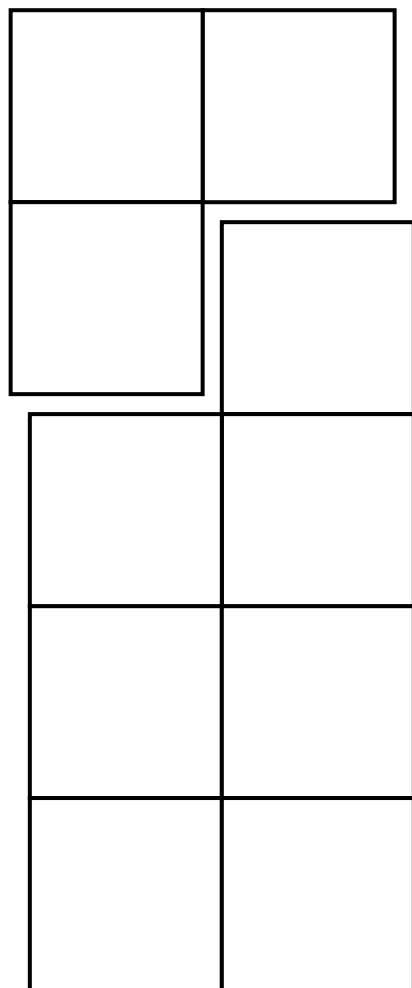
$$10 - 2 = 8$$

$$10 - 8 = 2$$



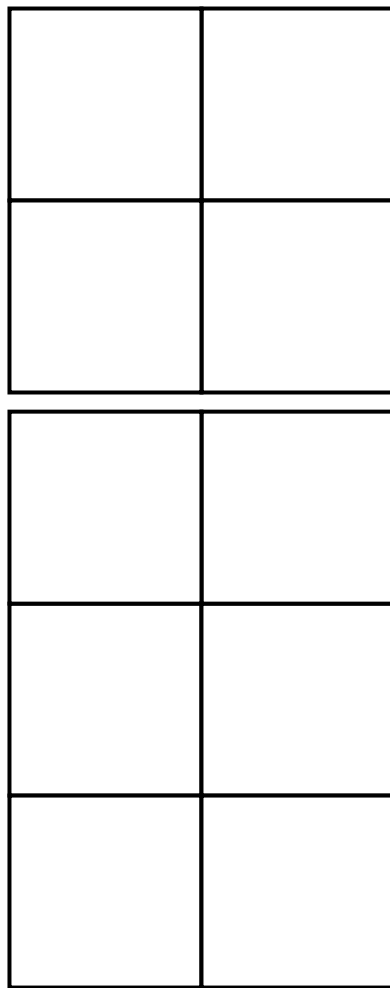
Activity 1 – Take Away *Partners* Block Board pg. 2 of 2

10–



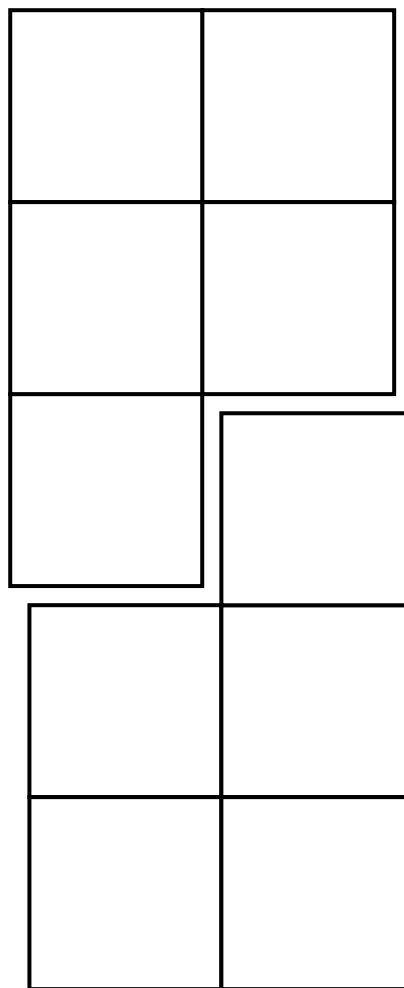
$$10 - 3 = 7$$

$$10 - 7 = 3$$



$$10 - 4 = 6$$

$$10 - 6 = 4$$



$$10 - 5 = 5$$

Activity 2 – Coloring Take Away *Partners* Directions

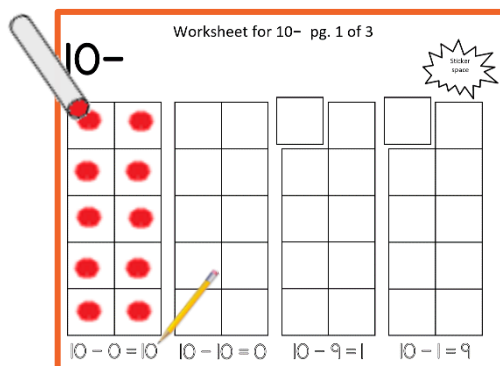
OBJECTIVE: Color, take away, and recite the subtraction equations from 10: $10-0=10$, $10-10=0$; $10-1=9$, $10-9=1$; $10-2=8$, $10-8=2$; $10-3=7$, $10-7=3$; $10-4=6$, $10-6=4$; $10-5=5$

MATERIALS: Two colors of crayons, markers, or stamps
Pencil
Worksheet for 10- pgs. 1-3

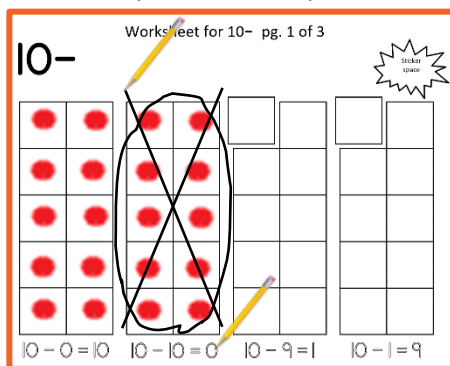
GROUP: Independent, 1 on 1, or small group

DIRECTIONS: Color to show the *partners* of ten. Use two colors for each set of *partners*, except 10-0, 10-10. (FIGURE 1)
Circle & then cross out the whole number pattern that represents the equation shown below the picture. (FIGURE 2)
In pencil, write over each equation after you finish its picture. (FIGURE 2)
Then, cover up the equations and Point and Say each subtraction equation to a friend. (FIGURE 3)
When you complete this activity, put a sticker in the Sticker space

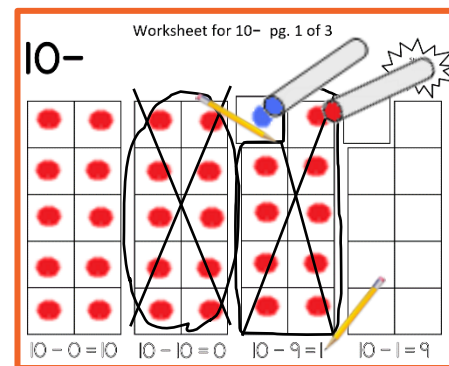
(FIGURE 1 and 2)



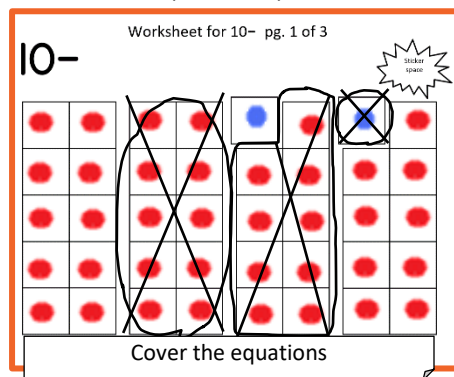
(FIGURE 1 and 2)



(FIGURE 1 and 2)



(FIGURE 3)

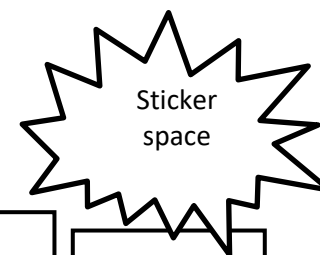


Point and Say:
**Ten take away zero
leaves ten.**
**Ten take away ten
leaves zero.**
**Ten take away nine
leaves one.**
**Ten take away one
leaves nine.**

(Worksheet pg.1
is shown.)

Worksheet for 10- pg. 1 of 3

10-



$$10 - 0 = 10$$

$$10 - 10 = 0$$

$$10 - 9 = 1$$

$$10 - 1 = 9$$

Worksheet for 10- pg. 2 of 3

10-

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$$10 - 8 = 2$$

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$$10 - 2 = 8$$

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$$10 - 7 = 3$$

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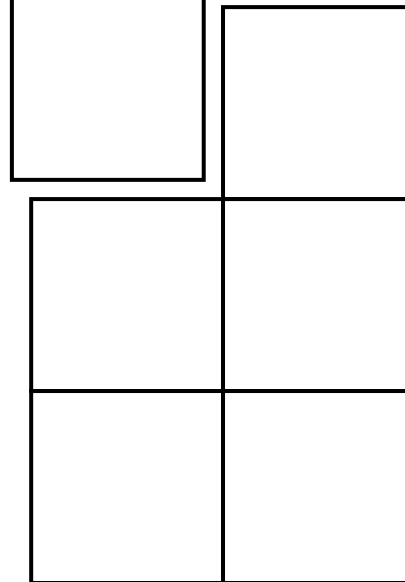
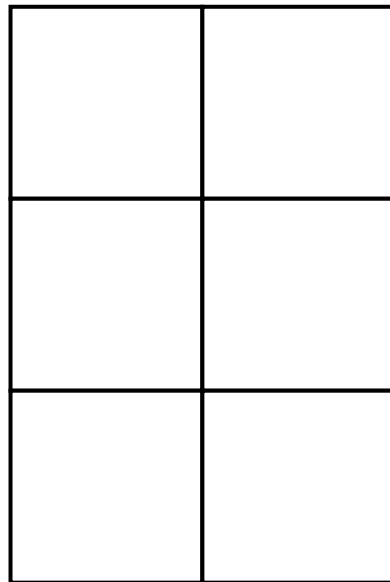
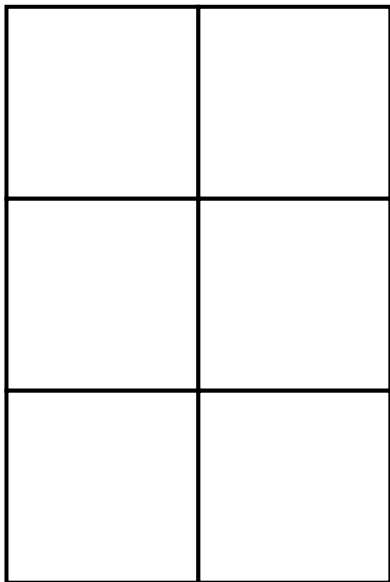
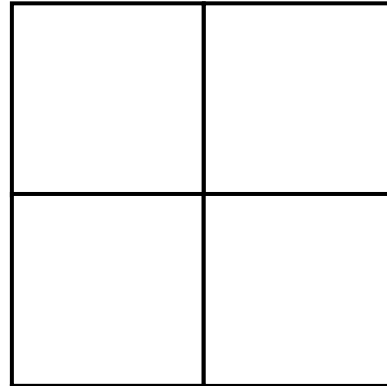
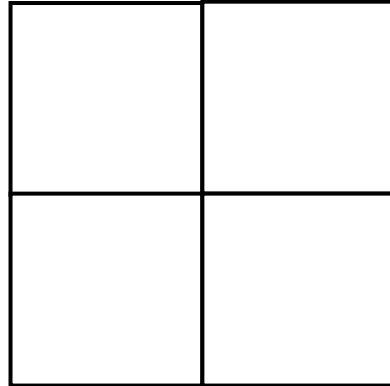
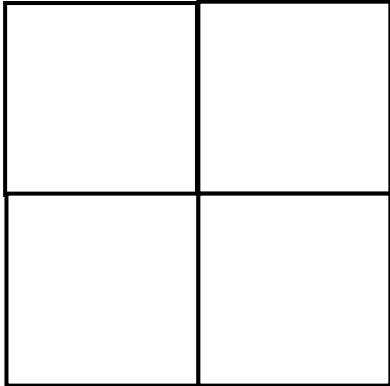
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$$10 - 3 = 7$$

Worksheet for 10– pg. 3 of 3

10–



$$10 - 6 = 4$$

$$10 - 4 = 6$$

$$10 - 5 = 5$$

Activity 3 – Playing Card Take Away Partners Directions

OBJECTIVE: Make 10 with two cards, then recite the subtraction equations from 10: $10-0=10$, $10-10=0$; $10-1=9$, $10-9=1$; $10-2=8$, $10-8=2$; $10-3=7$, $10-7=3$; $10-4=6$, $10-6=4$; $10-5=5$

MATERIALS: One deck of 4-group Math Playing Cards. A clear “play” space to lay out the cards.

GROUP: Independent, 1 on 1, or small group

DIRECTIONS: Spread out the cards face up on your play space.
 Make all the two card 4-group Number Pattern combinations to form the number pattern for ten. Use all the cards. You will have multiple examples of each equation. (FIGURE 1)
 Circle the 10-pattern with your finger and say, “*Ten*”. (FIGURE 2)
 Physically take away a card as you Point and Say each subtraction equation to a friend. (FIGURE 2)
 Remember to switch the *partners*; taking the other card away. (FIGURE 3)
 Begin with the language, “ take away leaves ,” eventually switch to, “ minus equals .”
 When you complete this activity, put a sticker in the Sticker space.

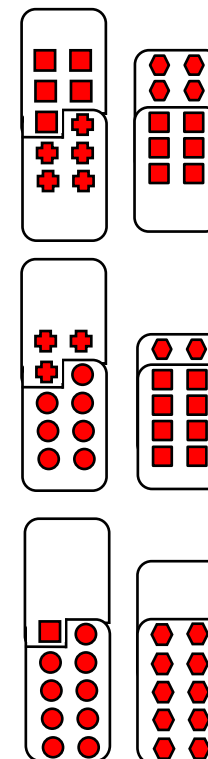


FIGURE 1

One example of Point and Say the subtraction equations is shown.

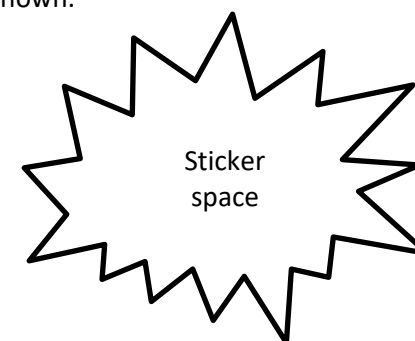


FIGURE 2

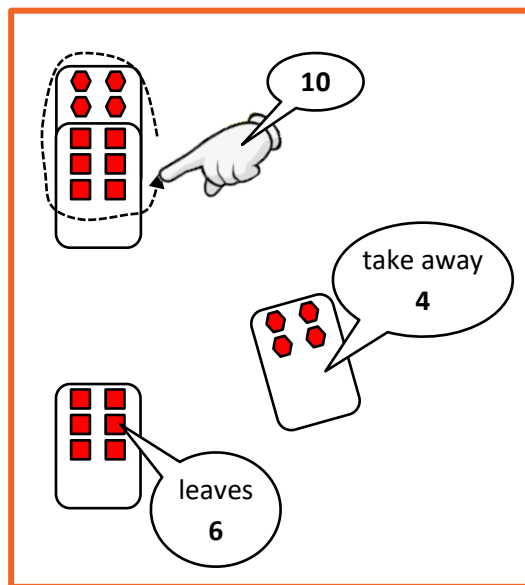
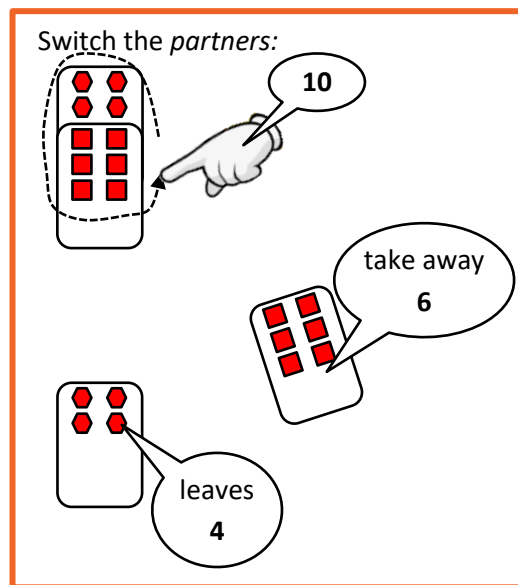


FIGURE 3



Activity 4 – Build & Color Take Away *Partners* Directions

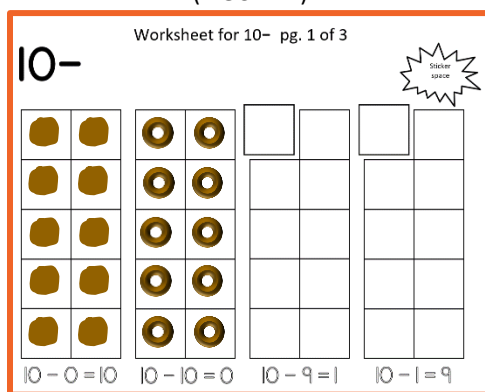
OBJECTIVE: Build, color, take away, and recite the subtraction equations from 10: $10-0=10$, $10-10=0$; $10-1=9$, $10-9=1$; $10-2=8$, $10-8=2$; $10-3=7$, $10-7=3$; $10-4=6$, $10-6=4$; $10-5=5$

MATERIALS: Two colors of a small manipulative; cubes, buttons, candies, crackers
Two crayons or markers to match the manipulatives' colors. Pencil
Worksheet for 10- pgs. 1-3

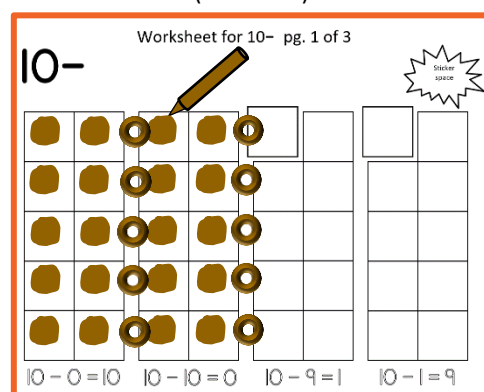
GROUP: Independent, 1 on 1, or small group

DIRECTIONS: Build with the manipulatives to show the *partners* of ten. Use two colors for each set of *partners*, except 10-0, 10-10. (FIGURE 1)
Then, push the items off each square as you record your work with the crayons. (FIGURE 2)
Circle & then cross out the whole number pattern that represents the equation shown below the picture. (FIGURE 3)
In pencil, write over each equation after you finish its picture. (FIGURE 3)
Then, cover up the equations and Point and Say each equation to a friend. (FIGURE 4)
When you complete this activity, put a sticker in the Sticker space.

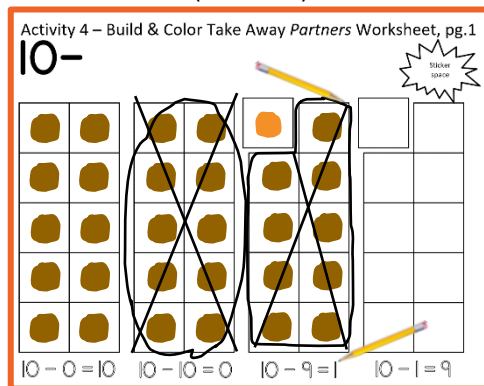
(FIGURE 1)



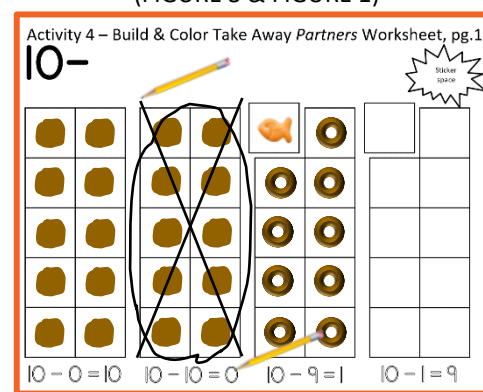
(FIGURE 2)



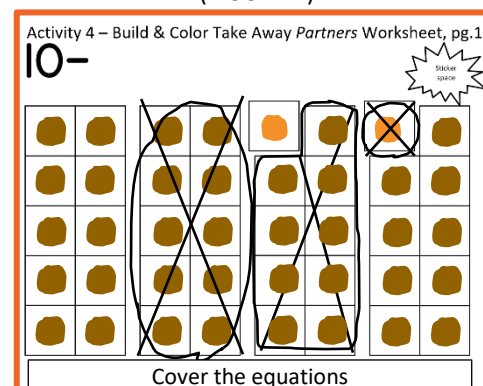
(FIGURE 3)



(FIGURE 3 & FIGURE 1)



(FIGURE 4)

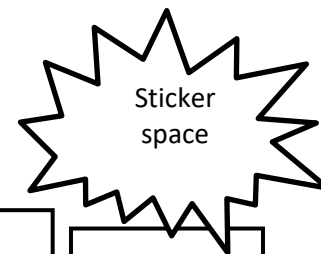


(Worksheet
pg.1
is shown.)

Point and Say:
Ten take away
zero leaves ten.
Ten take away
ten leaves zero.
Ten take away
nine leaves one.
Ten take away
one leaves nine.

Worksheet for 10- pg. 1 of 3

10-



$$10 - 0 = 10$$

$$10 - 10 = 0$$

$$10 - 9 = 1$$

$$10 - 1 = 9$$

Worksheet for 10- pg. 2 of 3

10-

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$$10 - 8 = 2$$

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$$10 - 2 = 8$$

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$$10 - 7 = 3$$

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$$10 - 3 = 7$$

Worksheet for 10– pg. 3 of 3

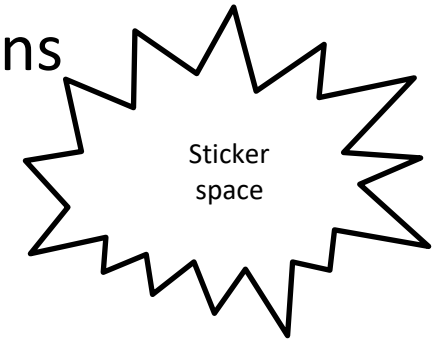
10–

$$10 - 6 = 4$$

$$10 - 4 = 6$$

$$10 - 5 = 5$$

Activity 5 – Partner Flip Cards Directions



OBJECTIVE: Complete the subtraction equations from 10

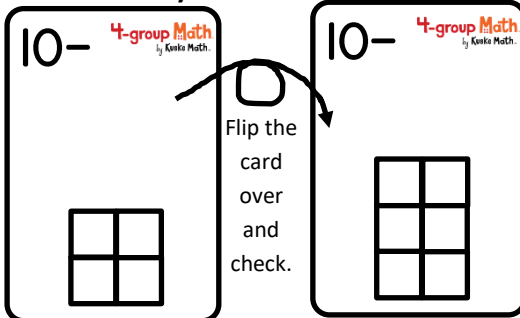
MATERIALS: Activity 5 – *Partner Flip Cards* for 10

GROUP: Independent, 1 on 1, or small group

DIRECTIONS: Cut out the six cards on the following two pages. Lay the cards on the table in any order with either side facing up. Look at one card. Say the equation that is represented: “Ten take away __ leaves __.” Flip the card over and check your answer. Continue for all the cards. Beginning with the sides now facing up, repeat the process. Continue until you give the correct answers for each card. When you complete this activity, put a sticker in the Sticker space.

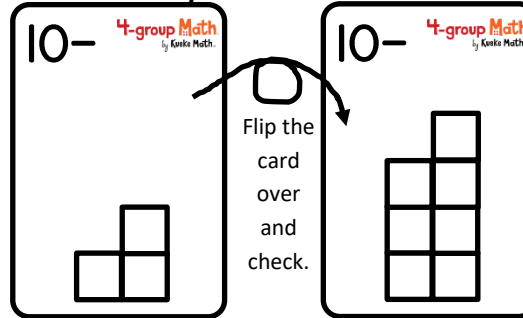
Look and Say:

Ten take away 4 leaves 6.



Look and Say:

Ten take away 3 leaves 7.

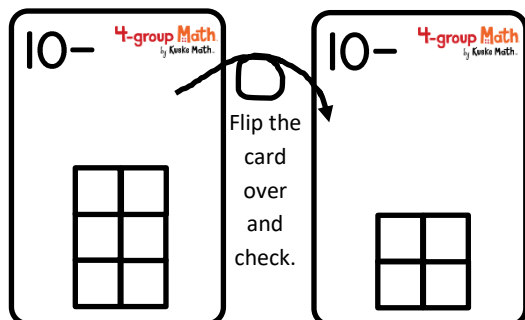


Two examples are shown.

Beginning with the sides now facing up, repeat the process:

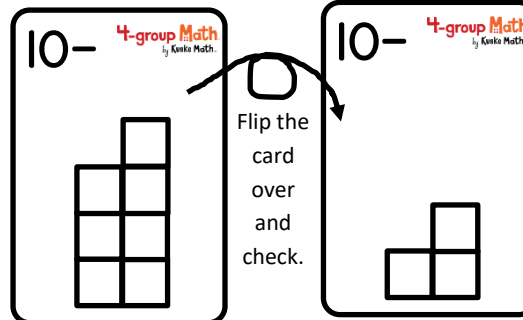
Look and Say:

Ten take away 6 leaves 4.


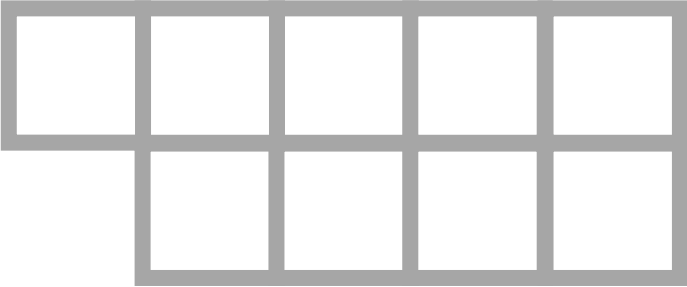

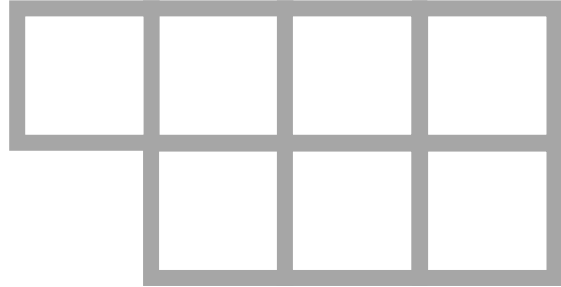

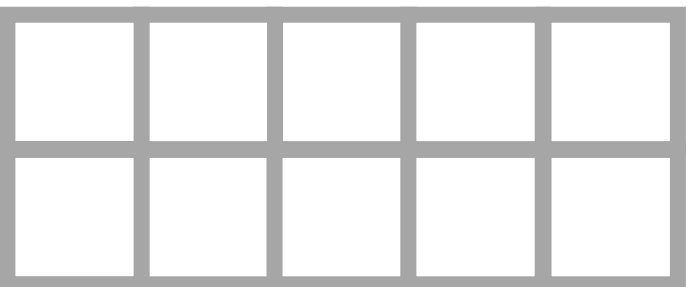

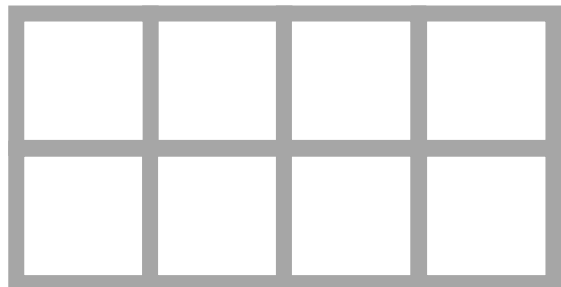


Look and Say:

Ten take away 7 leaves 3.



Activity 5 –Partner Flip Cards for 10

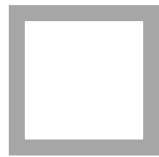
 10- 	 10- 
 10- 	 10- 

10-

4-group Math
by Kuske Math.

10-

4-group Math
by Kuske Math.

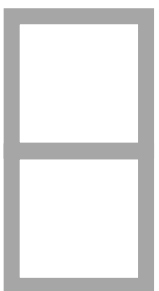
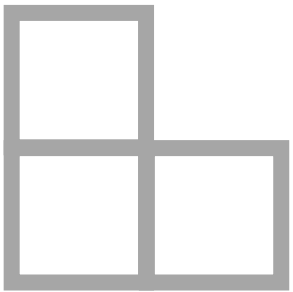


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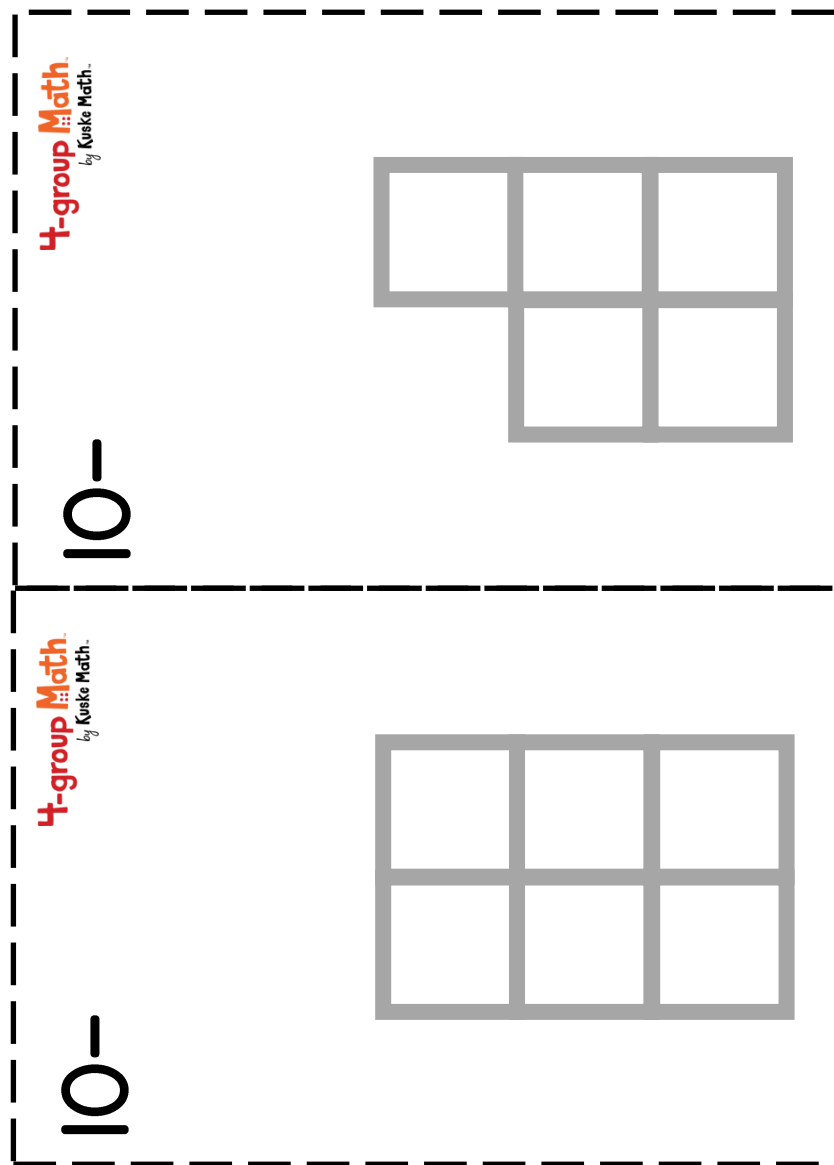
4-group Math
by Kuske Math.

10-

4-group Math
by Kuske Math.



Activity 5 –*Partner* Flip Cards for 10

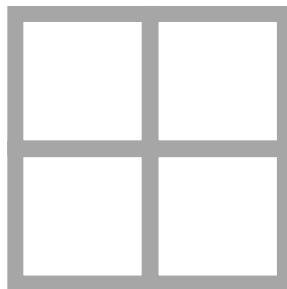
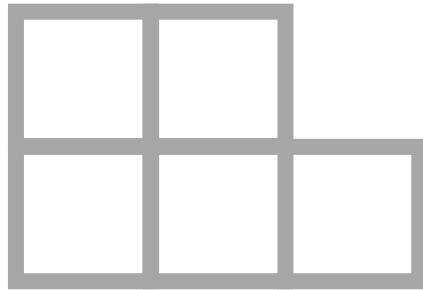


10-

4-group Math
by Kuske Math.

10-

4-group Math
by Kuske Math.



Activity 6 – Assessment Directions

OBJECTIVE: Write and recite from memory the subtraction equations from 10, including the switched *partners*

MATERIALS: Activity 6 – Assessment Sheet or a blank piece of paper
Pencil

GROUP: One child with teacher or another adult

DIRECTIONS: On the Assessment Sheet or a blank piece of paper, write from memory all the *subtraction* equations from ten, including the switched *partners*. It is okay for an adult to record for you if you tell them what to write. (FIGURE 1)
Find an adult to “test” you.

The adult asks you to recite all your equations (in any order). (FIGURE 2)

Then, the adult says one equation and you complete the equation by supplying the answer. (FIGURE 3)

Continue until all equations are said, including the switched *partners*.

If you pass, put a sticker in the Sticker space.

If you do not pass, practice a little more by repeating two activities from Activities 1-5.

FIGURE 1

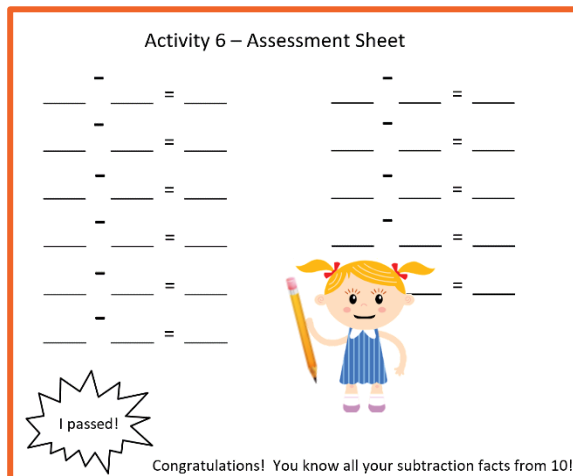


FIGURE 2

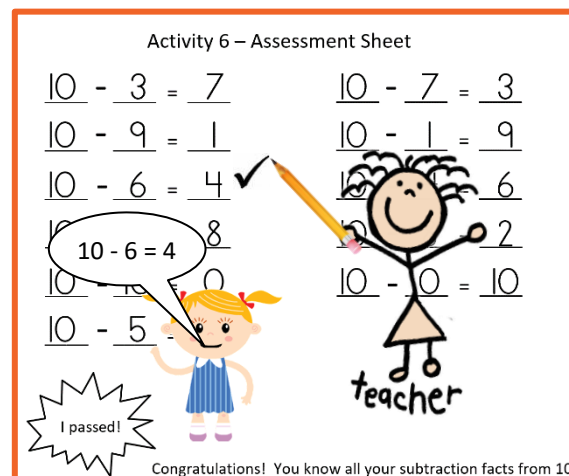
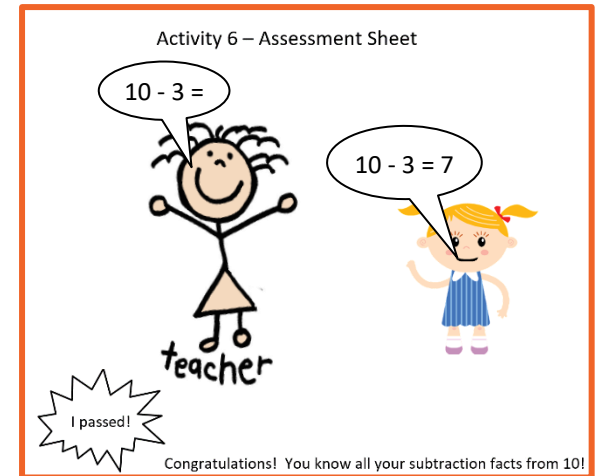


FIGURE 3



EXAMPLE:

The adult says, “Ten take away three leaves__.”

Child says, “Ten take away three leaves seven.”

Activity 6 – Assessment Sheet

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

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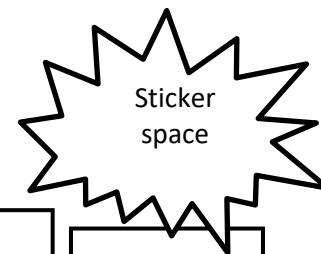
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



Congratulations! You know all your subtraction facts from 10!

Worksheet for 10- pg. 1 of 3

10-



$$10 - 0 = 10$$

$$10 - 10 = 0$$

$$10 - 9 = 1$$

$$10 - 1 = 9$$

Worksheet for 10– pg. 2 of 3

10–

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$$10 - 8 = 2$$

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$$10 - 2 = 8$$

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$$10 - 7 = 3$$

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$$10 - 3 = 7$$

Worksheet for 10– pg. 3 of 3

10–

$$10 - 6 = 4$$

$$10 - 4 = 6$$

$$10 - 5 = 5$$

Activity 6 – Assessment Sheet

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

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

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

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



Congratulations! You know all your subtraction facts from 10!