

# Board Games for Early Mathematics: Subtraction

*Start at the beginning, and stick to the order given. Skipping is OK if a learner can use the concepts to solve problems. For tips, background info, and an assessment to show if a different section would help, visit [reconmath.com](http://reconmath.com).*

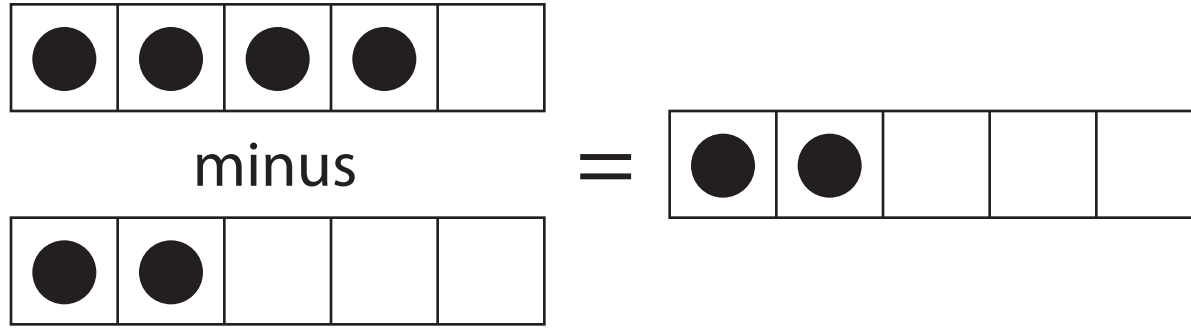
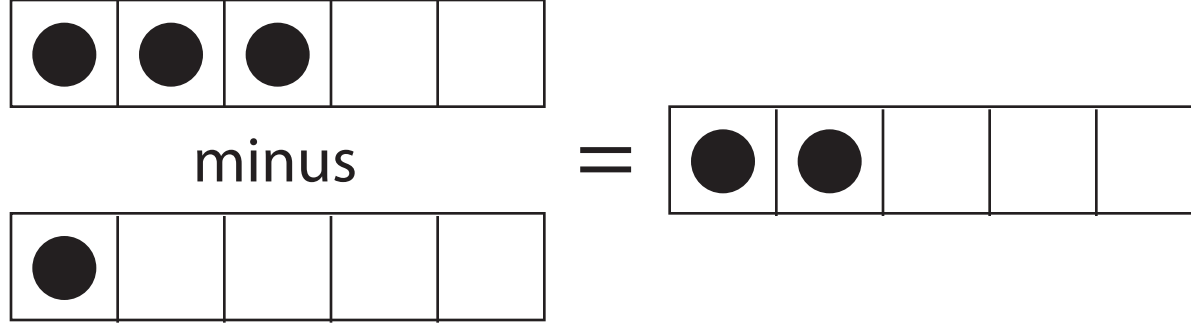
This packet includes these subtraction games and activities:

Think about what subtraction is  
Subtract on a number path  
Subtraction is backwards addition  
When you see subtraction, you can use addition  
Identify addition facts you can learn better (prepare for subtraction)  
Subtract 1, frames  
Subtract 2, frames  
Subtract 3, frames  
Subtract 4, frames  
Subtract 5, frames  
Subtract 6, frames  
Subtract 7, frames  
Subtract 8, frames  
Subtract 9, frames  
A number minus 0 is the same number  
A number minus itself is 0  
Subtract 1, numerals  
Subtract 2, numerals  
Subtract 10 from a -teen  
Subtract with doubles  
10 minus a number, 0-5  
10 minus a number, 5-10  
10 minus a number, numerals  
Add 1 to a -teen (Prepare to subtract 9)  
Subtract 9 by using 10  
Subtract 9 with backwards addition  
Add 2 to an even -teen (Prepare to subtract 8)

Add 2 to an odd -teen (Prepare to subtract 8)  
Subtract 8 by using 10  
Subtract 8 with backwards addition  
Subtract 7 by using 10  
Subtract 7 with backwards addition  
Subtract 3 with backwards addition  
Subtract 4 with backwards addition  
Subtract 5 with backwards addition  
Subtract 6 with backwards addition  
Subtract 10 from any 2-digit number  
What needs to be taken away? 10 and under  
What needs to be taken away? 11 and over

## Think about what subtraction is

The amounts on the left and the right are the same because \_\_\_\_\_.



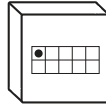
Look at the frames above the line. Can you and your partner figure out why there is an equals sign there?

**Hint:** "Equals" means "is the same as". One of you, use words to tell your partner why the amount on the left of the equals sign is the same as the amount on the right of the equals sign.

Now look at the frames that are below the line. Switch roles. Whoever listened the last time, now you are the talker. Use words to tell your partner why the amount on the left of the equals sign is the same as the amount on the right of the equals sign.

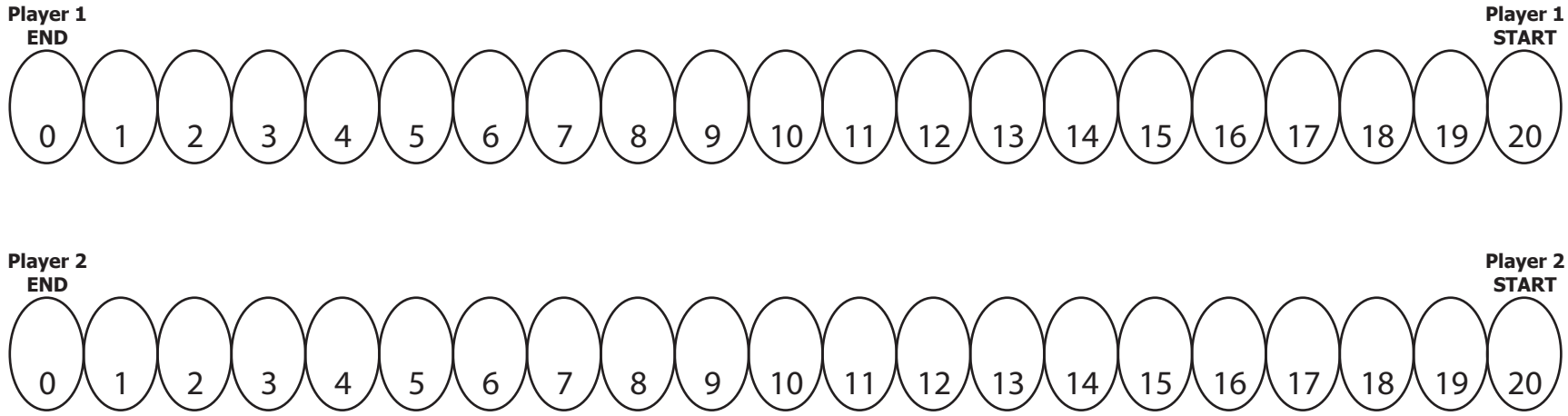
# Subtract on a number path

\_\_\_\_\_ minus \_\_\_\_\_ is \_\_\_\_\_.



One 0-5 frame die, and two counters.

Questions? [reckonmath.com](http://reckonmath.com)



It is fine for learners to use counting to help them play this game. **How to play:** Each player puts one counter on START. On your turn, roll the die and say a subtraction number sentence, starting on the number you are already on and subtracting the number you rolled. Then move to the answer. **Example:** If you are on 20 and you roll a 3, say “20 – 3 = 17” and move to 17. If you need to count, like saying “19, 18, 17” while you are moving, that is OK in this game. **The first player to get all the way back to END wins.**

## Subtraction is backwards addition

\_\_\_\_\_ plus \_\_\_\_\_ is \_\_\_\_\_. So \_\_\_\_\_ minus \_\_\_\_\_ must be \_\_\_\_\_.

$9 - 1 = 8$	$10 - 1 = 9$	$9 - 3 = 6$	$9 - 5 = 4$	$10 - 7 = 3$
$10 - 2 = 8$	$9 - 2 = 7$	$10 - 4 = 6$	$10 - 5 = 5$	$9 - 0 = 9$
$9 - 4 = 5$	$9 - 6 = 3$	<b>FREE SPACE</b>	$10 - 6 = 4$	$9 - 9 = 0$
$10 - 8 = 2$	$10 - 9 = 1$	$9 - 7 = 2$	$10 - 3 = 7$	$10 - 5 = 5$
$9 - 8 = 1$	$9 - 1 = 8$	$9 - 3 = 6$	$10 - 7 = 3$	$9 - 5 = 4$

If you roll a:                      Use this addition fact:

0	$0 + 9 = 9$
1	$1 + 8 = 9$
2	$2 + 7 = 9$
3	$3 + 6 = 9$
4	$4 + 5 = 9$
5	$5 + 5 = 10$
6	$6 + 4 = 10$
7	$7 + 3 = 10$
8	$8 + 2 = 10$
9	$9 + 1 = 10$

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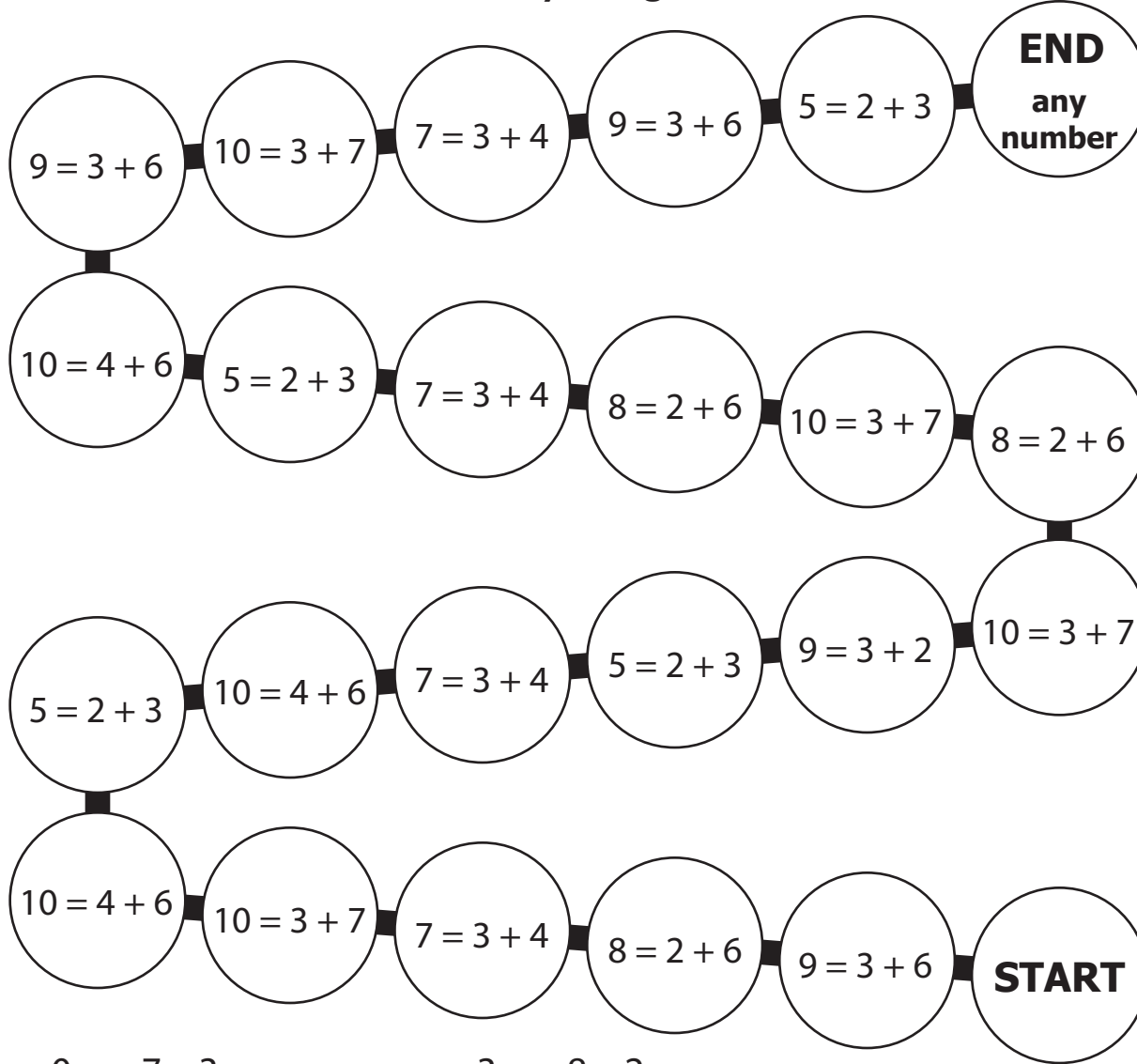
A ten-sided die, and counters in two colors.

This game helps you get used to thinking about subtraction as backwards addition. **How to play:** On your turn, roll the die. Look at the table below the board to find the number you rolled and the addition fact that goes with it. Now, look at your game board. Choose one subtraction fact that is a backwards version of the addition fact, and say it out loud.

**Example:** If you roll a 2, the addition fact is " $2 + 7 = 9$ ", so you say either " $9 - 2 = 7$ " or " $9 - 7 = 2$ ". Cover the same addition fact that you chose. If the answer is not available, it is the other player's turn. **The first player to get five in a row wins.** If the board fills and no one has five in a row, the player with more counters wins.

# When you see subtraction, you can use addition

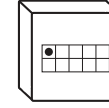
I can solve \_\_\_\_\_ minus \_\_\_\_\_ by using the addition fact \_\_\_\_\_.



- 0    7 - 3 = \_\_\_
- 1    5 - 2 = \_\_\_
- 2    9 - 3 = \_\_\_

- 3    8 - 2 = \_\_\_
- 4    10 - 4 = \_\_\_
- 5    10 - 3 = \_\_\_

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A 0-5 frame die, and two counters.

To do subtraction, you can often find answers by thinking about addition facts. **How to play:** On your turn, roll the die. In the table below the board, find the number you rolled and the subtraction problem going with it. Move to the next addition sentence that gives the answer to the problem. **Example:** If you roll a 1, the subtraction problem is  $5 - 2 = \underline{\quad}$ . This is the same as saying  $5 = 2 + \underline{\quad}$ , so move to the next  $5 = 2 + \underline{\quad}$ . You can land on the END circle by drawing a number that doesn't have any other circle to go to. **The first player to land on END wins.**

# Identify addition facts you can learn better (prepare for subtraction)

I know this right now. / I can find this soon. / I would need time.

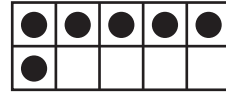
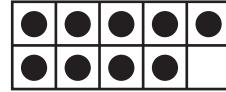
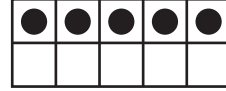
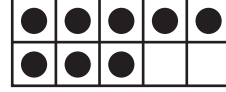
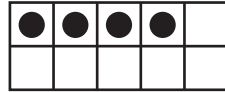
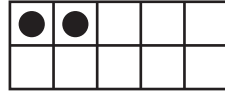
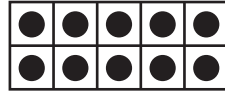
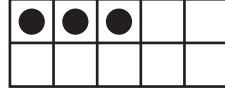
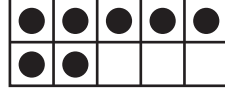
	8	1	5	9	3	2	7	4	10	6
1	1+8	1+1	1+5	1+9	1+3	1+2	1+7	1+4	1+10	1+6
10	10+8	10+1	10+5	10+9	10+3	10+2	10+7	10+4	10+10	10+6
4	4+8	4+1	4+5	4+9	4+3	4+2	4+7	4+4	4+10	4+6
7	7+8	7+1	7+5	7+9	7+3	7+2	7+7	7+4	7+10	7+6
3	3+8	3+1	3+5	3+9	3+3	3+2	3+7	3+4	3+10	3+6
9	9+8	9+1	9+5	9+9	9+3	9+2	9+7	9+4	9+10	9+6
6	6+8	6+1	6+5	6+9	6+3	6+2	6+7	6+4	6+10	6+6
2	2+8	2+1	2+5	2+9	2+3	2+2	2+7	2+4	2+10	2+6
8	8+8	8+1	8+5	8+9	8+3	8+2	8+7	8+4	8+10	8+6
5	5+8	5+1	5+5	5+9	5+3	5+2	5+7	5+4	5+10	5+6

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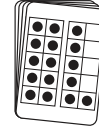
Since you use your addition knowledge in subtraction, it's good to check for addition facts you can still learn better. For each square, ask yourself what the expression in the square equals. If you know the answer or can find it soon without counting one by one, **write a Y (for Yes)**. If it would take you some time to find the answer or if you would need to count, **write an N (for No)**.  
**Example:** The expression  $3 + 5$  equals 8. If you knew  $3 + 5 = 8$  right away or found it soon without counting, write a Y. If you didn't, write an N. When you are done, you will see which facts you have and which you can learn better.

# Subtract 1, frames

\_\_\_\_\_ minus 1 is \_\_\_\_\_.



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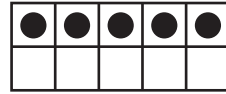
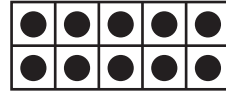
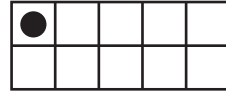
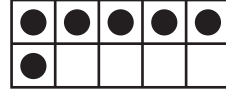
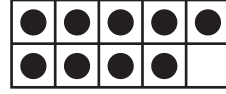
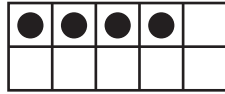
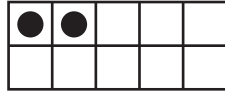
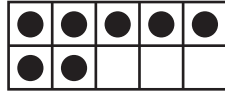
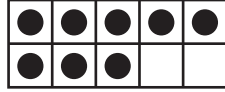
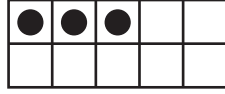


The 1-11 cards from a deck of double ten frame cards, and counters in two colors.

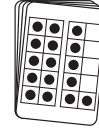
The goal of this game is to help you get comfortable with a way of visually thinking about subtraction problems. **How to play:** Place the 1 card face up and leave it that way. On your turn, draw a card. What is the number you drew minus 1? **Example:** If you draw a 5, the question is "What is 5 minus 1?" Try imagining the 1 card is transparent except for the dot. If you covered the 5 card with the transparent 1 card, how many more dots would you need on the 1 card to cover 5 dots? You can see the answer is 4, so cover the 4 ten frame. If the other player's counter is already there, you can bump it off. **When all the ten frames are covered, whoever has more counters on the board wins.**

# Subtract 2, frames

\_\_\_\_\_ minus 2 is \_\_\_\_\_.



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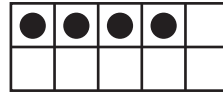
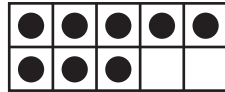
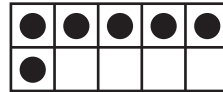
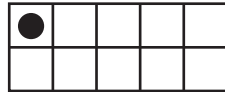
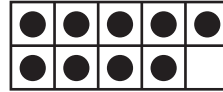
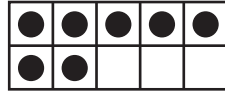
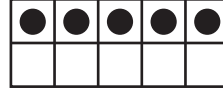
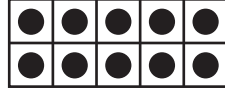
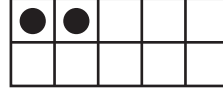
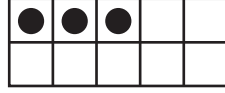
The 2-12 cards from a deck of double ten frame cards, and counters in two colors.

The goal of this game is to help you get comfortable with a way of visually thinking about subtraction problems. **How to play:** Place the 2 card face up and leave it that way. On your turn, draw a card. What is the number you drew minus 2? **Example:** If you draw a 6, the question is "What is 6 minus 2?" Try imagining the 2 card is transparent except for the dots. If you covered the 6 card with the transparent 2 card, how many more dots would you need on the 2 card to cover 6 dots? You can see the answer is 4, so cover the 4 ten frame. If the other player's counter is already there, you can bump it off. **When all the ten frames are covered, whoever has more counters on the board wins.**

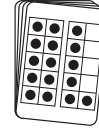


# Subtract 3, frames

\_\_\_\_\_ minus 3 is \_\_\_\_\_.



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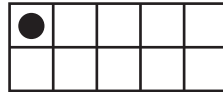
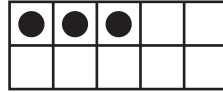
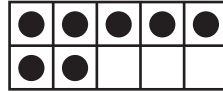
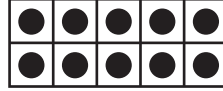
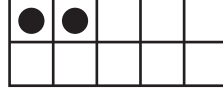
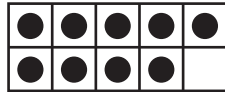
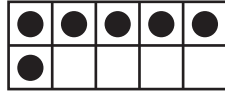
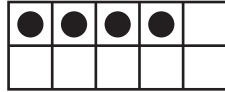
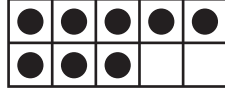
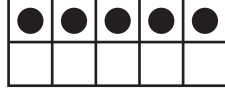


The 3-13 cards from a deck of double ten frame cards, and counters in two colors.

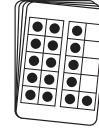
The goal of this game is to help you get comfortable with a way of visually thinking about subtraction problems. **How to play:** Place the 3 card face up and leave it that way. On your turn, draw a card. What is the number you drew minus 3? **Example:** If you draw a 7, the question is "What is 7 minus 3?" Try imagining the 3 card is transparent except for the dots. If you covered the 7 card with the transparent 3 card, how many more dots would you need on the 3 card to cover 7 dots? You can see the answer is 4, so cover the 4 ten frame. If the other player's counter is already there, you can bump it off. **When all the ten frames are covered, whoever has more counters on the board wins.**

# Subtract 4, frames

\_\_\_\_\_ minus 4 is \_\_\_\_\_.



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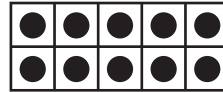
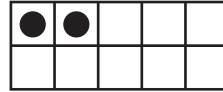
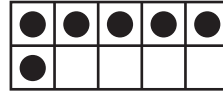
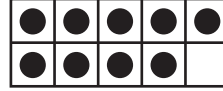
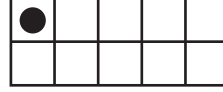
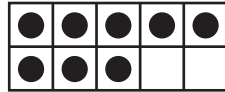
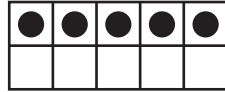
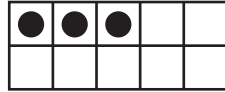
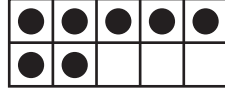
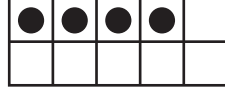


The 4-14 cards from a deck of double ten frame cards, and counters in two colors.

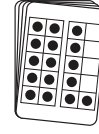
The goal of this game is to help you get comfortable with a way of visually thinking about subtraction problems. **How to play:** Place the 4 card face up and leave it that way. On your turn, draw a card. What is the number you drew minus 4? **Example:** If you draw a 9, the question is “What is 9 minus 4?” Try imagining the 4 card is transparent except for the dots. If you covered the 9 card with the transparent 4 card, how many more dots would you need on the 4 card to cover 9 dots? You can see the answer is 5, so cover the 5 ten frame. If the other player’s counter is already there, you can bump it off. **When all the ten frames are covered, whoever has more counters on the board wins.**

# Subtract 5, frames

\_\_\_\_\_ minus 5 is \_\_\_\_\_.



Questions? [reckonmath.com](http://reckonmath.com)

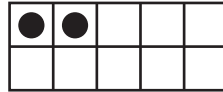
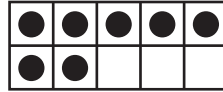
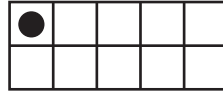
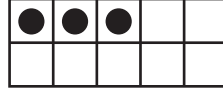
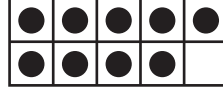
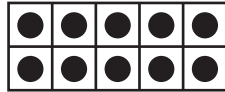
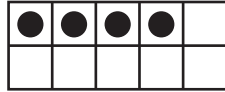
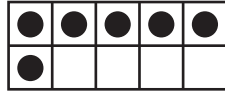
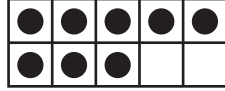
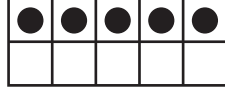


The 5-15 cards from a deck of double ten frame cards, and counters in two colors.

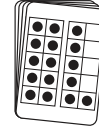
The goal of this game is to help you get comfortable with a way of visually thinking about subtraction problems. **How to play:** Place the 5 card face up and leave it that way. On your turn, draw a card. What is the number you drew minus 5? **Example:** If you draw a 9, the question is “What is 9 minus 5?” Try imagining the 5 card is transparent except for the dots. If you covered the 9 card with the transparent 5 card, how many more dots would you need on the 5 card to cover 9 dots? You can see the answer is 4, so cover the 4 ten frame. If the other player’s counter is already there, you can bump it off. **When all the ten frames are covered, whoever has more counters on the board wins.**

# Subtract 6, frames

\_\_\_\_\_ minus 6 is \_\_\_\_\_.



Questions? [reckonmath.com](http://reckonmath.com)

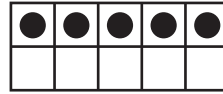
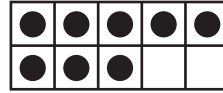
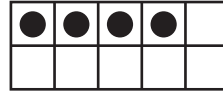
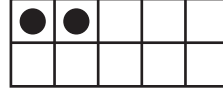
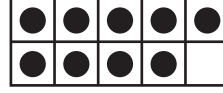
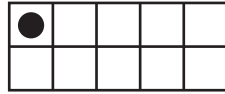
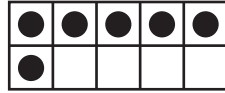
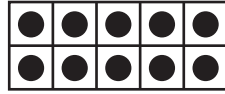
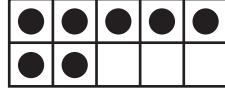
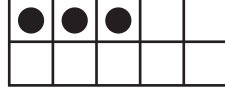


The 6-16 cards from a deck of double ten frame cards, and counters in two colors.

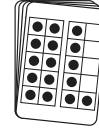
The goal of this game is to help you get comfortable with a way of visually thinking about subtraction problems. **How to play:** Place the 6 card face up and leave it that way. On your turn, draw a card. What is the number you drew minus 6? **Example:** If you draw a 10, the question is "What is 10 minus 6?" Try imagining the 6 card is transparent except for the dots. If you covered the 10 card with the transparent 6 card, how many more dots would you need on the 6 card to cover 10 dots? You can see the answer is 4, so cover the 4 ten frame. If the other player's counter is already there, you can bump it off. **When all the ten frames are covered, whoever has more counters on the board wins.**

# Subtract 7, frames

\_\_\_\_\_ minus 7 is \_\_\_\_\_.



Questions? [reckonmath.com](http://reckonmath.com)

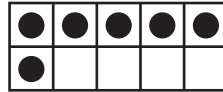
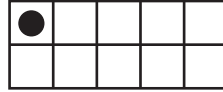
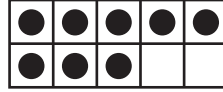
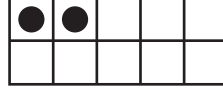
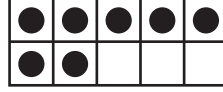
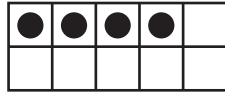
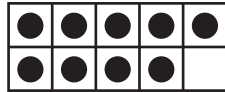
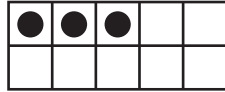
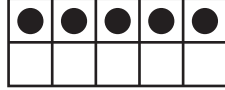
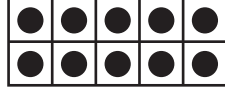


The 7-17 cards from a deck of double ten frame cards, and counters in two colors.

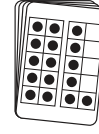
The goal of this game is to help you get comfortable with a way of visually thinking about subtraction problems. **How to play:** Place the 7 card face up and leave it that way. On your turn, draw a card. What is the number you drew minus 7? **Example:** If you draw 11, the question is "What is 11 minus 7?" Try imagining the 7 card is transparent except for the dots. If you covered the 11 card with the transparent 7 card, how many more dots would you need on the 7 card to cover 11 dots? You can see the answer is 4, so cover the 4 ten frame. If the other player's counter is already there, you can bump it off. **When all the ten frames are covered, whoever has more counters on the board wins.**

# Subtract 8, frames

\_\_\_\_\_ minus 8 is \_\_\_\_\_.



Questions? [reckonmath.com](http://reckonmath.com)

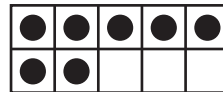
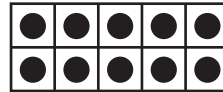
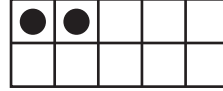
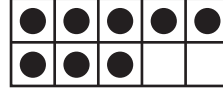
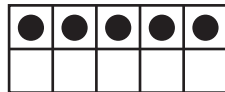
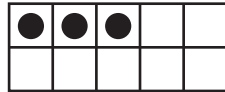
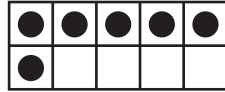
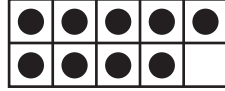
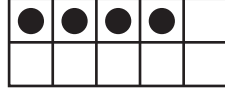


The 8-18 cards from a deck of double ten frame cards, and counters in two colors.

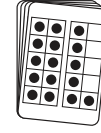
The goal of this game is to help you get comfortable with a way of visually thinking about subtraction problems. **How to play:** Place the 8 card face up and leave it that way. On your turn, draw a card. What is the number you drew minus 8? **Example:** If you draw a 12, the question is "What is 12 minus 8?" Try imagining the 8 card is transparent except for the dots. If you covered the 12 card with the transparent 8 card, how many more dots would you need on the 8 card to cover 12 dots? You can see the answer is 4, so cover the 4 ten frame. If the other player's counter is already there, you can bump it off. **When all the ten frames are covered, whoever has more counters on the board wins.**

# Subtract 9, frames

\_\_\_\_\_ minus 9 is \_\_\_\_\_.



Questions? [reconmath.com](http://reconmath.com)



The 9-19 cards from a deck of double ten frame cards, and counters in two colors.


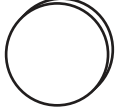
The goal of this game is to help you get comfortable with a way of visually thinking about subtraction problems. **How to play:** Place the 9 card face up and leave it that way. On your turn, draw a card. What is the number you drew minus 9? **Example:** If you draw a 13, the question is "What is 13 minus 9?" Try imagining the 9 card is transparent except for the dots. If you covered the 13 card with the transparent 9 card, how many more dots would you need on the 9 card to cover 13 dots? You can see the answer is 4, so cover the 4 ten frame. If the other player's counter is already there, you can bump it off. **When all the ten frames are covered, whoever has more counters on the board wins.**

## A number minus 0 is the same number

I know \_\_\_\_\_ minus 0 is \_\_\_\_\_ because \_\_\_\_\_.

<b>START</b>					<b>END</b>
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Questions? [reckonmath.com](http://reckonmath.com)

A ten-sided die, a coin for flipping, and two counters.

**How to play:** On your turn, roll the die. If you roll a zero, it means zero. Say the number you rolled minus zero, and the answer. Then flip the coin. If you get heads, move forward one space. If you get tails, move forward two spaces.

**Example:** If you roll a three, say “3 minus 0 is 3” and then flip the coin to see how far to move.

Instructors, make sure learners understand why a number minus zero is the same number. One way to do this is to ask them what  $3 - 0$  is, and when they say it is 3, ask them why. If they understand, they might say something like “Because you didn’t subtract anything” or “Because zero is just nothing.” **The first player to land on END wins.**

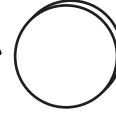


## A number minus itself is 0

I know \_\_\_\_\_ minus itself is \_\_\_\_\_ because \_\_\_\_\_.

<b>START</b>					<b>END</b>
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Questions? [reckonmath.com](http://reckonmath.com)



A ten-sided die, a coin for flipping, and two counters.

**How to play:** On your turn, roll the die. If you roll a zero, it means zero. Say the number you rolled minus itself, and the answer. Then flip the coin. If you get heads, move forward one space. If you get tails, move forward two spaces.

**Example:** If you roll a three, say “3 minus 3 is 0” and then flip the coin to see how far to move.

Instructors, make sure learners understand why a number minus zero is the same number. One way to do this is to ask them what  $3 - 0$  is, and when they say it is 3, ask them why. If they understand, they might say something like “Because you took it away and nothing is left.” **The first player to land on END wins.**

# Subtract 1, numerals

\_\_\_\_\_ minus 1 is \_\_\_\_\_.

1	9	4	8	7	2	3
0	5	6	6	7	1	0
5	8	9	4	3	5	6
2	4	9	1	6	7	2
0	7	5	3	8	3	6
0	7	8	1	9	2	1

Questions? [reckonmath.com](http://reckonmath.com)

One ten-sided die, and counters in two colors.

**How to play:** On your turn, roll the die. If you roll a zero, it means ten. Say the number you rolled minus one, and the answer. Cover a circle that shows the answer. **Hint:** Remember that subtracting one is just like saying the next number when you are counting backward. You count "10, 9, 8, 7, 6, 5, 4, 3, 2, 1." Right after 5, it is 4. That means 5 minus 1 is 4. So if you roll a 5, say "5 minus 1 is 4" and put a counter on a 4. **The first player to get four in a row wins.**

## Subtract 2, numerals

\_\_\_\_\_ minus 2 is \_\_\_\_\_.

1	7	4	8	7	2	3
0	5	6	6	7	1	0
5	8	4	4	3	5	6
2	4	3	1	6	7	2
0	7	5	3	8	3	6
8	7	8	1	5	2	1

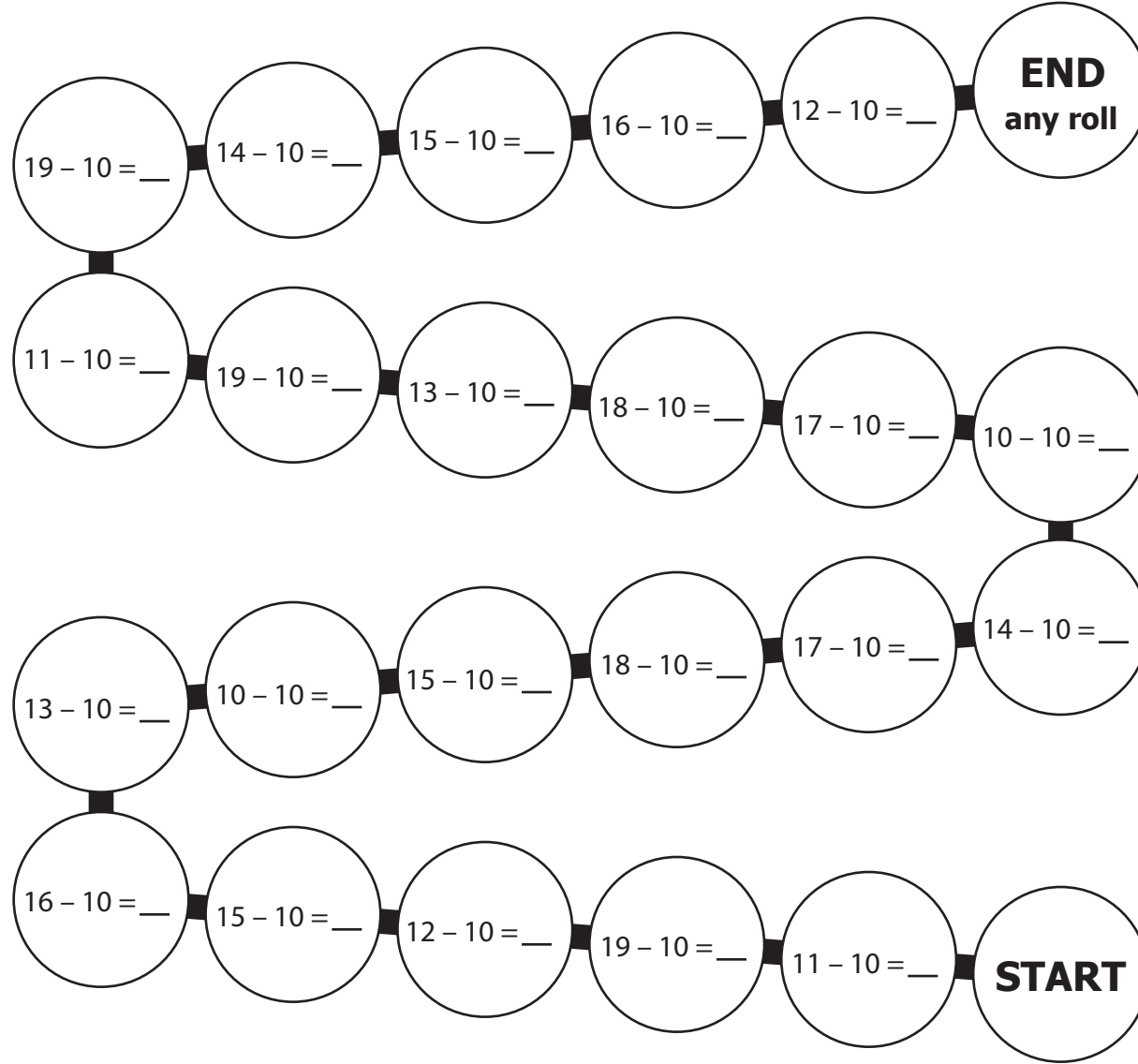
Questions? [reckonmath.com](http://reckonmath.com)

One ten-sided die, and counters in two colors.

**How to play:** On your turn, roll the die. If you roll a zero, it means ten. If you roll a one, roll again. Say the number you rolled minus two, and the answer, and cover a circle that shows the answer. **Hint:** If a number is even, the even number before it is that number minus 2. If a number is odd, the odd number before it is that number minus 2. For example, 6 minus 2 is the even number before 6, which is 4. So if you roll a 6, say “6 minus 2 is 4” and put a counter on a 4. A different way to subtract 2 is to count 2 backward. Counting works to find the answer, but evens and odds will help you build more knowledge. **The first player to get four in a row wins.**

# Subtract 10 from a -teen

\_\_\_\_\_ minus 10 is \_\_\_\_\_.



Questions? [reckonmath.com](http://reckonmath.com)

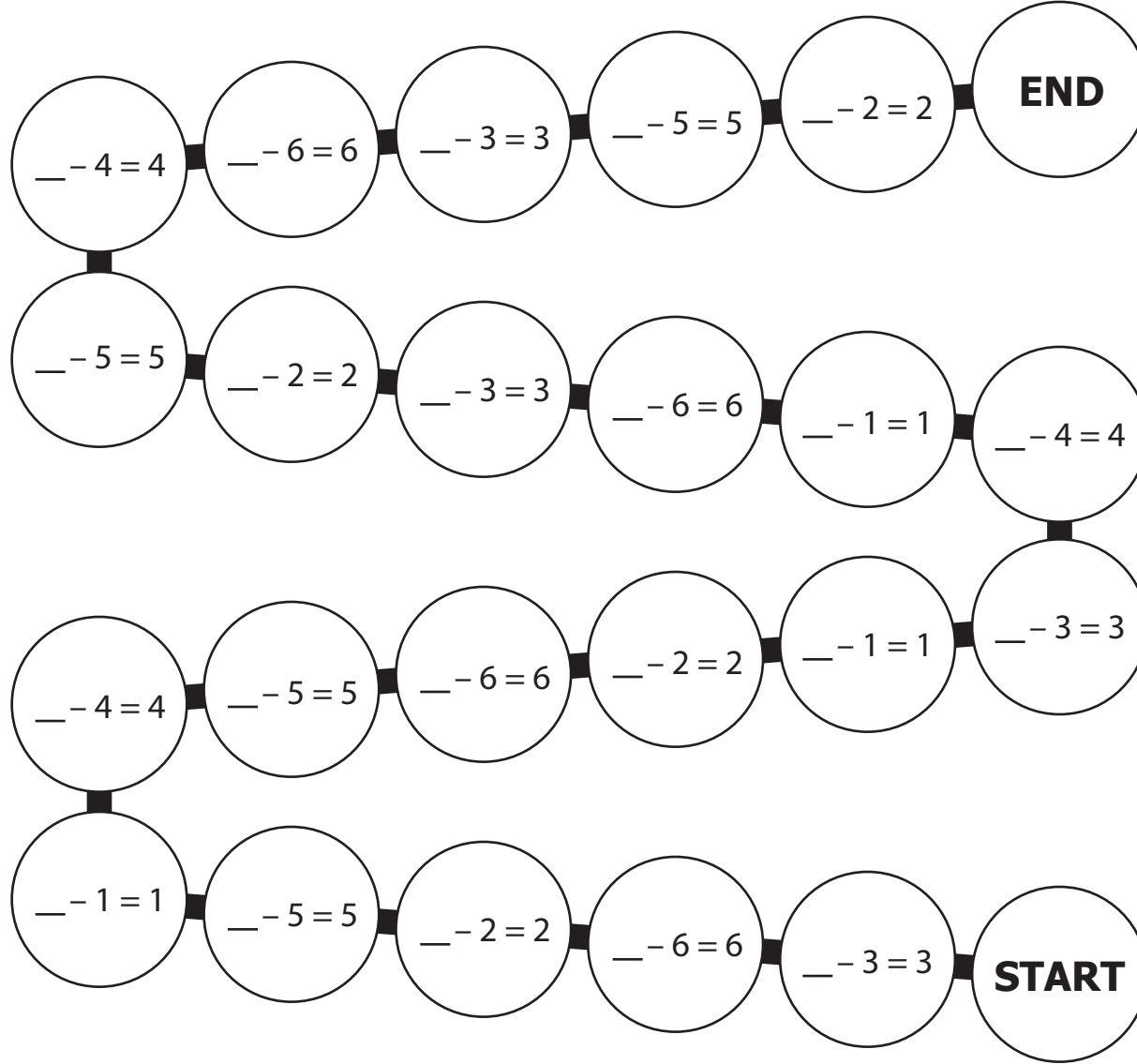


One ten-sided die, and counters in two colors.

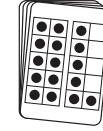
You may have already noticed that whenever you subtract 10 from a -teen, the answer is the same as the digit in the ones place of the -teen. For example,  $16 - 10 = 6$ . Notice that this procedure does not work for all numbers... for example,  $12 - 5$  is not 2! Talk with your instructor to make sure you understand why this procedure always works for a -teen minus 10. **Hint:** What is the value of the 1 in the number 16? **How to play:** On your turn, roll the die. If you roll a zero, it means zero. Find the next circle where your number fits in the blank. **Example:**  $16 - 10 = 6$ , so if you draw a 6, move to the next circle that says " $16 - 10 = \underline{\quad}$ ". **The first player to land on END wins.**

## Subtract with doubles

I drew \_\_\_\_\_. I know my number minus \_\_\_\_\_ is \_\_\_\_\_, because \_\_\_\_\_ + \_\_\_\_\_ is \_\_\_\_\_.



Questions? [reckonmath.com](http://reckonmath.com)



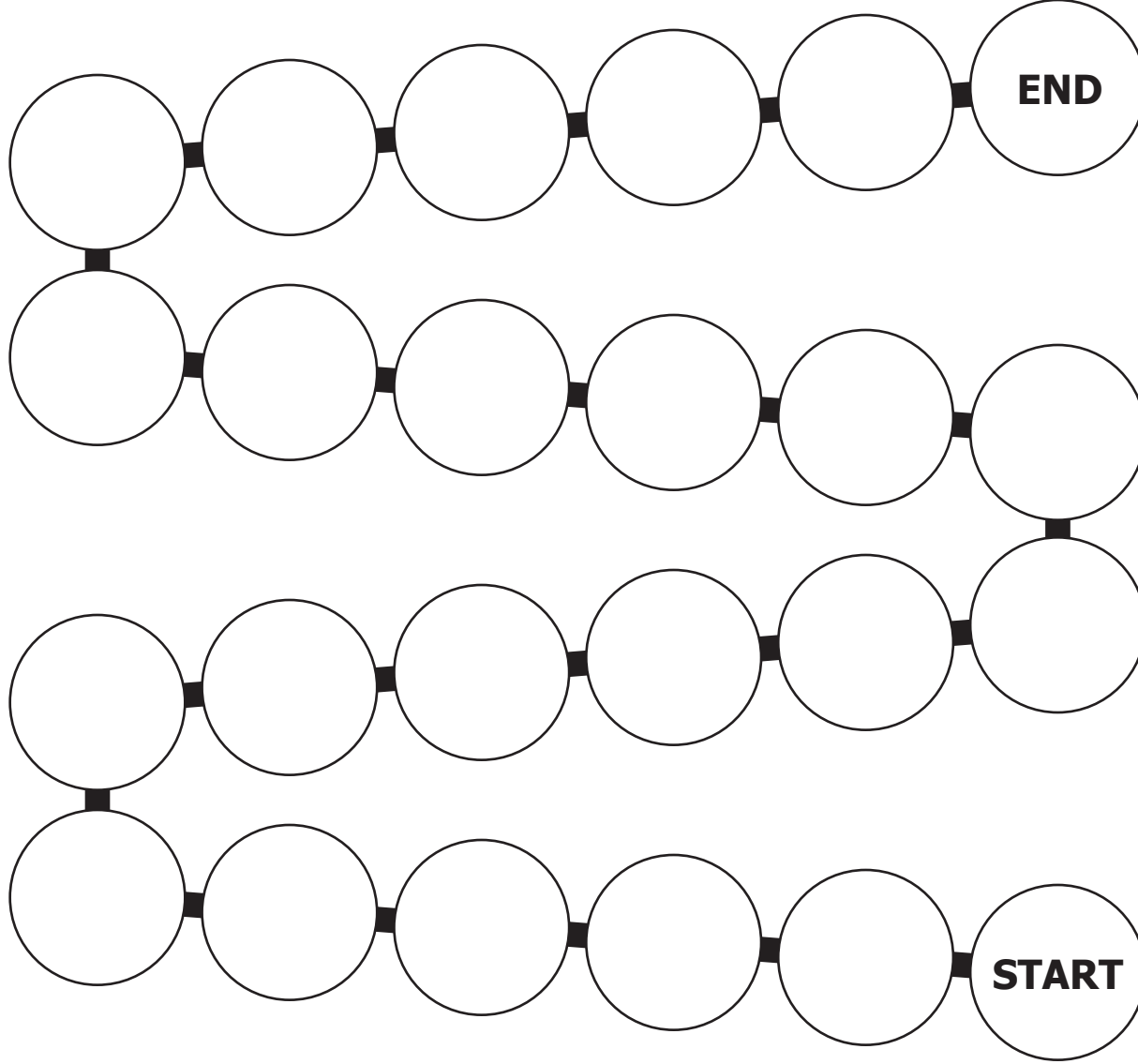
The 2, 4, 6, 8, 10, 12 cards from a deck of double ten-frame cards, and two counters.

This game helps you see how some subtraction problems are just backwards doubles addition problems. In this game, each circle has a subtraction sentence like  $4 - 2 = 2$ . A blank stands for the first number in the sentence. **How to play:** On your turn, draw a card and place it face up so both players can see it. Find the next subtraction sentence where the number you drew fits in the blank.

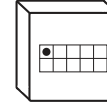
**Example:**  $10 - 5 = 5$ , so if you draw a 10, move to the next circle that says " $\_ - 5 = 5$ ". **The first player to land on END wins.**

# 10 minus a number, 0-5

I can use the empty squares to figure out  $10 \text{ minus } \underline{\quad} \text{ is } \underline{\quad}$ .



Questions? [reckonmath.com](http://reckonmath.com)

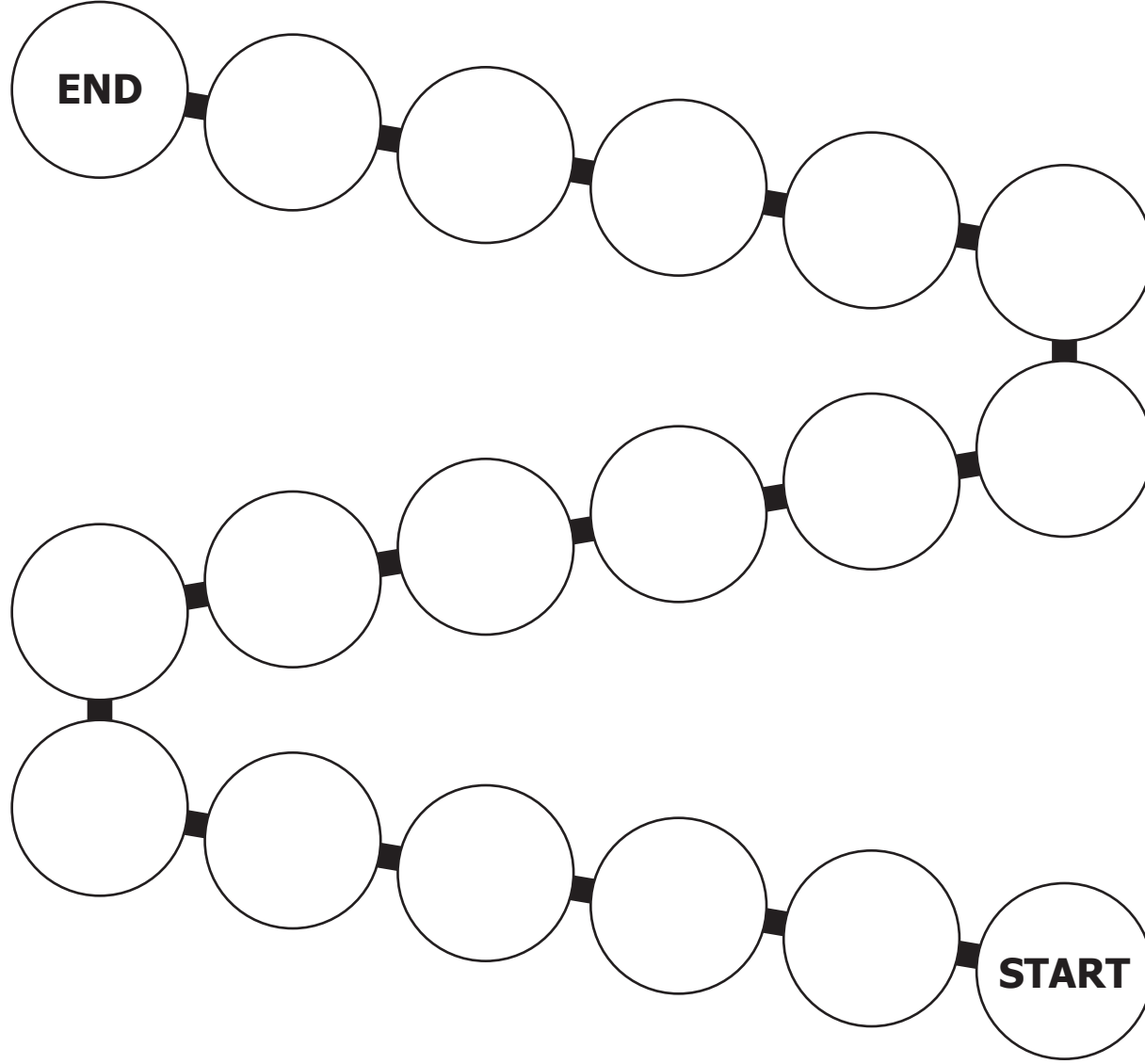


One 0-5 frame die, and two counters.

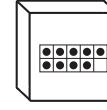
In this game, the empty squares are just as important as the dots. **How to play:** On your turn, roll the die. Say ten minus the number you rolled, and the answer. Move forward as many spaces as the answer. **Example:** If you roll a 2, say “10 minus 2 is 8” and move forward 8 spaces. **Hint:** In a ten frame with 2 dots, the 8 empty squares show you that 10 minus 2 is 8. **The first player to land on END wins.**

# 10 minus a number, 5-10

I can use the empty squares to figure out 10 minus \_\_\_\_\_ is \_\_\_\_\_.



Questions? [reckonmath.com](http://reckonmath.com)



One 5-10 frame die, and two counters.

In this game, the empty squares are just as important as the dots. **How to play:** On your turn, roll the die. Say ten minus the number you rolled, and the answer. Move forward as many spaces as the answer. **Example:** If you roll a 7, say “10 minus 7 is 3” and move forward 3 spaces. **Hint:** In a ten frame with 7 dots, the 3 empty squares show you that 10 minus 7 is 3. **The first player to land on END wins.**

# 10 minus a number, numerals

I know \_\_\_\_\_ + \_\_\_\_\_ is 10. That means  $10 - \underline{\quad}$  is \_\_\_\_\_.

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

Questions? [reckonmath.com](http://reckonmath.com)



One ten-sided die, and counters in two colors.

**How to play:** On your turn, roll the die. If you roll a zero, it means zero. Say ten minus the number you rolled, and the answer. Then, place a counter on the answer.

**Example:** If you roll a 6, say "10 minus 6 is 4" and place your counter on a 4. **The first player to get four in a row wins.**



## Add 1 to a -teen (Prepare to subtract 9)

The next number is \_\_\_\_\_, so \_\_\_\_\_ plus 1 is \_\_\_\_\_.

20	15	19	14	11	12	16
17	18	13	11	12	17	20
19	16	17	18	15	14	13
15	14	12	20	11	16	19
12	18	16	14	15	13	17
11	20	19	13	16	18	15

Questions? [reckonmath.com](http://reckonmath.com)



Two ten-sided dice, and counters in two colors.

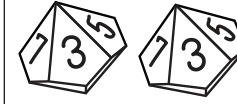
**How to play:** Place one die with "1" facing up, and leave it that way. On your turn, roll the other die. If you roll a zero, it means zero. Move it next to the "1" die to make a 2-digit number beginning with 1. Say the number, add 1 to it, say the answer, and cover the answer. **Hint:** Remember that adding one is just like saying the next number when you are counting. You count "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14." Right after 13, it is 14. So if you roll a 13, say "13 plus 1 is 14" and put a counter on a 14. **The first player to get four in a row wins.**

## Subtract 9 by using 10

\_\_\_\_\_ - 9 is \_\_\_\_\_ is the same as \_\_\_\_\_ + 1 - 10.

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

Questions? [reconmath.com](http://reconmath.com)



Two ten-sided dice, and counters in two colors.

**How to play:** Place one die with "1" facing up, and leave it that way. On your turn, roll the other die. If you roll a zero, it means zero. Move it next to the "1" die to make a 2-digit number beginning with 1. Your job is to find that number minus 9 and cover the answer. **Here is one way to do that:** First add 1, and then subtract 10. The answer will be the same as the original number minus nine, because nine is one less than ten. **Example:** If you roll a 13, you can figure out that 13 minus 9 is 4, because 13 plus 1 is 14. Put a counter on a 4. **The first player to get four in a row wins.**

## Subtract 9 with backwards addition

I know \_\_\_\_\_ + 9 is \_\_\_\_\_. That means \_\_\_\_\_ - 9 is \_\_\_\_\_.

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

Questions? [reconmath.com](http://reconmath.com)



Two ten-sided dice, and counters in two colors.

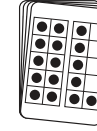
**How to play:** Place one die with "1" facing up, and leave it that way. On your turn, roll the other die. If you roll a zero, it means zero. Move it next to the "1" die to make a 2-digit number beginning with 1. Your job is to find that number minus 9 and cover the answer. **Here is one way to do that:** Think, what do you have to add to 9 to get the number you rolled? **Example:** If you roll a 13, think "9 plus what is 13?" If you are already familiar with the addition facts, you can see that the answer is 4. Put a counter on a 4. **The first player to get four in a row wins.**

## Add 2 to an even -teen (Prepare to subtract 8)

The next even number is \_\_\_\_\_, so \_\_\_\_\_ plus 2 is \_\_\_\_\_.

20	18	12	14	12	16	12
14	18	16	20	14	18	16
14	12	20	16	12	18	14
16	20	18	20	14	16	18
16	12	20	18	12	14	16
16	12	14	18	18	20	14

Questions? [reckonmath.com](http://reckonmath.com)



The 10, 12, 14, 16, 18 cards from a deck of double ten-frame cards, and counters in two colors.

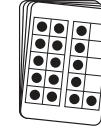
**How to play:** On your turn, draw a card and place it face up so both players can see it. Your job is to find that number plus two and cover the answer. All of the cards in this game are even, so the answer will be the next even number. Adding two to an even number is just like saying the next number when you are counting by twos, like this: "0, 2, 4, 6, 8, 10, 12, 14, 16." The next even number after 14 is 16. That means 14 plus 2 is 16. **Example:** If you draw a 14, say "14 plus 2 is 16" and put a counter on a 16. **The first player to get four in a row wins.**

## Add 2 to an odd -teen (Prepare to subtract 8)

The next odd number is \_\_\_\_\_, so \_\_\_\_\_ plus 2 is \_\_\_\_\_.

15	13	19	17	21	13	19
15	17	21	13	15	19	21
17	15	19	15	13	19	17
19	21	17	15	21	15	17
21	13	19	21	17	19	15
13	17	15	21	19	21	13

Questions? [reckonmath.com](http://reckonmath.com)



The 11, 13, 15, 17, 19 cards from a deck of double ten-frame cards, and counters in two colors.

**How to play:** On your turn, draw a card and place it face up so both players can see it. Your job is to find that number plus two and cover the answer. All of the cards in this game are odd, so the answer will be the next odd number. Adding two to an odd number is just like saying the next number when you are counting by twos, like this: "1, 3, 5, 7, 9, 11, 13, 15." The next odd number after 13 is 15. That means 13 plus 2 is 15. **Example:** If you draw a 13, say "13 plus 2 is 15" and put a counter on a 15. **The first player to get four in a row wins.**

## Subtract 8 by using 10

\_\_\_\_\_ - 8 is \_\_\_\_\_ is the same as \_\_\_\_\_ + 2 - 10.

10	2	8	4	11	6	3
5	9	7	2	5	8	6
4	3	5	8	9	10	4
6	7	11	2	10	7	9
3	8	10	6	2	4	3
6	7	4	9	8	11	5

Questions? [reconmath.com](http://reconmath.com)



Two ten-sided dice, and counters in two colors.

**How to play:** Place one die with "1" facing up, and leave it that way. On your turn, roll the other die. If you roll a zero, it means zero. Move it next to the "1" die to make a 2-digit number beginning with 1. Your job is to find that number minus 8 and cover the answer. **Here is one way to do that:** First add 2, and then subtract 10. The answer will be the same as your original card minus 8. **Example:** If you draw a 14, you can figure out that 14 minus 8 is 6, because 14 plus 2 is 16. **The first player to get four in a row wins.**

## Subtract 8 with backwards addition

I know \_\_\_\_\_ + 8 is \_\_\_\_\_. That means \_\_\_\_\_ - 8 is \_\_\_\_\_.

10	2	8	4	11	6	3
5	9	7	2	5	8	6
4	3	5	8	9	10	4
6	7	11	2	10	7	9
3	8	10	6	2	4	3
6	7	4	9	8	11	5

Questions? [reconmath.com](http://reconmath.com)



Two ten-sided dice, and counters in two colors.

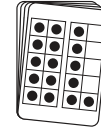
**How to play:** Place one die with "1" facing up, and leave it that way. On your turn, roll the other die. If you roll a zero, it means zero. Move it next to the "1" die to make a 2-digit number beginning with 1. Your job is to find that number minus 8 and cover the answer. **Here is one way to do that:** Think, what do you have to add to 8 to get the number you rolled? **Example:** If you roll a 13, think "8 plus what is 13?" If you are already familiar with the addition facts, you can see that the answer is 5. Put a counter on a 5. **The first player to get four in a row wins.**



**Subtract 7 by using 10**

\_\_\_\_\_ - 7 is \_\_\_\_\_ is the same as \_\_\_\_\_ - 10 + 3.

3	7	4	6	9	5	7
8	5	3	9	4	8	6
7	3	8	6	3	9	5
4	6	7	4	5	8	7
9	4	8	5	7	3	6
6	3	9	4	9	8	7

Questions? [reckonmath.com](http://reckonmath.com)

The 10, 11, 12, 13, 14, 15, 16 cards from a deck of double ten-frame cards, and counters in two colors.

**How to play:** On your turn, draw a card and place it face up so both players can see it. Your job is to find that number minus 7 and cover the answer. **Here is one way to do that:** First subtract 10, and then add 3. The answer will be the same as your original card minus 7. **Example:** If you draw a 15, you can figure out that 15 minus 7 is 8, because 5 plus 3 is 8. **The first player to get four in a row wins.**

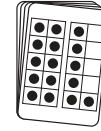


## Subtract 7 with backwards addition

I know \_\_\_\_\_ + 7 is \_\_\_\_\_. That means \_\_\_\_\_ - 7 is \_\_\_\_\_.

3	7	4	6	9	5	7
8	5	3	9	4	8	6
7	3	8	6	3	9	5
4	6	7	4	5	8	7
9	4	8	5	7	3	6
6	3	9	4	9	8	7

Questions? [reconmath.com](http://reconmath.com)



The 10, 11, 12, 13, 14, 15, 16 cards from a deck of double ten-frame cards, and counters in two colors.

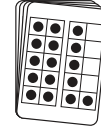
**How to play:** On your turn, draw a card and place it face up so both players can see it. Your job is to find that number minus 7 and cover the answer. **Here is one way to do that:** Think, what do you have to add to 7 to get the number you drew? **Example:** If you draw a 12, think "7 plus what is 12?" If you are already familiar with the addition facts, you know that the answer is 5. Put a counter on a 5. **The first player to get four in a row wins.**

## Subtract 3 with backwards addition

I know \_\_\_\_\_ + 3 is \_\_\_\_\_. That means \_\_\_\_\_ - 3 is \_\_\_\_\_.

2	6	1	8	7	5	3
9	4	7	3	1	6	5
4	8	2	9	7	9	8
1	5	6	2	4	3	5
3	1	4	9	8	2	6
7	9	3	4	7	6	5

Questions? [reckonmath.com](http://reckonmath.com)



The 4, 5, 6, 7, 8, 9, 10, 11, 12 cards from a deck of double ten-frame cards, and counters in two colors.

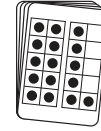
**How to play:** On your turn, draw a card and place it face up so both players can see it. Your job is to find that number minus 3 and cover the answer. **Here is one way to do that:** Think, what do you have to add to 3 to get the number you drew? **Example:** If you draw a 12, think “3 plus what is 12?” If you are already familiar with the addition facts, you can see that the answer is 9. Put a counter on a 9. **The first player to get four in a row wins.**

## Subtract 4 with backwards addition

I know \_\_\_\_\_ + 4 is \_\_\_\_\_. That means \_\_\_\_\_ - 4 is \_\_\_\_\_.

6	3	1	2	4	7	8
5	9	2	1	7	9	4
3	8	5	6	5	1	9
8	7	4	3	6	2	5
1	9	3	2	8	7	6
4	8	2	1	6	5	3

Questions? [reckonmath.com](http://reckonmath.com)



The 5, 6, 7, 8, 9, 10, 11, 12, 13 cards from a deck of double ten-frame cards, and counters in two colors.

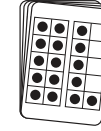
**How to play:** On your turn, draw a card and place it face up so both players can see it. Your job is to find that number minus 4 and cover the answer. **Here is one way to do that:** Think, what do you have to add to 4 to get the number you drew? **Example:** If you draw a 12, think "4 plus what is 12?" If you are already familiar with the addition facts, you can see that the answer is 8. Put a counter on an 8. **The first player to get four in a row wins.**

## Subtract 5 with backwards addition

I know \_\_\_\_\_ + 5 is \_\_\_\_\_. That means \_\_\_\_\_ - 5 is \_\_\_\_\_.

4	6	7	2	1	5	8
3	2	5	3	9	1	7
6	9	8	4	3	2	8
7	4	9	6	5	1	9
6	7	5	1	4	3	2
8	9	5	6	8	1	4

Questions? [reckonmath.com](http://reckonmath.com)



The 6, 7, 8, 9, 10, 11, 12, 13, 14 cards from a deck of double ten-frame cards, and counters in two colors.

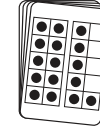
**How to play:** On your turn, draw a card and place it face up so both players can see it. Your job is to find that number minus 5 and cover the answer. **Here is one way to do that:** Think, what do you have to add to 5 to get the number you drew? **Example:** If you draw a 12, think “5 plus what is 12?” If you are already familiar with the addition facts, you can see that the answer is 7. Put a counter on a 7. **The first player to get four in a row wins.**

## Subtract 6 with backwards addition

I know \_\_\_\_\_ + 6 is \_\_\_\_\_. That means \_\_\_\_\_ - 6 is \_\_\_\_\_.

5	6	2	3	9	8	1
8	7	4	2	1	4	6
5	3	9	7	9	1	3
4	5	2	6	7	8	6
7	9	1	4	2	3	5
8	3	5	9	6	4	7

Questions? [reckonmath.com](http://reckonmath.com)

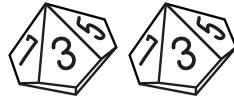


The 7, 8, 9, 10, 11, 12, 13, 14, 15 cards from a deck of double ten-frame cards, and counters in two colors.

**How to play:** On your turn, draw a card and place it face up so both players can see it. Your job is to find that number minus 6 and cover the answer. **Here is one way to do that:** Think, what do you have to add to 6 to get the number you drew? **Example:** If you draw a 14, think “6 plus what is 14?” If you are already familiar with the addition facts, you can see that the answer is 8. Put a counter on an 8. **The first player to get four in a row wins.**

# Subtract 10 from any 2-digit number

I made the number \_\_\_\_\_. My number minus 10 is \_\_\_\_\_.



Two ten-sided dice, and counters in two colors.

Questions? [reckonmath.com](http://reckonmath.com)

85	86	87	88	89	90																								
68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84													
51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67													
34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50													
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33													
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16													

**How to play:** On your turn, roll the dice. Arrange the dice to make a 2-digit number. If you roll one zero, put it on the right to make the number 10, 20, 30, 40, 50, 60, 70, 80, or 90. If you roll two zeros, it means 100. Now, subtract 10 from that number and cover the answer. If the other player's counter is already there, you can bump it off. **Example:** If you roll a 2 and a 5, you could make the number 25, subtract 10, and cover 15. Or you could make the number 52, subtract 10, and cover 42. **When there are 20 counters on the board, the player with more wins.**

# What needs to be taken away? 10 and under

\_\_\_\_\_ minus \_\_\_\_\_ is \_\_\_\_\_.

$10 - \underline{\quad} = 6$	$9 - \underline{\quad} = 6$	$10 - \underline{\quad} = 1$	$10 - \underline{\quad} = 2$
$8 - \underline{\quad} = 2$	$10 - \underline{\quad} = 5$	$10 - \underline{\quad} = 8$	$9 - \underline{\quad} = 2$
$9 - \underline{\quad} = 4$	$10 - \underline{\quad} = 3$	$9 - \underline{\quad} = 1$	$8 - \underline{\quad} = 4$
$7 - \underline{\quad} = 5$	$9 - \underline{\quad} = 0$	$10 - \underline{\quad} = 4$	$10 - \underline{\quad} = 7$

Questions? [reckonmath.com](http://reckonmath.com)



A ten-sided die, and counters in two colors.

**How to play:** On your turn, roll the die. If you roll 0 or 1, your turn is over. If you roll any other number, cover an oval where the number you rolled is the answer.

**Example:** If you roll a 5, you can cover “ $4 = 9 - \underline{\quad}$ ” because 4 is the same amount as 9 minus 5. If the ovals with the answer you need are covered, choose a different oval. Say what number needs to go in the blank to make the sentence true, and then you can cover it. **When all the ovals are covered, the player with more counters wins.**



# What needs to be taken away? 11 and over

\_\_\_\_\_ minus \_\_\_\_\_ is \_\_\_\_\_.

$12 - \underline{\quad} = 8$	$11 - \underline{\quad} = 8$	$17 - \underline{\quad} = 8$	$14 - \underline{\quad} = 6$
$13 - \underline{\quad} = 7$	$14 - \underline{\quad} = 9$	$11 - \underline{\quad} = 9$	$16 - \underline{\quad} = 9$
$11 - \underline{\quad} = 6$	$14 - \underline{\quad} = 7$	$15 - \underline{\quad} = 7$	$13 - \underline{\quad} = 9$
$12 - \underline{\quad} = 10$	$15 - \underline{\quad} = 6$	$14 - \underline{\quad} = 8$	$12 - \underline{\quad} = 9$

Questions? [reckonmath.com](http://reckonmath.com)



A ten-sided die, and counters in two colors.

**How to play:** On your turn, roll the die. If you roll 0 or 1, your turn is over. If you roll any other number, cover an oval where the number you rolled is the answer.

**Example:** If you roll a 4, you can cover “ $10 - \underline{\quad} = 6$ ” because 10 minus 4 is 6. If the ovals with the answer you need are covered, choose a different oval. Say what number needs to go in the blank to make the sentence true, and then you can cover it. **When all the ovals are covered, the player with more counters wins.**