## Prepare

***Watch*** Lesson 15 video

***Read*** Lesson 15 instruction

***Study*** the example problems

### Materials

⊘ Integer blocks

⊘ Fact Check Cards (Lesson 15)

⊘ Colored pencils

## Session A: Present Lesson Instruction

Your student has already learned about adding the doubles. Subtracting doubles can be learned by recalling these facts. The most challenging fact for adding is 7 + 7, but since you have already mastered this fact, you are well on your way to mastering the doubles facts for subtraction.

### Example 1

Solve: 10 − 5

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$
"Ten minus five" means
"What plus five is the same as ten?"
$x + 5 = 10$

$$\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$$
Five plus five equals ten.
$5 + 5 = 10$

### Example 2

Solve: 8 − 4

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$
"Eight minus four" means
"What plus four is the same as eight?"
$w + 4 = 8$

$$\begin{array}{r} 8 \\ -4 \\ \hline 4 \end{array}$$
Four plus four equals eight.
$4 + 4 = 8$

🕐 *Take a break before Session B.*

## 👉 Teaching Tip

Help eliminate finger counting by putting the blocks far away from where your student is working. Tell your student to use the blocks (not finger counting) if they are unsure of an answer. Since getting up to retrieve the blocks is a nuisance, it encourages them to use what they know while still providing support to find the answer.
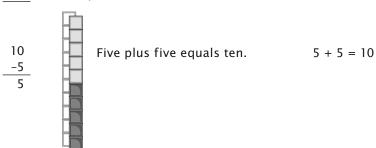
## Session B: Demonstrate Understanding

Check that your student can proficiently teach back a few selected math facts from the lesson *before* moving on to the word problems. *(See An AIM Lesson: Session B on page 14.)*

Use the Build, Write, Say method to solve each problem.

1. Nathan is 12, and Mike is 6. What is the difference between their ages?

2. Genevieve estimated that it would take 10 hours to paint her room. How many hours of work should she have left after she paints for 5 hours?

3. Don decided to ride his bike 14 miles. When he had gone 7 miles, he stopped to rest. How many more miles did he have to ride?

4. Grace has six sisters and three brothers. How many more sisters than brothers does Grace have?

5. Isabella has eight t-shirts. Four t-shirts are blue. How many of her t-shirts are not blue?

⏱ *Take a break before Session C.*

## Session C: Transition Math Facts to Visual Memory

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

　YES　Take a break before Session D.

　NO　Continue to practice these facts. *(Refer to An AIM Lesson: Session C on page 14.)*

## Session D: Assess for Mastery

⊚ Using the Fact Check Cards, can your student recall all the facts covered in this lesson?

　YES　Color one star for each Fact Known. Repeat until all three stars are colored.

　NO　Continue to practice these facts. *(See An AIM Lesson: Session D on page 15.)*

Be sure that all of the Fact Check Cards from the lesson have three stars filled in before moving on to Lesson 16. Mark each fact that has been mastered on the Subtraction Facts Mastery Chart.

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

■ Lesson 15 Math Facts

▢ Review math facts previously mastered