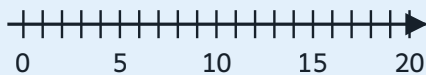


13 TAKE AWAY 9 BY COUNTING UP

- 1 Start at 9 on the number line.
- 2 Count up: 10, 11, 12, 13.
- 3 You made 4 jumps, so $13 - 9 = 4$.

WARM-UP

Mark the points and draw the jumps on the number line.



1. Mark 17 and 15 to show counting back for $17 - 2$.
2. Mark 12, 10 and 7 to show back through ten for $12 - 5$.
3. Mark 9 and 13 to show counting up for $13 - 9$.

PRACTICE

- 1 The class has 18 glue sticks. 2 are used for the art table. How many glue sticks are left? _____
- 2 There are 11 chairs at the reading corner. 9 children sit down. How many chairs are empty? _____
- 3 Sam has 11 crayons in his pencil case. He lends 5 to a friend. How many crayons does Sam keep? _____
- 4 The teacher puts out 14 workbooks. The class uses 6 of them in the morning. How many workbooks are still on the shelf? _____
- 5 There are 12 paint pots on the trolley. 9 are taken for the art lesson. How many paint pots stay on the trolley? _____
- 6 Mia counts 15 stickers in her book. She gives 8 stickers to her partner. How many stickers does Mia have now? _____

? ALWAYS, SOMETIMES, NEVER

Always, sometimes or never true? Write A, S or N.

- | | |
|---|---|
| a. Counting back is the quickest tool when you take away 1 or 2. ☐ | c. Counting back nine times is quicker than counting up for $13 - 9$. ☐ |
| b. Back through ten is useful when the take-away crosses a ten. ☐ | d. Counting up wins when the two numbers are close together. ☐ |