

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Children use ten-frames and number lines to complete reasoning questions involving subtraction where they cross the tens boundary.

When using a number line, why is it a good idea to jump back to ten first?

How many did Jill jump back on the number line?

I jumped back eight and landed on ten. What was my starting number?

I jumped back (insert a different number less than ten) and landed on ten. What was my starting number?

I finished at five. In total, I had jumped back 11. What was my starting number?

What is the best way to partition the second number to calculate $17 - 8$? Why?

What is the best way to partition the second number to calculate (insert a different calculation)?



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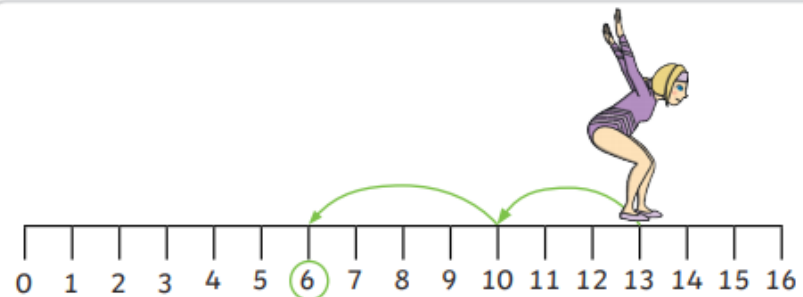


Subtraction – Crossing 10 (1)



Jill starts at 13 and jumps back to another number.

Tick the calculation to show her jump.



$13 - 6 =$

$13 - 4 =$

$13 - 7 =$

Jill is working out $17 - 8$.

Is this a good way to work out the answer? Why or why not?

$$17 - 8$$

Can you think of a better model?